The Child Rights Training Manual

NIRDPR

unicef
for every child

ABOUT NIRDPR

National Institute of Rural Development and Panchayati Raj (NIRDPR) continuously strives to serve the nation through research, training, action research and consultancy activities for development of the rural poor and enhance their quality of life. It aims to:

I. Organise training programmes, conferences, seminars and workshops for senior-level development managers, elected representatives, bankers, NGOs and other stakeholders;

II. Undertake, aid, promote and coordinate research on its own and/or collaborate with State, national and international development agencies;

III. Analyse and offer solutions to problems encountered in the planning and implementation of the programmes for rural development, decentralised governance, panchayati raj and related programmes;

IV. Study the functioning of the Panchayati Raj Institutions (PRIs) and rural development programmes across the States;

V. Analyse and propose solutions to problems in planning and implementation of the programmes for rural development; and

VI. Develop content and disseminate information and transfer technology through periodicals, reports, e-modules and other publications.

Considering the challenges faced by the government in the development of a large section of rural poor across the country through its various policies and programmes, NIRDPR as an apex training institute in the field of rural development, has to cater to the training and capacity development needs of a larger clientele. To achieve these objectives, a nationwide network of training infrastructure has to play its rightful role. The clientele includes a large number of elected PRI representatives at different levels, rural development functionaries, NGOs, bankers and other stakeholders. Capacity building of rural development personnel and elected representatives is an intrinsic part of the entire rural development process. It helps to improve their managerial skills while keeping them abreast with the latest changes in strategies, government policies and programmes to augment their knowledge and working efficiency, resulting in strengthening of the delivery mechanism for the benefit of all the stakeholders.

In its continuous effort to develop managerial skills of functionaries in the rural development process, the Institute offers two regular fully residential diploma programmes – one-year Post Graduate Diploma in Rural Development Management (PGDRDM) and two-year Post Graduate Diploma in Management (Rural Development). Further, it offers M.Tech Programme on Appropriate Technology & Entrepreneurship (ATE) and three distance mode programmes - Post Graduate Diploma in Sustainable Rural Development (PGDSRD), Post Graduate Diploma in Tribal Development Management (PGDTDM) and Post Graduate Diploma in Geo-Spatial and Technological Applications in Rural Development (PGDGARD). The Institute is also offering one-year Diploma Programme on Panchayati Raj Governance and Rural Development (DP-PRGRD) in association with the University of Hyderabad through distance mode.

The Child Rights Training Manual

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FOREWORD

Every child is entitled to proper care and nurturing. The exposure, experience and education that a child receives in the formative years determines its physical, emotional and intellectual growth. Investing in our children and providing them a secure environment to grow and learn is the only way to realise true development.

It is unfortunate that many children continue to be deprived of basic necessities such as food, shelter, care and education. The main reason for this is poverty. At an age when children should be in school and learning, many are forced to work in order to provide for themselves and their families.

Early childhood care and education is necessary to build India's human capital so that our children grow into productive and responsible citizens. The Child Rights Training Manual, developed by the Child Rights Resource Unit (CRRU) at NIRDPR in collaboration with UNICEF India, is a timely and relevant document that comes at a time when children's rights stand particularly compromised in the face of a global pandemic. The unprecedented nature of COVID-19 and the long bouts of lockdowns have adversely affected the lives of many children and placed them in a vulnerable situation.

There is an immediate need to respond to this crisis by creating awareness among civil society organisations, policymakers and administrators about the importance of child rights so that they can collectively take informed policy decisions to secure the rights of children. We hope that the manual is used by various government and non-government organisations to train various stakeholders to render meaningful assistance to children in need.

Radhika Rastogi, IAS
Deputy Director General
NIRDPR

FOREWORD

The COVID-19 crisis has severely impacted the lives and future of children across the globe, including through social and economic consequences of measures to contain and counter the pandemic. Children have been one of the worst hit as COVID-19 challenges their access to health, protection, education, clean water and sanitation. Furthermore, the economic shock generated by COVID-19 is threatening to roll back hard-earned progress in advancing child rights over the recent decades, exposing the deeper social and economic frailties. In these unprecedented times, it is imperative for the Governments, Civil Society Organisations and other stakeholders team together more closely to explore and identify gaps, diagnose emerging issues, and arrive at practical solutions to reverse the negative trends and advance recommendations to be better prepared to deal with future emergencies.

The UNICEF- NIRDPR partnership is of great significance in the journey through the whirlwinds of COVID-19 and beyond. The partnership through intensified engagement with the elected representatives and functionaries of local governments aims to raise awareness and strengthen capacity to address issues pertaining to child rights. This Child Rights Training Manual, jointly developed by UNICEF and the Child Rights Resource Unit (UNICEF-CRRU) at NIRDPR may be seen as an important step forward towards generating interest and creating awareness on child rights issues. The manual attempts to highlight the key aspects of child rights within the Indian context and uses a participatory methodology to train policymakers, implementers and practitioners.

It is hoped that the manual will prove to be an effective guide for those working in the domain of child rights, besides serving as a helpful resource to the inter-departmental trainings on child rights organised by NIRDPR and other government training agencies. By focusing on the need to integrate training, re-training and training of trainers with the overall planning process for service delivery at the grassroots level, the destination: child-friendly good governance will no longer remain a chimerical dream.

Yasmin Ali Haque
Representative
UNICEF-India

PREFACE

The Centre for Gender Studies and Development (CGSD) at NIRDPR emphasises the need to focus on children's issues along with gender issues to have a more holistic developmental perspective. It is in this regard that it forged a partnership with UNICEF India and set up the National Child Rights Resource Unit (CRRU) to exclusively focus upon children's issues. CRRU seeks to study, analyse, as well as document various pressing issues in the context of child rights in India and integrate them into the capacity building efforts of NIRDPR. In this context, developing the 'Child Rights Training Manual' is one of the first key activities that the unit has undertaken.

The manual is truly comprehensive and attempts to capture all the nuances of child rights to put forth a simple yet robust structure within which issues related to the basic rights- survival, development, protection and participation could be placed and understood. It is an effort towards integrating children's issues into the larger developmental issues that are at the core of NIRDPR's mandate. It seeks to broaden the scope of developmental practitioners (planners, policymakers, implementers, fieldworkers) who are primarily concerned with sectoral focus and tries to draw their attention towards child rights in a way that they can bring in child-friendly approaches and innovations into their overall approach.

Developing this manual has been a wonderfully rewarding experience for each one of us involved in the process. In this regard, let me thank UNICEF India for the opportunity and the constant guidance through discussions and resource sharing that helped us contextualise the issues in a nuanced manner. I also want to acknowledge the inputs and feedback received from the various child rights experts we got in touch with during the vetting process towards the end. My biggest thanks go to all those children who have contributed through their beautiful and insightful hand drawings that makes this manual lively and meaningful!

We hope that this manual will contribute towards the ongoing work on child rights and be a useful resource for those working in this field.

N. V. Madhuri
Head - CRRU
NIRDPR, Hyderabad

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

AWC- Anganwadi Centre
ASHA- Accredited Social Health Worker
BPL- Below Poverty Line
CSR- Corporate Social Responsibility
CWC- Child Welfare Committee
EU- European Union
ECCE- Early Childhood Care and Education
ECD- Early Childhood Development
GP- Gram Panchayat
ICDS- Integrated Child Development Scheme
ICPS- Integrated Child Protection Scheme
IEC- Information, Education and Communication
KILA- Kerala Institute for Local Administration
LPS- Low Performing States
LPG- Liquified Petroleum Gas
MDM-Mid-day Meal
MHM-Menstrual Health Management
NGO - Non-Governmental Organization
NPE - National Policy on Education
ODF - Open Defecation Free
PDS- Public Distribution System
POCSO Act- Protection of Children against Sexual Offences Act
PPT- PowerPoint Presentation
RTE- Right to Education
SBA-Swachh Bharat Abhiyaan
SBM-G- Swachh Bharat Mission- Gramin
SC/ST- Scheduled Castes/Scheduled Tribes
SDG-Sustainable Development Goals
SSA-Sarva Shiksha Abhiyaan
TLM- Teaching and Learning Material
TSC- Total Sanitation Campaign
UTs- Union Territories
UN- United Nations
UNCRC- United Nations Convention on Rights of the Child
UNICEF-United Nations International Children's Emergency Fund
WASH-Water, Sanitation and Hygiene
WHO- World Health Organisation
WinS- WASH in Schools

INDEX FOR TOOLS AND HANDOUTS

CHILD RIGHTS TRAINING MANUAL

Introduction

Childhood is, undoubtedly, the most precious and beautiful phase of life for every human being who has walked this earth. It is the phase that encompasses a bouquet of emotions that are all happy and positive. Carefree, innocent and honest are adjectives that one can use to define any child, anywhere in the world. Then why do we, even after 72 years of independence, fail to provide a fulfilling childhood to all children? Why is it that a substantial number of children in India continue to stay outside the realm of development? Why do some children not have access to essential services required to ensure survival, health and nutrition? These are questions that everyone should be asking, especially policy-makers at all levels, not just in India, but everywhere in the world.

It is universally recognised that children have rights that are inalienable and indivisible. The United Nations through its Convention on Rights of the Child (UNCRC) - adopted in 1989, affirmed an expansive set of rights for children. It is this human rights treaty, ratified by 192 nations that explicitly recognised children as holders of rights. India too is a signatory to the UNCRC and upholds child rights through various State and national legislations. However, despite this, the Child Development Index and statistics tell otherwise. India ranked 117 out of 181 countries in the KidsRight Index in 2019. KidsRight is an annual global index that ranks countries along five indicators on child rights: right to life, right to education, right to health, right to protection and an enabling environment for child rights. According to the Global Childhood Report 2019, released by Save the Children, that evaluates countries on the well-being of children, India ranked 113 of 176 countries. India's performance clearly indicates the low priority it places on children and a lack of child-friendly approaches in policy-making.

India has a substantial number of schemes and legislations designed specifically for children, aimed at improving health and nutrition, access to education as well as providing child protection. However, despite such schemes and legislations, there seem to be inadequacies in implementation, as a result of which, a large number of children often fail to access the benefits and continue to stay without any rights. Lack of knowledge and awareness about children's issues coupled with a lack of convergence at the level of implementation are often the reasons behind faulty planning. There is hence a need to sensitise policy-makers and implementers about child rights so that they can bring child-friendly approaches to the table and design plans with children's priorities in mind.

This comprehensive manual on child rights is being developed with the vision to create awareness amongst all levels of people, especially those working with the government and/or at the level of policymaking to help them form an understanding on the basic principles of child rights. The ultimate aim of the manual is to sensitise people who are at the helm of decision-

making, working at the various government departments concerned with rural development that ensure service delivery to make child-friendly policies, keeping in mind the impact of their programmes on children. More specifically, the manual will be used to sensitise practitioners within NIRDPR on child rights issues through inter-departmental trainings.

The manual is highly interactive and uses participatory training methodologies. The manual chapters have been prepared after an extensive review of child rights programmes and training modules available both nationally and internationally. It has made use of inputs from UNICEF's extensive body of child rights-related information and training modules, the approaches suggested by Kerala Institute of Local Administration (KILA) in their module for 'Child-friendly Local Governance', as well as the 'EU/UNICEF Child Rights Toolkit', developed collaboratively by UNICEF and the European Union (EU). The module has also drawn inputs from the extensive work done by national level NGOs on child rights such as HAQ-A Centre for Child Rights, Save the Children, Plan International and CRY. The attempt is to create a standardised training manual on child rights suitable to the Indian context that can be of use to anyone, especially policy-makers and those working in the rural development sector, depending upon their need and requirement.

Overall Learning Objectives

- To improve participants' basic understanding on child rights issues.
- To increase awareness on the 'what' and 'why' of child rights.
- To enable/build people's capacities on specific child rights to such an extent that they can use child-friendly approaches in their daily work.

Expected Results

By the end of this module, participants will:

- Be able to define child rights in a holistic manner.
- Be aware of the basic rights of a child.
- Have ideas on creating a child-friendly environment and have a child-sensitive approach to planning within their communities and projects.
- Be able to respond to child protection through responsive and remedial action.

About the Manual Chapters

The manual has a total of six chapters. Each chapter comes with a set of specific objectives and a session plan that has been outlined to make it easier for the facilitators to run the module. The module uses participatory methods and has inclusions/suggestion of a number of games and activities in every chapter to enable the participants gain an understanding about child rights

in an interesting and engaging manner. At the end of each chapter, there is a separate section titled 'tools and handouts' that includes various tools (games and exercises) and handouts that are recommended to be used when taking the sessions.

Chapter 1 is titled 'Understanding Child Rights' and introduces the idea of 'child' and 'childhood' and aims to familiarise the participants with the basic child rights and how they came into existence. Chapter 2 focusses on the 'Right to Survival' and discusses the health and nutrition rights of children. Chapter 3 discusses the 'Right to Development' and focusses on children's 'Right to Education and Play'. Chapter 4 looks closely at the 'Right to Development' through access to water, sanitation and hygiene. Chapter 5 discusses the 'Right to Protection' and specifically focusses on child marriage, child labour and child trafficking within the Indian context. Finally, Chapter 6 talks about the overarching 'Right to Participation' that children should exercise in order to access all their other rights.

Each of the manual chapters is divided in the following manner:
1. Brief Introduction
2. Objectives of the session
3. Duration of the session
4. Tips to facilitators
5. Session plan (sub-topics, expected outcomes, training methodology, training materials required)
6. Session content

At the end of each chapter there is a section titled 'Tools and Handouts' that consists of session-specific games and activities and handouts that can be used for conducting the sessions and distributed amongst the participants for session-specific information.

The session content is typically split into three parts. Part 1 defines the need to have a particular 'right' and/or sets the context for defining that 'right'. Part 2 looks at the government schemes and programmes available for that specific 'right' within the Indian context and finally Part 3 explores the 'how' question to answer "how can one ensure children have access to that specific right?"

CHAPTER 1: UNDERSTANDING CHILD RIGHTS

1.1. Introduction

This section defines who is a child and discusses what are the child rights prescribed by various national and international laws and guidelines. It aims to equip the participants with knowledge of some of the basic rights for children as enshrined in the UN Charter for Child Rights and the Indian Constitution as well as the child-specific UN Sustainable Development Goals (SDGs).

1.2. Objectives

- To introduce the idea of 'child' and 'childhood'.
- To familiarise participants with the basic child rights.
- To make the participants understand the need to focus on child rights.

1.3. Time of the session: 60 minutes.

1.4. Tips to the Facilitator

- Read the manual/content carefully.
- Practice the games/exercises prior to taking sessions.
- Give sufficient time to questions if any, after each topic.
- Be patient in answering questions, if any.
- Manage time efficiently.

1.5. Session Plan

Session name	Sub-topics	Expected outcomes	Training methodology	Training materials
About child rights	Who is a child and what is childhood?	Participants will be aware on who a child is and be sensitised towards children's needs and wants.	Participatory. Beginning with an introductory exercise and asking participants to write down their favorite childhood memory. Sharing how they feel and what was the memory. Discussion on what stands out in that memory-identifying key terms, ending with defining 'child' and childhood' and linking them to the life cycle approach; different experiences of childhood through a power walk.	Paper, pen, notes, ppt on life cycle approach; power walk to help people experience the different experiences of childhood
	What are child rights? UNCRC, Indian constitution and definitions; SDGs.	Participants are made know the basic child rights as enshrined in the UN charter as well as the Indian constitution	A game-based exercise to understand how much people know about 'child rights' using pen and markers, followed by UNCRC definitions on child rights, SDGs and Indian constitution's 'Stand on Child Rights'.	Paper and color pens for the game on CRC, PPT on UNCRC conventions, SGDs
	Why focus on children?	Participants have an understanding about the need for knowing child rights.	Using diagrams and drawings familiarising participants about the need to focus on children and the key stakeholders for child rights.	Flipchart, PPT

	What are some of the basic rights that every child must have?	Participants know the basic rights that every child must have and are able to contextualise the need for these rights in their own settings.	PPT to depict child rights and the sessions ahead.	Flipchart, paper, pens, PPT

1.6. Session Content

1.6.1. Who is a Child and What is Childhood?

[Tool 1 to be used for this session for introduction with participants, followed by presentations on the life cycle and the whole child approach as explained below]

The UN Convention on the Rights of the Child (UNCRC) defines "any person under the age of 18 years as a child". India is a party to this and ratified it in the year 1992. So, by definition, in India too, any person under the age of 18 years is considered a child and the Indian Constitution accords certain special rights to children as citizens of the country.

Childhood, as distinctly separate from adulthood "is the time for children to be in school and at play to grow strong and confident with the love and encouragement of their family and an extended community of caring adults", defines UNICEF. The UNCRC defines childhood as a separate space from adulthood and recognises that what is appropriate for an adult may not be suitable for a child. Further, it also recognises children as holders of their own rights and not passive recipients of charity.

A child in India, like any other child anywhere in the world, has some basic needs like the need to eat food, drink water and have a safe place to stay. However, 'wants' are different from needs in a way that a child may want a toy, but may or may not have it while he/she definitely needs food, water and shelter to survive. In this context, two theoretical approaches can help define a child and his/her needs and requirements for growth and development.

The Life Cycle Approach

As seen above, any person under the age of 18 years is defined as a child. However, there are different stages of a child's journey from the time it is conceived till the time he/she enters the stage of adulthood. Further, corresponding to each stage, there are needs and requirements for every child. This is known as the 'life cycle approach' to development and it broadly attempts to highlight the opportunities, vulnerabilities and risks associated with each stage *[Handout 1]*.

Handout 1: The Life Cycle Approach

Age	Life-stage	Needs and requirements of a child
0 years	In-utero and birth	Mother needs care and the embryo needs security in the mother's womb; after birth, the infant needs care and protection
3 years	Early childhood	Family plays the most important role at this stage providing a basic nurturing environment to the child
6 years	School-going age	Education and interaction with the outside world begins at this stage
10 years	Youth	Is a time for health care with a nourishing environment as this is the stage of physical growth and development
18 years	Adolescence	Opportunities and education

LIFE CYCLE APPROACH

14-18
HIGHER EDUCATION
AND CAREER CHOICES

9-14
EDUCATION
AND
SECURITY

6-9
EDUCATION AND PLAY

3-6
FAMILY

0-3
SECURITY AND NUTRITION
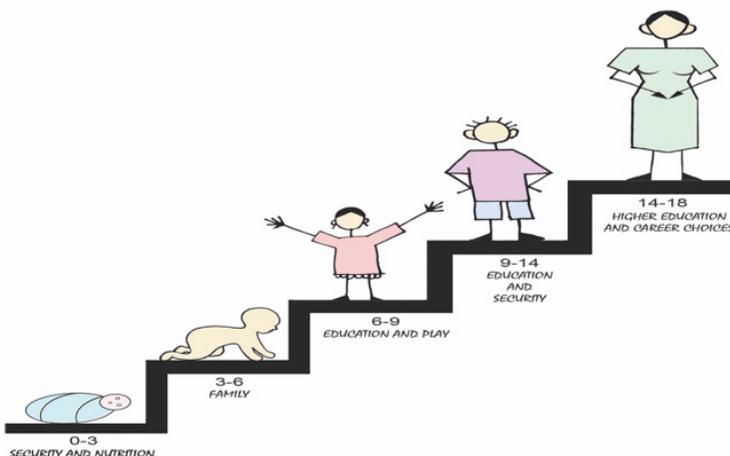
The 'Whole Child' Approach

A whole child approach to development is one that tries to focus on the five basic faculties of the human being and believes in the holistic growth of children. Hence, it looks at the social, emotional, mental, physical as well as cognitive development of children. This is an approach most widely used in the field of education to design curriculum that can address the needs of all the faculties of children. However, more recently, the development sector is also making use of the 'Whole Child' approach to design programmes that can cater to the needs of all the children. In India, Integrated Child Development Scheme (ICDS), as a Centrally-sponsored programme comes closest to using the 'Whole Child' model, through its Early Childhood Development (ECD) programme that caters to all the five faculties of a child.

Culture, Society and the Different Experiences of Childhood

[Tool 2 or the 'power walk' to be used for this session to make the participants understand the different experiences of childhood]

Any discussion on childhood is incomplete without understanding the varying experiences of childhood that children may encounter at any place, based on their class, caste, religion, gender, economic situation and culture. All the children, everywhere in the world, should be treated equally and it is the right of every child to lead a life free of discrimination. However, this right upheld by Article 2 of the UNCRC, unfortunately does not always translate into reality for all children everywhere in the world.

A child's first world is constructed around the family he/she is born into and the environment that the child inherits owing to his/her birth. Quite naturally, the experiences of a child born into an economically backward family, with limited resources will have a certain kind of experience. There too, the experience may further differ depending upon the gender of the child. Within a typical patriarchal setup where there is a high son-preference, if a family has four children out of which three are girls and one is a boy, there are high chances that the boy child will experience his childhood differently vis-à-vis the girl children in terms of entitlements, education and opportunities. Therefore, one finds that the socio-economic and cultural factors often dominate the way a child will experience his/her childhood.

It must therefore be remembered that childhood, as an experience may vary from child to child. As policy-makers, it is therefore essential that the discriminatory factors such as caste, class, gender and religion, which lead to differential experiences of childhood, are factored in, prior

to formulating plans and policies for children. Efforts should be made to adopt a child-friendly policy, free from all forms of discrimination, and specific steps should be taken for addressing the issues of children who are particularly vulnerable and likely to experience discrimination.

1.6.2. What are Child Rights?

[Tool 3 or the game on UNCRC to be used for this session]

"The rights of the child are human rights. They are indivisible, universal and inalienable", states the EU guidelines for the promotion and protection of the Rights of the Child (2016). Both nationally and internationally, children have been accorded several basic rights to ensure they have a safe and happy childhood, complete with all the basic requirements one needs for social, emotional, physical and mental development.

The first set of comprehensive rights of the child were spelled out by the UN Convention for the Right of the Child (UNCRC), adopted in 1989 and ratified by 196 countries. This comprehensive human rights treaty is the first international instrument to explicitly recognise children as social actors and active holders of rights. The convention clearly outlines the universal standards for care, treatment, survival, development, protection and participation of all children.

The intention and implementation of the UNCRC is guided by four basic principles. These can be summarised as indicated in *Handout 2*.

Handout 2: Guiding Principles of UNCRC

Article 2

Non-discrimination

All children shall be protected from all forms of discrimination on the basis of their and their parent's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Article 3

Best interests of the child

The best interests of the child shall be a primary consideration in all actions concerning a child.

Article 6

Right to life, survival and development

Children have the right to life; and States must ensure to the maximum extent possible the survival and full development of a child.

Article 12

Respect for the views of children

All children who are capable of forming their own views must be able to express those views freely in all matters affecting the child, with the views of the child being given due weight in accordance with the age and maturity of the child.

Children and SDGs

The United Nations Sustainable Development Goals or SDGs that were adopted and announced in 2016 have some of their major goals directed towards reducing inequalities for children the world over. The specific SDGs that focus on children's welfare are detailed in *Handout 3*.

Handout 3: Specific SDGs that Focus on Children's Welfare

Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture

2.1. By 2030, end hunger and ensure access of safe, nutritious and sufficient food to all people, in particular the poor and people in vulnerable situations, including infants, all year round.

2.2. By 2030, end all forms of malnutrition, including achieving the internationally-agreed targets on stunting and wasting in children under five years of age, and address the nutrition needs of adolescent girls, pregnant and lactating women and older persons by 2025.

Goal 3: Ensure healthy lives and promote well-being for all at all ages

3.2. By 2030, end preventable deaths of newborns and children under five years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-five mortality to at least as low as 25 per 1,000 live births.

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4.1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education, leading to relevant and effective learning outcomes.

4.2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

4.a. Build and upgrade education facilities that are child, disability and gender-sensitive, and provide safe, non-violent, inclusive and effective learning environments for all.

Goal 5: Achieve gender equality and empower all women and girls

5.1. End all forms of discrimination against all women and girls everywhere.

5.2. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking, sexual and other types of exploitation.

5.3. Eliminate all harmful practices like early and forced marriages and female genital mutilation.

Goal 6: Ensure availability and sustainable management of water and sanitation for all

6.1. By 2030, achieve universal and equitable access to safe and affordable drinking water for all.

6.2. By 2030, achieve access to adequate and equitable sanitation and hygiene for all. End open defecation by paying special attention to the needs of women and girls and those in vulnerable situations.

The Indian Constitution and Child Rights

The Indian Constitution promulgated in 1950 several rights to children as citizens of the country. In fact, most of the rights mentioned in the UNCRC are already included in the Fundamental Rights and Directive Principles of State Policy. Some of the constitutional guarantees that are meant specifically for children include:

Right to free and compulsory elementary education for all children in the age 6-14 years **(Article 21 A)**
Right to be protected from any hazardous employment till the age of 14 years **(Article 24)**
Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength **(Article 39(e))**
Right to equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity, and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment **(Article 39 (f))**
Right to early childhood care and education to all children until they complete the age of six years **(Article 45)**

1.6.3. Why Focus on Children?

As has been rightly said in the EU-UNICEF Child Rights Toolkit, "Investing in children is both an obligation and an opportunity". The need to focus on children stems from the fact that as a nation it is an obligation for us to make sure that children do not suffer due to poverty, undernutrition, poor health and other such deprivations. At the same time, it is also an opportunity for any nation to focus on its children as they are the future human resources and only through better nutrition, primary health care, education and protection, a nation can build a good base of human resources.

This necessitates that governments and policy-makers take note of children's needs and weave their interests into any plans for nation-building. "Children must be at the heart of human

development: they should be our priority, the first call on our resources", rightly points out Anthony Lake, Executive Director, UNICEF.

Focusing on children therefore is pertinent for the following reasons:

Ethical reasons	Children are rights holders and therefore it is essential that they get their basic rights
Age-sensitivity	Children, due to their age, are vulnerable and cannot fend for themselves; therefore, it is essential that their needs be met by caregivers
Economic reasons	Investing in children means investing in future; creating a healthy, educated and aware child will lead to healthy, educated and aware citizens in future
Political reasons	If a country's children are healthy and happy, the country is high on development index; such a country will prosper on all counts

WE HAVE RIGHTS

WE COUNT

GIVE IT TO US

INVEST IN US TODAY

POLICE   DOCS

FOR
A BRIGHT FUTURE
TOMORROW
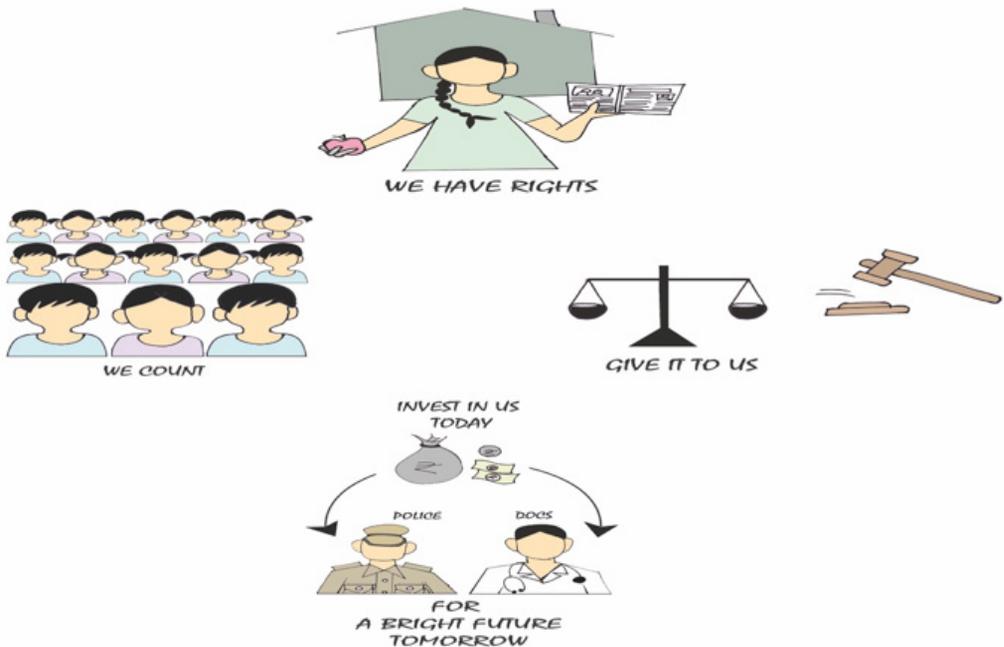
While focusing on children is pertinent, identifying the key stakeholders and actors responsible for making the rights a reality is the first critical step. At the national level, following are the key stakeholders who are obliged to implement the principles and set the standards for child rights *[Handout 4]*:

Handout 4: Key Stakeholders who are Obliged to Implement the Principles and Set the Standards for Child Rights

The Central government	At the helm of the structure lies the Central government whose primary responsibility is to not only implement legal provisions with regard to child rights, but also prioritise children's rights in public expenditure.
Parliamentarians	It should be the responsibility of parliamentarians to be aware of child rights and become the foremost champions of children's rights. At their level, they can legislate, advocate, allocate resources and oversee government activities to have a child-focused approach.
Civil society/ NGOs/non-State actors	NGOs and civil society organisations have played and continue to play a very important role in promoting and realising children's rights. They can play a crucial role in lobbying for rights and acting as watchdogs to ensure governments are held accountable in realising child rights. In addition to this, many NGOs directly work on issues for children's rights in partnership with government schemes and programmes for children
Private sector	The private sector through their CSR initiatives plays a very important role in investing in children's issues. They can play a tremendous role through partnerships for health, education and sanitation or in directly supplying essential services
Media	Mass media can play a critical role in directing people's attention to issues affecting children, thereby creating greater awareness of child rights deprivations.
Individuals and families and communities	Parents, teachers and community members along with children themselves can play a crucial role in fulfilling child rights. It is the responsibility of the community members to demand child rights and be aware of their children's needs

Source: EU-UNICEF Child Rights Toolkit.

1.6.4. What are the Basic Human Rights that Translate into Essential Rights for Children?

Human rights are a set of internationally-agreed, legally-binding norms and standards to which all people, including children are entitled. These rights define the basic standards of human dignity and identity and are rooted in every culture, religion and tradition throughout the world. Human rights are critical to the sustainable and equitable development of all human beings, including children.

Some of the most basic human rights include:
- The right to a life full of dignity and freedom from slavery, torture, bonded labour.
- The right to good health and nutrition.
- The right to education and development.
- The right to freedom of thought and expression.
- The right to basic amenities such as food, clean water and sanitation.

Since children are one of the most vulnerable categories of human beings, it is pertinent that the basic rights are made accessible to them. Hence, the principles of the rights-based approach encompassing all human rights mirror the four guiding principles of the UNCRC which constitute the 'Child Rights' approach. These principles denote the underlying principles of survival, development, protection and participation.

What then are the action points that need to be considered for translating the guiding principles into work on ground? The following table tries to explain that:

Right to Survival	This means ensuring the right to life, nutrition, name and nationality
Right to Development	This means the right to education, care, leisure, play and recreation
Right to Protection	This means ensuring protection from exploitation, abuse and neglect
Right to Participation	This means participating to express and be informed
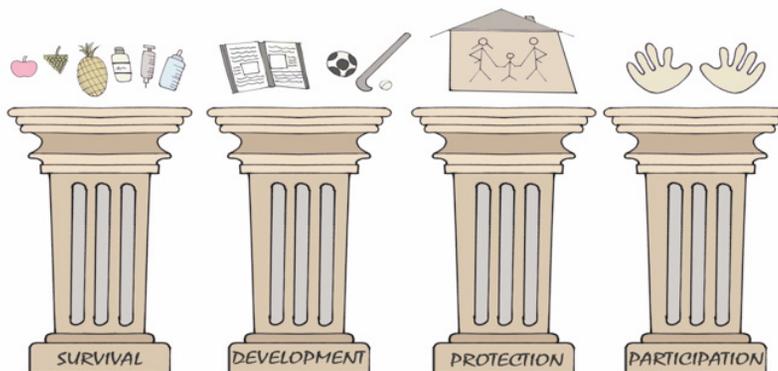
a) Right to Health and Nutrition (Survival)

The right to life and survival rests upon a safe birth and a healthy upbringing. Food, nutrition, timely vaccinations and medical treatment are some of the basic necessities that every child must have and is entitled to. In India, there are a number of supportive schemes that promote and ensure safe health and promise to provide nutrition and early childhood care to mothers and children. The next chapter on 'Health' will look at the provisions more closely.

b) Right to Education and Play (Development)

The journey of growing up and a healthy future requires plenty of opportunities where education, play, recreation are essentials and non-negotiables for a child. The right to learn must be a constant in a child's life and be met with plenty of learning opportunities. Recognising this fact, the government of India announced the Right to Education (RtE) Act in 2010 and ever since then every child has a formal right to free and compulsory education till the age of 14 years. The chapter on Education (chapter 3) looks at this component in greater detail.

c) Water, Sanitation and Hygiene (Survival and Development)

Closely linked to a right to life and survival is the right to live a life full of dignity where there is access to clean drinking water, washing hands and accessing clean toilets. Only through a hygienic lifestyle can one keep diseases at bay. Just like every human being, every child is entitled to a dignified life with clean and hygienic surroundings and some basic facilities like toilets and clean drinking water. Chapter four looks at the right to Water, Sanitation and Hygiene (WASH) facilities in the context of child rights.

d) Right to Protection from Social Evils like Child Marriage, Child Trafficking and Child Labour

It is unfortunate that there continues to be a number of social evils that openly violate child rights and deny them the opportunities they need for their holistic growth. Practices such as early child marriage, child trafficking and child labour push children into a world of darkness, thereby denying them the right to grow. In India, a number of laws have been enacted to protect children from such evils. However, there is a need to enforce laws to ensure that children are truly free and enjoying all their rights to grow and develop as equal citizens. Chapter 5 looks at the various aspects of child protection.

e) Right to Participation

Child participation forms the basis of providing children the much-needed autonomy and freedom for exercising their rights. It is also one of the fundamental values of the UNCRC and one of its four guiding principles. However, governments all around the globe struggle in providing

children the right to participate as traditionally, most societies consider children as vulnerable and therefore they are seen as a 'property of their parents' or as subjects to someone with authority (guardians and caretakers). Hence, child participation remains elusive for most children around the world. Chapter six will try and focus on the key issues around child participation and try to provide guidelines for making societies child-friendly by allowing greater participation of children.

Tools and Handouts

Tool 1: Introductory Exercise - Circulate Blank Sheets of Paper to the Participants and Ask them to Write Down the Following Three Things:

Write your name and tell everyone a little bit about yourself (your background and experience and what you currently do)

Share an unforgettable moment from your childhood (can be anything)

Write down your expectations from this workshop (any two specific expectations)

Collect all the responses and randomly pick any five childhood experiences and share it aloud with the group. This will give us certain keywords to then begin define 'who is a child' and 'what is childhood'. Move to the formal definitions through slides.

Tool 2: Power Walk to Enable Participants Understand the Different Experiences of Childhood

This exercise requires an open area or a broad corridor/room (ideally an outdoor space) for at least 10-15 people to stand along a straight line. Prepare 16 power walk cards with one role each written on one side of the card. Randomly distribute the card amongst any 10-16 participants depending upon the size of the group, who volunteer to play the game. The facilitator should have the list of 'power walk' questions ready prior to initiating this exercise.

As the facilitator reads aloud the statements, the participants have to take one step forward if the statement applies to their role. In case, they think the statement does not apply to their role, they continue to stand at their place without moving. The participants are free to decide how they choose to think about the roles they play. By the end of the exercise, some participants would have moved way ahead leaving many others behind or somewhere in the middle. This awareness-raising exercise brings attention to the diverse childhood experiences children go through depending on their respective contexts. It highlights the inequalities in opportunities and helps question one's own assumptions and prejudices.

Power Walk Roles

1. You are the son of a young and jobless single mother in a city	9. You are a 16-year-old homosexual boy
2. You are a 12-year orphaned girl living in a village in India	10. You are a 14-year-old girl living in the streets of Bombay
3. You are a 15-year-old blind boy	11. You are an average student in a govt. school in Bihar
4. You are the daughter of a Bank director and studying economics in England	12. You are an 8-year-old runaway kid from a village in Uttar Pradesh living in the railway station
5. You are a 14-year old girl who dropped out of secondary school	13. You are a good student in a big city school in Delhi
6. You are a young female migrant from Chhattisgarh living in Delhi	14. You are a 6-year-old in a village who's never been to playschool
7. You are a 14-year-old boy with a violent and alcoholic father	15. You are a 10-year-old-girl who sits at home and looks after her younger brother while parents go to the farm
8. You are a teenage girl from a middle-class family, addicted to drugs	16. You are a 16-year-old married girl who has discontinued her education

Power Walk Statements

1. You grew up in a protected and safe environment and your parents were able to care for you
2. You are not in danger of being sexually abused or harassed
3. Your parents are able to cover health care costs if you are seriously sick
4. You can eat at least two full meals a day
5. You can read newspaper regularly
6. You have never faced any substantial financial difficulties
7. You feel that your opinion even if you are small counts and that elders listen to you
8. You are not afraid of the future or have to worry about it
9. You don't face any discrimination or stigma when using public services like toilets
10. You have never had the feeling that you are discriminated because of your origin or for who you are
11. You are free to choose what you want to study and which profession you want to enter
12. You are not afraid that someone would harass or attack you on the street

13. You have access to or can afford the advice of a legal counsel on hire

14. You can participate in all kinds of cultural activities in your area

15. You know where to go and seek advice and help if needed

Tool 3: CRC Group Game to Enable Participants know about the Various UNCRC Rights

Divide the participants in small groups of 4. Create small strips of the UNCRC Articles written on them and give one each to the groups. Have a list of questions ready for the participants and seek responses on those depending on the strip they have received. Through a group discussion, ask the participants to respond to each question pertaining to the specific child right they have and share it with the wider group. The questions are as follows:

1. Do children need more protection than adults to be able to enjoy this right?
2. What would be different in your life if you were not able to get this right?
3. What could a radio/TV spot look like to promote this right?
4. Do all States guarantee this right?
5. Do you know of cases in which this right is violated in your everyday life?
6. Do you know of an organisation that promotes this specific right?
7. Are there situations where children are prevented from enjoying this right?
8. Do you think this right is more important than all other rights?
9. Would your life be significantly different if this right had not existed?
10. Do you think all children in India have access to this right?

Handouts 1, 2, 3 and 4 for this section will be one on life cycle approach, UNCRC guiding principles, SDGs and Child rights, Key stakeholders, respectively.

Drawing by : **Oishani Gupta** (10 years)

CHAPTER 2: CHILDREN'S RIGHT TO SURVIVAL- HEALTH AND NUTRITION

2.1. Introduction

This section focuses on highlighting the key issues related to children's right to life and survival. It discusses in detail the provisions and schemes available under health and nutrition for children, especially in the Indian context. It also seeks to familiarise participants with tools and checklists for undertaking child-responsive planning in various sectors that have an impact on children's health and nutrition needs.

2.2. Objectives

- To orient the participants about the need for focusing on health and nutrition.
- To introduce participants to the basic schemes and provisions focusing on health and nutrition rights for children.

2.3. Time of the Session: 60 minutes.

2.4. Tips to the Facilitator

- Read the manual/content carefully.
- Practice the activities/exercises prior to taking sessions.
- Give sufficient time to questions if any, after each topic.
- Be patient in answering questions, if any.
- Manage time efficiently.

2.5. Session Plan

Session name	Sub-topics	Expected outcomes	Training methodology	Training materials
Right to Survival: Health and Nutrition	Why Health and Nutrition?	Participants know the need to focus on health and nutrition.	Discussion-oriented.	PPT on health and short film on health and nutrition
	What are the government schemes/ programmes available in the Indian context for health and nutrition?	Participants are familiarised with the government schemes related to health and nutrition for children.	Discussion-oriented.	PPTs and handouts, paper and pen
	How can we ensure a sector-wise focus on children to fulfill their right to life and survival?	Participants have an understanding about the need for knowing child rights.	Using diagrams and drawings familiarising participants about the need to focus on children and the key stakeholders for child rights.	Flipchart, PPT

2.6. Session Content

2.6.1. Why Health and Nutrition?

The basic prerequisite for any child is his/her right to a good and healthy life. In this context, the first five years of a child's life are crucial as that is the age when a child requires nourishment for the development of his/her brain and body. Scientific studies have proved that in the first year of life itself, 50 to 70 per cent of the energy from food consumed is required to support brain growth and development. Hence, the need to focus on health and nutrition arises for the following reasons:

- Early child under-nutrition is associated with impaired cognitive development and lasting intellectual deficits.
- Persistent poor nutrition during the most critical period of growth and development can result in stunting or children being short for their age.
- Acute nutritional deprivation leads to wasting in children, causing thinness i.e., too thin for their height.
- A stunted child is more susceptible to infections and is likely to be less social, often leading to an inter-generational chain of stunting (a stunted woman will give birth to a low birth weight baby, etc.).
- Nutritional deprivation and lack of responsive care during early years not only impairs children's physical growth, but also negatively impacts their brain's development.
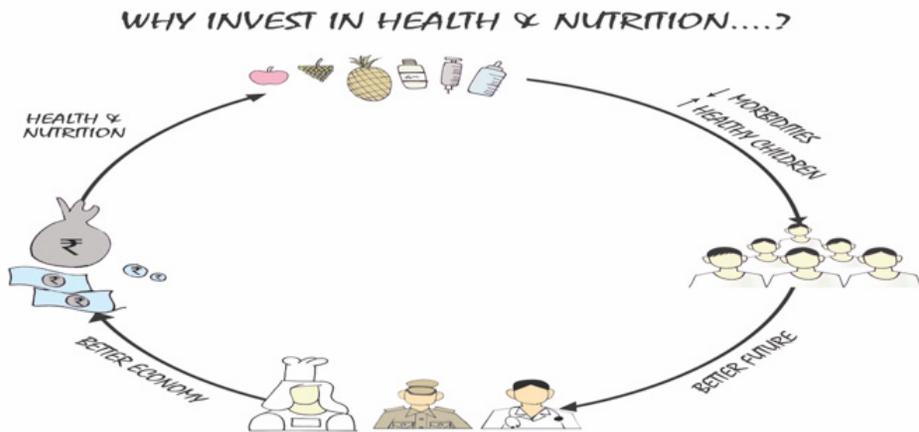
Good health and nutrition for children today is also an opportunity for the nation's prosperous future. It is an opportunity for the following reasons:

- Every rupee invested in nutrition leads to better health and nutrition outcomes.
- Every rupee invested in nutrition leads to decreased morbidities.
- Every rupee invested in nutrition leads to higher earning potentials.

In addition to this, India also faces the challenge of preserving the basic right to life, especially of a girl child. Prenatal child sex determination and female child infanticide are serious issues that our country is still trying to resolve. The Child Sex Ratio or the number of females per 1000 males in the age group of 0-6 years has declined from 927 in 2001 to 919 in the 2011 census. This drop is largely attributed to the sex-selective abortions that are still prevalent in many parts of the country. India therefore, needs to act collectively and take urgent steps to arrest this phenomenon, to ensure that every child born is also living.

2.6.2. What are the Health and Nutrition Schemes/Programmes available for Children in India?

The right to life and survival for children can be ensured through adopting a synergetic approach where broad-based social participation along with political commitment at the highest level come together in prioritising children's rights. Ever since independence, the government of India has taken up several steps and initiated schemes to improve the situation with regard to malnutrition. At present, Integrated Child Development Scheme (ICDS) launched in 1975 and the recently announced POSHAN Abhiyaan in 1918 are the two most significant schemes that directly cater to the needs of children's right to life and survival *[Handout 5]*.

Handout 5: Key Health and Nutrition Provisions under Integrated Child Development Scheme (ICDS)
• To improve the nutritional and health status of children in the 0-6 age group.
• To reduce the incidence of child mortality, morbidity, malnutrition and school dropout.
• To enhance the capability of the mother through proper nutrition education so that she can take care of her child's health and nutritional needs.
• To reduce maternal mortality through providing proper nutritional guidance to pregnant and lactating mothers.

Source: ICDS website.

The single, most important institution responsible for executing the ICDS at the Gram Panchayat level is the Anganwadi Centre (AWC). Today, India has approximately 13.5 lakh anganwadi centres. The centres are run through Anganwadi Workers (AWW) and helpers who are responsible for administering various tasks related to providing regular and nutritious meals to children coming to the centre, monitoring their health-related statistics and attending to the needs of pregnant and lactating mothers *[Handout 6]*.

Handout 6: Key Attributes of the POSHAN Abhiyaan
• Focus on the first 1000 days between the start of a woman's pregnancy and her child's second birthday as that is the critical period for a child's life and survival.
• Improve the coverage and quality of evidence-based, most critical and effective interventions related to health, sanitation and nutrition.
• Accelerate large-scale behaviour change by generating a movement-like social change/ Jan Andolan, to ensure a malnutrition-free India.
• Facilitate an effective multi-sectoral convergence between various ministries for synergistic actions at all levels.
• For improved service delivery, the thrust is on monitoring and updating data through technology.

Source: POSHAN Abhiyaan document.

POSHAN Abhiyaan aims to reduce malnutrition through a life-cycle concept by adopting a synergised and result-oriented approach. The target of the mission is to bring down stunting in children in the age group 0-6 from 38.4 per cent to 25 per cent by the year 2022. It also aims to reduce anemia among women and adolescent girls in the age group of 15-49 years to reduce low birth weight. A key approach of the POSHAN Abhiyaan is convergence of all nutrition-related schemes on the target population. *Handout 7* gives out the different schemes that have been included as part of the convergent delivery plan for the POSHAN Abhiyaan.

In addition to ICDS and POSHAN Abhiyaan, a number of schemes have been specifically initiated by the State and Central governments to tackle specific health-related needs of children. *Handout 8* gives out various health and nutrition-related schemes for children in India.

2.6.3. How can we Ensure Children their Right to Life and Survival?

For ensuring that children can access their right to life and survival, it is essential that child right issues and considerations be taken into account by different government sectors through scoping for child-centric risks and opportunities in policy, strategies and planning. While schemes such as ICDS and POSHAN Abhiyaan are being implemented, it is the primary responsibility of key stakeholders to ensure that its benefits are reaching children. For this, there is a need to adopt convergence on ground for ensuring service delivery through synergetic efforts. There are a number of departments, both at the Central and State level, collectively responsible for meting out the deliverables under ICDS and POSHAN Abhiyaan.

Not all development interventions will have a significant impact on children. However, there will be some that affect large numbers of children and those will typically be the ones that:
- Affect household incomes and livelihoods.
- Affect the access to and quality of key services used by children and their families.
- Affect key forms of social capital that protect children and help them develop.
- Affect current and future opportunities for children in terms of education and career.

The EU-UNICEF toolkit includes certain sector checklists that may be used and is an effective way to identify whether the sector level planning is child-centric or not. Sectors such as rural development, urban development, transportation, energy, education, etc., are likely to have a significant impact on the lives of children. Scoping for risks and planning is therefore critical for ensuring child-friendly service delivery.

A basic screening checklist at the very beginning to identify whether projects are responsive to the needs of children or not can be done as follows:

Child Rights Screening Checklist		
Have issues pertaining to the situation of children and child inequities relevant to your work been identified in your project area?	Yes	No
Are statistics used for project identification disaggregated by sex and other forms of exclusion (such as household income, disability status and so on)?	Yes	No
Has qualitative information about experiences of children and their households-for example- with respect to access to services, their well-being or fulfilment of their rights-been used in the project identification stage?	Yes	No
Does preliminary stakeholder analysis clearly identify children (girls and boys) and their respective roles in accordance with their stages of development?	Yes	No
Does the problem analysis provide information on the problems specific to the lack of realisation of children's rights?	Yes	No
Is there a requirement for more in-depth child rights analysis to be undertaken at the formulation stage?	Yes	No

Source: EU-UNICEF Child Rights Toolkit.

Sector Focus: Children live free of malnutrition and survive, grow and develop to their full potential through interventions in the following key focus areas:

Risks	Countermeasures	Indicators
In the rural context, risks to children's food supplies due to changes in farming and agricultural production systems	**-** Prior to introducing new rural technologies for agriculture, assess the level of risk to children and families in the proposed changes, including intra-household risk and gender disaggregated risk	-Data on child malnutrition disaggregated by location, gender, religion and caste -Qualitative/quantitative data on patterns of production and food-related needs for children

Risks	Countermeasures	Indicators
In AWCs, risks to the quality of food supply for children due to changes in vendor, cook or supply agent	-Assessing the quality and nutritional value in food prior to making changes in supply -Doing a cost-analysis for vendor versus self-supply	-Qualitative/quantitative data on food-related needs for children and vendor/supply availability
-Risks to children's food supply arising from out-migration due to displacement, forced evictions or lack of employment for families	-Taking special resettlement measures to address the needs of children in displacement, asset loss and loss of resource access	-Data on needs of migrant children and safe resettlement measures with food security

Source: EU-UNICEF Child Rights Toolkit.

- Infant and young child feeding with exclusive breastfeeding for the first six months, followed by the introduction of safe and complimentary feeding with continued breastfeeding for at least two years or beyond.
- Elimination of micronutrient deficiencies through fortification and supplementation.
- Treatment of severe and acute malnutrition.

The above scoping exercise is just one example to demonstrate risk-scoping for the issue on malnutrition. Similarly, a sector-wise scoping can be adopted for other sectors under health and nutrition, such as menstrual health hygiene management for young girls and adolescents and so on that may affect children's right to survival and health. Such an approach will help identify the areas that are either commonly ignored or overlooked, especially with regard to the needs and rights of children, when planning for projects.

Tools and Handouts

Handout 7

Different schemes that are included as part of the convergent nutrition action plan under POSH-AN Abhiyaan are:

- **Pradhan Mantri Matru Vandana Yojana (PMMVY):** This is a maternity benefit programme run by the Government of India. It was introduced in 2017 and is implemented by the Ministry of Women and Child Development. It is a conditional cash transfer scheme for pregnant and lactating women of 19 years of age or above for the first live birth. It provides a partial wage compensation of Rs. 6000 to women for wage-loss during childbirth and childcare, and provides condition for safe delivery, good nutrition and feeding practices.

- **Janani Suraksha Yojana (JSY):** This is a safe motherhood intervention under the National Health Mission. It is being implemented with the objective of reducing maternal and neonatal mortality by promoting institutional delivery among economically and socially backward pregnant women. The scheme, launched on 12 April 2005 by the then Prime Minister is under implementation in all States and Union Territories (UTs), with a special focus on Low Performing States (LPS). JSY is a Centrally-sponsored scheme, which integrates cash assistance with delivery and post-delivery care. The Yojana has identified Accredited Social Health Activist (ASHA) as an effective link between the government and pregnant women.

- **Anemia Mukt Bharat:** Anemia Mukt Bharat or the Intensified Iron-plus Initiative aims to strengthen the existing mechanisms and fosters newer strategies for tackling anemia. It focusses on six target beneficiary groups through six interventions and six institutional mechanisms to achieve the envisaged target under POSHAN Abhiyaan. Complying with the targets of POSHAN Abhiyaan and National Nutrition Strategy set by NITI Aayog, the Anemia Mukt Bharat strategy has been designed to reduce prevalence of anemia by 3 percentage points per year among children, adolescents and women in the reproductive age group (15–49 years), between the years 2018 and 2022.

- **Mission Indradhanush:** The ultimate goal of Mission Indradhanush is to ensure full immunisation with all available vaccines for children up to two years of age and pregnant women. The government has identified 201 high focus districts across 28 States in the country that have the highest number of partially immunised and unimmunised children. To boost the routine immunisation coverage in the country, Government of India has introduced Intensified Mission Indradhanush 2.0 to ensure reaching the unreached with all available vaccines, and accelerate the coverage of children and pregnant women in the identified districts and blocks from December, 2019 to March, 2020.

- **Swachha Bharat Mission-Gramin (SBM-G):** Launched by the Prime Minister on 2nd October 2014 and under the supervision on the Ministry of Drinking Water and Sanitation, SBM seeks to bring about an improvement in the general quality of life in rural areas by promoting cleanliness, hygiene, and eliminating open defecation along with providing clean drinking water facilities to all the people in rural areas.

- **Public Distribution System (PDS):** The Indian food security system was established by the Government of India under the Ministry of Consumer Affairs, Food and Public Distribution to distribute food and non-food items to India's poor at subsidised rates. The Public Distribution System was first started in February 1944 during the Second World War and was launched in the current form in June 1947. Major commodities distributed include staple food grains like wheat, rice, sugar and essential fuels like kerosene through a network of fair price shops (also known as ration shops), established in several States across the country. Under the PDS scheme, each family below the poverty line is eligible for 35 kg of rice or wheat every month, while a household above the poverty line is entitled to 15 kg of foodgrain on a monthly basis.

Handout 8
Different Health and Nutrition-related Schemes for Children in India

- **Rashtriya Bal Swasthya Karyakram (RBSK):** This scheme allows for child health screening to detect medical conditions at an early stage to enable early intervention and management. It covers children in the 0-18 age group across the country for 4 Ds- defects at birth, diseases, deficiencies and development delays including disabilities. All treatments for almost 30 conditions are given free of cost. There is no ceiling kept for the amount that can be spent for the treatment.

- **Rashtriya Swasthya Bima Yojana (RSBY):** This was launched by the Ministry of Labour and Employment, Government of India, to provide health insurance coverage for BPL households for protection from financial liabilities arising out of health calamities that involve hospitalisation. Beneficiaries under RSBY are entitled to hospitalisation coverage of up to Rs. 30,000/- for most of the diseases that require hospitalisation. Coverage extends for up to five members in a family which includes the head of the household, spouse and three dependents.

- **Niramaya Scheme:** Initiated by the Ministry of social justice and empowerment, the Niramaya Scheme is a health insurance scheme for the welfare of persons with autism, cerebral palsy, mental retardation and multiple disabilities.

CHAPTER 3: CHILDREN'S RIGHT TO DEVELOPMENT - EDUCATION AND PLAY

3.1. Introduction

This section focuses on highlighting the key issues related to children's right to development. It discusses in detail the provisions and schemes available under the Right to Education Act (RTE) along with the development needs for the very young (0-6 years). It also seeks to familiarise participants with tools and checklists for planning and monitoring the development needs of children in their respective contexts.

3.2. Objectives

- To orient the participants about the need for focusing on education and play.
- To introduce participants to the schemes and provisions focusing on education and play in the Indian context.

3.3. Time of the session: 60 minutes.

3.4. Tips to the facilitator

- Read the manual/content carefully
- Practice the activities/exercises prior to taking sessions
- Give sufficient time to questions if any, after each topic
- Be patient in answering questions, if any
- Manage time efficiently

2.5. Session Plan

Session name	Sub-topics	Expected outcomes	Training methodology	Training materials
Right to Development: Education and Play	Why education and play?	Participants know the need to focus on education and play.	Discussion-oriented using PPT	PPT
	What are the government schemes/ programmes available in the Indian context for education and play?	Participants are familiarised with the government schemes related to education and play for children.	Discussion-oriented using PPT	PPTs
	How can we ensure a sector-wise focus on children to fulfil their right to development?	Participants are oriented towards adopting child-centric approaches in planning and action.	Discussion and activity-based	PPTs, notepads, flipchart and pens

3.6. Session Content

3.6.1. Why Focus on Education and Play?

One can't imagine a child without a book to read and a place to play. Learning and playing are both inherent to the very nature of a child. Children are constantly learning from their surroundings and almost always eager to play. It is therefore essential to give children an environment that is healthy and conducive to learning. In the context of formal education, schooling and access to sport facilities is primary for children to develop into their full potential. While the Indian Constitution gives every child a right to free and compulsory education and has mandated this right through the passing of the Right to Education Act (RTE) in 2010, it is still unfortunate that children's education continues to be an area of grave concern. Let us consider the following statistics:

One in four children of school-going age is out of school; there are 99 million school dropouts as per the 2011 census data.

Out of every 100 children, only 32 finish their age-appropriate school education as per the 2014-15 DISE data.

Only 50.3 per cent students of Grade V can read texts meant for Grade II students; this indicates the low quality of education as per ASER 2018.

The learning deficit is prevalent across government and private schools as per ASER 2018.

The above statistics clearly indicate that despite the RTE and various policies for promoting children's education, not every child is in school and learning. Just like health and nutrition, investment in education too is an opportunity for the nation as it is in the quality of education that the future of the country depends. Hence, there is a need for policy-makers to focus on children's education in a way that every child has access to the best form of quality education. The need to focus on education is for many reasons:

- Education is what gives the child the right to truly exercise his right to life
- Education is the single most important instrument for putting an end to inter-generational transmission of poverty.
- Education can play the role of a great equaliser where, at the end, equal opportunities for all can put an end to inequalities.

Along with education, the right to play and recreation is also a fundamental right of every child. Children and play are inseparable. Article 31 of UNCRC states that a child has the right to leisure, play, and participate in cultural and artistic activities. The World Health Organisation (WHO) also recommends one hour of moderate to vigorous intensity aerobic activity for a child below 18 years every day. Play, thus is a necessity for a child's physical, cognitive, emotional and creative development. However, despite recognising the importance of play, in practice, it is not taken seriously. There is a dearth of playgrounds in most government schools across India. Play and sports equipment too are either not available or not made available to children in fear that they may get damaged or lost. In many urban locations, parks and playgrounds are rapidly vanishing in the name of urbanisation and city development. Along with the Right to Education, the Right to Play should also be taken seriously and policy-makers and implementers should keep the provision for play in mind while urban and rural planning, and restructuring.
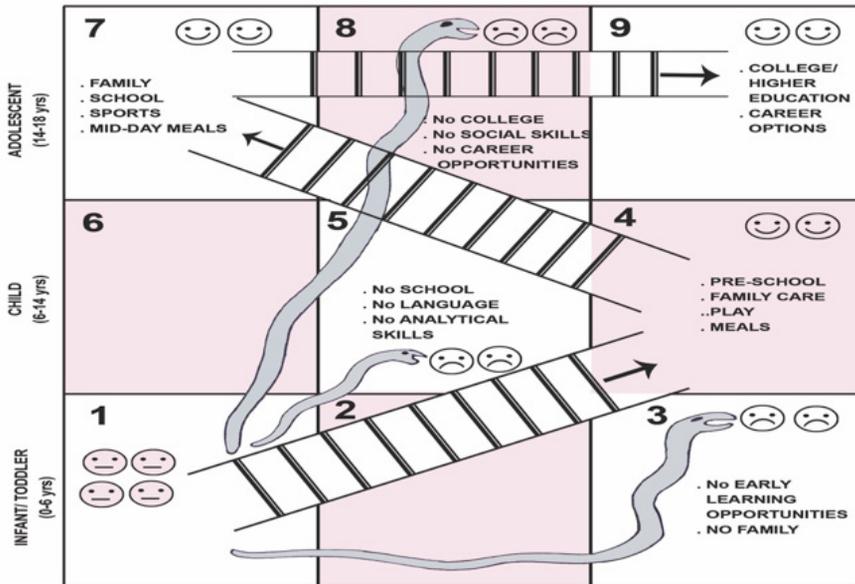
3.6.2. What are the Government Schemes/Programmes available in the Indian Context for Children's Right to Education and Play?

The Government of India is committed to making sure that children are in schools and learning. Towards this end, a number of policies were adopted ever since our independence. The biggest thrust to education was given in 1968 with the adoption of the National Policy on Education (NPE) that called for a radical restructuring and equalising educational opportunities in order to achieve greater national integration and economic development. Some of the important policies on education and their implications for children are outlined below *[Handout 9]*:

Handout 9: Government Policies on Education in India

NPE - 1968
- Compulsory education for all children up to the age of 14 years.
- Better training and qualification of teachers.
- Focus on learning of regional languages through the 'three-language formula'.

NPE - 1986
- Emphasised on a 'child-centreed' approach in primary education.
- Launched 'Operation Blackboard' to improve the quality of primary schools nationwide.
- Special focus on removing disparities, especially for women and the marginalised, and hence called for scholarships for SC/STs and provided incentives to poor families for sending their children to school.

DPEP - 1994
- Launched to revitalise the primary education system to achieve universalisation of primary education.
- Adopted an area-specific approach with district as the unit of planning and strategy.
- Was an externally-funded project and was successful in reducing the overall dropout rates for all children to less than 10 per cent.

Sarva Shiksha Abhiyaan (SSA) 2000-2001
- A comprehensive approach to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving the overall quality of learning in schools.
- Focus on equity, access, gender and quality.
- Centrality of teacher to motivate them to innovate and create an inclusive environment in the classroom.

RTE Act - 2010
- Mandated free and compulsory education for every child till the age of 14 years.
- Laid down norms and standards for teacher-pupil ratios and availability of basic infrastructural facilities in classrooms.
- Mandated that any out-of-school child be admitted to an age-appropriate class and be provided with special training to enable the child come up to the age-appropriate learning level.
- Prohibited all forms of physical punishment and mental harassment, or discrimination based on gender, class, caste and religion.
- Mandated monitoring of schools by School Management Committees (SMC), thereby engaging community members in school functioning and vigilance.

Early Childhood Care and Education (ECCE)
[Handouts 10, 11, 12, 13 and 14 for this session]

It is proven by neuroscience research globally that 90 per cent of the child's brain growth occurs by the time a child is five years old. Hence, it is pertinent to provide children with a stimulating environment with the right kind of opportunities for the brain to develop. Early childhood care and education therefore is an important step towards laying down the foundations for lifelong learning in children. In India, as a part of the ICDS, children in the age-group of 0-6 years are provided care through anganwadi centres. There are several standardised norms and guidelines for running an anganwadi centre to ensure that young children's developmental needs are adequately met within these spaces. *Handout 10* discusses the norms and guidelines to be followed by the anganwadi centres.

Recognising the need and importance of ECCE, India has also designed the National Early Childhood Care and Education Curriculum Framework for all children below the age of six years. The purpose of this framework is to promote quality and excellence in early childhood care and education by providing guidelines for child care and early educational practices. AWWs are expected to follow the guidelines mentioned in the framework. The National ECCE Policy lays down the features of the sub-stages as follows:

(a) Birth to three years: Survival, safety, protective environment, health care, nutrition, including infant and young child feeding practices for the first six months, attachment to an adult, opportunity for psycho-social stimulation and early interaction in safe, nurturing and stimulating environments within the home and appropriate child care centres.
(b) Three to Six years: Protection from hazards, health care, nutrition, attachment to an adult, developmentally appropriate play-based preschool education with a structured and planned school readiness component for 5 to 6-year olds.

Handout 11 below gives a summary of some of the key age-appropriate development domains of the ECCE curriculum framework. *Handout 12* gives suggested ways for ECCE operational strategy as suggested by KILA. This can be used by Gam Panchayats for developing their ECCE strategy on ground. Handout 14 shares the story of an anganwadi good practice from the State of Kerala.

Mid-Day Meal Scheme (MDM)

With a view of enhancing enrolment, retention and attendance, and simultaneously improving nutritional levels among children, the National Programmeme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August 1995. In 2001, MDMS became a cooked-MDM scheme under which every child in every government and government-aided primary school was to be served a prepared mid-day meal with a minimum content of 300 calories of energy and 8-12-gram protein per day for a minimum of 200 days. The scheme was further extended in 2002 to cover not only children studying in government, government-aided and local body schools, but also to children studying in Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) centres. Ever since then, the scheme has been revised a number of times to include more and more school-going children. *Handout 13* shows the trajectory followed by the expansion of MDM scheme in India.

3.6.3. How can we ensure a Sector-wise Focus on Children towards Fulfilling their Right to Education and Play?

The right to education and play is undeniably a fundamental human right and every child everywhere in the world is entitled to it. Education is a sector that has a direct bearing on and linkages with many other sectors. Even at the smallest level of the Gram Panchayat in India, provision of schooling facilities will have linkages with the rural infrastructure sector for the quality of school buildings, roads and playgrounds, nutrition sector for mid-day meals in schools and so on. For the policymakers therefore, it is essential to undertake a scoping of risks exercise to identify areas where children's education rights may get compromised.

Sector Focus: The overall focus of this sector includes early childhood development and school readiness, quality education, enhancing equal access to education and universal primary school education, education policy and administrative management, play and recreation facilities for children, education facilities and training, teacher training and educational research for all levels of education.

Risks	Countermeasures	Indicators
Drop in educational enrolment, attendance and attainment at various levels	-Identify and address access-related issues such as distance of schools, connectivity through roads, safety on the way to school, availability of clean toilets, drinking water, etc. -Provision of school transport wherever possible -Provision of regular mid-day meals	- No./percentage of children attending all levels of school (according to key variables such as age, gender, ethnicity, religion, poverty status, disability status and location) -Enrolment, attendance and graduation data disaggregated by key socio-economic variables
Children with special needs cannot access educational services	Introduce child-friendly, disabled-friendly design in constructing school buildings -Introduce aspects of inclusive education in the curriculum	-Number/percentage of children with special needs utilising education facilities at all levels -Number of teachers trained in special needs approaches

Risks to girls dropping out early	-Conduct a child rights-focused situational analysis to identify factors that are leading to girls withdrawing from education -Develop counterstrate gies to facilitate and support girls' continued education -Introduce gender-sensitive curriculum that discourages stereotyping and role-specification for girls -Ensuring that schools are 'girl-friendly' with separate toilet facilities and sufficient number of female staffs along with safety and security in school and on the way to school -Emphasise and increase girl specific campaigns like 'Beti Bachao Beti Padhao'	-Qualitative data collection on values and attitudes towards girl's education -Review of curricula and teaching methods for gender sensitivity -Number of schools with appropriate facilities for girls -Data on girls' enrolment, attendance and completion at all levels of schooling
Risk of children discontinuing their education due to forced evictions, displacement or migration	Tracking children who suddenly drop out of school and do not return -Initiating special resettlement measures for special cases of children affected due to displacement	-Number of children/families moving out due to migration of any kind
Risk of children not having any spaces or enough time to play	-Including spaces such as parks and playgrounds in rural and urban planning -Monitoring the fund-use for play equipment in school -Ensuring that Physical Education is part of the school curriculum and practiced everyday -Orienting parents and community members towards the importance of play for children	-No. of play parks and playgrounds in an area -No. of children accessing and using sports equipment in schools -No. of play and sports-related events held in schools and community in a year

Similarly, a sector-wise scoping can be adopted for the other sectors that may seemingly affect children's right to education and play. Such an approach will help identify the areas that are either commonly ignored or overlooked, especially with regard to the needs and rights for children, when planning for projects.

Tools and Handouts
Handout 10: Norms and Guidelines for Anganwadi Centres

Norms related to location and the building or space of the AWC	Norms related to kitchen-cooking space	Norms related to teaching-Learning Material (TLM)	Norms related to classrooms
1. Should be centrally-located and accessible by maximum number of households in an area 2. The road leading to the AWC should be safe and clean 3. The AWC should have a minimum of 650 sq. ft. area 4. It should have minimum three rooms: one classroom, one kitchen and a store room 5. Should follow a child-friendly architecture with ramps and a verandah, enough light and ventilation, strong roofs and well painted 6. Should have a child-friendly toilet and basin for handwashing 7. Should have water supply with storage facility	1. Should have a smokeless chulha/stove/LPG 2. Sufficient cooking vessels 3. Facilities for cleaning cooking vessels including wash basin 4. Facilities for storing food items	1. Cognitive development set like puzzles 2. Language development set like alphabets 3. Numeracy development sets like Abacus 4. Sensory motor development sets like beads 5. Visual and audio aids like cassettes and picture books 6. Self-prepared theme-based books on children's immediate surroundings	1. Child-friendly wooden furniture with rounded edges 2. Mats for sitting/sleeping on the floor 3. Ample shelves for keeping books and storing toys 4. Writing/scribbling spaces like big blackboards on the walls 5. Weighing scale and height measuring board 6. Colorful charts on relevant and age-specific topics

Source: Guidance Note 2, Child-Friendly Local Governance, KILA, 2016.

Handout 11: Key Age-appropriate Development Domains of the ECCE Curriculum Framework

Birth to three years

1. **Sensory and perceptual development**
   - Development of five senses through visual, auditory, olfactory and kinesthetic experiences.
   - Learning to control and coordinate reflexes.
   - Coordination of sensory perceptions and simple motor behaviours.
   - Display awareness of location and spatial relationship.

2. **Physical, health and motor development**
   - Developing coordination and control of large motor muscles.
   - Developing strength and coordination of small motor muscles.
   - Integrating the movements of many parts of their body.
   - Developing a sense of balance in movement.
   - Adequate nutrition and sound health status.
   - Begin to display personal hygiene skills.
   - Recognise the importance of safety rules.

3. **Language development**
   - Begin to develop active listening skills.
   - Use expressive and receptive communication skills.
   - Develop vocabulary and use language to engage in conversations.
   - Develop verbal and non-verbal communication skills.
   - Display emergent literacy skills (identifying sounds phonics, letter-sound correspondence).
   - Display the use of pre-writing skills (scribbling, marking, drawing, etc.).

4. **Cognitive development**
   - Development of object permanence (know that objects have subjects, maintain their identities when they change location, continue to exist when out of sight).
   - Development of memory for objects, people and events.
   - Begin to develop vocabulary and skills (comparing, classifying, seriation, length, etc.).
   - Develop basic skills related to observing, reasoning and problem solving.
   - Explore the physical, social and natural environment by manipulating objects, asking questions, making predictions and developing generalisation.

5. **Development of creative and aesthetic appreciation**
   - Begin to represent objects, events and ideas in the form of drawing, clay modelling and other art forms.
   - Develop expression, enjoyment and disposition for music and movement.

6.	**Personal, social and emotional development**
	• Display awareness of their abilities, preferences and characteristics.
	• Development of the notion of self; self-control; self-help skills.
	• Develop initiative and curiosity, independence and autonomy.
	• Display increased attention span, engagement and persistence in daily activities.
	• Emergence of pretend play and use of objects for representation.
	• Development of attachment and emotional bonding with adults.
	• Develop friendships with peers, show cooperation and participate in group activities.

Three to six years

1.	**Sensory and perceptual development**
	• Demonstrate the use of different senses (sight, hear, feel, taste and smell) to guide moments and recognise objects.
	• Awareness of space and direction, distance, quantity, etc.

2.	**Physical health and motor development**
	• Developing coordination and control of large motor muscles.
	• Developing strength and coordination of small motor muscles.
	• Demonstrate the use of body with proper sense of space and direction.
	• Coordination of fine muscles with dexterity; eye-hand coordination.
	• Developing sense of balance, physical coordination.
	• Recognise different food and demonstrate healthy dietary habits.
	• Display ability to follow safety rules, make choices and avoid danger.

3.	**Language development**
	• Develop listening and comprehension skills.
	• Use expressive and receptive communication skills.
	• Develop vocabulary and use language for a variety of purposes.
	• Develop effective verbal and non-verbal communication.
	• Display emergent reading skills and love for reading (differentiate sounds, phonological awareness, recognition of letters and print awareness).
	• Demonstrate interest and ability in writing.
	• Develop competency in home language while acquiring beginning proficiency in language of school transaction.

4.	**Cognitive development**
	• Development of various concepts (classification, seriation, space, time, length and volume).
	• Predicting patterns and making estimations in measurement.
	• Develop skills related to sequential thinking, critical thinking, observing, reasoning and problem-solving.
	• Explore the physical, social and natural environment by manipulating objects, asking questions and asking predictions and developing generalisations.
	• Differentiate between events that happened in the past and present.

5.	**Development of creative and aesthetic appreciation** • Representing objects, events and ideas in the form of drawing, clay modelling and other art forms. • Develop expression, enjoyment and disposition for music and moment. • Demonstrate creativity and inventiveness with materials.
6.	**Personal, social and emotional development** • Development of self-concept. • Develop initiative and curiosity in new experiences and learning. • Developing a sense of independence and autonomy. • Display awareness of abilities and preferences, appreciates similarities and differences in people and awareness of behaviour and its actions. • Displays relevant and appropriate habit formation, increased attention span, engagement and persistence in daily activities. • Develop interpersonal skills with peers, family, teachers and community. • Display the ability to adapt and control emotions.

Source: National Early Childhood Care and Education (ECCE) Curriculum Framework, Ministry of Women and Child Development, Government of India.

Handout 12: ECCE Operational Strategy in Gram Panchayats

Strategy 1: Awareness generation among parents and caregivers at home
• Generate awareness among parents (including father) and caregivers at home on the importance of psycho-social stimulation of young children in the first three years.
• Convince parents and caregivers to devote some exclusive time in the day for interacting with the baby.
• Organise trainings for both parents in antenatal clinics to talk about developmentally appropriate ECCE.
• Conduct sensitisation training on responsible fatherhood in child rearing practices.
• Promote usage of Mother Child Protection Card (MCPC) by the family members for psycho-social care and stimulation of early learning.
• Conduct sensitisation sessions on a regular basis for both parents and caregivers.

Strategy 2: Capacity building on ECD to caregivers at day care centres, creches, balwadis, play schools and nursery schools (both public and private)
• Hold meetings between stakeholders and Panchayat members for planning trainings and procurement of training materials for ECD.
• Engage resource persons, mobilise training materials and raise funds for training.
• Involve all ASHA and anganwadi workers in ECD trainings.
• Form a three to five-member committee at the level of local governance to monitor the training and practice of skills taught to frontline workers.

Strategy 3: Qualified and trained caregivers at all child care centres for children below three years (balwadis, anganwadis, play schools and nursery schools)

- Collect information of all the child care centres functioning in the area through health and education standing committees.
- Analyse the training status of functionaries under child care centres.
- Identify capacity building needs of child care functionaries and caregivers and plan their need-based training.
- Ensure that all child care centres are meeting child-friendly infrastructure, environment and care protocols.
- Identify and provide additional creche facilities for working mothers.
- Develop and distribute sufficient age-appropriate materials to the functionaries.

Source: Operational Manual, Child-friendly Local Governance, KILA, 2016.

Handout 13: Expansion of MDM Scheme in India

August - 1995	The National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August 1995.
2001	MDMS became a cooked Mid-Day Meal scheme under which every child in every government and government-aided primary school was to be served a prepared mid-day meal with a minimum content of 300 calories of energy and 8-12 gram protein per day for a minimum of 200 days.
2002	The Scheme was further extended in 2002 to cover not only children studying in government, government-aided and local body schools, but also children studying in Education Guarantee Scheme (EGS), and Alternative and Innovative Education (AIE) centres.
September -2004	The scheme was revised to provide Central government's assistance for cooking cost @ Rs. 1 per child/per school day to cover cost of pulses, vegetables cooking oil, condiments, fuel and wages and remuneration payable to personnel or amount payable to agency responsible for cooking. Transport subsidy was also raised from the earlier maximum of Rs. 50 per quintal to Rs. 100 per quintal for special category States and Rs. 75 per quintal for other States. Central government's assistance was provided for the first time for management, monitoring and evaluation of the scheme @ 2 per cent of the cost of foodgrains, transport subsidy and cooking assistance. A provision for serving mid-day meal during summer vacation in drought-affected areas was also made.

July - 2006	The scheme was further revised to enhance the cooking cost to Rs 1.80 per child/school day for States in the North-Eastern Region and Rs 1.50 per child/school day for other States and UTs. The nutritional norm was revised to 450 calories and 12 grams of protein. In order to facilitate construction of kitchen-cum-store and procurement of kitchen devices in schools provision for Central government's assistance @ Rs. 60,000 per unit and @ Rs. 5,000 per school in phased manner were made.
October -2007	The scheme was extended to cover children of upper primary classes (i.e. class VI to VIII) studying in 3,479 Educationally Backwards Blocks (EBBs) and the name of the scheme was changed from 'National Programme of Nutritional Support to Primary Education' to 'National Programme of Mid-Day Meal in Schools'. The nutritional norm for upper primary stage was fixed at 700 calories and 20 grams of protein. The scheme was extended to all areas across the country from 1.4.2008.
April - 2008	The scheme was further revised in April, 2008 to extend the scheme to recognised as well as unrecognised Madarsas/Maqtabs, supported under SSA.

Source: MHRD website - https://mhrd.gov.in/mid-day-meal

Handout 14: Anganwadi Best practice in Kerala

This is the story of an exceptional Gram Panchayat that has achieved unprecedented levels in attending to the learning needs of the very young. Pullur Peria Gram Panchayat in Kasargod district has a total of 31 anganwadi centres spread through 17 wards of the Panchayat. The key highlight of the AWCs is that they are built on individual land and function in their own buildings. It all began in 2005 when the Gram Panchayat Committee took a resolution to have own buildings for all the anganwadis. Thereafter, funds were mobilised through various departments and land was acquired from individuals as well as through donation by the revenue department. An average of Rs. 10 lakh was spent on each anganwadi. The anganwadis are equipped with electricity connection, drinking water, toilets, classrooms, verandah, restrooms kitchen as well as a storeroom. In addition to this, one out of the 31 anganwadis 'Ambalathara Ward' was also constructed into a model anganwadi with the support of the local MLA. The anganwadis have requisite space for carrying out various functions like pre-school activities, services for pregnant women, lactating mothers, adolescent children and elders. All the anganwadis have qualified teachers and helpers.

Drawing by : **Nitya Kashyap** (13 years)

CHAPTER 4: CHILDREN'S RIGHT TO DEVELOPMENT - WATER, SANITATION AND HYGIENE

4.1. Introduction

This section focuses on highlighting the key issues related to children's right to development with respect to water, sanitation and hygiene. It discusses in detail the provisions and schemes available under the Swachh Bharat Mission (SBM) that calls for a clean and green India with better hygiene and accessibility to toilets and drinking water for children. It also seeks to familiarise participants with tools and checklists for planning and monitoring the development needs of children in their respective contexts.

4.2. Objectives

- To orient the participants about the need for focusing on water, sanitation and hygiene.
- To introduce participants to the schemes and provisions under SBM in India.
- To enable participants, prepare checklists for risk identification and come up with appropriate counter-measures in the context of sanitation and hygiene.

4.3. Time of the session: 60 minutes.

4.4. Tips to the Facilitator

- Read the manual/content carefully.
- Practice the activities/exercises prior to taking sessions.
- Give sufficient time to questions if any, after each topic.
- Be patient in answering questions, if any.
- Manage time efficiently.

2.5. Session Plan

Session name	Sub-topics	Expected outcomes	Training methodology	Training materials
Right to Development: Water, Sanitation and Hygiene	Why water, sanitation and hygiene?	Participants know the need to focus on water, sanitation and hygiene.	Discussion-oriented using PPT	PPT and flipchart
	What are the government schemes/ programmes available in the Indian context for water, sanitation and hygiene?	Participants are familiarised with the government schemes related to water, sanitation and hygiene for children.	Discussion-oriented	PPTs and flipchart
	How can we ensure a sector-wise focus on children to fulfil their right to clean and hygienic environment?	Participants are oriented towards adopting child-centric approaches in planning and action.	Discussion and activity-based	PPTs, notepads, flipchart and pens

4.6. Session Content

4.6.1. Why Focus on Water, Sanitation and Hygiene?

Water, Sanitation and Hygiene (WASH) have direct implications on children's survival and development. The use and access to safe and clean drinking water is a basic human right. Similarly, basic sanitation services and improved hygienic practices such as the washing of hands before meals and after defecation, use and access to clean toilets for relieving oneself and the use of dustbins for regular waste disposal, ensures reduced mortality and improved health and education outcomes in the long run.

In India, despite economic development, there has been a serious dearth of toilets. Also, for a variety of socio-cultural reasons, the use of toilets inside home is not common, especially in the rural areas, as a result of which open defecation is a common practice. This in turn, leads to a number of hygiene-related problems such as air and water-borne diseases like diarrhoea and typhoid. In addition to this, for children specifically, lack of toilets in many rural schools leads to high dropouts. Along with toilets, the issue of menstrual health hygiene for girls is another serious area of concern as during menstruation, there is a need to follow hygienic practices, a lack of which can result in infections and diseases. The need to focus on children's water, sanitation and hygiene therefore give rise the following reasons:

Poor sanitation and unhygienic practices as a result of unclean surroundings, open defecation, etc., can lead to air and water-borne diseases such as dysentery, diarrhea and typhoid.

Lack of clean and accessible toilets in schools can lead to high absenteeism and dropout rates, especially for girl children as unlike boys, they cannot relieve themselves in the open.

During menstruation, girls need access to clean toilets or else they miss out going to school leading to high absenteeism.

Lack of clean drinking water supply in schools can be the biggest deterrent to children attending school.

A child-friendly approach to WASH is therefore both a necessity and an opportunity for government and policymakers if they want to ensure a clean and hygienic India. School sanitation and hygiene education will help children and youth in school to develop new behaviours that they will continue in their adult lives. Children in this respect can act as messengers and take the total sanitation campaign to every house in the country. Children can therefore be made the best advocates and practitioners of the objectives under the Swachh Bharat Mission (SBM).

WASH in Schools (WinS): Water, sanitation and hygiene in schools (WinS) is an area of critical importance in the context of children's right to development. There are various aspects of the WinS approach. One, it aims at ensuring that all the schools everywhere in India have the basic facilities with regard to access to clean drinking water, sanitation in the form of separate toilets for girls and boys and hygiene in terms of handwashing facilities before meals and after defecation. Two, WinS can be a comprehensive approach to inculcating behavior change not just in children, but also bringing about changes in whole communities through children as advocates of good and hygienic practices. In India, the SBM has tried to include WinS as part of its intervention approach that aims to cover all schools. For implementing this, SBM has approached various national and international NGOs and organisations that are engaged in working either for child rights such as UNICEF and Plan International or more specifically on WASH issues such as WSSCC and WaterAid. *Handout 15* shows the suggested strategies for WASH adopted by KILA in the context of local governance in Kerala. *Handout 17* shares a good practice in the context of WinS.

WE HAVE WASH RIGHTS TOO...!

Menstrual Hygiene Management (MHM): MHM is another area that needs urgent focus as menstruation continues to be a taboo subject in most areas of the country, resulting in school-going young girls facing social stigma of various kinds. The complete lack of knowledge about MHM coupled with lack of basic facilities like separate toilets for girls, dustbins for safe disposal of sanitary waste and water supply in taps lead to high absenteeism and even dropouts, as soon as girls reach puberty. *Handout 16* shares some important findings from a UNICEF study conducted in 2015 regarding MHM situation in the country.

4.6.2. What are the Government Schemes/Programmes available in the Indian Context for Water, Sanitation and Hygiene?

Recognising the need and urgency for the use of toilets for sanitation purposes and making the country open defecation free (ODF), the Government of India, took up large scale measures to ensure improved hygiene and sanitation for both rural and urban India. Two of the largest campaigns towards this end are the Total Sanitation campaign that was initiated in 1999 and the recent Swachh Bharat Abhiyaan launched in 2014.

Following are the key provisions and efforts made under the campaign:

Total Sanitation Campaign (TSC)

- The TSC is aimed to accelerate sanitation coverage in rural areas in all Gram Panchayats by 2022.
- TSC was a community-led, people-driven movement that aimed at promoting sustainable sanitation facilities through awareness generation.
- TSC aimed to encourage cost-effective and appropriate technologies for ecologically safe and sustainable sanitation.
- TSC aimed to develop community-managed environmental sanitation systems focusing on solid and liquid waste management for overall cleanliness in rural areas.
- TSC aimed to cover the remaining schools not covered under the Sarva Shiksha Abhiyaan in the rural and difficult-to-reach areas to provide them sanitation facilities.

The TSC was therefore the first campaign initiated in the form of a movement to accelerate the process of change through changing the attitudes of people for adopting hygienic and healthy sanitation practices. Following the footsteps of the TSC, the new government announced the Swacch Bharat Mission on 2nd October 2014. The SBA to this day is India's largest cleanliness drive and includes the cleaning of streets, colonies and roads along with addressing the larger issues related to hygiene and sanitation.

Swachh Bharat Abhiyaan (SBA)

- Under the SBA, 'Swachh Vidyalaya' is a sub-campaign and aims to ensure that every school in India has well maintained water, sanitation and hygiene facilities.
- It promotes behavioral change by encouraging washing hands before meals and after thereby breaking the disease transmission routes.
- It advocates for separate toilets for girls and boys, with one unit generally having one toilet plus three urinals.
- Ensures menstrual hygiene management facilities in schools including soap, adequate and private space for changing, adequate water for washing clothes, and disposal facilities for menstrual waste including incinerators and dustbins.
- It ensures daily provision of child-friendly, sustainable and safe drinking water, and adequate water for washing hands.
- SBA declares 'Swachhta Puraskar' for schools who meet all the standards of a Swachh Vidyalaya in terms of water, sanitation and hygiene requirements.

In the context of child rights therefore, the SBA is making child-specific efforts, especially within schools to ensure that all children have access to the basic WASH facilities and can lead a healthy and disease-free life. However, various efforts are needed at the level of school administration and village committees to ensure that the services and facilities are monitored and that there is no discrimination amongst children in receiving these services.

4.6.3. How can we ensure Sector-wise Focus on Children to fulfill their Right to Clean and Hygienic Environment?

WASH in schools for children is an essential area that requires focus and attention. A healthy and hygienic school environment is a fundamental right of every child that not only affects the other rights to education and play, but is also related to their basic right to survival. Hence, it is essential that policymakers and Panchayati Raj members at the basic level of the Gram Panchayat bring their focus on WASH issues and undertake a scoping exercise for identifying risks to child rights and strategise a plan for areas that require immediate attention.

Sector Focus: WASH in schools requires convergence with various other departments such as water supply, civil works for construction of toilets and washbasins as well as the department of waste disposal and management. The scoping for risks exercise can be undertaken as follows:

Risks	Countermeasures	Indicators
Drop in educational enrolment, attendance and attainment at various levels due to lack of WASH facilities in schools	-Identify and address the reasons for children dropping out or not attending schools, especially for reasons such as unavailability of clean toilets and drinking water	- No. of functioning toilets in the schools of a given GP/block/district - No. of washbasins that have regular water supply in a school - No. of schools with a supply of clean drinking water with separate hand washing provision - No. of SMCs who discuss the issues related to WASH in schools

Children with special needs cannot access WASH facilities in schools	-Introduce child-friendly, disabled-friendly design in constructing school toilets and washbasins	- Number/percentage of children with special needs utilising education facilities at all levels - No. of disabled-friendly toilets and washbasins in the schools
Risks of girls dropping out during or after reaching puberty; risks of high absenteeism among girls during menstruation	- Train and educate girls on Menstrual Hygiene Management so that they view it as a normal bodily function - Ensuring that schools are 'girl-child friendly' with separate toilet facilities, changing rooms, menstrual waste disposal methods and sufficient number of female staffs -Educate both girls and boys about the normalcy of menstruation so that girls are not teased/bullied	-Number of schools with appropriate WASH facilities for girls, especially with regard to menstruation -Data on girls' enrolment, attendance and completion at all levels of schooling
Risk of children not accessing WASH facilities due to forced evictions, displacement or migration	-Tracking children who suddenly drop out of school and do not return -Initiating special resettlement measures including WASH facilities for special cases of children affected due to displacement	-Number of children/families moving out due to migration of any kind -Number of children who are covered under some resettlement programme

The scoping for risk exercise can be undertaken by each department separately (civil works, rural infrastructure and water supply) to see whether children's issues are being included as a part of their broader planning and implementation.

Tools and Handouts

Handout 15: Suggested Strategies for WASH

Strategy 1: Ensure safe drinking water and hygiene at houses, schools, AWCs, health centres and public places

- Confirm safe distance between drinking water sources and septic tanks as per standards.
- Facilitate protection of wells by using proper cover and protection wall.
- Promote safe drinking water, washing facilities and hygienic solid and liquid waste disposal systems.
- Assess the source and quality of water supplied by contractors in tankers wherever applicable.
- Encourage hand washing with soap before MDMs in schools and aanganwadis.
- Organise awareness generation programmes and share approaches to ensure safety in drinking water (boiling of water, chlorination, etc.).
- Exhibit water score cards in all child-centric institutions.

Strategy 2: Use of safe drinking water, hygienic toilets and sanitation in all houses
- Promote construction and maintenance of septic tanks in all residential buildings.
- Verify completion of septic tanks and toilets before issuing possession certificate for newly-constructed houses/flats.
- Insist facilities for segregation at source, regular collection and disposal of waste through public treatment system.
- Promote in-house and institution-based waste disposal systems like compost pits, pipe compost, biogas, worm-compost, etc.

Strategy 3: Child-friendly and girl-friendly toilets in schools, hospitals, AWCs and public places
- Map the availability of child-friendly and girl-friendly toilets and drinking water facility in schools and anganwadis.
- Identify all market places, bus stands and other mass congregation places for providing child/girl-friendly toilets.
- Periodically assess the need and quality of maintenance of the WASH facilities.
- Network with government, private sectors as well as individuals for collaborating to install toilets in public places, in terms of funding.
- Provide wash, basins, dustbins with covers, closets for storing in schools, hospitals and AWCs.
- Generate awareness for waste disposal at source using sustainable and local solutions such as composting.

Source: Operational Manual, Child-Friendly Local Governance, KILA, 2016.

Handout 16: MHM in India- Study Findings, UNICEF-2015

Half of the girls (50 per cent) included in the study from three States in India, were unaware of menarche; only 58 per cent considered menarche as normal, rest thought it to be a disease where their bodies were in an impure state.

Mothers were the main source of information for menarche (50 per cent); health workers rarely informed about it (only 1 per cent in rural areas).

Only one-third of the girls changed in schools owing to poor WinS facilities; preferred staying home during menstruation.

Sanitary waste disposal options were lacking in most schools, leading to increased absenteeism among girls.

Hygienic options for absorbents were limited; girls were not aware of tampons and menstrual cups.

Two studies used during literature review found direct association between absence from schools and dirty toilets; another study showed better attendance with separate toilets for girls.

Handout 17: WASH in School (WinS) Good Practice

This is the story of a remote village in rural Jharkhand where a participatory children's cabinet in school better took upon themselves to transform parents' behaviours and attitudes towards hygiene and sanitation.

"You must meet Parvati Kumari, our Minister of Health", says William Baa. "She is so popular that she has been re-elected for three years in a row." The Minister is duly summoned, along with the Prime Minister, and other ministers for finance, environment, culture and sports. All are neatly uniformed in blue, with hair combed immaculately and tidy shoes. None is over 17 years of age. This is the children's cabinet for the middle school in Kakaria, a remote village in Ranchi district, Jharkhand. Everyday Parvati arrives early at Kakaria school and checks the compound. She has a roster of helpers and she puts them to work, cleaning and sweeping. "Everyone in the school has to play their part", she says, and this includes regular washing and scrubbing of the two toilets which are specifically allocated for girls' use only. Parvati ensures that throughout the day they are kept clean and pleasant. Similarly, children who come to school unwashed, without shoes or with dirty, uncut fingernails or hair in a mess, are gently taken by hand and cleaned. Parents are also informed about the importance of personal hygiene through the Village Education Committee meetings. Every student contributes to the funds collected by the Minister of Finance. They pay for replenishments of soap, brushes and cleanser. Educational and WASH improvements have reached this village in the form of a programme named 'School Water and Sanitation towards Health and Hygiene' or SWASTHH in short.

Drawing by : **Zoya Gupta** (13 years)

CHAPTER 5: CHILDREN'S RIGHT TO PROTECTION- CHILD MARRIAGE, CHILD TRAFFICKING, CHILD LABOUR AND CRIMES AGAINST CHILDREN

5.1. Introduction

This section focuses on highlighting the key issues related to children's right to protection from social evils such as child marriage, child trafficking and child labour. It discusses in detail the legal provisions provided by the Indian constitution for protecting children from such unlawful practices. It also seeks to familiarise participants with ways to recognise and address various child protection issues using preventive, responsive and remedial action in tackling them.

5.2. Objectives

- To orient the participants about the diverse child protection issues.
- To increase awareness about the legal provisions available for child protection.
- To enable participants, strengthen their ability to identify and address child protection issues in their respective contexts.

5.3. Time of the Session: 60 minutes.

5.4. Tips to the Facilitator

- Read the manual/content carefully.
- Practice the activities/exercises prior to taking sessions.
- Give sufficient time to questions if any, after each topic.
- Be patient in answering questions, if any.
- Manage time efficiently.

5.6. Session Content

Session name	Sub-topics	Expected outcomes	Training methodology	Training materials
Right to Protection: child labour, child marriage and child trafficking	What is child protection and why focus on child protection issues?	Participants know the definition of child protection and understand the need to focus on child protection issues.	Activity-based and discussion-oriented.	-Post-it stamps, flipchart and markers, pens
	What are the government provisions, laws available in the Indian context for child protection?	Participants are familiarised with the legal provisions for child protection.	Participatory and activity-based.	Notepads, paper and pen
	How can we ensure that a robust child protection structure is available and functioning in every GP/district in the country?	Participants are oriented towards adopting approaches in planning and action for child protection.	Discussion and activity-based.	PPTs, notepads, flipchart and pens

5.6.1. What is Child Protection and why is there a need to focus on Child Protection Issues?
[Tool 4 for defining Child Protection for this session]

Children's right to protection is the basis of all other rights, as to be able to enjoy the other rights it is necessary that children are protected from harms of all kinds. Child protection is a subset of the umbrella of child rights, an integral crosscutting set of rights without which other rights cannot be adequately realised. According to 'Save the Children's' comprehensive definition on child protection, it is the "reduction of risks to children's holistic well-being, making children's rights a reality, restoring hope and a dignified living where abuse has occurred, and creating an enabling environment that supports children's positive development." Owing to their age and stature, children are vulnerable and in constant need for care. It is therefore the responsibility of

the adults around them to ensure that an enabling and protective environment is available for them at all times. Tool 4 details out an engaging activity to be used for defining child protection.

Another definition by the Ministry of Child and Women Development in 2006 defines child protection as "creation of protective environment in the home, school, community and society so that children are protected from all kinds of harm and harmful situations. It means providing a safety net for all those children who are more vulnerable than others and who need special care and protection. It must be understood that a child's right to protection is part of each and every other right and it is not possible to ensure other rights without ensuring protection."

Unfortunately, despite the constitutional laws and provisions, there are still a large number of children in India, outside the ambit of protection. Most of these children face inequalities of one kind or other based on either their caste or class status or as a result of age-old social practices such as child marriage. The statistics below are an indication for the need and urgency to focus on child protection:

It is estimated that there are 23 million child brides in India; according to the NFHS-3 (20005-06). 47.4 per cent of all young women (currently between the ages of 20-24 years) were married before the age of 18 years.

According to the 2011 census data, 33 million children under 18 years of age are engaged in work, accounting for seven per cent of the total workforce; 10.1 million are between 5-14 years of age.

The decadal increase in crimes against children since 2006 is by over 500 per cent; according to Crimes in India report, 90.1 per cent of trials under the POCSO Act are pending.

According to a report by the National Human Rights Commission of India, 40,000 children are abducted each year, leaving 11,000 untraced.

Hygienic options for absorbents were limited; girls were not aware of tampons and menstrual cups.

Two studies used during literature review found direct association between absence from schools and dirty toilets; another study showed better attendance with separate toilets for girls.

Source: India's children continue to challenge our conscience, HAQ: Centre for Child Rights.

The above statistics clearly indicate that not all children are protected. The increasing crime rate against children is an indication for the urgent need to pay attention, and also to gear up to take both preventive and remedial action. Children without adequate facilities for care, protection and development often succumb to an ill-prepared and insecure adulthood, without hope for a better life. Some of the pertinent issues concerning child protection are:

Child Marriage: Child marriage, unfortunately, has been an age-old tradition in India with historical roots, prevalent across social groups, castes and geographical locations. Even to this day, the practice of child marriage continues unabated in many rural as well as semi-urban areas. The data on child marriage is skewed and varies from region to region. Most of the cases often go unreported so it is difficult to properly account for the number of child brides in India. Child marriage robs the child, whether a girl or a boy, of his/her childhood and generates a vicious cycle of inter-generational socio-economic impacts on education, health and empowerment. Most often, it is the girl child who has to suffer as a result of child marriage. Because of the prevailing dowry system in India, girls are considered as burden to the family and parents often marry them off to rid themselves of the burden as early as possible. Early marriage of children is a clear denial of all the basic child rights i.e., education, play and recreation, health and survival. Early marriage most often leads to early pregnancies for girls resulting in them suffering premature deliveries, leading to their death or of the newborn.

While girls are more vulnerable and affected due to early marriage, boys too are impacted as they may be vested with the responsibility of fatherhood at an early age and have to forcibly take on the role of being the economic providers. Child marriage thus, has severe implications for both girls and boys and stands as a violation to the rights of all children alike. Most importantly, it violates a child's right to protection from harm and abuse. *Handout 19* specifically outlines the strategies for preventing child marriage at the Gram Panchayat level.

Child Labour: Child labour is a clear and most direct form of violation of childhood. Due to widespread poverty and various other socio-economic reasons, India is home to 33 million child labourers as per the 2011 census data. Poverty coupled with unemployment and lack of governmental support, often forces parents from marginalised families to push their children into earning. In rural areas, children helping their families on the farm or engaged in cattle grazing is a common sight. Such children are either forced to miss their schools or even drop out of school due to season migration. In urban areas, it is common to find children employed in restaurants and canteens. Lack of awareness about the harmful effects of child labour is also often a reason for parents forcing their children to work. Children are also viewed as cheap labour by factory workers and in many places they are employed for hazardous occupations such like making matchboxes and in lock-making industries, firecrackers industry, embroidery, carpet-making, in brick kilns and tea gardens.

Child Trafficking and Crimes against Children: Child trafficking or the practice of illegally procuring and relocating children, typically for the purposes of forced labour or sexual exploitation is another serious area that needs attention. Unfortunately, India continues to have a very high

volume of child trafficking. According to the National Crime Records Bureau, as many as one child disappears every eight minutes. The root causes of child trafficking are the need to financially support the family due to poverty and lack of education and employment opportunities. Due to the rising unemployment rate in India that presently stands at 3.5 per cent, often children are taken in as cheap labour. This leads to trafficking where they are either sold by poor families to a certain trade that utilises children or are kidnapped by gangs and illegal networks that run such processes. It is common to find children as domestic workers. Many a times, such children are contractually procured through agencies that source them from interiors of the country. In addition to being trafficked for child labour, children are also used for illegal activities such as begging and organ trade. *Handout 20* outlines some of the suggested strategies for safeguarding children against violence, abuse and exploitation in all forms at the Gram Panchayat level.

5.6.2. What are the Government Provisions, Laws available in the Indian Context for Child Protection?

While it is clear that children are the holder of certain rights, the violation of child rights is also not uncommon. Child protection stems from the fact that children's rights are being violated. The responsibility of protecting the rights of children does not lie with an individual or a single actor. It is a collective responsibility of all citizens to own up child rights and agree to become equal stakeholders in ensuring that every child's best interest is protected at all times. Some child rights practitioners have called it the 'rings of responsibility', while others call it the 'rings of child protection'. The essential idea here is to understand and identify the key stakeholders at all levels that are responsible for safeguarding child rights. Since 'family' is the most basic unit and often almost, the first point of contact for any child, it is the primary responsibility of families to ensure that their children are safe from abuse and neglect of all kinds. Next to the family comes the community or the neighborhood, often the next point of contact for children. Community is a larger unit and brings within its fold the numerous social groups that a child interacts with such as schools, playgrounds, extended relatives and familial groups. It is therefore, the prime responsibility of all adults such as teachers, facilitators, neighborhood families, etc., to ensure that all children are safe and their rights are not violated.

After community comes the third and most important level where lies the State and its legal system with the power to enact requisite laws for protecting children's interests. It is important to ensure that both a preventive and remedial approach is adopted by the country's legal system where children are protected by law and any violation is met with punitive action against the perpetrators. Alongside the State, lies the social media and the network of NGOs and organisations that relentlessly work for the cause of advocating the need for children's rights to ensure that children's voices are heard.
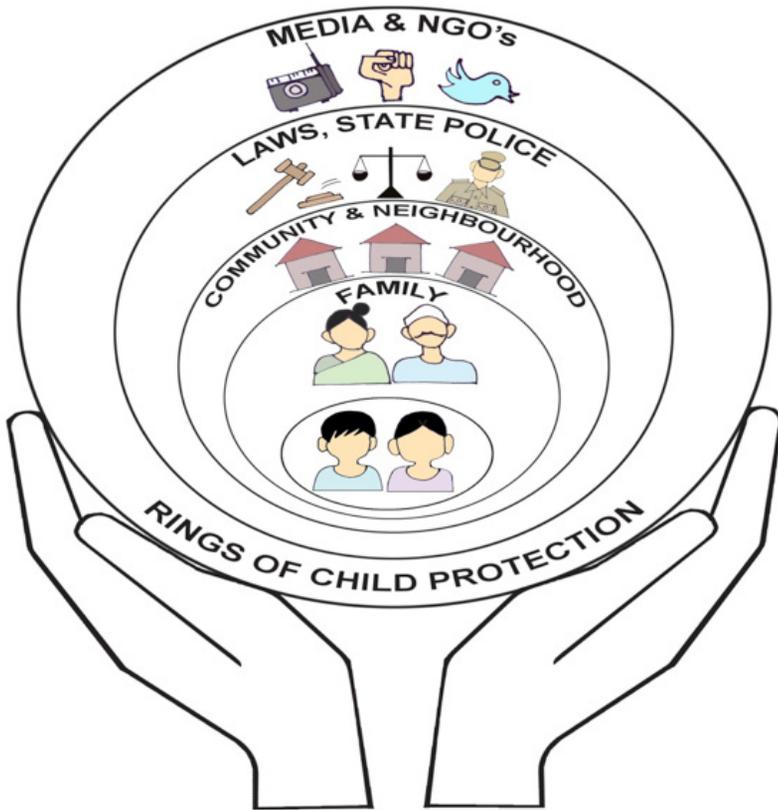
As a response to the various forms of exploitation such as child labour, child marriage, trafficking, etc., against children, India has put in place several laws and provisions in dealing with these issues. Some of the key Acts and provisions are discussed in *Handout 18*.

Handout 18: Laws and Provisions for Child Protection in India

Child Labour Prohibition

According to Article 23 of the Indian Constitution, any type of forced labour is prohibited. Further, Article 24 specifically states that a child under 14 years of age cannot be employed to perform any hazardous work. In addition to these constitutional provisions, the Child and Adolescent Labour (Prohibition and Regulation) Act-1986 amended in 2016 further upholds the constitution and prohibits employment of children below 14 years in all occupations except where the child helps his family after school hours and during vacations. However, the Act classifies children between the age of 15 and 18 years of age as adolescents and permits them to work in certain non-hazardous occupations as defined by the Factories Act-1948.

Child Marriage Prohibition

The Child Marriage Restraint Act-1929, also known as the Sarda Act which is in force from the pre-independence period states that the marriageable age for a boy was at/above 18 years of age and a girl at/above 15 years of age.

The Sarda Act was amended in 1978 and the new Act further raised the age bar to 18 years for girls and 21 years for boys.

In 2006, the Government of India passed the Prohibition of Child Marriage Act (PCMA), that along with prohibiting early age marriages (18 for girls' ad 21 for boys), provides enabling provisions to protect and provide relief to victims and enhance punishments for those who abet, promote or solemnise such marriages.

Preventing Child Trafficking and Crimes against Children

The Parliament of India passed the Protection of Children against Sexual Offences Act in 2012. The Act was enacted to provide a robust legal framework for protection from offences of sexual assault, sexual harassment and pornography, while safeguarding the interest of the child at every stage of the judicial process. There are designated Special Courts for speedy and child-friendly trial of offences.

The Juvenile Justice (Care and Protection of Children) Act-2000 is the first primary legal framework for minors in conflict with law. The Act provides a special approach towards prevention and treatment of juvenile delinquency, and provides a framework for the protection, treatment and rehabilitation of children in the purview of the juvenile justice system. The Act was recently amended in 2015 when the juvenile age was lowered to 16 from 18 years of age and it was decided that adult-like treatment for juveniles accused of heinous crimes is permissible.

The setting up of the Integrated Child Protection Scheme (ICPS) in 2009-10 was the first step to address child protection as a comprehensive issue. The ICPS focuses its activities on children in needs of care and protection and those in conflict with law as defined under the Juvenile Justice Act. The ICPS is implemented through the State Child Protection Society (SCPS) and District Child Protection Units (DCPU) at the State and district level, respectively. At the village level, Child Welfare Committees (CWC) are set-up and anyone with information on any offense against children is required to inform the CWCs within 24 hours. CWCs appoint a person responsible for psycho-social support of the child and liaison with police for further investigation.

5.6.3. How can we ensure that a Robust Child Protection Structure is Available and Functioning in Every GP/District in the Country?

The revised ICPS in India defines 'child protection' as protecting children from or against any perceived or real danger or risk to their life, personhood or childhood. It is about reducing their vulnerability to any kind of harm and ensuring that no child falls out of the social safety net and that those who do, receive necessary care, protection and support so as to bring them back into the safety net. Towards this end, it outlines the following objectives:

- To institutionalise essential services and strengthen structures for emergency outreach, institutional care, family and community-based care, counseling, and support services at the national, regional, State and district levels.
- To enhance capacities at all levels of all functionaries including administrators and service providers, members of the allied systems including police, local bodies and judiciary.
- To create database and knowledge base for child protection services, including MIS and child tracking system in the country for effective monitoring of child protection services.
- To strengthen child protection at family and community level, create and promote preventive measures to protect children from situations of vulnerability, risk and abuse.
- To raise public awareness, educate public on child rights and child protection services, schemes and structures at all levels.

In addition to this, a scoping for risk exercise can be undertaken at all levels i.e., State, district and village for identifying the key areas that require intervention when dealing with child protection issues.

Risks	Countermeasures	Indicators
Risk related to deprivation of rights for children due to high incidences of child marriage and child labour in the region	-Identifying the number of cases related to child marriage and child labour in the region -Organising mass awareness campaigns against child marriage and child labour -Strengthening the Child Welfare Committees (CWCs) and reporting cases for prompt action	-No. of children dropping out of school due to early marriage -No. of children dropping out or missing school due to child labour -No. of cases being reported at CWCs related to child marriage and child labour -No. of cases discussed in the Panchayat meetings related to child labour and child marriage
Risks related to missing/trafficked children in the region	-Identify the number of cases related to missing/trafficked children -Initiate convergent action against the perpetrators using police, CWCs and NGOs -Provide supportive and non-discriminatory rehabilitation to child victims of trafficking and prostitution	-No. of children missing or trafficked -No. of cases resolved where children have been brought back or reintegrated with their families -No. of people arrested for crimes against children (kidnapping, trafficking, etc.)
Risks related to children coming in conflict with law due to lack of preventive measures	-Include prevention measures as a crucial aspect of juvenile justice policy -Prevent young children from coming into conflict with law through addressing the challenges faced by them through an enhanced child protection system -Identifying the nature of cases (theft, burglary and pick pocketing) where children have come in direct conflict with the law and responding through preventive mechanisms rather than punitive action	-Ensure that Juvenile justice policy, laws and practices include preventive measures -No. of trained staff to address preventive concepts in legal, police and CWCs -No. of cases where children have come into direct conflict with law

Handouts 19 and 20 outline some of the strategies suggested by KILA to safeguard children from all forms of abuse and exploitation at the level of local governance.

Tools and Handouts

Tool 4: Activity for Gauging and Building upon the Participants Understanding of 'Child Protection'

Distribute one Post-it paper to each participant in the workshop.

Ask participants to write down what they understand by child protection. Participants should not look up concepts on child protection in various reports, books, etc., nor should they discuss the definition with other participants. Ask participants to write only one sentence, NOT a paragraph. Participants can write the definition in their own language if English is a problem or more difficult to use. Ask the participants NOT to use the words 'protection' or 'protecting' in their definition. Not to write sentences like: "Child protection means protecting children."

Ask participants to write an anonymous definition. Instruct participants to NOT write their names on the definitions.

Once participants have written a definition of child protection, ask participants to bring the post-it papers to the front of the room and stick it to the white board

After all the post-it papers are placed at the front of the room, the facilitator can begin to categorise the definitions.

Typically, individuals will define child protection in one of these five ways: 1) Reducing or eliminating abuse 2) Creating a positive environment that ensures children's healthy development 3) Ensuring children are healthy (well-being) 4) Upholding child rights 5) Combination of all or some participants may also have a combination of the above categories.

Finally, share the comprehensive definition with the group.

Handout 19: Suggested Strategies for Prevention of Child Marriages in Gram Panchayats

Strategy 1: Ensuring Attendance of all Children, both Girls and Boys, in Schools, up to the Age of 18 Years
- Encourage a minimum of 85 per cent annual attendance by each student in school.
- Discourage seasonal migration and related school absenteeism; make hostel facilities for children of parents who have to take mandatory seasonal migration for occupational reasons.
- Expand coverage of sponsorship programme for financial needy students including children from BPL families, SC/ST community and other marginalised sections.
- Tracking students who are absent from school for long periods of time and finding reasons for their absence.

Strategy 2: Awareness Generation against Child Marriage

- Develop specific IEC materials and sensitisation programmes to inform parents and young people about the negative implications of child marriage (through visuals like posters, banners, etc., and on/street plays during cultural events).
- Intervene and report cases of child marriage and take all measures to prevent it, using legal measures.
- Generate awareness about the legal prohibition of attending child marriage ceremony amongst public.
- Organise meetings with religious leaders/marriage registration bodies to prevent solemnisation of child marriage.
- Strengthen and promote child participatory forums such as student's parliament, councils, clubs and Bala Sabhas and ask them to create awareness on child marriage.
- Encourage reporting of pre-legal age marriage.

Source: Operational Manual, Child-Friendly Local Governance, KILA, 2016.

Handout 20: Suggested Strategies for Safeguarding Children against Violence, Abuse and Exploitation in all Forms at the Gram Panchayat Level

Strategy 1: 100 per cent Birth Registration and Certification to Eliminate Female Infanticide or Killing in Any Form

- Ensure early registration of all pregnancies in the area.
- Ensure that the ASHA, AWWs are reaching out and registering details of pregnancies since the first trimester itself.
- Ensure house visits post birth by field level functionaries to promote mandatory antenatal checkups of the newborns and the mothers.

Strategy 2: Special Attention to Children in Need of Care and Protection

- Conduct vulnerability mapping in your respective regions.
- Give priority to the families of identified vulnerable children under local development plans (shelter, housing, toilets, social security, etc.).
- Connect the identified children with educational institutions or schemes, both formal and non-formal.
- Identify the special schemes under ICPS in the region and seek sponsorship for vulnerable children under such schemes.

Strategy 3: Elimination of Child Labour
- Trace incidences of child labour and report it to concerned authorities.
- Trace the number of out-of-school children and identify incidences of child labour amongst them.
- Monitor child labour among migrant population and support special schools and teachers for rehabilitating working children in migrant pockets.
- Exhibit IEC on eliminating child labour to create awareness among people and display helpline numbers to detect and report child labour.
- Conduct meetings with all stakeholders to find suitable solutions to eliminate child labour.
- Identify strategies to rehabilitate child labours back to their normal lives by enrolling them in schools and providing them with basic facilities.

**Strategy 4: Formation of Panchayat Child Protection Committee**
- Putting in place a committee with committed members to discuss and tackle child protection issues in the area which does timely reporting and follow-up actions.

Strategy 5: Creating Safe and Protective School Zones
- Ensuring that roads near and around schools are child-friendly with zebra crossing.
- Ensure safe journey to and from schools for students coming by walk, cycle, waterways, etc., or any other mode of commute.
- Ensure that only verified and trained drivers are carrying children through vehicles to and from schools.
- Ensure that there are no shops, stores selling tobaccos, cigarettes or any other harmful substance within 100 meters of the school zone.

Source: Operational Manual, Child-Friendly Local Governance, KILA, 2016.

CHAPTER 6: CHILDREN'S RIGHT TO PARTICIPATION

6.1. Introduction

This section focuses on highlighting the key issues related to children's right to participation which is one of the four key guiding principles of the UNCRC. It discusses in detail the need for allowing children to function as fully-aware citizens of the country, capable of decision-making. It also seeks to familiarise participants with ways to recognize and address child participation within families, schools and the larger community context.

6.2. Objectives

- To orient the participants about the need to understand child participation.
- To enable participants, strengthen their ability to encourage child participation in their local contexts.

6.3. Time of the session: 45 minutes.

6.4. Tips to the Facilitator

- Read the manual/content carefully.
- Practice the activities/exercises prior to taking sessions.
- Give sufficient time to questions if any, after each topic.
- Be patient in answering questions, if any.
- Manage time efficiently.

6.5. Session Plan

Session name	Sub-topics	Expected outcomes	Training methodology	Training materials
Right to Participation	What is child participation and why is it important to focus on child participation?	Participants know the need to focus on child participation.	Discussions and PPTs	PPTs
	How can we ensure that children are listened to and participating?	Participants are familiarised with ways through which child participation can be encouraged.	Participatory and activity-based	Notepads, paper and pen

6.6. Session Content

6.6.1. What is Child Participation and why is it Important to Focus on Child Participation?

Out of all the rights that children have access to, the right to participate is the most complex one. Since long and almost in all popular cultures, children have been positioned as someone who are incapable of decision-making, mostly owing to their age and status in society. They are often viewed as the property of their parents or as subjects to someone authoritative in the community. In most schools, to this day, the teacher-pupil relationship is an authoritative one where the teachers exercise authority over their students. Immaturity, lack of decision-making capabilities and innocence are terms used for children to indicate their incapability to participate in adult decisions.

However, there are many theories and studies by prominent sociologists and educators that show that children as young as 5-year-old can logically think for themselves and arrive at crucial decisions. In fact, many theorists have proved and argued that involving children in everyday life decisions not only enables their thinking abilities but also allow them to grow as independent and rational thinkers at an adult age. Jean Piaget, a prominent child psychologist and educationist argued that if children are always subject to authority and do not have opportunities for establishing rules through relationships with mutual respect, they cannot develop as autonomous selves. Seeking children's consent also inculcates in them the habit of mutual respect where they

learn to not only seek consent from others but also value differing points of view. As pointed out by Rita Panicker from Butterflies, a Delhi-based NGO that works with street children, "an inclusive participatory space is very essential for children to learn to respect diverse perspectives and become tolerant of difference of opinions."

Child participation therefore is the opportunity for children to actively express themselves and be involved with decision-making at different levels in matters that concern them. Child participation requires sharing of information and dialogue between children and adults based on mutual respect, and requires that full consideration of their views is given, considering the child's age and maturity.

It was the UNCRC that for the first time gave recognition to the fact that children have the right to express freely in matters affecting them and that their views must be given importance and taken into consideration when making laws for them. The following articles from the UNCRC define the scope of children's right to participation:

Article 9: Non-separation of children from families without the right to make their views known

Article 12: The right to be listened to and taken seriously

Article 13: the right to freedom of expression

Article 14: The right to freedom of conscience, thought and religion

Article 15: The right to freedom of association

Article 16: The right to privacy

Article 17: The right to information

Article 42: The right for children to know their rights
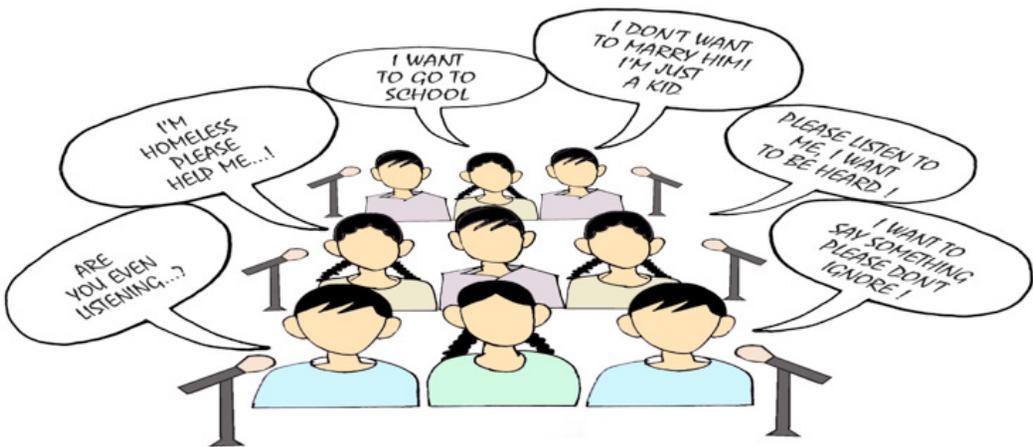
The need to focus on child participation and respect children's views in policy matters as well as governance is therefore a prerequisite for the exercise of all other rights. Focusing on child participation can lead to the following:

• In terms of children's health and education entitlements, consulting with children for decision-making can help governments prioritise issues for competing use of resources. Equipped with the right kind of knowledge and information, children can judiciously guide adults towards effective allocation of budget for schemes crafted for their welfare.

• Child participation is also a prerequisite for monitoring the implementation of social schemes for children. It is a must that children are made aware of their rights and entitlements, so that they can lay claim and express inadequacies, if any, in the right kinds of forums like Bal Panchayats and Bal Sabhas, designed for this purpose. Child participation forums therefore lead to accountability and promote good governance.

• Child participation also leads to better citizenship as it promotes civic society engagement. Through experiencing direct participation is matters concerning them, children acquire the capacity and understanding of practicing true democracy. This can lead to the creation of peaceful, tolerant and democratic societies that are respectful of human rights.

In India, the new National Policy for Children, 2013 specifies the importance of child participation. It states that, "The State has the primary responsibility to ensure that children are made aware of their rights, and provided with an enabling environment, opportunities and support to develop skills, to form aspirations and express their views in accordance with their age, level of maturity and evolving capacities, so as to enable them to be actively involved in their own development and in all matters concerning and affecting them." It also mentions how the State should engage all stakeholders in developing mechanisms for children to share their grievances without fear in all settings.

6.6.2. How can we Ensure that Children are Listened to and Participating?

Despite the recognition of the need to focus on child participation, it is unfortunate that in practice, child participation is largely elusive and often remains tokenistic. It usually takes the form of a mere representation of voices of few marginalised or underprivileged children in national and international forums where issues related to child rights are being discussed.

In practice, child participation should stem from a belief in the capacity and ability of children to contribute. It stems from recognising children as complete human beings, capable of taking

decisions. Meaningful participation involves a transfer of power from adults to children, which transforms the status of children from passive recipients to active agents, who are informed and able to influence decisions affecting their lives.

Towards fostering children's participation in local self-governance, UNICEF has designed a 5-step child participation framework to successfully implement and execute children's participation in various country contexts. Depending on the respective country contexts, the framework has been used by countries such as Nepal, Turkey and Ethiopia to enable child participation at the level of local governance. *Handout 21* shows the step-by-step process that can be utilised for involving children at the level of local self-governance.

In India, there are some quotable good practices of children's participation in local governance through numerous children councils, popularly known as Bal Sabhas, children's Panchayats or Bal Panchayats, parliaments and assemblies. However, these examples are limited to few, mostly South Indian States like Karnataka, Kerala, Odisha and Andhra Pradesh in addition to Rajasthan and Delhi in the north, that also have some instances of child participation forums. However, what is really required is the intention for local level governance to let children participate and value that information when taking decisions for child-specific issues. Handout 22 has one best practice from India that gives an insight into how child participation forums have been successfully functioning in some States in India.

Tools and Handouts

Handout 21: UNICEF's Five-step Approach to Child Participation (CP)

Step 1	Situational analysis	For situational analysis, the following four contextual issues must be considered: (a) child policy framework (whether it recognises child participation as a right or not) (b) decentralisation vs framework (identifying key actors of the local government system and mapping local government service delivery functions to logically connect child participation to functions that they have some discretion to change) (c) institutional landscape (identify potential facilitators at the local level such as local NGOs, community-based organisations, etc., with experience of working with children, who can help facilitate the participatory process, and (d) socio-cultural and political context (understanding how society perceives children and if it is a negative framing then, approaching that through awareness generation amongst parents and community).
Step 2	Design of the child participation mechanism	The design of the child participation process must consider the following: (a) objectives of CP; (b) degree of CP; (c) focus of CP; (d) the CP process and (e) child participants.
Step 3	Implementation	Key considerations for implementation include: (a) capacity development and training (b) creating and maintaining political will and buy-in (c) ongoing national policy dialogue (d) continued funding.
Step 4	Operational considerations	Child participation in local governance requires internal expertise and technical skills in child participation, decentralisation and local governance, and social sectors (e.g. health, education). Support from local bodies should be adequately available, thought out and planned, prior to implementation.
Step 5	Monitoring and evaluation	Tracking the impact of child participation, though a challenge should be done to ensure that participation is moving beyond tokenism. Measuring can be done along potential outcome statements, indicators and means of verification

Handout 22: India Case-study on Child Participation

Bhima Sanghas in Karnakata: Bhima Sangha is a children's union based in the State of Karnataka in southern India. It was set up in 1990, and currently involves more than 13,000 working children. The union is currently active in at least eight districts: Bengaluru, Udipi, Bellary, Davenegare (Davangere), North Kanara, Kundapur, Mangaluru and Shimoga. Its support organisation, CWC (Concerned for Working Children), is active in the first five of these.

The union and CWC originated in the attempts of two trade union activists to organise adult workers in India's booming 'Silicon Valley' of Bangalore in the early 1980s. They found that child workers made up a substantial proportion of people seeking advice on rights, yet the law did not even recognise their existence. In response to this, they drafted a Child Labour Bill, which was presented to the government and eventually became the 1986 Child Labour (Prohibition and Regulation) Act. While ignoring the informal sector in which the majority of children were employed, this Act at least acknowledged the existence of working children and made an initial attempt to regulate the conditions of their employment.

In Karnataka, it was Bhima Sangha's persistent engagement with Panchayats to address and prevent exploitative labour of children that led to the formation of Makkala (children's) Panchayats. These included representatives of Sanghas of school-going children as well as children with disabilities. Their collective slogan is 'children are citizens today'. The very first children's Grama Sabha of India led by Makkala Panchayats was in 2002, in the remote village of Keradi. Such children's Grama Sabhas laid the foundation for children's direct participation in democracy in the children's Grama Sabha model of Karnataka.

In 2019, members of Bhima Sangha in Bellary district, Karnataka, invited all children to 'drop' their issues into the 'problem bag' which was carried in all lanes with music and dancing. They next discussed the issues in detail and prioritised them based on urgency, need and coverage. The issues included lack of basic amenities (with locations/families affected specified), caste-based discrimination, lack of vocational educational opportunities for youth, lack of jobs for their families, distress migration, prevalence of child marriage and illegal sale of alcohol abysmal situation of government schools. These were discussed and shared with the Panchayat President, members and the officials, where all members were highly receptive, frank and forthcoming.

To monitor the follow up of the assurance by the Panchayats, Bhima Sangha members have tied one red ribbon per problem to a tress at the entrance of the Panchayat office, to be a constant reminder. For each problem addressed, the red ribbon will be replaced with a white one. The Panchayats have agreed to have regular, periodic meetings with children to report back to children. Such issues that are outside the remit of the Panchayats will be collectively taken up at the Taluk level through the Taluk Task Force, which includes representatives of Bhima Sangha and Taluk level officials.

List of References and Suggested Readings

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15. Children's Participation and Policy Change in South Asia, Emma Williams, 2004 https://resourcecentre.savethechildren.net/sites/default/files/documents/5061.pdf
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ABOUT UNICEF

UNICEF works in the world's toughest places to reach the most disadvantaged children and adolescents – and to protect the rights of every child, everywhere. Across more than 190 countries and territories, UNICEF does whatever it takes to help children survive, thrive and fulfill their potential, from early childhood through adolescence.

The world's largest provider of vaccines, UNICEF supports child health and nutrition, safe water and sanitation, quality education and skill building, HIV prevention and treatment for mothers and babies, and the protection of children and adolescents from violence and exploitation.In India, UNICEF is dedicated to advancing the rights of all girls and boys, especially the most disadvantaged. They work across India to save children's lives, help them fulfil their potential and defend their rights.

According to their Mission Statement:

- UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential.
- UNICEF is guided by the Convention on the Rights of the Child and strives to establish children's rights as enduring ethical principles and international standards of behaviour towards children.
- UNICEF insists that the survival, protection and development of children are universal development imperatives that are integral to human progress.
- UNICEF mobilises political will and material resources to help countries, particularly developing countries, ensure a "first call for children" and to build their capacity to form appropriate policies and deliver services for children and their families.
- UNICEF is committed to ensuring special protection for the most disadvantaged children - victims of war, disasters, extreme poverty, all forms of violence and exploitation and those with disabilities.
- UNICEF responds in emergencies to protect the rights of children. In coordination with United Nations partners and humanitarian agencies, UNICEF makes its unique facilities for rapid response available to its partners to relieve the suffering of children and those who provide their care.
- UNICEF is non-partisan and its cooperation is free of discrimination. In everything it does, the most disadvantaged children and the countries in greatest need have priority.
- UNICEF aims, through its country programmes, to promote the equal rights of women and girls and to support their full participation in the political, social and economic development of their communities.
- UNICEF works with all its partners towards the attainment of the sustainable human development goals adopted by the world community and the realisation of the vision of peace and social progress enshrined in the Charter of the United Nations.

About the Manual

The Child Rights Training Manual developed by the Child Rights Resource Unit (CRRU) in collaboration with UNICEF India is a comprehensive and standardized training manual aimed at creating awareness on the 'what', 'why' and 'how' of child rights. The manual seeks to enable participants use an informed child rights approach in their respective work areas- education, health and nutrition, child protection and WASH-and formulate policies that are child-centric or use child-friendly approaches, especially in the context of rural development in India. The manual is broad as well as general in scope and has been specifically designed to train officials working in the various government departments who are involved with rural development. However, the manual can be used by anyone who is interested in learning about child rights.