

# Welcome to the smart kit user guide

The user guide has been prepared to help users easily navigate through the smart kit and understand how to optimally utilise the given information as part of the smart kit. It is highly recommended that the users of the smart kit go through the user guide for optimal use of the smart kit.

The smart kit contains seven training modules and supporting PowerPoint presentations (PPTs) on each module which can be used as job aids during trainings on child protection. All the modules put forth the broad roles and responsibilities of personnel working under various departments on child protection. All the materials are in Gujarati. There are also information, education and communication (IEC) and behaviour change communication (BCC) tools such as posters and leaflets on different child protection themes.

## Why this is a smart kit?

This kit is termed as a smart kit as it will allow any trainer to customise their own content, which can be used as part of a training of various departments on child protection or for making a presentation at various platforms. The smart kit allows you to 'pick and choose' from the seven modules, based on the specific requirements. The trainer can also browse through the PPTs (job aids) to make a customised PPT for themselves by choosing suitable content as required from all the seven PPTs.

## How to use the smart kit effectively

In order to use the smart kit effectively, it is suggested that the trainers finalise the session plans for the training that they will be facilitating. Based on the number of days of the training and the profile of the participants, the trainer will be able to determine which modules and which sessions of the modules need to be referred to. Below is a brief about each of the modules and the IEC materials addressing various issues under child protection.

## Module 1: Introduction to children's rights and protection laws

The introduction to children's rights and protection laws is an introductory module addressing various concepts of child rights, principles, legal framework and international convention. It also talks about child protection laws in India and gives insight into Integrated Child Protection scheme (ICPS) for the well-being of the children. This is a preliminary module covering all the professionals engaged in child protection as a whole. The module also covers few sensitisation and participatory exercises.



**Session 1, Section 1.1:** Concepts of Child Rights and Need for Separate Child Rights

**Session 1 Section 1.2:** Child Rights: Principles and Shift in Approach

**Session 2:** Child Protection

**Session 3:** Legal Framework for Protection of Children

**Section 3.1:** International Convention

**Section 3.2:** Child Protection Laws in India

**Session 4:** Integrated Child Protection Scheme for the Well-being of Children

## Module 2: District Child Protection Unit

This module covers the District Child Protection Unit (DCPU) and its structure. It gives an insight of the specific roles and responsibilities of DCPU officials/staff and broad issues and challenges faced by them in working. In addition to participatory exercises, the module has few case studies on real life scenarios and how to deal in a particular situation of violation of child rights.

**Section 1:** Introduction to DCPU and its structure

**Section 2:** Specific roles and responsibilities of DCPU officials and staff

**Section 3:** Issues and challenges

**Exercise:** Recapitulation of learnings through case studies in groups



## Module 3: Special Juvenile Police Unit

This module covers the structure and functions of Special Juvenile Police Unit (SJPU) and the roles of police personnel dealing with children in conflict with law as well as children in need of care and protection (CNCP). The module has some case studies and FAQs to comprehend the technical information in an easy manner.

**Section 1:** Structure and functions of SJPU

**Section 2:** Roles of Police in dealing with CNCP

**Section 3:** Procedure in relation to children in conflict with law

**Section 4:** Specific roles and responsibilities of SJPU officials and staff

**FAQs**



## Module 4: Juvenile Justice Board

This module covers the structure and composition of the Juvenile Justice Board, details of the Juvenile Justice (JJ) Act, 2015 and what are the procedures in relation to children in conflict with law.

**Section 1:** Structure and composition

**Section 2:** Procedure in relation to children in conflict with law



## Module 5: Child Welfare Committee

The module on Child Welfare Committee talks about the structure and composition of the committee, and the procedures in relation with children in need of care and protection. It has case studies for easy understanding of the technical components.

**Section 1:** Structure and composition (Section 27, JJ Act, 2015)

**Section 2:** Procedure In relation to children in need of care and protection



## Module 6: Child Care Institutions under JJ Act

This module covers all the institutions that provide care to the children in need of care and protection as well as children in conflict with law. The module has detailed mention of various functioning processes of different types of childcare institutions. The module also touches upon why non-institutional care is important and institutional care should be considered as the last alternative.

**Section 1:** Institution under JJ Act - Definition, composition and purpose

**Section 2:** Functioning processes of various child care institutions

**Section 3:** Why – Institutional Care as a last alternative



## Module 7: Facilitators' guide on child protection

This module covers various aspects of facilitation skills and how a facilitator should conduct the training to make it participatory and effective, by creating a positive learning environment for the participants. The theories of adult learning along with the three learning styles have been discussed as part of the module. These will help



the facilitators to understand their audience/participants better and facilitate the training in a structured manner. A session on perception will help the trainer to understand the importance of being non-judgemental and respecting different opinions of the participants at the same time. Additionally, the module also covers a section on skills for effective communication. The sessions are participatory and engaging.

**Session 1:** Creating a positive learning environment

**Session 2:** Theory of adult learning and learning styles

**Session 3:** Perception

**Session 4:** Skills for effective communication

## **PowerPoint presentations**

The smart kit has seven sets of PPTs which can be used as job aids while facilitating the respective sessions. While preparing the particular session, it is suggested that the facilitator go through the session in detail and refer to the matching PPT before hand. The PPTs are to be used only as job aids and not in lieu of the modules.

## **Posters and leaflets**

There are 11 posters and six leaflets on the smart kit on various issues of child protection including child marriage, child abuse, child labour, missing children and non-institutional care. These are also printable and can also be used as job aids wherever necessary.

# Inception of a smart kit for trainers under Integrated Child Protection Scheme (ICPS)

The Ministry of Women and Child Development, Government of India has been implementing the Integrated Child Protection Scheme (ICPS) under the umbrella of Integrated Child Development Services (ICDS) to ensure the best possible care and rehabilitation of children who have fallen out of the social security net – the two major categories of children as defined by the Juvenile Justice Act, 2015 being Children in Conflict with Law and Children in Need of Care and Protection.

The UNICEF Child Protection Units in India Country Office as well as field offices along with the Central and respective State Governments work together intensively to strengthen the institutional structures of Child Protection formed under the Juvenile Justice (Care and Protection of Children) Act, 2015 and the ICPS, aimed at effective implementation of the Act, at the state and district levels. The collaboration spans a multitude of stakeholders including statutory bodies (JJBs, CWCs, SJPU, DCPUs, SCPS), police officials, district and state levels, judicial officers, multiple government departments (SJED, Home, Education, Health), community members and children in vulnerable circumstances, within institutions and without.

ICPS provides for capacity building of various institutional stakeholders, awareness generation regarding child protection issues and systems to respond to them as well as BCC strategies to change mindsets around entrenched practices like child marriage and child labour.

The ICPS smart kit includes materials which can be used for capacity building (training modules & PPTs), as well as IEC materials for the enhancement of awareness regarding child protection issues (posters, brochures, audio visual material, etc). This smart kit includes the following products:

- ◆ 7 capacity building modules & PPTs
- ◆ 6 leaflets/brochures
- ◆ 11 posters
- ◆ Audio-Visual materials

A sample training session plan with steps for browsing through the smart kit to locate the required content per module has been illustrated below as an example:

## Draft Agenda

Time	Subject of Session	Content	Methodology
10:00 am - 10:30 am	Registration		
10:30 am – 11:00 am	Inaugural session		
11:00 am – 11:45 am	Situational analysis of children in India, Constitutional provisions, Policies and Programmes for children	<ul style="list-style-type: none"> <li>◆ Defining Children, Indian scenario of children in terms of health, education, opportunities for growth, etc.</li> <li>◆ Vital statistics on children in India; Census data, NFHS-III, CSO data, SRS estimates; information &amp; data by UNICEF</li> <li>◆ Constitutional provisions for children</li> <li>◆ Policies for children</li> </ul>	Interactive session using a presentation
<b>11:45 am – 12:00 pm</b>	<b>Tea Break</b>		
12:00 pm – 1:30 pm	Understanding Child Rights and Child Protection	<ul style="list-style-type: none"> <li>◆ Understanding Child Rights, shift to the rights based approach</li> <li>◆ Overview of the UNCRC, its relation to Indian child protection laws, and present relevance</li> <li>◆ Understanding child protection</li> <li>◆ Important child protection issues in Gujarat</li> </ul>	Interactive session using a presentation, group activities and question-answer sessions
<b>1:30 pm – 2:30 pm</b>	<b>Lunch break</b>		

Time	Subject of Session	Content	Methodology
2:30 pm – 4:00 pm	Salient features of the Juvenile Justice (Care and Protection of Children Act), 2015	<ul style="list-style-type: none"> <li>◆ Guiding principles of the Act</li> <li>◆ Categories of children defined definition of ‘Child in need of Care and Protection’</li> <li>◆ Structures created by the Juvenile Justice Act, their respective roles and inter linkages</li> <li>◆ Role of Child Welfare Committees – focus on provisions of ‘Procedure in relation to Child in Need of Care and Protection’ chapter</li> </ul>	Interactive session using a presentation and case studies from the experience of the facilitator
<b>4:00 pm – 4:15 pm</b>	<b>Tea break</b>		
4:15 pm – 5:30 pm	Role of Child Welfare Committees – Operational guidelines	<ul style="list-style-type: none"> <li>◆ How to handle cases of different kinds</li> <li>◆ Missing children/Repatriation (based on WCD SOP)</li> <li>◆ Children rescued from child labour – linkages with CLPRA</li> <li>◆ Street children</li> </ul>	Interactive session using a presentation and case studies from the experience of the facilitator
<b>Day 2</b>			
10:30 am – 11:45 am	Role of Child Welfare Committees – Operational guidelines	<ul style="list-style-type: none"> <li>◆ How to handle cases of different kinds</li> <li>◆ Rescued victims of trafficking</li> <li>◆ POCSO victims</li> <li>◆ Adoption</li> </ul>	Interactive session using a presentation and case studies from the experience of the facilitator
<b>11:45 am – 12:00 pm</b>	<b>Tea break</b>		
12:00 pm – 1:30 pm	Group activity – Implementation of CWC operational guidelines	<ul style="list-style-type: none"> <li>◆ Practical activity involving participants using the knowledge and understanding of the previous 3 sessions</li> </ul>	Formation of groups among participants, wherein each group will be given a case study and asked to present the procedure to be followed for it

Time	Subject of Session	Content	Methodology
<b>1:30 pm – 2:30 pm</b>	<b>Lunch break</b>		
2:30 pm – 3:45 pm	ICPS and JJ structures in Gujarat	<ul style="list-style-type: none"> <li>◆ Institutional Care set up under JJ and ICPS</li> <li>◆ Non-institutional Care set up</li> </ul>	Interactive session using a presentation and case studies from the experience of the facilitators
<b>3:45 pm – 4:00 pm</b>	<b>Tea Break</b>		
4:00 pm – 5:30 pm	Rehabilitation of children under the guardianship of the CWC	<ul style="list-style-type: none"> <li>◆ Making the Individual Care Plan</li> <li>◆ Monitoring of Child Care Institutions – Standards of care under JJ Act and Model Rules 2016</li> <li>◆ Convergence with DCPU, diff. departments, stakeholders, civil society, etc. for providing services to children like vocational training, recreational activities to ensure holistic development of the child</li> <li>◆ Follow up action on CNCP children not residing in CCIs</li> <li>◆ Non-institutional care apart from adoption – sponsorship and after care</li> </ul>	Interactive session using a presentation and case studies from the experience of the facilitator
5:30 pm – 6:00 pm	Group activity – Making the Individual Care Plan	<ul style="list-style-type: none"> <li>◆ Practical activity involving participants using the knowledge and understanding of the previous 2 sessions</li> </ul>	Formation of groups among participants, wherein each group will be given a case study of a child and asked to prepare an ICP for the child



Time	Subject of Session	Content	Methodology
<b>Day 3</b>			
10:30 am – 12:00 pm	Understanding the psychology of children	<ul style="list-style-type: none"> <li>◆ Child psychology and factors that affect it – age, social situation, etc.</li> <li>◆ Interacting with traumatised children</li> <li>◆ Providing emotional and psychological support to children</li> </ul>	Interactive session using a presentation and case studies from the experience of the facilitator
<b>12:00 pm – 12:15 pm</b>	<b>Tea break</b>		
12:15 pm – 1:30 pm	Discussion on previous day's group activity – Making the Individual Care Plan	<ul style="list-style-type: none"> <li>◆ ICPs made by the participants to be presented and the rationale discussed with the facilitators</li> </ul>	Presentation by participants and feedback by facilitators
<b>1:30 pm – 2:30 pm</b>	<b>Lunch Break</b>		
2:30 pm – 3:45 pm	Role of different stakeholders in care and protection of children, under various child protection laws, related court orders	<ul style="list-style-type: none"> <li>◆ Childline</li> <li>◆ Child Tracking System</li> <li>◆ District Legal Services Authority</li> <li>◆ Police – SJPU, AHTU</li> <li>◆ Media</li> <li>◆ Child Protection Committees</li> <li>◆ NGOs</li> </ul>	Interactive session using a presentation and case studies from the experience of the facilitator
<b>3:45 pm – 4:00 pm</b>	<b>Tea Break</b>		
4:00 pm – 5:00 pm	Sharing of feedback, impressions and clarification of doubts by participants		
5:00 pm – 5:30 pm	Closing session	Concluding remarks Vote of thanks	





