



**POST GRADUATE DIPLOMA
IN
CHILD RIGHTS AND GOVERNANCE**



BLOCK II

DCG104: Social Policies for Children

OFFERED BY

**CENTRE FOR OPEN AND DISTANCE
LEARNING
TEZPUR UNIVERSITY
(A CENTRAL UNIVERSITY)
IN COLLABORATION WITH UNICEF- ASSAM**

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- **To contribute to conserve and promote cultural heritage, literature, traditional knowledge and environment conducting short programmes, workshops, seminars and research in interdisciplinary field.**

BLOCK INTRODUCTION

This block for **DCG 104** is divided into two units i.e. unit 3 & 4. **Unit 3** exclusively deals with Integrated Child Protection Scheme (ICPS). It covers the areas like aims and objectives, target population, approaches, guiding principles of ICPS. There is also a section dedicated to financing under ICPS. The major provisions under the scheme relating to convergence and partnership, statutory bodies find place in this unit. In addition, the unit includes structure through which the scheme is implemented at national, state and district level. At the end a summary has been provided with key points from the unit.

Unit 4 deals with Sustainable Development Goals (SDGs) while focusing the backdrop of both Millennium Development Goals (MDGs) and SDGs. The achievements made through MDGs along with child related SDGs targets are discussed under the unit. The final segment of the unit focuses on three important components called awareness, capacity building and advocacy in the context of successful implementation of SDGs.

DCG-104: Social Policies for Children

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3.1 INTRODUCTION

Social protection is regarded as an important component of poverty reduction strategies and an endeavor to reduce vulnerability to socio-economic, natural and other shocks and stresses. There are many studies, conducted to reveal the vicious cycle of vulnerability. However, such

studies suffer from certain limitations as they focused more on quantitative analysis and failed to capture the dynamics, which are contextually unique but immensely important. Nevertheless, such analyses and studies were significant as they helped to conceptualize vulnerability as a phenomenon. In our previous units, we discussed about the vulnerability of children and tried understand how children more susceptible to multiple vulnerabilities unlike the adults. Therefore, a more comprehensive and holistic approach is required to safe guard the children against vulnerabilities as their whole life would depend upon the experiences of childhood.

Accordingly, we have different laws, rules and policies at the international and national level to ensure a healthy childhood to every child. The Integrated Child Protection Scheme (ICPS) is one of the major initiatives of the government for the promotion of child protection in India. In this unit an effort has been made to highlight the basic components of ICPS, major provisions, and importance of child participation in implementing the scheme.

3.2 LEARNING OBJECTIVES

- To understand the basics of child protection system;
- To know about the provisions mentioned under Integrated Child Protection Scheme (ICPS);
- To understand the importance of child participation in governance.

3.3 INTEGRATED CHILD PROTECTION SCHEME (ICPS)

The Integrated Child Development Scheme (ICPS) is a centrally sponsored scheme. It aimed at establishing a protective environment for

children in difficult circumstances. It emphasizes on Government-Civil Society partnership in multi-sectoral level. In 2006, the Ministry of Women and Child Development (MWCD) proposed the adoption of the Integrated Child Protection Scheme (ICPS). The Government of India approved the scheme in 2009. It was the beginning of the extensive task of providing children with protection and a safety environment.

Purpose and Objectives

The purpose of the scheme is to provide care and protection for children in difficult circumstances as well as to reduce the risks and vulnerabilities of children; create a protective environment for children in need of care and protection. It includes those children who are in conflict with law as well as in vulnerable situations like street children, working children, children of prisoners, children of immigrants and of prostitutes and victims of sexual abuse or trafficking. ICPS follows certain specific objectives, such as:

- i) To institutionalize essential services and strengthen structures for emergency outreach, institutional care, family and community based care, counselling and support services at the national, regional, state and district levels;
- ii) To enhance capacities at all levels, of all functionaries including, administrators and service providers, members of allied systems including, local bodies, police, judiciary and other concerned departments of State Governments to undertake responsibilities under the ICPS;
- iii) To create database and knowledge base for child protection services, including MIS and child tracking system in the country

for effective implementation and monitoring of child protection services;

- iv) Undertake research and documentation;
- v) To strengthen child protection at family and community level, create and promote preventive measures to protect children from situations of vulnerability, risk and abuse;
- vi) To ensure appropriate inter-sectoral response at all levels, coordinate and network with all allied systems;
- vii) To raise public awareness, educate public on child rights and protection on situation and vulnerabilities of children and families, on available child protection services, schemes, and structures at all levels.

Target Groups

- i) The ICPS will focus its activities on children in need of care and protection and children in conflict as defined under the JJ Act and with children who come in contact with the law, either as victim or as a witness or due to any other circumstance.
- ii) The ICPS will also provide preventive, statutory and care and rehabilitation services to any other vulnerable child including, but not limited, to: children of potentially vulnerable families and families at risk, children of socially excluded groups like migrant families, families living in extreme poverty, scheduled castes, scheduled tribes and other backward classes, families subjected to or affected by discrimination, minorities, children infected and/or affected by HIV/AIDS, orphans, child drug abusers, children of substance abusers, child beggars, trafficked or sexually exploited children, children of prisoners, and street and working children.

Approaches of ICPS

a) Prevention:

- To Identify and support vulnerable families
- To train district level functionaries and stakeholders.
- To collaborate with child protection committees at village and block level, ICDS functionaries, NGOs and Local bodies.

b) Promotion of family based care:

- Sponsorship, Kinship care, foster care and adoption
- Reviewing children in institutional care for restoration to families from time to time.

c) Financing:

- For disbursing the financial assistance from the central government to the state governments.

d) Integrated service provision:

- Working together with various different sectors such as judiciary, health, education, police to cater the multiple needs of children in difficult circumstances.

e) Continuum of services, a feasible care plan for each child through professional assessment, individual care, periodical review, and adjustment.

- f) Community based service delivery.
- g) Decentralization and flexibility to focus on local needs.
- h) Partnership building and community empowerment through developing close relationship with government and civil societies
- i) Capacity building of the service providers through regular training. Equipping all functionaries with enhanced skills and knowledge to deal with the children in difficult circumstances.

3.3.1 Guiding Principles of ICPS

- a. **Child protection is a primary concern and responsibility of family that will be supported by community, government and civil society:** To protect child, understanding respective roles of all parties is imperative. Both the central and state governments have an obligation to ensure a range and a continuum of services at all levels.
- b. **Loving and caring family, the best place for the child:** The role of family in providing care is utmost and the children are entitled to family care and parenting.
- c. **Privacy and confidentiality:** Children's right to privacy and confidentiality should be protected through all the stages of service delivery.
- d. **Non-discrimination and non-stigmatization:** One of the guiding principles is also to ensure that every child, irrespective of circumstances or socio-economic, cultural, religious, and ethnic background, equality in treatment.

- e. **Prevention and reduction of vulnerabilities, central to child protection outcomes:** The policy pays a major attention on strengthening the capabilities of service providers for care and protection of children.
- f. **Institutionalization of children:** Efforts should be directed to focus more on family and community based alternatives than the institutionalization of children. Institutionalization of children should be the last resort.
- g. **Child centered planning and implementation:** Planning and implementation of child protection policies and service delivery should be child centered at all levels, so as to ensure that the best interest of the child is protected.
- h. **Technical excellence as code of conduct:** Services meant for children, at all levels, should be carried out by professional and skilled staffs consisting a cadre of social workers, care givers, members of statutory bodies and lawyers, psychologists using ethical and professional code of conduct.
- i. **Flexible programming in responding to local individualized needs:** Customized service delivery approach should be employed while responding to local needs.
- j. **Responsibility, accountability, transparency and good governance:** Transparency in management and decision making is required to make the child protection system efficient and effective. To achieve transparency, the reports pertaining to services, institutions, allocation should be made public.

3.3.2 Implementation, Structure and Services under ICPS

The implementation of Integrated Child Protection Scheme (ICPS) is based on the government and civil society collaboration under the supervision of state and central government. The central government takes the responsibility of funding and developing programmes under the scheme; the state governments and the union territories are given the responsibility of implementing the programmes; and the civil societies or NGOs are assigned with the responsibility to provide services under the scheme. A collective participation, and partnership of civil societies, media and advocacy groups, community groups, local leaders and corporate sector are pre-requisite for the successful implementation of the scheme.

In the state level, State Child Protection Society (SCPS) is responsible for overall implementation of the scheme while District Child Protection Units (DCPUs) is responsible at the district level. The SCPS monitors and supports the DCPUs. Functions of District Child Protection Unit (DCPU):

- a) Contribute to effective implementation of child protection legislations, schemes, and achievement of child protection goals laid down in the National Plan of Action for Children. In doing so, the DCPU will follow national and state priorities, rules and guidelines.
- b) Ensure an individual care plan for each child who is in need of care. Such plans need to be reviewed and adjusted regularly.
- c) Identify families at risk and children in need of care and protection through effective networking and linkages with ICDS functionaries, Specialized Adoption Agencies (SAA),

NGOs dealing with child protection issues and local bodies like Panchayati Raj Institutions (RPIs) and urban local bodies.

- d) Assess the number of children in difficult circumstances and create districts specific databases to monitor trends and patterns of children in difficult circumstances;
- e) Map all child related service providers and services at district for creating resource directory.
- f) Identify and support credible voluntary organizations to implement the programme.
- g) Extend support to implementation of family based non-institutional services including sponsorship, foster care, adoption and after care.
- h) Ensure effective implementation of the Juvenile Justice (Care and Protection of Children) Act, 2015 at district/city levels by supporting creation of adequate infrastructure, viz. setting up Juvenile Justice Boards (JJB), Child Welfare Committees (CWC), Special Juvenile Police Units (SJPU) in each districts and homes in a cluster of districts as required (Government of India, 2015).
- i) Ensure setting up of District, Block and Village level Child Protection Committees (CPCs) for effective implementation of programmes, as well as discharge of its functions.
- j) Facilitate transfer of children at all levels for either restoration to their families or placing the child in long or short-term rehabilitation through sponsorship, kinship care, in country adoption, foster care, inter-country adoption, and placement in institutions.

- k) Facilitate effective implementation of other legislations pertaining to child protection in the district.
- l) Network and coordinate with all government departments to build inter-sectoral linkages on child protection issues, including departments of health, education, social welfare, urban basic services, backward classes & minorities, youth services, police, judiciary, labour etc.
- m) Network and co-ordinate with voluntary and civil society organizations working in the field of child rights and protection.
- n) Develop parameters and tools for effective monitoring and supervision of ICPS in the district.
- o) Supervise and monitor all institutions/agencies providing residential facilities to children in the district.
- p) Train and build capacity of all personnel (government and non-government) working under child protection system to ensure quality service to children.
- q) Encourage voluntary youth participation in child protection programmes at district, block and community levels.
- r) Organize quarterly meeting with all stakeholders at district level including Child line Services, State Adoption Agency (SAA), superintendents of homes, NGOs and members of public to review the progress and achievement of child protection activities.
- s) Liaison with the State Child Protection Society (SCPS), State Adoption Resource Agency (SARA) and District Child Protection Units (DCPUs) of other districts.

- t) Maintain a database of all children in institutional and non-institutional care at the district level.

The following section will look into the key actors in child protection system, both formal and non-formal.

3.3.3 Actors in the Child Protection System

There are different actors in child protection system, which play a significant role in safeguarding the best interest of the child. A brief account of key players/ actors given below:

Formal Agencies

The Government has the primary responsibility for the protection of children within its territory. The governmental actors can be termed as ***formal*** and comprise of social welfare officials, police, government social workers and magistrates that lead child protection system both at national and sub-national level (Wessells, 2015)

Non Formal Agencies

The ***non-formal*** agencies include families, communities, elders, teachers, religious leaders, media, political leaders and civil society organizations and so on. These agencies also work as pressure group on government machineries (Bronfenbrenner, 1979; Dawes & Donald, 2000).

International Agencies

International actors such as the United Nations (UN), United Nations Children's Fund (UNICEF) and other international NGOs play significant

roles in child protection system by developing and establishing mechanisms for facilitating and supporting the implementation of programmes within the system (Bronfenbrenner, 1979; Dawes & Donald, 2000).

India has designed its child protection scheme keeping in mind the vulnerabilities associated with children and the state role to address the same.

3.4 MAJOR PROVISIONS OF ICPS

The following section would highlight the service delivery structure through which the scheme is implemented at the national, state and district level. However, the section would begin with government-civil society partnership, and basic services and provisions mentioned in the scheme.

Government-Civil Society Partnership

Integrated Child Protection Scheme works on a Government-Civil Society Partnership model under the direction of the state and central governments. According to the guidelines of the scheme, the Government of India (GOI) has the primary responsibility for the development and funding of the scheme as well as ensuring the efficient implementation of the scheme. To deliver its services effectively, government seeks to develop effective partnership with civil society organizations, individual agents and others such as voluntary sector, research and training institutions, media and advocacy groups, and corporate sector. Government also engaged community groups, local leaders, and volunteers, youth groups, families and children.

Care, Support and Rehabilitation Services

The scheme provides 24/7 emergency outreach services through **CHILDLINE**. It attends the children who are in need of care and protection; linking them to emergency services and arranging long-term care and rehabilitation. Presently, CHILDLINE is operating in 83 cities across the country. There are provisions to provide open shelter for children to cater the need of homeless children, working children, children of pavement dwellers, street and child beggars residing in urban and semi-urban area. The ICPS also facilitate in setting up open shelters especially in urban areas. Such centers are expected to provide children with opportunities to play, use their time productively, and engage themselves in creative activities through music, dance, drama, yoga & meditation, and other indoor and outdoor activities. The primary purpose of such a service is to protect the unfortunate children from abuse and neglect which they encounter on a day-to-day basis.

The scheme emphasizes family based non-institutional care through sponsorship, foster care, adoption, and after-care. The Juvenile Justice (Care and Protection of Children) Act, 2015, provisioned for the reintegration and rehabilitation of children through adoption, sponsorship, foster-care, and after-care. As per the Juvenile Justice (Care and Protection of Children) Act 2000, ICPS shall facilitate the creation of new institutional facilities and maintenance of existing institutional facilities for children in conflict with law and children in need of care and protection.

Statutory Support Services

In every district, there should one District Child Protection Unit (DCPU). DCPU is a fundamental unit at the District level for the implementation of ICPS. To dispose of cases for the care, protection, treatment, development, and rehabilitation of children in need of care and protection and to provide for their basic needs and protection of human rights there should be a Child Welfare Committee (CWC) in each district. Juvenile Justice Board (JJB) is a statutory body at the district level to deal with matters relating to children in conflict with law. Special Juvenile Police Unit (SJPU) will coordinate and upgrade the police interface with children in every district and city (Government of India, 2015).

Other provisions

- Development of human resource to ensure effective service delivery and make counseling available to children and families at risk.
- Enhancement of existing manpower through capacity building and development of relevant training modules.
- National Institute of Public Cooperation and Child Development (NIPCCD) along with its **four regional centers** shall initiate professional counseling courses, by themselves and through the aegis of schools of social work, departments of social science, etc. Those courses shall be accredited through a relevant institution/body.
- Strengthen the knowledge-base to develop effective intervention strategies and implement child protection programmes through research and documentation.

- Child Tracking System through a web-enabled child protection management information system that includes location and contact details of all child care institutions, police stations, primary health care systems, hospitals, pediatricians, members of JJBs and CWCs, CHILDLINE services, etc.
- Develop advocacy strategy on behalf of children to protect their rights. In addition, to ensure effective monitoring of the programmes and services of ICPS public need to be educated and sensitized on the issues related to children (ibid.).

3.4.1 Service Delivery System of ICPS

In order to ensure effective implementation of the ICPS the State Child Protection Society (SCPS) and District Child Protection Unit (DCPU) were established at the state and district level respectively. These units are registered under the Societies Registration Act, 1860 and function under the overarching supervision and control of the State Governments/UT Administrations.

At National Level

At the National Level organizations like Childline India Foundation (CIF) and Central Adoption Resource Agency (CARA) shall act as nodal bodies for ensuring tracking of children in need of care and protection.

The ***Childline India Foundation*** is a voluntary organisation established by the Government of India in 1999 to monitor the performance and administration of Childline Service in cities and districts of India. The other tasks of the nodal agency will be to conduct training, sensitization programme, research and advocacy at the national level on child

protection issues. Under ICPS, CIF shall be entitled the status of a mother NGO for running Childline service in the country. The Ministry of Women and Child Development shall provide sufficient grant to CIF every year in two installments of 50% each, which shall be released to the partner NGOs of Childline network. The Scheme shall boost the capacity of CIF by establishing **four regional centres** in the country (ibid.).

Central Adoption Resource Agency (CARA) was established to function as the central authority in all matters relating to adoption and implementation of the provisions mentioned in the Hague Convention on Protection of Children and Cooperation in Respect of Intercountry Adoption, 1993. CARA is expected to carry out the task of an advisory body and think-tank for the Ministry of Women and Child Development on matters pertaining to adoption.

Funding Pattern

ICPS as mentioned above is a centrally sponsored scheme which shall be implemented through the State Governments/UT Administrations with huge financial assistance from the Central Government. The scheme shall be implemented on the basis of the following cost sharing ratios between Centre and States/NGOs:

- i) 90:10 for all the components for all the states of the Northeast and Jammu & Kashmir;
- ii) 90:10 for all the scheme components with NGO participation will be continued;
- iii) 100% funding by the Centre to the Childline services;

iv) 100% funding by the Centre to all structural mechanisms and services under the Government of India like NIPCCD & its Regional Centres, Central Adoption Resource Agency, Central Project Support Unit, and State Project Support Unit;

v) 35:65 for the States other than the Northeast and Jammu & Kashmir for the regulatory bodies provided under the Juvenile Justice Act, i.e., Juvenile Justice Boards, Child Welfare Committees and Special Juvenile Police Units;

vi) 75:25 for other structural components in the States other than the Northeast and Jammu & Kashmir.

If in any case a state could not utilize the whole funds allocated for a financial year, the remaining or unused amount of fund shall be reallocated to any other state which requires additional funds by the Ministry (ibid.).

At Regional Level

Child Protection Division has **four Centers** of National Institute of Public Cooperation and Child Development (NIPCCD) to facilitate training, capacity building, data management on child protection at regional levels, and research and documentation. The ICPS will support the creation of Child Protection Division within the existing four regional centres of NIPCCD i.e. Guwahati, Bangalore, Lucknow, and Indore.

At State Level

At the state level, there shall be a **State Child Protection Society (SCPS)** at every state and its specific functions include:

- i) Facilitation of effective implementation of legislation related to child protection schemes and achievement of child protection goals laid out in the National Plan of Action for Children 2005. While performing its function, the SCPS shall follow national and state priorities, rules and guidelines;
- ii) Implementation, supervision and monitoring of ICPS and all other child protection scheme/programmes and agencies/institutions at State/UT level;
- iii) Instituting, providing support and monitoring performance of District Child Protection Units and ensuring transparency pertaining to transfer and utilization of funds to the districts through ICPS and other grant-in-aid schemes;
- iv) Ensuring the effective implementation of the Juvenile Justice (Care and Protection of Children) Act, 2000 and its Amendment Act, 2006;
- v) To warrant the effective implementation of those legislations and policies which are meant for protecting children in the State such as, Guardians and Wards Act (GAWA) 1890; Hindu Adoption and Maintenance Act (HAMA) 1956; Child Labour (Prohibition and Regulation) Act 1986; Child Marriage and Restraint Act 1979 and Immoral Traffic Prevention Act 1986, Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act 1994 etc. and any other Acts passed for protecting child rights;
- vi) Interface with all departments of government such as departments of education, health, social welfare, backward classes and minorities, police,

youth services, labour, judiciary, and others to establish inter-sectoral linkages on child protection issues.

vii) To network and collaborate with voluntary and NGOs or civil society organizations working in the field of child rights and protection;

viii) Undertaking need-based research and documentation at state-level for assessing the number of children and issues of those children in difficult circumstances and developing state-specific databases to monitor trends and patterns;

ix) Capacity building and training of all personnel (Government and Non-government) working under child protection system to enable them to implement the programmes for child protection effectively and efficiently;

x) Providing progress report quarterly to the Ministry of Women and Child Development, Government of India on programme implementation and fund utilization;

xi) Communicating and coordinating with the Ministry of Women and Child Development, Government of India and State Child Protection Societies of other States and Union Territories;

xii) Providing secretarial support to the State Child Protection Committee (SCPC).

xiii) Creating and maintaining a state level database inclusive of all children in institutional care and family based non-institutional care and updating it on a quarterly basis (ibid.).

State Adoption Resource Agency (SARA): In order to support CARA in promoting and regulating in-country adoption, ICPS shall support setting up of a State Adoption Resource Agency in every State/UT. SARA works as a unit under the State Child Protection Society to monitor the work of adoption and provide secretarial and administrative assistance to the State Adoption Advisory Committee.

State Child Protection Committee (SCPC) and State Adoption Advisory Committee: Each State/UT shall have a State Child Protection Committee (SCPC) under the Chairpersonship of the State Secretary which deals with ICPS to monitor the implementation as enshrined in Monitoring and Evaluation Section of the Scheme. Moreover, a State Adoption Advisory Committee shall be established at every State/UT in order to promote, implement, monitor and supervise the family based non-institutional programmes including sponsorship, foster care in-country and inter-country adoption at state level. The meeting of Adoption Advisory Committee will be held quarterly to discuss child welfare measures and ways and means to promote in-country adoption of children. The minutes of such meetings shall be sent to CARA (ibid.).

At District Level

District Child Protection Unit (DCPU): ICPS envisages setting up a DCPU in each district as a fundamental unit for the implementation of the scheme. Every district shall have a DCPU under the Chairperson, District Magistrate.

District Child Protection Committee (DCPC): At district level, the District Child Protection Committee (DCPC) shall be in place under the

Chairperson of Zila Parishad (as Chairperson of DCPC) to supervise the implementation of ICPS. The District Magistrate is to be the Co-Chairperson of the DCPC. Details of the functioning of DCPC are provided under the Monitoring and Evaluation Section of the Scheme.

Sponsorship and Foster Care Approval Committee (SFCAC): There shall be a Sponsorship and Foster Care Approval Committee (SFCAC) in each and every district to review and sanction sponsorship and foster care fund. The meeting of SFCAC shall be held every month (ibid.).

At Block and Village Level

Block Level Child Protection Committee and Village Level Child Protection Committee: There shall be a Child Protection Committee in every block (ward in a city) under the Chairpersonship of the block/ward level elected representative (Head of the Block Committee) with the Block Development Officers (BDOs) as the Member Secretary to recommend and monitor the implementation of child protection services at block level. The committee may consist of a member of the DCPU, one ICDS functionary, representatives of education and health departments, Chairpersons of the Village Level Child Protection Committees along with respective community members, and civil society representatives (ibid.).

Implementation and Funding Patterns of ICPS: In order to ensure the effective and speedy implementation of the activities mentioned in ICPS calls for a highly committed, dedicated and professionally well equipped team to work in coordination with all stakeholders including state governments. In order for the scheme to be implemented in accordance with the intent in which it was conceptualized it would be significant to

run the mission with great focus and precision. The accountability and responsibility of all the units right from the bottom to the top should be ensured and the coordination of all units and stakeholders need to be well established (ibid.).

CHECK YOUR PROGRESS

1. ICPS generally focus on three target groups of children and seeks their protection. Which are these groups?

2. Match the following:

- | | |
|-------------------------|--|
| a) Family | i) Last resort |
| b) Confidentiality | ii) Responsible for well-being of children |
| c) Institutionalization | iii) Identity of the child |

3. Answer the following:

a) Key functions of DCPU are

b) The role of CARA (Central Adoption Resource Agency) is

c) The role of SARA (State Adoption Resource Agency is)

c) CHILDLINE INDIA FOUNDATION is responsible for

3.5 CHILD PARTICIPATION IN GOVERNANCE

Child participation is widely considered as one of the most significant dimensions of children's rights. A child can participate in number of ways specially in decision making process which would affect their life, as mentioned in article 12 of the United Nations Convention on the Rights of

the Child (UNCRC). The very article is regarded as the one of the main principles of the Convention (UNICEF, 2018).

It is worthy to mention here that UNCRC was adopted in 1989 to address the issues and challenges encountered by the innumerable children across the globe. It envisaged for the rights and capacities of children in order to enable them to have a greater voice for their own development and for the development of their community. UNCRC seeks child participation for better decision making and for the effective implementation of policies to protect and safeguard their rights. From there on, various international and national efforts were made to facilitate child participation.

Child participation can be defined as children (individually and/or collectively) engaging with opportunities to form and express their views and to influence matters that concern them directly and indirectly (Lansdown, 2001; UNICEF, 2018). Goal 16 of the Sustainable Development Goals emphasizes the role of governance, inclusion, participation, rights and security in sustainable development. In particular, target 16.7 is to “ensure responsive, inclusive, participatory and representative decision-making at all levels (Manor, 1999; UNICEF, 2018). Save the Children (2011) expressed Children's participation is an informed and willing involvement of all children including those who are differently-abled and those at risk, in any matter concerning them either directly or indirectly. Children’s participation is an essential requirement for human society and for the success of any programme.

Article 12 of the UN Convention on Child Rights (UNCRC) states that,

“States parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. For this purpose the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or appropriate body, in a manner consistent with the procedural rules of national law.”

It does not give children the right to autonomy. It does not give children the right to control over all decisions irrespective of their implications either for themselves or for others. It does not give children the right to overshadow, overpower the rights of their parents. However, it does introduce a radical and profound challenge to traditional attitudes, which assume that children should be seen and not heard (Lansdown, 2001).

Article 12 of UNCRC is a **substantive right**, saying that children are entitled to be actors in their own lives and to participate in the decisions that affect them. As it is for the adults, democratic participation is rather a means than an end itself. It is the means through which one can influence outcomes, achieve justice and expose abuses of power. To understand in other words, it is a **procedural right**, which enables children to challenge neglect or abuses of their rights and reactively take action to promote and protect their rights. It enables and allows them to contribute in regard to respect for their best interests.

According to Save the Children, Children can be involved at different stages in the process of developing a programmes, starting from the initial concept to implementation, monitoring and evaluation. The main ways in which children could participate in different stages of a programmes are:

- As **respondents** – questions being asked to them as part of monitoring and evaluation activities
- As **active participants** at one or more stages of the evaluation process
- Both as **respondents** and **active participants**

Box 3.1: Children's Participation

Ways in which Children can participate in the programme cycle:

As **part of a monitoring committee** taking part in key monitoring activities throughout the programme cycle e.g. monitoring progress and impact as part of a Mid-Term Review or collecting information relating to indicators

Giving **feedback** to the project team either individually or as part of a group about the progress they think the project is making and giving any suggestions for changes needed in order to achieve the intended outcomes

As **advisers** to the evaluation team, commenting on the relevance of the evaluation, its scope and content. They can help to draw up research questions and give input to the evaluation design. They could also be members of an advisory or reference group

As **peer researchers**, helping to collect and analyse data

As **documenters**, noting their own and other children's views on the project activities and giving their reflections, analysis and suggestions on what can be done better. They could use creative and audio-visual methods of documentation. They could also develop a child-

friendly version of the final evaluation report

As **respondents**, through use of participatory methods and tools

As **reviewers** of the draft evaluation report

As **active change agents**, disseminating learning and following up on conclusions and recommendations, contributing their ideas and proposals about how to put recommendations into practice

As **writers**, children could help with the design of research materials such as an invitation to participate, to make them attractive to other boys and girls. Information sheets and verbal explanations of the research can usefully be tested on more than one group of children before they go into use. Children could help in piloting research techniques and materials.

-Save the Children, 2011; Lansdown, 2001

3.5.1 Need for Children's Participation in Child Related Programmes

Children have different perceptions from adults

An interesting example of the contrast between adult assumptions and the reality of children's lives was highlighted in a project undertaken with 4-5 year olds in a poor district of London in the UK in 1993. The children were asked to produce a mural depicting their local environment as it currently was and then as they would like to see it. The researchers found that children objected to the local council providing play areas covered in grass – widely thought to be the most appropriate surfacing. Rather they wanted concrete areas because grass made it impossible for them to see

the broken glass, dog excrement and discarded needles used by the drug addicts (Lansdown, 2001).

Children feel valued

Evidence indicates that schools involving children in democratic structures are likely to be more harmonious, have better staff/pupil relationships and a more effective learning environment. Children who feel valued, feel that there are systems for dealing with injustices, and who are consulted over the development of school policies are far more likely to respect the school environment (Lansdown, 2001). National and international campaigns to end child labour have often failed to address the reality of working children's lives. By failing to consult with children themselves as well as their families, the impact of such campaigns has sometimes been to worsen children's situation (Lansdown, 2001).

It is a fundamental human right and it protects children better

All people have right to express their views when decisions are being made that directly affect their lives – and children too had that right. Further, we only truly learn that we have rights and come to believe in them through the process of acting on them. Having a voice about one's rights is therefore essential to their fulfillment (Lansdown, 2001).

CHECK YOUR PROGRESS

1. Complete the following in reference to the chapter.

- a) Child participation can be defined as_____
- b) Article 12 of the UN Convention on Child Rights (UNCRC) in connection to child participation states that_____

2. What are the ways in which a child can participate in programme cycle?

3. “Article 12 of UNCRC is a substantive right”- what does it mean for a child?

3.5 SUMMARY

In this unit, we discussed the Integrated Child Protection Scheme initiated by the Ministry of Women and Child Development, Government of India to protect and promote the rights of children. ICPS delivers its services in four different levels viz. national, regional, state and district level by setting up service units. The main target groups of the scheme are those children in need of care and protection, children in conflict with law, and those children in contact with law.

We also examined the importance of child participation in governance. By child participation, we meant, allowing the child to share or express his or her views/opinions and encourage the child to actively participate in

decision-making process. It also looked into various ways in which children can participate in governance as part takers of monitoring committee, peer researchers, viewers, documenters, respondents, feedback givers, advisers, etc. The reasons why children need to participate in governance was also component in this unit.

Suggested Questions

1. What are the different elements of Child Protection System?
2. Explain the major provisions of ICPS.
3. Discuss the functions of District Child Protection Unit (DCPU).
4. Critically analyze the importance of child participation in governance

Further Readings

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UNIT 4
SUSTAINABLE DEVELOPMENT GOALS (SDG) AND
CHILDREN, AWARENESS AND CAPACITY BUILDING;
ADVOCACY

Structure

4.1 Introduction

4.2 Learning objectives

4.3 Sustainable Development Goals (SDGs)

4.3.1 Background of MDGs and SDGs

4.3.2 Shift from MDGs to SDGs

4.4 Children and SDGs

4.5 Need for awareness, capacity building, and advocacy planning

4.5.1 Awareness generation

4.5.2 Capacity building

4.5.3 Advocacy

4.6 Summary

4.1 INTRODUCTION

Millennium Development Goals (MDGs) was adopted in the United Nations Millennium Summit held on September 8, 2000. It gave a new vision to the global efforts on development. MDGs paved the way for Sustainable Development (SDGs) to make the developmental efforts more

synchronized and inclusive. SDGs are viewed as extensions of MDGs with sustainability parameter added to each MDG to be implemented in the post-2015 era along with a set of all new goals which were ignored in the MDGs. SDGs are based on three dimensions of development, namely, economic, social and environmental (UN, 2015). In SDGs, there are a set of 17 goals and 169 associated targets to be achieved by the year 2030.

4.2 LEARNING OBJECTIVES

- To learn about the Sustainable Development Goals and how they differ from the Millennium Development Goals;
- To know about the goals that are specifically related to children;
- To understand the role that advocacy, capacity building and awareness of the stakeholders in achieving the SDGs and associated targets.

4.3 SUSTAINABLE DEVELOPMENT GOALS (SDGs)

The Sustainable Development Goals developed with an input from United Nations and accepted by many countries as the new global agenda to combat poverty, ensure health for all at every phase and age of life, sustainability of environment and to restore gender equality. It was preceded by Millennium Development Goals which also aimed at eradicating poverty, ensure better health outcomes for children and mothers, and reduce child mortality. India which had made policies based on MDGs and achieved success in achieving better health indicators; created programmes for gender equality has been making attempts to practically apply SDGs through various programmes. The following section will hold a discussion on both set of goals and their application.

4.3.1 Background of MDG and SDG

The UN Millennium Summit in the year 2000, in the presence of 189 United Nations' member nations made a promise to free people at the from extreme poverty and multiple deprivations. This pledge came to be termed as the Millennium Development Goals (MDGs) which was to be achieved by the year 2015 (UN, 2015).

The eight Millennium Development Goals (MDGs) are:

1. To eradicate extreme poverty and hunger
2. To achieve universal primary education
3. To promote gender equality and empower women
4. To reduce child mortality
5. To improve maternal health
6. To combat HIV/AIDS, malaria and other diseases
7. To ensure environmental sustainability
8. To develop a global partnership for development.(UNDP, 2014)

India as a signatory to the Millennium Declaration has consistently reaffirmed its commitment towards the eight development goals. The targets of the MDGs merged with India's own development goals to reduce poverty and other areas of deprivation (ibid.).

The MDGs have been credited with providing universally-agreed and measurable objectives towards the eight goals. Between 1990 and 2015, extreme poverty in developing countries reduced from 47 to 14 percent; the proportion of undernourished people lessen by almost half, the mortality rate for children under five dropped by more than half, and maternal mortality deaths declined by 45 percent (Renwick, 2015). However, gender and income inequality persisted, millions remained in extreme poverty, an estimated 60 million people were displaced by

conflict, and climate change and environmental degradation had reversed many economic gains and disproportionately affected poor people (UN, 2015).

Likewise, India also directed its efforts in designing programmes to convert the goals into reality. The country was successful in certain aspects and reduced vulnerabilities, however there indeed is thousand miles to go to reach massive equality as shared in United Nations (2015) (refer to box 4.1). Deep inequities persist in terms of quality and access to education, health and social protection which are directly and indirectly affecting the poor and marginalized groups. From all such indicators at the national level, it is clear that overall improvements have been masked by regional and socio-economic, gender, age disparities. Thus, there is learning from the MDGs and recognized by SDGs that inequities exist within countries, and have therefore need to emphasize the principle of “leaving no one behind”.

Box 4.1: Mainstreaming MDGs in India and the outcomes

Sl. No.	Indicator	Year 1990 Actual/est. value	Latest status	MDG target 2015
01	Proportion of population below poverty line	47.8	21.92 (2011-12)	23.9
02	Proportion of under-weight children below 3 years (%)	52	33.7 (2015-16)	26
03	Net Enrolment Ratio in primary grade (%)	77	87.41 (2014-15)	100
04	Gender Parity Index of GER in primary education	0.75	1.03 (2014-15)	1.00
05	Gender Parity Index of	0.60	1.01	1.00

	GER in secondary education	(1991)	(2014-15)	
06	Gender Parity Index of GER in tertiary education	0.54 (1991)	0.92 (2014-15)	1.00
07	Under five mortality rate (per 1000 live births)	126	43 (2015)	42
08	Infant Mortality rate (per 1000 live births)	80	37 (2015)	27
09	Proportion of 1 year-old children immunized against measles	42.2	81.1 (2015-16)	10
10	Maternal mortality ratio (per 100,000 live births)	437	167 (2011-13)	109
11	Proportion of births attended by skilled health personnel (%)	33	81.4 (2015-16)	100

Source: Achieving Millennium Development Goals Target Year Factsheet – India, Ministry of Statistics and Programme Implementation, Government of India
http://www.mospi.gov.in/sites/default/files/publication_reports/MDG_Target_year_factsheet-India_3aug17.pdf

4.3.2 Shift from MDGs to SDGs

The seventieth UN General Assembly adopted an ambitious set of development goals called Sustainable Development Goals (SDGs) that aim to end poverty in all its forms by 2030. The objective was to produce a set of universally applicable goals that balances the three dimensions of sustainable development such as environmental, social, and economic. The agenda of the Sustainable Development Goals (SDGs) is agreed upon by 193 countries in September 2015 at the United Nations (UNDP, 2014). There are 17 Sustainable Development Goals (SDGs), or Global Goals, which will guide policy and funding for the next 15 years, beginning with a historic pledge to end poverty. It is important to note here that the SDGs

came into existence to achieve the unmet targets of MDGs such as ending hunger, achieving full gender equality, improving health services and getting every child enrolled into school, along with additional targets with sustainability.

Now it is important identify the differences between MDGs and SDGs. The MDGs focused primarily on poverty and health, but the SDGs cover environment, human rights, and gender equality, among others. A small team of technical experts drafted the MDGs while the SDGs were drafted over years by an intergovernmental Open Working Group (OWG) that comprised representatives of seventy countries (UN, 2015).

A report titled '*The Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet*' mentions an integrated set of six essential elements for sustainable development, as proposed by the then UN Secretary-General Ban Ki-moon. These elements are:

- i) **Dignity:** To end poverty and fight inequality to instill an environment of harmony where people live a dignified life.
- ii) **People:** To ensure healthy lives by addressing issues pertaining to education; health; violence against women and girls; and water, sanitation and hygiene (WASH).
- iii) **Prosperity:** It includes growth that ensures employment, social protection and access to financial services to all people.
- iv) **Planet:** To protect the ecosystems by addressing climate change, halting biodiversity loss and addressing desertification and unsustainable land use, protecting forests, mountains, oceans, and wildlife and reducing disaster risk.

v) **Justice:** Efforts should be directed to promote safe and peaceful societies by addressing issues related to governance, reconciliation, peace-building and state-building

vi) **Partnership:** People, planet and mutual accountability at the center should be at the of transformative partnerships

The SDGs are a set of 17 goals with 169 targets and indicators. The goals are:

Goal 1 No poverty: End extreme poverty in all forms by 2030.

Goal 2 Zero hunger: End hunger, achieve food security And improved nutrition and promote Sustainable agriculture.

Goal 3 Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

Goal 4 Ensure Inclusive and Equitable Quality Education: quality education and promote lifelong learning opportunities for all.

Goal 5 Gender Equality: Achieve gender equality and empower all women and girls.

Goal 6 Clean Water and Sanitation: Ensure availability and sustainable management of water and sanitation for all.

Goal 7 Affordable and Clean Energy: Ensure access to affordable, reliable, sustainable and modern energy for all.

Goal 8 Decent Work and Economic Growth: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

Goal 9 Industry, Innovation and Infrastructure: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

Goal 10 Reduce Inequality: Reduce inequality within and among countries.

Goal 11 Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient and sustainable.

Goal 12 Responsible Consumption and Production: Ensure sustainable consumption and production patterns.

Goal 13 Climate Action: Take urgent action to combat climate change and its impacts.

Goal 14 Life below Water: Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

Goal 15 Life on Land: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

Goal 16 Peace, Justice and Strong Institutions: promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17 Partnership for the Goals: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

This new development agenda applies to all countries, which promotes peaceful and inclusive societies, creates better jobs and tackles the environmental challenges of our time—particularly climate change (UNDP,2014).

In our next section, we would make an effort to understand children in SDGs.

CHECK YOUR PROGRESS

1. Which one of the following is not a goal under MDG?

- a) To eradicate extreme poverty and hunger.
- b) To achieve universal primary education
- c) To promote gender equality and empower women
- d) To reduce child mortality
- e) Ensure availability and sustainable management of water and sanitation for all.

2. The developing nations could achieve few goals under MDG;

Share your comments based on understanding from the chapter.

3. What are the six essential elements of SDG?

4. What are the differences you can perceive between MDG and SDG?

4.4 CHILDREN AND SDGs

“Inequality is not inevitable. It is a disease that can be cured – but only if we address its major cause: the inequities of opportunity that limit children’s futures from the first days of their lives. ”

– Joseph Stiglitz

Since the adoption of Millennium Development Goals (MDGs), the global leadership resolved to achieve change on a massive scale for millions of people by building a more peaceful, prosperous and just world for the children and also for generations to come. Nearly 15 years of concerted effort have resulted in tremendous strides in improving the starting conditions for millions of children. However, in setting broad global goals the MDGs inadvertently encouraged nations to measure progress through national averages. In the rush to make that progress, many focused on the easiest-to reach children and communities, not those in greatest need. In doing so, national progress may actually have been slowed (UNICEF, 2015).

The gains made towards realizing the MDGs are largely based on improvements in national averages. A growing concern, however, is that progress based on national averaging can conceal broad and even widening disparities in poverty and children's development among regions and within countries. As per UNICEF, the emerging data and studies confirm that deprivations of children's rights are disproportionately concentrated among the poorest and most marginalized populations within countries (UNICEF, 2010).

The Sustainable Development Goals hold children at the centre of all development endeavors. The children of today and tomorrow are central to sustainable development and the future of our planet and all its inhabitants. However, the issues of children and young people are seen only as a "social" issue – while their health, safety, education and rights are also inextricably linked to ensuring economic growth and shared prosperity, a protected natural environment and more stable, safer societies (UNICEF, 2015).

The major Sustainable Development Goals which are linked to well being of children and protection of child rights are mentioned below:

- **Target 1.2** seeks to reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.
- **Target 2.1** sets 2030 as a deadline to end hunger and ensure access by all people, in particular the poor and people in vulnerable situations including infants, to safe, nutritious and sufficient food all year round.
- **Target 2.2** emphasizes to end all forms of malnutrition by 2030, including achieving by 2025 the internationally agreed targets on stunting and wasting in children under five years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women, and older persons.
- **Target 3.2:** by 2030 end preventable deaths of new-born and under-five children.
- **Target 3.4:** by 2030 reduce by one-third pre-mature mortality from non-communicable diseases (NCDs) through prevention and treatment, and promote mental health and wellbeing.
- **Target 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.
- **Target 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.
- **Target 4.5:** by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational

training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.

- **Target 4.7:** by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of cultures contribution to sustainable development.
- **Target 5.1:** end all forms of discrimination against all women and girls everywhere.
- **Target 5.2:** eliminate all forms of violence against all women and girls in public and private spheres, including trafficking and sexual and other types of exploitation.
- **Target 5.3:** eliminate all harmful practices, such as child, early and forced marriage and female genital mutilations.
- **Target 6.1:** by 2030, achieve universal and equitable access to safe and affordable drinking water for all.
- **Target 6.2:** by 2030, achieve access to adequate and equitable sanitation and hygiene for all, and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.
- **Target 8.7:** take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour, eradicate forced labour, and by 2025 end child labour in all its forms including recruitment and use of child soldiers.

- **Target 10.1:** by 2030 progressively achieve and sustain income growth of the bottom 40% of the population at a rate higher than the national average.
- **Target 10.2:** by 2030 empower and promote the social, economic and political inclusion of all irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.
- **Target 10.3:** ensure equal opportunity and reduce inequalities of outcome, including through eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and actions in this regard.
- **Target 10.4:** adopt policies especially fiscal, wage, and social protection policies and progressively achieve greater equality.
- **Target 10.7:** facilitate orderly, safe, regular and responsible migration and mobility of people, including through implementation of planned and well-managed migration policies.
- **Target 11.1:** by 2030, ensure access for all to adequate, safe and affordable housing and basic services, and upgrade slums.
- **Target 11.2:** by 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, and children, persons with disabilities and older persons.
- **Target 11.7:** by 2030, provide universal access to safe, inclusive and accessible, green and public spaces, particularly for women and children, older persons and persons with disabilities.
- **Target 16.2:** end abuse, exploitation, trafficking and all forms of violence and torture against children.

- **Target 16.9:** by 2030 provide legal identity for all including birth registration.
- **Target 17.18:** by 2020, enhance capacity building support to developing countries, including for LDCs and SIDS, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts.

CHECK YOUR PROGRESS

1. SDG focuses highly on children, is this true? If yes please share your comments how Goal 3, 4, 6, 8, 10 is relevant to children?

2. Do you think SDG is relevant to Children' issues in India? Can you give examples?

3 Mostly poor and marginalized groups of children face deprivation of rights: *What is your view on this?*

4.5 NEED FOR AWARENESS, CAPACITY BUILDING AND ADVOCACY PLANNING

In this segment of the unit our efforts would be directed to understand the significance of awareness, capacity building and planning for advocacy in effective implementation of SDGs. Awareness, capacity building and advocacy are basic component for successful implementation of any

scheme/ programme and not to forget these components are interconnected.

4.5.1 Awareness Generation

Awareness generation plays key role in implementation of any programme as it aware the target beneficiaries about their entitlements and services that they are expected to receive. Further, it helps to develop ownership among the people pertaining to the aims and objectives set forth in any schemes/ programmes. In the context of SDGs, there are 17 goals which are to be achieved by 2030 and first five goals are set to meet the basic necessities of life with major emphasis on marginalized population.

The significance of awareness generation is mentioned below:

- It helps to inform the different stakeholders at different level about their role and responsibilities to achieve the SDGs;
- Marginalized/ disadvantaged population is majorly less informed/ ill-informed population for which they fail to avail the benefit of developmental process. Awareness generation among the disadvantaged would help to ensure accountability on the part of the duty bearer;
- Awareness generation pertaining to environment, peace building, industry and alike other sectors, which are not directly affecting the population, would help the people to recognize their role in the development process. Therefore, the positive changes introduced through strategic intervention could be sustained.

- Awareness generation would also result into creation of pressure group at different level which in turn would influence the policy decision and implementation.
- It is not only the beneficiaries but also duty bearers should also be targeted for awareness generation. Many a times it has been observed that the duty bearers are unaware of the complexities, the importance and the relevance of achieving the SDGs.

4.5.2 Capacity Building

It is undeniably true that to be able to engage in practices such as advocacy, designing and implementation of policies there must be constant capacity development processes. There is however a need of understanding what does the concept of building capacity implies and how it can transfer an individual and organization for better deliverance. The following segment will delve into understanding capacity building as a concept followed by how it can strengthen both governmental and non-governmental bodies focused on human development.

Capacity development now has goals not just about the training and development of individuals, but about the quality of policies and services, the strengthening of organizations, the provision of public information and knowledge, and influencing the attitudes and decisions of different segments of society towards the development goals in question (Matheson &MacAulsan, 2010).

Capacity development starts from the principle that people are best empowered to realize their full potential when the means of development

are sustainable – home-grown, long-term, and generated and managed collectively by those who stand to benefit (UNDP, 2009).

Each of the question around which an advocacy strategy needs to be built is dependent on the capacity of the organization and its members who are undertaking an advocacy and awareness campaign. Building robust capacities within an office is the foundation for effective and far-reaching advocacy (UNICEF, 2010).

Capacity development begins with an assessment of the current capacities and the gaps and then drawing a roadmap to develop in-house capacities without displacement. Capacity development is a gradual and time consuming process and it does not mean that no advocacy can happen without having all the capacities. The stress is on identifying the need for capacity building and development on an ongoing basis.

Key principles of Training and Capacity-building

Capacity-building measures and training curricula should only be built on a prior assessment of the situation. The approach should foster a clear understanding among stakeholders of gaps and areas for improvement. This can only be achieved where stakeholders themselves are involved in the assessment and contribute to the planning of training.

As far as possible, local or regional organizations should be given priority in capacity building or training efforts since they are likely to be more sensitive to domestic needs. International actors should play a steadily declining advisory role while Government, law enforcement and civil society actors build up their capacity (Warsaw, 2004). In this scenario one must pay attention to building capacities of Civil Society Organizations

(CSOs), specifically at national and regional level. CSOs are essential in the development of democratic governance; they can act as independent watchdogs and advocates of human rights and are important service providers, often responding to needs of communities at the grass roots level (Save the Children & IBCR, 2008). Diop (2014) provides an example of how coordinated advocacy efforts with national and international organizations by CSO's Working Group(Save the Children and other partner NGOs) in Peru through a Universal Period Review (UPR) made government accountable for their commitments to child rights and yield positive results (see **box no. 4.1**). This reference is important in understanding the role of coordinated roles of CSOs and Government and the need of capacity building systems to strengthen the skills required for advocacy efforts as well as creating an understanding of how the child rights shall be integrated into policy and implemented for the community.

Box 4.2: Case Study of Advocacy by CSOs

In Peru, Save the Children and child rights partners have longstanding experience in child rights monitoring, through ongoing analysis and review of the status of children's rights and supplementary reporting to the Committee on the Rights of the Child (CRC Committee). Save the Children as a member of the child rights NGO coalition, decided to expand the collaboration beyond its traditional partners to include women's rights NGOs, in order to form the "NGO Working Group on Child Rights" for the UPR of Peru. This coalition is composed of 17 national and international organisations. Save the Children saw in the UPR a complementary mechanism to strengthen follow-up on the CRC

Concluding Observations and hold the government to account on its commitments to children.

What save the children and its partners did?

The NGO Working Group produced a joint child-focused submission with explicit references to the UPR recommendations from the first cycle, the CRC Concluding Observations and reports from the Ombudsman's Office. The objective was to build upon the vast body of recommendations developed by national and international human rights mechanisms on the situation of child rights in Peru. Child rights recommendations were also included in a separate submission produced by the coalition of women's NGOs.

Coordinated advocacy was undertaken with diplomatic missions at both the national and international level, by means of written briefs and oral presentations, with specific asks relating to child protection, access to justice, health and education issues, including the revision of the children's code to prohibit all forms of violence against children and the repeal of regulations limiting access to sexual and reproductive health services for adolescents. The NGO Working Group also reinforced the messages by including them in their advocacy toward the Inter- American Commission on Human Rights.

Outcome

During the second cycle, 42 recommendations were focused on children (32% of the total number of recommendations), 40 of which were accepted by the government. At national level, the Vice

Minister announced that all UPR recommendations have been incorporated in the Human Rights National Plan, making it easier for civil society to monitor the implementation of the recommendations and to hold the government to account.

4.5.3 Advocacy

According to UNICEF, “advocacy is a deliberate process, based on demonstrated evidence, to directly and indirectly influence decision makers, stakeholders and relevant audiences to support and implement actions that contribute to the fulfillment of children’s and women’s rights” (ERF & UNICEF, 2011).

Advocacy can be differed in different contexts and therefore it can have a variety of definitions. It can be further deconstructed in following manner:

- A process to influence policy makers, policies and mind sets for ensuring participation and addressing inequality, leading to a just society.
- A dynamic continuous process that brings about changes in policy and programmes, positive changes in behaviours and attitudes and lasting positive changes in children's lives.
- A concerted, continuous and planned process - in a context.

While it is established through the definition of advocacy that it aims for a dialogue with governmental and other stakeholders to find answers for issues and in that process engages general masses in policy making process. It is imperative to know how advocacy is planned. The following section would focus into planning of advocacy.

Planning for Advocacy

The Democracy Centre suggests nine steps to plan advocacy campaigns. By answering each question, campaigners develop each element of their strategy.

- ***What do we want?*** (Goals and objectives)

What is the situation of children? What are the root causes, and the specific interventions we can make to improve their situation? Do the interventions take place at both the micro and macro level? What policies could be implemented or changed which could make their situations better? Are they realistic and achievable? (ERF & UNICEF, 2011)

- ***Who can give it to us?*** (Audiences)

Who is involved in the issue? Who supports it, who opposes it? Why do they support or oppose it? Are they powerful, not powerful? Out of that group, who are those people and institutions that can make the changes you want? How can they make it happen? This might include the legislators who have formal authority to deliver goods and those who have the capacity to influence such people with formal authority (e.g., the media and key constituencies, both allied and opposed). In both cases, effective advocacy requires a clear sense of who these audiences are and what access or pressure points are available to move those (ibid.).

- ***What do they need to hear?*** (Messages)

Reaching these different audiences requires crafting and framing a set of messages that will be persuasive. The messages should be tailored in accordance to various groups of audiences relying upon what they are ready to hear. In most cases, advocacy messages will have two basic

components: an appeal to what is right and an appeal to the audience's self-interest (Advocacy Institute, 2002).

- ***Who do they need to hear it from?*** (Messengers)

The same message has a very different impact depending on who communicates it. Who are the most credible messengers for different audiences? In some cases, these messengers are “experts” whose credibility is largely technical. In other cases, we need to engage the “authentic voices,” those who can speak from personal experience. What do we need to do to equip these messengers, both in terms of information and to increase their comfort level as advocates?(ibid.)

- ***How can we get them to hear it?*** (Delivery)

There are many ways to deliver an advocacy message. These range from the genteel (e.g. lobbying) to the in-your-face (e.g. direct action). The most effective means vary from situation to situation. The key is to evaluate and apply them appropriately, weaving them together in a winning mix (ibid.).

- ***What do we have?*** (Resources; Strengths)

An effective advocacy effort takes careful stock of the advocacy resources that are already there to be built on. This includes past advocacy work that is related, alliances already in place, staff and other people's capacity, information and political intelligence. In short, you don't start from scratch; you start from building on what you have obtained (ibid.).

- ***What do we need to develop?*** (Challenges; Gaps)

After taking stock of the advocacy resources you have, the next step is to identify the advocacy resources you need that aren't there yet. This means

looking at alliances that need to be built, and capacities such as outreach, media, and research, which are crucial to any effort (ibid.).

- ***How do we begin?*** (First steps)

What would be an effective way to begin to move the strategy forward? What are some potential short term goals or projects that would bring the right people together? symbolize the larger work ahead and create something achievable that lays the groundwork for the next step(ibid.).

- ***How do we tell if it's working?*** (Evaluation)

The course needs to be checked and strategy evaluated by revisiting each of the preceding questions. It is important to be able to make mid-course corrections and to discard those elements of a strategy that don't work once they are actually put into practice (ibid.).

A proper advocacy campaign can ensure the child rights that are set to be achieved through the SDGs are duly achieved, unlike the Millennium Development Goals. The rights of each vulnerable child, who has previously been left out, are secured through SDGs.

Box4.3: Child Rights visibility in National Plans

Entry points for child rights visibility in National Development Plans (NDP) and Poverty Reduction Strategies (PRS):

1. Identify evidence on children's experiences of poverty and well-being (e.g., via a child rights situational analysis); use this evidence as an advocacy tool; make the evidence policy-friendly
2. Identify child rights stakeholders and duty-bearers for systematic consultation on the PRS/NDP

3. Undertake social budgeting analysis to ensure that policies pledged in the PRS/NDP are realisable according to the budget.
4. Identify child rights advocates within the various implementation mechanisms and provide guidance on how this mechanism (like a Sector Working Group) can utilize child rights planning principles in the delivery of plans, programmes and services
5. Ensure the indicators are sensitive to child rights and based on outcomes rather than outputs; feed the evidence generated back into subsequent planning processes; harmonise the evidence captured by non-governmental agencies; involve children in Monitoring and Evaluation exercises.

-Child Right Toolkit, Module 8, ERF & UNICEF 2011

CHECK YOUR PROGRESS

1. Complete the following definition.
 - a) According to UNICEF, 'Advocacy' is

 - b) According to UNDP, 'Capacity' is

2. What are the 9 questions a advocacy strategy needs to address?

3. What are the characteristics of advocacy?

4. What is capacity development and why do you think it is needed for individuals and organizations?
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4.6 SUMMARY

Millennium Development Goals or the Sustainable Development Goals, on their own do not guarantee that all children will have their rights secured and implemented. Sustained effort and advocacy campaigns along with monitoring and review by the CSOs shall form the backbone of this challenge. The fact that the governments have many competing issues to look into, the CSOs along with other international organizations like UNICEF need to ensure that the child rights issues are taken up for advocacy as per need. Capacities of the CSOs as well other organizations play a major role in advocacy campaigns and highlighting the issues.

Thus, capacity development of the organizations and the individuals is another area to be looked at continuously.

Suggested Questions

1. Which SDG do you think is most important towards realization of child rights and why?
2. What is the need of raising awareness for child rights?
3. What is capacity building with respect to ensuring child rights?
4. What is the need for advocacy and what the important steps in advocacy?

Further Readings

UNICEF 2010 – The Approach of UNICEF to capacity building

UNICEF 2010 - Advocacy Toolkit Center for Health, Education, Training and Nutrition Awareness (CHETNA) 2012 – When will the Sun rise

Planning Commission (2012), Report of the Working Group on Child Rights for the 12th Five Year Plan

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