

The Child Protection Umbrella in Kerala **ORC, SPC & HOPE PROGRAMMES**



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Abbreviations

ACPO	Additional Community Police Officer
ADGP	Additional Director General of Police
ADHD	Attention Deficit Hyperactivity Disorder
ADNO	Additional District Nodal Officer (ORC)
ADNO	Assistant District Nodal Officer (SPC)
AFC	Adolescent Friendly Clinic
ASI	Assistant Sub-inspector
CAP	Child and Adolescent Psychiatry
CAP	Children and Police
CI	Circle Inspector
CNCL	Child in Conflict with Law
CPO	Community Police Officer
CSR	Corporate Social Responsibility
DAG	District Action Group
DCPO	District Child Protection Officer
DCPU	District Child Protection Unit
DGP	Director General of Police
DHSE	Directorate of Higher Secondary Education-
DI	Drill Instructor
DIET	District Institute of Education and Training
DLAC	District Level Advisory Committee
DMHP	District Mental Health Programme
DNO	District Nodal Officer
DPI	Director of Public Instruction
DRC	District Resource Centre
DWCD	Department of Women and Child Development
EQ	Emotional Quotient
GoI	Government of India
HSE	Higher Secondary Education
IAS	Indian Administrative Service
ICPS	Integrated Child Protection Scheme
ICT	Information and Communication Technology
IGP	Inspector General of Police
IPS	Indian Police Service
IQ	Intelligence Quotient
IT	Information Technology
JPHN	Junior Public Health Nurse
KELSA	Kerala State Legal Services Authority

KSCPCR	Kerala State Commission for Protection of Child Rights
KSIDC	Kerala State Industrial Development Corporation
LSG	Local Self Government
MHA	Ministry of Home Affairs
MLALADS	Members of Legislative Assembly Local Area Development Scheme
MPLADS	Members of Parliament Local Area Development Scheme
NGO	Non-governmental Organisation
NSS	National Service Scheme
ORC	Our Responsibility to Children
PO	Programme Officer
POLICE	Positive, Open, Large-hearted, Inclusive, Capable and Effective
PQ	Physical Quotient
PSLO	Police Student Liaison Officer
PT	Physical Training
PTA	Parent Teacher Association
SAG	State Action Group
SCERT	State Council of Educational Research and Training
SDG	Sustainable Development Goal
SHO	Station House Officer
SI	Sub Inspector
SIEMAT	State Institute of Educational Management and Training
SLAC	State Level Advisory Committee
SLD	Specific Learning Disorder
SMART – 40	Sensible, Motivated, Able, Responsible, Talented – 40
SNO	State Nodal Officer
SOP	Standard Operating Procedure
SPC	Student Police Cadet
SPG	School Protection Group
SQ	Skill Quotient
SQ	Social Quotient
SRC	State Resource Centre
SSLC	Secondary School Leaving Certificate
STDD	Scheduled Tribes Development Department
ToT	Training of Trainers
UNICEF	United Nations Children's Fund
VHSE	Vocational Higher Secondary Education

CONTENTS

ABBREVIATIONS III

1 THE CHILD PROTECTION UMBRELLA CHILDREN AND POLICE 1

2 THE ORC EXPERIENCE 4

3 THE SPC EXPERIENCE 16

4 THE HOPE EXPERIENCE 28

THE CHILD PROTECTION UMBRELLA CHILDREN AND POLICE

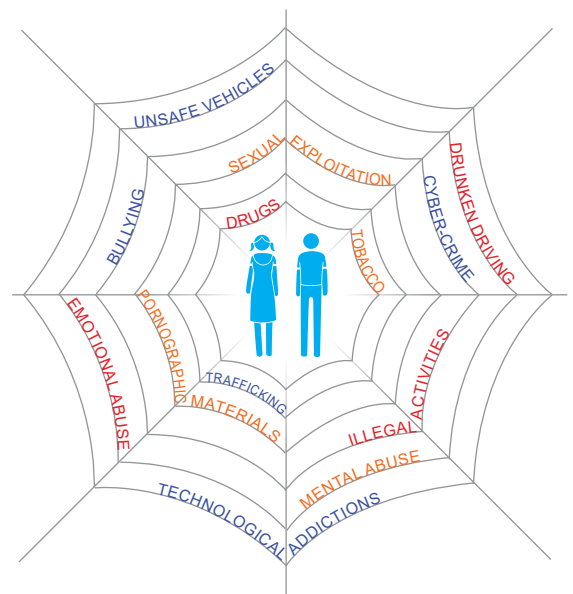
Introduction

Kerala is considered one of the most developed states in India and is tied at first place with Himachal Pradesh among Indian states on the Sustainable Development Goals (SDG) India Index, 2018 (score of 69 as compared to national average of 57).¹ Further, the state performs particularly well in indicators related to Goal 3 (Good Health and Well-being), Goal 4 (Quality Education) and Goal 5 (Gender Equality). According to the 2011 Census, Kerala had a literacy rate of 94%² as compared to the national average of 74.04%³. The state has 3.4 million children and at present, 88.68% of children between 5-17 years of age are in school. While this significant child and adolescent population is capable of contributing to a demographic dividend, they are also particularly vulnerable to addiction, substance misuse, sexual abuse, exploitation, trafficking, deviant behaviour and crime.

Children are the future and require opportunities and encouragement for their survival, development, protection and participation to ensure that they realise their optimum potential. This responsibility is vested in the family, the immediate community, the law makers and service providers and the society at large. However, in Kerala, crimes against and involving children were reported to be on the increase. In 2016, out of 817 crimes reported against children in Kerala, 88 were committed in schools while 406 were committed in public places. The Kerala State Commission for Protection of Child Rights (KSCPCR) has released recent data showing that 1,029 children in the 15-18 years age group and 800 children in the 10-14 years age group faced sexual harassment.

Since children spend a major part of their time in school, safety at school is a primary concern. There are many dangers to children within and around school premises such as peddlers selling drugs, tobacco, pornographic materials and other harmful substances; persons trying to befriend children to lure them away for the purpose of sexual exploitation, trafficking or other illegal activities; drunken driving of school buses and misbehaviour with children; vehicles that are unsafe or carrying loads beyond their capacities etc. Apart from this, children face bullying and other forms of emotional and mental abuse by teachers, their peers or even family members. According to the experience of the Kerala Police, cyber-crime and technological addictions are also palpable issues in young lives. These aspects indicate that protection of children is an imminent issue.

Dangers to children within and around school premises



¹ The SDG India Index is a composite index of the average performance of the State/Union Territory (UT) towards achieving the 13 SDGs and their respective targets. https://niti.gov.in/writereaddata/files/SDX_Index_India_21.12.2018.pdf

² <http://ecostat.kerala.gov.in/index.php/demography>

³ http://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf



Children and Police (CAP)

With a farsighted and proactive vision, the Kerala Police developed an umbrella programme called Children and Police (CAP) which contains several police initiatives to prevent abuse and violence against children and ensure better child protection. CAP recognises that:

1. The extent of children's commitment towards responsible citizenship depends on the foundation built during childhood
2. Problems faced by children even if identified, are often unreported or unattended. In some cases, they are attended unscientifically, thus causing a damaging effect
3. The present process of handling youngsters with deviant behaviour needs to be revisited as isolating them from the mainstream may enhance the negative tendencies within.

CAP aims to create "an invisible wall of protection" around every child. It facilitates inter-sectoral collaboration of all agencies and Departments working for protection and development of children, especially those at risk. Within CAP, a basket of unique programmes have been developed, each responding to a particular lacuna/gap in child protection. This process document focuses on three impactful and sustained programmes, viz. Our Responsibility to Children (ORC), Student Police Cadets (SPC) and Project Hope.

Our Responsibility to Children •

A collective initiative to ensure that children have a safe environment in schools and their areas of residence to develop and flourish. It includes good practices such as a) identifying children with development and behavioural issues b) providing them psychological support, mentoring and support and conducting learning and activity camps c) creating local committees for children's safety d) developing a curriculum for standardised knowledge and skill delivery to children e) training teachers on the relevant aspects of the programme and their roles and responsibilities in its smooth functioning f) ensuring support by counsellors and psychologists in every school and regular monitoring of activities at school, district and state levels.



Student Police Cadets •

A leadership building initiative that aims to make children develop their initiative and personality along with physical development which in turn positively influences their academic learning. SPC Cadets are capable of providing peer mentoring to children who are part of ORC in their schools and both ORC and SPC are implemented in a complementary manner at the school level.



Project Hope •

An initiative that provides coaching to children who have been unable to pass 10th and 12th board exams and gives them a second chance at realising their abilities by helping them build their self-worth and confidence through life skills sessions and additional support. By its very nature, the project also reaches out to children from tribal, coastal and poor families since they are the ones who are most likely to fail being the most disadvantaged and marginalised.





The ideation and inception of all these initiatives was done by the Kerala Police in a dynamic and practical, albeit organic and situation-driven manner. With constant support and inputs from all levels of the Police Department's leadership, the initiatives were piloted at city and district level before state-wide replication. Constant leadership by the Inspector General of Police (IGP) Admin, has been a major reason for the success of the initiatives and their sustainability can be attributed to utilising the potential of the collective wherein all stakeholders including police officials, citizens, teachers and Department officials from Women and Child Development, Home, Education, Local Self Government, Excise, Transport and Scheduled Tribes Development played their part in building an environment of collective welfare of and responsibility towards children.

THE ORC EXPERIENCE

Genesis

Our Responsibility to Children (ORC) was begun as a city police initiative in collaboration with civil society in Kozhikode city. The city police realised that crimes involving children were becoming a serious issue along with high costs of policing and poor success rates of criminal rehabilitation. Engagement with children in conflict with the law (CNCL) was also often times not in line with mandated guidelines under ICPS. Many times, there was under-reporting of CNCL cases due to social stigma. In 2010, Kozhikode City Police arrested many teenagers (girls and boys) in cases related to theft of motorbikes, gold, computers, mobiles and cash. These cases included youth from financially and socially advanced sections of society. The reasons cited by the teenagers for committing the crimes ranged from an urge for excitement and enjoyment, boredom; emotional reasons, such as anger and frustration; financial reasons for drugs or purchasing expensive items. Further investigation revealed that teenagers were also engaging in underage sex, substance misuse using nail polish remover, petrol etc. and they were also habitually using gimmicky products such as 'beauty-enhancing tablets', which were actually illegal and addictive drugs.

In 2010, the city police led by the Police Commissioner held consultations with civil society and leaders, leading political persons, film personalities, social activists and teachers to brainstorm about starting a programme to address the needs of vulnerable children and thereby also act as a preventive measure against crime. Along with reviewing the existing child protection systems, the consultations reviewed examples of such programmes from around the world. The underlying principle of ORC is that there is positive and negative potential within every person and the environment in which a child grows up plays a significant role in deciding which potential is realised.

We have to create an environment where everyone becomes child-friendly. The concept of ORC is to ensure our collective responsibilities towards children –to take care of them as parents at home, to take care of them at school as teachers and to take care of them in the larger environment as society.



P Vijayan, IPS, IGP (Admin)
Kerala State Police



Key objective

ORC aimed to create a safe, nurturing and just environment wherein vulnerable children involved, or at risk of getting involved in harmful behaviour were equipped and empowered with life skills, appropriate support and knowledge to realise their full potential and become productive members of society. The Kozhikode city pilot demonstrated that initiatives should be multi-sectoral and engage multiple stakeholders in joint action.

Phases of implementation

It was implemented in three phases. Between 2010 and 2012, the pilot phase was implemented in two districts of Kozhikode and Thrissur and in phase two, replicated in Ernakulam and Thiruvananthapuram. ORC is now led by the Department of Women and Child Development (DWCD) and from being initiated in 19 schools is now operating in 320 schools in Kerala. It was made part of the Integrated Child Protection Scheme (ICPS) in 2014. An operational manual was developed that described the process for this integration and gave guidance on implementation across the state. A key notable feature of the nine-year programme has been its sustainability over successive governments and its eventual scale-up to the state and national levels. In the state, it has been extended to all model residential schools run by the Scheduled Tribes Development Department (STDD).



Reach of ORC

14
districts (all)

320
schools

3,39,828
children

3,639
parents

15,941
teachers

631
ORC nodal teachers

186
school counsellors

2,000
volunteers

Vision, objectives and framework

VISION

The mandated vision of ORC is **'Resilient Minds, Empowered Children'**.

The objectives of ORC are to create a safe, nurturing and just environment wherein vulnerable children involved, or at risk of getting involved in destructive behaviour are brought to the mainstream, equipped and empowered with life skills, appropriate support and knowledge to realise their full potential and become productive members of society.

OBJECTIVES

ORC works within a 3-dimensional framework:

FRAMEWORK

Prevention: Reducing the incidence of delinquency by enhancing the collective responsibility of parents, schools and community members – improving skills of parents and school staff to appropriately address children at risk, ensuring greater awareness and exposure to the world through better mentoring



Protection: Supporting, mentoring and advocating on behalf of juveniles in the juvenile justice system

Participation: Involving children in constructive activities in their school and home environments to realise their potential, understand their self-worth and engage with and in the outside world with confidence and integrity

Structure, stakeholders and responsibilities

The overall responsibility of implementing ORC lies with DWCD and the Department of Education is a key partner with the Departments of Health, Home, Local Self Government (LSG) and STDD as partners. Within ICPS, ORC focuses on identification and management of children at risk through appropriate interventions and operates at three levels – school, district and state. There are two main sets of functionaries – those working as volunteers and as government functionaries/consultants. All activities of ORC have significant civil society participation. The organogram of ORC has been summarised below.

Organogram of ORC

State level structure and functionalities

The Executive Committee of CPS headed by Secretary and Director of DWCD along with the State Nodal Officer supervise implementation of the project. The State Action Group (SAG) constituted under the Principal Secretary, DWCD and convened by the Nodal Officer provides periodical guidance for implementation, troubleshooting and fine-tuning policies. SAG members include Secretaries of Departments of Education, Health, Home, Social Justice and IGP, Police Headquarters, Directors from Departments, and civil society and professional nominees including celebrities.

A Programme Officer (PO) is responsible for implementation in consultation with State ICPS Programme Manager. A State Resource Centre (SRC) office is a part of the ICPS State Office in Thiruvananthapuram.

CPS Executive Committee

- ♦ Secretary and Director of DWCD
- ♦ State Nodal Officer

SAG

- ♦ Principal Secretary, DWCD (head)
- ♦ Nodal Officer (convenor)
- ♦ Secretaries of Departments of:
 - Education
 - Health
 - Home
 - Social Justice
- ♦ IGP, Police Headquarters
- ♦ Directors from Departments
- ♦ Civil society and professional nominees

District level structure and functionalities

At the district level, ORC is a part of the District Child Protection Unit (DCPU). The District Action Group (DAG) is managed by the District Child Protection Officer (DCPO) and the ORC Coordinator is the convenor. DAG members include representatives of the District Collector, district police chief, district-level officers of DWCD, Departments of General Education, Health, Vocational Higher Secondary, Higher Secondary and LSG, the District Nodal Officer (DNO) of SPC and civil society and professional nominees.

A District Resource Centre (DRC) is set up for coordinating and facilitating ORC activities.

DAG

- ♦ District Child Protection Officer (Head)
- ♦ ORC Coordinator (Convenor)
- ♦ Representatives of District Collector and District Police Chief
- ♦ District-level officers of:
 - DWCD
 - Departments of General Education, Health, Vocational Higher Secondary, Higher Secondary and LSG
- ♦ District Nodal Officer of SPC
- ♦ Civil society and professional nominees.

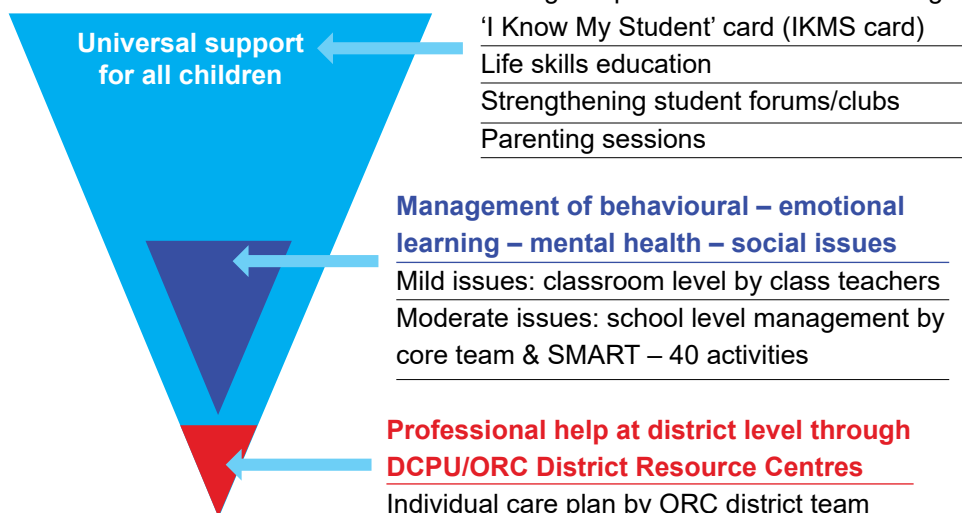
School level structure and functionalities

The school is the central place for delivery of ORC services. The School Head has the overall charge of the school ORC unit which includes the Nodal Teacher, Counsellor and Junior Public Health Nurse (JPHN). School Protection Groups (SPGs) which are local area groups of civil society volunteers, teachers and elected representatives to protect the school and children are also effective in supporting ORC implementation. A panel of school level mentors support ORC activities. Officer bearers of various school level committees such as the PTA are part of the ORC school level core team.

School ORC unit

- ♦ School Head (overall charge)
- ♦ Nodal Teacher
- ♦ Counsellor
- ♦ JPHN
- ♦ SPGs
- ♦ Officer bearers of various school level committees

Key components



Key implementation steps

Human resource allotment



- Identification of schools by concerned DAGs headed by the District Collector, to be a part of the ORC initiative
- Identification of nodal teachers, school counsellors and school health nurses to form core ORC team in every school
- Appointment of Project Coordinators for each district and their placement under concerned DCPU
- Formation and strengthening of School Protection Groups (SPGs) in all participating schools
- Setting up of district ORC resource centres with the support of UNICEF and posting psychologists at the centres
- Mapping and developing district specific resource directory with details of experts and institutions for providing expert care for vulnerable children

Capacity building



- Organising residential capacity building programme to form district level trainers' pool
- District level workshop for ORC school level core teams
- School level training programme for class teachers

Classroom management & psychological first aid



- Administration of ORC 'I Know My Student' card in all classes to identify the strength and behavioural, emotional, learning, social and mental health issues of each and every child
- Classroom level management of mild issues by concerned class teachers
- Referral of children facing moderate to severe issues to school level core team
- Individualised interventions by core team based on psychological first aid programme
- Referral of children facing severe issues to ORC district resource centre
- Class level parental training programme based on ORC parents training module

SMART – 40



- Formation of ORC SMART – 40 groups in all sections including high school, higher secondary and vocational higher secondary sections of participating schools. The SMART – 40 batch consists of 30 children facing mild to moderate issues and 10 of their peers who provide support
- Regular life skills activity-oriented camps for SMART – 40 children
- Regular follow up of children referred for expert care

Review and monitoring



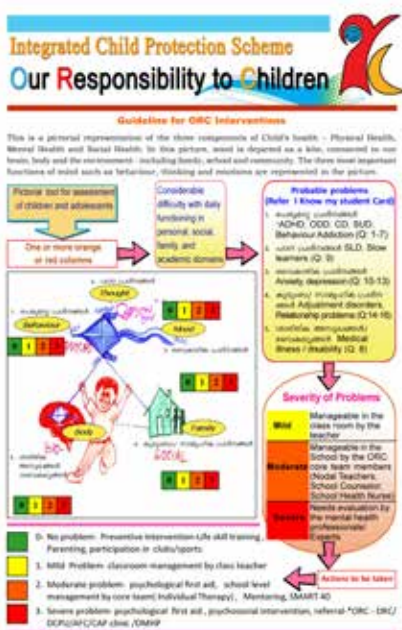
- District level review meeting attended by core team members of concerned schools
- Regular monthly monitoring and review meeting of ORC functionaries

Key aspects

Universal support for all children and support for children facing behavioural, emotional, learning and social issues

Understanding the psychological nuances of each child including behaviour, thought and emotions is the first and most important aspect of ORC. Children in the classroom are assessed by the schoolteacher using an **'I Know My Student' card** and if they have issues, the severity of these issues is classified as mild, moderate or severe. The 'I Know My Student' card has proven to be an effective tool in identification of children's issues and ensuring that no child is left out. The card helps the teacher to understand the strengths of each child. Children with mild issues are managed at the classroom level by the teacher, those with moderate issues are managed by the school Counsellor and other ORC core team members and those with severe issues are referred to the DRC and the district ORC Psychologist who in turn can manage the case or link the child with appropriate services etc. The child's progress is also followed up in a timely manner through the DRC.

Parents are also continuously sensitised about ORC so as to bring them on board. Separate Parent Teacher Association (PTA) meetings are held for parents of children who become part of the ORC programme to enable better parent-teacher interaction and monitor children's performance.



ORC services based on 'I Know My Student' categorisation

Mild issues	Moderate issues	Severe issues
Classroom management by class teacher	Psychological first aid, school level management by core team (individual therapy), mentoring, SMART – 40	Psychological first aid, psychosocial interventions, referral to ORC DRC/DCPU/Adolescent Friendly Clinic (AFC)/Child and Adolescent Psychiatry (CAP) Clinic/District Mental Health Programme (DMHP)

Shabira's counselling



Shabira is ORC Nodal Teacher in MMVHSS, Parappil in Kozhikode district. She is a serene and cheerful teacher and speaks of her children with affection. She has seen the ORC programme bring changes in children and has many positive stories to relate. In her own words, "Once a boy got angry in class because another boy hid his snack. He ran to the kitchen and brought back a knife to stab the other boy. Luckily the teacher was able to stop

him and take the knife away. We enrolled him in ORC and sent him for counselling. Now we see a great change in him." In the boy's case, he was facing parenting issues at home. His parents were fighting and so were his father and uncle. One time, his father called him home to fight with his uncle and another time, he and his friends went to beat up his uncle. All these violent disputes had traumatised him. Shabira is hopeful and says "We counselled him and his mental health has steadily improved."

Training and sensitisation of teachers and parents

Teachers are sensitised and trained to attune them to the mental health aspects of a child or adolescent's life, beyond the academic indicators. They are trained to identify common issues that children face and manage them, for example managing children with Attention Deficit Hyperactivity Disorder (ADHD) and conduct disorder etc. without blaming them and instead encouraging their learning and life skills. This is part of ORC's primary care in the classroom.

Around 15% children need enhanced care beyond classroom level management. Teachers are trained to identify such children using the 'I Know My Student' card which is a checklist for issues such as ADHD, conduct disorder, learning issues, depression, suicidal tendencies, substance misuse etc. The children are then referred to the school level ORC core team, including a psychologist and school health nurse. The core team then manages the issues or enrolls the child in SMART – 40 and out of these children, around 5% are referred to tertiary care centres in the district or at the state level.

Teacher training is carried out in a cascade Training of Trainers (ToT) mode and refresher trainings are held regularly to ensure that teachers are constantly attuned to becoming caregivers for children and adolescents in school and are equipped to manage issues or refer as needed. The training includes video demonstration of management of typical cases of children's issues.



We have given training to all teachers in the 21 ORC schools in Malappuram on how to manage children with mild, moderate or severe issues. We visited each school for the training and teachers said that they found the trainings useful. They can also consult with the nodal teacher and school counsellor if they find it difficult to handle any issues.

We train the ORC core team more expert and intense training and give the nodal teachers training in psychological first aid and inform them that they can refer cases to the DRC.

Saleena, ORC District Project Assistant
Malappuram district



We were trained to break through our misconceptions that the best students are those that score well academically. About 90% of the teachers used to think in this way but after the training, we were able to understand that we need to care for all children, especially those that face difficulties. We were also trained on giving counselling in a sensitive manner and realised that all these years, we had been counselling students in wrong ways.

Shabnam, Nodal Officer
Vocational Higher Secondary Education (VHSE)
Parappil, Kozhikode district



Parents are also being trained on parenting skills using a dedicated module. The training covers all parents in ORC schools and not just parents of ORC children. The training content includes parenting styles, the teacher-parent relationship and the student-parent relationship, the role of parents and teachers and ways to bridge the communication gap between parents, teachers and children.

Diverse and customised ORC curriculum

A rich and layered package of training content has been developed and adapted for the ORC programme. The modules target children themselves and all stakeholders who directly influence children and adolescents such as parents, mentors and teachers. They have been developed in a consultative manner with the help of experts and inputs of stakeholders themselves.

- Teachers' module including seven case stories (conduct disorder, hyperactivity, depression, anxiety, Specific Learning Disorders (SLDs), developmental disorders)
- Parenting module
- SMART – 40 module for three-day camp and eight days of follow up
- Mentors' module
- Psychological first aid module
- Recently developed module exclusively for core team members based on real life cases.



SMART – 40 camps to impart life skills education

SMART – 40 stands for Sensible, Motivated, Able, Responsible, Talented – 40. It is a specially tailored life skills programme for the 15% children facing moderate to severe issues. Various aspects of personality development including leadership building, self-worth, helping others, the importance of values etc. are discussed through games and audio-visual sessions. One of the major achievements of these camps is that ORC members are able to give personalised attention to each and every child, unlike in the classroom. Even students who are passive in class have been found to be able to express themselves in SMART – 40 camps.

The SMART – 40 selection is also done in a sensitive and encouraging manner because of which children do not feel labelled or stigmatised in any way and instead view the group like any other club, for example National Service Scheme (NSS). Children have identified strongly with being a part of SMART – 40 and feel that the space created by it is their own for self-expression and discussing the problems they face openly. The impacts of SMART – 40 are tangible as both parents and teachers notice a marked change in children's attitude and responsiveness – they become more expressive, are able to pay better attention in class and are even able to manage or overcome severe addictions.

SMART – 40 includes 30 children facing moderate to severe issues and 10 children who act as their peer mentors in high school, higher secondary and vocational higher secondary sections.

SMART – 40 camps are three-day activity-based residential camps held with the aim of building confidence in children about their innate abilities and skills and thereby finding ways of using these in their lives.



We call ORC a behavioural vaccine which is low cost and is given at an early age. We are trying to change the thought process, behaviours and emotions of children and families which will prevent serious complications like drug addiction, violence and suicide later.



Dr. Anil Kumar
Professor of Psychiatry
Thiruvananthapuram Medical
College, Thiruvananthapuram

Dedicated sessions on improving the relationship between children and their parents were also held, for example a session called *Ammaye Ariyan / To Know Mother* and another called *Ammakkorumma / A Kiss for Mother*.

After the three-day camp, follow up sessions are also held with a total duration of eight days. The sessions are as follows:

3-day residential camp module

Session 1	<i>Thudakkam Ujjwalam / A Splendid Start</i>
Session 2	<i>Swavabodham / Self Awareness</i>
Session 3	<i>I am becoz WE ARE</i>
Session 4	<i>Sookshikkam Manavika Moolyangal / Let's Preserve Human Values</i>
Session 5	<i>Vaikarika Santhulanam / Emotional Balance</i>
Session 6	<i>Sargathmakathayude Saadhyathakal / The Avenues Opened by Creativity</i>
Session 7	<i>Ente Lakshyam / My Goal</i>
Session 8	<i>Rakshakartrbodhanam / Instructions for Parents</i>
New module	Our Responsibility to Children (ORC) Core Team <i>Parisheelanam / Our Responsibility to Children</i> (ORC) Core Team Training

Broad themes for follow up sessions over eight days

Day 1	<i>Kaumaram Madhuratharam / The Sweet Adolescence</i>
Day 2	<i>Samayavazhiyile Ente Soochika / My Timeline Index</i> <i>Jeevitham Thanne Lahari / Life, the Best Intoxicant</i>
Day 3	<i>Njaanum Ente Parisaravum / Me and My Surroundings</i>
Day 4	<i>Kannadi / The Mirror</i>
Day 5	<i>Aduthariyaam Nammale / Let's Get to Know Ourselves</i>
Day 6	<i>Samathwam / Equality</i>
Day 7	<i>Kutti Oru Prashna Pariharakan / Child, A Problem Solver</i>
Day 8	<i>Kadamakal Karthavyangal / Roles and Responsibilities</i>



I really valued the Ammaye Ariyan session as it helped me understand my responsibilities towards my parents and how I should build my relationship with them. I also used to be afraid of public speaking but after ORC, I am able to talk openly to people. I also learnt that child marriage is a crime and should be eradicated from society. I learnt that I have a responsibility to help those who are less fortunate than me. After the camp, I could feel that each and every one of us had changed.



Ayesha Salsa, SMART – 40 student
Government Regional Fisheries Technical High School and Vocational Higher Secondary School
(GRFTHS & VHSS)
Tanur, Malappuram district

After the SMART – 40 camp, my son takes an interest in his studies. His character and behaviour have completely changed. He just passed his Secondary School Leaving Certificate (SSLC). I too participated in the training for parents and realised that our behaviour influences children. I changed my behaviour toward him after the training.



Naseera, Parent of child enrolled in ORC
Government Model Higher Secondary School, Kozhikode city, Kozhikode district

Gokul's transformation

Gokul Das is a lively and charismatic 15-year-old boy studying in GRFTHS & VHSS, Tanur in Malappuram district. His friends adore him and he has the bright and frank eyes of a kind soul. His energy is infectious and his teachers and friends have a fond affection for him.

He was introduced to drugs at a very young age. His mother works at a ration shop and he lives in a joint family in an extremely impoverished condition in a tiny fishing village in Tanur. Gokul showed behavioural issues in school and used to be called a 'problem child'. After becoming part of ORC and the

SMART – 40 camp, he was transformed much to the surprise and pleasure of his family, friends and teachers. He overcame his addiction and after his father passed away, squarely shouldered the responsibility of supporting his family. He would earn a meagre income from fishing and use it to buy necessities for his mother, sister and grandparents. During the Kerala floods of 2018, he helped in the rescue efforts and saved lives. In his words, "ORC is my life. I have stopped using drugs and words fail me in describing the changes that ORC has brought in my life. My teachers, Deepika and Saleena have helped me so much and I will always be grateful to them."



Mentoring and counselling services for children

Mentoring and counselling are integral aspects of the ORC programme. Mentoring services are made available to children and adolescents in different ways: by the teacher in the classroom, by peers in the SMART – 40 camps and also by one-on-one mentoring by older persons. The minimum age for adult mentors is 30 years and mentors are selected based on specific criteria outlined in 'A Handbook for ORC Mentors' developed in the ORC programme along with a thorough background check by the police.

Mentors are identified by the school ORC team through placing newspaper advertisements or through reference. They are typically socially committed and willing to volunteer without remuneration. It is ensured that these mentors are deemed acceptable for the schools where they function.

Counselling is done by the school counsellor and is ensured for children identified as having moderate issues. Counsellors hold sessions with children and help them to resolve their issues which are typically academic problems, substance abuse, family issues, emotional issues etc. If counsellors find that children's issues are still not being managed, they refer the child to the ORC psychologist.



A shopkeeper near the school is one of our mentors. Many children frequent his shop. He counsels children who visit his shop and encourages them not to buy pan masala and other addictive substances. He also gave them support in withdrawing from such behaviours.



Maria Joseph, Psychologist
Malappuram district

Mentors are trained to act as friends, teachers, guides and discussants with their young mentees.

They provide psychosocial support to enhance resilience and self-confidence; academic support to help the mentee improve their academic performance; and social support to help the mentee develop the values of equality, equity and social justice.

Mentors meet with mentees for 30 minutes to one hour on school premises at times agreed upon with the ORC core school team.

They are expected to plan their sessions using a guidance worksheet also available in the handbook.



School level management is very effective in students' lives as they spend most of their time in school. I deal with cases referred by the ORC school core teams. We also have a DRC in Wayanad. Before ORC, if a child created some issues in school, the school committee would immediately suspend her/him. But now after ORC, if a student creates any problems, teachers try to assess the problems being faced by the child, whether conduct disorder, ADHD or other psychological or behavioural disorders.

Teachers are now able to convince parents that interventions are for the child's benefit and thus help them to overcome the stigma. Boys are referred to a greater degree because they typically face more behavioural issues while girls face emotional issues to a greater extent which are usually managed by teachers themselves.



Hariitha Paul, ORC Psychologist
Wayanad district

School Protection Groups (SPGs) as children's guardians

SPGs are local area volunteer groups of concerned citizens and local leaders who are ready to work actively to ensure the safety of children. SPGs have been made operational in Kerala after a circular was issued by the State Police Chief. They consist of the School Head as the chairman, a police official like the Sub Inspector/ Circle Inspector as the convener, people's representatives including Panchayat President, Corporation Counselor, and school PTA President, student representatives, teacher representatives, residents' association representatives, local shop owners, autorickshaw drivers etc. All these members actively collect information about students' whereabouts and keep an eye out for suspicious activity with a 100 metre radius of the school. The involvement of these diverse stakeholders has a ripple effect as they in turn, discuss children's safety in their own forums and organisations. Thus the SPG acts as a firewall to protect children in their school areas.

The mandated functions of the SPG as outlined in the 'Standard Operating Procedure (SOP) for Ensuring Care, Safety and Protection of School Children in Kerala' are:

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



The SPG was able to identify that children were addicted to certain substances. For example, children use various excuses and buy fevicol and whitener and even a substance resembling milk powder. We asked the local shopkeepers not to sell these products to children in large numbers and we are able to control the problem now. Schools in the area also prohibit the usage of whitener now.



Radhakrishnan, Assistant Sub-inspector (ASI)
Kozhikode Town Police Station, Kozhikode district

All children are like my own. If we as part of the SPG, observe any stranger in the area contacting children for drugs etc., we inform the police and teachers. We do not fear the police and we have a respectful rapport with them. I often visit the schools in my area, including the school where my son studies just to check the situation. We have a WhatsApp group of around 40 auto drivers and we are ready to come and help at any time, even midnight.

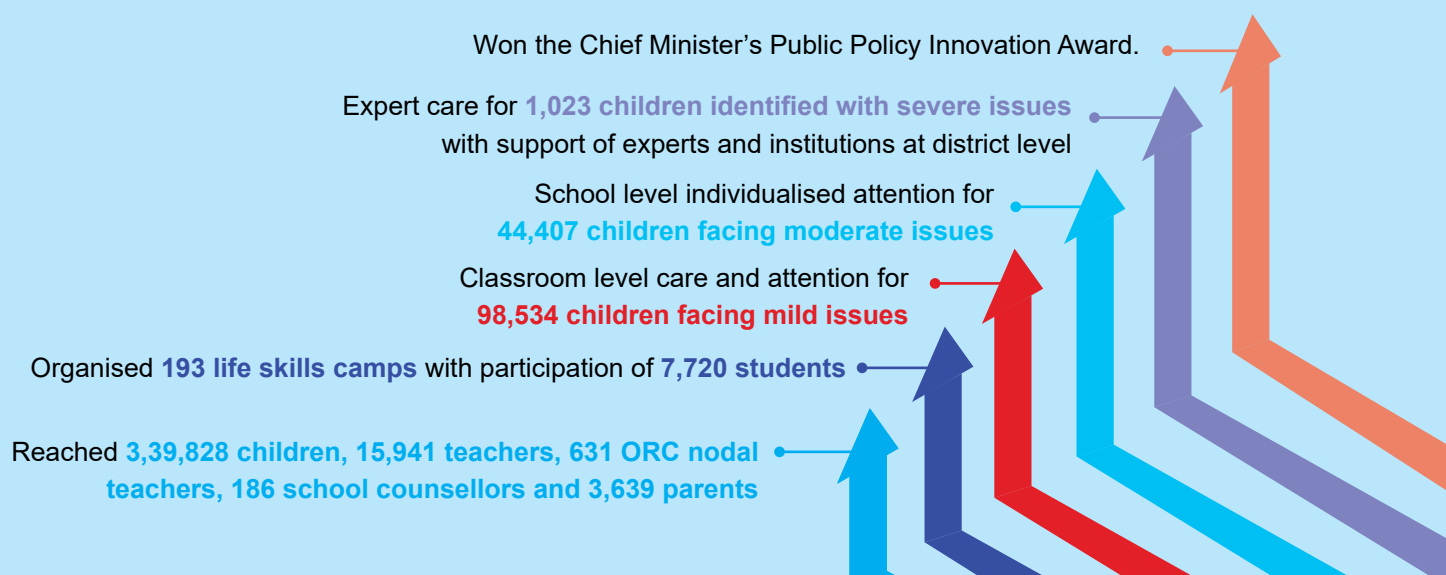


CV Jamsheer, Auto Driver and SPG Member
Kozhikode city, Kozhikode district

Convergence with Department of Education for their buy-in

While the ORC programme took wing as a police initiative, it has transformed into an accepted school programme. Involvement of the Department of Education has been critical at all stages. The teacher training module was developed in a consultative process with the State Council of Educational Research and Training (SCERT) to identify the common cases that children present with in school such as hyperactivity, disobedience, depression, anxiety, violent behaviour, cutting etc. State level psychiatrists from prestigious institutions such as Trivandrum Medical College then gave insights into the underlying pathology to predict the prognosis and help chart out treatment plans. The teachers' module and the parents' module were thus developed collaboratively with the Department of Education. District Institute of Education and Training (DIET) members are also part of ORC and undergo the regular ORC training so as to be able to guide and monitor ORC activities in schools.

Key achievements



Challenges

- The ORC programme has been running parallel to the school curriculum. For its institutionalisation, integration of ORC curriculum into the curriculum of the Department of Education is critical. This will ensure greater teacher buy-in as well
- Cultural issues, including language and other social sensitivities arise when the programme is implemented in tribal areas
- Resistance from parents to recognise issues in their children because of social stigma
- Resistance from police force to accept that care and protection of children is part of their work profile (and that it complements prevention and detection of crime)
- Sensitisation of teachers about mental, behavioural and emotional health issues is critical as many biases and misconceptions prevail in this area.

Key outcomes

- The ORC programme has enhanced a cooperative attitude within schools in managing and resolving problems faced by children and has encouraged positive engagement of non-ORC teachers
- ORC resource persons also felt that their involvement in the programme has enhanced their own acceptance in school
- ORC has influenced positive emotional, behavioural and social changes among children
- Parenting sessions have helped parents better understand their own children and raised their awareness of the issues and problems that children and adolescents face.

Recommendations

The following recommendations were proposed in a rapid participatory assessment of the ORC programme in October 2017:

- Review whether SMART – 40 camps can be expanded to 5-day residential camps
- Keeping low unit costs, consider increasing the number of beneficiaries by engaging SMART – 40 children at different levels of participating schools (HS, HSS, VHSC)
- Ensure regular follow up by ORC core teams for SMART – 40 activities during each academic year to ensure sufficient reinforcement of the desired change
- Consider merits of introducing ancillary modules in SMART – 40 camps to increase knowledge on a variety of vocational trainings and strengthen decisionmaking skills on the various avenues before children, without sacrificing the overall programme objectives
- Review and improve effectiveness of tools utilised to effect social change through the programme
- Find resources to do a full-scale impact evaluation of the programme (using control schools) after two full years of functioning to better understand the outcomes and impact
- Undertake a rapid assessment of the gender disparity in participation to understand whether such a disparity is justifiable
- ORC district teams should devise a strategy to support ORC core teams in schools to be more proactive in garnering support from other relevant stakeholders within the school and increasing ownership of parents in managing ORC and in organising related activities.

Testimonials



ORC is a state project and funded by the state Department for the protection and mental health of students, mainly coastal area, tribal area and other students in 323 schools. The project motivated children through their teachers and they selected SMART – 40 children, organized camps and teachers mentored them to improve their capacities and skills and help manage psychological problems of students. The ORC project is a transmission point for children who are attending SMART – 40 and gives the way forward to them, the future generation. The Department is planning to enhance or scale the project to some other areas and other schools with the support of Health, Education and also LSG Departments in our state.



Sheeba George
Indian Administrative Service (IAS)
Director, DWCD



ORC is an integral component of ICPS in Kerala. Through ORC, we are aiming at preempting children from unhealthy deviancies and emotional crisis through scientific approaches. Over the years, ORC has developed as a platform that ensures collective responsibility of parents, teachers and society towards our children.



KK Shailaja Teacher
Minister for Health, Social Justice &
Women & Child Development.

THE SPC EXPERIENCE

Reach of SPC

14
districts (all)

703
schools

59,672
cadets currently being trained

1 lakh

SPC cadets trained so far

1,300

trained teachers

3,000

police officers

More than **3,000**

schools on the waitlist



Genesis

Policing in India while considered essential for public safety is also viewed to be in varying degrees hostile and violent. An awareness of this broad and tangible social view and a recognition of the need to reach out to communities and society at large to instil a positive and collaborative nature in policing underpin the genesis of the Student Police Cadet (SPC) programme. In 2008, the Kerala Police envisaged a student-police initiative with the support of the Minister of Home Affairs and Tourism and the Director General of Police (DGP). The SPC programme led by the IGP (Admin) was piloted in two schools in Ernakulam district and one school in Alappuzha district and was assessed to be effective in all three pilot locations.

In 2010, the Kerala School Kalolsavam (School Arts Festival) was held in Calicut city. Considered one of the largest gatherings of adolescents in Asia, the event saw almost 10 lakh participants and its crowd control and security was entirely managed by SPC cadets which caught the attention of the media and people's representatives.



Cadets were very disciplined about the responsibilities assigned to them during the Kalolsavam. They were not swayed by anyone and we began calling them 'Kutty Police' (child police). After the event, the Student Police Cadet programme was taken up at the next level.



Pradeep Kumar N, Sub Inspector
Assistant District Nodal Officer (ADNO), Kozhikode district

The programme was assessed by a high-level government committee led by the Additional Chief Secretary of the Government of Kerala and the then State Police Chief and passed for implementation at the state level. The blueprint for the programme was developed by the IGP (Admin) and it was formally launched in 100 schools across the state by the then Chief Minister in 2010. At the outset, the programme was run in 127 schools and later expanded to 645 schools with around 52,000 cadets in training as of 2019.

Vision and objectives

The motto of the SPC programme is “We learn to serve” and its long-term vision is “a law abiding, responsible, capable and inclusive India”.

Its stated objectives are:

- Creating change leaders who act as change agents in their family, school and society
- Moulding a young generation of law abiding citizens
- Inculcating in cadets, the habit of practising civic sense from an early age
- Developing POLICE (Positive, Open, Large-hearted, Inclusive, Capable and Effective) content in each cadet
- Developing and strengthening the Physical Quotient (PQ), Emotional Quotient (EQ), Intelligence Quotient (IQ), Social Quotient (SQ) and Skill Quotient (SQ) of all cadets
- Preventing deviant behaviour such as substance misuse, criminal activities, sexual abuse, extremism and radicalisation among children
- Promoting safe and effective use of Information and Communication Technology (ICT) among children
- Moulding a generation which places India first in their words, deeds and thoughts.



***“The Student Police Cadet programme is a unique one which originated in Kerala and has now been rolled out in all states. The cadets are going to shoulder the responsibility of nation building as responsible citizens. We have innovated a large number of activities varying from anti-drug campaigns to environmental conservation.*”**



Loknath Behera, IPS
DGP and State Police Chief
Kerala





Eligibility criteria for SPC cadets

SPC cadets are selected at the school level from among children studying in grades 8 (junior cadets) and 11 (senior cadets). The programme runs for two years per batch and cadets qualify after giving written and physical examinations and with the consent of their guardians. An SPC batch consists of 44 cadets in each year (22 girls and 22 boys) and Platoon Commanders (girl and boy). Cadets are eligible for a 5% grace mark on their written school examinations.

Structure, stakeholders and responsibilities

The SPC programme is structured in a manner similar to a police training programme – parade, physical training, legal knowledge etc. At the school level, SPC activities are held on Wednesdays after regular school hours (3:00 – 4:30 PM) and Saturdays (7:00 AM – 1:00 PM) during regular school days apart from summer camps and other activities. A female teacher and male teacher in the school act as the Community Police Officer and Assistant Community Police Officer with the title of Honorary Sub Inspector and hold the overall responsibility of conducting the SPC programme in the school. The Head Master is the supervisor of SPC activities. A male and female police officer are appointed as Drill Instructors for the school to conduct drills and parades. In addition, the overall responsibility of the programme in the area is held by a police officer ranked at Station House Officer (SHO) level.

Organogram of SPC

State level structure and functionalities

A State Level Advisory Board chaired by the Chief Minister with ministers of Home, Education, Transport, Excise, Motor Vehicle, Forest and LSG Departments and the administrative heads as members guides the SPC programme and makes policy decisions.

The State Level Advisory Committee (SLAC) oversees implementation of the programme. The members are:

Chairman – Director General of Police and State Police Chief

Convener – Secretary, General Education Department

Members – Director of Public Instruction (DPI), directors of Higher Secondary Education (HSE) and VHSE, heads of departments of Forest, Excise, Fire and Rescue Services, Motor Vehicles, LSG, Secretary, Sports Council, NSS State Liaison Officer [Directorate of Higher Secondary Education (DHSE)] and NSS State Coordinator (VHSE)

An SPC Directorate cum Training Academy undertakes SPC related administration, coordination and monitoring, develops the curricula and annual state action plan and organises orientations and state level summer camps. It is led by the State Nodal Officer (SNO) who is supported by two additional SNOs.



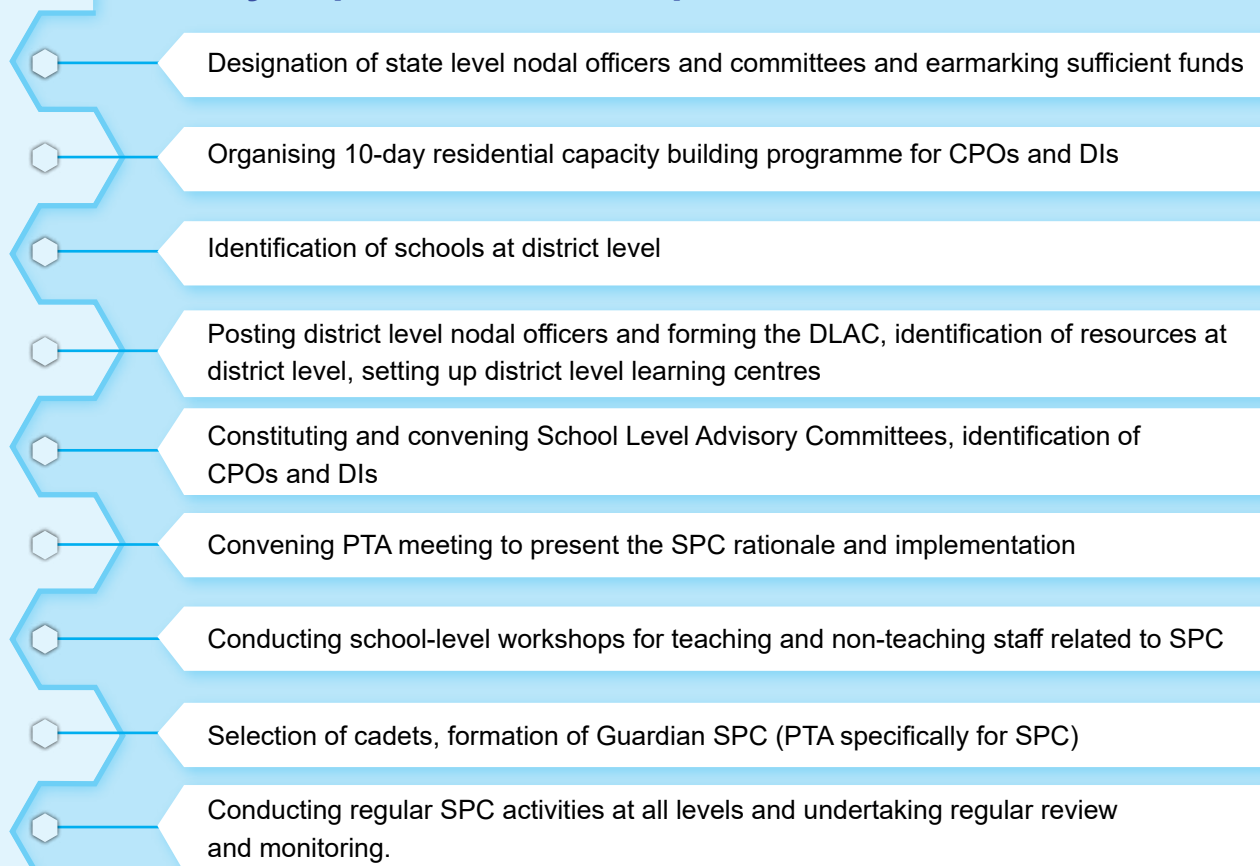
District level structure and functionalities

The District Level Advisory Committee (DLAC) is led by the District Collector (acts as the patron), District Police Chief (Chairman), with members including Deputy Directors under DPI, Regional Deputy Director (RDD) (HSE) and district level heads of departments included in the SLAC. A Deputy Superintendent level officer acts as the District Nodal Officer (DNO) and an Inspector/Sub-Inspector level officer acts as the Assistant Nodal Officer.

School level structure and functionalities

SPC activities at the school level are coordinated and implemented by the School Level Advisory Committee. The School Head is the Chairman and the members include the Police Student Liaison Officer (PSLO), SHO, PTA President, Staff Secretary, representatives of all concerned departments, Community Police Officers (CPOs), Drill Instructors (DIs), SITC/HITC, president of guardian SPC, a civil society representative and two representatives of the Leaders' Cadets.

Key implementation steps



Indoor training

covers the following topics:

1. Leadership and personality
2. Values
3. Communication
4. Health and hygiene
5. Family and society
6. Law and citizenship
7. Nature study
8. Traffic awareness
9. Disaster management
10. Media literacy

Key aspects

Training the cadets

The SPC training module has the following components: physical (outdoor) training, study (indoor) classes, interactions with eminent personalities, field visits, camps, community projects and practical training activities. An annual training calendar is developed which comprises of all these activities.

Indoor classes are imparted through a method called Drishyapadam or 'Visual Text' and each Drishyapadam session consists of experiential learning aspects such as audio-visual viewing of films and documentaries, interactive group discussions and public speaking etc.

Outdoor training sessions consist of parades, yoga, martial arts like Kalari, karate, games, cross country and road marches, athletics and physical exercises

Cadets **interact with eminent personalities** such as administrators, social activists, celebrities and also survivors of social issues etc. The sessions are meant to inspire the cadets and help them to identify role models.

Field visits are conducted to police stations, courthouses, jails, fire stations, historical and cultural sites, centres of science and technology, hospitals, juvenile homes, old age homes, media centres and administrative centres etc.

Three types of **camp**s are held for cadets including a) 3-day mini camps for junior and senior cadets during Onam, Christmas and summer vacations to build team spirit and promote personality development of the cadets b) 5-day residential annual district summer camp for senior SPCs c) 7-day residential annual state summer camp for selected senior cadets from across the state.

Community projects involve school-level coordination with officials from supporting departments and help in personal development, skill acquisition and effectiveness.

The **practical training** imparted in SPC consists of diverse activities in convergence with partnering departments including:

1. Project 'Legal Literacy' – State-wide programme supported by Kerala Legal Services Authority (KELSA) to promote legal awareness
2. Project 'SPC Against Addiction' (Ban Badness) – State-wide programme supported by Excise Department to raise awareness about substance misuse
3. Project 'Responsible Waste Management Kerala 2022' – State-wide initiative by the SPC programme supported by LSG Department through Kerala Suchitwa Mission to enable communities to manage their waste responsibly and sustainably
4. Project 'Shubhayatra' – State-wide programme supported by Kerala Road Safety Authority & Transport Department to develop SPC schools as Road Safety Resource Centres for communities
5. Project 'My Tree' – State-wide programme supported by Kerala Forest Department to raise awareness around environmental protection
6. Project 'Friends at Home' – Outreach programme by SPCs with guidance from Institute of Palliative Medicine to support differently abled and disadvantaged children through provision of books, toys and other resources
7. Project 'Total Health' – State-wide programme supported by Department of Health to create health awareness, inculcate healthy habits and promote healthy diets among school students
8. Project 'Digital Empowerment Campaign' – State-wide campaign led by IT Department to digitally empower all people living in Kerala between 35-50 years
9. 'Entrepreneurship Development Programme' – Supported by Kerala State Industrial Development Corporation (KSIDC) for developing entrepreneurship among cadets
10. Project 'CARE' – Supported by Social Justice Department and aims to facilitate counselling, awareness, rehabilitation and empowerment for parents of cadets



Our cadets have developed physical fitness, they are even able to do pushups. We organise visits to orphanages, leprosy hospitals and cancer wards and facilitate interactions of children with marginalised members of society. In this way, we build their mental and social quotients along with their physical health.



Ratheesh T, Drill Instructor
Ganapath HSS, Feroke
Kozhikode district



Increased community level activities

The cornerstone of the SPC programme is the active and assertive participation of cadets in school and community level activities. Cadets are able to participate in an all-round manner at the school level and are sensitised about community level issues and trained to contribute in their own ways to civic activities.



SPC is a great programme. It has helped our children immensely in building discipline and improving their behaviour. The changes are visible at the family level as well. Cadets have become more compassionate and caring. They engage in a lot of voluntary work – they helped out a lot during the 2018 floods and regularly visit orphanages and hospitals to provide food and spend time with less privileged members of society.



Biji, Mother of SPC Cadet, Ganapath HSS
Feroke, Kozhikode district

SPC was a stage for me to realise my potential. The number of opportunities and exposure I received during my two years in SPC would not have been possible elsewhere. We also helped out during the 2018 floods. We were thus able to contribute meaningfully to society because of SPC. I became more aware of the fact that I am a social being and have a role to play in society.



Ardra, Student in Grade 11
MVHS Ariyalloor, Malappuram district

Leveraging of funds

The SPC programme is funded through an annual allocation from the state plan fund. The other funding sources include:

- Home Department
- Institute of Management in Government, Thiruvananthapuram
- Department of Education
- State Institute of Educational Management and Training (SIEMAT)
- SCERT
- Local Self Government (LSG) Department
- Transport Department
- Kerala Forests and Wildlife Department
- Department of Social Justice
- Department of Health
- Department of Excise
- Information and Public Relations Department
- Information Technology (IT) Department
- Members of Parliament Local Area Development Scheme (MPLADS) funds and Members of Legislative Assembly Local Area Development Scheme (MLALADS) funds
- Corporate Social Responsibility (CSR) funds
- Civil society representatives

Gender and social inclusion

The SPC batches are gender balanced and so is the training staff, thus ensuring that both adolescent girls and boys are able to access the benefits of the programme. The programme also consciously includes children from socio-economically weak families, coastal areas and tribal areas and selection is not done based on an entrance examination. Through programme activities, adolescents are able to improve their gender relations and thus contribute at individual levels to gender equity.

Confident SPC cadets

The Cholanaickan tribe is one of the oldest hunter-gatherer tribes in India. The tribe members live in caves in the deep forest of Nilambur in Malappuram district. Children from the tribe attend the IGMMR school in Nilambur and live precarious lives between their way of life and “modernity” as we know it. Cholanaickan children who became SPC cadets related that they enjoyed their experience. Vishnu a young SPC alumna said “I used to look down at the ground when I spoke to my teachers. After joining SPC, I developed the courage and self-confidence to look at them in the face. I also became confident to speak in front of a gathering. The feeling I get when I wear the khaki uniform and speak from the dais is indescribable.”



Sensitisation of police

The SPC programme has had a positive impact on policing as police officers are trained to mentor cadets and act as role models. The engagement between police officers and community members has also increased with a synergistic effect on the attitude of all stakeholders. The ‘image’ of the police has improved and they are broadly perceived as more approachable and willing to collaborate and engage than before the SPC programme.



Participation of girls is outstanding. Initially we were concerned about this. But girls and lady teachers both participate enthusiastically in full uniform. Girls are more active than boys. Not only that, there is a positive change in terms of adolescents' behaviour. We help them realise their potential and they are role models for other children.



Umesh, SI, PSLO
Kozhikode district

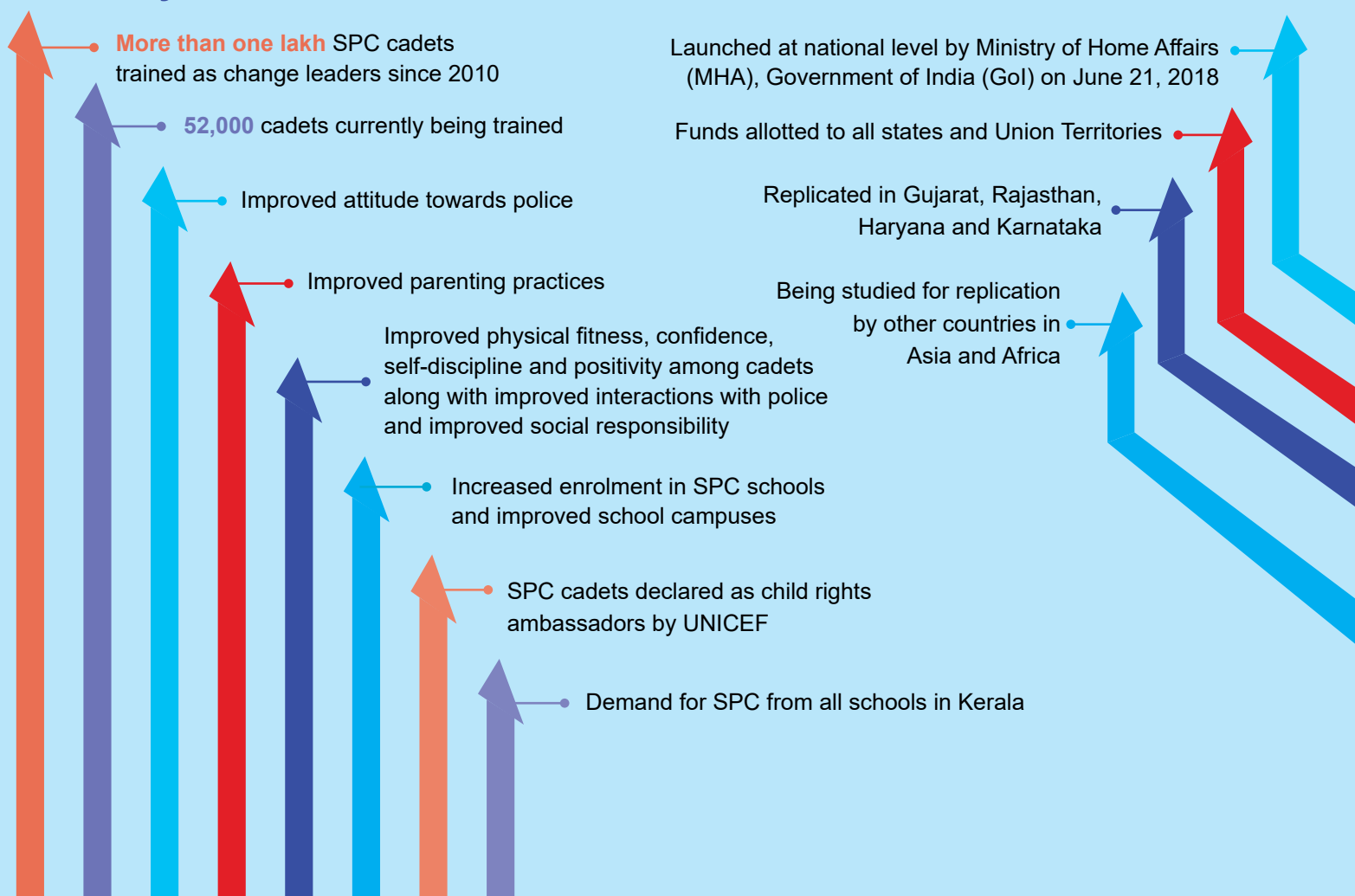


SPC has brought about a change in all of us, including police officers, children, their parents and teachers. Whenever SPC cadets meet me, they always greet me with love and respect and we have a great bonding and camaraderie.



EK Mohanan
Retired Sub-Inspector
Ex ADNO, Kozhikode district

Key achievements



Challenges

- Universal funding for all schools running the SPC programme. While funds are available, delays or other barriers have been reported in some instances
- There is a shortage of dedicated manpower and currently police officers and teachers carry out their SPC responsibilities in addition with their regular work profile.

Key outcomes

The SPC programme has been evaluated by multiple entities including the Perspective Planning Division, State Planning Board, Government of Kerala, KPMG and SCERT. The 2016 evaluation of the programme by the State Planning Board brought forward that **more than 90%** of cadets felt that they had improved substantially in their levels of discipline, punctuality, confidence, self-respect, sense of responsibility, efficiency and inter-personal relationships. The 2015 KPMG* study showed that the SPC programme had the following impacts on stakeholders:

*KPMG. Mar 2015. Impact Study of Student Police Cadet Project.



Students

- Improved physical fitness, physical and mental endurance
- Free interaction with police and better understanding of roles and functions of police
- Positive attitude and readiness to help others
- Improved academic performance and better participation in extra-curricular activities
- Willingness to abide by the law and motivate others to do the same.



Parents and teachers

- Willingness to change and abide by the law upon children's recommendation
- Appreciation of behaviour change and responsible behaviours among their children
- Increased interest and knowledge in better and effective parenting
- Change in impression towards police
- Increased awareness of problems of adolescents.



School

- School premises and their surroundings made tobacco-free, plastic-free and gardens created
- Traffic and congestion around school premises reduced
- Improved organising of school level activities and improved academic performance of students.



Police

- Motivation to act as role models for community members
- Opportunities to improve image in eyes of adolescents and community members
- Increased flow of information about antisocial activities.

Recommendations

A high-level committee chaired by Dr. KM Abraham, IAS, Additional Chief Secretary (Higher Education and Social Justice Departments) formulated an action plan for the Government of Kerala to enhance the effectiveness of the SPC programme. The key recommendations of the Abraham Committee are:

- Designation of police officers in key posts such as Director and creation and deputation of posts of Deputy Director (Administration & Indoor) and Deputy Director (Operations & Outdoor). 19 posts of ADNO (one per Police District) in the rank of SI of Police to be created and filled by Police Department officials on deputation. Creation of 198 CPO/Senior CPO posts to serve as Drill Instructors, i.e., one each per Police Circle, for the purpose of field-level SPC programme implementation
- A total of 650 suitable teachers may be identified and utilised exclusively for enhancing effectiveness of the SPC programme in existing 325 SPC schools. Necessary training will be imparted to such teachers to function as CPOs. This strength of protected teachers for the SPC programme may be increased as required during future expansion of SPC to additional schools
- Recommendations for all state-level appointments to SPC Directorate will be made by a State Screening Committee comprising Home Secretary, Education Secretary, State Police Chief and Director, SPC. Within each district, a Screening Committee comprising District Collector,

District Police Chief, DDE and DNO as member-secretary will be responsible for evaluation of district-level officials for the SPC programme. The list of eligible officials will be forwarded to the District Advisory Committee by the District Screening Committee

- Establishment of a full-fledged SPC Training Academy for the SPC programme at Government Girls' High School, Chalai in Thiruvananthapuram. Necessary steps may be taken to pursue the proposal for funding submitted to Finance Commission Award
- In order to regularise, strengthen and streamline SPC, an appropriate SPC Act needs to be formulated and legislated
- Establishment of a corpus fund to receive CSR funds as appropriate from willing corporate organizations. The Committee further recommends to Government to address the Ministry of Corporate Affairs, Government of India to include the SPC project as eligible for CSR funding
- Expansion of SPC project to all Model Residential Schools and tribal schools in the state under the Department of SC/ST Development
- August 2 each year be celebrated as SPC Flag Day, during which school-level SPC units may raise funds for in-school project activities by distributing SPC flags within the community
- Necessary steps should be taken to implement the SPC project in as many schools as possible in communally sensitive and socially disadvantaged areas.

Testimonials



I am delighted to address and interact with the Student Police Cadets. India needs disciplined societies. Disciplined societies lead to societal tolerance, societal peace, societal commitment to green homes and above all a happy family. My best wishes to all Student Police Cadets participating in this programme for success in your mission to be a responsible citizen and partnering with the Kerala Police for making Kerala safer, peaceful and the better state to live.



Dr. APJ Abdul Kalam, Ex-President of India, 2012



Kerala is the frontrunner in introducing various innovative initiatives aimed at the welfare of its people, especially those in need of care and protection. Some of these initiatives were later scaled-up nationally and internationally. Student Police Cadet (SPC) programme is one such programme that was born in Kerala. It is now being rolled out in all states and union territories of our country.



Pinarayi Vijayan, Hon'ble Chief Minister of Kerala

Visited Thiruvananthapuram and participated in a conclave on community policing. The idea of community policing is very close to my heart. I believe that the efficacy of any police force lies in its relationship and engagement with the local community.

The MHA is planning to institutionalise community policing into the police system. It will bridge the trust deficit between police and public. I was impressed by the progress made by 'Student Police Cadet Programme' launched by the Kerala government. MHA will take up the 'Student Police Cadet Programme' at the national level. It will bring the youth closer to our policing system.

Rajnath Singh, Hon'ble Defence Minister of India



The cadets imbibe civic sense, a feeling of equality, secular outlook, inquisitiveness, leadership qualities and spirit of adventure through the proposed training. SPCs combine the discipline of NCC with the spirit of social service of NSS.

VS Achuthanandan, Former Chief Minister of Kerala



SPCs are students trained to lead the India of the future. The SPC programme seeks to evolve a mechanism designed to strengthen and heal the society, protecting its degeneration into chaos and anarchy. As SPCs, your aim is to work for the good of human society.

K Jayakumar, IAS, Former Chief Secretary of Kerala



The SPC programme has been implemented and sustained in a coordinated manner and is unaffected by the predecessor-successor syndrome. We need to develop many leaders for the programme and overcome the challenges.

P Vijayan, IPS, IGP (Admin), Kerala State Police



SPC is one of the most internationally acclaimed programmes that is being run by the Kerala Police. Students are put into association with police officers whereby they develop their characters and become better citizens. The programme has earned a lot of goodwill for the police department not only in the state but throughout the country as well.

Manoj Abraham, IPS, Additional Director General of Police (ADGP)
Kerala State Police



THE HOPE EXPERIENCE

Genesis



What will be the mental condition of a child who fails in the SSLC exam? The approach and attitude of the child's family and friends will likely not be very encouraging. These children are the most vulnerable and there is every chance that they will be enticed by anti-social elements like drug peddlers and criminals etc. The question for us was how to prevent this and enhance their dignity. This world is not meant only for those who succeed in everything, this world is meant for those who are unable to succeed as well. Just failing in one examination is not what life is all about. If we can give a helping hand at the right time to those who fail, they may succeed with flying colours.



P Vijayan, IPS, IGP (Admin)
Kerala State Police

The Hope project is a police and civil society initiative that has grown organically in Kerala since 2017. The project assists children who have been unable to pass their Secondary School Leaving Certificate (SSLC) examinations so that they can pass the examination in their re-attempt. It is a direct example of social inclusion and demonstrates strong social responsibility towards every child along the spectrum of education, including those who come from marginalised backgrounds or face learning issues. In Kerala, on an average around 96-98% children clear their SSLC examinations. While this is praiseworthy, the children in the 2% who have not passed are usually neglected leading to emotional trauma, depression and suicidal tendencies. The likelihood of these children falling prey to crime and deviant behaviour is also very high.

In congruence with child protection initiatives like ORC and SPC, Hope was piloted by the Kerala Police in 2017 in five districts of Kochi, Ernakulam Rural, Kottayam, Idukki and Alleppey. The project evolved organically and has been a participatory effort with the police taking initiative in some areas like Ernakulam Rural and Aluva and civil society members in others like Calicut city. The project has been anchored by the IGP (Admin) and its success lies in the fact that a majority of the children supported through Hope have cleared their SSLC examinations.



Key implementation steps

Formation of local Hope units or committees, either by groups of credible individuals, government projects working for the care and protection of children or NGOs

Brainstorming and collaborative meetings to orient the local group on the vision and objectives of the Hope project in the area with participation of Hope team members, education officials, representatives from police and local school authorities

Outlining a plan to prepare a list of children who have dropped out from schools and those who have failed SSLC/+2 examinations

Home visits by team members for convincing children and parents about the importance of learning and acquiring skills, and the objectives of the Hope project. A Hope proforma is also filled up by the visiting team, for assessing their present situation and identifying the reasons of their current status. Parents and children are invited to a one-day workshop to orient them about the various aspects of the Hope programme

Three-day training for Hope volunteers on conducting classes and mentoring children enrolled in Hope

One-day workshop for parents and children to orient them about the various aspects of the Hope programme.

Key aspects

Collaboration between police and civil society

The Hope project has seen a collaborative interaction between police and civil society and strengthened the rapport between the two. Wherever civil society has felt the need or taken the initiative to start Hope centres, the police has always provided support and cooperation to make it a success. This method of working has been crucial to the success of the Hope pilots around Kerala. Community members have shown an exemplary volunteer spirit and also contributed in cash and kind to the Hope efforts and made available venues for Hope centres, donated textbooks and learning materials, mentored children and taught them as well.

The Nanma Centre in Calicut city

The Nanma Centre is a Hope learning centre in Calicut city that was set up by the Calicut Hope committee. In the centre, children are taught basic reading, writing and arithmetic skills. They are also given life skills training to equip them to move forward in life. Vocational training is also imparted to the children. The centre has a full time coordinator who is an ex SPC cadet from the first SPC batch in the city. He regularly keeps in touch with the Hope students to ensure that they attend the Hope learning sessions. The coordinator speaks to the parents of children and maintains a record of the children, prepares weekly reports and regularly reports to the IGP (Admin).

The Hope committee is divided into three groups – a mentors' group, a teachers' group and a volunteers' group and every member takes up individual responsibilities in an equitable manner.



Development of dedicated curriculum

A dedicated training manual and guidelines on conducting Hope are being developed using the experience of the Hope pilots that have been undertaken over the past two years. This resource kit will codify the learnings from the pilots and document best practices so that the Hope project can be replicated in other parts of Kerala and in other states.

Adolescents equipped with all-round skills

Adolescent empowerment is the highlight of the Hope project. Adolescents are taught life skills along with academic learning and across the Hope pilots, their improved outlook towards life and the real 'hope' that has been created in them are the resounding success of the project.



The children enrolled in Hope are completely changed people. They used to skip classes and roam around outside. Now they come to class and do not create any disturbance. We do not allow them to use their phones in class too and they are able to engage better in class without their phones.



Radhakrishnan, ASI, Kozhikode district



My town, Maradu is a coastal area with high poverty and illiteracy levels. I know most of the children. In Hope, I had to start by teaching them basic symbols and letters. A student of mine, Habeeb called me last week to thank me for giving him Hope to pass. He said that usually people only pay attention to children who pass their examinations and do not bother about those who failed.




Brinsha, Hope Teacher, Kozhikode district



If every child is given proper mentoring and coaching by us or civil society, then it will be great. Project Hope has been very successful because more than 80% of children whom we taught have cleared their SSLC exams. I can say that this will be the next Super 30. I must thank UNICEF for taking so much interest in the activities of Kerala Police.



Loknath Behera, IPS, DGP and State Police Chief, Kerala



The complementary initiatives of ORC, SPC and Hope cover a broad range of child protection issues - from mental health services and personality development in ORC to leadership building and civic engagement in SPC to remedial education and life skills sessions in Hope. Adolescent health and development are improving and they are able to give voice to their perspectives and concerns and also contribute positively in their communities. The commitment of citizens, teachers, departments and the police towards the cause of adolescent empowerment in Kerala is steadily increasing and the initiatives have been scaled up gradually with replication in many states.



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