

**Child Protection
District Need Assessment Study (DNA)**

&

**District Child Protection Plan,
Leh District, Jammu & Kashmir**

A Collaboration between UNICEF, Leh Nutrition Project & **Leher**

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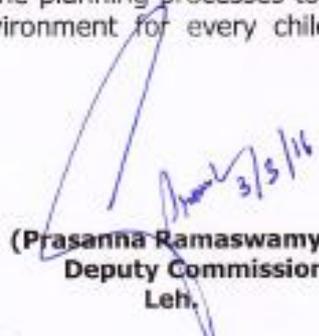
FOREWORD

The Integrated Child Protection Scheme (ICPS), the flagship scheme of the Government of India, for the protection of children, speaks of creating a protective environment for children. The Ministry of Women and Child Development is implementing this scheme. The Scheme is being implemented across the country, including Jammu & Kashmir. The Government of Jammu & Kashmir has signed the MoU with the Ministry of Women and Child Development for implementation of ICPS in the State. To monitor the implementation of the scheme district/block and village child protection committees and other committees shall be formed. Every stakeholder has a significant role to play which I hope each of us would be committed to.

To strengthen and augment efforts of the government towards the safety and protection of children in the state, UNICEF has entered into an MoU with the state government, committing to work across one district each in three regions, which divide the state geographically i.e., Leh in Ladakh, Budgam in Kashmir, Rajouri in Jammu. The first tasks in the MoU being to conduct a District Need Assessment study to understand the child protection issues & to develop a child protection plan as part of preparing the ground for implementation of the ICPS in the district.

I am extremely happy to share that UNICEF in collaboration with Leh Nutrition Project and with Leher as its technical partners has conducted a District Need Assessment study & is developing a CP plan for the district. The study used participative research methodology and was conducted across 18 select villages in Khaltse & Nubra education zones. This wouldn't have been possible without UNICEF's facilitation of the entire process, the hard work & commitment of LNP and Leher and the active participation of children, community members, village/block and district level officials in the process of data collection.

I hope this assessment that provides an understanding to the child protection issues in the district, the sensitivity of the community towards these issues and the status of existent child protection mechanisms etc. that would aid in strategizing the planning processes to address issues of child protection and ensuring a protective environment for every child in the district.


(Prasanna Ramaswamy G, IAS)
Deputy Commissioner,
Leh.



(Since 1978)

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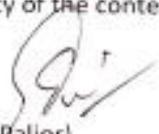
PREFACE

As a precursor to the implementation the Integrated Child Protection Scheme (ICPS) in the district of Leh, I take pride in sharing that in collaboration with UNICEF and with Leher as our technical partners we have conducted a child protection district need assessment study across 2 sample education zones in Leh district.

This is a qualitative study where participative research methodology was used to gather inputs from the children, community members, village level duty bearers, block & district level officials. The study has attempted to understand the prevalent issues faced by children; sensitivity of the community towards these issues; sensitivity and responsiveness of duty bearers on child related issues; the availability and accessibility to social protection facilities and child protection systems etc. On the basis of this study and understanding of the current situation with regard to child protection in the district a district child protection plan has been developed.

The task in front of us is to make every space in the district a child friendly one for our children. This must now become an urgent agenda of the next decade.

I take this opportunity to thank UNICEF for giving us this opportunity to conduct the DNA & DCPD in the district of Leh, Jammu & Kashmir. We are grateful to Mr. Prasanna Ramaswamy G, IAS, Deputy Commissioner, Leh for his keen interest in the process and Mr. Swagat Biswas, IAS, former Deputy Commissioner, Leh for his continued encouragement through this process. I thank the Department of Education, Health, Social Welfare, Labour, Police, ICDS, Rural Development, who lent their support and cooperation to this initiative. In particular I would like to thank the Leher team that played a hand-on role in bringing the project to completion. I would also like to specially acknowledge the earnest efforts of Mr. Chotak Gyatso for managing the entire process and the commitment and dedication of the data collection team- Mr. Nazir Ahmed, Ms. Jigmet Choskey, Ms. Yangchan Dolkar, Mr. Tsering Tundup in maintaining the integrity of the content.


(Eshey Paljor)
Executive Director
Leh Nutrition Project

ACKNOWLEDGEMENTS

This report is an earnest portrayal of invaluable guidance and contributions of several individuals.

Leher expresses gratitude to UNICEF, India for giving us the opportunity to conduct the District Need Assessment (DNA) in the district of Leh, in Jammu & Kashmir. We are grateful to Mrs. Vandhana Kandhari, Child Protection Specialist, UNICEF, for her continued encouragement through this project. We would also like to thank Mr. Hilal Bhat, Consultant, UNICEF, for his support and advice through the period of the study.

Leher is grateful to Mr. Prasanna Ramaswamy G, IAS, Deputy Commissioner, Leh, and Mr. Swagat Biswas, IAS, former Deputy Commissioner, Leh, for their support, guidance and keen interest in the issue of child protection. The data furnished by the departments of social welfare, health, labour, education and police across the blocks, have added depth to the report. Leher also thanks the BDOs, CDPOs, ZEOs and SHOs of Khalstey and Nubra for participating in the interviews.

We sincerely thank Mr. Eshey Paljor, Director, Leh Nutrition Project, who lent support in facilitating this process and in identifying the data collection team.

This study would not have been possible without the commitment and hard work of our District Coordinator, Mr. Chotak Gyatso, from the very beginning. Leher extends its gratitude to the dedicated data collection team Mr. Nazir Ahmed, Ms. Jigmat Choskey, Ms. Donker, Ms. Tartan Dolkar, Ms. Urgian Chondol and Mr. Tsering Tundup for their efforts in recording every voice and story which made the study more meaningful.

Leher wishes to thank all respondents and duty bearers who contributed to the discussions and interviews, their contribution has added valuable insights in the study

It is hoped that this report would be used as the basis for planning, implementing and review of child protection programs and services in the district.

Yours sincerely,

Kajol Menon and Nicole Menezes
Directors, Leher

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1. ABBREVIATIONS

AG	Adult community group
AWW	Anganwadi worker
BCPC	Block Level Child Protection Committee
BDO	Block Development Officer
BEO	Block Education Officer
CDPO	Child Development Project Officer
CG	Childrens group
CWC	Child Welfare Committee
DCPO	District Child Protection Officer
DCPU	District Child Protection Unit
DNA	District Need Assessment
DPO	District Programme Officer
DSWO	District Social Welfare Officer
FGD	Focused Group Discussion
ICDS	Integrated Child Development Scheme
ICPS	Integrated Child Protection Scheme
IDI	In-Depth Interview
J&K	Jammu and Kashmir
JJA	The Juvenile Justice (Care and Protection of Children) Act, 2000
JJB	Juvenile Justice Board
MDM	Mid Day Meal
MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act
MWCD	Ministry of Women and Child Development
NFHS	National Family Health Survey
POCSO	Protection of Children from Sexual Offences, 2012
SJPU	Special Juvenile Police Unit
TSWO	Tehsil Social Welfare Officer
VCPC	Village Level Child Protection Committee
VEC	Village Education Committee

2. INTRODUCTION

About Jammu and Kashmir

The State of J&K has a unique identity owing to its composite culture and a distinct political and constitutional history. The preservation of its uniqueness has led to the inclusion of Article 370 in the Constitution of India to safeguard the internal autonomy of the state of J&K.¹ Article 370 stipulates that the other articles of the Constitution that give powers to the Central Government would be applied to J&K only with the concurrence of the State's constituent assembly. Article 370 empowers the state of Jammu and Kashmir to make the laws for state and to decide which of the Indian laws should be applicable in the state²

Born from the partition of India in 1947, a conflict in the State of J&K continues even today, involving two of its neighbouring countries, Pakistan and China, who are in dispute over the territory. The conflict is set against the backdrop of the Himalayan mountains and valleys and involves an amalgamation of languages, religions and ethnicities: notably Kashmiris, Dards, Ladakhis, Dogras, Hanjis, Gujjars and Bakarwals. The dispute over the region has continued for more than six decades, and has deep impact on the lives of the people. Since the beginning of insurgency in the state in 1989, a number deaths and disappearances have been reported from the state. Generations of children have grown in the restrictive environment which prevails. People in J&K live alongside a huge military presence within the state, and along the borders. Though there have been numerous ceasefire agreements and peace building measures with the neighbouring countries, the calm is frequently punctuated.³ It is within this context that child protection discussions are taking place and moving forward in the State of J&K.

The Juvenile Justice (Care and Protection) Act 2013, and the Child Labour Prohibition Act 1987, forms the key legislation for the protection and safety of children in the state of J&K. The state government of J&K is committed to the care and protection of children and has initiated work towards the implementation of the Integrated Child Protection Scheme in the state (ICPS). The ICPS will contribute significantly in creating a protective environment for children through the introduction of child protection services including CHILDLINE 1098, institutions and shelters for children in need of care and protection and children in conflict with law, strengthening of processes for rehabilitation of children in communities through child protection committees, as well as foster-care and sponsorship support and preserve families. ICPS also invests in capacity building initiatives as well as awareness generation on child protection at the state and district level.

UNICEF works actively in J&K in partnership with the state government. To strengthen and augment efforts of the government towards the safety and protection of children in the state, to promote child protection initiatives, build a body of knowledge, capacity build civil society and government, as well as to deepen engagements on child protection, UNICEF has entered into an MoU with the

¹ http://shodhganga.inflibnet.ac.in/bitstream/10603/32675/11/11_chapter%207.pdf

² <http://knowledgeofindia.com/article-370-and-laws-not-applicable-in-jammu-kashmir/>

³ <http://www.insightsonconflict.org/conflicts/kashmir/conflict-profile/>

state government of J&K, committing to work across one district each in three regions, which divide the state geographically i.e., Leh in Ladakh, Budgam in Kashmir, Rajouri in Jammu.

The district of Leh was selected for conducting the district child protection need assessment and developing a district child protection plan as part of preparing the ground for the implementation of ICPS in the Ladakh region.

About Ladakh

There are a number of factors which make the district of Leh vulnerable, leaving children susceptible to exploitation and neglect. Leh is the second largest district in the country after Kutch (Gujrat) with an area 45652 Sq. Km, characterized by a low density of population which is 3 persons per sq.km⁴ and rather poor transport connectivity to Leh, which happens to be the only town in the district. Being a border district, it is bound by Pakistan occupied Kashmir in the West and China in the North and Eastern part. As a result, certain parts of the district see a heavy militarization, which bring a different set of challenges to the local communities. Topographically, the whole of the district is mountainous with three parallel ranges of the Himalayas, the Zaskar, the Ladakh and the Karakoram. Between these ranges, the Shaylok, Indus and Zaskar rivers flow and most of the population lives in valleys of these rivers. The Himalayan mountain ranges and rivers make the district prone to natural disasters like earthquakes, floods and landslides. There is an increasing trend of employing children from rural poor families as domestic help in Leh town. Once within the four walls of the employers' house, these children are faced with different forms of exploitation.⁵ Further, the not yet fully implemented JJA 2013, and the absence of the ICPS mean that there are no mechanisms and services to respond to the protection needs of children.

About the DNA and DCPP

District acts as focal points where a number of programs and services for children converge. This district level baseline for child protection provides an insight into the issues which impact the safety and protection of children and presents issues as identified by children, community members, and duty bearers. It will help in understanding issues that concern children in the local communities and identifying available resources and mechanisms within the government service delivery system and communities, which can be entrusted with the responsibility of safeguarding children. ICPS will soon be implemented in Leh, as will the JJA 2013. The presence of community groups like women and youth *Tsongspa*, government residential schools, religious groups and educational institutes like *Gompas*, provide provide great opportunity for meaningful engagements on the protection of children and will be great supplements to the formal child protection system.

The study comprises a qualitative process for primary data collection at the village and block level and an exhaustive desk review of secondary data collected from various government sources. The data collected from the stakeholders assess people's attitude, perception and understanding of various child protection issues; availability of child protection structures and complaints mechanisms at the village level; and social protection schemes targeted at children and families. The study

⁴ Census 2011

⁵ http://www.childtrafficking.com/Docs/child_domestic_work_270407.pdf

synthesizes the findings, identifies and prioritizes issues and areas for action, which forms the basis for activities to be undertaken by the DCPU as part of child protection plan at the district and village level. The study elicits the support of the district administration, which makes a substantial contribution by providing insights into issues faced by children at the pre-study consultation; through the secondary data collection process; and finally discussion of the findings of the study and provision of insights for the development of a district child protection plan at the post-study consultation.

3. OVERVIEW

3.1. Background

J&K lies in the northern most part of India and is one of the largest states (222,236 sq kms)⁶ in India. Himachal Pradesh and Punjab to its south connects it with the southern plains of the rest of the country. J&K shares international borders with China to its north and east, and Pakistan to its south west and Afghanistan to its north. Since India and Pakistan gained their independence in 1947, Kashmir has been at the heart of a territorial dispute.⁷

The International Border (IB) that runs between India and Pakistan demarcates the Indian states and the four provinces of Pakistan. The border runs from the Line of



Control (LoC), which separates the Indian controlled Kashmir from Pakistan controlled Kashmir, in the north, to Wagah, which partitioned the Indian Punjab state and Punjab Province of Pakistan, in the east. The Aksai Chin region in the east, bordering Tibet, has been under Chinese control since 1962.⁸

The three regions that constitute J&K include the fertile Kashmir valley that is bounded by Pirpanjal range to the west and south and main Himalayan range to the east; the Jammu region home to several narrow valleys extending deep into the Himalayas, and Ladakh described as an arctic cold desert and characterized by high passes.⁹

The State is divided into two separate divisions: Kashmir & Jammu, with its summer and winter Capitals at Srinagar and Jammu respectively. It consists of 22 districts (10 in Kashmir Valley, 10 in Jammu Division and 02 in Ladakh region) The State is further sub-divided into 82 Tehsils and 143 Community Development Blocks. There are as many as 6652 villages and 68 urban areas besides seven urban agglomerations.¹⁰

⁶ Census 2011

⁷ <https://www.hrw.org/reports/1999/kashmir/back.htm>

⁸ https://en.wikipedia.org/wiki/Jammu_and_Kashmir

⁹ Situation Analysis Education and Child Protection in Jammu And Kashmir , A DESK REVIEW; UNICEF, June-July 2014

¹⁰ <http://dcmsme.gov.in/an29.pdf>

J&K is only state that was and continues to be accorded special autonomy under Article 370 of the Constitution of India. Under Article 370, other articles of Indian Constitution may be applied to J&K by the order of the President only in 'consultation' and 'concurrence' with the State Government. This different centre-state relation created owing to Article 370 has ensured a tenuous relation for years. The factors responsible for the same include Kashmir's status as disputed territory; lingering demands for a plebiscite to decide its final status; geographic and demographic separateness; a historical lack of democracy and press freedom, and changing political mobilisation during the 1970s and 1980s. J&K has been the cause of conflict between India and Pakistan. Three major wars between India and Pakistan have been fought over Kashmir territory, in 1947, 1965 and 1971, and a fourth war nearly took place in 1999 following Pakistan's invasion and attempted capture of Kargil. Since then, the conflict has brought immense suffering, resulting in numerous casualties, and insurgency and unrest.¹¹

The state has progressed rather slowly. Owing to insurgency, continued acts of terrorism & militancy, frequent curfews and shut-downs life is constantly brought to a stand-still, there are restrictions to common people's liberty due to constant presence and surveillance of armed forces, and people live in fear and uncertainty. In addition, the difficult topography and regional variations also pose a challenges to governance and service delivery. All if these factors do have an impact on the safety and protection of children and young people in the state of J&K.

3.2. Status of children in Jammu & Kashmir

J&K has a child population of 52,72,578 that is 42% of the total population comprising of 27,89,004 boys and 24,83,574 girls.¹² The sex ratio has dropped from 892 in 2001 to 2011 to 889¹³. As recorded in NFHS 3 (2005-06) about one-third of the population in J&K (32%) is under age 15; only 5 % is age 65 and over. 5% of the children under 18 years of age have experienced the death of one or both parents. 87% of children under 18 years of age live with both parents, 10% live with only one parent, and the remaining 3 % live with neither parent. 14% women between 20-24 years got married before the legal minimum age of 18 and 15% men between 25-29 years got married before the legal minimum age of 21. 4% women between 15-19 years have already begun childbearing. The infant mortality rate in J&K has been steadily decreasing. As per NFHS -3, infant mortality was estimated at 45 deaths before the age of one year per 1,000 live births, down from the NFHS-2 estimate of 65. However, more than 1 in 22 children still die within the first year of life, and 1 in 20 die before reaching age five. Girls in J&K face a higher mortality risk than boys in the age group 1-4 years. 67% of the children between 12-23 months in J&K are fully vaccinated against six major childhood illnesses: tuberculosis, diphtheria, pertussis, tetanus, polio, and measles. Only 5% have received no vaccinations at all. J&K ranks 6th among all the states in India in terms of the proportion of children age 12-23 months fully vaccinated. Among the 83% children under age six years who are in areas covered by an anganwadi centre, only about one-fifth (19%) receive services of some kind from a

¹¹ Situational Analysis Education & Child Protection in J&K, 2014, UNICEF, New Concept Information Systems

Sathe. S.P. (1990). Constitutional Obligations and Compulsions. Economic and Political Weekly, Vol. 25, No. 17, pp. 932-933.

Saxena, A. (2008). Reflections on Democratic Decentralisation in J & K. Economic and Political Weekly, Vol. 43, No. 9, pp. 21-23.

¹² http://www.censusindia.gov.in/2011census/Age_level_data/Age_level_data.html

¹³ <http://www.census2011.co.in/census/state/jammu+and+kashmir.html>

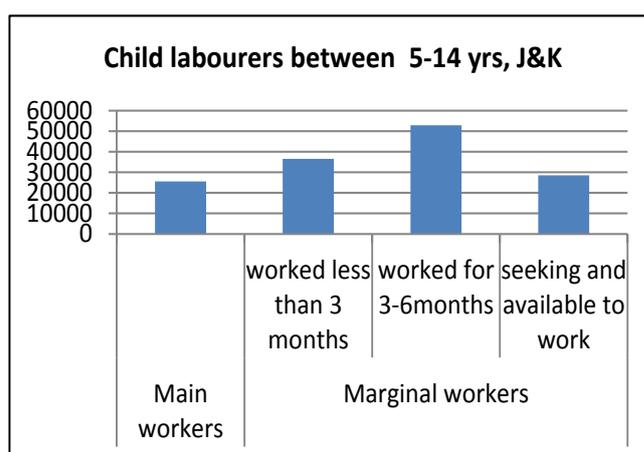
centre. The most common services children receive are supplementary food (17% of children under age six years), preschool (10% of children age 36-71 months) and immunization (8% of children under age six years). Less than 5% of children receive health check-ups and growth monitoring services at an anganwadi centre. The report also states that 35% of children under age five are stunted, or too short for their age, which indicates that they have been undernourished for some time. 15% are wasted, or too thin for their height, which may result from inadequate recent food intake or a recent illness. 26% are underweight, which takes into account both chronic and acute undernutrition. With regard to education NFHS-3 records that 89% of primary-school age children (6-10 years) attend school (92% in urban areas and 88% in rural areas). School attendance drops to 86% for children age 11-14 years and is only 53% for children age 15-17 years. School attendance is higher in urban than in rural areas, and this disparity by residence increases with children's age. In J&K, there is no gender disparity in school attendance in the age group 6-10 years; however, at older ages, girls are less likely than boys to be attending school. Nonetheless, it is notable that in urban areas alone, in both the 6-10 and 11-14 year age groups, more girls than boys attend school. It is only in the age group 15-17 that the proportion attending school among girls is much lower than among boys in both urban and rural areas¹⁴. More recent data shows that while there has been a decadal growth of 13.45% since 2001 in the literacy rate, J&K ranks 30th amongst other Indian states with a literacy rate of 67.16%.¹⁵

According to official figures released in J&K assembly, there were 34,000 disappearance cases and the conflict has left more than 47,000 people dead which also includes 7000 police personnel as of July 2009¹⁶. Insurgency, continued acts of terrorism and militancy has taken a huge toll on the lives of children in particular. They especially become vulnerable to physical injuries, abuse, rape, neglect, being kidnapped, being trafficked for labour, sexual purposes, emotionally and mentally disturbed etc. The number of children engaged in work below age 14 itself is 1,43,460 and this number just multiplies above 15 yrs¹⁷

Table 1- Nature of crime against children in J&K

Nature of crime against children in J&K	Incidence
Victims of Kidnapping & Abduction (0-18yrs)	23
Abetment to Suicide (Sec 305 IPC)	0
Buying of girls for prostitution (Sec 373 IPC)	0
Exposure and abandonment (Sec 317 IPC)	3
Foeticide (Sec 315, 316 IPC)	0
Murder (Sec 302 IPC)	11
Procuration of minor girl	1
Rape	25

Figure 1- Child Labourers between 5-14yrs, J&K



¹⁴ http://rchiips.org/nfhs/NFHS-3%20Data/Jammu%20&%20Kashmir_printed_version_for_websitepdf.pdf

¹⁵ <http://www.census2011.co.in/states.php>

¹⁶ [http://www.ijhssi.org/papers/v3\(11\)/H031101052055.pdf](http://www.ijhssi.org/papers/v3(11)/H031101052055.pdf)

¹⁷ Census 2011- B-1 Main workers, Marginal workers, Non-workers and those marginal workers, non-workers seeking/available for work classified by age and sex

3.3. Child Protection Structures in Jammu & Kashmir

All Central laws are not uniformly implemented owing to the special status accorded to the State of J&K comprising of 22 districts.

Till 2013 J&K was governed by JJA (J&K) 1997 which was based on JJ Act 1986. In 2013 J&K repealed the existing JJA 1997 and enacted the J&K (Care & Protection) Act 2013 which is similar to the national act excepting for the fact that the act excludes the provision on adoption. The only other central legislation that safeguards and protects the child and that is being implemented in J&K is the Child Labour Prohibition and Regulation Act, 1986. The slow implementation of these legislations and added application of the AFSPA which does not specifically differentiate between children and adults, adds to the vulnerability of children. Currently, the state has just begun implementation of its juvenile justice legislation. CWC, JJB and SJPU, Children's Home, Special Home, Shelter Homes are not yet established. Childline services are functional in only 4 districts (Jammu, Srinagar, Anantnag and Poonch) and are yet to expand to the other districts.

3.4. An overview and status of child protection in Leh



At an altitude of 11562 feet and covering an area of 45,110 km² Leh is the second largest district in the country. Often described as the cold desert it is surrounded by Tibet in the east, Kargil in the west, China in the north & Himachal Pradesh in the south. Owing to its strategic location (sharing international borders) large sections of the district have military presence. Topographical limitations have made sections of the district inaccessible and almost all year round harsh weather conditions has impacted the lives of the local people. As is

with the rest of J&K, the J&K (Care & Protection) Act 2013, and the Child Labour Prohibition and Regulation Act, are the two key legislations. Implementation of the 2 key laws for child protection are still at a very nascent stage in Leh.

3.4.1. Status of Child Protection Mechanisms in Leh - Mapping of Stakeholders

Mechanism/ Officer	Location	Status
Child Labour Task Force	District	Not formed
Child Welfare Committee (CWC)	District	Not formed
Juvenile Justice Board (JJB)	District	Not formed
Special Juvenile Police Unit (SJPU)	District	Formed but not fully functional
Children's Home for Boys	District	Not formed
Children's Home for Girls	District	Not formed
Observation Home	District	Not formed
Childline 1098	District	Not formed
District Legal Services Authority	District	Not formed
School Management Committee	Village	Formed & meets as stipulated
Village Education Committee	Village	Formed & meets as stipulated
Special Adoption Agency	District	Not formed
District Child Protection Unit (DCPU)	District	Not formed (ICPS not yet implemented)
District Child Protection Committee (DCPC)	District	Not formed (ICPS not yet implemented)
District Child Protection Officer (DCPO)	District	Not formed (ICPS not yet implemented)
Block Level Child Protection Committee (BCPC)	Block	Not formed (ICPS not yet implemented)
Village Level Child Protection Committee (VCPC)	Village	Not formed (ICPS not yet implemented)
District Sponsorship and Foster Care Approval Committee	District	Not formed (ICPS not yet implemented)

As observed from the table above currently while the SJPU has been established; the CWC and JJB are yet to be established. Further in the absence of statutory bodies such as the CWC, JJB complaints/ cases need to be reported to the police. As per information provided by the police department of Leh, over the last 2 years there have not been any cases of a child in need of care and protection (of feticide, infanticide, missing child, child in conflict with law, abuse, kidnapping, murder, procurement of minor girl, selling of girls for prostitution etc)¹⁸ or in conflict with law reported in Leh. Also while the Childrens Home, Observation & Special Homes for girls & boys have not been established, Diskit (Nubra) has 2 Residential Hostels that provides facilities to students between 6-18 yrs.

3.4.2. Social Protection schemes & services – Mapping of Stakeholders

Social protection schemes and services aid in boosting the social security of the family, which in turn reduces the vulnerabilities that a child may otherwise face and helps families stay together. However, often families and communities are unaware of the presence/ benefits/ how to access these very schemes and services. Therefore, keeping this in mind the resource sheet below was tabulated. It informs stakeholders about the existent schemes/services and indicates the accountability line (duty bearers responsible) from the district downwards to the village level.

¹⁸ Police Department, Leh

Table 2- Social Protection schemes & services-Mapping of stakeholders

Scheme/ Programme	Benefit/ Service received by the community	List the department at the District level	Duty Bearer Accountable		
			District	block	Village
Integrated Child Development Scheme (Anganwadi Centers)	Under ICDS, the following services are provided through an Anganwadi Centre <ul style="list-style-type: none"> • Supplementary nutrition • Immunization, • Health check-up, • Referral services, • Pre-school non-formal education and • Nutrition & health education 	ICDS	DPO	CDPO	AWWs
Village School	Education Department: Imparting free and compulsory education to the children of Leh district without any cast, religion and class discrimination in schools; Higher Secondary school: 14, High School; 32, Middle school: 124, Primary school; 158	Education Dept.	CEO	ZEO	HM/ VEC
Pre-Matric Scholarship Scheme	<ul style="list-style-type: none"> • Pre-Matric Scholarship is provided to children belonging to SC, G&B, Minorities OBC and Pahari Speaking families. ST students by Tribal Affairs GOI for 9th & 10th class students. • Beneficiaries: Children studying in 1std-10 std. <p>The objective of the scheme is to provide financial assistance to the poor and the meritorious students belonging to above stated communities</p>	Social Welfare and Education Dept.	DSWO/ DEO	BEO	Teacher
Post-Matric Scholarship Scheme	Scholarships are provided to SC, ST, OBC, Physically Handicapped, Pahari and Minority Community Students. The objective of the scheme is to provide financial assistance to the poor and meritorious students belonging to above stated communities.	Social Welfare Dept.	DSWO/ DEO	BEO	Teacher
Merit Cum Means Based Scholarship Scheme	This scholarship is given to students pursuing degree or PG level technical and professional course	Social Welfare Dept.	DSWO	-	-

Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (SABLA)	<ul style="list-style-type: none"> • SABLA has two main components – nutrition and non-nutrition. • The scheme aims the empowerment of adolescent girls through SNP, self-development, skill development, health & hygiene, Vocational Training, IFA supplementation and education and learning of life skills • Beneficiaries: Adolescent girls in the age group of 11-18 years. 	ICDS	DPO	CDPO	AWWs
Mid-Day Meal Scheme	<ul style="list-style-type: none"> • Under this scheme, cooked midday meals are provided in all government and government aided primary schools. • It is aimed at the following: educational advancement, child nutrition, and social equity. • Beneficiaries: Children attending government/government aided primary schools. 	Education Dept.	CEO	ZEO	HM
BPL card	<ul style="list-style-type: none"> • BPL scheme is centrally sponsored scheme that provides ration on highly subsidized rates • This scheme is available for the family who has income less than Rs; 12000/per year. The Govt provides Rice 17.5 Kg maximum for a family per month @ Rs; 6.40 per Kg and Atta 17.5 Kg per month maximum @ Rs; 5.35 per Kg. • Beside BPL there are other two schemes known as Antodaya Anna yojna and the Annapurna scheme. • No. of BPL families in Leh district: 7150. No. of of AAY families in leh District: 2277., and No. of ANP families: 181. • The government has constituted a committee comprise of Tehsidhar, Inspector CA& PD Leh and BDO, Leh and this committee identifies or verifies the families who deserves BPL AAY and ANP. 	Consumer affairs and public Distribution System Department.	Assistant Director	Inspector	Storekeeper
Prime Minister Employment Generation Programme	<ul style="list-style-type: none"> • This scheme is formed by merging the two schemes that were in operation till 31.03.2008, namely Prime Minister's Rozgar Yojana (PMRY) and Rural Employment Generation Programme (REGP) for generation of employment opportunities through establishment of micro enterprises in rural as well as urban 	District Industries Centre	General manager , DIC	-	-

	<p>areas</p> <ul style="list-style-type: none"> • Beneficiaries: <ul style="list-style-type: none"> ○ Individuals above 18 years of age ○ VIII Std. pass required for project above Rs.10.00 lakhs in manufacturing and above Rs. 5.00 lakhs for Service Sector ○ Self Help Groups and Charitable Trusts ○ Institutions Registered under Societies Registration Act- 1860 ○ Production based Co-operative Societies 				
Special Central Assistance to Tribal Sub-Plan	Under this scheme, the department of social welfare is providing training to educated unemployed youth of tribal community in computer, plumber and electrician trade through Govt. or Govt. recognized institutions for self-employment and augmentation of their income.	Social welfare Dept., District Handicraft Dept., Education Dept., Public Works Dept.	Chief Planning Officer, DC Office, leh	-	-
MNREGA	It aims to ensure livelihood security in rural areas by providing at least 100 days of wage employment in a financial year to every household whose adult members volunteer to do unskilled manual work.	Rural development Dept.	Assistant Commissioner development	BDO	Sarpanch

3.4.3. Social Protection Committees - Mapping

To ensure and monitor development activities at the village/ block/ district level numerous monitoring / regulatory committees have been established under various schemes and departments. While these committees may not look/ focus on the issue of the child these committees could be spaces/ platforms to initiate discussion on child issues and specifically child protection. Thus data was collected in order to prepare a resource sheet that identifies these different committees that exist at different levels –

Table 3- Social Protection Committees-Mapping

Committee	District/ Block Level	Scheme/ Act/Rule/order under which constituted	Members	Function/ purpose	Formation status
Nambardhar Institution	village	Under Revenue department	Nambardhar and some members depending upon the size and number of hamlets in the village	To administer the village day to day functions e.g traditional poojas, festivals, land related issues and resolving disputes etc	Formed
Women Tsongspsa	village	Not applicable	Women	To address women's issues	Formed in many villages of Ladakh
Youth Tsongspsa	village	Not applicable	Youth (Both sex)	To promote traditional culture/ sports/ resolving village disputes/ taking part in social activities/ helping families during social events marriages etc.	Formed in most of the villages of leh district
Sports Tsongspsa	Village	Not applicable	Youth	Promoting sports and taking part in sports activities	Formed in many villages of Ladakh
Children's Groups	Village	Not applicable	Children 5-18 years	Promoting children's participation at village level	Formed in around 30 villages of leh district
Maney Tsogspsa	Village	Not applicable	members who are interested to take part in pooja activities	Promote religious poojas and other ritual activities	Formed in many villages.

District Leprosy society	District	Under various schemes of Health department	Deputy Commissioner is Chairman and Chief medical officer is the convener of the society	To control leprosy , approval for funding, guidance etc	
District Tuberculosis Society		Under various schemes of Health department	Deputy Commissioner is Chairman and Chief medical officer is the convener of the society	To control tuberculosis, approval of funding, guidance and review of TB programme .	Formed
District Health Society		Under various schemes of Health department	Deputy Commissioner is Chairman and Chief medical officer is the convener of the society	Control of health issues, approval of funding, review of programme	Formed
Rogi kalyan Samiti		Under various schemes of Health department	MLA is Chairman and Chief medical officer is the convener of the society	Approval of funding, review of programme.	Formed
Control of Blindness society		Under various schemes of Health department	Deputy Commissioner is Chairman and Chief medical officer is the convener of the society	Approval of funding and review of programmes	Formed
Village Education Committee	Village	Education policy	Chairman, secretary and members	To improve the quality of education in their respective village, by facilitating and creating enabling environment at school	Formed
School Management Committee	Village	Education policy	Chairman, secretary and members	To improve the quality of education in their respective village, by facilitating and creating enabling environment at school	Formed

Ladakh Buddhist Association	District	Registered under Society act	President and members (No. of members vary)	To promote their own religion and develop harmonious relationship within interreligious groups	Formed
Ladakh Anjuman Moinul Islam (Suni sect)		Registered under Society act	President and members (No. of members vary)	To promote their own religion and develop harmonious relationship within interreligious groups	Formed
Ladakh Muslim Association (Shia sect.)		Registered under Society act	President and members (No. of members vary)	To promote their own religion and develop harmonious relationship within interreligious groups	Formed

4. METHODOLOGY

- 4.1. **Purpose of the study:** To inform the child protection program in order for appropriate strategies to be employed for protection of children at the district level.
- 4.2. **Objectives of the study:** The study aims to provide a district level baseline for child protection by examining the following:
- Problems faced by children
 - Sensitivity of communities to problems of children
 - Whether communities come together (mobilize) to address issues of children
 - Sensitivity and responsiveness of duty bearers on child related issues.
 - Availability and access to social protection facilities
 - Availability and access to child protection systems
- 4.3. **Universe of the study:** The study is a district level study
- 4.3.1. There are 3 tehsils¹⁹ comprising 111 inhabited and 1 uninhabited village. There are 9 Community Development blocks²⁰ and 9 Education Zones²¹ (as provided below) in the district.

Education Zone	Villages
Diskit	Tertsey, Skuroo, Largyab, Udmaroo, Hundiri, Digar, Khema, khungroo, Tangyar, Hundar, Partapur, Hundar Dok, Skampook
Khaltsey	Takmachik, lamayuroo, Kanji, Khaltsey, Skindiyang, Timesgam, Nurla
Panamic	Panamic, Tigar, Kubet, Lukzung, Khemee (Tongstet), Chamshen-Charasa, Sumur
Saspol	Alchi, Hemis Shukpachan, Gera Mangyu, Tar Hipti, Saspol, Saspotsey, Liker
Skyurbuch	Skyurbuchan Part A, Skyurbuchan part b, Achina Thang, Dha, Hanu
Turtuk	Turtuk Youl, Turtuk Farol, Tiakshi, Thang, Bogdhang A, bogdhang B
Wangla/Zingshed	Lingshed, youlchung, Dibling, Wanla Part A, Wanla Part B, Photogsar

¹⁹ Leh, Khalsi, Nubra- Census 2011,

[http://www.censusindia.gov.in/2011census/dchb/0103_PART_B_DCHB_LEH%20\(LADAKH\).pdf](http://www.censusindia.gov.in/2011census/dchb/0103_PART_B_DCHB_LEH%20(LADAKH).pdf)

²⁰ Leh, Nyoma, Chuchat, Kharu, Durbok, Nubra, Panamic, Khalsi, Saspol -Census 2011,

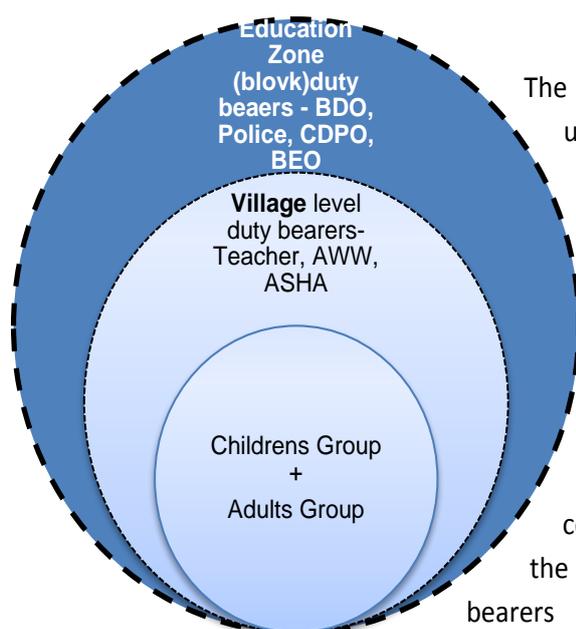
[http://www.censusindia.gov.in/2011census/dchb/0103_PART_B_DCHB_LEH%20\(LADAKH\).pdf](http://www.censusindia.gov.in/2011census/dchb/0103_PART_B_DCHB_LEH%20(LADAKH).pdf)

²¹ District Panchayat office

4.3.2. Population

Population ^{22 23}	Male	92,906
	Female	54,197
	Other	Not recorded
Sex Ratio ²⁴		690
Child Population	0-6 yrs ²⁵	11,816

- 4.4. **Tools and Methodology** Leher has an institutional review panel, which has approved the research methodology and tools used for this study. A desk review was conducted for the researchers to gain an understanding of the district-demography, geography, socio-economic conditions, culture, issues and phenomena that affect children. Providing a frame and context to the situation of children and communities in the district. It involved review of the following: published government data for the district-education, health, protection, labour, crime, research studies, media reports, opinion and position papers on issues that affect the district, state or region in which the district lies. A template formulated for collection of secondary data based on ICPS guidelines for DNA was circulated to all departments through the Deputy Commissioner for their input.



progressive
build-up of evidence from communities (children and adults) and duty bearers from the village to the block level, presenting a complete picture of child protection in the community.

The primary study employs qualitative methods to understand the nuances of the issue. A set of participatory tools were used. Through FGD with children and communities and IDI with duty bearers, the study examines the prevalence of child protection issues, the perceptions and attitudes of community related to child protection, the reach and quality of services for children, the reach of child protection systems, the availability of welfare schemes at the village level, and the existent community level monitoring committees that exist at the village level. Evidence from children, adults and duty bearers are juxtaposed with each other, and provide a

²² District Panchayat Officer, Leher

²³ Total 12,541,302 Male = 6,640,662 Female=5,900,640 ; Census 2011

[http://www.censusindia.gov.in/2011census/dchb/0103_PART_B_DCHB_LEH%20\(LADAKH\).pdf](http://www.censusindia.gov.in/2011census/dchb/0103_PART_B_DCHB_LEH%20(LADAKH).pdf)

²⁴ Census 2011 [http://www.censusindia.gov.in/2011census/dchb/0103_PART_B_DCHB_LEH%20\(LADAKH\).pdf](http://www.censusindia.gov.in/2011census/dchb/0103_PART_B_DCHB_LEH%20(LADAKH).pdf)

²⁵ Population in the age group 0-6, number of literates and literacy rate for state and districts, http://censusindia.gov.in/2011-prov-results/prov_data_products_J&K.html

- 4.5. **Sampling:** Owing to resource and time constraints, only 2 Education Zones - Khaltsey and Nubra were selected for the study, after discussions at the district level. These 2 zones are fairly representative of the district as a whole,

Details	Numbers
No. of education zones	2
No. villages	18 ²⁶
FDG children (10 members per group)	180
FDG Adults (10 members per group)	180
IDI Village level duty bearer (ASHA, AWW, Teacher-1 per village)	54
IDI Block level duty-bearer (CDPO, BDO, ZEO, SHO)	8

4.6. **Limitations and notes:**

- 4.6.1. The study used qualitative methods in setting the baseline on community and stakeholder perceptions of issues, based on discussions and systematic production of evidence. As this is not a survey-based study, it does not provide information on incidence of problems in-terms of real numbers.
- 4.6.2. Since the findings of the study are based on group discussions, narratives are anecdotal in nature. Further communities may not have been very forthcoming in providing evidence on certain issues, which may have been sensitive at an individual level, owing to fear of stigmatization. Nevertheless, the information obtained touches upon such areas. A separate detailed study on such issues would be ideal.
- 4.6.3. This study 2 specific education zones in the Leh district. During the process of the study, it was learned that Leh urban area is rapidly developing in an unplanned fashion. There are also a number of migrant communities both from rural areas in Leh itself who come for work and education as well as those who come from other states. As an additional piece to inform the study, it was planned to do an FGD with adults in the Leh urban area but due to constrains of financial resources and time this was not possible. Further, the impact of tourism on the safety and protection of children in the district could also be studied in the future.
- 4.6.4. There are ethical issues around obtaining information from children. It was ensured that information was collected in a participatory manner, whereby children were encouraged to share information, which they were willing to share in the public domain. The identities of the adults and children have not been revealed to preserve their confidentiality

²⁶ Nubra – Tongstad, Hargam, Cahmshan, Diskit, Partapur, Hundari, Turtuk, Bogdang, Thang
Khaltsey – Photoksar, Wanla, Achinathang, Kanji, Lamayoru, Takmachik, Saspotse, Mangu, Bama

5. FINDINGS AND ANALYSIS

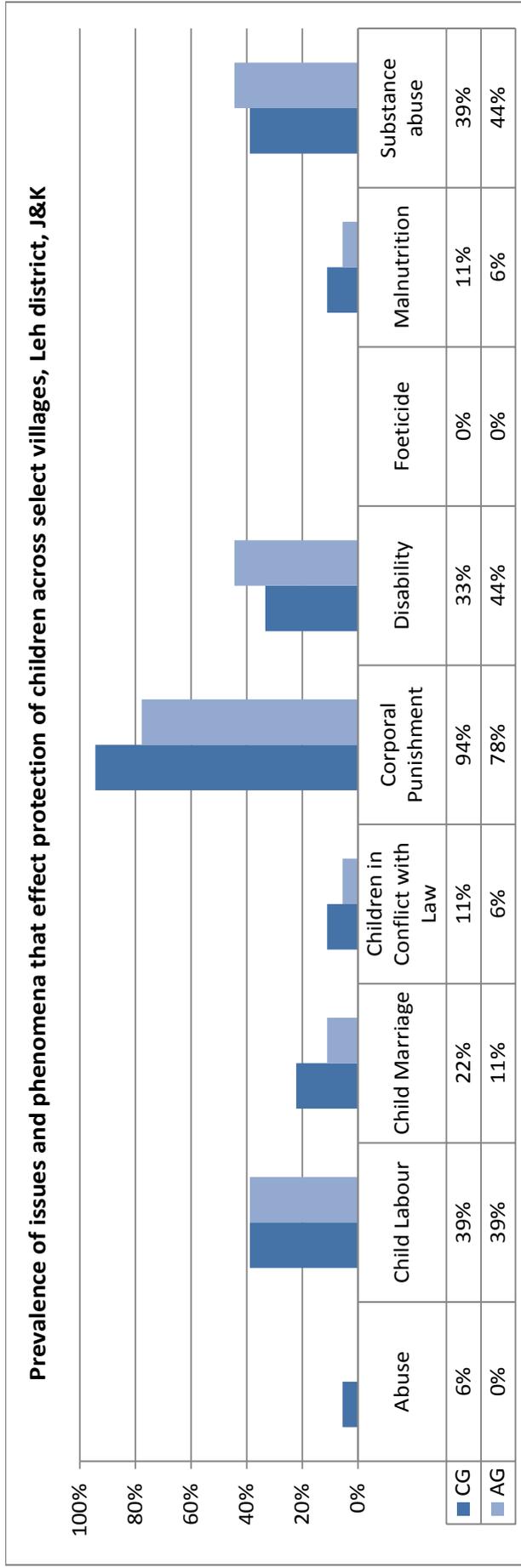
FINDINGS

This section presents the status of child protection as perceived by the community (children and adults), and duty bearers, from the village to the block level, in the district of Leh, J&K. Communities have discussed child protection issues in the district, enabling an assessment of levels of awareness, availability and access to services and benefits meant specifically for children, and for the welfare of the community as a whole, child protection mechanisms, and social protection committees to monitor and regulate development related activities at the village level.

5.1. Identification of prevalent issues that affect protection of children

5.1.1.1. **Prevalence of child protection issues:** As indicated in the Figure below, a number of child protection issues were identified by AG and CG as prevalent in Leh. Corporal punishment, addiction/substance abuse, child labour, and disability were identified as most prevalent. During harsh weather conditions in Leh especially in winter, men and sometimes whole families migrate in search of work.

Figure 2- Prevalence of issues and phenomena that affect protection of children across select Education zones, Leh



5.1.1.1. Sexual Abuse

“There was a case of sexual abuse in the village 7 years ago. Girls should be careful while travelling, and should travel with relatives and elders.”

- FGD with children, Takmachik, Skyurbuch block, Khaltsey

“We have heard about sexual abuse but there have been no cases of sexual abuse in our village till date. The residents of the village and committees are always conscious about the issue and prevent such incidents by restricting the girl children from going out of village alone in the night.”

- FGD with AG, Mangu, Saspol block, Khaltsey

“Yes, we have heard about cases of sexual abuse in our village. There have been cases of teasing and chasing girls.”

- FGD with children,

“There has been no case of sexual abuse in our village but we have seen and heard about it on T.V and radio. This issue needs attention i.e. girls should avoid night movement, avoid bad company, they should always be accompanied by a family member when they are travelling to other villages.”

- FGD with Children, Chamshan, Nubra

“Yes heard but there is no case of sexual abuse in the village, but it may happen in the future because of too much exposure to TV, movies and tourists every year.”

- FGD with Community, Diskit, Nubra

Though abuse was not widely reported across the sample villages, AG in most of the villages expressed that sexual abuse is an issue which needs attention so that it can be prevented from happening in the future as well. AG said that as a measure to ensure their girl’s safety they ensure that girls’ in their villages do not venture out alone in the night and are always accompanied by an adult family member/relative whenever they have to go to any place which may be far away from their village.

5.1.1.2. Child Labour

“Yes, we have heard about child labour, a child from our village was taken to Panamic to work as a domestic servant. Yes we do help out with domestic work every day like helping mother to fetch water, feeding animals etc.”

- FGD with Children, Tongsdet, Nubra

“There are two Nepali children in our village who are engaged in labour. These children are not attending school. All children in our village engage in domestic work like taking the animal for grazing and helping with the domestic work.”

- FGD with Children, Chamshan, Nubra

“Yes, we have many Nepali children working in hotels and restaurants in Diskit. They stay there and work.”

- FGD with Community, Diskit, Nubra

“Two children from our village dropped out of school and started working with BRO because of their financial condition. They are 16 years and 18 years old. We need attention on the matter so that their children can continue their studies.”

- FGD with Community, Bongdang, Nubra

“Our village children never engage in child labour. There are a couple of Nepalese children who are working as child labourers. They start working after the age of 15 years. They are mostly engaged in managing donkey’s, collection of stones, collection of mud etc.”

- FGD with AG, Bema, Skyurbuchan block, Khaltsey

“Yes, there are many Nepali child labourers working in our village. They work in construction projects-like building roads, working with contractors in the construction of houses.”

- FGD with Children, Turtuk, Nubra

“Though there are no cases of child labour in our village, child labour is an issue that needs attention in our society. Many children from villages and rural areas are taken to Leh by their relatives and rich people to help in domestic work, or on the pretext that children will be put in school. But after a few months they drop out of school because of the amount of domestic work they are made to.”

- FGD with Children, Thang, Nubra

“Children will learn a lot by helping in household activities as the children become father and they have to carry out farming activities when they do not get a government job. There is no child labour practice in the village, though attention required to prevent child labour.”

- FGD with AG, Lamayuru, Wanla block, Khaltsey

“All children in our village engage in domestic work. They help their parents to learn farming practices. Since farming is considered heavy work for girls, they help in domestic chores. They start helping their parents when they are 11 years old.”

- FGD with AG, Achanathang, Skyurbuchan block, Khaltsey

“We haven’t heard children working here but there exists a case in our village..Angmo Bullu who is 11 years old has been left in a house to work as a domestic help by her Nepali parents. She stopped going to school after 4th std. She cooks food, collects water and helps with other household chores.”

- FGD with children, Mangu, Saspol block, Khaltsey

AG and CG in 39% villages said that child labour is practiced in their village. In the 39% villages where AG and CG reported child labour, they particularly specified that child labour exists only among the migrant communities from Bihar and Nepal. Further, they informed that children from the migrant communities are employed at construction sites and in restaurants’.

AG and CG informed that children in native communities work but not for money; they help their parents with domestic work. Girls mostly do the domestic chores and boys contribute in farming along with their fathers’. Respondents were of the view that it is important for children to learn working skills from an early age as in the absence of government jobs; it is what they will have to do to earn a living when they grow up.

It was also shared that children from more remote villages are sent by their parents to live with relatives who live in places which have accessibility to schools. In such situations, the children are expected to compensate their relatives who bear their living costs and support their education by undertaking domestic chores.

5.1.1.3. Child Marriage

“We have had a case of child marriage in our village in the past one year. The girl was 17 years old and she discontinued her studies after completing 11th std. She went to her in-laws house in Largedo village after marriage. In earlier times, there was a practice of child marriage, but now we are educating our children and none of them want to get married at a young age.

- FGD with CG, Lamayuru, Khaltsey

“There is no case of child marriage in the native community. However, there was case of child marriage in the Nepalese community. A girl was married off when she was 13 years old. She left school after that and has 14 month old baby now.”

- FGD with CG and IDI with AWW, Achnathang, Skyurbuchan block, Khaltsey

“There is no issue of child marriage, the women of the village said that marriage take places after getting job /completion of studies.”

- FGD with AG, Lamayoru, Khaltsey

“The common practice in the village is to get children married after they finish 10 or 12th. Hardly 1% or 2% of them continue their studies after marriage. In earlier times, they got married at a very early age, but nowadays because of education they refuse to get married early.”

- FGD with AG, Bema, Skyurbuchan block, Khaltsey

“No child marriage is practiced in the village. In earlier times we got married when we were between 13-17 yrs old. Now people are educated and that’s why they don’t get married. Now people get marriage between 25-35 yrs.”

- FGD with AG, Hundari

“Yes, we have heard about child marriage. There was a case of child marriage in our village a few years back. Parents are now more aware about the legal age for marriage.”

- FGD with AG, Partapur, Nubra

Yes, they are 2 cases of child marriage in our village. They dropped out of school when they were in 8th std. They stay with their in-laws after marriage.

- FGD with CG, Bogdang, Nubra

In 22% of the villages visited, children shared that there are cases of child marriage. On further probing, both community members and children in these villages stated that while early marriage takes place, it is delayed and much less than in comparison to the previous years. However, when such marriages do take place education comes to a stop for both the girl and the boy, and the girl leaves her maternal home soon after marriage. In majority of the villages (67%) both community members and children stated that child marriage is no longer practiced. Community members in 39% of the villages visited stated that completing education is a necessity before marriage . In 56% of the villages children felt that child marriage was an issue of concern and that awareness needs to be created on the issue and on the consequences of it.

5.1.1.4. **Corporal Punishment**

“Some of the common forms of punishment are – ups & down, pinching, slapping, ear twisting”
 - FGD with CG in Photoksar, Wanla, Khaltsey

“ Corporal punishment is correct and necessary”
 - FGD with children, Kanji, Khaltsey

“ There are 3-4 cases every week”
 - FGD with CG , Wanla, Khaltsey

“Now days corporal punishment is not practiced as it was done previously”
 - FGD with AG ,Tagmachig, Skyurbuchan, Khaltsey

“ Little punishment is good, without which teachers will not be respected”
 - FGD with AG , Saspotsey, Saspol, Khaltsey

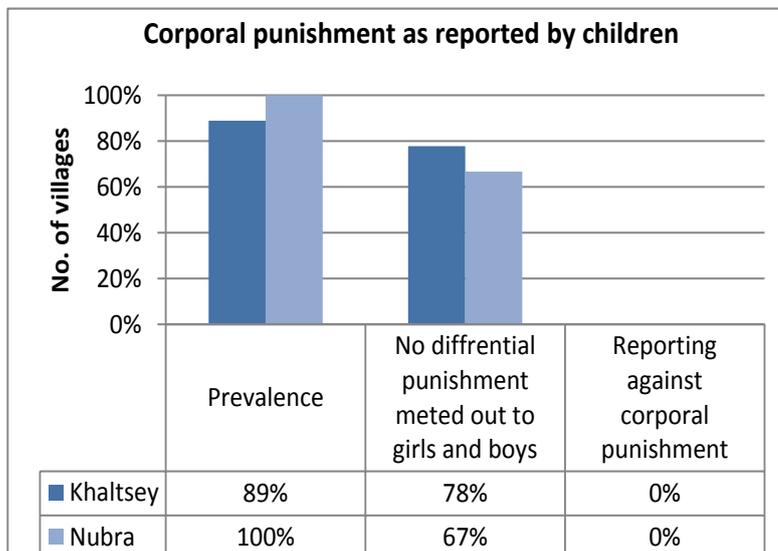
“Some children are naughty and clever, hence in order to bring in discipline some punishment becomes necessary”
 - IDI with teacher , Photoksar, Wanla, Khaltsey

“Slaping, pinching, ear twisting, head to head between two children...are some of the common forms of punishment”
 - FGD with children, Diskit, Nubra

“Yes students are punished in the school....without punishment no child will do their homework or be disciplined. Therefore we think that light punishment should be practiced to create fear in the child.”
 - FGD with AG, Bogdang, Nubra

In 94% of the villages visited, children shared that corporal punishment was a common practice in schools. It was also observed that many respondents were of the opinion that corporal punishment is necessary to discipline children. It was also observed that many respondents were of the opinion that corporal punishment is necessary to discipline children. Children across 72 % of the villages visited were of the opinion that light punishment in case children did not complete their homework, were misbehaving, naughty in class is needed to discipline them.

Figure 3-Corporal punishment as reported by CG



It was found that corporal punishment has never been reported against across all the villages either by the parents or children. The children do not even complain to their parents. Some of the forms of punishments reported by children – ear twisting, slapping, frog jump, pinching.

5.1.1.5. Disability

“Rehil a 12 yr old from Partapur village studies in class 4. She has hearing and speaking disabilities. The school she attends is not disabled friendly . She requires medical and financial assistance”

“Amina has hearing disabilities and Yasin difficulty in walking. They are both from Bogdang village. While Yasin attends school which is not disable friendly, Amina does not attend.”

“The village nambardar’s daughter has multiple disabilities from birth. While she was taken to numerous specialist her situation has not improved. Till date no benfit has been received from the govt. or any other institution”. (Thang village)

“ There are 6 disable children in this village”

- IDI with teacher, Turtuk, Nubra

“We have heard of cases of disability, but there aren’t any in our village. Also our school does not have disable friendly infrastructure”

- FGD with CG, Mangu, Saspotsey villages in Saspol; Bema, Achanathang villages in Skyurbuchan

Jigmat yangchan is a 15 yr old child with special needs studying in Wanla 9th standard at Wanla School, however she finds accessing education difficult as the infrastructure is not disable friendly. She hasn’t received any benefit from the government till date.

- FGD with AG, Photoksar, Wanla

“There are two children with walking and hearing problems”

- IDI with AWW, Photoksar, Wanla

CG in 33% villages and AG in 44% villages said that there are children with disabilities in their village. In those villages, AG and CG informed that none of the children were receiving any benefits from the government. The types of disabilities found in children include hearing impairment, disability in the limbs and mental retardation. CG and AG informed that though children with disabilities attend school, the infrastructure and facilities of the school do not provide what the children need and that is an area that requires attention

5.1.1.6. Substance Abuse

“We have heard of cases of children smoking and drinking but these are not currently from our village. Adults need to be advised not to smoke near children”

- FGD with children, Kanji, Khaltsey

“There are 1-2 children below the age of 18 yrs who started smoking at 16-17 yrs. They get the cigarettes from the village shop.

- FGD with AG, Saspotsey, Saspol, Khaltsey

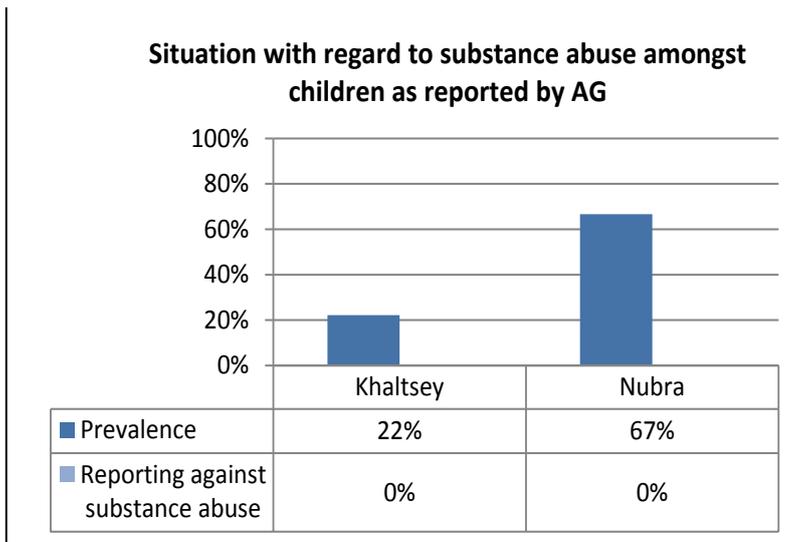
“Cigarette, Gutka, Paan parag and Beedi are some of the common substances consumed. This is mostly got from the Army canteen”

- FGD with children, Chamshan, Nubra

“One reason for children smoking is the village is that the village is surrounded by the army and most of army personal smoke.”

- FGD with AG, Partapur, Nubra

Figure 4- Substance abuse amongst children as reported by AG

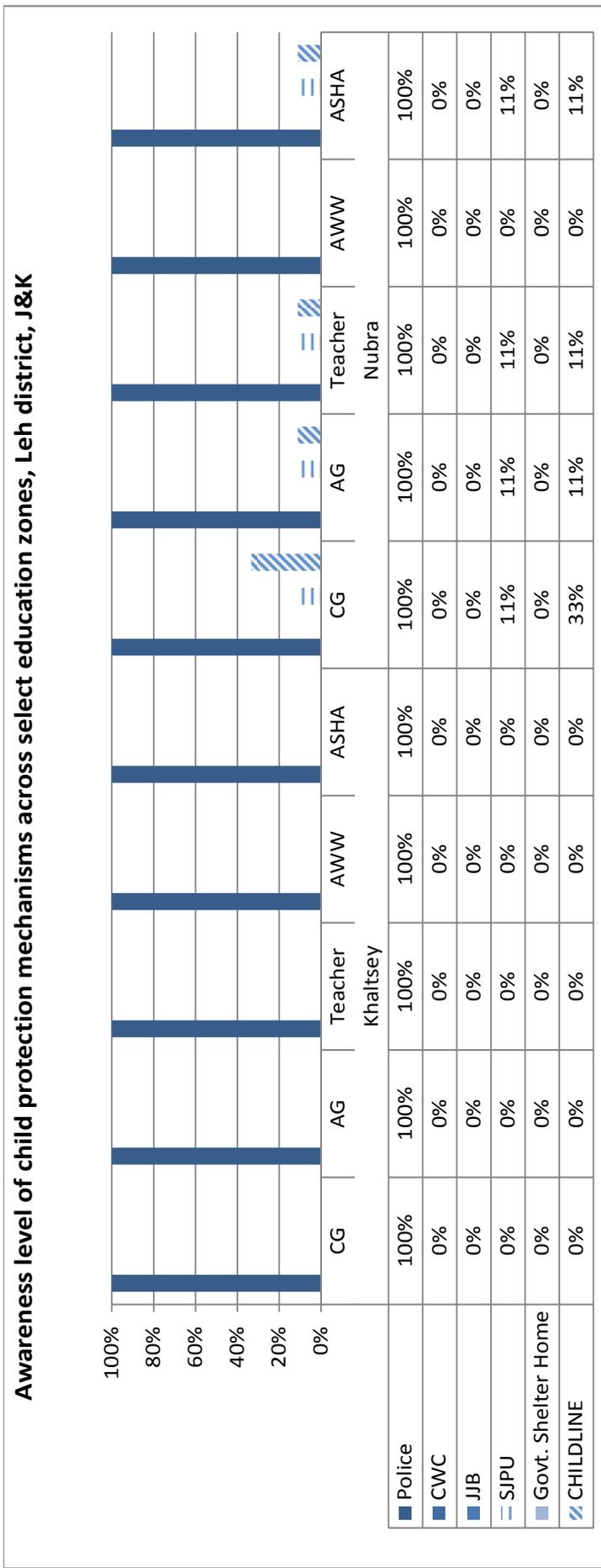


Community members/ AG across the 44% of the sample villages reported the prevalence of substance abuse amongst children. Further, as seen in the adjacent figure, in Nubra the AG were more vocal on the prevalence of substance abuse. Cigarette, gutka, paan parag, beedi, alcohol etc are some of the common substances consumed. In

44% of the villages visited in Nubra, the children shared that children begin to smoke and have gutka between 10-14 yrs. The ease in access to such products from the army canteen in addition to the village stall in Nubra makes this growing issue of concern. While all agree that substance abuse is an issue of concern, community members/ AG do not complain nor has the issue been escalated.

5.2. **Awareness of Child Protection structures and systems:** This section examines the awareness of child protection systems and structures at the village level. It also studies whether communities have approached these structures for assistance. As seen in the figure below no mechanisms for child protection are accessible to the respondents at the village level. All are aware of the police but have not approached them for help on matters related to protection of children.

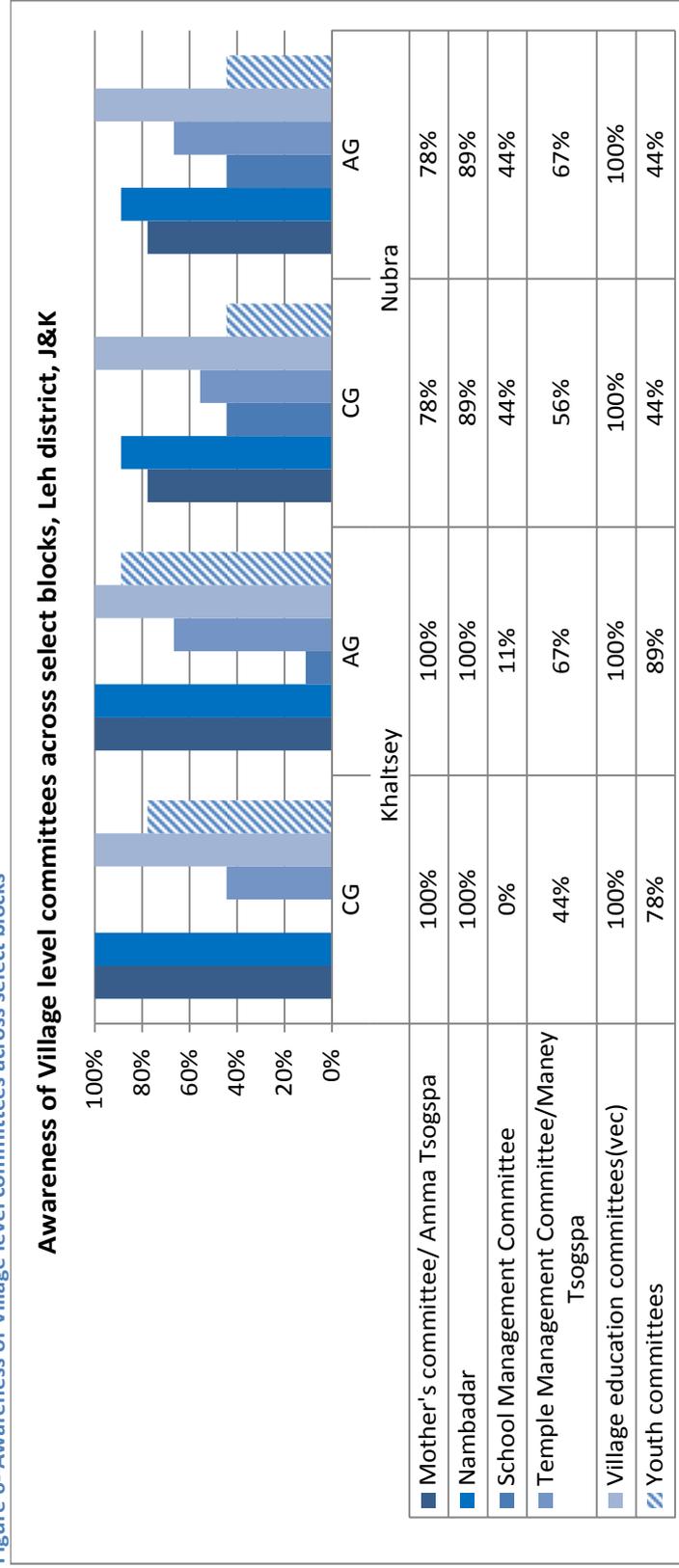
Figure 5 - Awareness level of complaint structures across select Education Zones, Leh, J&K



5.3. **Village level committees**

Inquiries were made in order to identify the existent, functional and possible platforms for welfare and development in communities, where issues related to children can be integrated, discussed, and acted upon. As seen in the figure below the VEC is the only committee which both children and community members are aware of and that discusses the issue of the child with regard to education/ school facilities etc. Further, the Mother’s Committee, and Youth Committees which discuss issues related to women and organizing events (sports) & village development respectively, could be other group in whose mandate children’s issues could be integrated. The village Nambadar is also a respected functionary who could be involved in the discussion as well.

Figure 6- Awareness of Village level committees across select blocks

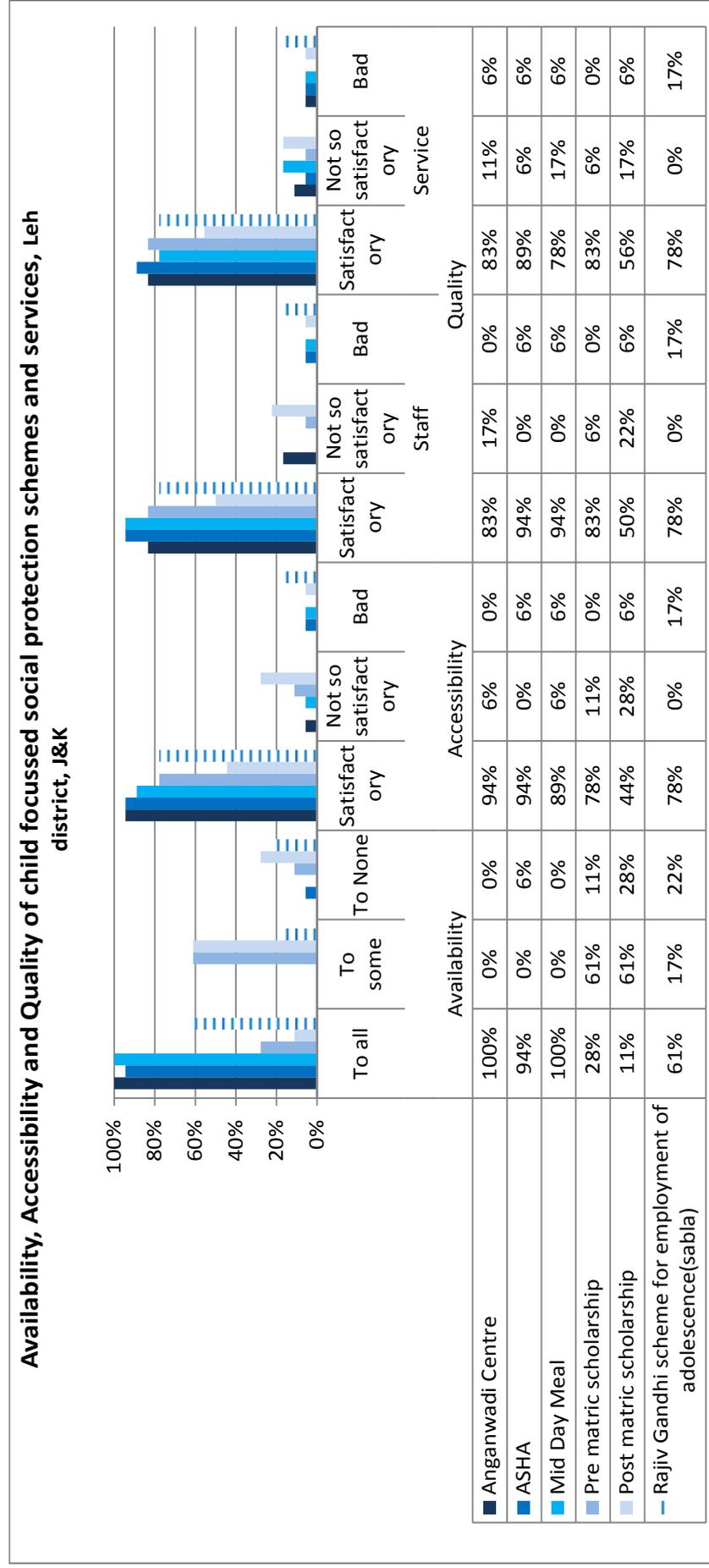


5.4. Social Protection Schemes and Services

Social protection schemes and services provide material and financial support which help families stay together. Some of these schemes are targeted directly at children addressing nutrition, education, health, gender disparity, and child protection. Many such schemes are targeted at families and households providing necessary buffers to families to help them cope with vulnerability brought about by poverty, disaster, unemployment etc. This section examines the communities' perceptions of availability and accessibility of certain social protection programs in communities in Leh.

5.4.1. Child Focused Social Protection Schemes and Services

Figure 7 - Child Focussed Social Protection Schemes and Services, Leh, J&K



5.4.1.1. **Anganwadi Centre**

AG in 100% villages said that the services of the Anganwadi Centre were available to all children in the age group of 0-6 years in their villages and in 96% villages AG informed that they were satisfied with the accessibility. A few AG, in 17% and 11% villages found the quality of the service and the behaviour of AWW as not so satisfactory respectively.

5.4.1.2. **AHSA**

AG in 6% villages said that the ASHA was not available in their village while AG in 94% villages said that the ASHA was available to all and that they were satisfied with the accessibility and quality of the service. AG in 89% villages were satisfied with the behaviour of the ASHA.

5.4.1.3. **Mid-Day Meal**

The mid-day meal was available to all children in the school as per AG in all the sample villages and AG in 89% villages shared that they were satisfied with the accessibility of the same. AG in 6% villages rated accessibility of the mid-day meal as not so satisfactory and bad.

5.4.1.4. **Pre-matric scholarship**

AG in 61% villages said that the benefits of the pre-matric scholarship were available to some children in their village. In 78% villages, AG were satisfied with the accessibility of the scheme, while in 83% villages they were both satisfied with the quality of service and the behaviour of the staff. In those villages where the AG were not satisfied with the accessibility of the scheme, they informed that only those children who have a bank account receive the money entitled as per the scheme.

5.4.1.5. **Post-matric scholarship**

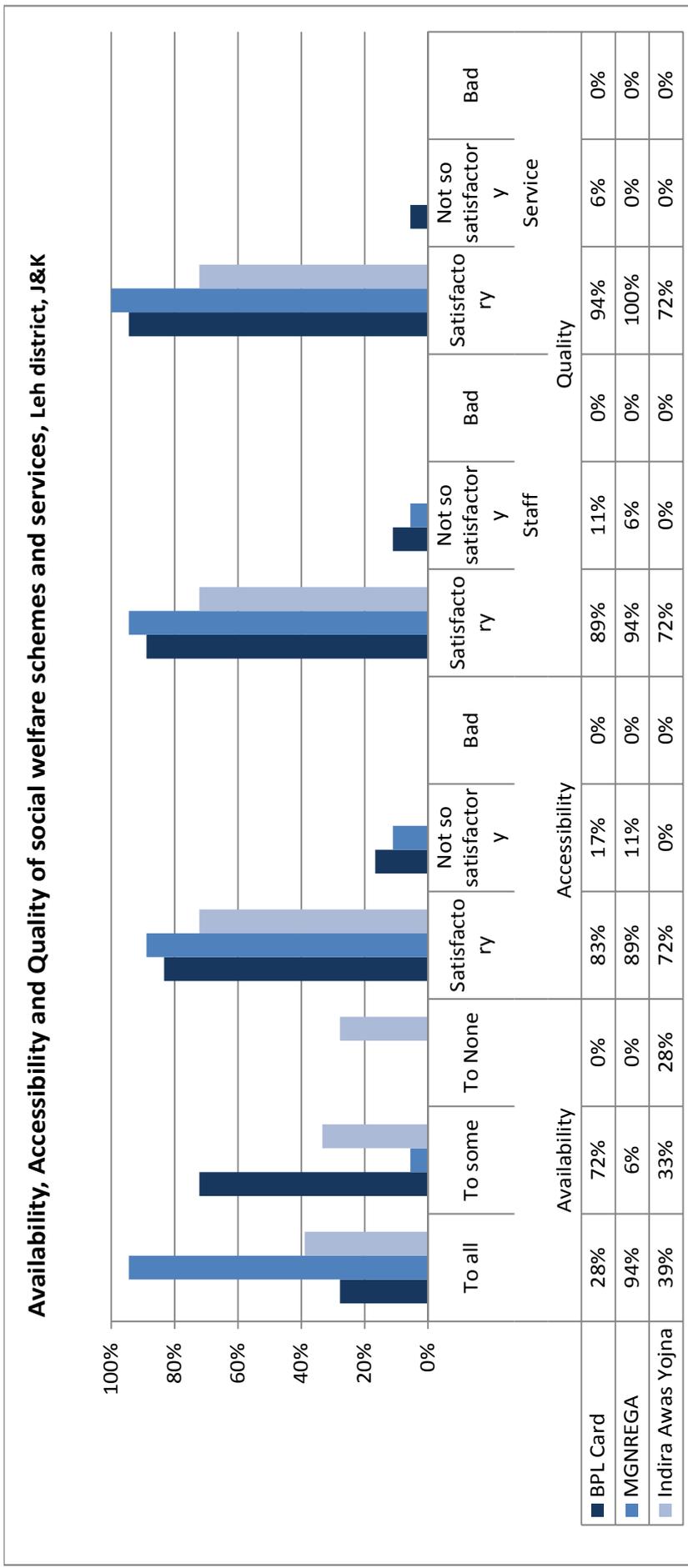
AG in 61% and 28% villages said that the services of the post-matric scholarship were not available to some and to none respectively. Discussing about the accessibility of services, AG in 28% villages termed it not so satisfactory while in 6% villages they said that it was bad. AG in 22% and 6% villages termed the quality of service as not so satisfactory and bad respectively. In 17% and 6% villages AG found the attitude of the staff as not so satisfactory and bad.

5.4.1.6. **Rajiv Gandhi Scheme for the empowerment of adolescent girls (SABLA)**

AG in 61% and 17% villages said that the benefits of SABLA were available to all and to some respectively while in 22% villages AG informed that it was available to none. In 78% villages, AG were satisfied with the accessibility, quality of service and the attitude of the staff.

5.4.2. Social Welfare Schemes and Services²⁷

Figure 8- Availability, accessibility and quality of select Social protection schemes targeted at families/households, Leh, J&K



²⁷ The social welfare schemes probed through FGDs targeted for communities/families and that indirectly impact the child included – MNREGA, IAY, BPL card National Social assistance, Integrated Social security, Prime Ministers employment generation, social central assistance to tribal sub plan. Child Protection DNA Study, Leh, J&K

5.4.2.1. **BPL Card**

In 72% villages, AG said that BPL card is available to some while AG in 28% villages said that they are available to all. AG in 83% villages said that they were satisfied with accessibility of the service. In 89% and 94% villages, AG termed the quality of the service and the behaviour of the staff as satisfactory.

5.4.2.2. **MGNREGA**

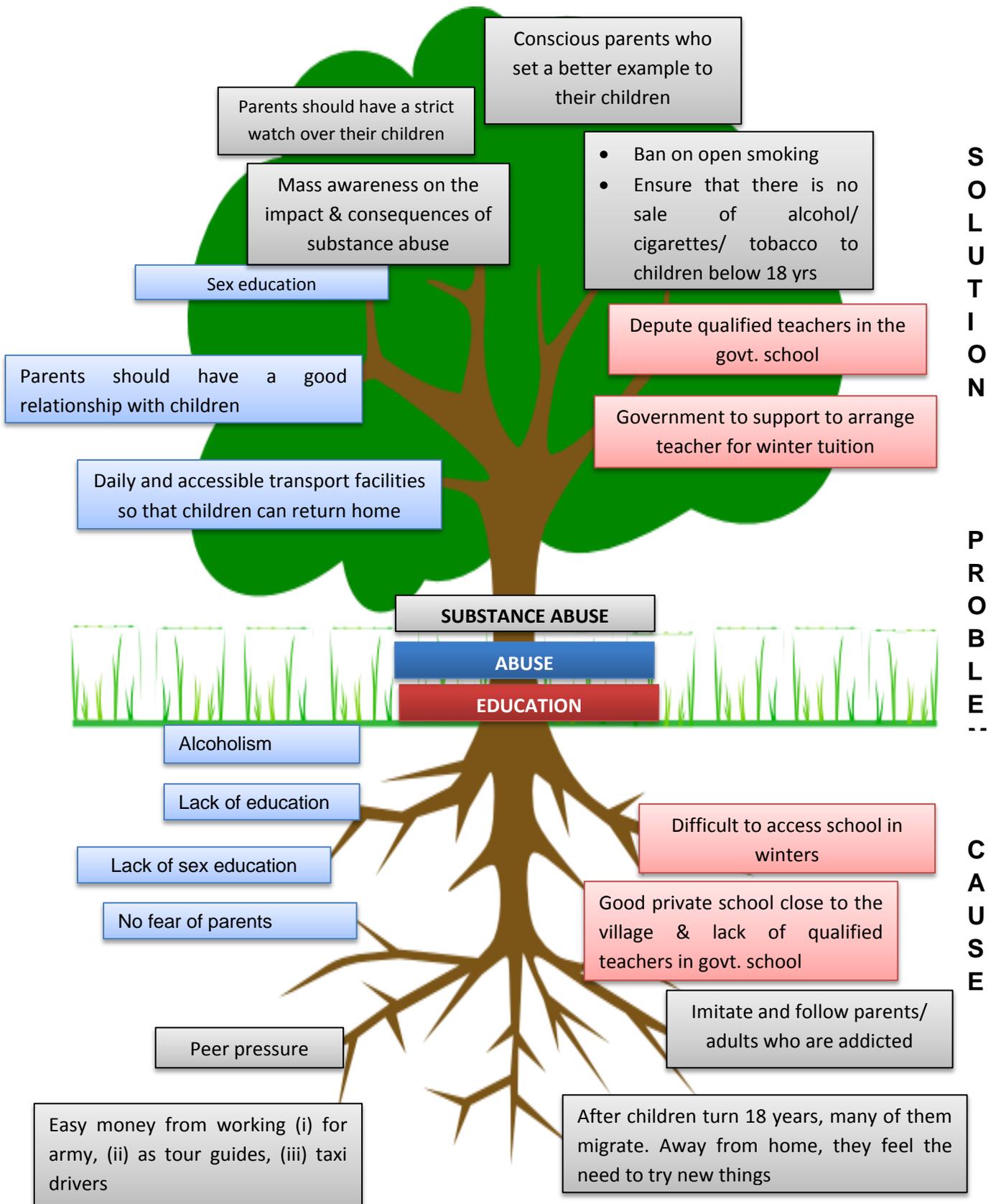
AG in 94% villages said that MGNREGA was available to all in their village, while they were satisfied with the accessibility of the scheme in 89% of the villages. AG in 94% and 100% villages said that were satisfied with the quality of the service and the behaviour of the staff respectively. In the villages where the AG was not happy with the scheme, they informed that though work was available as per MGNREGA, funds were not released on time.

5.4.2.3. **Indira Awas Yojana**

AG in 33% and 28% villages said that the benefits of IAY were available to some and to none respectively. AG in 72% villages were satisfied with the accessibility, quality of service and the behaviour of the staff. In 33% villages in Khalstey Education Zone, AG informed that they did not have any knowledge of the scheme.

5.5. Problem Tree

This section presents 3 key issues that AG in Khaltsey education zone identified as child protection concerns that need urgent attention. The AG identified the root causes and solutions for each issue as well.



6. SAFETY MAPPING IN GOMPAS

A safety mapping exercise was conducted with children, who are monks, in 2 Gompas in Likir, Khalstey and Diskit, Nubra. The purpose of the activity was to understand from children's perspective, the spaces they transit through during their daily lives to know the level of safety children feel while being in these spaces.

The Gompas have a primary school exclusively for the young monks. The school is jointly run by Monastery and Central Institute of Buddhist Studies, Leh. Academic education and exams are governed by CIBS and the monastery administers religious studies. The staff in the Gompa comprises of a warden and teachers. The senior monks look after the religious teachings.

Following is a summary of the safety mapping conducted in Likir and Diskit Gompa:

- 6.1. The spaces, within the Gompa, accessed by children were classrooms, sleeping room, dining hall, hostel, bathrooms, and play ground.
- 6.2. Children described their life in the Gompas as happy. In both Likir and Diskit, children were of the view that they felt safe in the spaces they utilized during the course of their day.
- 6.3. Children informed that fights among children were common, but senior monks and the warden were always there to intervene.
- 6.4. In the monastery in Diskit, children shared that since the monastery was located on a hilltop, they were sometimes afraid of falling down from the height.
- 6.5. Children in both Likir and Diskit monastery were not so happy about the homework which was given to them. Some children said that they found homework tiring, while others said that it was boring.
- 6.6. In Diskit, children chose "not so happy" for prayer time. In Likir, they said that they were not so happy about vacations as they liked it more in the monastery with the other children. They informed that they got vacations twice in a year-once in July for 15 days and once in December which extended till the end of February.
- 6.7. Children shared that parents came to visit them in the Gompa once in a month and they looked forward to it every month.

Figure 9 - Safety mapping, Likir Gompa

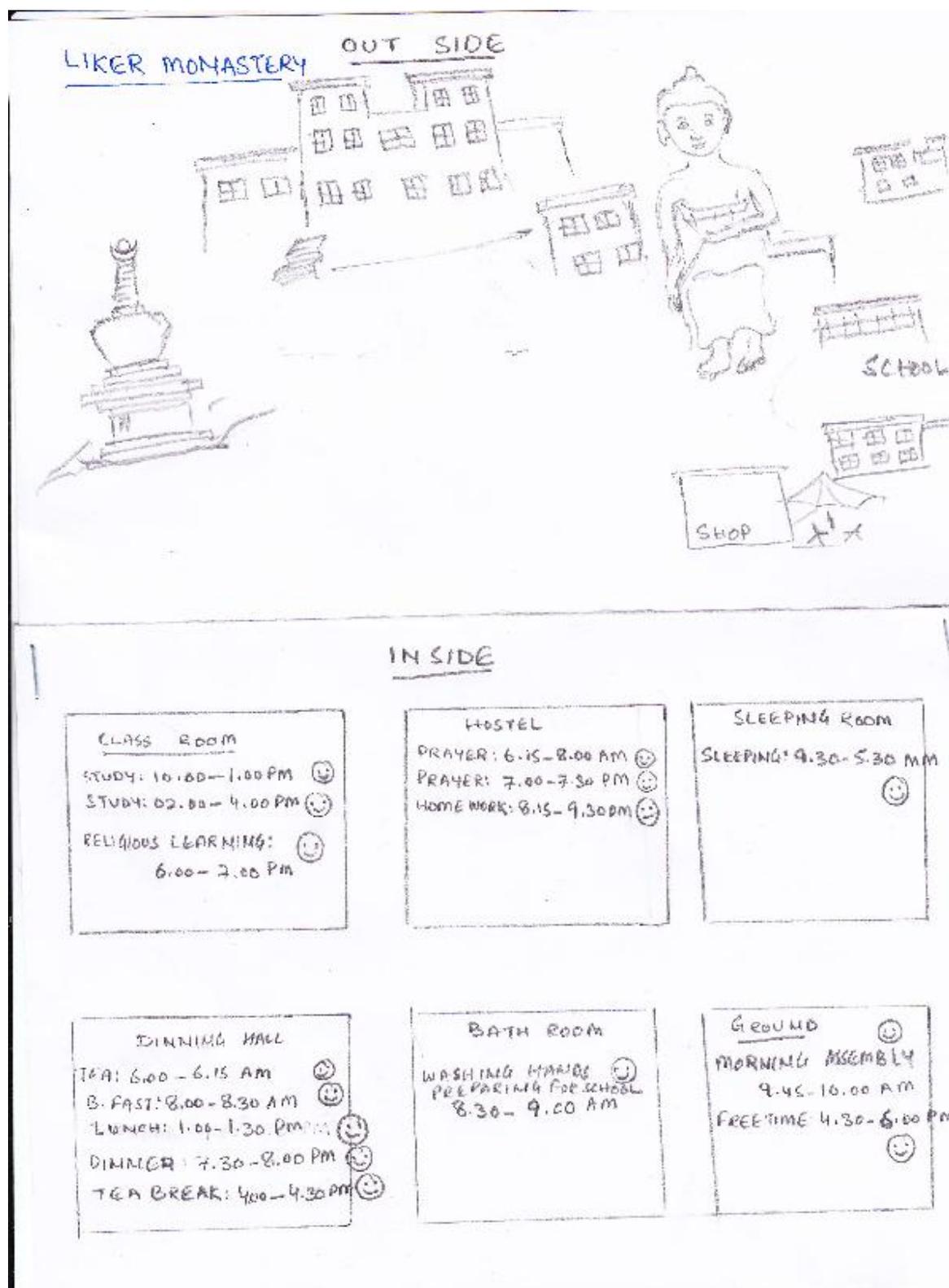
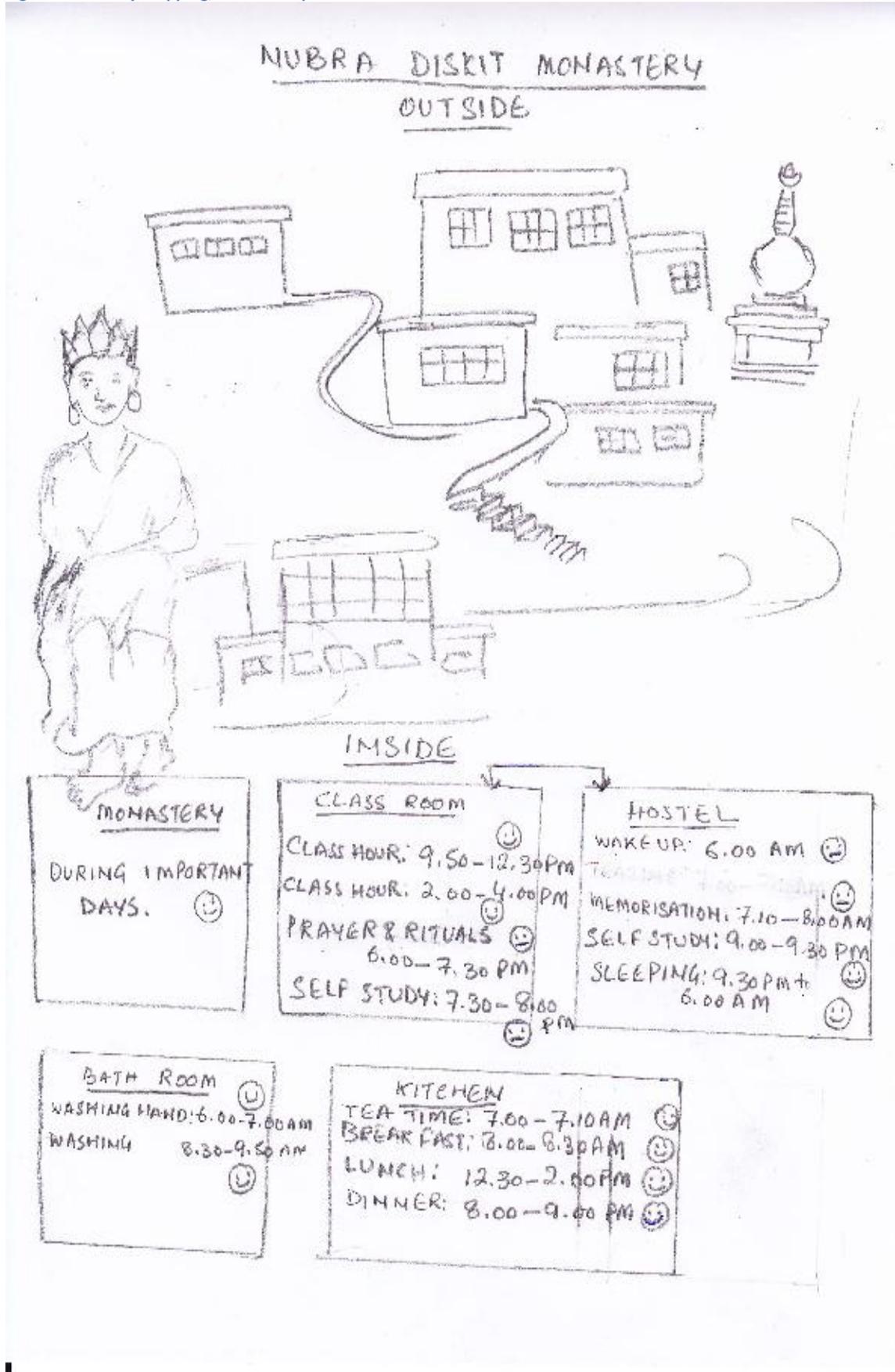


Figure 10 - Safety mapping, Diskit Gompa



7. ANALYSIS AND INFERENCE

Below is a synthesis of findings of the primary study in Leh, which will inform the preparation of district level child protection plans.

It needs to be noted that Leh's geographical position, topography, harsh weather conditions, bring some unique vulnerabilities for its people including children. In Leh, the population density is low. As a result, while public services are available to majority of the population, the extreme cold, lack of public transport etc. makes accessing available public services in some remote villages extremely challenging, even though these formed a small proportion of the sample villages covered by the study.

- 7.1. **Key stakeholders of a child protection system:** Key stakeholders of a child protection system are the community, children, duty-bearers and civil society organizations. Outlined in table 4 below is a list of problems faced by each stakeholder along with the agency available which can be approached to resolve their problems, as identified by the respective stakeholder.

Table 4-Key stakeholders of child protection

Key stakeholders of child protection		
Stakeholders	Most significant Problems identified by community	Significant Institution they approach for addressing the problem (Agency)
Community	Corporal punishment Substance Abuse Unemployment ²⁸	Village head
Children	Corporal Punishment Child labour Substance Abuse	Parents Teachers
Duty-bearers	Irregular release of funds ²⁹	Allied block & district level departments <i>Policy</i> <i>Schemes</i> <i>Financial allocations</i>
Civil society organizations	Few in number Limited to no programs on child protection	Allied block & district level departments Funding Agencies <i>Policy</i> <i>Schemes</i>

²⁸ "Seasonal Migration of skilled /non skill labourer takes place. But they are not moving with family". - Block level interview with SHO, Khaltsey; SHO, ZEO, CDPO Nubra

²⁹ Block level interview with BDO, CDPO, Khaltsey – MNREGA, SABLA, Mid-day meal (nubra)

7.2. Child protection issues identified by the community:

7.2.1. **Most prevalent issues as identified by communities:** Corporal punishment, disability, substance abuse, and child labour were identified as most prevalent issues related to the protection of children in the community³⁰. Communities considered beating children to discipline them as normal and even a necessity. While the severity has reduced it still continues to be practiced.³¹ Substance abuse is a growing issue especially seen amongst children in zones which attract large number of tourists as access to substances in these areas is much easier. When discussing child labour, a number of issues were raised in communities, which would need consideration. Most children contributed significantly to household activities³². Boys engaged and learned farming related work, and managing livestock from their fathers, while girls undertook domestic chores. It was also learned that in the quest for education, in places where schools are inaccessible, children are sent to live with relatives in bigger villages/towns where there are schools. There, they contribute to domestic work in exchange for free boarding and lodging and the opportunity to attend school. Adult groups who participated in the FGD did not consider working migrant children other states or Nepal inhabiting their villages to be child labour since it did not involve local or in other words, 'their own' children³³.

7.2.2. **Significant issues recognized by communities but not identified as widely prevalent by communities:** Sexual abuse and child marriage were issues, which all communities were aware of, but it was only reported as prevalent in a very small proportion of the sample villages. As options for higher education became available to girls, child marriages declined, though the voices of community members indicated they still take place in certain communities which include Muslims, and Nepalis. When discussing sexual abuse, communities expressed great awareness about sexual abuse, and saw it as an issue that affects girls. Eve teasing is common practice as shared during the interviews with block level duty bearers³⁴. Their actions to protect girls however included only measures which restricted mobility of girls in the community. They did not focus on measures which made the community safer for girls, or enhanced their mobility in any way.

³⁰ Figure 2

³¹ Block level interview with ZEO, BDO, CDPO, Khaltsey, ZEO Nubra

³² Block level interview with CDPO, ZEO Khaltsey

³³ Block level interview with BDO Khaltsey; SHO, ZEO, CDPO, BDO Nubra

³⁴ Block level interview with BDO, CDPO& SHO, Khaltsey

7.2.3. **Issues raised in problem tree analysis:** A problem tree analysis was conducted in 6 villages. Here, the communities identified education and substance abuse, sexual abuse etc. as issues which affect children. Lack of sensitivity, knowledge, peer pressure, alcoholism etc. are some reasons which were identified as some of the root causes. Getting parents to be more equipped with skills to deal with children; inclusion of sex education in schools; better connectivity to schools; and better trained and qualified teachers; banning smoking in public and the sale of alcohol and tobacco to individuals under 18 years of age were some solutions identified by communities to address issues.

Child protection issues identified by the community have been classified in columns A, B, C and D. A healthy child protection system would be one in which all child protection issues lie in Column A, where demand for intervention exists and where supply in terms of policy, systems, and services exists to address issues. As explained in the table below, child labour lies between D and C where communities need a better understanding of what constitutes child labour. Communities also did not identify malnutrition as an area of concern for their children.

Table 5 - Child Protection issues identified by community

Community Members (Adult and Children)			
Analysis of issues perceived by community			
A	B	C	D
Problems identified for which according to the community, solutions exist	Problems identified for which communities have no solution	Problems perceived by communities as 'normal'	Not identified by communities as issues*
Sexual abuse	Substance Abuse	Corporal punishment	Malnutrition
Child marriage	Disability	Gender discrimination	Child Labour
-		Child Labour	Tourism linked child protection issues
			Issues of migrant children
Interventions required			
Demand and Supply system exists: policy, systems and services	Demand exists, supply needs to be created: systems and, services.	Demand and supply needs to be created: awareness, sensitization, systems, services	Demand and supply creation using special methods: research, awareness, special provision, systems and services

- 7.3. **Public Institutions and child protection:** In a robust child protection system, protection of children is mandated in all institutions that serve the public. However, presently in Leh, public institutions exist and are functional at the community level but do not provide child protection services (C and D). Communities are unaware of these mechanisms/structures whose primary purpose it is to provide protection to children. In other words there are no functional systems proactively providing child protection services in the community (A). Interventions required would include policy support, financial allocations, infrastructure, coordination and convergence between various systems, publicity, awareness and capacity building.

Table 6- Public Institutions

Public Institutions			
A	B	C	D
Functional and Proactively/ providing protection in community	Functional in community and provide child protection service when approached	Functional in community but not providing child protection service	Communities unaware of existence
		Police ASHA School teacher AWW Mother's Tsongspa VEC Maney Tsongspa Youth Committee Nambardar	CWC JJB SJPU Government Home Tehsil Legal Committee ³⁵
Interventions required			
Policy support, financial support, infrastructure, coordination and convergence	Capacity building, human resource and infrastructure.	Policy support, training, protocols, funding and infrastructure support	Publicity, Awareness, training, financial support, infrastructure support

³⁵ Block level interview with SHO -Tehsil Legal Committee: it comprise of Munsif (judicial magistrate), Sub Divisional Magistrate and Police SHO and some others block level officers under the chairmanship of Munsif. The role of the committee - To provide legal support.; SHO being an members of Tehsil legal committee his role increases to provide safety to the children; Provide civil right protection, to ensure no discrimination among the society based on caste, religion, etc.; Organise camps on child rights at school, legal clinics, legal awareness etc.

7.4. Prevalence of child protection issues and availability of systems/mechanisms

Table 7 - Prevalence of CP issues & availability of systems/ mechanisms

		Abuse	Child Labour	Child Marriage	Corporal Punishment	Disability	Substance abuse	
AG	Prevalence	3%	39%	17%	86%	39%	42%	
	Stakeholder complained to	x	x	x	x	x	x	
CP structures	Village	Not Formed	--	--	--	--	--	--
		Functional but community is not aware	--	--	--	--	VHNSC	--
		Functional and community is aware of its presence but does not complain	--	SMC/VEC	SMC/VEC	SMC/VEC, Teacher, Head Master	AWW, ASHA	VEC, Nambardar, Mother's Tsongspa, Youth Committees
		Functional and community complains	--	--	--	--	--	--
	Block	Not Formed/appointed	--	--	--	--	--	--
		Functional but community is not aware	SJPU	SJPU,	SJPU	--	CDPO	
		Functional and community is aware of its presence but does not complain	Police	Police	Police	--	--	--
		Functional and community complains	--	--	--	--	--	--
	District	Not Formed/appointed	CWC, Childline 1098	CWC, Childline 1098	CWC, Childline 1098	CWC, Childline 1098	CWC	CWC,
		Formed but not fully functional	SJPU, Tehsil Legal Committee ³⁶	SJPU, Tehsil Legal Committee	SJPU, Tehsil Legal Committee	--	--	--
		Formed and functional	--	--	--	--	--	--

³⁶ Block level interview with SHO

7.4.1. **Key issues emerging for child protection planning in the district of Leh based on the findings of the study:**

- 7.4.1.1. Setting up and capacity building of the mechanisms for child protection provided under the JJA and CLPRA.
- 7.4.1.2. Awareness among communities about the existence and role of the CWC and JJB.
- 7.4.1.3. Awareness about child protection issues with the objective of enabling communities to see a different perspective, with regards to:

Issue	Message
Child labour	<ul style="list-style-type: none"> • Migrant children working alone or in families in Leh, need to be protected from abuse and exploitation. • Children living with relatives undertaking domestic work in exchange for education may not always be safe. • Children helping with household activities must be ensured time for study, recreation and rest.
Child sexual abuse	<ul style="list-style-type: none"> • All children (boys and girls) are vulnerable to sexual abuse. • Protecting them should include measures which make communities safer for children, and not just actions which restrict the mobility of children.
Corporal Punishment	<ul style="list-style-type: none"> • Exertion of physical force on children to correct/discipline them is wrong. • Encourage positive methods of inculcating good behavior in children

- 7.4.1.4. There are a number of children with disabilities who need assistance to be able to participate in education and other family and community activities, which needs to be addressed by the relevant departments.
- 7.4.1.5. Awareness about (i) the existent protection system (ii) who families can approach to report/ complain and (iii) what services are available to address their issues at the district level.
- 7.4.1.6. At the village level there needs to be some examination of the duty bearers and development committees which exist, to see which ones can take on the mandate of monitoring child protection in the communities. It needs to be determined whether Village Child Protection Committees can be established in all villages to monitor and oversee the safety and protection of children.
- 7.4.1.7. It was found that there was not much in terms of systems and services for rehabilitation of children. It is recommended that the district administration comes together and identifies priorities for action which can be undertaken based on resources, duty bearers, and services for children available for children in the district. Investing in building the capacities of village and block level duty bearers would be worthwhile to provide support to families to keep their children safe and protected in communities.

- 7.4.1.8. It was found that there was not much in terms of systems and services for rehabilitation of children. It is recommended that the district administration comes together and identifies priorities for action which can be undertaken based on resources, duty bearers, and services available for children in the district. Investing in building the capacities of village and block level duty bearers would be worthwhile to provide support to families to keep their children safe and protected in communities.
- 7.4.1.9. Secondary data collected from the district administration indicated many schemes for the social protection of families. Community members expressed satisfaction with the delivery of services and schemes to them. Information about the availability of social protection entitlements and complaints mechanisms must be easily made available to public and communities.
- 7.4.1.10. Both the primary and secondary study have highlighted that there are several formal and informal social groups and committees which wield significant influence on the communities. These groups need to be included as partners in protecting children.
- 7.4.1.11. A considerable number of children in the district of Leh, study in Gompas or residential monastery schools. The primary study reached out and interacted with children in two Gompas in each educational zone covered by the primary study. The children discussed how they engaged with the physical space in the institution, and how they spent their time during day, how the various activities and spaces in the Gompa made them feel. It provided insights into the lives of these children and also a valuable interaction with the staff/teachers. An intervention program in a sample of Gompas in Leh, allowing for more meaningful interactions and engagement with both children and the teachers/administrators, would help these institutions find ways to make their spaces more child friendly.
- A significant number of children from rural areas of the district pursue their study in Leh town while staying in privately run residential hostels which neither come under the government nor the Monasteries. The study did not probe in these spaces, however similar programs could be taken up with children and the staff of such institutions to understand their safety and protection needs of the children.
- 7.4.1.12. Migration to Leh for labour, and internal migration within the district for education and labour affect the safety and protection of children. It needs a more detailed study in order to better understand needs of children of such families. Leh district has a rapidly developing unplanned urban area where there are pockets in which migrant families live with their children. There is a need to study the status of safety and protection of these migrant children as well.
- 7.4.1.13. The study, did not look at tourism and how it affects the safety of children. However, based on experiences in other districts where tourism is a key source of income, and since tourism is also growing in Ladakh, it should be an area that the administration needs to look into.

8. DISTRICT CHILD PROTECTION PLAN- Leh, Jammu & Kashmir

This plan is recommended in phases where Phase 1 focuses more on setting up of systems and providing basic capacity building to all stakeholders in order to get them started. Phase 2 adds the intervention and provides more in-depth capacity building. Experience of Phase 1 would determine plans for Phase 2. Some of these can be predicted and are outlined in Phase 2 below. The 3rd Phase of consolidation is recommended to be developed by the district after having reached the middle of Phase 2. Based on this overall plan, the DCPO would have to make annual and monthly plans for the DCPU

KEY ACTIVITIES TO BE UNDERTAKEN	STEPS INVOLVED/CONTENT BLOCKS		STAKEHOLDERS
	PHASE 1	PHASE 2	
PREPARATION FOR SET UP			
<ul style="list-style-type: none"> • Preparing for set up 	<ul style="list-style-type: none"> • Conducting a district level sensitization on child protection issues & on Juvenile Justice Act, Child Labour (Prohibition & Regulation) Act & ICPS • Conducting a coordination meeting to discuss roles, responsibilities and linkages between departments at district and block level with regard to issues relating to the child. • Ensuring all the administrative work is completed for setting up and strengthening systems for child protection 		DC, DSW, SWO, UNICEF, Save the Children, LNP
SETTING UP AND STRENGTHENING SYSTEMS FOR CHILD PROTECTION			
<ul style="list-style-type: none"> • Residential Services – <ul style="list-style-type: none"> • Setting up for boys and girls <ul style="list-style-type: none"> ○ Children’s Home ○ Observation Home ○ Special Home • Temporary shelter home separate for boys and girls 	<ul style="list-style-type: none"> • Assessment of requirement and capacity of homes to be set up • Infrastructure and human resource to be assessed in keeping with JJ norms and standards • Include in district budget proposal • Undertake development after receipt of grants • Set up the Home Inspection Committee as per JJ Rules 	<ul style="list-style-type: none"> • Set up the Home Management Committee in all homes • All homes must follow standards of care as outlined in JJA Rules. • All children in each home must have an individual care plan. • There must be children’s committees set up in each home where children have a say in how the home is managed • Initiate the Track the Missing Child software • Every home must have a child protection policy • Schedule regular visits by the Home Inspection Committee to all the homes to monitor their functioning and progress 	DC, DSW, SWO, UNICEF, Save the Children, LNP

<p>Interim response system</p> <ul style="list-style-type: none"> • Place of safety • Fit persons/fit facilities 	<ul style="list-style-type: none"> • Ensure that such a space / individuals are identified in accordance to JJ Rules • Ensure the staff/ individuals responsible are sensitized on the issue of the child, sign the CPP and are aware of their role & responsibilities 	<p>DC, DSW, SWO, UNICEF, Save the Children, LNP</p>
<p>Making non-functional child protection structures functional</p> <ul style="list-style-type: none"> • CWC • JJB • SPJU • CLTF³⁷ 	<ul style="list-style-type: none"> • Notifications to be issued • Selection procedure to be outlined transparently • Members to be appointed • Meetings to be held • Invite members of district level task force from near-by districts to orient the task force • Sensitize members on the (i) issue of the child (ii) child protection (iii) legislations/ Schemes- JJ Act, CLPRA, ICPS (iv) Role & expectations 	<p>DC, SWO, UNICEF, Save the Children, LNP</p> <ul style="list-style-type: none"> • CWC & JJB visits <ul style="list-style-type: none"> ○ CWC and JJB must visit the blocks to conduct awareness programs and to dialogue with communities ○ Necessary support should be provided by the district administration • Follow-up and tracking of children who have had contact with CWC or JJB or who have been rescued and restored to their families <ul style="list-style-type: none"> ○ The social workers/outreach workers must conduct home visits and follow-up of cases of children who have been reunited with their families, or who have been in contact with a CWC or JJB ○ A norm for how this should be conducted and would need to be determined by the DCPO, CWC and or JJB ○ Home visits should be documented in a standard template <p><u>District Child Labour Task Force:</u></p> <ul style="list-style-type: none"> • To identify children working in contravention of Child Labour (Prohibition and Regulation) Act. • Undertake rescue of children identified • Chalk out a rehabilitative plan for children thus rescued in collaboration with CWC, DCPU, and local NGOs’. • Annual plans to be made for each of the task forces/duty bearers

³⁷ <http://jklabouremp.nic.in/RTI%20Act%202009%20&%20amendment/new%20handbook%202015.pdf>

Childline 1098	<ul style="list-style-type: none"> Approach state government and Childline India Foundation (CIF) to initiate its preparatory activities for Childline 	<ul style="list-style-type: none"> Work in close collaboration with Childline once established 	DC, DSW, SWO, UNICEF, Save the Children, LNP
Other residential/hostels	<ul style="list-style-type: none"> Registration of all residential hostels/ homes under the JJA-issue notification Orientation of staff on child rights Notification from State Government Notification from DC to BDO Notification from BDO to Panchayat Heads Formation of the Committees Development of guidance on roles of committees at the 3 levels Use the UNICEF guidelines for setting up VCPC Preferable to set up VCPC at the GP level Allocation of space for setting up DCPU Appointment of staff Training and orientation of DCPU staff 	<ul style="list-style-type: none"> Ensuring that each home has protection mechanisms in place. These mechanisms need to be accessible to the child and responsive 	DSW
Setting up child protection committees under ICPS	<ul style="list-style-type: none"> VCPC BCPC DCPC DCPU 	<p>Strengthening of the committees and district unit</p> <ul style="list-style-type: none"> Sensitizing on (i) the issue of the child and (ii) their respective role & mandate (iii) linkages- DCPC/ BCPC/ VCPC Resolution of administrative hurdles (funds in advance for programs and transportation) Supervision and monitoring at each level (eg DCPO and DCPU staff) Setting annual plans for the DCPU with deliverables for each staff member <p>Data base of vulnerable children and their families</p> <ul style="list-style-type: none"> Each VCPC to identify families which are extremely vulnerable Such a list may be filed with the BDO It must be ensured that these families receive maximum support possible through available schemes and facilities for families and children at the village level This may be implemented in a few villages monitored by the DCPU staff and then gradually extended to all blocks 	State WCD, DC, BDO, SWO, UNICEF, LNP, NGO, technical agencies
Sponsorship and foster care committee	<ul style="list-style-type: none"> Budget for sponsorship and foster-care in ICPS budget proposal submitted to SCPS Set up Sponsorship and Foster-care Committee Put down a plan for implementation Implement a pilot in 2 blocks Publicize the service 	--	DC, SWO, UNICEF, Save the Children, LNP

<p>Include the mandate of child protection in key governance committees at village level/block level/district level</p> <ul style="list-style-type: none"> • Formal - SMC/ VEC, Nambardar, District Leprosy Committee, District Tuberculosis Society, District Health Society, Rogi Kalyan Samiti, Control of Blindness Society, Ladakh Buddhist Association, Ladakh Anjuman Moimul Islam, Ladakh Muslim Association • Informal - Women/Youth/Sports/Maney Tsogspa, Children's group, Mother's committee • Any other 	<ul style="list-style-type: none"> • Notification from State Government • Notification from DC to block level departments • Notification from block level departments to village heads 	<ul style="list-style-type: none"> • Sensitization on issue of child, child protection & role - the 2 sample education zones - Nubra, Khaltsey 	<p>State departments (education, health, WCD, SW others), SWO, DC, BDO, Save the Children, LNP, Panchayat heads</p>
<p>Engaging civil society organizations in the community for</p>	<ul style="list-style-type: none"> • Setting up of children's/ youth clubs • Identification of youth ambassadors/volunteers • Organizing awareness events in the community 	<ul style="list-style-type: none"> • Develop guidance material for setting up Children's/ youth clubs in schools • NGOs/Childline could provide technical support while teachers, ASHA could manage logistics • NGOs working in communities could link youth to the VCPC to play the role of volunteers 	<p>DC, DSW,SWO, UNICEF, NGO</p>
<p>Protocols for escalation of cases from village level to CWC/JJB/Childline/DCPU</p>	<p>--</p>	<ul style="list-style-type: none"> • Analysis of roles and responsibilities of each stakeholder in the community • Development of protocols that cover role of each stakeholder in the system - prevention, identification, intervention, rehabilitation and follow-up 	<p>UNICEF, Save the Children</p>

Civil society alliance	<ul style="list-style-type: none"> Setting up of Regional level civil society alliance 	<ul style="list-style-type: none"> Collaborate to discuss, advocate and coordinate to work on issues with regard to the child 	LNP
CAPACITY BUILDING			
Developing a resource pool of trainers	<ul style="list-style-type: none"> Identify and develop and pool of trainers from government representatives, NGOs, and from the DCPU 	<ul style="list-style-type: none"> Expand the pool of trainers Upgradation of their skills 	UNICEF, Save the Children, NGO, Technical agency
Intensive training of CWC and JJB members	<ul style="list-style-type: none"> Bi-annual training of CWC JJB members. The training should also include the social worker / Probation officer <ul style="list-style-type: none"> Send members for training programs organized by National Institute of Public Cooperation and Child Development (NIPCCD) and other such agencies Invite resource persons into the district for training Exposure visits to districts who have mature CWC and JJB Develop a resource bank of JJ training manuals, training material case studies, SOP, etc. and make the same accessible to all members 	<ul style="list-style-type: none"> Refresher trainings on various aspects of child rights 	UNICEF, NGO, DSW, technical agency
DCPU	<ul style="list-style-type: none"> Regular capacity building of DCPU staff <ul style="list-style-type: none"> Child rights, child protection Legislation Program management Documentation 	<ul style="list-style-type: none"> Monitoring and management Legislation and guidelines for implementation of legislation Case management Documentation 	DSW, UNICEF, NGOs, NIPCCD, technical agencies
Police	<ul style="list-style-type: none"> Training on JJA, child protection, dealing with cases of crimes against children, crimes by children Preparation of briefing notes, and resource kits for police 	<ul style="list-style-type: none"> Ongoing training on JJA, POCSO, engaging with children and families 	DSW, UNICEF, NGOs, NIPCCD

Residential home staff	<ul style="list-style-type: none"> Annual training on various aspects of caring for children Training on the Track Child Software Developing and making accessible in the local language a resource bank of manuals, training material, SOP on caring for home staff 	--	DSW, UNICEF, Save the Children, NIPCCD, technical agency
Health Department	<ul style="list-style-type: none"> Training on JJA, child protection Brief on guidelines for conducting age determination to establish juvenility 	--	DSW, UNICEF, Save the Children
Education Department	<ul style="list-style-type: none"> Training on JJA, child protection Orientation on child protection issues and child rights laws and legislations-identification and reporting 	<ul style="list-style-type: none"> Training of Trainers: <ul style="list-style-type: none"> Train teachers to facilitate child protection risk analysis in schools 	BEO, DCPO, CWC, DCPC, SCPS
Key duty bearers at the village level	<ul style="list-style-type: none"> Police AWW ASHA Teacher Panchayat Head Any other influential duty bearer 	--	DC, DSW, other allied depts, UNICEF, Save the Children
Civil society organizations/NGOS	<ul style="list-style-type: none"> Training to be organized on an annual basis to develop capacities of NGOs so that they can work together with government 	--	DC, DSW, UNICEF

Sensitization of the Media	<ul style="list-style-type: none"> • Sensitization meetings with the representatives of the media • Issues of child protection • Brainstorm on how coverage can be given to issues in a manner that media will change perspectives of community on certain problematic issues - child labour, substance abuse, corporal punishment etc. • Prepare briefing notes for media 	--	DCPO, SWO
VCPC	<ul style="list-style-type: none"> • Block level training/orientation of VCPC members • Planning and prioritization • Protocols for escalation of cases from VCPC to district 	<ul style="list-style-type: none"> • Block level interactions of VCPC members <ul style="list-style-type: none"> ○ On issues and problems in the community ○ Inputs on protection and rights of children and child protection issues ○ Collation of village level data • Influencing different sections of the community <ul style="list-style-type: none"> ○ Parents (men and women) ○ Elders ○ Persons of influence (religious leaders, priests, political leaders) 	BDO, DSW, UNICEF, Save the Children
BCPC	--	<p>Training of BDO/head of the BCPC</p> <ul style="list-style-type: none"> • Monitoring of VCPC • Development of block level child protection plans based on issues emerging at the village level • Developing a list of actions required from different department at the block level in support of child protection activities at the village level 	BDO, DSW, UNICEF, Save the Children
Children group and Youth Groups	<ul style="list-style-type: none"> • Training of children's groups on group processes, dynamics, and how to work together as a group • Planning and prioritization 	<ul style="list-style-type: none"> • With support of NGOs train young people on <ul style="list-style-type: none"> ○ Organizing campaigns ○ Perspectives on child protection issues 	DSW, UNICEF, Save the Children, LNP, technical agencies

PUBLICITY AND AWARENESS			
Awareness in Communities	<ul style="list-style-type: none"> • IEC materials – child protection, complaint’s mechanisms, • Messages to be developed on the 3 most prominent issues child labour, corporal punishment, sexual abuse and substance abuse and to be taken up for awareness through IEC materials in communities • Wall painting, stickers, posters 	<ul style="list-style-type: none"> • Messages that focus on impact of different child protection violations on children • Focus on 2-3 priority issues • Incorporate use of different media- Radio, Local TV channels • Develop word of mouth methods using various means- Puppet shows, Stories, Songs 	DSW, UNICEF, Save the Children, LNP
Public community events	--	<ul style="list-style-type: none"> • Use of neutral public platforms provided by community gatherings at festivals, melas etc. to dialogue with communities on child protection issues 	
Public Audit of services for children	--	<ul style="list-style-type: none"> • Organize and capacity build communities (VCPC, children’s groups) to audit services available for children at the village level • Public meetings with duty bearers to share findings and make changes 	
MONITORING			
District level	<ul style="list-style-type: none"> • Regular review meetings chaired by DM with support from SWO and eventually DCPO once appointed to closely monitor the set up phase. 	<ul style="list-style-type: none"> • Quarterly review meetings with the DC • Quarterly meetings of DCPC organized by the DCPO • Monthly review meetings with Sub-committee of the DCPC with the DCPO • Internal review meetings of DCPU on weekly basis chaired by DCPO • Six-monthly internal review and planning meeting of DCPU • Quarterly/monthly meetings of Anti Child Labour Task Force/AHTU • Monthly case review meetings with CWC members and DCPO. Organized by DCPO • DC to add agenda on child protection in routine review meetings with village heads and BDO 	DC, DSW, DCPU, UNICEF, Save the Children, LNP

Block level		<ul style="list-style-type: none"> Quarterly review of child protection in meetings of BCPC. DCPU staff to attend and ensure that meetings take place & that child protection issues are added to all routine block level meetings. 	DC, DSW, DCPU, BDO, UNICEF, Save the Children, LNP
Village level		<ul style="list-style-type: none"> Monthly meetings of VCPC-social worker/outreach workers to ensure meetings take place and attend as many as possible Child protection issues to be added to all routine village level meetings-formal/ informal committees 	VCPC, SMC, VHNSC, PTA
DOCUMENTATION			
Standard documentation templates	<ul style="list-style-type: none"> Standard template for documentation of all key meetings steered by the DCPO <ul style="list-style-type: none"> DCPC meetings Quarterly review meetings with DC Monthly review meetings in the presence of sub-committee of DCPC Weekly meeting of DCPU Standard templates for documentation of CPC meetings at village and block level so that collation of data is possible Every staff member of DCPU needs to have a goal sheet with a six-monthly plan broken up into monthly targets. This must be signed off by the DCPO Standard template of documentation for annual report of DCPU 	--	DSW, DSWO, UNICEF, Save the Children, LNP, Technical agency
Research	<ul style="list-style-type: none"> Further research & investigation <ul style="list-style-type: none"> Hostels Migrant children Impact of tourism on child safety An intervention program in the Gompas to facilitate child friendly practices 		UNICEF, Save the Children, LNP, Technical agency
Programs			

9. ANNEXURE - pictures



A training session with the data collection team in Leh



Mr. Swagat Biswas, former Deputy Commissioner, Leh chairing the Pre- study consultation conducted where the purpose of the CP DNA study was discussed with district officials on 7th August 2015



FGD with the children's group, Leh, J&K



FGD with the children in the Gumpa, Leh, J&K



Post study consultation conducted where CP DNA study findings was shared with district and block officials on 24th February 2016



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Leher is a child rights organization working to make child protection a shared responsibility. We envision a society where caring families, alert communities and responsive governments come together to ensure the rights and protection of all children.