



St. Joseph's Development Trust



Standard Operating Procedures (SOP) For Residential Child Care Programmes *(Draft Copy)*

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Preface

St. Joseph's Development Trust (SJDT) is a development organisation functioning at Tamil Nadu since 1992, with a commitment to work for the cause of children and women development. SJDT in its 25 years of relentless service, has promoted six residential child care centers which is been functioning with the support of the Government of India, Government of Tamil Nadu, International donor agencies and many individuals. SJDT empowers rural women through its microcredit programme.

Human rights belong to all people, regardless of their age, including children. However, because of their special status, children need extra protection and guidance from adults. Children also have some special rights of their own. These children's rights are laid out in the **United Nations Convention on the Rights of the Child (UNCRC)**. It acknowledges that every child has certain basic rights and lays down four fundamental principles – non-discrimination, participation, right to life and development and the best interests of the child. Every residential child care centers should keep in mind the above four principles as the core of child care development.

This Standard Operating Procedure (**SOP**) is developed for effective management of residential child care centers adhering to UNCRC standard. This not only helps our staff to function efficiently but also would help others who are involved in child care programmes for providing quality services.

Dr. I. Sebastian

Founder & Executive Director

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VISION & MISSION OF CHILD CARE CENTERS

VISION

- To work for and ensure the holistic development of children from the socially and economically disadvantaged groups as well as those at the high risk through residential child care centers as envisaged in the UNCRC

MISSION

- To instill the values of self reliance, brotherhood, sharing, social and gender justice and concern for the environment as part of holistic care, protection and development

OBJECTIVES

1. To extend care and balanced nutrition for good physical and mental development;
2. To ensure a secured living environment for children;
3. To engender life-changing opportunities for the overall development through:
 - a) Psychosocial care and life skills education;
 - b) Good academic education;
 - c) Vocational training and career guidance;
 - d) Spiritual and moral values with special emphasis on Christian upbringing;
 - e) Leadership and personality development; and
 - f) Problem solving and decision-making

Child Rights Approach

UNCRC draws attention to four sets of civil, political, social, economic and cultural rights:

- Survival
- Protection
- Development
- Participation

Right to Survival includes

- Right to life
- The highest attainable standard of health & Nutrition
- Adequate standard of living
- A name and a nationality

Right to Development includes

- Right to education
- Support for early childhood care and development
- Social security & Right to leisure, recreation and cultural activities

Right to Protection includes freedom from all forms of

- Exploitation & Abuse
- Inhuman or degrading treatment & Neglect
- Special protection in special circumstances such as situations of emergency and armed conflicts, in case of disability etc

Right to Participation includes

- Respect for the views of the child
- Freedom of expression
- Access to appropriate information & Freedom of thought, conscience and religion

All rights are interdependent and are indivisible.

1.00. Right to Survival

1.01. Health and Nutrition: Quality and Quantity of food

The physical development of children depends largely on the quality and quantity of food provided to them daily. Residential Child Care Centers are expected to ensure adequate calories of food intake per child, including the necessary proteins, fat and minerals every day. A nutritionist shall be consulted to prepare the menu suitable to children and to the local context. Each Child Care Center shall have a nutrition chart displayed in the dining hall.

Each care center shall prepare a food menu at the beginning of the academic year with the participation of all staff members and it will be revised once in three months. Obviously local food habits must be given preference. Local sources of food and seasonal fruits and vegetables are not only economical but also nutritionally preferable. A balanced diet also means inclusion of different types of dals, lentils and gram sprouts as snacks or a side dish which breaks monotony and creates interest among the children as well.

Special attention shall be paid to malnourished/underweight children and children with disabilities and illnesses. Girl children will receive special care so as to prevent anaemia. Nutritional supplements and daily nutrition for the children will be planned in accordance with an expert nutritionist after giving her/him the medical history of the children especially in the case of children with disabilities.



Children taking food

1.02. Procurement of food items

Bulk purchase of food items from the wholesale market, ration shops or Government outlets on monthly or quarterly basis shall be the accepted norm. Involving the senior children in purchasing food items shall be encouraged. Bulk purchases must be adequately preserved in containers well protected from insects and rodents.

1.03. Kitchen, Store Room and Dining Hall

It is important that the Kitchen is kept clean, uniformly lit, well ventilated and protected from insects. Utensils must be washed properly and stored above the floor level. The floor must be non-slippery and easy to wash and clean.

Regular cleaning is a must to remove excess heat, steam, smoke and cooking smells. Exhaust fans and windows help in proper ventilation. If the fuel wood is used, a smoke chimney must be installed for the smoke emission. However use of wood should be avoided and possible use of alternative fuel is appreciated.

The Store Room should be close to the kitchen. It should be rodent proof, airy, well lit and ventilated, with adequate built-in and mobile containers.

A dining hall adjacent to the kitchen helps in carrying and serving cooked food easily.

1.04. The Cooks

The cooks shall be trained to cook hygienically, while preserving nutritive value of food. All vegetables must be washed and cleaned before cutting and cooking. It is also important that the cooks undergo quarterly/half yearly medical checkups as a preventive measure and periodic de-worming of the cooks is also mandatory.

1.05. Health Care

Every year when the children come back after summer holidays, they should undergo a complete medical examination. Medical camps are organised for the children twice in a year within the campus itself. Special doctors have to be invited for the camps. Apart from the routine check-up, if a child falls sick, care has to be provided immediately by the

wardens of the respective centers as they are all well trained on basic medical care and if required they will be taken to nearby hospitals. The Child Care Centers must maintain a data base of doctors and para-medicos. Both emergency and preventative medical care must be considered while making arrangements for health care.

Regular health check up



Measuring height & weight

Proper medical records must be maintained for each child at the centers. After the medical check up, the warden must follow up the doctor's recommendations for the children who need specialized medical care.

Sick children have to be treated at the Center rather than sending back to parents. Even if the parents had the means to treat their sick child very often medical facilities in the villages are inadequate. Therefore, each Care Centers shall have a separate room with toilet/bath attached for sick children where they can get special attention, medical treatment and a special diet.

Health education sessions shall be organized by trained health personnel on the topics: 1) Personal and environmental hygiene 2) Contagious diseases and preventive measures 3) Nutrition and food habits 4) Process of puberty and sexual and reproductive education.

1.06 The Sick Room

The sick room should be reasonably sized, airy and cheerful. It should be conveniently situated, away from the noisy part of the center. An attached toilet and an adjacent shady veranda would be preferable. It should not be crowded with unnecessary furniture. The sick room could be decorated with flowers, pictures and verses from sacred scriptures. The daily cleaning must be carried out systematically and quickly after the child has comfortably settled down. Bed pans and urinal must not be kept inside the sick room. They should be brought in when needed by the patient and removed soon after use.

1.07 The Medicine Kit

Every Child Care Centers must have a Medicine Kit or First Aid Kit. All those medicines should be kept in a clean wooden or plastic box well labelled and easily accessible in a clean, dry and cool place free from cockroaches and mice. The medicine box should be out of the reach of small children. It is important that dispensing of medicines shall be done by one of the care givers of the center only.

A training programme relating to health aspect would be given to all staff every year by a Doctor. As children prone to get sick frequently/quickly, the staff should be equipped enough to do identify and to do the first aid activities immediately for those who need it.

1.08 Clean and safe drinking water

Children need more water as they are more active than elders. They need water to survive and work effectively. Contaminated water can harm every system in the body. Therefore the Care Centers should make provision for clean drinking water near the study hall, dining hall and dormitory and encourage children to drink plenty of water daily. If the water is from an open well or a bore well it should be tested and certified as safe for drinking at least once a year. A copy of the test report shall be maintained at the administrative office.

1.09 Bathing and washing clothes

All children are to be encouraged to have a daily bath. During summer bathing twice a day is encouraged, especially in the evenings after games. The care takers must monitor the bathing of smaller children to ensure that they take a proper bath. Sufficient time must be given for washing of clothes and linen at least once a week. A person shall be appointed for washing the cloths of small children below the age of 10.



Children washing clothes

1.10 Sports activities on campus

SJDT encourages both indoor and outdoor games among the children. Daily children spend 45 minutes in the evening playing outdoor games and playing indoor games for 30 minutes before they go to bed.

Traditional games were not just games only, they were designed in such a way that one can develop lot of skills like logical thinking, developing sensory skills, improving motor skills, improving hand-eye co-ordination, building strategy, concentration, learn to win and lose, and finally to have fun.

Outdoor games like Kabbadi, Kho Kho, Kannamoochi or hide and seek and some traditional games like Nondi, Oru kudam thanni and Kulai kulaiyaai mundirikkai are played by children. Indoor games like Pallanguzhi, Paramapadham (Thayam), Chess and Carrom board are played by the children. Following are the few traditional games and how it's been played among the children is illustrated:

Oru kudam thanni:

Oru kudam thanni is a traditional game played mostly in villages by children in schools and with neighbourhood friends. It is one of the girl's favourite games. First the group interested in playing Oru kudam thanni is formed and two members from the team are selected for forming the arch by holding their hands together by standing opposite to opposite and rest in the group will run in circles through the arch singing "oru kudam thanni oothi ore poo poothadhaam"(English translation: after pouring one bucket water, one flower flowered) and for the second round "rendu kudam oothi rendu poo poothadhaam " (English translation: after pouring second bucket water) and so on. For every sentence they will pass through the arch formed by the two girls.

While they sing "poothadhaam" the girl passing the arch will be trapped by the girls forming the arch. The girl trapped in the arch will now go to the arch team releasing one girl (girl who first got selected for forming the arch) to go around with others.

Kulai kulaiyaa mundirikkai

Kulai kulaiyaa mundirikkai is a famous game still played in villages and in schools. This game teaches the kids how to be cautious from the cheaters and how to do something without getting noticed by others. In this game players need to be cautious and know the tricks to cheat others without getting noticed.

Nondi / Pandi

Nondi or Pandi is a very funny hopping game played by the girls in many rural villages of Tamil Nadu. The aim of Nondi is to capture maximum number of squares in the grid by hopping and jumping through the court in a specific pattern without the feet touching the lines and without putting a hand down to gain balance. A small and flat concrete area or a sandy ground would be ideal to play this game. The grid is drawn on the ground or on the floor and numbered as shown above the semicircle on the top with number 9 is Home.

Pallanguzhi

The game is played by two players, with a wooden board that has fourteen pits, with six seeds in each cup; the players distribute these seeds into the other cups until there are no seeds left. The person who reaches two consecutive cups without seeds has to bow out of the game.

Paramapadham (Thayam)

Paramapadham (Thayam) is Snakes and Ladders in English; it was created in ancient India before 1892. It is also known as Parama Pada Sopanam means Steps to the Highest Place (where Parama Pada means highest place and Sopanam means steps). Paramapadham was inspired by religion; and was believed to be symbolic of a man's attempt to reach God. The ladders represent virtues and the snakes represent vices. The snakes carry names linking them to stories from our epics.



Children enjoying playing games

2.00 Right to Development

2.01 Intellectual Development - Quality education for academic excellence

The children in our Child Care Centers usually study at the mainstream schools in the nearby villages except our special children. We have our own school for them and trained staffs are appointed in this home to administer the school activities. Separate class room facilities with needy equipments are available for them. Children are divided into pre-primary, primary and secondary levels according to their learning capacities and provided skill trainings to them with qualified teachers.



Mentally challenged children being trained

Yoga is been taught to them as part of their learning and Physiotherapy is provided to them regularly by qualified staff mainly focusing

- Passive Movement
- Finger Exercise
- Balancing Exercise
- Gait Training
- Box Walking
- Coordination & Stretching Exercise
- Weight Bearing Exercise



Physiotherapy

After successful completion of their programmes, we help them to get admission at the mainstream school for their education.

Keeping track of the children's academic progress is vital. Therefore:

- Wardens must meet the school teachers at least once a month
- Request teachers' assistance and special care to help integration of the Care Center's children into their school peer groups
- School teachers and/or principal must be invited to serve as the member of the management committee
- Invite school teachers to various functions and celebrations in the Child Care Centers
- Maintain records of each child's academic progress in terminal and annual examinations, along with observations on mental and other developments
- In the case of low performers or slow learners, residential staff and tuition teachers must ensure that the child understands the concepts and ideas, instead of mere learning by rote. Only comprehension will ensure the development of the mental faculties in terms of problem solving, assessing, critical and creative thinking
- Study hours are not police hours. Instead of pin drop silence, the emphasis should be on letting children read correctly but not disturbing others. The pronunciation of the children can only be improved, if they are heard reading. The duty staff must assist children in learning difficult portions, check home work, etc
- One of the caregivers shall be actively present with the children during the study time. Supervising the discipline of the children should not be left to the monitors without the presence of a care giver



Children study hour

2.02 Educational Support Systems

A library and teaching aids like posters, charts, CDs, are useful support aids. Every Child Care Centers must be equipped with a library having journals and magazines suitable to different age groups and educational standards of the children.

Apart from the standard newspapers, children's periodicals, atlases, maps, dictionaries, encyclopaedias and manuals on health, hobbies and crafts, autobiographies, books related to Science & Technology, Literature, General Knowledge, Social Studies, Comics, English grammar, composition and poems are useful in capturing the interests of young minds.

All books must be registered, classified numbered before they are issued to children. The children shall be motivated to read books and write reviews or summaries. In fact in our quarterly journal each center has to contribute and children get excited to see their contribution to it. The library must have maps not only of local places, city and taluk/district, but also of India and the World. Along with the maps, there must be a variety of charts and posters covering the children's curriculum, such as nutrition, hygiene, protected water supply, diseases, science experiments, different birds, animals, trees, concepts such as high altitude and other regions, seasons and folk dances.

Pictures, posters, verses from sacred scriptures may be displayed in dining halls and dormitories. All Care Centers shall have a functional TV, DVD player and educational CDs. Provision shall be made for the children to listen to TV news at least for 15 minutes daily.

2.03. Psycho-Social and Emotional Development

Children come from various backgrounds to the Child Care Centers because of unusual circumstances. These circumstances range from lack of educational facilities in their immediate environment, poverty, family-circumstances or vulnerabilities. There may be children who have gone through trauma of parental conflicts, economic struggles, lack of love in the family and neighbourhood, exposed to abuses and exploitation.

Each child comes with a self identity which is formed through the experiences of childhood. To identify that self and help that self to grow in a holistic and healthy way is not an easy task for the care givers. Therefore Psycho Social Care plays an important role in care giving. *Psycho Social Care helps children to improve their psychosocial wellbeing; it restores broken pieces of the individuals and their connections to other people and builds an enhanced sense of self and community.*

Psycho social care is expressed through, caring and respectful relationships that communicate understanding, tolerance and acceptance. It means speaking with kindness and listening with care, and more importantly helping children to restore their lost self, self esteem, dignity and self image.

Child Care Centers shall offer emotional support to those deprived of the childhood experiences. It builds in them resilience to face difficulties without succumbing to frustration and sorrow. It gives them the capacity to experience the joys and appreciate the pleasurable emotions.

The caregiver is an anchor of that emotional support to their children. Positive or negative support will reflect in the way the children conduct their studies and friendships. A positive effect means that the child returns after holidays back to school and their peer group in the Centers happily. Finally the child completes school and vocational training and then leaves the Child Care Centers permanently to take up a job or to go back to his/her home, if the economic circumstances at home have improved sufficiently.

Experience has shown that any inadequacy on the emotional support front results in sharp rise in minor illnesses, homesickness and truancy. All these three are compounded by some children staying away from Centers for prolonged periods or parents frequently calling them at the Child Care Centers. These are symptoms of shortcomings in the emotional shoring up of the child by the Centers staff, which must be remedied, case by case.

A comprehensive psycho-social care program will be a central part of the rehabilitative services provided to children grouped in the Residential Child Care category. The psychosocial care program involves:

- Mental health screening
- Weekly counseling and group therapy
- Stress management /anger and emotional management
- Life skill education
- Vocational guidance

(1) Mental Health Screening:

- A team of psychiatrist/psychologists/trained personnel will conduct mental health screening of all children once in every six months
- All new entrants will be screened for psychological needs
- The caregivers will keep individual records of each child's mental health status. These records will be strictly confidential and will be used for rehabilitative purposes only
- On no account are these to be disclosed unless for a very specifically genuine reason
- The psychiatric treatment for any disorder must begin without delay and records must be maintained
- A child caregiver must always accompany the child on any visit to a doctor or a psychologist and in the case of girl children a lady caregiver should accompany the child and take her to a lady doctor. In exceptional cases, when a male doctor is examining a girl child, a responsible lady staff member should be present

(2) Weekly Counseling and Group Therapy:

Children (of age 9 and above) will meet a counselor once a week to discuss their difficulties. The counselors may decide on the use of various therapies for helping the children. This may include Group Therapy, be conducted every week. The Counselor should be well versed with the needs of children especially children at high risk.

(3) Stress management / Anger/Emotional management:

The caregivers will conduct daily sessions on stress management using simple relaxation techniques of Yoga or breathing exercises. The children will be involved in sports activities every day. The counselors may use various psycho spiritual therapies to help children build better frustration tolerance and help them build resilience and manage their anger and emotions well. It is important to inculcate in children the values of non- violent communication. Sexual and reproductive education and gender sensitization will also form a part of the emotional management program.

(4) Life Skill Education:

Special life skills program shall be designed for the girl child, focusing on self esteem, self defense, personal grooming, negotiation skills, physical fitness, English language training and some aspects of homemaking. The Child Care Centers must invite women achievers to provide mentorship to the girls.

(5) Vocational Guidance:

Children from Grade VII onwards will go on study visits to various institutions, organizations both; service-oriented and commercial. These study visits are designed to introduce children to the world of work. Annual seminars on different careers may be organized. Aptitude testing focused on self awareness should form a part of the vocational guidance program.

2.04. Social Development

Social Development is the system for integrating children of the Residential Child Care Centers into the society so that they become responsible and productive citizens. The emphasis on Emotional and Physical development must be supplemented by Social Development.

(1) Involvement of Parents and Guardians

Family ties are essential for the social development of young adults. It means that there must be monthly meetings of the children with their parents / guardians. They will get to know the progress of their child regularly. And during their school holidays, they have to come and take their children to their home and have to bring back them to the center at the time of reopening.

Another very effective way to bring parents back into their children's lives is to encourage qualified parents to teach subjects like crafts, painting, drawing, sewing etc., to children and to contribute free labour towards the upkeep of Child Care Centers, upkeep and repairs of the building, compound, playground, etc.,

(2) Birthday Celebration of children

Each child is unique and that uniqueness has to be realized by the child in the Child Care Centers. The children shall be greeted on their birthdays preferably at the time of prayer and special prayers may be offered for them.

At least once a month birthdays of children shall be celebrated and the children celebrating the birthdays must be honoured with a greeting card signed by all other children and the staff, cutting of cake and distribution of sweets. On that day, the Child Care Centers shall organize some cultural programme.

(3) Celebration of Festivals & Functions:

SJDT celebrates functions and festivals in a grand manner involving all children and inviting special guests to their campuses every year. Functions like Independence Day, Children's Day, Children's Birthday, Founder's Birthday and festivals like Deepavali, Pongal, Christmas and New Year are celebrated by organising special programmes by the children.

Each function and festival is celebrated by organising cultural and sports programmes. Each child must participate at least in one event and the best performing

children are awarded by the chief guests. Apart from this, every year best performing children award is given to children of specific age groups which motivates others to aspire for that.



Children celebrating different functions & festivals

(4) Excursions & Picnics:

Excursions and picnics enrich the entire educational experience of the children. There must be at least one excursion / picnic in a year.



Children enjoying their excursion trips

(5) Exposure visits & Community Outreach Programmes:

Exposure visits to hospitals, old age home, blind school, etc., are important to inculcate values and respect for the disadvantaged, the old and the sick. When they enter the larger society, a sense of responsibility to the larger family will evolve, by sharing and helping in various situations and rebuilding of family ties. It is the duty of the staff to ensure integration of young people in the community with meaningful ties. These could lead to the emergence of young leaders to take the community forward.

Community Outreach encourages the children to reach out to less fortunate in the community than them. Some activities that can be organized as community outreach programs in a slum or village adopted by the Child Care Centers may include:

- Organizing games and other recreational activities
- Organizing tree plantation
- Presenting street plays on social evils such as dowry, caste system, drugs, etc;
- Visiting the adopted slum/village regularly once a week, month
- Teaching the slum dwellers about health and hygiene, both personal and environmental
- Teaching illiterate adults and youth functional literacy and

(6) Interaction with Ex-Sponsored children:

Ex-Sponsored children play a great role in motivating the children in Child Care Centers. They are to be encouraged to visit the Care Centers often and interact with the children. This interaction will help the children to pursue higher options for their future.

The Child Care Centers shall maintain contact with the Ex-Sponsored children by maintaining their postal address, email-id and phone number. Greeting them on their birthdays and conducting annual alumni meetings will be effective means to build relationship with them.

2.05. Spiritual /moral / ethical development

Sensitivity and compassion for other human persons and seeing God in other human beings is the core of spirituality according to the Bible. The spiritual development of children in the Child Care Centers aims at inculcating in the children the core values of *compassion, sensitivity, respect for human dignity, honesty & integrity, justice, connecting oneself with the Divine through prayer and concern for the common good, including protection of environment*. The various religious and spiritual activities organized at the Care Centers shall ultimately lead to growth of children by practicing these values. The following activities may be undertaken for the spiritual development of children:

- The caregivers and other staff members of the Child Care Centers have to become role models in practicing the core values mentioned above
- Every day there shall be half an hour prayer which will help the children to connect themselves with the divine and one's own self
- Inter-religious prayer with readings from different scriptures and common bhajans/songs may be conducted at least once a week
- Children pursuing Christian faith shall be given sufficient knowledge of the Bible in view of fostering the core values

- Children pursuing Christian faith shall be given the opportunity to participate in the Sunday Church Service, Sunday school, Vacation Bible School, the activities of Christian Youth Organizations and other religious programs organized by the Church
- The senior children shall be encouraged to lead the prayer. The warden and other staff may guide the children on how to prepare for and conduct a prayer session. The manager, the care givers and the members of the Management Committee also may lead the prayer sessions occasionally
- Children may be encouraged to use musical instruments during the prayer sessions
- Value/moral education sessions shall be organized for children once a month with the facilitation by persons like the pastor, school teachers, social workers, etc.
- As part of teaching moral values to children, regularly classes are conducted at each center. Motivational videos about inspirational personalities are played like **De La Salle**, French priest, educational reformer, and founder of the Institute of the Brothers of the Christian Schools. He is a saint of the Roman Catholic Church and the patron saint of teachers. He dedicated much of his life to the education of poor children in France; in doing so, he started many lasting educational practices. He is considered the founder of the first Catholic schools
- Against the background of multi-religious and multi-cultural context of India children shall be taught to respect the pluralistic nature of the country while appreciating one's own religion. A general knowledge about the main tenets of the religions of India will be helpful to create in children respect for pluralism

Moral Class Session



Children receiving First Holy Communion



- There are many films in Hindi and in the vernacular languages which are useful to inculcate spiritual, moral and ethical values in children. Showing such films to children followed by a discussion on the values and lessons that can be applied to one's own life may be adopted as a means of value education
- The Care Centers shall have sufficient resource materials like books, magazines and CDs/DVDs that can be used for moral and value education

2.06. Personality and Talent Development

Cultural activities on campus:

SJDT encourages cultural activities among its children and conducts two such events every year at each center. And one grand programme conducted centrally at the head office wherein all the children come together and participate during the Christmas time. Activities included are: dancing, speech, poetry writing, singing and performing skits. At each center, students will be divided into teams and leader will be selected among them. They will make sure that all children participate in any/all the events.

All the activities are conducted with a core theme which they select every year. Children involve themselves in activities like paper quilling and beadworks which they sell at the annual celebration. Prizes are given to all children, best performing team and a special prize to the best performing children of the year.



Children performing dance programmes



As part of their development, every year we select best children from each center and award them as 'Child of the Year' on November 14th while celebrating Children's Day. We select best children based on various criteria and reward them which motivate them as well other children to aspire for best children in the coming years.

2.06. Career Guidance

Each child blossoms in a different way and the child caregivers who observe children at all times, would be in a position to guide the children with regard to their future studies and career option. Hence, providing career guidance is one of the tasks of the warden/manager of the Child Care Centers.

In view of preparing children to take a mature and informed decision with regard to their future studies and career option, the Child Care Centers shall make arrangements for:

- A career corner to display information regarding various career opportunities through charts, magazines and other literature from employment exchange offices.
- Showing interesting films on different types of vocations/jobs;
- Organizing career visits to different Govt. departments, selected factories, information centres, hospitals, etc.
- Arranging for experts to assess the aptitude of children;
- Helping children to get admission to educational, professional and vocational training institutes

2.07. Orientation to Life

In order to orient children for their future life and to make them understand the importance of manual labour, they may be provided opportunities for learning some vocational skills. Each Child Care Centers shall select a few from the activities given below:

- Raising a kitchen garden and flower beds
- Rearing chickens, cows, sheep or goats, pigs
- Clay modelling, flower and doll making

- Fabric and other painting
- Beads work
- Making decorative and useful articles out of waste materials
- Needle work, knitting, embroidery and tailoring



Children rearing animals & involved in skill work

3.00. Right to Protection:

3.01 Child Protection Policy:

Child Protection Policy must be developed for the Child Care Centers and it has to be effectively implemented and monitored by the management. Total ban on any kind of corporal punishment and psychological/emotional harassment shall be implemented in Child Care Centers. Safety measures shall include disaster preparedness, inverter/generator backup and fire extinguishers.

3.02. Grievance Redressal Cell:

All Child Care Centers shall have a Grievance Redressal Cell. The members of the Grievance Redressal Cell will consist of two/three children, a school teacher, a social worker and a management committee member who will be the convener.

Every Child Care Centers shall have a Complaint/Suggestion Box kept in a common place. Children shall deposit their Complaints/Grievances/Suggestions. The key of the Complaint Box shall be with the convener. The Complaint Box will be opened every week in the presence of two members. The Cell will study the complaints of the children and submit its report to the management and to take appropriate action.

3.03. Compliances with various Acts:

Three Indian laws are very relevant to the Residential Child Care Programme and their knowledge is essential for all those who are involved with the Residential Child Care Centers. These Acts are as following:

- a) **Juvenile Justice Act, 2000:** This Act was brought into force on 1st April 2001. This Act is aimed at providing Juvenile Justice System for juveniles in conflict with law and children in need of care and protection by adopting a child friendly approach in the adjudication and disposition of matters in the best interest of children and for their rehabilitation keeping in view the developmental needs of the children.
- b) **Criminal Law Amendment Act, 2013:** The amendments in this act are brought in to address the increasing sexual abuse of children taking place in the society and in the institutions.
- c) **Protection of Children from Sexual Offences (POCSO) Act, 2012:** This is an Act to protect children from offences of sexual assault, sexual harassment and pornography and provide special courts for the trial of such offences and for matters connected therewith or incidental thereto.

All Child Care Centers shall have copies of the above mentioned three Acts. All staff members shall be given sufficient orientation on the provisions and the implications of these Acts to the Residential Child Care Centers.

3.04. Child Care Center facilities:

Bath rooms and toilets should be adequate according to the minimum standard. They should be well maintained with doors and latches to close properly. Water shall be provided near the toilets and bathrooms. Children should not be forced to bring water from a long distance.

There should be sufficient space around the building for the children to run and move around freely. Any leakage in the building, pipes and taps shall be repaired immediately. Certain facilities and provisions are essential for the healthy development of children:

- Adequately lit and ventilated common spaces for dining, study, kitchen, store room
- Sufficient numbers of individual cupboards, bookshelves, pegs for hanging clothes, library, sick room, office room
- Enough provision for maintenance and cleanliness of toilets and bathrooms and designated areas for washing and drying of clothes
- Water facilities, with proper arrangement for septic tank and drainage of water
- Open space / ground for games and sports
- Regular repairs white/colour washing, painting, polishing, etc for maintaining the buildings and the furniture in good condition
- Decorating the rooms and halls with posters, pictures, etc. and the compound with a garden of flowers, blossoming trees, creepers, etc

4.00 Right to Participation:

4.01 Group Meetings & Panchayat Meetings

Right to participate is one of the fundamental rights of child enunciated as per UNCRC. At our child care centers, we encourage children participation and for that we have created a forum called Panchayat System. Panchayat meetings symbolize local village level administrative body meetings, which are conducted every week by the children at all centers.

At the beginning of every academic year in each orphanage the elections are held among the children to elect their President. Along with that leaders for each cottage are also elected. The President and the elected cottage leaders form the governing council.

Each cottage leader with their children meets every Tuesday to sort out their problems. During this meeting the children are supervised by their respective cottage leaders. A stock of each child's belongings are recorded earlier and it is checked all their

belongings are available and their cloths are clean and tidy such as clothes, books, bag, suitcase, plates and etc. If a child has missed anything she is given a chance to go and search it at the earliest. Once the cottage leaders finished checking the wardens also cross check it.

And on every Friday all the children of the orphanage meet wherein the President and his council conduct common meeting to sort out their problems by holding the children accountable for their misdeeds and behaviour issues. They will discuss all their issues and propose suitable solutions which will be implemented with the guidance of the center manager. To provide opportunities to all children, the President and the council members are elected once in six months. This not only helps us in our home management and also helps the children to learn civic responsibilities and democracy.

The overall intention of conducting these meetings is to develop leadership qualities, problem solving and decision-making skills among the children. Every Child Care Centers should be committed to build their children's future by liberating the leader in every student!



Children's Weekly Panchayat Meeting

5.00. Child Care Center Administration:

The significant aspects of management are:

- 1) Planning, monitoring and evaluation
- 2) Selection, training and monitoring of caregivers and other supporting staff
- 3) Finance management and
- 4) Record Keeping, Documentation and Reporting

For effective management of Child Care Centers, the active involvement and participation of all stake holders, transparency and accountability are needed. This section of the Guidelines is formulated in view of ensuring the participation of all concerned.

5.01. Planning, Monitoring and Evaluation:

The achievement of the aims and the objectives of the Residential Child Care Programmes require careful planning, monitoring and evaluation. Hence, the Residential Child Care Centers shall do the following;

Planning:

- 1) Every year during summer holidays, the annual plan for the following year shall be prepared by the Caregivers (Manager & Warden) with the management committee's guidance
- 2) The annual plan shall consist of; (1) Expansion/Improvement of infrastructure facilities (2) Acquiring of equipments, furniture, etc (3) Events and celebrations (4) New activities to be introduced (5) Approximate dates of panchayat meetings and Grievance Redressal meetings (6) Seminars and workshops for children (7) Training and workshops for the staff (8) Functions and festivals (9) Ex-Sponsored Children's Day/Alumni Meeting and (10) Annual Evaluation
- 3) The annual plan shall be presented to the Management Committee for approval

Monitoring:

- 1) Once the annual plan is approved by the management committee, its copy shall be made available to the head office and each center have their copies
- 2) It is further divided into quarterly, monthly plans and each staff plan for their activities
- 3) Every month, there shall be a meeting of the staff to review the implementation of the plan in the previous month as well as to make modifications, if needed, in the current month's plan. The monthly meeting also will discuss various issues related to children and the management. All staff members including the service staff shall participate in the monthly review meeting
- 4) Once in three months a brief report of the Center, highlighting implementation of the plan shall be prepared by the Manager/Warden and presented to the management committee
- 5) Half yearly and annual reports of the Centers also be prepared by the Manager/Warden and one copy is to be made available to the head office after getting approval of the management committee

Evaluation:

- 1) There shall be an annual internal evaluation of the Residential Care Centers
- 2) The participants of the annual internal evaluation shall be:
 - a) A responsible head office staff
 - b) Caregivers (manager & warden).
- 3) It is highly recommended that a competent external resource person is invited to facilitate the annual internal evaluation
- 4) A copy of the report of internal evaluation shall be attached with the annual report

5.02. Management Committee:

1. The Management Committee shall consist of:
 - a) The Executive Director of the organisation
 - b) The Manager of the each Center
 - c) The Warden of the each Center
 - d) One educationist represents the school where children are studying, preferably the principal or teacher nominated by the school administration
 - e) One health personnel
 - f) One social worker/counselor
 - g) Two representatives of parents (one male and one female) and importantly
 - h) District Child Welfare Committee (CWC) member representative
 - i) District Child Protection Officer (DCPO)
2. There shall be at least four meetings of the management committee in a year. The written information with Agenda shall be made available to the committee members at least one week in advance.
3. The following shall be the tasks of the Management Committee:
 - a) Preparing a Strategic or long term plan for the Center
 - b) Analyzing and approving the annual action plan and budget of the Center
 - c) Getting the quarterly written progress reports and statement of account and giving feedback to the manager, warden and the staff
 - d) Analyzing and approving the annual progress report and the audited statement of account
 - e) Studying and discussing the assessment reports and proposing remedial actions
 - f) Mobilizing resources for the Centers from different sources
 - g) Visit of the Centers by members in turn, interacting with children and staff and reporting the findings to the Management Committee meetings
 - h) Approval of the final list of children to be selected after completing the process as given below

5.03 Selection of Children

As the Residential Child Care Program is meant for the most disadvantaged children the selection process shall guarantee that the most deserving children get admission to the Child Care Centers. The selection process consists of:

- Proper publicity for applications for admission
- Short-listing of applications on the basis of the visit report by the staff and verification of documents; Income certificate, Ration card, Aadhaar card
- Selection by the selection committee consisting of manager, warden, local pastor and the member of the Management Committee
- Reporting the arrival of a child to the *Child Welfare Committee (CWC)* of the District and getting their approval/order
- Post CWC order, report registration of the child to *District Child Protection Unit (DCPU)*
- Maintaining an online database of all children admitted
- Preparation of child study report and physical examination report
- Assist CWC in enquiry as and when required
- Pre and Post adoption counseling to children

5.04. Human Resource Management:

The effectiveness of the Residential Child Care Program depends to a great extent on the competence and commitment of the staff. The staffs of the Child Care Centers consist of:

- a) Manager
- b) Warden
- c) Cooks
- d) Support staff

a) Manager:

The manager shall be responsible for overall management of the Child Care Centers. The following could be the main tasks of the Manager:

1. Selection and appointment of staff as per the HR policy of the organisation

2. Monitoring and appraisal and capacity building of the staff
3. Giving leadership for preparation of Annual Plan and Budget
4. Proper book-keeping and accounting practices prescribed by the head office
5. Coordination and communication with head office
6. Public relation and networking
7. Convening management committee meeting and maintaining its records

The manager shall have the minimum qualification of graduation and he or she shall undergo a short-term course on management.

b) Warden

A warden is supposed to play the key role in a Child Care Centers. He/she must have the personal knowledge of each child and the family background of the child of their Centers. The following are the tasks and responsibilities of the Warden:

1. Planning, monitoring and evaluation of the Child Care Centers along with the Manager
2. Monitoring the academic progress of children
3. Monitoring the physical growth and health of children
4. Providing psychosocial care
5. Maintaining contact with the parents and family members
6. Arranging tuition/coaching for children
7. Organizing life skill education, outreach program and career guidance
8. Organizing excursion/picnics
9. Organizing various events and celebrations
10. Maintaining relationships with the schools
11. Maintaining records related to children
12. Formation of panchayat committee and providing guidelines
13. Convening monthly staff meeting in consultation with the manager

The minimum qualification of the warden shall be any graduation. He or she shall have the certificate of training in Residential Child Care either from a recognised institute would be

an added advantage. If a trained warden is not available, a person with aptitude and interest in Residential Child Care can be appointed as warden after giving necessary induction and trainings.

c) Cooks

The cooks play an important role in the physical growth of children.

- The number of cooks to be appointed in the Centers depends on the number of total children
- The cook shall be given orientation to Residential Child Care
- They shall participate in the monthly staff meeting
- They shall undergo medical check-up once in six months

d) Support staff

The number of supporting staff depends on the situation of each Child Care Centers. In the case of Child Care Centers for girls, there shall be a night watchman/guard. Another support staff needed is a person for washing clothes of children below the age of ten. Where there is no active manager a trained accountant may be appointed to assist the warden in his/her administrative work.

5.06. Book Keeping & Accounting

The accounts of the Care Centers shall be maintained in the computer, preferably using "Tally" accounting package. The account heads in ledger should match with approved budget heads. Among the important books/records/documents to be maintained are:

- Cash books and Ledgers
- Bank Statements/pass books with monthly bank reconciliation statements
- Serially pre-numbered receipt books.
- Voucher File-Serially pre-numbered payment vouchers with supporting documents and bills.

- Staff acquittance register
- Asset / Inventory register
- Budget file
- Quarterly Receipts & Payments Account statement file
- Grant Remittance File-Sponsorship/Earmarked Grants
- Building /Project Improvement Fund
- Foreign Contribution Return (Form FC-6) and Consolidated Audited Statement File
- The physical cash balance is to be tallied with the book balance on a daily basis.
- Every month, the statement of account (receipts and payments) shall be prepared and kept for monitoring implementation of the activities. Every three months, a quarterly statement of accounts should be prepared as per the approved budget and submitted to head office.
- At the end of the financial year the books of account are to be audited by a Chartered Accountant and a consolidated (Foreign+ Local contribution) audited statements of accounts along with the auditor's report shall be submitted for statutory filing, to the board and to the donors

5.07. Documentation and Reporting

Monitoring of the progress of children and the effective management of the Care Centers requires maintenance of certain records and documents and proper recording. Hence the Care Centers shall maintain the following documents/ records and reports. The following are the statutory documents to be maintained at ever child care center:

1. Children admission register
2. Children attendance register
3. Staff attendance register
4. Children leave register
5. Staff leave letter register
6. Children movement register
7. Staff movement register

8. Center leavers' (CL) Register
9. Management Committee Meeting minutes register
10. Government correspondence file
11. Ration record/Groceries/vegetable/Indent/Bills register
12. Children medical record register
13. Medical stock record register
14. Form J, Form 20, Form 21
15. Visitor's recordings
16. Case Study
 - a. Application form with photo
 - b. Profile
 - c. Ration Card Xerox
 - d. Birth Certificate
 - e. Death Certificate
 - f. Income Certificate
 - g. Medical Card.

Apart from the above statutory documents, SJDT maintains the following records

1. Cottage meeting minutes
2. Orphanage Children parliament meeting minutes
3. Parent / guardian's meeting Minutes
4. Warden's school visits register
5. Academic progress register
6. Daily record of number of Children's transported to school and returning from school
7. Gate pass register
8. Notes of warden's daily moral reflection to children
9. Lesson plan for life of St. De La Salle and History of SJDT
10. Library lending register

11. Medical Records:

- a) Register of sick children
- b) Height and weight register
- c) Individual Medical card
- d) Medicine Record
- e) Annual Medical check up record

12. Distribution list of stock

- i) Distribution list of cloths/uniforms and Christmas gift
- ii) Distribution list of Toiletries
- iii) Distribution list of bedding items
- iv) Distribution list of books and stationeries
- v) Distribution list of Magazine / Book

13. Food Stock Register

- a. Groceries Stock Register
- b. Vegetables stock register
- c. Weekly Food Menu Card

14. Annual planner children's Birthday

15. Staff meeting minutes

16. Weekly plan/ weekly progress Report

17. Staff acquaintance register

18. Asset register

Files:

- 1. Individual child file
- 2. Record of Sponsor correspondence
- 3. Internal Evaluation Report
- 4. Annual Report
- 5. Correspondence and circular from Government officers
- 6. Individual staff file
- 7. Annual / Quarterly and Monthly plans

Conclusion:

Through Residential Child Care Programme, SJDT makes a significant contribution to nation building by empowering the most disadvantaged children and children at high risk.

SJDT is committed to build our children's future, one by one, day by day, a life that's better for all of us!!

PRAY AS IF EVERYTHING DEPENDS ON GOD



WORK AS IF EVERYTHING DEPENDS ON YOU