



Social
Axiom
Foundation



Children Against Child Abuse

Project CACA - A safety programme for
children under the safety policy of the school.



Life Skills & Moral Science

To keep our children happy, healthy and safe

Project CACA - Profile

Workbooks • Webinars/Workshops • Support

Stakeholders - Children, Teachers, Parents and Support Staff

"Schools should not preserve the problems to which they are a solution."

মোৰ সুৰক্ষা কাৰ্যপুস্তিকা
 আমার নিরাপত্তা কার্য পুস্তক
 મારી સલામતી કાર્યપોથી
 मेरी सुरक्षा कार्यपुस्तिका
 ನನ್ನ ಸುರಕ್ಷತಾ ಕಾರ್ಯ ಪುಸ್ತಕ
 میانی حفاظتی کتاب
 എന്റെ സുരക്ഷാ വരിക്കുബുക്ക്
 माझी सुरक्षितता कार्यपुस्तिका
 ମୋର ସୁରକ୍ଷା ପୁସ୍ତିକା
 मेरी सुरक्षा वारसपुस्तिका
 எனது பாதகாப்பு பணிப்புத்தகம்
 ನಾ ಭದ್ರತಾ ಕಾರ್ಯಪುಸ್ತಕ
 میری حفاظتی کتاب



CBSE | CISCE | State Boards

CACA Safety Workbooks

UKG to Class IX

Prevention is Better than Cure

www.projectcaca.org



Children Against Child Abuse

Project CACA - A safety programme under the safety policy of the school to keep our children happy, healthy and safe.

• Workbooks • Webinar/Workshops • Support

Core Instrument - Safety Workbooks (UKG to Class IX)
Based on Life Skills and Moral Science.
(Scan QR Code for sample pages)

The QR codes for various resources are embedded in the Safety workbooks
(Scan QR Code for sample)

UKG ₹ 230/-




With a Picture Book

My Beginner's Safety Workbook

I ₹ 230/-




With a Picture Book

My First Safety Workbook

II ₹ 230/-




With a Picture Book

My Second Safety Workbook

III ₹ 230/-




My Third Safety Workbook

IV ₹ 230/-




My Fourth Safety Workbook

V ₹ 230/-




My Fifth Safety Workbook

VI ₹ 230/-





My Sixth Safety Workbook

VII ₹ 230/-




My Seventh Safety Workbook

VIII ₹ 230/-




My Eighth Safety Workbook


IX ₹ 230/-




My Ninth Safety Workbook



Teacher's Manual
Pink Book



My Beginner's Picture Book UKG



My First Picture Book I




My Second Picture Book II



Poster Catalogue
UKG - Class 9



Supplementary Worksheets

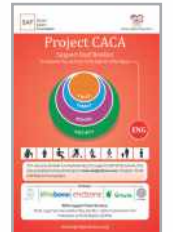


Animated Video
Sample 1



Animated Video
Sample 2

Parent/Teacher/Support-Staff
Blue-Green-Red Booklets in
English, Hindi and Regional Languages.



English



हिन्दी



অসমীয়া



मराठी



বাংলা



ଓଡ଼ିଆ



ગુજરાતી



ਪੰਜਾਬੀ



ಕನ್ನಡ



தமிழ்



کاشر



తెలుగు



മലയാളം



اردو

These booklets are also resource material for webinars for teachers, non-teaching staff & parents

Note: The QR Code Samples are in low resolution and may contain selected pages/videos.



Project **CACA**

OVERVIEW

SAF

Social
Axiom
Foundation

Partners



With Support From Various:
State and District Legal Services Authorities (SLSA & DLSA)
State Commissions for Protection of Child Rights (SCPCR)

Institution & Committee Driven
Through Democratic Chain of Processes
Focus Group Discussions/Conventions/
Consensus Building Exercises/Pilot Programmes/
Surveys/Assessments/Peer Reviews

Project CACA (Happy • Healthy • Safe)
A Safety programme for children under the school's safety policy

Life Skills & Moral Science

Stakeholders

As per
NEP 2020
and
NCF 2023

As per
POCSO
rules gazette
notification
2020

Children

**Safety
Workbooks**
Life Skills
Moral Science

Teachers

Support Staff

Parents

Companion Booklets
Blue | Green | Red | Pink

Webinars

**Assessment
for Challenges**

e-Certificates

Picture Books

Posters

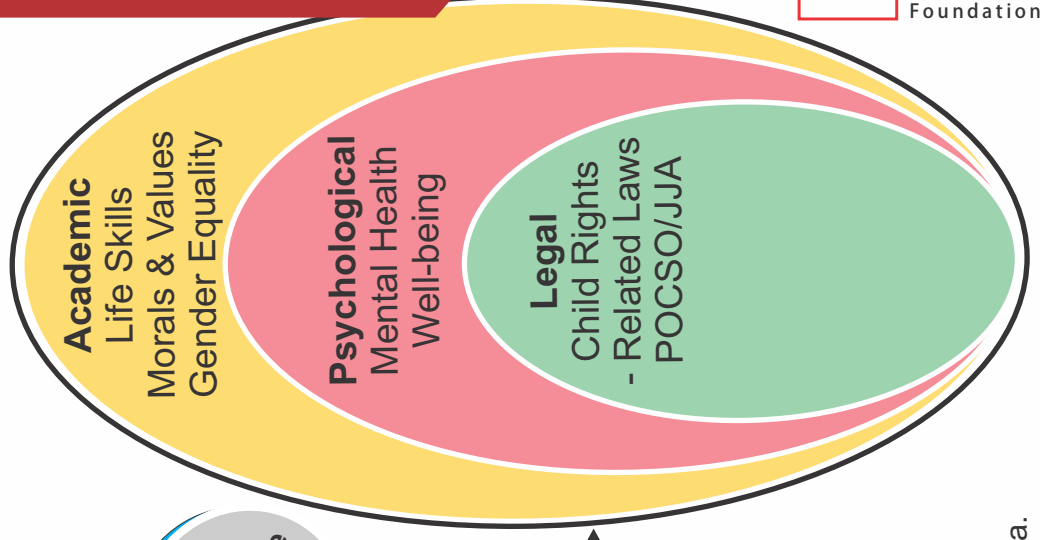
Worksheets

Animated Videos

**Psych-Ed - National
Psychology Quiz**

In compliance with:

- The National Education Policy (NEP) 2020
- The National Curriculum Framework for School Education 2023 (NCF 2023)
- POCSO Rules 2020 Gazette Notification of the Govt. of India.
- 10 WHO universal life skills, especially those relevant in the 21st century and UNSDG-2030





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1. Project Definition

'Schools should not preserve the problems to which they are a solution.'

Project **CACA**, **C**hildren **A**gainst **C**hild **A**buse, is an institution (school) driven and rights-based, preventive safety programme for schools to keep our children happy, healthy and safe. It is a research based project that follows life skills, moral science and value education teaching and covers child rights, gender equality and abuse prevention.

'Prevention is better than cure'

The project focuses on the need of the hour, i.e., child sexual abuse prevention. It is implemented under the

safety policy of the school. It follows a child-centric and holistic approach that involves all the stakeholders, i.e., children, parents, teachers and non-teaching/support staff. Social Axiom Foundation (SAF) is the parent NGO of Project CACA.

The issues of child rights, gender equality and child abuse are not limited to any particular school. They are relevant to any Indian school, whether affiliated with a central, state or foreign board. Life skills (10 life skills by the World Health Organisation – WHO) are also universal, and so are the values based on the fundamental duties and rights and preamble of the Indian Constitution.

2. The Epidemic of Child Sexual Abuse

The elephant in the room: Children live in a world governed and regulated by us. We condition them on various matters and impart values to them directly or indirectly. We are responsible for their safety and welfare; after all, we brought them into this world. The Survey of 2007 (Ministry of Women and Child Development; Govt. of India) showed that the cases of child sexual abuse in our country are of epidemic proportions. Almost half of our children were victims of sexual abuse. The myth, 'boys are not sexually abused', was also broken. A similar survey in 2017 re-established the status of child sexual abuse. Unfortunately, nothing had changed. The abuse is not specific to any particular sex or age group of children.

Gender-wise percentage of children reporting sexual abuse		
States	% Boys	% Girls
Andhra Pradesh	54.21	45.79
Assam	53.48	46.52
Bihar	52.96	47.04
Delhi	65.64	34.36
Goa	52.27	47.73
Gujarat	36.59	63.41
Kerala	55.04	44.96
Madhya Pradesh	42.54	57.46
Maharashtra	49.43	50.57
Mizoram	59.96	40.04
Rajasthan	52.50	47.50
Uttar Pradesh	55.73	44.27
West Bengal	43.71	56.29
Total	52.94	47.06

In most cases, an abuser is not a stranger but a person the child already knew. News of child sexual abuse in schools is not rare, but that does not mean that schools are the places where abuses are likely to happen. The fact is that child abuse in schools is easy to notice and report. In contrast, the abuses that occur outside schools in a child's family - extended family, domestic and neighbourhood environment and family and religious functions do not get reported. The Mumbai Police annual report - 2021 showed that the accused is known to the child victim in over 96% of sexual abuse (POCSO) cases.

The conspicuous silence: Most children do not tell about the abuse to anyone. There are many reasons for not telling. Fear is the most common. Children fear the abuser, as the abuser might be threatening to harm them or their loved ones if they tell anyone. The fear of being blamed for the abuse or punished or scolded by the parents is another reason.

Moreover, the parents do not want to report abuse because of the social stigma. The gender stereotype understanding of 'boys are supposed to be brave and protect girls, so how come they can be abused' also discourages the boys from speaking up against the abuse. Because of all this, the abuser goes unpunished and gets prompted to become a repeat offender.

Reporting of sexual assault	Percent
Kept quiet	72.1
Shared it with brothers/ sisters	6.7
Told Parents	11.8
Reported it to the police	3.4
Any other	6.0



Project CACA

The way forward: Human evolution clearly shows that most people care for children. Our children are born half-baked and could not have survived without our support or if the world was full of abusers. Then how come we have such a large number of child victims? The abusers are repeat offenders. An abuser does not limit themselves to one child. People who are sexually

attracted to children are called paedophiles. The good news is that child sexual abuse is very much preventable. It can be curtailed to a great extent as abusers are a few, and child sexual abuse is not a crime that happens because of poverty, any cultural practice, or social-class divide. We cannot be with our children all the time, so the way forward is to empower them against abuse.

3. School Safety Policy

Protection of Children from Sexual Offences (POCSO) Rules, 2020

चौकसी सं. सी.एच.-33004/99 REGD. NO. D.L.-33004/99

भारत का राजपत्र
The Gazette of India

सं.जी.सी.एच.-अ-11032020-218601
CG-DL-E-11032020-218601

असाधारण
EXTRAORDINARY
भाग II—खण्ड 3—उप-खण्ड (i)
PART II—Section 3—Sub-section (i)
प्रधिकार से प्रकाशित
PUBLISHED BY AUTHORITY

सं. 141] नई दिल्ली, सोमवार, मार्च 9, 2020/फाल्गुन 19, 1941
No. 141] NEW DELHI, MONDAY, MARCH 9, 2020/PHALGUNA 19, 1941

MINISTRY OF WOMEN AND CHILD DEVELOPMENT
NOTIFICATION
New Delhi, the 9th March, 2020

G.S.R. 165(E).—In exercise of the powers conferred by section 45 of the Protection of Children from Sexual Offences Act, 2012 (32 of 2012), the Central Government hereby makes the following rules, namely:—

1. (1) **Short title and commencement.**—These rules may be called the Protection of Children from Sexual Offences Rules, 2020.
(2) They shall come into force on the date of their publication in the Official Gazette.

3. **Awareness generation and capacity building.**—(1) The Central Government, or as the case may be, the State Government shall prepare age-appropriate educational material and curriculum for children, informing them about various aspects of personal safety, including—
(i) measures to protect their physical, and virtual identity; and to safeguard their emotional and mental wellbeing;
(ii) prevention and protection from sexual offences;
(iii) reporting mechanisms, including Child helpline-1098 services;
(iv) inculcating gender sensitivity, gender equality and gender equity for effective prevention of offences under the Act.
(6) The Central Government and every State Government shall provide periodic trainings including orientation programmes, sensitization workshops and refresher courses to all persons, whether regular or contractual, coming in contact with the children, to sensitize them about child safety and protection and educate them regarding their responsibility under the Act. Orientation programme and intensive courses may also be organized for police personnel and forensic experts for building their capacities in their respective roles on a regular basis.

1340 GI/2020 (1) *abridged

Rule no 3. Awareness generation and capacity building.

- (1) The Central Government, or as the case may be, the State Government shall prepare age-appropriate educational material and curriculum for children, informing them about various aspects of personal safety, including-
 - (i) measures to protect their physical, and virtual identity, and to safeguard their emotional and mental wellbeing;
 - (ii) prevention and protection from sexual offences;
 - (iii) reporting mechanisms, including Child helpline 1098 service
 - (iv) inculcating gender sensitivity, gender equality and gender equity for effective prevention of offences under the Act.
- (6) Provide periodic trainings including orientation programmes, sensitization workshops and refresher courses to all persons, whether regular or contractual, coming in contact with the children, to sensitize them about child safety and protection and educate them regarding their responsibility under the Act.

*excerpt

The child safety policy of a school can be divided into the following 8 categories:

1. Infrastructure
2. Health
3. Transportation
4. Students Protection Mechanisms
5. Personal, Social, Emotional and Sexual Safety
6. Reporting and Response Mechanism
7. Emergency Preparedness and Disaster Management
8. Cyber Safety.

Project CACA empowers, trains, educates and sensitises all the stakeholders on the school's safety policy through its various instruments. The school safety policy propounded by Project CACA is:

"The school strives towards an inclusive and child-sensitive learning environment. The school takes effective measures to establish and strengthen the prevention, response and redressal mechanisms,

support services and strategic partnerships with government and non-government organisations on children's safety and well-being. The school continuously builds its capacity and compliance towards 'zero-tolerance' for child abuse. Child safety and well-being, child rights, and gender equality are inherent to the school syllabus. All the stakeholders, i.e., children, parents, teachers and non-teaching/support staff, are regularly engaged, sensitised and trained on child safety and well-being."

Besides, the project sensitises all the stakeholders on various safety-related matters pertaining to the 8 categories mentioned earlier. The last page of each safety workbook showcases the safety policy propounded by Project CACA.

A. Project CACA - compliance

Schools receive Circulars/ Guidelines/ Notifications/ Advisories issued from time to time by boards, directorates of education, ministries and departments, and commissions for the protection of child rights on various subjects related to children's safety, health and wellbeing. At times, the Supreme and High Courts have also come up with safety guidelines for schools. Project CACA complies with most of these Circulars/ Guidelines/ Notifications/ Advisories and the POCSO Rule Gazette notification of 2020.

B. Project CACA, the Safety Policy Bibliography/ Rationale (in alphabetical order)

Central Board of Secondary Education (CBSE) | Council for the Indian School Certificate Examinations (CISCE):

Circulars on screening of film 'Komal' and spreading awareness of POCSO E-Box - 2017; Elimination of corporal punishment, 2014; POCSO Committee Formation - Complaint Box | Teaching of Good-Bad Touch.

Constitution of India: Preamble and Fundamental Duties and Rights

Delhi Commission for Protection of Child Rights (DCPCR): Guidelines for Prevention of Child Abuse in Schools, 2014

Department of Women and Child Development, Delhi Govt.: Awareness Material (age-wise modules) on Prevention of Child Sexual Abuse (CSA)

Department of Women and Child Development, Karnataka Govt. - Child Protection Policy for Schools, 2016

Federation of Indian Chambers of Commerce and Industry (FICCI): Child Safety and Security in K-12 Schools: A Report, Toolkit and Primer

Food and Safety Standards Authority of India (FSSAI) & National Institute of Nutrition (NIN) & Indian Council of Medical Research (ICMR): Eat Right School (learning material); Nutritive Value of Indian Foods

Indian Academy of Pediatrics (IAP): Recommended Immunisation

Ministry of Environment, Forest and Climate Change, Govt. of India/ Central Pollution Board: Low-Carbon Lifestyles; AQI Index

Ministry of Home Affairs, Govt. of India: Handbook for Adolescents/Students on Cyber Safety - 2019

Ministry of Tribal Affairs, Govt. of India: Tribal Faces in India

Ministry of Women and Child Development (MWCD), Govt. of India: Gazette Notification, 9 March 2020 -

Rules for Protection of Children from Sexual Offences Act, 2012 (32 of 2012); Reader for parents, teachers and communities on Raising Happy Children and Providing Safe Childhoods, April 2017

National Commission for Protection of Child Rights (NCPCR): POCSO Complaint Management System

National Council of Educational Research and Training (NCERT): Adolescence Education Programme; Education for Values in Schools, a framework

National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA) 2019: Module 2: Developing Personal - Social Qualities & Creating Safe and Healthy School Environment - Module 5: Health and well-being in schools - Module 16: Relevance of Gender Dimensions in Teaching and Learning Process

National Institute of Disaster Management (NIDM) Vigyan Prasara: Activity Book on Disaster Management for School Students ISBN: 978-93-82571-05-6

National Institute of Public Cooperation and Child Development (NIPCCD): Handbook on Implementation of POCSO Act for School Management and Staff

Reserve Bank of India (RBI): Raju & the Forty Thieves, A booklet on modus-operandi for financial fraudsters

State Legal Services Authorities (SLSA) - Legal literacy material on child rights-related laws

United Nations Sustainable Development Goals - 2030:

World Health Organisation (WHO): Life skills education - school handbook on prevention of non-communicable diseases ISBN 978-92-4-000485-6; Partners in Life Skills Education WHO/MNH/MHP/99.2

C. Toll-Free Helplines and Related Portals Covered for Children, Parents, Teachers and Non-Teaching/ Support Staff under the Safety Policy

Police 100 | Fire 101 | Ambulance 102 | Single emergency 112 | Railway Police 1052 | Childline 1098 | NALSA 15100 | NDRF 9711077372 | NIMHANS- 080-46110007 | Food adulteration 9868686868 | Organ Donation/NOTTO 1800-11-4770 | Consumer Protection 1800114000/14404 | Generic Medicine 1800-180-8080 | Mental Health 8376804102 | Drug de-addiction 1800-11-0031 | POCSO E-Box 9868235077/ 1800115455 | www.ncpcr.gov.in | Air pollution (Delhi and NCR) www.cpcb.nic.in | Cybercrime - www.cybercrime.gov.in | Child - labour pencil.gov.in | Online complain under, POSH Act - www.shebox.nic.in | Transgenders Certification - www.transgender.dosje.gov.in

POCSO E-Box and Childline 1098: POCSO E-Box is an online, child-centric and illustrative complaint box for reporting child sexual abuse. Ministry of Women & Child Development (MW&CD), Govt. of India and the National



Project CACA

Commission for Protection of Child Rights (NCPDR) have created the E-Box. It is an online complaint management system for easy and direct reporting of sexual offences against children and timely action against the offenders under the POCSO Act. It also has helpline numbers. Just like child helpline 1098, the box can be used by anyone, including a child, to report abuse. The 1098 child helpline by Childline India Foundation (CIF - www.childlineindia.org.in) is supported by MW&CD, Govt. of India. It operates across India. The childline not only responds to the emergency needs of children but also links them to services for their long-term care and rehabilitation. It works to protect the rights of all children, in general.

NCERT and state boards' textbooks regularly promote Childline 1098 and POCSO E-Box, and so do CACA Safety

Workbooks.

A compilation of various government schemes (logos), including POCSO E-Box and Childline that are covered in the CACA safety workbooks, are depicted on page 27

D. Pledges undertaken by Children, Parents, Teachers and Non-Teaching/Support Staff under the Safety Policy

The pledges are based on the following topics:

Abuse prevention | Anti-bullying | Blood/Organ donation | Climate change | Health | Hygiene | Road safety | Safe driving | Water preservation | Carbon footprint reduction and various other pledges promoted by the government of India from time to time at:

<https://pledge.mygov.in>

4. Project Partners and Supporters

The essence of the project is not authority, accountability, and competition but responsibility, trust, and collaboration. The project is developed and implemented with the help of partner organisations like - Counsel to Secure Justice (www.csjindia.org/), an NGO working in the field of Child Rights and Child Sexual Abuse | Department of Mental Health and Behavioral

Sciences, Fortis Healthcare (Fortis Hospitals) (www.fortishealthcare.com) | Edusynergies, a firm with domain expertise in school education system from policy to grass root levels. The project also gets regular support from various related NGOs and government organisations like - State/District Legal Service Authorities | State Commissions for Protection of Child Rights.

5. Project Committee Members and Key Advisors

Project CACA follows a democratic chain of process for its development and implementation under the aegis of its advisors and committee members.

Late Sh. Puran Chand – Mentor: Fr. General Secretary - Council of Boards of School Education in India (COBSE) | Fr. Additional Commissioner (Academics) - Kendriya Vidyalaya Sangathan

Smt. Stuti Narain Kacker (Retired IAS officer): Fr. Chairperson National Commission for the Protection of Child Rights – NCPDR. | Fr. Joint & Additional Secretary, Ministry of Information & Broadcasting and Director of the Indian Institute of Mass Communication (IIMC)

Dr Kiran Aggarwal – Paediatrician: Co-Chair, Indian Council of Medical Research (ICMR), Committee on Children Under Difficult Circumstances | Fr. President, Indian Academy of Pediatrics (IAP), Delhi | EB Member CIAP | Ex-member Child Welfare Committee, Delhi

Dr Rajesh Sagar - Professor, Department of Psychiatry, All India Institute of Medical Sciences, Delhi (AIIMS)

Dr Prof. Dinesh Kumar - Dean - Research, NCERT (National Council of Educational Research and Training)

Dr Amit Sen - Psychiatrist: Director in the Children First, a child and adolescent mental health service.

Smt. Kala Anjan Dutta - Principal: in the school of Library Science, Delhi Library Association, New Delhi | Fr. Library Director, The American Library, US Embassy, American Center, New Delhi

Dr Geeta Chopra – Professor: in Delhi University | Activist and author in the field of Child Rights and childhood disability

Smt. Hemlata Suri - Counsellor: in Carmel Convent School, Chanakyapuri, Delhi

Smt. Tanuja Sharma – Fr. Counsellor: in the Indian School Muscat, Oman

Dr Jayanti Banerjee - Faculty Psychology: in the Mother's International School, Delhi

Smt. Poonam Gautam - Retired Special Educator & School Counsellor: from Loreto Convent School, Delhi

Smt. Michelle Mendonca – Lawyer: Fr. Project Director for Counsel to Secure Justice (CSJ)

Smt. Neha Tyagi – Advocate: Practising before the honourable Supreme Court and Delhi High Court, her core areas include Constitutional Law, Women and Children Rights, Education, and Criminal matters.

Sh. Yashpal Singh Kalsi - Senior Self Defence Instructor

6. Project Instruments (Deliverables)

1. Safety Workbooks:

CACA Safety Workbook series for children (classes UKG to 9) is the core instrument of the project. All other instruments like webinars, surveys and webinar based training/workshops, assessments for challenges, litigation and a national quiz on psychology, and various resource material are directly or indirectly related to the workbooks. Each workbook (latest edition) has an MRP of Rs 230/-

2. Training (Webinars):

Academic, legal and psychological training and awareness cum sensitisation webinars are provided to parents, teachers and non-teaching/support staff on child rights and related laws, abuse prevention, gender equality, cyber safety, nutrition, etc. The interactive webinars are conducted by a resource persons' pool comprising subject matter experts like judges, panel lawyers, psychologists, social workers, academicians, etc., from Social Axiom Foundation and various other partner and supportive organisations and volunteers. The webinars unfold themselves year after year and are for Teachers, Non-teaching Staff and Parents. Please find a detailed list of the interactive webinars conducted under Project CACA on page 24.

Weblink - <http://projectcaca.org/training/>

3. Companion Booklets:

For parents (**Green**), teachers (**Blue**) and support staff (**Red**) in English, Hindi, Kannada, Gujarati, Assamese, Malayalam, Marathi, Kashmiri, Odia, Punjabi, Telugu, Tamil, Urdu, Bengali in QR Code format embedded in each safety workbook.

Weblink Parent and Teacher Booklet –

<http://projectcaca.org/booklets-for-parents-and-teachers/>

Weblink Support staff Booklet –

<http://projectcaca.org/booklets-for-support-staff/>

4. Posters:

A set of classroom and corridor posters in PDF format. The same can also be downloaded from our website as and when required.

Weblink - <http://projectcaca.org/posters/>

5. Picture Books:

For classes UKG, I and II is embedded in each respective CACA Safety Workbook in QR Code

format.

Weblink -

<http://projectcaca.org/childrenpicturebook/>

6. Animated videos:

For children are embedded in the QR codes and are placed within the relevant chapters. The same are also available on our website and youtube channel.

Weblink -

<http://projectcaca.org/videos/>

7. Supplementary worksheets:

Downloadable supplementary worksheets are also available on our website.

Weblink -

<http://projectcaca.org/children-worksheets/>

8. Teacher's manual (**Pink Book**):

Embedded in the QR code format in each safety workbook

Weblink -

http://projectcaca.org/wp-content/uploads/2021/12/Link_Teachers-Manual.pdf

9. Teacher specimen copies:

Class-wise teacher specimen copy 1 per 40 safety workbooks shall be provided.

10. PSYCH-ED, a national psychology quiz for school students:

The Department of Mental Health and Behavioural Sciences – Fortis Hospitals conducts a national school quiz every year. Project CACA is the knowledge partner for the quiz. Participation is free, and the winners are awarded prizes and scholarships-

<https://www.fortishealthcare.com/fortispsych-ed/#>

11. **E-Certificates** awarded to:

Each School - for implementing Project CACA – Year-wise.

Each School Principal of the schools.

Each Teacher for their participation in a webinar.

Weblink -

<http://projectcaca.org/wpcontent/uploads/2021/02/Sample-Certificates.pdf>

7. CACA Safety Workbooks

A. Values - Life Skills - EVS - UNSDG (2030)

'A good book is a good friend, indeed.'

*The workbooks follow an interdisciplinary/integrated approach as per the National Education Policy - 2020, thus require collaborative effort from all the subject teachers. They are value education and life skills books and also cover environmental science (EVS) and United Nations Sustainable Development Goals. Many chapters of the workbooks easily blend with the existing timetable periods of English language, physical education, environmental science-EVS, social science, science, and computer science. The value-education is derived from the Constitution of India (preamble and fundamental rights and duties) and focuses on scientific temper, humanism and the spirit of inquiry and reform. The values also include 21st-century values like gender equality, water preservation, carbon footprint reduction, gender as a spectrum, organ donation, etc. The life skills (LS) are based on the 10 universal #life skills (LS) prescribed by the World Health Organisation (WHO). With the advent of Artificial Intelligence (AI), these LS are blending with the livelihood skills of the 21st century.

*It is important to note that the workbooks are not on sex education.

Life Skills (LS): The 10 WHO LS form a core set of skills that are at the heart of skills-based initiatives to promote the health and wellbeing of our children. They are **LS1 - Self-awareness, LS2 - Empathy, LS3 - Critical thinking, LS4 - Creative thinking, LS5 - Decision-making, LS6 - Problem Solving, LS7 - Effective communication, LS8 - Interpersonal relationship, LS9 - Coping with stress and LS10 - Coping with emotions.**

The 10 LS are interlinked. For example, whether to take help from strangers or help them in an emergency would require LS2, LS3 and LS7. The 10 LS can be grouped as **THINKING SKILLS (LS1-LS6-LS9); SOCIAL SKILLS (LS4-LS5-LS8); EMOTIONAL SKILLS (LS2-LS7-LS10).** They are mapped with the syllabus of Project CACA.

Here are a few examples of countries where the government has used life skills teaching in schools for the safety and well-being of children.

Life Skills & Adolescence Issues (Prevention)
Zimbabwe, Thailand: HIV/AIDS prevention

India: (AEP – UNFPA / NCERT – MW&CD): HIV/AIDS; Substance & Child Sexual Abuse

Mexico: Adolescent Pregnancy

UK: Child Abuse

B. Curriculum & Syllabus

The safety workbooks (syllabus) stems out from a curriculum-matrix of **7 Core Principles**, i.e., Each core principle has derivatives. These are - Safety | Mental Health / Mental Well-Being | Gender Equality/Equity/Parity | Child rights | Emotional intelligence/Quotient | Health and Hygiene | Morals/Constitutional Values/Ethics. The workbooks also sensitise children about various medical conditions that include physical and mental/cognitive conditions that a child may go through. The multiple characters in the workbooks form a diverse but inclusive world, thus inculcating empathy. The curriculum matrix, derivatives and learning areas/learning outcomes/key messages/takeaways unfold in the workbooks class after class. Like a safety drill, they are to be practised repeatedly by our children year after year, just like each time you board an aeroplane or drive a car, you tie a seat belt. Refer page 21 for compilation of learning areas and their mapping with life skill. The core principles, derivatives and their learning areas/key messages are distributed progressively among the 10 CACA Safety Workbooks from UKG to class 9. For example, *Body Ownership* progresses as *Pvt. Parts - Permission to Touch - Personal Boundaries - Body-Shaming/Bullying - Privacy - Bonded/Child Labour - Slavery/Untouchability and Organ Donation.*

Please refer to page 09 for a complete list of the 7 core principles and their derivatives.

C. Methodology

The workbooks are in a story-book format. They are based on various day-to-day situations our children face, have faced or will face in and outside their schools. They prompt children, parents, grandparents, teachers, and non-teaching staff to adopt necessary behavioural changes to prevent child abuse. They disseminate the curriculum matrix through stories, poems, role plays, essays, letters, cartoon strips, 'what if' situations, debates, diagrams, algorithmic steps, pledges and activities. Some reference stories are based on Panchatantra, Jataka and Aesop's tales.

D. Main Characters



The workbooks revolve around three musketeers - a girl Sana, a boy Arpit and a tiger Pokso. The tiger acts as a confidant to children and personifies the law. He introduces and familiarises children from an early age with various good habits, rules and laws as a safety net. The various characters in the workbooks break gender and skin colour stereotypes prevalent in Indian society. In the stories, it is not just boys who protect girls; it also works the other way around. The overall content follows an inclusive approach towards religion, gender, disabilities, and race.

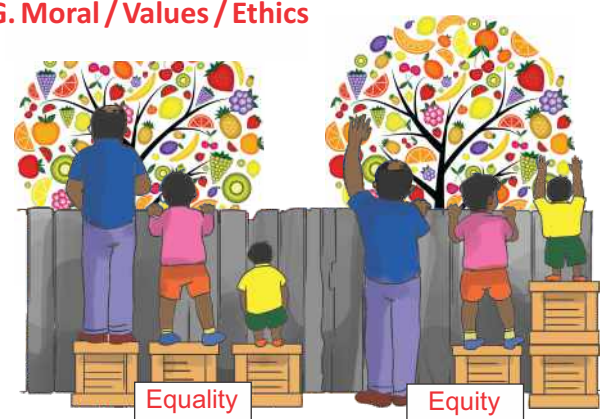
E. Prevention is better than cure

In the workbooks, one of the characters intervenes before a situation takes an ugly turn. The intervention builds confidence in children to achieve the same. Pokso, the tiger, acts as a guiding figure telling children right from wrong and helping them make the right decisions. The young readers share their feelings and various difficult situations with Pokso. He is a medium that helps children establish a dialogue with their loved and trusted ones and the community.

F. Dialogue

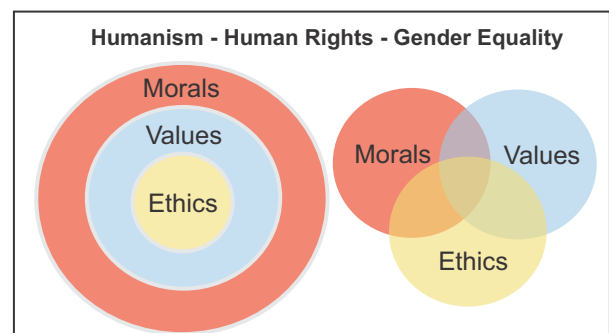
The workbooks are written from the point of view of our children. They empower our children against tricks played by abusers. Young readers are prompted to express their feelings, opinions, behaviours, and relationships through various questions. Such questions are helpful to parents, teachers and caregivers. Answers to such questions allow them to have dialogues with children on sensitive issues that are otherwise difficult to talk about. The workbooks are to be regularly discussed in the parents- teachers meetings.

G. Moral / Values / Ethics



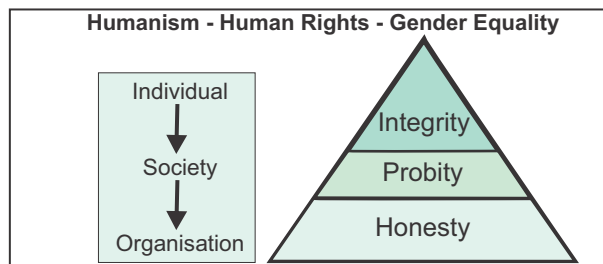
Moral / Values / Ethics are covered progressively in the CACA Safety Workbooks keeping in mind Kohlberg's 6 Cognitive Moral Development Stages. The value-education is derived from the Constitution of India (**preamble and fundamental rights and duties**) and focuses on **civic nationalism, scientific temper, humanism and the spirit of inquiry and reform**. They follow a pattern based on the ethics syllabus of the **Union Public Service Commission Examinations** for the recruitment of IAS, IPS, IFS, and other allied services. The classical stories from Aesop, Panchatantra, and Jataka blends with the core principles and their derivatives. For example, the famous story of 'The Stag and its magnificent horns' from class 4 is about a stag/ deer that feels proud of his body part, the horns, but is ashamed of his thin legs because other animals would praise his horns but make fun of his legs. He considers his legs to be ugly. When chased by a lion or a hunter, the ugly legs help him escape, but his beautiful horns get entangled in the bush.

The story has learning areas/key messages like *Nature has made our body, and every 'body part' has a role to play.* | *We should not be ashamed of our bodies.* These messages fall under the WHO life skills of **Self Awareness/ Self-Esteem** and are essential for preventing bullying and body shaming.





Project CACA



H. List of some class-wise chapters on moral/values/ethics

My First Safety Workbook: *The Girl Who Cried Wolf* **My Third Safety Workbook:** *The Squirrel and The Fox* | *United We Stand, Divided We Fall* **My Fourth Safety Workbook:** *Sweet Home* | *The Stag and His Magnificent Horns* **My Fifth Safety Workbook:** *The Elephant and The Six Friends* | *Bamboo and The Crooked Tree* | *A Morning Assembly to Remember* | *The Wooden Bowl* | *Jack and Jill* **My Sixth Safety Workbook:** *True Wealth* | *Ganpati's Presence of Mind* | *The Man and The Woods* | *The Cub and The Hare* | *Sportspersonship* **My Seventh Safety Workbook:** *A Mother's Dilemma* | *Cheating Is Fun, Oh Really?* **My Eighth Safety Workbook:** *999,999 v/s 999* | *Chandala, The Surgeon* | *Finger v/s Thumbs* | *Us v/s Them* | *Why Love One and Eat The Other* **My Ninth**

Safety Workbook: Triple Filter Test | *Have Mercy on Me* | *The Two Boxes - Yes and No* | *Romeo and Juliet*

I. Child Rights - Related Laws & Policies

The workbooks share essential information about various laws related to children's safety and wellbeing like POCSO Act, JJ Act, etc., child helpline numbers (1098)/e-portals and related government schemes. Senior students will soon be adults and go to colleges/universities or start working part-time to support their education/families. They are made aware of laws on ragging, sexual harassment of women at the workplace (POSH Act) and driving (MVA).

J. Promotion

The workbooks are to be promoted by the child's safety circle to the fullest. The promotion of workbooks will send a clear message to everyone, including the abuser that the children are learning about their safety from abuse. They will not hesitate to tell their safety circle.

Remember, once the children are empowered, they push the society for appropriate behaviour changes, and when they become parents, they are the change in themselves.

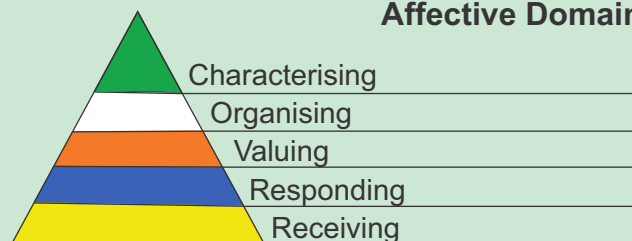


K. Pedagogy and Evaluation

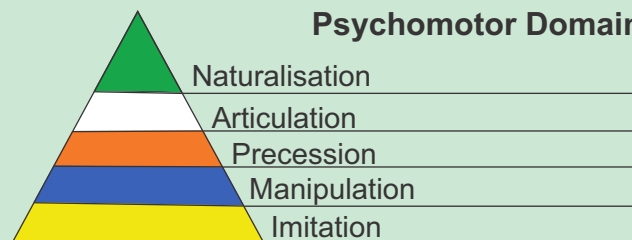
The workbooks are *co-scholastic* and fall in the *affective domain* of Bloom's Taxonomy. They are inclined towards the *formative* rather than *summative* side of the *continuous comprehensive evaluation* (CCE). As per NEP 2020, they encourage peer to peer learning and self-evaluation. Besides, they teach the core principles, derivatives to children as **rules, values, habits and life skills**. They prompt children to ask difficult questions on morals, feelings, and relationships which do not have clear cut answers. Evaluation of the workbooks cannot follow the standard practices. However, when children ask such questions to their teachers, it builds confidence in them because their teachers can guide them **academically, psychologically, and legally**. Remember, most teachers are also parents, some are on their way to becoming grandparents, and some even have children who study in the same school where they teach. They are, thus, in a position of responsibility, trust and authority.

Bloom's Taxonomy

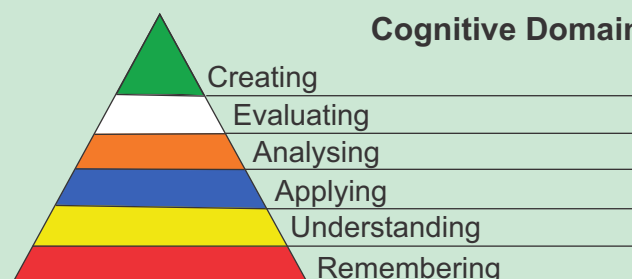
Affective Domain



Psychomotor Domain



Cognitive Domain



1. Mental Health/Well-being

Self Esteem | Skills - Aptitudes - Behaviours - Qualities | Pvt. Parts | Body Ownership - Personal Boundaries - Privacy | Feelings | Abuse - CSA/ Bullying Prevention (Real/Virtual)| Not Your Fault | It Is Ok to be Scared | Body Shaming | Adolescence Issues - Friends - Special Friends - Infatuation | Sibling Rivalry | Peer/Exam Pressure | Math Phobia | Coping Strategies | GOAL Setting – SWOT

2. EQ/IQ

Empathy | Listen to Your Feelings | Listening to and Expressing Feelings | Anger Management | Emotions & Morals | Resilience | Apologizing | Conflict Resolution

3. Safety

Infrastructure| Transportation| Personal | Abuse| Social and Emotional| Cyber Safety| Emergency and Disaster

4. Gender Equality/Equity/Parity

Gender Stereotype Breaking | Gender & Emotions | Gender & Skills | Gender & Body Movements | Gender as a Spectrum

5. Child Rights

Rights as Morals | Rights & Laws | Rights & Responsibilities | Constitution

6. Health, Hygiene & Nutrition

Eating & Hygiene Habits | Diseases & Medicine | Food Adulteration | Food Labels | Sugar, the New Tobacco | Menstrual Hygiene | Substance Abuse | Advertisement

7. Morals/Constitutional Values/Ethics

Justice-Equality-Equity-Parity | Honesty - Integrity | Dignity of Labour - Caste System - Child Labour | Dilemmas | Love for Nature | Gender Equality as a Value | Self Esteem as a Value | Inclusivity and Diversity | Emotions & Morals | Civic Nationalism

WHO 10 Life Skills: Empathy | Critical Thinking | Creative Thinking | Decision Making | Problem Solving | Effective Communication | Inter Personal Relationship | Coping with Stress | Coping with Emotions | Self - Awareness
These are covered under the 7 core principles and their derivatives.

The workbooks cover



**SUSTAINABLE
DEVELOPMENT GOALS**

The core principles and their derivatives are distributed progressively among the 10 CACA Safety Workbooks from UKG to class 9. For example, **Body Ownership progresses as Pvt. Parts - Permission to Touch - Personal Boundaries - Body-Shaming (Bullying) - Privacy - Bonded/Child Labour/Slavery/Untouchability - Organ Donation.**

8. The Challenges for the Educators

The project goes through many challenges/dilemmas. Once they are assessed, the solutions can be implemented, and the unintentional outcome can be minimised. The project covers the academic, psychological and legal aspects of children's safety and wellbeing by drawing consensus and collaboration between these subject matter experts as their opinions do not always overlap. Here are a few examples to ponder:

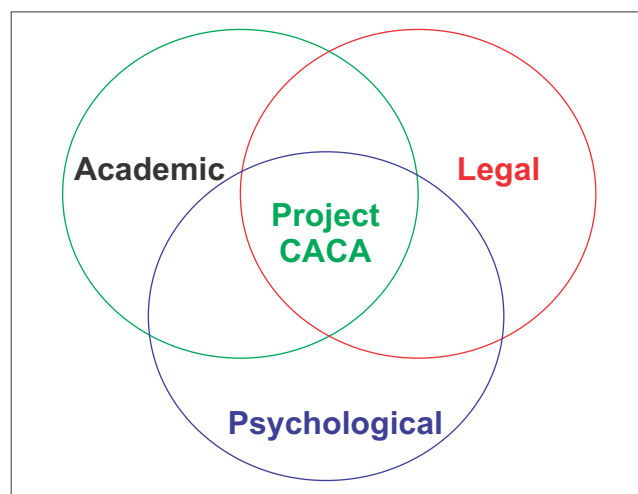
Example 1: A moral science teacher may take sexual curiosity (prurience) in adolescents as a moral issue. In contrast, the school counsellor (psychologist), biology teacher, and literature teacher may think differently and delink prurience from morality. Psychologically speaking, sexual curiosity in adolescents is but natural. Moreover, Romeo and Juliet are an inherent part of the school's syllabus on literature. On the other hand, when children indulge in a physical relationship, legally speaking, they are both a victim and children in conflict with the law as their consent for a physical relationship is immaterial. It would not be judicious to link Romeo and Juliet, so to speak, with criminality.

Example 2: A school counsellor, while dealing with a child who is going through sexual abuse, would not disclose the abuse to anyone so that the child can trust the counsellor. Trust, as we all know, is fundamental to counselling. On the other hand, not reporting child sexual abuse to the police is a criminal offence.

Example 3: The answer to the question in the workbooks, 'Write the names of people whose hugs and kisses you do not like or whom you do not like to hug or kiss', is challenging to analyse. There can be many

reasons for a child's dislike. For example, a child may not like hugs and kisses from mummy when she sweats in the kitchen and cuts vegetables. Perhaps, at that time, mummy smells terrible. What if a child answers that they do not like hugs or kisses from the school van driver? That does not necessarily mean that the van driver is an abuser, but the child's loved and trusted ones (safety circle) should talk to the driver about their behaviour change.

Example 4: The workbooks use the words 'private parts' for chest and all orifices below the belt from UKG onwards through swimsuit illustrations. The mouth is considered a 'special private part' as it is rarely covered. However, teaching private parts using the swimsuit model is a challenge for teachers as the model fails to define private parts unambiguously. For example, smaller children may or may not cover their chest in a swimsuit. Moreover, the mouth may be covered in certain situations, like Covid-times.



9. Project CACA Chronology (Democratic Processes Followed)

The project has evolved through a 4 year-long democratic chain of processes and events like opinion polls, focus group discussions, conventions, consensus-building discussions and a pilot programme held across India. It continuously evolves under the project committee through quantitative and qualitative assessments and peer review.

A. Opinion Polls/Surveys

An opinion poll of parents and teachers from 80+ schools in 30+ cities across India on the utility of safety

workbooks on CSA for school students was conducted in 2016. **Refer opinion poll on page 17.**

Outcome: The poll overwhelmingly reflected that the children's books are the need of the hour.

The current survey is on gender stereotype breaking. For details, refer to page 17.

B. Focus Group Discussion - FGD, IIT Delhi, 23rd July 2016 - Abuse Against Children and Ways to Combat the Issue

The FGD had a participation of around 50+ attendees

comprising mainly of school counsellors, special educators, academicians, lawyers and representatives of various voluntary organisations working on the issues of child abuse, law enforcement agencies like Special Police Unit for Women and Children, Delhi Police and a group of schools like Kendriya Vidyalaya Sangathan amongst others. The discussion received an overwhelming response through qualitative participation and contribution from industry, academia, voluntary organisations and other stakeholders.

The key participants included -

- **Late Shri Puran Chand** - Fr. General Secretary, Council of Boards of School Education (COBSE); Fr. Chairperson Project CACA Committee
- **Prof. V. Ramgopal Rao** - Director, IIT-Delhi
- **Dr Dinesh Kumar** - Fr. Head Publication, Presently HOD-Science - National Council of Educational Research and Training (NCERT);
- **Shri Nagendra Goyal** - Deputy Commissioner, Kendriya Vidyalaya Sangathan (KVS)
- **Dr Amit Sen** - Senior Child & Adolescent Psychiatrist - Keynote Speaker
- **Dr Sandeep Chatterjee** - Registrar, IIT Delhi
- **Shri. Yashpal Singh Kalsi** - Senior Self Defense Instructor
- **Dr Nimmi Rastogi** - Coordinator Health, Delhi Dialogue Commission, Ministry of Health & Family Welfare, Govt. of NCT of Delhi

Outcome: 'Age-appropriate, progressive and child-centric safety workbooks' based on core principles is the way forward.

C. Convention - IIT Delhi, 12th November 2016 - To Empower Schools Against Child Sexual Abuse

Project CACA brought together various stakeholders for an open discussion at the convention, which saw qualitative participation and contribution from 150+ schools, 20+ organisations, and 10+ NGOs. The effectiveness of the POCSO E-Box and implication of the POCSO Act on the school environment, school-related guidelines of various State Commissions for Protection of Child Rights, and challenges to implementing various board circulars like CBSE – POCSO and self-defence circulars were part of the talks and open discussion.

Key Speakers (in alphabetical order)

- **Dr A. K. Pandey** - Chairperson, The National Progressive Schools' Conference (NPSC)
- **Dr Amit Sen** - Eminent Child Psychiatrist, Children First
- **Dr Amrita Burman** - Director, The Sunbeam Schools
- **Dr Dinesh Kumar** - Fr. Head Publication & present

HOD Science, NCERT

- **Ms Hemlata Suri** - Student Counsellor, Carmel Convent School
- **Dr Indu Khetrapal** - Eminent Educationist - Principal/Secretary, Salwan Public School
- **Adv. Michelle Mendonca** - Project Director, Counsel to Secure Justice (CSJ)
- **Mr Priyank Kanoongo** - Member - RTE and Education, NCPCR
- **Mr Ravi Bhatnagar** - Manager External Affairs, Reckitt Benckiser
- **Ms Tanuja Sharma** - Student Counsellor, The Indian School – Oman
- **Mr Yashpal Singh Kalsi** - Eminent Self Defence Expert

Outcome: CACA Safety Workbooks are essential life skills and value education books; however, a consensus must be built at the grassroots level with the teachers before implementing the school workbooks in the school education system.

D. Consensus Building Discussions - CBD, December 2016 onward

CBD is a continuous process. It is achieved through workshops (real and virtual). It is held with teachers and principals on the utility, challenges and implementation of Project CACA. Till date, more than 1,000 schools have participated in it. The discussions are held at various host institutions like schools and court complexes where schools are also invited. Some of the CBD hosts are (in alphabetical order):

Air Force Educational and Cultural Society - Delhi

Army Public Schools - Delhi; (AF ECS)

ARWES (Assam Rifles Welfare Education Society) - Assam Rifles Headquarters, Laitkor, Shillong

BDM International School - Kolkata, West Bengal

Bhartiya Vidya Bhawan AKRR - Hyderabad

Catholic Bishops' Conference of India (CBCI) - Delhi

CBSE Sahodya Complex - Chennai

CM International - Pune

(DLSA) District Session Courts – Chikmagalur, Bengaluru (Karnataka), Nagpur (Maharashtra),

FDRC, AWES (Army Welfare Education Society) – Delhi

Gurukul, the School - Ghaziabad

IISER Indian Institute of Science Education and Research – Mohali

(IIT) Indian Institute of Technology – Delhi

KL International School - Meerut

Manav Rachna International School - Faridabad



Project CACA

Salwan Public School - Gurugram

St. Marks School - Delhi

Vidyashilp Academy - Bangalore

(WRCAE) Governing Council Meeting of Western Region Catholic Association for Education - Mumbai

Outcome: The first consensus led us to the pilot programme, and since then, the continuum has helped in advocacy and shaping the project.

E. Pilot programme, 2017-18

A pilot programme was run in 15 districts across 20 schools, covering 21,000+ students, parents, teachers and non-teaching staff.

Outcome: The pilot reconfirmed the opinion poll result that CACA Safety Workbooks are effective tools for all the stakeholders involved and are the way forward.

F. Assessment, December 2019 Onward

The assessment process is designed to gauge the challenges regularly faced by the teachers for teaching the Safety Workbooks in a peer-to-peer co-educational learning environment (classroom scenario). It is also designed to serve as feedback for improving the project. It comprises of 2 rounds. Round 1 (quantitative) is an online questionnaire, and round 2 (qualitative) is based on webinar interviews. The assessment is carried out by the assessment team headed by M. Ghazi Shah Nawaz - Honorary Consultant, Project CACA - Professor,

Department of Psychology, Jamia Millia Islamia, Delhi. 125+ teachers from 15 schools across India participated in the assessment. The assessment is broadly categorised under headings like:

- Vocabulary
- Age Appropriateness
- Image Explicitness
- Conceptual
- Evaluation
- Learning Outcome
- Teacher's Sentiment
- Unintentional Outcome
- Other

The unintentional outcome: The workbooks are open for debate under the law of 'Unanticipated Consequences of Purposive Social Action'.

Unfortunately, due to the Coronavirus or COVID-19 pandemic, the assessment analyses were put on hold. The results were awaited at the time of writing this profile/synopsis.

G. Peer reviews (Dec 2020 onward)

Another democratic process (instrument) of 'peer review' to improve and strengthen the project's credibility was introduced while writing this profile.

10. Appreciation and Collaboration Letters From Various Govt. Authorities



Appreciation Letter - Meghalaya State Commission for Protection of Child Rights (MSCPCR)

DISTRICT LEGAL SERVICES AUTHORITY,
District Court Premises, Shivajinagar, Pune 411 005
Phone No. - 020 2553 4881
e-Mail - disapune2@gmail.com
S.A. DESHMUKH
Chairman & Principal District Judge
P.D. SAWANT
Secretary

O. No. : NLA/384/2021

Date: 18/12/2021

APPRECIATION LETTER

At the outset, I sincerely appreciate the efforts of NGO Social Axiom Foundation, the team of Project CACA and various associated academicians, psychiatrists, psychologists, paediatricians, school counsellors, special educators, judges, lawyers, amongst others who helped shape up Project CACA (Children Against Child Abuse) through the democratic chain of events like Focus Group Discussions, Consensus Building, Pilot Programme, etc.

Schools are one of the most trusted spaces for children and are also the catalyst for change in our society. By inculcation of right kinds of attitudes and disseminating the imperative information to the children, a school not only fulfils its responsibilities but also contributes towards creating a better and safer environment for our children.

Sincere efforts and a holistic approach towards providing a safe and protective environment in schools for children is the need of the hour, and schools must strive for it. The approach to child safety must keep in mind that children are the primary stakeholders and empowering them for the prevention of child sexual abuse is the need of the hour.

We are glad to see the efforts of the following schools from Pune District towards empowering school students and sensitising the stakeholders by implementing Project CACA and making protection of the children their priority:

- | | |
|--|--|
| 1. 512 Army Base Workshop/ Army Pre - Primary School, Kirkee | 33. Priyadarshani School, Bhosari |
| 2. Aaryans World School, Bhilarewadi | 34. Priyadarshini School, Indrayani Nagar, CBSE |
| 3. Abhinav English School CBSE | 35. Priyadarshini School, Indrayani Nagar, SSC |
| 4. Abhinav English School, Ambegaon SSC | 36. Priyadarshini English Medium School, Alandi |
| 5. AES Lotus English Medium School, Pune | 37. Priyadarshini English Medium School, SSC, Bhosari |
| 6. Air Force School, Chandan nagar | 38. RKL Galaxy International School, Pimpri-Chinchwad |
| 7. Air Force School, Viman nagar | 39. Ryan International School - Pune |
| 8. Air Force School, Viman Nagar | 40. Sharda Niketan English Medium school, Baramati |
| 9. Alard Public School, Hinjewadi | 41. SPG International School, Bhosari |
| 10. Anshant English Medium School, Baramati | 42. V.P.'s Vinodkumar Gujar Bal Vikas Mandir, Baramati |
| 11. Arise International School | 43. Vidya Niketan English Medium |
| 12. Army Public School, Dighi | |
| 13. Army Public School, Khadakwasla | |
| 14. Army Public School, Kirkee | |
| 15. Bharati Vidyapeeth English Medium High School, Erandwane | |

- | | |
|---|---|
| 16. Bharati Vidyapeeth English Medium High School, Pune | 44. Vidya Pratishthan English Medium School, Bilt, Baramati |
| 17. Bharati Vidyapeeth English Medium School Lobegaon | 45. Vidya Pratishthan Indapur English Medium School, Indapur |
| 18. Blue Bells English Medium School | 46. Vidya Pratishthan New Bal Vikas Mandir, Baramati |
| 19. Crescent High School And Junior College | 47. Vidya Pratishthan's Dr Cyrus Poonawalla School, Baramati |
| 20. D Y Patil School, Tukaram Nagar | 48. Vidya Pratishthan's Nanded City Public School, Pune |
| 21. Elpro International School, Pune | 49. Vidya Pratishthan's New English Medium School, Baramati |
| 22. Haji Abdul Kader Memon English Medium School, Pune | 50. Vidya Pratishthan's Bhor English Medium School, Bhor |
| 23. Indira National School | 51. Vidya Pratishthan Someshwar English Medium School, Baramati |
| 24. Judson School, Nigdi | 52. Vidya Pratishthan's English Medium School, Baramati |
| 25. Little Flower English Medium School, Sangvi | 53. Vishwakarma Empros International School, Chinchwad |
| 26. Lokseva E School, Pune | 54. Vishwakarma Empros International School, Talegaon dabhade |
| 27. Maee's Mit Pune Vishwashanti Gurukul Schools | 55. Vivekanand School, Pune |
| 28. Mentor International School, Hadapsar | |
| 29. MIT Vishwashanti Gurukul CBSE School | |
| 30. New English Medium School, Ghodgaon | |
| 31. Novel International School | |
| 32. Priyadarshani English Medium School, Moshi | |

I truly believe in the adage 'Prevention is better than cure', and I hope the sincere efforts of the NGO will encourage more and more schools to play an active and progressive role towards the well-being of our children. I recommend the implementation of Project CACA as teaching children about various aspects of personal safety for prevention and protection from abuse and sensitisation of teachers, support staff, and parents is the need of the hour.

The National Policy for Children 2013, Government of India, declares that children are the supreme asset of the nation. The empowerment of children for the prevention of child sexual abuse can be the single most impactful step that can be taken to challenge and face the issue and can help create a safer, happier and healthier living environment for our children in schools.

I look forward to the continual support and collaboration between Project CACA and DLSA, Pune for the upcoming legal activities.

Thank you.



(P.D. SAWANT)
Secretary,
DLSA, PUNE.

Appreciation Letter issued from District Legal Services Authority, Pune, to Project CACA Schools

DISTRICT LEGAL SERVICES AUTHORITY, CHENNAI
A.D.R. Centre Building, High Court Campus, Chennai - 600 104
Thiru. R. Selva Kumar B.A., M.L.,
Chairman/Principal Judge,
DLSA No- 426/2021
Tmt. R. Tamilselvi B.A B.L.,
Secretary/ Senior Civil Judge,
Dated: 29-11-2021

To whomsoever it may Concern

At the outset, I sincerely appreciate the efforts of NGO Social Axiom Foundation, the team of Project CACA and various associated academicians, psychiatrists, psychologists, paediatricians, school counsellors, special educators, judges, lawyers, amongst others who helped shape up Project CACA (Children Against Child Abuse) through the democratic chain of events like Focus Group Discussions, Consensus Building, Pilot Programme, etc.

Schools are one of the most trusted spaces for children and are also the catalyst for change in our society. By inculcation of right kinds of attitudes and disseminating the imperative information to the children, a school not only fulfils its responsibilities but also contributes towards creating a better and safer environment for our children.

Sincere efforts and a holistic approach towards providing a safe and protective environment in schools for children is the need of the hour, and schools must strive for it. The approach to child safety must keep in mind that children are the primary stakeholder and empowering them for the prevention of child sexual abuse is the need of the hour.

Appropos to the workshop conducted at Chennai district court by DLSA Chennai, we are glad to see the efforts of the following schools towards empowering school students and sensitising the stakeholders by implementing Project CACA and making protection of the children their priority:

- | | |
|-------------------------------|---|
| 1. Air Force School, Avadi | 15. SBOA Global School |
| 2. Air Force School, Tambaram | 16. SBOA Matriculation and Higher Secondary School, Chennai |
| 3. Angel Mat Hr. Sec. School | 17. SBOA School & Jr College |

- | | |
|--|--|
| 4. Don Bosco Matriculation Higher Secondary School | 18. Sudharsanam Vidyashram |
| 5. Gateway International School | 19. Vani Vidyalaya Senior Secondary and Junior College |
| 6. Godson Public School | 20. Shri B.S. Mutha Girls Sr. Sec. School |
| 7. Holy Angels Anglo Indian Higher Secondary School | 21. A V Metayappan Matriculation Higher Secondary School |
| 8. Kola Perumal Chetty Vaishnav Senior Secondary School, Chennai | 22. DAV Public School |
| 9. Kola Saraswathi Vaishnav Sr Sec School | 23. Madras Christain College Mat. Hr. Sec. School |
| 10. Mahatma Gandhi Vidyalaya CBSE | 24. Mangadu Public School - All Branches |
| 11. Montfort Academy Matric Hr Sec School | 25. Montfort Matriculation Higher Secondary School |
| 12. Padamashree School | 26. Pon Vidyashram - All Branches |
| 13. SBIOA International School, Chennai | 27. Shraddha Children's Academy |
| 14. SBIOA Model Matriculation Higher Secondary School, Chennai | 28. Sujay Public School |

I truly believe in the adage 'Prevention is better than cure' and I hope the sincere efforts of NGO will encourage more and more schools to play an active and progressive role by implementing Project CACA to create a safer, happier and healthier living environment for our children in schools.

The National Policy for Children 2013, Government of India, declares that children are the supreme asset of the nation. The empowerment of children for the prevention of child sexual abuse can be the single most impactful step that can be taken to challenge and face the issue.

Every word has consequences. Every silence, too!

Yours Faithfully,

(P.D. SAWANT)
Secretary/ Senior Civil Judge,
DLSA, Chennai

Appreciation Letter issued from District Legal Services Authority, Chennai, to Project CACA Schools



Project CACA

DHARMENDRA KUMAR
ADDL. DISTRICT MAGISTRATE
DISTRICT-WEST



OFFICE OF THE ADDL. DISTRICT MAGISTRATE
District-West
Plot No. 3, Shivaji Place,
Raja Garden, New Delhi-110027
Ph : 011-25107117
E-mail : westadm@nic.in
dharmaendra.k77@gmail.com

D.O. No. P/1/2020/13921/5624
Dated 16.09.2021

To whom it may concern,

The National Policy for Children 2013, Government of India, declares that children are the supreme asset of the nation. The empowerment of children for the prevention of child sexual abuse is the need of the hour. It can be the single most impactful step that can be taken to challenge and face the issue.

I sincerely appreciate the efforts of NGO, Social Axiom Foundation and various associated academicians, psychiatrists, psychologists, paediatricians, school counsellors, special educators, judges, lawyers, amongst others who helped shape up Project CACA (Children Against Child Abuse) through the democratic chain of events like Focus Group Discussions, Consensus Building, Pilot Programme, etc.

Schools are uniquely placed to break the patterns of violence by giving children, their parents, and communities the knowledge and skills to communicate, negotiate, and resolve issues in more constructive ways. Project CACA is a rights-based safety programme for schools with a focus on prevention of child sexual abuse. It aims at bringing institutional driven behaviour change in the society on child rights, gender equality and abuse prevention. I hope the sincere efforts of Project CACA will encourage more and more schools to play an active and progressive role by implementing the project as their safety policy for children.

I truly believe in the adage "Prevention is better than cure" and will be glad to be a part of the collaborative effort of Project CACA to create a safer, happier and healthier living environment for our children in schools of the state of Meghalaya. "A good book is a good friend indeed", the CACA Safety Workbooks (Kindergarten to Class 9), the core instrument of Project CACA based on life skills and value education covering Child Rights, Gender Equality and Abuse Prevention, is the need of the hour.

Moreover, implementation of Project CACA carries out the pertinent objectives of various circulars, notifications, advisories, guidelines issued from time to time to schools by the Central and State Governments, The Ministry Of Women And Child Development, various School Boards, State Commissions for Protection of Child Rights, Supreme Court, Directorate of School Education, and other related organisations on Child Rights, Child Safety, Gender Sensitivity, Prevention of Child Sexual Abuse (CSA), POCSO Act 2012 - POCSO-E-Box, Gender-Equity, Gender Equity, Self Defence.

I also congratulate Project CACA for successfully collaborating with various Govt. Organisations, NGOs and private institutions like SCPCRC, SLSCA, CWCA, Forti, Healthcare, amongst others, and for bringing them together on a common platform to successfully empower more than five lakh children, teachers, support staff, and parents by implementing the project in schools across 24 states.

I wish team members of Project CACA all the best wishes and look forward to more and more schools joining hands in their collaborative effort by implementing Project CACA to empower the students.

(Signature)
DHARMENDRA KUMAR
ADM (West)

Appreciation Letter - Additional District
Magistrate, District West Delhi



**M.P. COMMISSION FOR PROTECTION
OF CHILD RIGHTS**
59, Narmada Bhawan, Arera Hills, Bhopal (M.P.)



Office : 0755-2559900/03/04/05
Mobile : 920000501, 8770763241

Website : www.cpcr.mp.gov.in

E-mail : mpcpr@gmail.com
Mail : chouhan.brajesh@gmail.com

Letter No / 139/2020-21
Brajesh Chouhan
Member

Bhopal, Date 04/10/2021

प्रति,

शिक्षा शिक्षा अधिकारी,
भोपाल, (मध्य प्रदेश)

विषय :- बाल सुरक्षा हेतु 'सेन्सेटाईजेशन एवं जागरूकता' विषय पर लगभग 900 प्रिंसिपल/शिक्षकों की वर्चुअल कार्यशाला के संबंध में।

संदर्भ :- संस्था Project CACA का पत्र दिनांक 17/11/2021।

विषयवर्तित संश्लेषित पत्र के माध्यम से दिनांक 14 अथवा 15 दिसम्बर 2021 को मध्य प्रदेश बाल अधिकार संरक्षण आयोग की देखरेख में संस्था प्रोजेक्ट विट्ठेन अवेन्यू हाइल्ड अवेन्यू (Project CACA) बाल सुरक्षा हेतु 'सेन्सेटाईजेशन एवं जागरूकता' विषय पर लगभग 900 प्रिंसिपल/शिक्षकों की वर्चुअल कार्यशाला का आयोजन प्रस्तावित है। संस्था Project CACA वर्चुअल के हिल में प्रशंसनीय कार्य कर रही है, मैं संस्था के माध्यम से आयोग की देखरेख में इस वर्चुअल ट्रेनिंग की अनुमति करता हूँ।

कृपया उपरोक्तानुसार 14 अथवा 15 दिसम्बर 2021 में से किसी दिनांक में ट्रेनिंग की अनुमति प्रदान करने एवं साथ ही ट्रेनिंग हेतु शिक्षा विभाग की ओर से एक प्रतिनिधि नियुक्त कर उनका नाम, पदनाम व मोबाईल नम्बर के साथ अवगत करावे का कष्ट करें।

(Signature)
सदस्य
मध्य प्रदेश बाल अधिकार संरक्षण आयोग

Collaboration Letter - MP State Commission for
Protection of Child Rights (MP SCPCR)

H. S. Mulia
L.L.B.

Member Secretary
(Principal District & Sessions
Judge)



GUJARATI STATE LEGAL
SERVICES AUTHORITY
1st Floor, Advocate's Society Building
"A" Wing, Gujarat High Court Complex
Soc. Ahmedabad - 380
Tel: Fax: 079-27854884; 27358235
E-mail: ds@slsa.org.in

No. 32LSA/V 1634 / 2018
Date: 23.02.2018

To,
Mr. Parag Chaudhary,
Chairperson Project CACA Gujarat.

Subject: Request for support to conduct Legal Awareness Programs in various schools in the state of Gujarat in POCSD Act, 2012 Juvenile Justice Act and services being provided by GSI SA.

Ref: Your good self's letter dated 13/10/2018

Respected Sir,

With reference to the subject noted above I am directed to inform your good self that the Legal Services Institutions working under the Gujarat State Legal Services Authority are conducting Legal Awareness Programs in various schools in all other places in respect of POCSO Act 2012, Juvenile Justice Act and services being provided by Legal Services Institutions. Further, I state that the Full Time Secretaries have been appointed almost of all District Legal Services Authorities of the State of Gujarat. Considering the project CACA carried out by Social Axiom Foundation, this Authority is willing to extend support for legal awareness regarding POCSO Act, 2012 Juvenile Justice Act and services being provided by Legal Services Institutions in the State of Gujarat. In this regard your good self is requested to contact Full Time Secretaries posted at District Legal Services Authorities of concerned district for getting support to conduct legal awareness programs on the above said subject. The list of the Full Time Secretaries is attached herewith for your kind information.

Thanking You

(Signature)
Yours Truly,
H.S. Mulia
23/2/2018
Member Secretary

Enc: As above

Copy forwarded for information and necessary action to extend support to conducting the legal awareness camps for above said subject.

The Chairperson,
District Legal Services,
All DSAs.

Collaboration and Support Letter from
Gujarat State Legal Services Authority



GOVERNMENT OF TELANGANA
TELANGANA STATE LEGAL SERVICES AUTHORITY
2nd Floor, 'C' Block, High Court Premises,
Hyderabad, Telangana State - 500 066
E-Mail: telanganaslsa@gmail.com
Website: www.tslsa.telangana.gov.in



M.V. RAMESH
Member Secretary
(District & Sessions Judge)

ROC No. 4789/2021, Date: 06.12.2021

To
The Project Director,
Social Axiom Foundation,

Sub: Support to conduct Legal Awareness in various schools in the State of Telangana on Child right related laws like POCSO Act, 2012, Juvenile Justice Act, 2015 and services being provided by TSLSA - Regarding.

Ref: 1. Note file Orders of the Hon'ble Executive Chairman, TSLSA, Dt: 03.12.2021.
2. Your letter dated 03rd December, 2021.

Adverting to the subject and reference cited, I am directed to inform your good self that the Legal Services Institutions working under the Telangana State Legal Services Authority are conducting Legal Awareness programmes in various schools and other places in respect of POCSO Act 2012, Juvenile Justice Act and services being provided by Legal Services Institutions. Further, I am to state that Full Time Secretaries have been appointed for all the District Legal Services Authorities in the State of Telangana. Considering the Project CACA carried out by Social Axiom Foundation, this Authority is willing to extend support for legal awareness regarding Child right related laws like POCSO Act, 2012, Juvenile Justice Act, 2015 and services being provided by DSAs in school, to help schools' build capacity to formulate: child safety and welfare committees, safety and wellbeing curriculum and safety Policy, by project CACA in the State of Telangana.

In this regard, your good self is requested to contact Secretaries of District Legal Services Authorities of concerned district for getting support to conduct legal awareness programmes on the above said subjects. The list of the Full Time Secretaries is attached herewith for your kind information.

Thanking you,

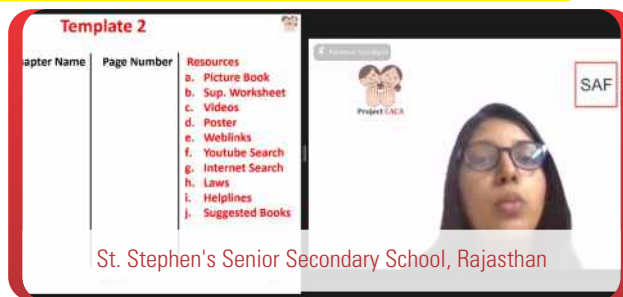
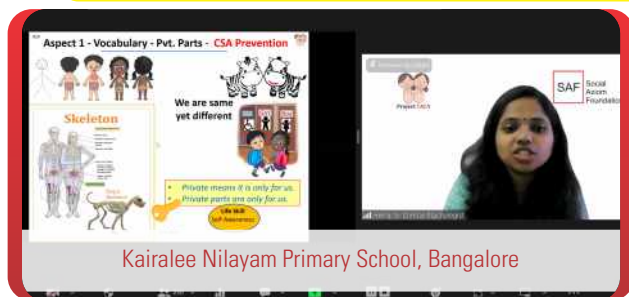
(Signature)
Yours faithfully
MEMBER SECRETARY

Copy to:
All the Chairpersons of District Legal Services Authorities in the State of Telangana.

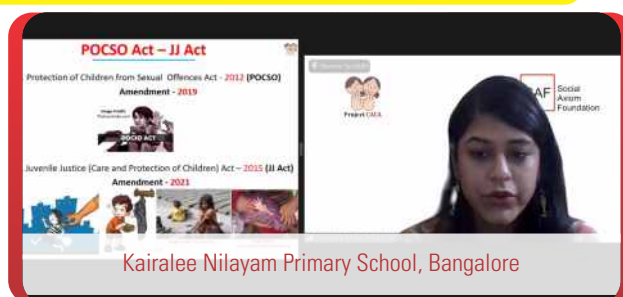
Collaboration with
Telangana State Legal Services Authority

11. Photo Gallery

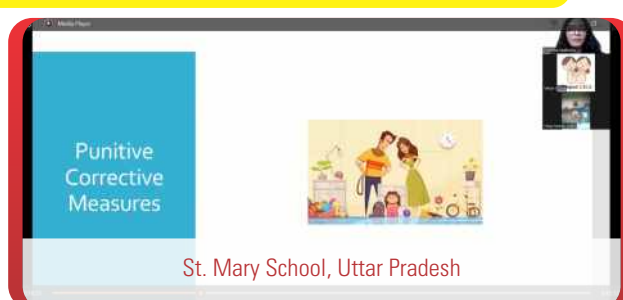
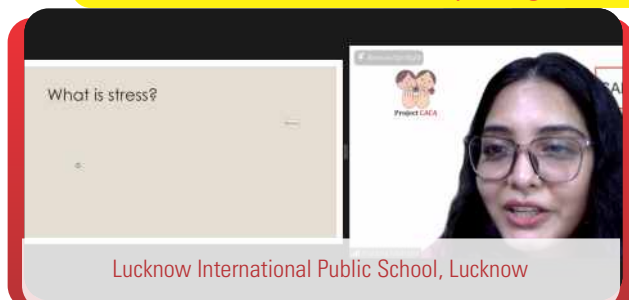
Integrated Webinar for Teachers covering Academic, Legal and Psychological aspects of CSA



Legal Webinar for Teachers (POCSO & JJA)



Psychological Webinar for Teachers and Parents



Webinar for Non-teaching Staff



Collaboration on Child Safety and Consensus Building Discussion on Project CACA



Focus Group Discussion (IIT Delhi)



Convention (IIT Delhi) - Child Sexual Abuse Prevention



Integrated Offline Workshop for Teachers covering Academic, Legal and Psychological aspects of CSA



Legal Offline Workshops for Teachers (POCSO & JJA)



Psychological Offline Workshop for Teachers and Parents



Workshop for Non-teaching Staff



12. Opinion Polls (Surveys)

Parent- Teacher Survey on Child Sexual Abuse (21/09/2016)

Launch Date: 23/07/2016 at IIT-Delhi

Parents Surveyed: 150+

Teachers Surveyed: 160+

Schools Covered: 80+

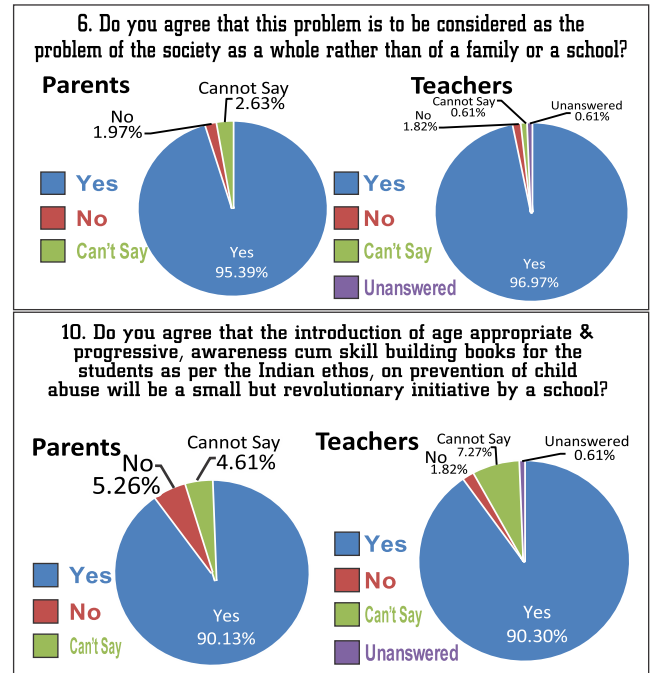
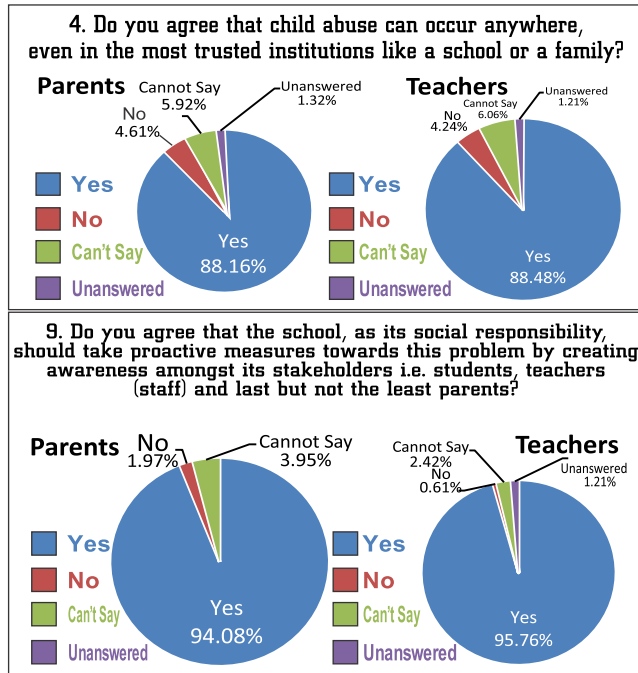
Cities Covered: 30+

Objective: Need for Syllabus for school children on abuse prevention

Mode: Off and Online

Status: Complete

Survey Partner: Edusynnergies



Survey Title: Gender Stereotype Breaking (Illustrations)

Launch Date: 20 Feb 2021

First Published on: 31 August 2021

Second Published on: 1st June 2022

Status: Ongoing

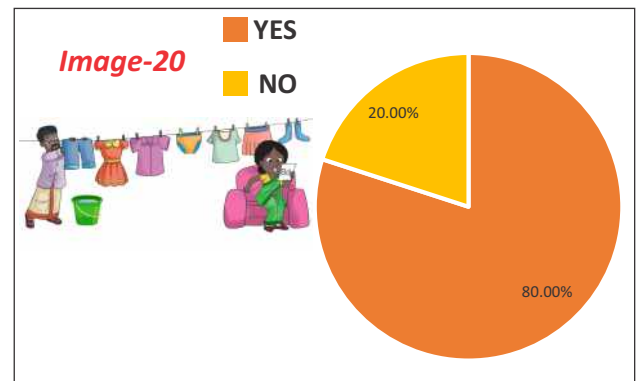
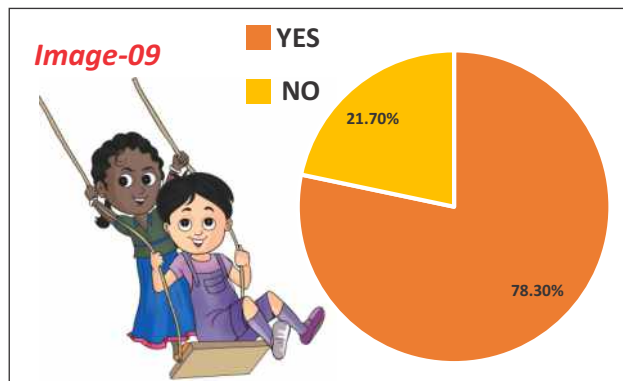
Survey Partner: Edusynnergies

Participants: People above 16 years of age

Weblink: projectcaca.org/surveys/

Objective: To design and develop illustrations for project CACA that break gender stereotypes in the Indian context. The survey contains 20 images/illustrations. Participants have responded by answering 'Yes' for each image if they think the image breaks gender stereotype and 'No' if they think otherwise.

Responses



13. Learning Outcomes, NEP 2020, NCF 2023 and WHO Life Skills Covered

SN	Key learning areas-messages/ Takeaways/ Learning Outcomes based on the 7 core principles and their derivatives that are covered in various chapters of the CACA safety workbooks series (UKG to class 9) and how they are mapped with NEP 2020 and NCF 2023.	Principle/ Derivative	NEP 2020	NCF 2023 Version 1.0	Book(s)	Page Numbers
1	To know myself, I will have to first understand the changes that others and I are going through. To know others, we have to know ourselves first.	Adolescence	Social, ethical, and emotional capacities	Emotional intelligence	M8SW	Pg - 2 Pg - 5
2	A good friend shows respect and acts responsibly. A positive friend is a person who encourages you to do things that are safe and healthy and helps you learn and grow healthily. Make friends based on their qualities and behaviour.	Adolescence/ Friendship	Holistic development of learners	Discussion about friendship.	M9SW M9SW M8SW	Pg - 48 Pg - 47 Pg - 54
3	If we speak loudly and firmly, look directly at whom we're talking to, and sit/stand straight, people will listen to and believe us. Assertive means to express your feelings and views firmly and confidently without insulting the other person or becoming violent.	Being assertive/ confident	Development of soft-skills	Self-confidence	M4SW M6SW	Pg - 6 Pg - 68
4	School is quite a big place. We should know more about it.	Being independent & responsible	Safety Aspects	Safety and Security in Schools	M5SW	Pg - 58
5	We should learn to keep our private parts clean on our own.	Being independent & responsible	Personal hygiene	Children develop habits that keep them healthy and safe	MBSW	Pg - 47
6	Monuments are gateways to our past, heritage, culture and civilization. We should do our best to preserve them. We should be aware of everyone's rights. Playing in the dark is not a safe thing to do. Knowing how my body works helps me take better care of my body. After all, I am its first caretaker.	Being independent & responsible	Rich diversity and culture/ Basic rights	Sense of ownership and responsibility	M8SW M9SW M3SW M4SW	Pg - 39 Pg - 63 Pg - 52 Pg - 16
7	As a bystander, I can help stop taunting and bullying.	Bullying	Discrimination and harassment	Tolerance, non-violence, honesty, equality and empathy	M9SW	Pg - 36
8	All children must go to school. Children are born with their rights, and no one can take these rights away. A person below the age of 18 years is a child and above 18 years an adult. Children are the future of humanity.	Child rights	Safety and Rights	Children's rights	M1SW M7SW M6SW M6SW	Pg - 2 Pg - 5 Pg - 5 Pg - 11
9	Not everything that counts can be counted, and not everything that can be counted, counts. Technology is a useful servant but a dangerous master.	Critical thinking	Critical thinking and problem solving	Curiosity, creativity and critical thinking,	M6SW M9SW	Pg - 56 Pg - 44
10	Computer or mobile phone passwords are put for our safety. You should never surf the Internet or download anything from it without the permission of your loved ones. Strangers can exist in the real as well as the virtual world. We have to be careful while dealing with them.	Cyber safety	Online/digital education	Develop digital literacy among children	M3SW M4SW M8SW	Pg - 63 Pg - 36 Pg - 30
11	Sanitation workers are the backbone of any community, society and culture. Every job from the heart is, ultimately, of equal value.	Dignity of work	Respect, dignity, and privacy of all persons.	Pluralism, equality, and justice	M4SW M5SW	Pg - 46 Pg - 18

All the 10 safety workbooks from classes UKG to 9 comply NCF (with page no. 201) that mentions preventive measures for child sexual abuse, awareness on POCSO Act and safe and unsafe touch.

SN	Key learning areas-messages/ Takeaways/ Learning Outcomes based on the 7 core principles and their derivatives that are covered in various chapters of the CACA safety workbooks series (UKG to class 9) and how they are mapped with NEP 2020 and NCF 2023.	Principle/ Derivative	NEP 2020	NCF 2023 Version 1.0	Book(s)	Page Numbers
12	We should chew our food well to be strong. Chewing food is a good habit. Have lots of fruits and vegetables if you want to lead a healthy and fruitful life. Eat less, move more, eat lots of fruits and vegetables and go easy on junk foods. Eating too many candies or sweets is a bad food habit.	Eating habits	Health and nutrition	Nutrition and health education	M1SW M2SW M2SW M3SW	Pg - 11 Pg - 10 Pg - 12 Pg - 68
13	In an emergency, take the help of strangers to be safe and contact your trusted grown-ups. Be patient on the road, or you might become a patient in the hospital.	Emergency	Doing what's right	Follows road safety rules	M3SW M9SW	Pg - 73 Pg - 73
14	I should be aware of my own and other's feelings. We should place ourselves in other people's shoes at times.	Empathy	Enable learners to be compassionate, and caring.	Constitutional values like empathy and respect for others	M6SW M8SW	Pg - 25 Pg - 47
15	An eye for an eye only ends up making the whole world blind.	Empathy/ Moral	Moral/ethical values	Moral awareness and reasoning	M7SW	Pg - 7
16	Pay attention to how different things you do and the different people you meet make you feel.	Feelings	Self-knowledge	Emotions, and feelings.	M4SW	Pg - 9
17	Being born as a boy or a girl or another is not a choice. We are born that way.	Gender equality	Gender equality	Equity in issues such as gender	M9SW	Pg - 23
18	Extra-curricular activities are fun! Outdoor activities are an important part of growing up healthy. I can help my body grow strong and healthy. We all dream of becoming someone or something.	Growing up	Sciences, social sciences, arts, humanities, and sports.	Arts/Craft/ Sports/Free Play	M5SW M5SW MBSW M1SW	Pg - 67 Pg - 66 Pg - 17 Pg - 3
19	Health is real wealth. Breakfast is the most important meal of the day. You must finish it! Eat less, move more, eat lots of fruits and vegetables and go easy on junk foods. You are what you eat. Eat to fuel your body, not your emotions. We must change our clothes daily so we do not smell foul and stay healthy. It is a good habit. Maintaining good personal hygiene is very important to be healthy and strong. We wash our hands regularly to fight diseases. Cleanliness and proper sanitation in schools are a matter of high importance.	Health and hygiene	Sanitation and hygiene	Practices basic self-care and hygiene	M4SW MBSW M2SW M4SW & M7SW & M7SW & M4SW M1SW M1SW M1SW M4SW	Pg - 58 Pg - 16 Pg - 12 Pg - 63 & Pg - 50 Pg - 51 & Pg - 61 Pg - 6 Pg - 13 Pg - 15 Pg - 49
20	Mental health is as important as physical health.	Mental Health	Mental health	Mental health	M7SW	Pg - 49
21	The greatness of a culture can be found in its festivals. We must learn to live together as brothers and sisters or perish as fools. When everyone is included, everyone wins. Let's stop believing that our differences make us superior or inferior to one another. Our ability to reach unity in diversity will be the beauty and the test of our civilization.	Diversity & inclusiveness	Citizenship skills and values	Embracing diversity, plurality, and inclusion	M2SW M3SW M3SW M8SW M8SW	Pg - 2 Pg - 64 Pg - 66 Pg - 27 Pg - 28
22	Our loved and trusted ones are our mummy, papa, grandparents, guardians and teachers.	Loved & trusted adults/ Safety circle	-	Significance of Family and Community	M3SW	Pg - 49

SN	Key learning areas-messages/ Takeaways/ Learning Outcomes based on the 7 core principles and their derivatives that are covered in various chapters of the CACA safety workbooks series (UKG to class 9) and how they are mapped with NEP 2020 and NCF 2023.	Principle/ Derivative	NEP 2020	NCF 2023 Version 1.0	Book(s)	Page Numbers
23	No one can help you if you lie. When you lie, no one believes you, and when no one believes you, how can anyone help you? Eating together as a family makes us happy. It is a good habit.	Moral	Panchatantra, Jataka	Panchatantra, Jataka	M3SW M5SW	Pg - 49 Pg - 29
24	Any unsafe touch, if given to you, is never your fault and you do not have to be ashamed or feel guilty because of it. Never blame yourself for the fault of others.	Not your fault	Matters of student safety	Protection from abuse	M4SW M9SW	Pg - 56 Pg - 20
25	CCTV helps keep children safe. Places covered by CCTV are safe places. Safety Rule: Scream and Run. Then tell your loved ones. We should know the route that we take every day while going to and coming back from school. When we reach quite early before the school starts or leave quite late after school ends, we should stay at a safe place.	Safety Rule	Adequate and safe infrastructure	Adequate and safe physical infrastructure	M5SW MBSW M5SW M5SW	Pg - 60 Pg - 58 Pg - 35 Pg - 62
26	There is a law to punish people who touch children in an unsafe way. This law is called POCSO.	Rules/ laws	Legal education	Laws related to the protection of children	M6SW	Pg - 46
27	Just like an unsafe touch, a look can also be unsafe. If anyone gives us an unsafe look. We should tell our loved ones. No one should touch or look at their private parts. No one should ask you to touch or look at their private parts.	Safe - Unsafe Touch	Student safety and well-being	Introduce ideas of safe touch and unsafe touch to children	M4SW M2SW	Pg - 22 Pg - 23
28	Police are there to help us be safe. A surprise is a secret we tell later, like a surprise birthday gift.	Safety circle	Good governance of all institutions	Awareness	M1SW M4SW	Pg - 53 Pg - 34
29	We all are good at something. Being different does not mean being unequal. You're braver than you believe, stronger than you seem, and smarter than you think. My skills and behaviour are more important than my looks. Nobody can save you, but yourself and you are worth saving. It is a war not easily won, but if anything is worth winning, then this is it. I am special because I do my best. Our personal boundary belongs to us. Self-esteem makes me, my friends and my family feel proud. Wanting to be someone else means not appreciating your uniqueness.	Self-Esteem	Differently-abled children	Help children gain self-confidence,	M5SW M3SW & M4SW M8SW M9SW M9SW M2SW M6SW M9SW M5SW	Pg - 8 Pg - 56 & Pg - 2 Pg - 6 Pg - 26 Pg - 35 Pg - 6 Pg - 26 Pg - 7 Pg - 12
30	We are different even if we look the same and wear similar clothes. We all are different and good at one thing or another. Some are good at running, some at dancing, while others at studies.	Self-Esteem	Rich diversity and culture.	Respect for diversity	MBSW M2SW	Pg - 35 Pg - 7
31	Brothers and sisters are each other's superheroes, with super-healing powers; consider yourself lucky to have them.	Sibling rivalry	Happiness/ well-being	Parents and family	M3SW	Pg - 62
32	Smokers don't grow old. They die young. You are a fool if you think smoking is cool.	Substance abuse	Substance or drug abuse	Habits that keep them healthy and safe	M4SW & M8SW M4SW	Pg - 51 & Pg - 26 Pg - 52
33	We must always tell our loved ones about our day. Expressing feelings to people who care for us makes us feel better and is helpful.	Telling	Development of communication	Expressing and communicating thoughts and feelings	M1SW M9SW	Pg - 50 Pg - 46

14. Key Messages/Learning Outcomes and Life Skills Mapping

SN	Key learning areas-messages/ Takeaways/ Learning Outcomes based on the 7 core principles and their derivatives that are covered in various chapters of the CACA safety workbooks series (UKG to class 9)	PPRINCIPLE/ DERIVATIVE	LIFE SKILL (LS)
1	LS-01 - Self-awareness LS-02 - Empathy LS-03 - Critical thinking	LS-08 - Interpersonal relationship LS-09 - Coping with stress LS-10 - Coping with emotion	LS-03
2	LS-04 - Creative thinking LS-05 - Decision making LS-06 - Problem Solving LS-07 - Effective communication	Adolescence	LS-03/ 08
3		Adolescence/ Friendship	LS-01
4		Adolescence/ Growing up	LS-09/ 10
5		Anger management	LS-07
6		Being confident	LS-02/ 05/ 06
7		Being independent & responsible	LS-03
8		Being independent & responsible	LS-07
9		Body language	LS-01
10		Body ownership	LS-02
11		Bullying	LS-01
12		Child rights	LS-03
13		Child rights	LS-03
14		Choosing	LS-05
15		Choosing	LS-05/ 08
16		Choosing	LS-09/ 10
17		Coping strategies & mechanisms to handle abuses	LS-03
18		Critical thinking/ Cyber Safety	LS-06
19		Emergency	LS-09/ 10
20		Feelings	LS-03
21		Gender equality	LS-03
22		Growing up	LS-01

- LS-01 - Self-awareness
LS-02 - Empathy
LS-03 - Critical thinking

LS-04 - Creative thinking
LS-05 - Decision making
LS-06 - Problem Solving
LS-07 - Effective communication

LS-08 - Interpersonal relationship
LS-09 - Coping with stress
LS-10 - Coping with emotion

SN	Key learning areas-messages/ Takeaways/ Learning Outcomes based on the 7 core principles and their derivatives that are covered in various chapters of the CACA safety workbooks series (UKG to class 9)	PRINCIPLE/ DERIVATIVE	LIFE SKILL (LS)
23	As we grow, we become more independent and more responsible towards ourselves and others.	Growing up/ Being independent & responsible	LS-05/ 06
24	Soaps, napkins, pads and undergarments are used for hygiene purposes by children, adults, males and females. There is nothing shameful about them.	Health and hygiene	LS-03
25	At times, our loved ones may get angry with us. But they still do their best to keep us healthy, happy and safe.	Loved & trusted adults	LS-08
26	One must be mindful of and considerate towards other people's needs.	Moral/Values/Ethics	LS-02
27	I can respect people for their skills, intelligence and behaviour and show my respect in how I behave with them.	Moral/ Interpersonal relationship	LS-08
28	Being scared tells us that we are unsafe. It is okay to run away when you are scared.	Okay to be afraid	LS-09/ 10
29	It is okay to be scared and brave to tell what or who you are scared of.	Okay to be afraid	LS-07
30	Everyone has their private parts. Private means it is only for us. Private parts are only for us. We do not touch our private parts in front of others.	Pvt. parts/ Self-esteem	LS-01
31	Body rules are for our safety. Breaking a safety rule is not an act of bravery but foolishness.	Safety Rule	LS-03
32	You must obey traffic rules and ensure that others around you do it too. It is in everyone's best interest.	Rules/ laws	LS-03
33	Most, but not all, touches are safe.	Safe - Unsafe Touch	LS-03
34	Unsafe touches make us feel scared, sad, dirty, angry or guilty.	Safe - Unsafe Touch	LS-01
35	We hug our loved ones when we are happy, scared or sad.	Safe - Unsafe Touch	LS-08/ 09/ 10
36	A secret that makes us sad, guilty or ashamed is an unsafe secret. You should never keep a secret that involves touch. You should always tell your loved and trusted ones about it.	Secrets	LS-03
37	We should not be ashamed of our body parts or the colour of our skin because nature has made our bodies. Each body part has a role to play. What we do is more important than how we look.	Self-Esteem	LS-01/ 09/ 10
38	You can have respect for others, and you can respect yourself.	Self-Esteem	LS-01/ 08
39	A stranger can be a boy or a girl, a man or a woman, young or old. A stranger can be in any dress or uniform.	Stranger	LS-03/ 08
40	Most strangers are good and want to take care of children, but they should not hug or kiss you.	Stranger	LS-02/ 08
41	Never share your personal information with strangers.	Stranger	LS-03
42	We should always tell our mummy, papa, grandparents and teacher if any touch makes us feel sad, angry or scared.	Telling	LS-03/ 07 / 09/ 10
43	Be a buddy, not a bully.	Telling/ Bullying	LS-08
44	Tell a trusted grown-up right away if someone is bullying you or if you see someone bullying others.	Telling/ Bullying	LS-03/ 07/ 08/ 09/ 10
45	Always tell your loved ones about any secrets, surprises or gifts.	Telling/ Secrets	LS-07/ 08

15. Sample Certificates

Certificate for the Principal for implementing Project CACA, a safety programme for children, under the school's safety policy

This certificate is proudly presented to

Name, Principal,

School Name

District, State

for implementing **Project CACA**, a child rights-based safety programme, under the school's safety policy. The project is holistic and brings together children, parents, teachers and non-teaching staff. The school, NGO-SAF and District Legal Services Authorities, collaborated in the project.

Life-skills and value education

Certificate Academic Year

Dr. Kiran Aggarwal
Advisor, Project CACA,
Co - chair, ICMR Committee on
Children Under Difficult Circumstances,
Past President, IAP Delhi & EB Member, CIAP,
Ex-member, Child Welfare Committee, Delhi.

Kala Anjan Dutta
Advisor, Project CACA,
Fr. Library Director, American Library,
New Delhi, U.S. Dept. of State.

Certificate Code

Certificate for the School Coordinator for coordinating for various webinars/workshops under Project CACA

This certificate is proudly presented to

Name, Designation,

School Name

District, State

for coordinating the implementation of **Project CACA**, a child rights-based safety programme, under the school's safety policy. The project is holistic and brings together children, parents, teachers and non-teaching staff. The school, NGO-Social Axiom Foundation and District Legal Services Authorities, collaborated in the project.

Life-skills and value education

Certificate Academic Year

Dr. Kiran Aggarwal
Advisor, Project CACA,
Co - chair, ICMR Committee on
Children Under Difficult Circumstances,
Past President, IAP Delhi & EB Member, CIAP,
Ex-member, Child Welfare Committee, Delhi.

Kala Anjan Dutta
Advisor, Project CACA,
Fr. Library Director, American Library,
New Delhi, U.S. Dept. of State.

Certificate Code

Certificate for the School for implementing Project CACA

This certificate is proudly presented to

School Name

District,

State

for implementing **Project CACA**, a child rights-based safety programme, under the school's safety policy. The project is holistic and brings together children, parents, teachers and non-teaching staff. The school, NGO-SAF and District Legal Services Authorities, collaborated in the project.

Life-skills and value education

Certificate Academic Year

Dr. Kiran Aggarwal
Advisor, Project CACA,
Co - chair, ICMR Committee on
Children Under Difficult Circumstances,
Past President, IAP Delhi & EB Member, CIAP,
Ex-member, Child Welfare Committee, Delhi.

Kala Anjan Dutta
Advisor, Project CACA,
Fr. Library Director, American Library,
New Delhi, U.S. Dept. of State.

Certificate Code

Certificate for teachers for participating in legal awareness webinar/workshop on Child Rights related laws conducted in collaboration with Legal Services Authorities

Certificate No. CACR011769

SAF Social Axiom Foundation Children Against Child Abuse edusynergies

Certificate

This is to acknowledge

Shruti Kekade

of

Army Public School, Ahmednagar, Maharashtra

for participating in an awareness workshop on various child rights related laws, legal services provided by DLSA and overview on Project CACA - A Child Safety Programme for schools on 16th November 2019 at District Court, Pune.

Shruti C. P. Bhagwat
Member Secretary
District Legal Services Authority,
Pune

Mr. Puran Chand
Chairperson - Project CACA Committee,
Fr. General Secretary - COBSE
Council of Boards of School Education

Certificate for teachers for participating in Academic/Legal/Psychological webinars on children's safety and wellbeing

This certificate is proudly presented to

Name, Designation,

School Name,

District, State

for participating in the webinar-based integrated, i.e. academic, legal and psychological training in **'Children's Safety & Well-Being'** held on «Workshop Dates» (Name/Designation/Org), were the speakers. The webinar was conducted by Project CACA, a child rights-based safety programme for our children to keep them happy, healthy and safe under the school's safety policy.

Life-skills and value education

Certificate Academic Year

Kala Anjan Dutta
Advisor, Project CACA,
Fr. Library Director, American Library,
New Delhi, U.S. Dept. of State.

Dr. Kiran Aggarwal
Advisor, Project CACA,
Co - chair, ICMR Committee on
Children Under Difficult Circumstances,
Past President, IAP Delhi & EB Member, CIAP,
Ex-member, Child Welfare Committee, Delhi.

Monika Solanki
Regional Project Head,
Project CACA |
Criminologist

Certificate Code

Letter of appreciation for school for conducting a sensitisation cum awareness webinar for non-teaching staff on POCSO and JJ Acts

SAF Social Axiom Foundation Project CACA Children Against Child Abuse

Ref. No. xxx Date

Letter of Appreciation for Children's Safety

"Prevention is better than cure."

Social Axiom Foundation (Delhi), SAF sincerely acknowledges and appreciates School Name, District, State, for implementing a proactive, progressive, inclusive and child-centric safety policy under the banner of Project CACA i.e. Children Against Child Abuse. The flagship project of the SAF comprises various instruments that involve all the stakeholders, i.e. children, parents, teachers and non-teaching staff.

In the school's continuous efforts to build its capacity for zero-tolerance for child abuse, an online legal sensitization webinar on POCSO Act and JJ Act for the non-teaching staff was conducted on workshop date. The staff actively participated in the webinar. The speaker for the webinar was Speaker Name (Designation), Organisation.

Best Regards,

Dr. Kiran Aggarwal
Advisor, Project CACA
Co-chair, Indian Council of Medical Research (ICMR) -
Committee on Children under Difficult Circumstances |
Fr. President, Indian Academy of Pediatrics (IAP), Delhi- EB Member, CIAP |
Ex-member, Child Welfare Committee, Delhi.

Vikas Nautiyal
Project Director
Social Axiom Foundation

Attachment: Participants' details.

16. A List of Interactive Webinars Delivered Under the Implementation of Project CACA.

Webinar "Code no. 1" is delivered in the first year of the implementation for each stakeholder - Teachers, Non-teaching Staff and Parents.
In the subsequent years, the school can choose up to 2 webinars from the list.

Webinars for Teachers						
Code	Webinar Title	Webinar Type	Participants	Duration	Language	Description
*1	Children's safety and wellbeing, the collective responsibility of stakeholders.	Integrated (Legal + Academic+ Psychological)	Teachers	1.5 hr	English	Child rights' related laws (POCSO and JJA)+ Required behaviour changes for preventing child abuse+ Pedagogy of CACA Safety Workbooks.
2	CACA Safety Workbook Series- Pedagogy	Academic	Teachers	1.5 hr	English	Pedagogy of CACA Safety Workbook Series.
3	Mental Health and Well-being	Psychological	Teachers	1 hr	English	Understanding mental health, distress, its impact and management.
4	CSA Trauma	Psychological	Teachers	1 hr	English	Psychological first aid to a child going through sexual abuse.
5	Bullying	Psychological	Teachers	1 hr	English	Understanding psychological factors behind bullying and how to prevent it.
6	Substance Abuse	Psychological	Teachers	1 hr	English	Understanding psychological aspects of substance abuse and its prevention.
7	Peer Pressure	Psychological	Teachers	1 hr	English	Understanding psychological aspects of peer pressure and how to help children deal with it.
8	Supporting children through exam season	Psychological	Teachers	1 hr	English	Tips on catering to a child's stress during exam season as a teacher.
9	Building resilience and optimism	Psychological	Teachers	1 hr	English	Understanding resilience and everyday practices to build an optimistic perspective towards life.
10	Stress Management	Psychological	Teachers	1 hr	English	Understanding stress, its warning signs and symptoms, impact and management.
11	Mindful Lifestyle	Psychological	Teachers	1 hr	English	Understanding mindfulness and lifestyle practices that promote mindful living.

Webinars for Non-teaching Staff						
Code	Webinar Title	Webinar Type	Participants	Duration	Language	Description
*1	POCSO and JJA	Legal	Non-Teaching Staff	40 Min	English+ Hindi+ Regional	POCSO and JJA + Behaviour changes required for preventing child abuse.

Webinars for Parents						
Code	Webinar Title	Webinar Type	Participants	Duration	Language	Description
*1	Children's safety and wellbeing, the collective responsibility of stakeholders.	Integrated (Legal + Academic+ Psychological)	Parents	1.5 hr	English+ Hindi+ Regional	Child rights' related laws (POCSO and JJA)+ Required behaviour changes for preventing child abuse+ Role of parents/grandparents in teaching CACA Safety Workbooks.
2	Supporting children through exam season	Psychological	Parents	1 hr	English	Dos and Don'ts for a parent during the exam season.
3	Parenting Skills	Psychological	Parents	1 hr	English	Developing an understanding of healthy parenting approaches and practices.
4	Stress Management	Psychological	Parents	1 hr	English	Understanding stress, its warning signs and symptoms, impact and management.
5	Mindful Lifestyle	Psychological	Parents	1 hr	English	Understanding mindfulness and lifestyle practices that promote mindful living.

Upcoming Webinars - Cyber Safety, Nutrition and Gender Equality

17. Project CACA Implementation Form

For Circulation of CACA Safety Workbook Series in a School

Form-A (2024-25)

Take image/ picture/ scan of the dully filled form and send it by email to: implementation@projectcaca.org OR whatsapp to 09717392050 / 09205488405 OR send to our office address - Project CACA, Care of Edusynergies, EW - 3, Third Floor, Mianwali Nagar, Paschim Vihar, Delhi-110087

School Details

School Name

School Short Name, if anyTotal Students' Strength.....

WebsiteE-mail

Classes/Grades available in the school

KG-2 ☐ Primary (3-5) ☐ Middle (6-8) ☐ Sec. (9-10) ☐ Sr. Sec. (11-12) ☐

New Academic Session Begins in

April ☐ May ☐ June ☐ July ☐ Aug. ☐ Sept. ☐
Oct. ☐ Nov. ☐ Dec. ☐ Jan. ☐ Feb. ☐ March ☐

School Type, Board Wise:

CBSE ☐ CISCE ☐ State ☐ Foreign ☐ Other ☐

School Type, Gender Wise:

Boys ☐ Girls ☐ Co-Ed ☐

School Type, Religious Minority:

Yes ☐
No ☐

School Type, Boarding Wise:

Day ☐ Residential ☐ Day cum Residential ☐

School Address.....

District.....State.....Pin Code

Principal Name

E-mail.....Mobile Ph.

School Coordinator (for Project CACA) Name.....

Designation/Subject: Counsellor ☐ Social Science Teacher ☐ Science Teacher ☐ Life Skills / Moral Science Teacher ☐

Head Mistress ☐ English Teacher ☐ Physical Education Teacher ☐ Other:

E-mail.....Mobile Ph.

Authorized Signature:.....

Name:

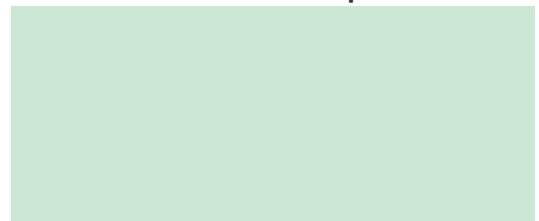
Date: DD MM YY

For Office Purpose Only

Order No.:.....

DOR.....

School Stamp



PROJECT CACA

CACA Workbooks Series Required by the School

S. No	Book Title	Class	MRP	Quantity	Delivery Date
a.	My Beginner's Safety Workbook	*UKG	230/-		
b.	My First Safety Workbook	I	230/-		
c.	My Second Safety Workbook	II	230/-		
d.	My Third Safety Workbook	III	230/-		
e.	My Fourth Safety Workbook	IV	230/-		
f.	My Fifth Safety Workbook	V	230/-		
g.	My Sixth Safety Workbook	VI	230/-		
h.	My Seventh Safety Workbook	VII	230/-		
i.	My Eighth Safety Workbook	VIII	230/-		
j.	My Ninth Safety Workbook	IX	230/-		

For Webinar Purpose

Number of Teachers
in the school

Number of Non-Teaching
/ Support Staff

* The safety workbooks are applicable from class UKG, i.e., age 5 years onward.

Note: Specimen copy for teachers @ one per 75 students of each class.

For Stakeholders - Teachers, Parents and Non-Teaching (Support-Staff) of a school, there is a resource page in each workbook which contains QR Codes that are to be scanned with a smartphone by stakeholders to have access to their respective resources Booklets/ Book/ Videos/ Worksheets. These QR Codes are for:

- **Blue Booklet** for parents and teachers in English, Hindi and various regional languages.
- **Green Booklet** for parents and teachers in English.
- **Red Booklet** for Support-staff in English, Hindi and various regional languages.
- **Pink Book** for teachers (Teacher's Manual) in English for teaching the Safety Workbooks.
- **Supplementary Worksheets** for students.
- **Posters** - A set of classroom and corridor posters.

Animated Videos for students are embedded as QR Codes format within various chapters of the workbooks.

Children's Picture Books are available for classes UKG to 2 and are embedded as QR Codes in the respective workbooks.

All the above free resources can also be downloaded from the resource section of www.projectcaca.org

Remarks:

Payment Schedule, if *third party (Bookseller, etc.) is not applicable:

Mode of Payment, if *third party (Bookseller, etc.) is not applicable

Cash ☐

Cheque ☐

DD ☐

Electronic Transfer ☐

All Payments to be made in favour of "Edusynergies"

*Third party (Bookseller) details (Name/Phone), if applicable.

.....
.....

Billing to: School ☐ Third Party ☐

Delivery to: School ☐ Third Party ☐

Authorized Signature:

Name:

Date: DD MM YY

For Office Purpose Only

Order No.:

DOR:

School Stamp

Edusynergies

Page 02 of 02



18. Project CACA FAQs

Q1. How are these safety workbooks connected to the curriculums/syllabi followed in schools (Central/ State/ Foreign Boards)?

The workbooks are based on a school's timetable periods of Life Skills and Moral Science. The life skills covered are the 10 universal life skills propounded by WHO. They were an outcome of UNCRC 1989 (India ratified in 1992). They are applicable to all types of boards. Schools across India are already aware of these life skills as they have been promoted in the Indian Education system since the RTE 2009.

These are also the 21st-century life skills highlighted in the New National Education Policy (NEP) 2020. The workbooks cover various learning outcomes, competencies and pedagogy, like interdisciplinary and integrated approaches and use of classical stories to teach moral science, etc., that blend with the NEP 2020. Moreover, the workbooks also align with the subsequent National Curriculum Framework (NCF) Version 1.0 2023 by NCERT. Besides, the workbooks cover environmental science, general knowledge and UNSDG 2030.

Also, every school is required to follow the POCSO Rules Gazette Notification of 2020, the workbooks follow the same.

Q2. Do teachers need any special training to teach these workbooks?

The workbooks follow Bloom's Taxonomy which teachers are already aware of. Besides, the teacher's training webinar titled "Academic – Pedagogy" builds their capacity on chapter-wise lesson plan development. Also, a teacher's manual is embedded as a QR code in each workbook.

Q3. How many hours/periods should be dedicated to teaching the workbooks in an academic year?

The interdisciplinary workbooks are designed to easily distribute their chapters between the school and home as follows.

a. Timetable periods of life skills, moral science, general knowledge, environmental science, English, computer science, social science, mathematics, and physical education.

Or

Timetable periods of life skills and moral science.

b. At home by parents/grandparents. Remember, some chapters are such that can only be taught at home, so the involvement of parents/grandparents is necessary.

Each workbook in an academic year requires 60-90 periods. Remember, children's safety and well-being is a collective responsibility.

Q4. Why do the workbooks have a cost?

The private, public, or self-financed schools in India are run by a not-for-profit society, trust or foundation. Their self-sustainability is governed by the tuition fees and fees for other services it charges. Likewise, the self-sustainability of Project CACA is not based on any donation, CSR or charity but on the revenue generated from the paid circulation of the workbooks.

Q5 Will Project CACA provide visiting faculty to teach these books to students, or will the schools have to engage the teachers to teach them?

Dissemination of knowledge by a trusted educator - their teachers, in a trusted environment is pivotal in facilitating effective communication and learning. Workbooks allow

a two-way dialogue and encourages them to share their experiences and seek clarification. We at Project CACA believe that teachers hold a sacred place in every child's life as a mentor, a friend and are the strongest allies of the students, and the trust between them creates an environment of a deeper understanding and learning.

Q6 Why has Project CACA chosen to have safety workbooks for children as its core instrument and not the workshops? Why doesn't Project CACA conduct workshops/webinars for children?

Unlike a workshop/webinar, an education curriculum with workbooks as the medium offers a structured and comprehensive approach to addressing various imperative topics on safety and well-being and has the potential for a lasting impact on students. CACA safety workbooks are based on life-skill, moral science and value education subjects which already has a place in schools' timetable. The workbooks can easily be integrated with the existing ecosystem of schools. The familiar and trusted peer-to-peer and teacher-student environment allows for the phasal introduction of age-appropriate concepts for different grades progressively.

The CACA safety workbooks are like safety drills or exercises to be practised regularly. The workbooks reinforce information in an age-appropriate manner through the curriculum. This reinforcement helps solidify the knowledge and skills that the children need to effectively protect themselves from adverse situations. It also enables continuous engagement and regular discussions between students, teachers, and parents to encourage open communication among all stakeholders. The workbooks also enable parental involvement by providing

resources and guidelines for parents to discuss child safety at home. They are a toolkit in the hands of the parents to create a safer environment at home. This collaboration between schools and parents creates a more comprehensive safety network for the children rather than just workshops/webinars.

Q7. Can the usage of Safe and Unsafe touches leave a negative impact on children? How does CACA tackle it?

Project CACA focuses on striking a balance of information and knowledge provided to children in the workbooks in an age-appropriate manner to help them stay safe. The workbooks help create a safe and supportive environment where children feel comfortable discussing their concerns or experiences related to personal safety and foster an environment of trust, open communication, and empowerment. Project CACA understands the importance of educating children about personal safety and boundaries while making sure children do not perceive all physical contact as harmful or dangerous. This balanced approach of teaching safety, ensuring that children understand the importance of personal boundaries while emphasizing positive and nurturing touch, aims to preserve their ability to develop healthy relationships and distinguish different types of touches.

Q8. What are the deliverables under Project CACA?

Please refer to Profile Page No. 05

Q9. What is the aim of Project CACA?

Project CACA believes in the axiom that 'institutions (schools) should not preserve the problems to which they are a solution.' With the conviction that 'prevention is better than cure', it aims to keep our children happy, healthy, and safe.

Q10. Who are the resource persons involved in Project CACA?

Our resource persons include psychologists, psychiatrists, judges, lawyers, panel advocates, paediatricians, and subject matter experts from various fields. Project CACA recognizes that handling these challenging and sensitive issues requires a collective effort, and accepts that no single institution can address them single-handedly. Therefore, the resource persons are drawn from a diverse team comprising NGO Social Axiom Foundation members and partner and supporting organizations.

Q11. Is the Project compliant with government circulars, guidelines, notifications, or advisories? Additionally, are any government directives covered in the children's safety workbooks?

Project CACA and its instruments comply and are mapped with (to list a few):

- The National Education Policy (NEP) 2020 (follows an interdisciplinary approach).
- The National Curriculum Framework for School Education 2023 (NCF 2023).
- POCSO Rules 2020 Gazette Notification of MWCD, the Govt. of India.
- 10 WHO Universal Life-skills, especially those relevant in the 21st century.
- UN Sustainable Development Goals - 2030.
- Life-skills and Moral Science.

Its implementation carries out the pertinent objectives of various circulars, notifications, advisories, guidelines issued from time to time to schools by the Central and State Governments, The Ministry Of Women And Child Development, various School Boards, State Commissions for Protection of Child

Rights, Supreme Court, Directorate of School Education, and other related organisations on Child Rights, Child Safety, Gender Sensitivity, Prevention of Child Sexual Abuse (CSA), POCSO Act 2012 - POCSO-E-Box, Gender-Equality, Gender Equity, Self Defence. Please refer to the Profile Page No. 3 to see the various government schemes and policies the Project complies with.

The last page of every CACA safety workbook mentions the government circulars/guidelines, etc., that are a must for every school to follow. Project CACA complies with all these guidelines, forming a comprehensive school safety policy.

Q12. Why does the Project provide online webinars rather than offline workshops?

The online medium presents the project with exceptional opportunities to host workshops featuring subject matter experts as speakers, reaching schools beyond geographical boundaries. This enables us to offer diverse perspectives, deliver content effectively, and facilitate knowledge sharing. Furthermore, the project is implemented pan India, and offline workshops would pose significant challenges in terms of scalability and sustainability.

Online webinars allow the project to overcome these limitations and provide access to quality speakers from hospitals, high courts, and the Supreme Court. These experts can spare time from their busy schedules, making it more feasible for them to participate in online sessions.

Additionally, the project utilises questionnaires at the end of webinars to gather valuable data for analysis. This data helps evaluate the learning outcome of teachers at school level and also at national level. Such analysis aids in identifying areas for improvement and enhances the project's overall effectiveness.



Moreover, online webinars offer the advantage of providing recordings. These recordings can be made available to participants for future reference or those who couldn't attend the live session, ensuring widespread access to the knowledge shared during the webinars.

Q13. Why does the school need to submit the implementation form?

The Project CACA implementation form serves as a means for schools to provide essential information necessary for ensuring the smooth execution of deliverables. It aids us in streamlining operations, facilitating timely deliveries, and planning webinars, among other tasks. Furthermore, the workbooks' content is updated annually per new guidelines issued by various authorities. As a result, the books are printed each year based on the specific requirements and demands of schools.

Q14. What is the role of a parent, teacher, or Principal in implementing Project CACA?

The primary responsibility of parents, teachers, and principals is to initiate open discussions on sensitive topics regarding the safety and well-being of children with the child at the centre.

Creating an environment of trust, collaboration, and responsibility is essential to foster a safe atmosphere. To prevent child abuse effectively, these workbooks play a crucial role in promoting and facilitating necessary behavioural changes among all stakeholders, including students, parents, teachers, and non-teaching staff.

Q15. Are these books about sex education? Do the workbooks contain explicit images or graphics?

Not at all! The workbooks use a variety of engaging elements such as stories, plays, poems, letters, cartoon strips, activities, and "what if" scenarios to empower children in

dealing with everyday situations related to abuse, child rights, and gender inequality. These resources create a platform for children to have open discussions and express themselves with their peers, juniors, seniors, parents, and teachers concerning sensitive topics. The content of the workbooks is academically, psychologically, and legally appropriate for their age and understanding.

Q16. How to convince parents to buy these books?

Parents place the utmost importance on their child's safety as it is their top priority. The project's commitment to establishing a zero-tolerance environment for child abuse and bullying in schools is a strong motivation. By sensitizing all stakeholders, including parents, the project ensures an additional layer of reassurance for parents. Moreover, parents will benefit from various resources, including companion booklets, audio-visual content, and more, that support their engagement and provide comprehensive guidance in safeguarding their children.

Q17. How many webinars will be conducted per year?

Three online webinars in the first year of implementation for the following stakeholders –

- **1 for Teachers:** Integrated Academic, Legal and Psychological aspects - Child safety and Well-being.
- **1 for Non-teaching Staff:** Legal - POCSO Act, 2012 and JJ Act.
- **1 for Parents:** Academic, Legal and Psychological aspects - Child Safety and Well-being.

In the subsequent years, the schools can avail of any two online webinars for the above stakeholders on children's safety and well-being from the list of webinars on Profile Page No. 24.

19. Compilation of Govt. Logos/Policies/Schemes Covered in the Safety Workbooks

क्या आपको कोई परेशान कर रहा है, बताएं, कौन जोर कैसे ?
Tell us how you are being harassed ?

चित्र चुनें / Select Picture (S)

खेल मैदान / दुकान / सड़क
Playground / Shop / Road

स्कूल / ट्यूशन
School / Tuition

ब्लैकमेल
Blackmail

स्कूल बस / वैन इत्यादि
In School Bus/ Van/ etc

परिवार सदस्य / रिश्तेदार / जमान
Family Member/ Relative/ Others

इंटरनेट / फोन
Internet/ Phone

1 नाम/ Enter your name * यदि आप के पास मोबाइल नं. उपलब्ध है
2 मोबाइल/ Phone number * नंबर जारी की गयी है
3 कक्षा / और CRI/ AND * जो आप इसी एक नंबर पर संपर्क कर
4 ई-मेल/ Your email * सकते हैं - 9068234077, 1098 (Childline)

घटना का संक्षिप्त विवरण दर्ज करें Enter brief description of incident

6 नीचे क्लिक करें / Click on Submit

POCSO E-Box

POCSO E-Box पर क्लिक करें, एन.एन.पी.सी.ई.ई.



Pradhan Mantri
Rashtriya Bal
Puruskar



CARA Child
Adoption



Khoya-Paya
Missing
Children

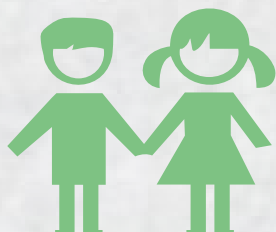
PENCIL -
Child
Labour
Reporting





Children Against Child Abuse

Project CACA - A safety programme for children under the safety policy of the school.



Children Empowered
10,00,000+



Families Empowered
9,00,000+



Teachers Empowered
1,00,000+



Schools Empowered
2,000+



Webinars / Workshops Conducted
3,500+



States/UT/Districts Reached
27/5/400+

Partners



With Support From Various:

State and District Legal Services Authorities (SLSA & DLSA)
State Commissions for Protection of Child Rights (SCPCR)

www.projectcaca.org

Address :- EW - 3, Third Floor, Mianwali Nagar, Paschim Vihar, Delhi-110087

Contact No :- 011-40074904, 092054 88402, 097173 92050

E-mail Id :- info@projectcaca.org

Website :- www.projectcaca.org

PP-ENG-2024-25

End the Stigma, Raise Awareness

For circulation of CACA Safety Workbook Series in your school, call 09717392050