

SAMVAD

**Support, Advocacy & Mental health
interventions for children in Vulnerable
circumstances And Distress**

**(A National Initiative & Integrated Resource
for Child Protection, Mental Health, &
Psychosocial Care)**

**3rd Quarterly Report
January to March 2021**

**Dept. of Child and Adolescent Psychiatry
National Institute of Mental Health & Neurosciences
(NIMHANS) Bangalore
Supported by Ministry of Women & Child Development
Government of India**



Summary of SAMVAD's Progress

Below is a brief summary of SAMVAD's cumulative progress, in terms of its reach, starting June 2020 until 31st March 2021.

Child Care Service Providers	Cadre	Trained Professionals	Total
Child Protection Functionaries	Child Welfare Committee	50	4,456
	Juvenile Justice Board	28	
	Child Care Institution Staff Staff (Superintendents, Counsellors, Social Workers, Probation Officers, Trainers, Child Welfare Officers)	2719	
	ICPS Staff (Counsellors, Social Workers, Legal cum Probation Officers, Protection Officers (Institutional Care and Non-institutional Care), District Child Protection Officers,	1182	
	Paralegal Volunteers and Support Persons of SLSA	156	
	CSO Staff (ChildLine & Other NGOs)	103	
	Police officials	218	
Health and Mental Health Professionals	DHMP Staff	181	2,388
	Tertiary Mental Health Care Service Providers	198	
	UGC faculties	194	
	Other Mental Health Professionals	925	
	Paediatricians	279	
	Professionals and Stake Holders	75	
	RBSK Functionaries	536	
Education Functionaries	Teachers	570	2,8389
	School Counsellors	100	
	Education Faculty	53	
	NGO Staff & Anganwadi workers	31	
	Stack Holders in Education (Teachers, Principals and others)	27635	
Judicial Personnel	Judicial Officers and Law university personals	12230	12,230
Total			47,463

1. SAMVAD's Aim & Objectives

SAMVAD is a national initiative & integrated resource for child protection, mental health and psychosocial care, supported by the Ministry of Women & Child Development (MoWCD), Government of India, located in the Dept. of Child & Adolescent Psychiatry, NIMHANS.

Aim: To enhance child and adolescent psychosocial well-being, particularly of children in difficult circumstances, through promotion of integrated approaches to mental health and protection.

Strategic Objectives:

Strategic Objective 1: Develop standardized child-centric modules and resources for the capacity building of primary, secondary and tertiary level psychosocial and mental health care service providers.

Strategic Objective 2: To strengthen knowledge and skills in child and adolescent protection and psychosocial care in various cadres of child care service providers in the country, through training and capacity building initiatives at primary, secondary and tertiary care levels of child protection and mental health.

Strategic Objective 3: To enhance child and adolescent protection and psychosocial care programs implemented by government and non-government agencies, by providing technical support on program design and quality.

Strategic Objective 4: To undertake studies, audits, research and advocacy on issues pertaining to child and adolescent protection and related issues of mental health and psychosocial care.

Strategic Objective 5: To utilize the experiences of capacity building, technical programmatic support and research in informing child and adolescent laws and policies in the country.

2. Technical Interventions

Technical interventions describe the various types of engagements that the Initiative has been implementing, ranging from public discourse series, to training and capacity building programs and research studies, in the 4 key thematic areas of the Initiative, namely, mental health, care and protection, education, law and policy.

2.1. Public Discourse Series

To increase the outreach as well as mobilize general public and to generate awareness on the issues of child protection and mental health, online social media platforms like YouTube, twitter, Facebook and Instagram were used actively. The digital content prepared for public discourse and awareness was also disseminated through these social media platforms. The list of all the campaigns/ public discourse series which were implemented is shared under the Section – Public Discourse. Regular updates about the SAMVAD's engagements with various states through capacity building initiatives were also posted and tweeted about. A new Facebook page has also been created to increase the visibility and expand the audience on Facebook. SAMVAD's public awareness and discourse materials may be reached on:

YouTube Channel: <http://www.youtube.com/c/NIMHANSChildProtection>

Facebook: <https://www.facebook.com/childprotectnimhans>

Twitter: https://twitter.com/nimhans_CPC

Instagram: <https://www.instagram.com/nimhanschildprotect>

Linkedin: <https://www.linkedin.com/in/nimhanschildprotection>

SAMVAD's current reach out information is detailed in the table 1.

Table 1: Details about SAMVAD's Social Media Presence (as of 23rd January 2021)

Platform	Subscribers
You tube	1,31,868
Twitter	174
Instagram	428
Facebook	5,000
Facebook Page	5,273

During this quarterly, SAMVAD's Mental Health Team and Education teams developed a series on bullying, for children. A 4-part story series, each focusing on an aspect of bullying, was converted into videos were created using stick figures (made by the team). Each story highlighted the experience of a child and a context in which he/she was bullied, showing how he/she felt through the experience but also how he/she responded to it, and emerged courageous and victorious.

Table 2: Accessing the Bullying Series Online

Description	Link
Bachche, Bachpan aur Sahas - Introduction (English)	https://youtu.be/IYzz_P_VrJI
बच्चे, बचपन और साहस - Introduction (Hindi)	https://youtu.be/90RcQguK_GE
Courage is a Kingdom Without a Crown- Episode 1 (English)	https://youtu.be/mDw8lqvRvqA
साहसी होना बिना ताज के एक राजा होने जैसा है। Episode 1 (Hindi)	https://youtu.be/cD5G9nzhFY
A friend in need is a friend indeed - Episode 2 (English)	https://youtu.be/n7f1RGOKe-I
सच्चा मित्र वही जो समय पर मदद करे - Episode 2 (Hindi)	https://youtu.be/vNELYoRn4UM
A Story about a Girl-Beautiful Inside Out - Episode 3 (English)	https://youtu.be/shs8sTPYJV8
एक लड़की की कहानी- ब्यूटीफुल इनसाइड आउट - Episode 3 (Hindi)	https://youtu.be/UT1dbxd2Osk
Fall seven times, stand up Eight - A Journey Towards Courage- Episode 4 (English)	https://youtu.be/hW0iNu3u7lc
एक यात्रा साहस की ओर- फॉल सेवन टाइम्स, स्टैंड अप एट ! - Episode 4 (Hindi)	https://youtu.be/BShVC9JrqVs

The series titled 'The magical world of Ajoobagar and his friends' comprised of 4 parts:

- Courage is a kingdom without a crown
- A friend in need is a friend indeed
- Beautiful inside out
- Fall seven times, stand up Eight

The series was launched with an Introduction to the characters each story was subsequently released on a Sunday in the month of March 2021. The stories/video series are available in Table 2 Hindi and English as above.



2.2. Progress & Achievements of Key Thematic Areas

The Initiative works, albeit in a complementary and integrated fashion, under 4 thematic areas, namely, Care and Protection, Mental Health, Education, and Policy and Law. Each thematic area has been engaged, not only with reaching out to stakeholders, to discuss and plan work in accordance with their needs and requests, but also to adapt existing training materials, develop new ones and deliver training programs. The concept notes and curriculums developed during the first quarterly period are being shared with state departments and other agencies who have been reaching out to the NIMHANS Initiative, to acquaint them with the training content and methodologies, and assist with delivery of training programs to various cadres of child protection workers.

*Note: All training curriculums developed by SAMVAD are easily made available upon specific request.

A. Care and Protection

Key Thematic Objectives

- To develop a comprehensive approach to child protection through the integration of child protection, mental health and psychosocial care into existing child protection systems in the country.
- To strengthen knowledge and skills of child protection functionaries in protection, mental health and psychosocial care, so that care and protection interventions are delivered in ways that ensure children's mental health and well-being.
- To undertake action research and studies in child protection with a view to enhancing interventions, and assistance, programs for children and adolescents, as well as for informing child policy and law.

A.1. Material Development

During this quarter the Care and Protection team has been involved in development of concept notes, curriculums and various learning content in order to facilitate the online training programs for various child protection functionaries. The details of the material developed are detailed below:

a) Training Curriculums Developed

New sessions were designed to familiarize the participants with the formats prescribed in the Juvenile Justice Act, 2015 and to build perspectives on rehabilitation of children in need of care and protection and the children in conflict with the law. Three sessions were added to the building blocks curriculum used for the level 1 training on the Individual Care Plans, Social Investigation Reports and Balancing Child Protection Laws with the Best Interest of Children.

The participants including the Counsellors, Probation Officers, Legal cum Probation Officers of the District Child Protection Units were also encouraged to draw upon the important details from the Assessment format developed for Children in Child Care institutions, developed by SAMAVD in order to prepare comprehensive care plans and social investigations in order to make more informed decisions in the best interest of the children.

These sessions were added to the training curriculum as these were reported to be the most challenging for the participants while carrying out the rehabilitation processes. The objective of integrating the Assessment format developed for children in child care institutions was to understand the unique contexts of the children aid the process of rehabilitation of by identification of the following kinds of needs-

- Emergency Services
- Medical Assistance required
- Basic Needs
- Protection and Safety needs
- Mental Health Support
- Social and Systemic Support.

The session content was designed and developed for online teaching. The sessions were deliver using methods like group discussions through breakout rooms and online polling and practice assignments. These curriculums are further being refined based on the points raised in the discussions held with the participants during the sessions.

b) Development of Teaching and Learning Videos

To create an effective learning experience for the participants and maximize the learning outcomes on an online platform, teaching-learning videos were developed. Based on the feedback received by the participants and on the observation made by the child protection team, it was found to be a popular medium for engagement and use of videos for teaching also produced better learning outcomes.

The newly created videos demonstrate the basic communication skills and counselling techniques in context of children in conflict with the law, while dealing with a compliant and the non-compliant child and in context of child sexual abuse. They are used in the online training programs conducted for child protection functionaries.

During this quarter a total of 31 videos (See Table 3 below) were recorded and edited in-house. The videos developed were shared with the participants during the training through the Learning Management System to facilitate better understanding and engagement.

Table 3: List of Teaching Videos Developed, January to March 2021

SNo.	Communication Skill	Context
1	Rapport Building (English)	Child in Conflict with Law (Compliant)

2	Rapport Building (Hindi)	Child in Conflict with Law (Compliant)
3	Rapport Building (English)	Child in Conflict with Law (Non - Compliant)
4	Rapport Building (Hindi)	Child in Conflict with Law (Non - Compliant)
5	Rapport Building (English)	Child in Conflict with Law - Stealing
6	Rapport Building (Hindi)	Child in Conflict with Law – Stealing
7	Rapport Building (English)	Child Sexual Abuse
8	Rapport Building (Hindi)	Child Sexual Abuse
9	Recognition and Acknowledgment of Emotions (English)	Child in Conflict with Law (POCSO - experimentation)
10	Recognition and Acknowledgment of Emotions (Hindi)	Child in Conflict with Law (POCSO- experimentation)
11	Recognition and Acknowledgment of Emotions (English)	Child in Conflict with Law (Aggression)
12	Recognition and Acknowledgment of Emotions (Hindi)	Child in Conflict with Law (Aggression)
13	Recognition and Acknowledgment of Emotions (English)	Child in Conflict with Law (POCSO - elopement)
14	Recognition and Acknowledgment of Emotions (Hindi)	Child in Conflict with Law (POCSO - elopement)
15	Recognition and Acknowledgment of Emotions (English)	Child in Conflict with Law (Stealing)
16	Recognition and Acknowledgment of Emotions (Hindi)	Child in Conflict with Law (Stealing)
17	Recognition and Acknowledgment of Emotions (English)	Child in Conflict with Law (Substance Abuse - coping with humiliation)
18	Recognition and Acknowledgment of Emotions (Hindi)	Child in Conflict with Law (Substance Abuse - coping with humiliation)
19	Recognition and Acknowledgment of Emotions (English)	Child in Conflict with Law (Substance Abuse - coping with loss)
20	Recognition and Acknowledgment of Emotions (Hindi)	Child in Conflict with Law (Substance Abuse - coping with loss)
21	Recognition and Acknowledgment of Emotions (English)	Child in Conflict with Law (Substance Abuse - peer influence)
22	Recognition and Acknowledgment of Emotions (English)	Child in Conflict with Law (Substance Abuse - peer influence)
23	Recognition and Acknowledgment of Emotions (Hindi)	Child Sexual Abuse
24	Judgmental Attitude (English)	Child in Conflict with Law (POCSO)

25	Subtle Judgmental Attitude (English)	Child in Conflict with Law (POCSO)
26	Judgmental Attitude (Hindi)	Child in Conflict with Law (POCSO)
27	Judgmental Attitude (Hindi)	Child in Conflict with Law (POCSO)
28	Judgmental Attitude (English)	Child in Conflict with Law (Stealing)
29	Subtle Judgmental Attitude (English)	Child in Conflict with Law (Stealing)
30	Judgmental Attitude (Hindi)	Child in Conflict with Law (Stealing)
31	Subtle Judgmental Attitude (Hindi)	Child in Conflict with Law (Stealing)

c) Development of the Graphical Content and the IEC

To make the trainings more effective and engaging, and to simplify the teaching concepts, SAMVAD developed several graphical and animated IEC materials, using multimedia tools and software. Videos on Reconnecting with Childhood – depicting childhood as a journey with events, people, places, memories and on Life skills – Refusal skills, Assertiveness, Problem Solving skills and Rejection were developed.

To facilitate better discussions, several issues raised by the participants during the training sessions were organized into frameworks and were converted into graphical content to aid the learning of the participants. The following is the list of graphical content prepared for the teaching purposes-

- Disclosure for children with HIV to explain the importance of making disclosure to a child with the HIV infection and the age-appropriate contexts.
- Relevance of the “Gender” of the counsellor in the Counselling Process to address one of the most common concerns regarding whether or not a male counsellor should work with the female children and adolescents, and the implications under POCSO.
- Why do children lie; to help the participants think critically about the abuse narratives using the Belief / Disbelief framework (based on the paper authored by Ms. Sheila Ramaswamy and Dr Shekhar Seshadri)
- Systemic Overwhelm and the Best Interest of the Child to encourage participants to move from the problem focussed approach towards a solution focussed approach and manage the systemic challenges to promote the best interest of the child.

d) Translation of the Modules/ the Building Blocks Curriculum in Hindi

During this quarter SAMVAD completed the translations of the following training modules in Hindi language. A need was felt to get the translation work done, as SAMVAD’s reach in the Hindi speaking states has increased and there has been a growing demand for the Training Modules and Life skills Activities Manual in Hindi Language. Thus, SAMVAD assisted with and facilitated the translation of the following manuals:

- Trainings Series 1- Building Blocks Manual
- Trainings Series 2 - Trauma and Abuse Manual
- Trainings Series 3 - Children in Conflict with Law Manual
- Life skills Manual – Socio Emotional Development in Adolescents

The manuals are used in the training programs, and are available on SAMVADs website <https://www.nimhanschildproject.in>

e) Content Development for the Campaign

After SAMVAD's meeting with the Hon'ble. Minister Smt. Smriti Irani in January 2021, as per the directions of the MoWCD, the Child Protection team in collaboration with the other verticals of SAMVAD developed content on Prevention and Protection from Child Abuse for various stakeholders like children, parents, District Mental Health Program, ICPS staff and other child protection workers. The content was designed and developed in alignment with the objectives of the concept note on "Campaign Against the Abuse of Women and Children" sent by the NCPCR. The campaign was scheduled to be flagged off on 8th March 2021, however, no further directions were shared by the MoWCD or the NCPCR on implementing the campaign.

A.2. Training and Capacity Building

During this quarterly period, the SAMVAD Child Protection team has initiated and completed several training and capacity building activities, for various child protection functionaries in 10 states, and for Master Trainers of CHILDLINE India Foundation across the country. **A total of 668 service providers and child protection functionaries were reached in the third quarter.** (Please refer to table 4 below for details of the training programs).

Table 4: Training & Capacity Building Activities, January to March 2021

State	Govt. Dept/ Agency Placing Request	Cadre training for	No. of Personnel	Content/ Theme	Timeline
Bihar (Batch 1)	State Child Protection Society	Counsellors	60	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	Completed
Uttar Pradesh	Department of Women and Child Development	Counsellors, Protection Officers and Social workers of DCPU	37	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	Completed
Manipur	State Legal Services Authority	Juvenile Justice Board Members	25	Psycho-social and Mental Health Considerations for Children in Difficult circumstances	Completed

Manipur (In-person training)	Social Welfare Department	Counsellors	50	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	Completed
Tamil Nadu Batch 1	Dept of Social Defence	Mixed batch of SCPS	27	Mental Health considerations while working with Children in Difficult circumstances	Completed
Childline	Childline India Foundation	Master Trainers of Childline	50	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	Completed
Bihar Batch 2	State Child Protection Society	Legal cum Probation Officers	30	Level 1 training on “Psycho-social and mental health considerations of working with Children in difficult circumstances”	February 2021 On-going
Uttar Pradesh Batch 2	Dept. of Women and Child Development	Counsellors	56	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	January 2021 On-going
Tamil Nadu Batch 2	Dept. of Social Defence	LPO and Protection Officers	30	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	January 2021 On-going
Assam	Assam Judicial Academy	Assam SCPS counsellors	57	Essentials of Child Psychosocial & Mental Health Care for Children in Difficult Circumstances	March 2021 On-going
Chhattisgarh	Department of Women and Child Development	Counsellors and Protection Officers (Institutional Care) under Integrated Child Protection Scheme	50	Basic Child Protection and Mental Health Curriculum	March 2021 On-going

Maharashtra	State Child Protection Society	Counsellors of Child Care Institutions	50	Level 1 training on “Psycho-social and mental health considerations of working with Children in difficult circumstances”	March 2021 On-going
Uttarakhand	Department of Women and Child Development, Uttarakhand	Department of Women and Child Development, Uttarakhand	51	Basic Child Psychosocial & Mental Health Care for Children in Difficult Circumstances	January 2021 On-hold*
Manipur	Department of Social Welfare	Child Welfare Committee Chairpersons and Members	50	Basic Child Protection and Mental Health Curriculum	March 2021 On-hold*
Madhya Pradesh	Department of Women and Child Development	Counsellors, LPOs, Superintendents, Trainers	45	Basic Child Psychosocial & Mental Health Care for Children in Difficult Circumstances	January 2021 On-hold*
Total No. of Child Protection Functionaries Trained				668	

*Certain programs were initiated and an average of 5 to 6 sessions were completed. However, they were put on hold—as explained in detail, subsequently.

Below is a description of the completed trainings programs.

a) Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care: Training & Capacity Building Program for CHILDLINE Master Trainers

The first batch of Master Trainers has been completed and post-test has been submitted by all participants. As a next step, three participants have been selected to be engaged in co-facilitation with SAMVAD for the second batch of the training program. The methodology of Master Trainer approach will be the same explained in the pedagogical methods. The last session focused on receiving feedback from the participants on the training program.

b) Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care: Training & Capacity Building Program for child protection functionaries of Uttar Pradesh

Based on the request received from the Department of Women and Child Development, Uttar Pradesh the first batch of child protection functionaries of Uttar Pradesh has been completed. A master trainer approach was used in the training program, so as to ensure at least one SAMVAD-trained functionary per district, and 37 ICPS staff (comprising counsellors, social workers, protection officers legal cum probation officers) participated in the online session. The batch was observed to be highly participatory and interactive. A session on life skills requested by Uttar Pradesh itself (and later added to the curriculum) will be conducted in the month of April. After the session, the post-test along with a feedback session will be conducted for the batch.

c) Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care for Children in Difficult Circumstances: Training & Capacity Building Program for child protection functionaries of Tamil Nadu

The Dept of Social Defence, Tamil Nadu had approached SAMVAD for a training for the staff of the State Child Protection Society. The batch completed an intensive training of 23 sessions in March 2021. This Batch has been further scheduled to undergo the Life Skills training in-person depending on the conditions with respect to the Second wave of COVID. The batch was provided with a post-test form and a feedback form along and an FGD of the feedback was also conducted. The participants expressed that they would want an in-depth two-day training on Social Investigation Report (SIR) and the Individual Care Plan (ICP). This will be scheduled online in the next few weeks post the development of the modules on ICP and SIR.

d) Manipur In Person Training on Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care: Training & Capacity Building Program for counsellors and social workers of District Child Protection Units, Manipur

Upon receiving the request from the Social Welfare Department an in-person training was scheduled for the Counsellors and Social Workers of the Child Care Institutions in Imphal Manipur in between 15th to 19th February 2021. The Inauguration of the Training Programme was attended by the Director, Social welfare and the Member Secretary, Manipur State Legal Services Authority. The training was a four-day residential program on “Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care”. To assess the learning outcomes of the training for the participants pre-tests and post tests were done and feedback was collected from the participants via a google form. A report of the training has been prepared and would be sent to the Social Welfare Department in the upcoming quarter.

The media coverage of the training program was done by the All-India Radio and the Local Newspapers.

d
d
d
f
r
n
y
d
g
ll
g
r
p
h
o
r
o
-

4 days residential training programme kicks off

By Our Staff Reporter

IMPHAL, Mar 15: A four day residential training programme on 'Child Psychosocial and Mental Health Care' for counsellors and social workers of the District Child Protection Units and Child Care institutions from various districts was inaugurated today at Blind School in Takyel.

The training programme jointly organised by Support Advocacy and Mental Health Interventions for Children in Vulnerable

Circumstances and Distress (SAMVAD), Social Welfare Department and Manipur State Legal Services Authority (MASLSA) will impart training to 50 trainees.

The inaugural ceremony was attended by the director Social Welfare Department and member secretary of MASLSA.

Dr Chaitra, the thematic lead of the child protection unit, Support Advocacy and Mental Health Interventions for Children in Vulnerable Circumstances and Distress (SAMVAD)

introduced the objectives of SAMVAD's work and the purpose of the training programme and added that the focus of the training will be on skill building of all the trainees through participatory methodologies.

The director of Social Welfare department emphasised the importance of learning and practicing the skills of acceptance and being non-judgmental and urged all the trainees to take full benefit of the 4 days residential training course to maximise their services to children.

e) Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care for Children in Difficult Circumstances: Training & Capacity Building Program for JJB members, Manipur.

SAMVAD was approached by the Manipur State Legal Services Authority for the training of the newly appointed JJB members. The batch of 22 JJB members were trained on working with Children in Difficult Circumstances with a focus on Children in Conflict with Law (CICL). The training ended in February 2021. The post-test & feedback forms were circulated to the batch. After the completion of the sessions online, a case conference was planned for the JJB members in Manipur. In the one-day case conference 19 participants presented the cases, using SAMVAD's Assessment Format

f) Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care: Training & Capacity Building Program for child protection functionaries of Bihar Batch 1 Training

The training program for Bihar Batch 1 continued from the second quarter and was completed in the month of February, 2021. The training for the first batch was organized in association with Bihar State Child Protection Society on every Tuesday and Thursday. After the completion of the training programme a special session on Life Skills was planned for the Batch over 2 sessions of 3 hours each. In the first session the participants were oriented about the concept of Life skills with focus on the Socio-Emotional Development of Children and Adolescents. The Socio Emotional Development modules with life skills activities were shared with the participants were divided into groups. The participants were given a week's time to go through the activities assigned and practice with their assigned groups. The participants demonstrated the activities in the next session and were given feedback on the facilitation styles, discussions were held around the key topics covered through the activities. The post-test and feedback form were shared with the participants and the responses were collected. The report of the training along with the recommendations would be shared in the upcoming quarter.

g) Chhattisgarh - SAMVAD initiated contact with the Department of women and Child Development, Chhattisgarh

A preliminary meeting was held with the Department of Women and Child Development, Chhattisgarh and a Master Trainer approach was taken for initiating the first training batch. Initially, the State had requested training of all child protection functionaries of the District Child

Protection Unit to be trained. After the discussion to start with Master Trainers, the State picked the first batch of Master Trainers as counsellors and Protection Officers (institutional Care). The rationale given was the importance of selecting Master Trainers from districts first where there are counsellors and Protection Officers (institutional care) as they interact with children on a daily basis and more frequently than districts that do not have child care institutions.

Hence, in Chhattisgarh also, a Master Trainer approach is being used, so as to ensure at least one NIMHANS/SAMVAD-trained functionary is there at each district. Till now, 15 sessions have been completed with the State. The batch is ongoing every Tuesday and Friday for a duration of three hours each in the morning (10:30am to 1:30pm).

h) Maharashtra Batch 1 – SCPS counsellors & Superintendents in Child Care Institutions:

SAMVAD contacted the Maharashtra State Child Protection Society (MSCPS) for a training of Child Protection functionaries in the State of Maharashtra. The Department was more than willing to go ahead with training every Child Protection functionary. A master trainer approach was suggested in order to reach out to a maximum number of functionaries across the state. For this, an initial list of first batch of 60 Counsellors of Child Care Institutions across Maharashtra was selected and the training was initiated on 10th February 2021.

The participants have been extremely interactive and have expressed their happiness and satisfaction with the training after every session.

i) Bihar Batch 2 – Legal cum Probation Officers (LCPO)

To continue the engagement with SAMVAD, Bihar State Child Protection Society constituted a second batch of Legal cum Probation Officers (LCPO) of the State. Each district nominated 1 LCPO from their district for the training. A total of 32 participants were constituted in the Batch. The focus of the training has been on working with Children in Conflict with Law and Children from Difficult Circumstances. A total of 17 sessions have been completed.

j) Assam Batch 1 – SCPS Counsellors

The Guwahati High Court passed an order under which the State Judicial Academy was to oversee the training on Essentials of Child Psychosocial & Mental Health Care for Children in Difficult Circumstances for the SCPS counsellors of Assam, Nagaland, Arunachal Pradesh and Mizoram. The training for Assam SCPS counsellors began on the 9th of March 2021 and is ongoing. 8 sessions have been completed with the counsellors.

k) Tamil Nadu Batch -2 – Protection Officers and Legal Cum Probation Officers

Post the completion of the training of Batch 1 of Tamil Nadu, the training of the second batch of 49 Protection Officers and Legal Cum Probation Officers was initiated. The training has been organized in association with the State Child Protection Society, Tamil Nadu.

A master trainer approach would be followed with the Batch 2, as the top three participants from the first batch would co-facilitate the sessions with the SAMVAD team. The team would conduct preparatory meetings with the Master Trainers before their sessions to plan and organize the session flow and clarify the key concepts before the training. A meeting after

each schedule would be planned for de-brief after each session and to give feedback to the master trainers.

l) Uttar Pradesh Batch 2 – Counsellors, District Child Protection Units

After the completion of the training of the first batch of the counsellors, the trainings of the second batch of counsellors were initiated in February, 2021. The training is being conducted in association with the Department of Women and Child Development.

The training is conducted on every Wednesday and Friday. During the training some collective concerns were shared by the counsellors regarding the relevance of the gender of the counsellor in counselling during a child sexual abuse case and the implications under POCSO Act. and understanding and accepting a child's narrative of abuse rather than dismissing it as a false story. A framework was presented during the sessions to help the counsellors understand the complexities of issues like these with a rationale. So far, 17 sessions have been conducted with the counsellors.

m) Capacity Building of Community Radio Stations on delivering content related to life skills for adolescents in 10 districts of Uttar Pradesh (Basti, Azamgarh, Kanpur, Kushinagar, Lalitpur, Gautam Buddh Nagar, Aligarh, Prayagraj, Lucknow and Sant Kabir Nagar)

SAMVAD was reached out to by UNICEF, Uttar Pradesh regarding an adolescent empowerment initiative with community radio stations in 10 districts of Uttar Pradesh. In the new landscape driven by COVID -19, the challenge was reported by UNICEF to build knowledge, skills and opportunity for adolescents so that they can develop resilience and can better control their lives, be able to build empathetic connections and negotiate the ills of the pandemic while transitioning to adulthood.

In light of the pandemic, UNICEF stated that community radio has emerged as a winner by delivering empowering content right at the doorstep of the rural communities. In a fresh initiative, UNICEF is seeking to strengthen community radio stations so that in resource poor settings, this platform is enabled to reach hard to reach adolescent and youth audience in the rural and urban milieu of Uttar Pradesh. The objective of this initiative is also reported to have active engagement and informed action by boys and men, panchayat institutions, influencers and service providers for protection of girls and women from violence, exploitation and abuse. SAMVAD was approached with a request to build the capacity of the community radio stations which would help them deliver related content better and benefit adolescents, their parents and community in the long term.

It was communicated that radio stations are not equipped to respond to adolescents' issues as it requires an in-depth understanding of child mental health, protection and psychosocial issues. Hence, considering the same, a plan was proposed to UNICEF which was then finalised- the details and implementation status is as follows:

- The orientation of community radio station representatives to be done by SAMVAD on adolescent life skills as the first basic orientation which is completed
- The second session was to be conducted in workshop mode which was based on content related to life skills like coping mechanisms, peer relationships, anger management, a part on gender, etc. The workshop has been completed - the

participants were provided with a framework and SAMVAD shared various resource materials (including videos, activities, etc) on life skills with the participants. The participants have to convert the shared resource materials into content which can be delivered through community radio. As a next step, SAMVAD will review the content and provide feedback. The content developed by the participants will be converted into various radio programs. These programs will be structured in such a way where the content developed will be telecasted after which children's responses will be gathered. Following the responses of children, a summary with final perspectives on life skills' issues will be provided. These final perspectives along with content needs to be vetted by SAMVAD.

Box 1: Pedagogical Methods used in Training Programs on Integration of Child Protection & Mental Health

A variety of pedagogical methods were used in training programs on integration of child protection & mental health, in order to ensure the desired learning outcomes, not only with regard to theoretical frameworks but more so, to ensure skill building (critical for field practice), as outlined below:

➤ **Training through online Platforms**

Due to COVID-19, the trainings continue to be online. This enables SAMVAD to reach multiple states/functionaries, via regular sessions. Learning that extends for several weeks (with two sessions per week), also allows participants to apply what they learn in the field, to reflect and return to sessions with questions on concept and field application.

➤ **The Master Trainer approach in Trainings**

SAMVAD is in the process of developing a design for supporting master trainers online. The objective of introducing the said approach is to build in-house capacities for agencies and/or a pool of trainers for individual states, so as to ensure sustainability in the child protection systems. The process has already begun with SAMVAD supporting master trainers to conduct training programs as they receive requests from other agencies within their states. The SAMVAD team has assisted them to take components of the training that we do and deliver in other programs. The ways of work with master trainers have been as follows:

○ **The Co-facilitation model Design**

Pre-Training Support:

- The selected master trainers would have already availed of SAMVAD's training program. They would then co-facilitate a training program for another group of trainees with SAMVAD team.
- Parts from the training curriculum were allocated to these selected participants before each session.
- The participants were required to study the training curriculum in detail and prepare themselves for delivering the allocated parts during the training as Co-facilitators.
- SAMVAD Team met the master trainers for 30 -45 minutes, two days before the planned training, to clarify any doubts, answer questions, explain the structure of the session and methodology, re-explain important concepts, if necessary, and thus prepare the trainer for the training.

During the training –

To begin with 20% of the session was facilitated by the master trainer and the remaining 80% conducted by SAMVAD. However, SAMVAD team would be present to assist the trainer throughout his/her part.

Post Training –

At the end of each session, a feedback session of 15-20 minutes is held with the master trainer to understand issues pertaining to: what went well in the session/what could have been done better/ suggestions to improve.

➤ **Learning Management System (LMS)**

The Learning Management System (LMS) is an integral part of our learning and training methods. It was however observed over the last quarter that a lot of participants had issues in enrolling themselves on the system due to limited technical capacities. A new method of in-session enrollment of the participants was encouraged during this quarter. Each participant was enrolled to ensure that they had full access to all the training modules and materials for learning and capacity building.

➤ **Addressing Special Issues and Concerns through the Trainings**

To build perspectives and encourage critical thinking, those issues and concerns which were frequently raised by the participants were taken up as special topics during the sessions. For instance, additional sessions on gender of the counsellor, HIV and disclosure and issues related to child sexual abuse have been conducted for groups who raised questions on these concerns.

➤ **Pre & Post Test**

To gauge the change in perceptions and the application of newly acquired skills on the job, pre and post tests are administered before and after the training program. The questions used in the pre-test were used for the post-test to evaluate the technical learnings and skills of working with Children in Difficult circumstances through a psycho-social & Mental Health perspective post the training.

➤ **Feedback**

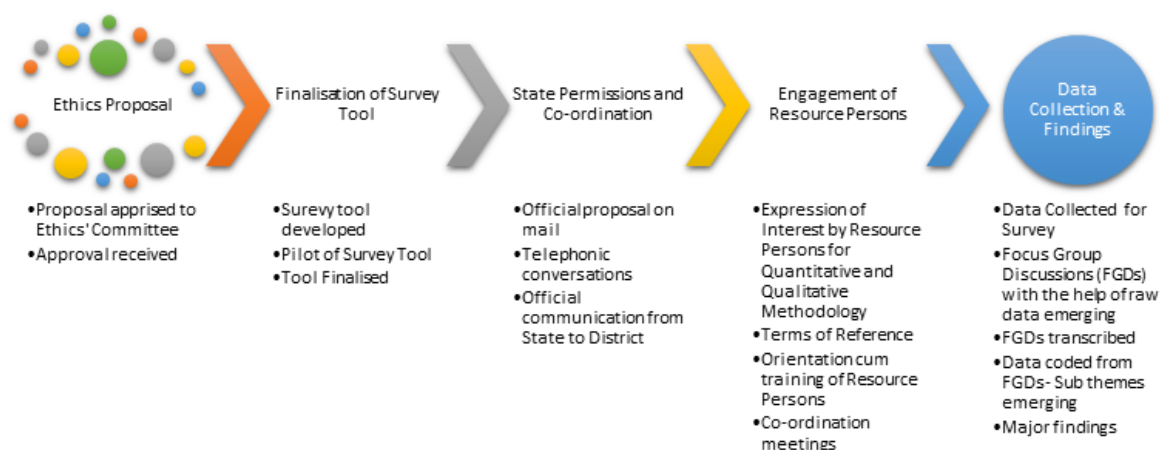
To understand the experiences of the participants during the training program, a feedback form was developed. The feedback form addresses the following components of the training: Infrastructure & Resources; Methodologies Preferred; Content of the curriculum; Facilitator's/Trainer's skills; Relevance to Field Application.

A.3. Study on "Exploring the Impact of COVID-19 on Child Protection in India: Implications for Capacity Building, Interventions and Policy"

The study on "Exploring the Impact of COVID-19 on Child Protection in India: Implications for Capacity Building, Interventions and Policy" is being carried out by SAMVAD in three States namely, Maharashtra, Uttar Pradesh and Bihar. After successful completion of survey and focus group discussions (details of which have been shared in the previous second quarterly report), the further process has been initiated with regard to the study.

The online recordings were converted into transcripts by Resource Persons engaged in the study and were submitted to SAMVAD in the first week of February. The SAMVAD team selected one respondent of the study and initiated the process of manually coding after which themes and sub themes and categories emerged from the codes. A master document of major findings was prepared for one respondent. Similarly, coding was done for all four respondents and based on themes emerging, the master document for all the respondents was made. However, as the surveys and focus group discussions were conducted during the times of the ongoing pandemic and an online platform, the following study is subjected to its limitations. For instance, non-verbal communication, gestures, and behavioural responses, would not be reflected in the online recording and resulting transcripts. The details of such limitations have been detailed out in the methodology chapter.

The themes emerging from the findings will comprise chapters of the study. The major findings have been drafted and will be further modified based on opinions of experts in the key informant interviews. Following the same, analysis will take place and chapters will be finalised.



In continuation of the above, the first draft of introduction and methodology chapter has been drafted. The quantitative data has also been drawn and first draft of the findings is completed.

The report combining the quantitative and qualitative findings and analysis would be shared with 2 to 3 key informants for their comments and any further analysis or reflections that they might be able to add to the report; they would also be requested to provide suggestions and recommendations for programs and policy. Key informants would include field practitioners and policy experts in child rights, protection and mental health. They would be drawn from

MoWCD and other State departments, from law and policy and child care service providers in non-governmental agencies.

A report comprising our findings, as well as recommendations for child protection services, capacity building of child protection service providers and policy will be developed and submitted to MoWCD. It will also be disseminated widely so that State Governments may access the findings and analysis for their programmatic and policy use.

A.4. Direct Assistance to Children via Technical Support to Government Agencies

In 2018, the Uttar Pradesh government recommended a CBI probe into alleged sexual exploitation of minor girls in the Maa Vindhyavasini Mahila and Balika Sanrakshan Grih, a shelter home in the state's Deoria district. The allegations against the institution staff entailed trafficking, sexual harassment and sexual assault.

Towards the end of September 2021, the CBI requested a team from SAMVAD-NIMHANS to assist in the investigation process by way of interviewing and obtaining information and evidence from the children of the aforementioned child care institution—henceforth referred to as the Deoria child care institution (CCI)¹. Thus, a multi-disciplinary child mental health team from SAMVAD, comprising of a psychologist, public mental health specialist and social workers visited Deoria, Uttar Pradesh, between 31st January and 5th February 2021.

With the aim of providing developmental, psychosocial & mental health assessments to the allegedly affected children from the Children's Home in Deoria, the following were the specific objectives:

- To conduct mental health and developmental assessments for affected children in order to screen for mental health morbidity and ascertain the psychological impact of child sexual abuse (CSA).
- To use the developmental and mental health assessments to ascertain the child's capacity to provide evidence/ testimony as child witness.
- To assist CBI's investigative officers in interviewing and gathering evidence from the children, using sensitive and child-friendly methods of interviewing.
- To provide first level responses to trauma and identified mental health issues, on an individual basis, as well as to draw up recommendations for mental health and rehabilitation-focused interventions.

In all, the team evaluated and interviewed 21 children who were previously residing in the Deoria CCI—and now are mostly placed in various CCIs across the state of Uttar Pradesh. Systematic assessment proformas, based on guidelines previously developed by NIMHANS-SAMVAD, were used in the assessments conducted to support the CBI. Detailed reports were prepared, including individual assessment reports for each child as well as an overall report describing the objectives of the visit, the methodologies used to interview the children for evidence and mental health purposes, and the emergent findings thereof.

¹ This request comes in the backdrop of the Muzzafarpur case in which the Supreme Court of India, in August 2018, directed that ".....the investigation should be conducted (keeping the interest of children in mind with the assistance of professional counsellors/qualified child psychologists appointed in consultation with the National Institute of Mental Health and Neurosciences (NIMHANS), Bengaluru..." Following this direction, the Dept. of Child & Adolescent Psychiatry, NIMHANS, had provided assistance in interviewing and eliciting from children evidence on their alleged experiences of sexual abuse, in the Muzzafarpur shelter Home case as well as in other shelter home cases in Bihar, namely in Bhagalpur, Motihari, Gaya and Munger.

The interviews conducted so far are, however, not conclusive. The CBI had requested that a total of 25 children be interviewed; thus, 4 more children are yet to be interviewed. At present, permissions are awaited from the Allahabad High Court for the CBI to facilitate the NIMHANS team's interaction and interviews with the remaining 4 children.

Note: Currently, NIMHANS/SAMVAD is one of the few agencies that has developed the skills and methods required to engage in child forensic work in the context of child sexual abuse i.e. from an evidence eliciting and mental health perspective. SAMVAD has been in the process of persuading other mental health professionals (especially those working in tertiary care services) to engage in such work, stating its willingness to train them; however, thus far many mental health professionals, including those working in state-run tertiary care facilities are reluctant to engage in medico-legal work in the context of child sexual abuse.

A.4 Plans for the Next Quarterly, April to June 2021

a) Training & Capacity Building

SAMVAD has contacted various States and organizations for extending support to them and to strengthen knowledge and skills of various cadres of child protection functionaries in the country. Refer to Table for the programs that are scheduled to be conducted in the upcoming quarterly period, April to June 2021.

Table 5: Training Plans for the Upcoming Quarterly, April to June 2021

State	Agency/ Government Department & State	Cadre	No. of Participants	Theme/ Content	Timeline/ Status
Rajasthan	State Legal Services Authority	Counsellors of SLSA	50	Working with Child Sexual Abuse	April 2021 (Training to be initiated)
Bihar	State Child Protection Society	ICPS Functionaries (Batch 3)	50	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care for Children in Difficult Circumstances	Communication Initiated
Uttar Pradesh	Department of Women and Child Development	ICPS Functionaries (Batch 3)	50		Communication Initiated
Tamil Nadu	State Child Protection Society	ICPS Functionaries (Batch 3)	50		Communication Initiated
Maharashtra	State Child Protection Society	ICPS Functionaries (Batch 2)	50		

SAMVAD will be contacting Andhra Pradesh, Telangana, Orissa for further work. SAMVAD has also received a request from Manipur State Legal Services Authority, for the training of the SJPU's. In response to the request, SAMVAD is planning to organize focus group discussions with the police personnel from some selected states. A Police Curriculum would also be worked on after gaining the understanding of the field realities of the police system, to identify the gaps and assess the areas that require specialized training.

b) Research

- **Field Challenges of Special Juvenile Police Units in dealing with Children in Need of Care and Protection and Children in Conflict with Law**

With SAMVAD'S expansion of work with multiple Child Protection functionaries, there is a need to also extend the work to the Law enforcement agencies that play a vital role in the protection of children in the country. For this, the team has started the process to conduct research with the Special Juvenile Police Units (SJPUs) in order to understand the challenges faced by them when working with Children in Need of Care and Protection and Children in Conflict with Law through Focus Group Discussions (FGDs).

This research will form the basis of developing a training curriculum to train the SJPUs on Psycho-social and Mental Health considerations while working with Children in Difficult Circumstances.

c) Material Development

- **Module on Social Investigation Report for Legal cum Probation Officers**

Each Cadre being trained under SAMVAD has been trained based on the specific needs so as to deliver a practical and intervention-based training to the Child Protection Functionaries. While training the Legal cum Probation Officers batch, the participants expressed that a complete session be taken specifically on the Social Investigation Report (SIR) since it is the primary responsibility of the LCPOs under the JJ Act. For this, a module on Social Investigation Report (SIR) will be developed that will enable the participants to prepare an effective SIR keeping in view the best interest of a Child.

- **Module on Placement of children for Rehabilitation**

Based on the experiences of training the child protection functionaries, a cross cutting issue that was observed for all participants was lack of clarity and methodology to decide about placement of a child. The objectives of the module are to introduce participants to the importance and implications of decisions to placement of a child. Further, to enable the participants to make a decision of placement through home study, social background study or social investigation report. Lastly, to develop an understanding of 'best interest of the child' in the context of placement of a child. The module will be developed to integrate into our first level training program of learning Basic Child Psychosocial & Mental Health Care for Children in Difficult Circumstances.

- **Module on Individual Care Plan**

A special module would be designed to familiarize the participants with the concept of the Individual Care Plans. It is expected that with the help of the module the participants would be able to create a roadmap to address a child's short-term needs and long-term needs for comprehensive development and rehabilitation, promoting the child's overall growth, safety and independence.

Box 2: Participants' Thoughts & Feedback on SAMVAD's Child Protection & Mental Health Training & Capacity Building Initiatives...

"The program has been an ocean of learning for us. We request more such trainings from State in future" - Counsellor (DCPU) Chhattisgarh

"I have not attended a program like this in 5 years- we were waiting for such in depth training with us. Thank you"- Protection Officer – Institutional Care, Chhattisgarh

"The simplicity with which the training takes place is commendable. I wait for Tuesday and Thursday"- Counsellor, Chhattisgarh

"Thankyou ma'am. Your sessions have been very useful. Because of the work that you did with the counsellors of our districts, their approach has changed and their documentation has become much stronger. We have been able to dispose off 25 cases in the last one month." - Magistrate, Juvenile Justice Board.

"After the training, I have been able to go to the communities to teach them about the importance of engaging with children and the power they have make communities safer for children. The communication skills and Window Approach taught during the training has particularly been helpful for me. I consciously try to now reflect and respond, rather than being judgmental."- Minu Kumari, Counsellor, Bihar

"The case study method used during the training has helped me understand how to do counselling work with a child. It was a wonderful session. Thankyou." - Rahul, counsellor, Uttar Pradesh.

" We got a chance to learn about the vulnerabilities of the children who come from difficult circumstances. The discussions were in depth and gave us a great insight. We enjoyed the trainer's facilitation style."- Jagdish Singh, Uttar Pradesh.

"Thanks, despite all your probs...there is a big change in their approach even among staff. They are sensitive now..it means a lot....we cannot quantify in data numbers. Cheers" - Mr. Lalvena, Commissioner, Dept. of Social Defence, Tamil Nadu

"मॅडम आपल्या प्रशिक्षणामध्ये अंतर्द्वनी हा विषय आम्हांला नवीन होता .पण प्रात्यक्षिका सोबत आपण जे प्रशिक्षण देत आहात ते घेताना आम्हाला खूप आनंद होत आहे.आणि प्रशिक्षणा घेत असताना आम्ही नक्कीच आणखी चांगल्या प्रकारे समुपदेशन करू असा विश्वास दृढ होत आहे."

(Madam, in the sessions that are on-going, the Inner Voice framework has been new to us. We are happy to attend the sessions and the training because of which our counselling processes are getting better) - Counsellor, Maharashtra

B. Mental Health

Key Thematic Objectives

- Creating public awareness about child and adolescent mental health needs and concerns.
- Training and capacity building of mental health and other related child and adolescent healthcare service providers.
- Capacity building of child protection functionaries in the primary, secondary, and tertiary levels to support the mental health needs of children and adolescents.
- Enabling linkages between child mental health services and child protection systems

B.1. Material Development

Development of Training Manual on Essential Child & Adolescent Mental Health

During the first two quarterly periods, a training curriculum was developed on essential knowledge and skills for the practice of child and adolescent mental health, for secondary level mental healthcare service providers (such as the District Mental Health Functionaries). These materials were used over about 3 state trainings, and the requisite revisions and modifications made. During this quarterly, efforts have been made to manualize this training content and an initial draft of the training manual is complete. It will be revised and re-worked in the coming months so that a standardized curriculum and training methodology is available to facilitators. The topics covered in the manual are Neurodevelopmental Disabilities (namely Intellectual Disability, Specific Learning Disorders, Autism and Attention Deficit Hyperactivity Disorder), Internalizing Disorders (such as Anxiety, Depression, Self-Harm and Suicide), Externalizing disorders (pertaining to conduct disorder and substance use); additionally, there are modules on communication skills and interviewing with children, for purposes of assessment, and special issues such as introductions to childhood trauma and abuse, role of mental health professionals in implementing Section 15 of the Juvenile Justice Act, with regard to children in conflict with the law, and other such issues to ensure linkages between child mental health and protection concerns.

B.2. Training and Capacity Building

During this quarterly period, the Mental Health Team reached **2,361 mental health service providers**, through orientation and training programs. (Refer to Table 6).

Table 6: Training and Capacity Building Programs, Mental Health, January to March 2021

State/s	Government Dept/ Agency Placing Request	Cadre for Training	No. of Personnel	Content/ Theme	Timeline
Chhattisgarh	Directorate of Public Health	DMHP Staff	15	Case Conference on Child and Adolescent Mental Health	January 2021
Tamil Nadu	Directorate of Public Health	DMHP Staff	42	Child and Adolescent Mental Health	Initiated January 2021 (ongoing)
Mizoram	Directorate of Public Health	DMHP Staff	28	Child and Adolescent Mental Health	Initiated November, 2020
Odisha	Directorate of Public Health	DMHP Staff	36	Child and Adolescent Mental Health	Initiated November, 2020 (Incomplete)

				Health	
Gujarat	Gujarat Mental Health Institute Ahmedabad	Tertiary Mental Health Care Service Providers	27	Mental Health & Psychosocial Interventions for Children affected by Sexual Abuse & Violence	March 2021 (In-person training completed)
West Bengal	Jadavpur University	UGC Faculty	194	Counselling and Stress Managements for Students	January-March 2021
Odisha	Indian Psychiatry Society, Odisha State Branch	Mental Health Professionals	394	Narrative Approaches In 'Child Sexual Abuse' Interventions	January 2021
International	Indian Child Protection Medical Professional Network (ICPMPN)	Pediatricians	238	Trauma Informed Care: Modules for Field Practice	January 2021
International	NCKU-UI mini symposium & SATU-JRS Online Conference Frontiers in Psychiatry	Mental Health Professionals	130	Parenting in the current COVID-19 Reality: Understanding and Addressing Parental Concerns	February 2021
Pan India	Catalyst for Social Action, Aangan and Pratham (NGOs)	Child Care Service Providers & Counselors	739	Psychosocial Needs of Children in Institutional Care - Staff Capacity and Available Resources (Part of a Webinar on Journey towards a safe childhood - Best Practices of care and protection of vulnerable children in India)	February 2021
Telangana	Anti-Human Trafficking Unit Project, Women Safety Wing, Telangana Police	Police Officials	280	Victim Support—with a focus on Victims of Child (Sex) Trafficking	March 2021
Pan India	Udyan Care (NGO)	Child Care Service Providers & Counselors	163	Understanding Mental Health Needs & Concerns of Children in Institutions (A Brief Orientation for Child Care Service Providers)	February 2021

International	International Symposium on Human Trafficking, ICNEC Global Strategic Operatives (UN) International Justice Mission	Stakeholders in Child Protection/ Trafficking	75	Mental Health Aspects of Human Trafficking – Focus on Children	February 2021
Total No. of Service Providers Oriented/Trained			2,361		

Below are brief descriptions of the training programs conducted.

(a) Training on Child & Adolescent Mental Health for DMHP Staff: Tamil Nadu, Odisha and Mizoram States

SAMVAD received requests from the Directorate of Health Services of the three States, namely Odisha, Tamil Nadu and Mizoram, for training programs on child and adolescent mental health for the District Mental Health Program functionaries. (See Box below for highlights).

Box 3: State-specific Highlights DMHP Training Program, January to March 2021

Tamil Nadu:

- 26 participants are currently attending the training conducted online through the Virtual Knowledge Network (VKN)
- A total of 21 sessions have been completed so far.
- Active participation of trainees, as part of the discussions and activities in the sessions, along with sharing of personal child care work experiences, have been valuable in strengthening the learnings from the training, and taking the sessions forward in an engaging manner.
- A revised model of the training program was piloted with the addition 2 sessions of orientation of Child Abuse. The participants were also informed about the separate training program on Child Abuse & Trauma which would cover many topics in depth.

Odisha:

- 68 participants were engaged in the training across two batches.
- However, Team SAMVAD noticed a decline in attendance with participants engaging in other commitments and work duties
- SAMVAD requested those with INTEREST to VOLUNTEER for the program. Hence, we merged the 2 batches based on attendance, so that the interested participants may continue/complete the program.
- Despite the merger, attendance continued to decline, with participants engaging in Covid screening duties. Hence, Team SAMVAD and Nodal Officer Odisha decided to discontinue the trainings for the time being
- It was also proposed that SAMVAD visits the Odisha DMHPs to obtain a better understanding of their routines and working systems, so that training programs could be developed accordingly.
- An in-person training was also proposed as an option in order to complete the remaining sessions.

Mizoram:

- A total of 28 participants were engaged in the training.
- The modules on child development and working with children with developmental disabilities were been completed (10 sessions).
- It was then observed that participants were not able to engage with the discussions much, since they are more comfortable in their native language Mizo, a language that the SAMVAD team is presently not equipped to deliver trainings in.
- In order to respond to the language and communication issue, 5 participants who were fluent in English and Mizo, were selected to conduct developmental disabilities section again, this time in Mizo. The response from other participants instantaneously improved.
- These 5 participants were then placed in the Tamil Nadu DMHP group to continue their training— since the medium of instruction for the latter group is English. The Mizo DMHP staff thus trained will be supported to deliver training to other DMHP staff in Mizo language.

Modules covered as part of the training include child development, working with children with developmental disabilities, communication skills, internalizing and externalizing mental health disorders, sensitivities in working with children in conflict with the law, and linkages with community level service providers. From the training sessions conducted thus far, DMHP staff have particularly appreciated the focus on the practical application of the theoretical concepts. Consistent feedback has been that the methodologies used in the training, including film viewing and discussions, case studies, technology-assisted activities and quizzes, and homework assignments, helped the participants not only understand the concepts of child development, but also the practical applications of concepts such as early stimulation, recognizing and acknowledging children's emotions and experiences, comprehending pathways to vulnerability among children from attend the sessions regularly even if they are in the middle of an assigned duty.

(b) Counselling and Stress Management for Students, Jadavpur University, West Bengal

Jadavpur University has been running a series of faculty induction programs as required and supported by the University Grants Commission (UGC). This program targeted 40 teachers from different colleges and universities in West Bengal and other States. Conducted over 3 to 4 sessions, the focus of this program was on counselling and stress management for students, with specific emphasis on identification of depression and suicide risk as well as how to set up well-being services for youth attending colleges.

(c) Narrative Approaches in Child Sexual Abuse Interventions, Indian Psychiatry Society, Odisha State Branch

The Odisha State Branch of the Indian Psychiatric Society has been conducting master classes on psychotherapy, called 'Thursday Musings'. This master class is attended by 394 mental health professionals (psychiatrists, psychologists and psychiatric social workers) from all over India. Sessions focusing on life skills education methodologies and therapy for child sexual abuse have been conducted by SAMVAD. The session on narrative approaches in child sexual abuse (CSA) focused on children's internalizations of CSA, including the concept of the child's inner voice, and how they result in the varied emotional and behavioural issues that sexually abused children present with; the session went on to discuss the importance of using narrative approaches to change the children's (difficult) inner voices and internalizations of the abuse experience, with a view to provide therapeutic assistance for healing and recovery.

(d) Trauma Informed Care: Modules for Field Practice, Indian Child Protection Medical Professional Network (ICPMPN)

The Indian Academy of Pediatrics which is the national body of pediatricians has two initiatives. The Indian Child Abuse, Neglect & Child Labour Group (I-CANCL) and the Indian Child Protection Medical Professional Network (ICPMPN). These bodies conduct regular training programs at the national level, for practicing pediatricians as well as related specialties, and departments of teaching hospitals. SAMVAD has conducted several programs for them in recent months—such as on approaches to children in conflict with the law and evidence eliciting in the context of child sexual abuse. During this quarterly, SAMVAD conducted a session for ICPMPN on trauma-informed care in children. The session, attended by 238 pediatricians and allied professionals used case studies and videos to demonstrate how to communicate with and respond to children experiencing trauma, particularly in the context of child sexual abuse.

(e) Parenting in the current COVID-19 Reality, NCKU-UI mini symposium & SATU-JRS Online Conference Frontiers in Psychiatry

SAMVAD conducted a session on understanding and addressing parental concerns as part of a conference on COVID and mental health. Attended by 130 mental health professionals from across the country, the session covered a variety of COVID-related parenting issues such as such as how to respond to younger children, difficult adolescents and children with special needs, concerns about screen time during the pandemic, the importance of daily routines for children, and ways in which to balance balancing parents' work/commitments with children's needs during the pandemic.

(f) Psychosocial Needs of Children in Institutional Care – Staff Capacity and Available Resources, Catalyst for Social Action, Aangan and Pratham

As part of a webinar titled 'Journey towards a safe childhood – Best Practices of care and protection of vulnerable children in India', SAMVAD conducted a session on psychosocial needs of children in institutional care, emphasizing the importance of ecologies of child care institutions—how this is not just a matter of rights and resources but also one of child mental health; common child mental health problems in CCIs and how they emerge from children's difficult experiences pertaining to protection and methods of intervention, such as first level interventions and group activities were also discussed. The session was attended by 739 child care service providers and counselors from across the country.

(g) Victim Support—with a focus on Victims of Child (Sex) Trafficking, Telangana Anti-Human Trafficking Unit Project, Women Safety Wing

About 280 police officials in Telangana attended a session conducted by SAMVAD upon the request of the

Telangana Anti-Human Trafficking Unit Project, Women Safety Wing on victim support for children who are trafficked. Introducing ideas on trauma-informed care (through audio-visual methods), the session focused particularly on assistance to children in sex trafficking—covering physical, psychosocial and mental health impact of trafficking on children, key elements of interviewing child victims, a framework for intervention in child trafficking i.e. the raid-rescue-repatriation-rehabilitation-reclamation paradigm.

(h) Mental Health Aspects of Human Trafficking – Focus on Children, International Symposium on Human Trafficking, ICNEC Global Strategic Operatives (UN) International Justice Mission

This symposium, attended by 75 stakeholders in Child Protection and Trafficking also covered the content described above (in viii).

(i) Understanding Mental Health Needs & Concerns of Children in Institutions, Udayan Care

SAMVAD conducted an orientation session for 163 child care service providers & counselors from various states of the country, upon request from Udayan Care, an NGO working in care, protection and education of vulnerable children. Emphasizing the need to link child mental health and protection, the session described children's pathways to vulnerability, emotional and behavioural consequences of vulnerability and risk; it provided frameworks for a depth understanding of children's emotional and behavioural problems

(j) Training & Capacity Building Program for Tertiary Mental Health Care Service Providers on Mental Health & Psychosocial & Interventions for Children affected by Sexual Abuse & Violence, Gujarat State

Upon request from the Gujarat Institute of Mental Health, Ahmedabad, SAMVAD initiated a CSA training program for tertiary level mental health care service providers in Gujarat, including doctors, mental health professionals, professors and students from Departments of

Psychiatry in National/Government Institutes and Medical Colleges, and Centers of Excellence in Mental Health, from the backgrounds of Psychiatry, Psychology and (Psychiatric) Social Work. Over 30 participants enrolled as part of the training, and the first 3 online training sessions were completed, covering the basics of childhood trauma. However, it was noticed that despite enrolment, several participants were not joining the sessions. Upon further inquiry and discussion with the organizers from Gujarat, it was realized that participants were unwilling to commit to two 3-hour sessions per week over a period of 2 months (as required for the completion of the training program).

Eventually, the program was resumed through a 3-day in-person training workshop, conducted by SAMVAD at the Gujarat Mental Health Institute, in late March 2021. 23 participants attended the training workshop whose contents are as below (See Box below).

Box 4: Training Content of 3-Day Workshop on Child Sexual Abuse, March 2021

Impact of Childhood Trauma
Child Sexual Abuse Basics
Identifying Contexts & Problems: The Child's Inner Voice Sexually Abused Children
Essential Communication Skills: <ul style="list-style-type: none"> • Rapport Building • Listening • Acknowledgement of Emotions • Acceptance & Non-Judgmental Attitude • Questioning and Paraphrasing
First Level Responses (1): <ul style="list-style-type: none"> Medical Responses Placement Responses
First Level Responses (2): <ul style="list-style-type: none"> Responding to Child's Inner Voices Other Psychosocial Responses
Assessment of Sexually Abused Child
Interventions for Child Sexual Abuse <ul style="list-style-type: none"> ➤ Therapeutic Interventions ➤ Personal Safety & Abuse Awareness

The objectives of the training program were:

- Understanding the dynamics of child sexual abuse and the implications for disclosure and mental health issues.
- Identifying developmental and mental impacts of CSA and providing appropriate referrals to specialized mental health services.
- Developing skills in:
 - Communication with and counseling of children who have been sexually abused.
 - Administering psychosocial and mental health assessments in CSA.
 - Provision of first-level responses to affected children, including immediate family and systemic interventions.
 - Supporting children in long term healing and recovery processes, through the use of therapeutic methods.

B.3. Curation of Mental Health Directory

SAMVAD's aim is to enhance child and adolescent psychosocial well-being, particularly of children in difficult circumstances, through promotion of integrated approaches to mental health and protection. Children who come in contact with the child protection system, either as a child in conflict with law or as a child in need of care and protection, are very often found to be in need of mental health support in addition to the social, legal and/or educational supports they may need. However, most Child Welfare Committees (CWC) and Juvenile Justice Boards (JJB) struggle to find qualified professionals within or around the limits of their jurisdiction. As SAMVAD's training and capacity building initiatives intensify around the country, the request for mental health professionals to refer children in need as also grown, in particular for children with severe and acute mental health conditions.

MoWCD also, in furtherance of its child mental health and protection mandate, has requested SAMVAD to curate a directory of mental health professionals across the country. The Ministry views the availability of such an exhaustive directory of mental health services as being extremely beneficial in connecting different functionaries working with children to connect them to adequate resources anywhere across the country.

SAMVAD had initiated this process in the first quarterly period but had run into a number of challenges in terms of assessment of credentials of mental health professionals and consequent quality of services provided. The exercise was re-started during this quarterly period, this time with a focus on developing a list of mental health services that are state-run—so as to ensure some degree of credibility and accountability². Thus, information gathering on mental health services and facilities includes, but is not limited to:

- District and General hospitals
- State run Mental health hospitals
- Tertiary level health facilities and mental health hospitals.
- Centres for Excellence
- Government Medical Colleges
- Any other program/facility being run for children at the state or district level

How the Directory is being Developed:

- The internet serves as a primary source for information and a search is run for the contacts of the above-mentioned types of mental health facilities/services.
- For each state, the District Mental Health Program contacts³ are procured. The names of the hospitals for each of the districts where DMHP is functional in the State is collated from the website of these hospitals. Following that, a district wise list of General/ District Hospitals is collated from the internet through various sources like the State Government Website, the websites of the hospitals etc.
- SAMVAD staff and resource persons make multiple rounds of calls to the contact details provided/obtained from DMHPs and/or internet sources and enter the information received, from persons working in the mental health facility into the directory. The following is the information that is collated for each mental health facility:

² Private mental health facilities are not listed in the directory for the very reason that there is no systematic manner of evaluating and assessing the quality and nature of the services they provide.

³ These DMHPs also include the ones with whom SAMVAD is engaged in training and capacity building activities.

- Name of the Facility
- Contact details of the facility (phone numbers)
- Identified point of contact
- Email Id of point of contact
- Contact details of point of contact
- Type of Facility (Government/Private, Medical College/Secondary/Tertiary center)
- Types of child mental health services provided
- Working hours/OPD timings
- Disability Certification provision and details
- Specific Learning Disability certification provision and details
- Fee structure
- Nature of clients and cases the facility receives (especially pertaining to child protection issues).
- Any other relevant information that may be specific to the facility/professional with respect to children and the services they provide.

Given the magnitude of the exercise, the completion of the directory is expected to occur in another 6 months' time. We are, therefore, developing state-wise lists in phases. We are compiling information as we receive it in the form of list 1, 2 etc. for each state in a graded manner. Thus, with each quarterly report, the information obtained from each set of states will be made available to MoWCD. In this first round of information gathering, SAMVAD is currently working to develop the directory for the states of Gujarat, Assam, Orissa, Tamil Nadu, Mizoram, Chhattisgarh, Karnataka, Uttar Pradesh, Madhya Pradesh, Delhi, Haryana, Punjab, Maharashtra, Rajasthan and Meghalaya.

*Attached is a list of mental health services/facilities for the states of Uttar Pradesh, Gujarat, Meghalaya and Punjab.

B.4. Plans for the Next Quarterly, April to June, 2021

- **Asynchronous Training Program on Child & Adolescent Mental Health**

Owing to the pandemic scenario, many DMHP states and districts are engaged in actively working with the health professionals to help curb the spread of COVID-19 in their respective states. The current training programs witnessed many participants being unable to attend sessions due to pandemic related duties and other obligations. Hence, the Mental Health Team, along with the help of the IT team has decided to develop an asynchronous training program based on the current training schedule. Once developed, it will be provided to all the DMHP and mental health professionals for them to attend the training program at their own pace and time. The program will contain pre-recorded videos of the training sessions along with assignment and a pop quiz after every module. Upon completion of the quizzes, sessions and assignments (which will be reviewed by Team SAMVAD), the participant will be certified as having completed the training.

- **Initiation of Satellite Centres**

Given the challenges of reaching mental health professionals at secondary and tertiary care levels for training and capacity building, SAMVAD plans to activate the plans it had submitted in the original proposal to MoWCD, of starting satellite centres to deliver child mental health and protection-related training. While this activity was slated for a later phase in the implementation of the project, the pandemic and other challenges have precipitated the problem of child mental health in ways that require urgent attention. Meanwhile, in its March

2021 meeting with the Joint Secretary, MoWCD, SAMVAD was informed that some financial support could be provided by MoWCD to mental health institutions that were willing to start satellite centres with SAMVAD. Hence, SAMVAD has contacted Central Institute of Psychiatry (CIP), Ranchi, a premier institution for mental health in India. The Dept. of Psychiatry has expressed a keen interest to collaborate with SAMVAD and run a satellite centre. Further discussions on the modus operandi will be taken forward in the next quarterly

C. Education

Key Thematic Objectives

- To integrate child protection and mental health issues into education spaces
- To enhance the capacities of Educators, Teachers, School Counselors to identify and respond to emotional, behavior and learning problems in school children.
- To promote interventions for inclusion and life skills education within schools.
- Enable capacities of schools to deal with special issues such as abuse /bullying/ discipline & punishment.

C.2. Material Development

a) Development of a Training Manual for School Mental Health

Presentations comprising of content and multiple methods of delivery for various modules on child mental health issues in schools and educational spaces have been prepared over time. Over the last several months, SAMVAD has been delivering this training program to teachers and school counsellors in various states and different types of education programs, with adaptations and modifications as required. This entire 24-session training program that is typically run for teachers and school counsellors (online) is now in the process of being written up as a training manual i.e. using the presentations and accompanying materials as a base. The main components are: (orientation & sensitization to) children and childhood, child development in practice, communication skills with children, internalizing disorders (anxiety, depression and self-harm), externalizing disorders (conduct disorder, substance abuse), (neuro) developmental disabilities, life skills education and training, and addressing issues of stress and burn-out in teachers. Again, this manual may serve as a standardized training curriculum for school teachers and counsellors.

The SAMVAD Education team has been actively engaged in different kinds of material development. The team has been involved in developing materials for training sessions, translation of the materials that have been developed, writing up manuals and brochures on specific topics, developing stories for series on public discourse. It has also been developing curriculums and concept notes for specific cadres/groups such as special educators and Tribal school hostels. Below are details of material development:

b) Translation of the training materials: The training is usually conducted in English and Hindi, while the English presentations are all set, the team has also started translating all the materials in the presentations into Hindi so as to cater to the need of individuals who are more conversant in Hindi. As the team conducts training with different states, it has also received requests for translation of the training materials into the official languages of the concerned states. For instance, the Education department in Tripura wishes for SAMVAD materials to be translated into Bangla-- The Secretary of Education (school) has proposed that they will provide translators who can be a part of the training and translate all of the materials. The team has also been approached by SCERT, Andhra Pradesh with an interest to translate the

training materials into Telugu. Translation of SAMVAD's training materials (including those that enable direct work and activity with children will make them more accessible to a wide and diverse group of teachers/educators and child care service providers, thereby feeding into the standardization of methods and materials objective of SAMVAD.

c) Brochures on Child Mental Health Disorders

The content from the manuals, particularly on childhood mental health disorders is in the process of being converted into brochures/pamphlets. These short documents, developed in formats, be shared via online platforms in various education spaces through teachers, educators and the different educational departments such as SCERT, Samagra Shiksha. The information thus shared will bring enable sensitisation and awareness on child mental health issues, and also direct teachers/school counsellors in first level responses to children they identify with various emotional and behaviour problems. During this quarterly period, brochures on anxiety, depression, self-harm and suicide and conduct disorder have been developed and are in the process of being placed in the requisite design formats.

d) New Curriculum and Concept notes

In addition to its routine work and training, based on requests received from certain government departments, SAMVAD has initiated, during this quarterly, the formulation of other training curriculums as listed below:

- Based on requests from the Sarva Shiksha Abhiyan of Madhya Pradesh and GCERT of Gujarat, a curriculum for training Special Educators is being developed i.e. with an exclusive focus on how teachers/counselors can work wo assist children with special needs. This curriculum covers children with various types of disability, in terms of assessments and interventions.
- Following a request from the Dept. of Tribal Welfare in Tripura, to conduct training for teachers/superintendents of hostels run by the department to enable the education of children from tribal communities, SAMVAD undertook a 3-day assessment visit to the state. As part of the rapid assessment exercise⁴, SAMVAD conducted sessions with children in hostels (using creative and participatory methodologies and games) to identify potential thematic areas for staff training and interventions to enhance the routines and development of children in hostels; and focus group discussions and interviews with the hostel staff/superintendents to identify the systemic issues and approaches that may be required to better support children's developmental needs in the hostel. within the systemic approaches that impedes academic and psychological growth of children. SAMVAD is now in the process of developing a training curriculum for the hostel superintendents and caregivers so that they may better address the specific psychosocial and mental health needs⁵ of the children they serve.
- In 2018, the SCERT of Nagaland had introduced a Diploma in School Counselling. Now, given the mandate of the National Education Policy 2020, the SCERT requires every school to have two counsellors (one male and one female) to provide counselling services for children. Such a mandate calls for large-scale training and capacity building. Currently, through the existing Diploma course, they are only able to train 50 to 60 teachers (annually)—this is because there are insufficient numbers of trainers

⁴ A detailed report on the assessment visit may be made available upon request.

⁵ The contexts from which tribal children are drawn i.e., the milieus that they lived in prior to coming to the hostels are socio-culturally very different from the environments that the hostels aim to provide. There is thus a dissonance when children come to the hostels and are required to pursue and prioritize education—which has resulted in various psychosocial and mental health difficulties.

specializing in school counselling, in Nagaland. SCERT currently has only two persons specialized in counselling psychology. They have therefore approached SAMVAD to capacitate trainers in school counselling, with a focus on psychotherapy, psychological testing, career directories. Thus, SAMVAD is in the process of developing a training curriculum in accordance with SCERT Nagaland’s needs.

- The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) wing of the Samagra Mission, Nagaland, has requested a short curriculum on menstrual hygiene and its relationship to psychosocial care, mental health and child protection issues. The curriculum will be used to train RMSA teachers who engage in vocational training. SAMVAD is currently working on this curriculum to focus on gender and mental health aspects in the context of menstruation.

e) Story Series for Public Discourse

In preparation for a public discourse series (to be released during the next quarterly) targeting children, SAMVAD is in the process of creating a story series. Given the COVID pandemic and its impact on school children, the series (through the creation of two characters) will be focused on online school and classes, themes of adjustment, friendship and how friends can be a source of support and happiness in difficult times—with a view to enhancing psychosocial health in the educational context, during COVID times and lock down.

f) Script for Child Sexual Abuse: The team has developed a script on child sexual abuse (CSA) awareness which will be developed into a video. The video, to be used in SAMVAD’s educational campaigns and training programs, will shed light on the different ways in which children might become victim to Child Sexual Abuse, and help caregivers understand the different methods perpetrators use to abuse children. The video is currently in the process of being developed by a media agency.

C.3. Training and Capacity Building

During this quarterly period, SAMVAD conducted capacity building trainings as shown in Table 7. About 89 hours of training have been provided to 375 school counselors and/or teachers via online training programs.

Table 7: Training & Capacity Building Programs, Education, January- March 2021

State	Agency/ Government Department & State	Cadre	No. of participants	Theme/ Content	Timeline
Odisha/ Jharkhand	Tata Steel Foundation	Teachers (Batch 01)	88	Psychosocial & Mental Health Assistance to Children in Difficult Circumstances: An Education Perspective	January 2021
Delhi	Education & Vocational Guidance Bureau (EVGB), Directorate of Education	Counselors (Batch 01)	50	Interventions for Strengthening School Mental Health	February 2021
Andhra Pradesh	State Council of Educational Research and	School Teachers	50		March 2021

	Training (SCERT)				
Uttar Pradesh	Sarva Shiksha Abhiyan	KGBV School Teachers	104		March 2021
Karnataka	Good Shepherd School Ooty,	School Teachers	83	'Back to School' Interventions in the COVID Pandemic Context	February, 2021
TOTAL NUMBER			375		

A brief description of the training sessions is given below:

a) Psychosocial & Mental Health Assistance to Children in Difficult Circumstances: An Education Perspective, Tata Steel Foundation's '1000 schools program' & 'Masti ki Paathshala' Programs

Since 2015, Tata Steel Foundation (TSF) has been running a Residential Bridge Course (RBC), to cater to the children who have dropped out of schools or never been to schools. This RBC, aimed at removing children from child labour, and getting them (back) into schools, works on children's education gaps and deficits, preparing them to (re)enter government schools. These RBCs are run under two programs, namely, the '1000 schools program' and the 'Masti ki Paathshala'.

As per the request from the Tata Steel Foundation training of an initial group of **38 teachers** (cum caregivers) in the "Masti Ki Pathshala" program have successfully completed the training under SAMVAD. In the 1000 Schools program, 50 teachers are still in the process of undergoing training. Thus, a total of 88 teachers from the TSF programs have received training from SAMVAD. Despite poor internet connectivity in their regions, teachers even travelled to different districts to be able to connect & participate in the sessions, thus indicating their interest and commitment to SAMVAD's training program.

The training curriculum that SAMVAD developed and uses with school teachers and counselors was partially modified for the TSF teacher training. This is because TSF's education program addresses the needs of exceedingly vulnerable children, nearly all of whom have been exposed to serious child protection risks, such as child labour, child sexual abuse, street life etc, and consequently have mental health issues, that in turn impact their learning abilities and motivation for education. Thus, the TSF curriculum included the content used for teacher training but also strongly integrated components of child protection into it, through examples and case studies so as to help the participants understand the learning impact of child protection risks and related mental health problems. Also, since many of these children reside in hostels supported by TSF, day-to-day management of children, including responses to challenging mental health issues of self-harm & suicide, substance use and runaway behaviors, were incorporated into the training program.

Following the completion of the TSF training SAMVAD will engage periodically with the teachers to enable case conferencing—in which teachers will present their case studies, including their work with an individual child.

Box 5: TSF Teachers & Child Care Service Providers Feedback on SAMVAD's Training Program

- *"The topics were really good, every day we have experience working with children, the interventions will actually be a great help to us."*
- *"This training has given us a new way and path, we have learnt how to treat children, understand them and the mental health issues that they go through. We have recently gone out to help children and because of these training we have been able to communicate with children more effectively. We have enrolled 300 students to our RBC course and this training has been a great contribution to it. We used the agendas in the training to connect with children. The training has filled in the gaps with interventions that were lacking. Topics and the contents are very helpful. The interventions are so helpful, The innervice framework and Non-judgemental attitude were my favorite."*
- *"Great Platform to learn about the mental health of children. It has been especially helpful for me because I am leading 24 teachers and 5 volunteers and I can use what I have learnt to let them also know how to understand children better. The participatory method has helped me a lot, the videos were really helpful especially in terms of reflection. Our students are our treasures and we got this chance to understand them better. I didn't find any session boring, the training ended well."*
- *"Problem solving and giving a chance to everyone to share, the facilitation and encouragement that we received helped boost my confidence."*
- *"I have been working with children for 25 years but the content and context that you provided, it is also for experienced people like us. There was content and seriousness in the sessions, case studies, involvement of the participants, breakout rooms, role plays, videos it has helped us a lot."*
- *"There is a lot of improvement in our work, to understand children better, especially by reconnecting to our own childhood and being non-judgmental."*
- *"The topics, case studies, film screening, videos all will be very helpful for the children especially in our work. The participation, the passion and patience of the facilitators has been very encouraging."*
- *"With so many years of experience we thought how we would do it, but the new terminology was really helpful, we knew about the problems but here we have also learned about how to intervene. We have learnt a lot."*
- *"My lenses through which I see children have changed. The methods, discussion and technology that has been used has been really interesting. We have been given a space to share."*
- *"The space that you have given us according to our needs gives us an example of how to help children too in the same way."*
- *"28 sessions feels very short, I was really fearful but I have been able to learn skills that I did not have before, my confidence has increased so much, the encouragement that we received was tremendously helpful."*
- *"Teaching A,B,C,D is what we do but we never thought about learning the burdens of the children, this training has really helped to understand that. The innervice framework has helped me a lot."*
- *"I never thought about various stimulation activities and the crucial role they play in the upbringing of a child."*

b) Training of School Counselors, Educational & Vocational Guidance Bureau, Delhi

In collaboration with Educational & Vocational Guidance Bureau, Directorate of Education, New Delhi, SAMVAD scheduled a total of 24 sessions focusing on the school mental health in order to strengthen the skills and capacities of school counselors. A long-term engagement is proposed with **256 counselors** to be trained. Training for an initial batch of XX has been completed. The key objectives of this training for counsellors is to sensitize them to children and childhood experiences, understand child development in practice (and link it to child mental health issues), equip them with skills in child interviewing and communication, assessment and management of emotional and behavioral and learning problems in children, and responding to children in special contexts of school settings, namely child sexual abuse, bullying, discipline and positive engagement with children.

Box 6: Training Feedback from Delhi School Counselors

- *“I thought online sessions will not be able to engage me for three hours or so... But the training as a whole was so good that it kept me in full energy during all sessions for the whole time.”*
- *“Resource persons’ effective communication skills made the training very interesting*
- *“The role plays and discussions part of the training was really effective. I really learn a lot from the training. Please arrange another fruitful program for us so that we can learn more. Training program was really fruitful and effective for me. Being a counsellor, I learnt a lot from NIMHANS.”*
- *“The slido quizzes were the best part of the training. Also, the film screenings. All the facilitators were so good. The case studies and the role plays helped a lot. I’ve learned a lot from this training.”*
- *“It was quite an informative program, I wish it was for more days. If we could keep getting forums like this, where we can discuss cases [it would be helpful]”*
- *“I realized that understanding a child’s inner voice is the key for counseling. This small piece of information is one of vital parts of counseling and guidance”*
- *“This training has not only enhanced my creative thinking ability but helped me enhance my linguistic skills as in what speaks and what not speak in session that can drive our session towards a positive outcome.”*
- *“It was helpful for us to handle the tough cases.”*
- *“It was wonderfully specially role plays that helped us understand the real time implementation of the content that we come across”.*
- *“The role - plays on Parent Psychoeducation has helped me a lot as it has always been difficult to talk to parents.”*

The first batch of counsellors were receptive to the training and were keen to learn the new methodologies in order to enhance the communication skills with children. It was observed that the counsellors brought their own perspectives to the learning sessions, suggesting modifications and adaptations to the interventions taught, based on their own experiences with different kinds of children. They felt that “role-plays” were the most effective method for the delivery

of content, followed by online quiz games and case discussions, which are some of the training methods used on the zoom portal. A majority of counsellors stated that this training has helped to hone their communication skills. They were particularly appreciative of the “Inner Voice” framework and “first level responses” as they felt that it really gave them a way of thinking

“We as trainers were particularly excited to be training school counsellors— because we come from the same background. That was who we used to be! So it was a happy ‘home-coming’ to work with the school counsellors...”

- SAMVAD Education Team

from the child's perspective. Moving forward, counsellors have requested that more depth training be provided on child sexual abuse, including on understanding the POCSO Act and how to deal with mandatory reporting issues.

c) Andhra Pradesh: State Council of Educational Research And Training (SCERT)

Upon request from the State Council of Educational Research and Training (SCERT), on the 22nd of March, 2021, SAMVAD, initiated a training program for 50 government school teachers from Andhra Pradesh. The objectives and content of this training program are to strengthen school mental health interventions, and so are similar to the erstwhile described program for Delhi School Counsellors. Having just started, 3 sessions have been completed during this quarterly period; the program is expected to be completed in mid-June 2021.

C) Teacher Training on Child Mental Health in The Context Of COVID, Good Shepherd School, Ooty

Prior to the second wave of COVID, when it was thought throughout the country that the pandemic situation was abating and that schools may re-open (in fact in some states they had re-opened), SAMVAD was requested to do sessions on Child Mental Health in The Context Of COVID, specifically on how teachers could address children's concerns when they returned to school. The SAMVAD team thus conducted a 2-part training program, titled 'Back to School' for 83 teachers of Good Shepherd School, Ooty.

Box 7: Feedback from the 'Back to School' Training Program

- *"The pandemic has been really hard and with the online classes it has been difficult to understand children especially with their screen time, this session especially the inner voice framework has been a really interesting way of looking at students and understanding them."*
- *"The session has been very helpful as it provides not only identification but also ideas on how different types of methods can be used as intervention for children."*
- *"Even though this pandemic has forced us to take online classes, our students are really forward to coming back to school. These sessions will help us to define our goal more effectively and also our approach in understanding our children better during these tough times."*

The erstwhile described curriculum on addressing children's psychosocial and mental health issues in COVID focused on emotional and behavioural issues that children are at risk of in times of the pandemic, inner voice frameworks to understand children's experiences of and perspectives on the pandemic, first level (activity-based) interventions that teachers may use to assist children with psychosocial difficulties. Thus, stories and discussions to address children's COVID-related concerns and anxieties (including need for factual information), in developmentally appropriate ways, and activities for preparation of children to return to school as well as activities to help children adjust in school, to academics and other school routines were discussed and demonstrated to the teachers. The session also served as a platform for teachers to express how they have been adversely affected by the pandemic, and the changes wrought by online classes—that it has been a struggle for them to deliver the curriculum online as the students were either distracted or had difficulty with learning concepts. They also shared their concerns about children's return to school, the pressures of catching up on lost time, and of annual examinations.

d) Teacher Training, Sarva Shiksha Abhiyan, Uttar Pradesh

Training “Interventions for Strengthening School Mental Health” has been initiated by SAMVAD, for two batches of 52 teachers each (104 teachers in all), of Kasturba Gandhi Balika Vidyalaya (KGBV), in collaboration with Sarva Shiksha Abhiyan, Government of Uttar Pradesh. The KGBV scheme was launched by the government in August, 2004 to set up residential hostels up to upper primary level for girls predominantly belonging to SC, ST, OBC and other minorities in difficult areas. The main objective of this training is to equip teachers with identification & first level responses to mild to moderate issues, facilitate better communication skills with children and addressing special contexts related to school contexts. Currently, 7 sessions with batch 1 and 10 sessions with batch 2. Teachers are quite engaging and participative in the sessions specifically on topics for Child Rights in practice & Child Development. The upcoming topics for these batches include common behavioral and emotional issues in children, developmental disabilities and addressing child sexual abuse, bullying, substance use, conduct disorder in school context.

Box 8: Methodological Approaches used during Training Programs for Education Functionaries

Due to COVID-19, the training programs continue to be executed online. This has enabled a wide outreach of the SAMVAD’s training programs with different cadres in the country. The duration of online training sessions ranges over a period of about 2.5 months to 3 months, with each session being of 3-hour duration, held twice a week. The reasons why methodology is the fulcrum of SAMVAD’s training programs, including those conducted by the Education team are 4-fold: i) different types of learners respond to different methodology—and therefore, we ensure by varying the methodology, that we cater to individual learning abilities and responses; ii) learning is not merely about transfer of content to a given individual or group but an experience—that is why several of the methodologies we use (such as film screening, visualization and other ‘do and learn’ methods) are experimental in nature; iii) the use of methodology is critical to practical skill building, which is the core objective of SAMVAD’s training programs; iv) the use of varied methodologies help create a sense of anticipation in participants, and make learning fun and joyous. See Table 8 below for a summary of the various training methodologies used in school counsellor and teacher training programs.

Table 8: Training Methodologies Used & Their Objectives

Training Methodologies	Objective of Methodologies
Videos	<ul style="list-style-type: none"> ○ Used to help participants understand children, childhood, and children’s specific problems and issues in multiple contexts. ○ Some videos are taken from the available resources on the internet (based on the thematic requirement)—such as for common child mental health disorders, and are intended to be informative. ○ Some videos have been scripted and recorded by the team to be used as teaching aids when teaching child interviewing and skill building
Slido quiz game	<ul style="list-style-type: none"> ○ In order to break the monotony of highly descriptive topics, wherein factual learning is necessary, such as in child development and developmental disabilities, quiz games are used. ○ It allows for a spirit of fun and enthusiasm in participants, also drawing out their existing levels of knowledge—so that erroneous understandings and doubts may be clarified (thereby also building new knowledge).
Case Study Analysis	<ul style="list-style-type: none"> ○ Is used to enable participants to examine a (child’s) problem or psychosocial context, consider various/alternative ways of thinking about it and propose the most effective solution (if applicable). ○ Is used to help participants to apply a concept or a theoretical framework to children’s issues and contexts. using supporting evidence. ○ Is used to help them engage at deeper levels in the processes of identifying, understanding and developing child-centric approaches or responses.
Role Plays	<ul style="list-style-type: none"> ○ This method is used most frequently in the skill building exercises that are done whilst teaching child communication and interviewing skills. ○ Online, they are done through ‘break-out’ rooms, wherein participnats engage in pairs, with one being the teacher/counsellor and the other being the child. ○ It allows participants to develop (verbal) responses and scripts and practise using them in various child counselling contexts.
Film Screening	<ul style="list-style-type: none"> ○ A method of experiential learning useful to highlight children’s psychosocial and life contexts. Children specific themes to highlight and amplify participants’ understanding, and helping them to shift their approaches by seeing issues and problems of children through children’s lenses. ○ Films like Bum Bum Bole, Stanley Ka Dabba, Colours of Paradise and Children of Heaven are screened in special movie screening sessions help participants glean alternative perspectives on children’s lives and perceptions. ○ Since screening is followed by reflection and discussion, this method promotes critical thinking and deeper understanding on the nuances of children’s lives and issues—it is therefore also serves as a method of sensitization, particularly as sometimes controversial and sensitive issues can be introduced through film.
Sharing of Best Practices	<ul style="list-style-type: none"> ○ A motivational method, this reiterates to participants what they are already doing well and helps to consolidate and build on their existing knowledge and skills. ○ It also enables other participants to receive new ideas and thus broadens their repertoire of knowledge, skills and responses to children. ○ From a participatory learning perspective, this method helps the group create new knowledge and by contributing their part to it, it also creates a sense of ownership in them vis a vis the training program.
Homework/ Field work Assignments	<ul style="list-style-type: none"> ○ This helps the participants to recall, reflect upon and practice the concepts discussed in the sessions. <p>In this way, translation of conceptual and theoretical learning, gets transferred into practice i.e. in the field situations in which the participants work.</p>

C.3. Other Activities & Initiatives:

a) Rapid Need Assessment Visit to Tripura's State-Run Hostels for Tribal Children

The Department of the Welfare of Scheduled Tribes is working to improve the educational scenario of the Scheduled Tribes. Various educational schemes are being implemented by them, including the Boarding House Stipend Scheme for Government run hostels. These hostels are attached to schools (both, government and government-aided schools) recognised by the Government of Tripura. There are 157 Government-run hostels out of which 98 are Boys' specific and 59 are Girls' specific.

SAMVAD- NIMHANS was approached by the Directorate of Tribal Welfare, Tripura for conducting training for Hostel Superintendents. The understanding gleaned from online meeting with the superintendents, regarding their concerns about children's emotional and behavioural issues, was limited. Therefore, a visit to Tripura was arranged, so that the team could conduct rapid assessments of the mental health and psychosocial concerns of the children, in order to then assist the hostel staff with requisite training and support. A team of 4 members from the SAMVAD team visited Agartala between 12th March 2021 and 15th March 2021, conducting rapid assessments of children's psychosocial and mental health needs and concerns in 4 hostels (2 for boys and 2 for girls). The objectives of the rapid needs assessment visit were to: (i) Understand children's needs and perceptions vis a vis their hostel life and routines; (ii) Identify the systemic issues and approaches that may be required to better support children's developmental needs in the hostel. within the systemic approaches that impedes academic and psychological growth of children; (iii) Identify potential thematic areas for staff training and interventions to enhance the routines and development of children in hostels.

Upon its return, the SAMVAD team has prepared a detailed report that will be shared with the Directorate of Tribal Welfare, Tripura, and as erstwhile mentioned, is also developing a training curriculum to address the specific psychosocial and mental health needs of the children in hostel. These issues pertain to experiences of separation, loss and homesickness in children in the hostel, which in turn impact their motivational levels and academic performance—and which will form the focus of the training content.

b) Session on Dealing with Exam Stress and Anxiety - Strategies for Self-Empowerment, Manodarpan, NCERT, New Delhi

The Ministry of Education has launched an initiative called 'MANODARPAN' to provide psychosocial support to students, teachers and families for mental health and emotional well-being during the COVID outbreak and beyond. As part of the Manodarpan series on "Towards Creating a Joyful Environment", SAMVAD conducted a session on 'Dealing with Exam Stress and Anxiety - Strategies for Self-Empowerment'. The focus of SAMVAD's session was to suggest that in the current pandemic, it would not be useful to be concerned over-much about performance and scores/grades, but more to look at processes of learning and to re-conceptualize education towards a different kind of skill set i.e. life skills and other related competencies that are more relevant for students to cope with the life challenges thrown up by the pandemic. (This content was also in keeping with the NEP 2020 agenda as well). The session was attended online via Youtube by 20,782 stakeholders in education, including teachers, school principals and other education personnel.

C.5. Plans for next quarterly, EDUCATION, April- June 2021

Below are the activities, namely training and capacity building programs, scheduled for the next quarterly period, April to June 2021. SAMVAD has contacted other states, namely, Chhattisgarh, Bihar, Maharashtra—and is awaiting a response from the State Education Departments. In addition to training activities, SAMVAD will continue with the development of curriculums and IEC materials that were initiated in this quarterly period.

Table 9: Proposed Training & Capacity Building Programs, Education, April- June 2021

State	Agency/ Government Department & State	Cadre	No. of Participants	Theme/ Content	Timeline/ Status
New Delhi	Educational & Vocational Guidance Bureau (EVGB), Directorate of Education	Counselors (Batch 02)	50	School Mental Health	April 2021 (Training to be initiated)
Nagaland	State Council of Educational Research and Training	Vocational Teachers	50	School Mental Health	April 2021 (Training to be initiated)
Gujarat	Gujarat Council Of Educational Research and Training	Teachers, DIET Faculty Members, Special Educators	150	School Mental Health	April 2021 (Training to be initiated)
Rajasthan	State Council of Educational Research and Training	Teachers & DIET Faculty Members	150	School Mental Health	May 2021 (Training to be initiated)
Madhya Pradesh	State Council of Educational Research and Training, Sarva Shiksha Abhiyan	Teachers, Special Educators	100	School Mental Health	Communication ongoing
Across 8 Regions- Bhopal, Chandigarh, Hyderabad, Jaipur, Lucknow, Patna, Pune, Shillong	Jawahar Navodaya Vidyalaya	School	100 (50- School Counselors; 50- School Teachers)	School Mental Health	Communication ongoing
Haryana	State Council of Educational Research and Training	Teachers	TBD	School Mental Health	Communication ongoing
Tripura	Directorate of Tribal Welfare & Department of Higher	Hostel Superintendents and School	TBD	Addressing Childrens' concerns in	Communication ongoing

	Education	Teachers		Hostel set-up & School Mental Health	
Manipur	Sarva Shiksha Abhiyan	School Teachers	TBD	School Mental Health	Communication ongoing
Nagaland	Sarva Shiksha Abhiyan	KGVB School Teachers & Hostel Superintendents	TBD	Addressing Childrens' concerns in Hostel set-up & School Mental Health	Communication ongoing
Meghalaya	Directorate of Educational Research and Training	DIET lecturers and Teachers	TBD	School Mental Health	Communication ongoing
Puducherry	Sarva Shiksha Abhiyan	School Teachers	TBD	School Mental Health	Communication ongoing

D. Policy and Law

Key Thematic Objectives

- To integrate child protection and mental health issues into legal and judicial systems and processes across the country.
- To contribute to judicial education in the area of child and law, by providing depth perspectives on child mental health and well-being, and skills and methods of engagement with children in legal contexts.
- To build the capacity of other quasi-judicial bodies (such as child welfare committees) and juvenile justice boards, by providing knowledge on conceptual and implementation aspects of various child-related laws in the country.

D.2. Material Development

Training curriculums for use in training and capacity building of legal and judicial personnel as well as child protection functionaries, on the child and law, and its linkages to mental health and psychosocial care, have been developed during this quarterly period. Additionally, Concept Notes for judicial engagement programs have been developed to facilitate deliberative and uniquely transdisciplinary ways of engagement with Judicial Officers (as below).

i) Training Curriculum on Implementing the Protection of Children from Sexual Offences Act, 2012 for Special Court/POCSO Court Judges

This Training Curriculum was developed for a 3-Day Training Program with Special Court/POCSO Court Judges to develop an understanding of the applicability of the POCSO

Act, 2012 in the context of Child Sexual Abuse dynamics and their impact on abuse-disclosure and reporting, impact of child development on eliciting witness testimony, and the scheme of statutory frameworks that concurrently apply. For the purpose of the program, 12 sessions were developed. The themes for the 3-Day Training Program are as follows:

- The Why and How of Child Sexual Abuse Legislation: Imperatives, Approaches and Intersections
 - Introduction, Historical background to the POCSO Act and the 2013 Criminal Law (Amendment) Act
 - Key Provisions of the POCSO Act, 2012
 - Understanding Procedural Justice and Victim-Oriented Approaches under the POCSO Act
 - Understanding the intersection of general criminal law, PCMA, 2006 and POCSO Act, 2012 in the context of child marriage
- Developmental and Mental Health Implications for Eliciting Evidence under the Protection of Children from Sexual Offences Act, 2012
 - The Dynamics of Reporting and Disclosure: The ABCs of Child Sexual Abuse and its Perpetration
 - Child's Capacity to provide testimony: Applying the Child Development Lens
 - Eliciting Evidence under POCSO: Child-Friendly Methods & Techniques for Interviewing Children and Adolescents
- Special Issues and Considerations
 - Child Friendly Adjudication and Hearsay
 - Further Understanding on Competency and Credibility
 - The Issue of Consent in Romantic relationships

ii) Concept Note for Deliberations as a Methodology for Judicial Engagement

In addition to the training programs and capacity building initiatives for various cadres of judicial personnel including Special Court Judges, Juvenile Justice Board Magistrates, District and Sessions Judges, a need for more in-depth engagement with the Judiciary on issues concerning statutory frameworks and implementation-related issues of the Juvenile Justice Act was identified. To facilitate such in-depth engagement on important areas of concern, the SAMVAD Team developed a methodology for a series of Deliberations on issues pertaining to child and law. It is implemented in collaboration with the concerned State Judicial Academy. In light of the levels of comprehensive judicial engagement observed by the SAMVAD Team during the course of the deliberations on subject of implementation of Section 15, a Concept Note for a Deliberation on "Child Witness Testimony under the POCSO Act, 2012: Judicial Understandings of Competency and Credibility" was developed.

The deliberation was conceptualised and developed by the SAMVAD Team to facilitate in-depth reflections of judicial officers on the specific nuances of harmonising contemporary understandings of child development and fairness in judicial process. In furtherance of the format developed for deliberations, the SAMVAD Team developed three motions that sought to elicit stakeholder perspectives on how to implement the POCSO Act, 2012 in a manner that facilitates child-sensitive adjudicatory mechanisms. To this effect, the motions for the deliberation raise a multitude of questions related to evaluating child witness competency and credibility in a manner congruent with a scientific approach to child development. Following from the above, the deliberation also engages with systemic issues in the adversarial approaches to trials in CSA cases and the imperatives for re-evaluating standards for admissibility of evidence.

D.3. Judicial Education

➤ Training and Capacity Building Programs

During this quarterly period, the SAMVAD Team has reached out, in response to requests from the State Judicial Academies and State Legal Services Authorities, through orientation and training/judicial engagement programs to 515 judicial officers from across the country mainly on the subjects of child and adolescent mental health and protection, mental health and psychosocial approaches to CICL, Child Sexual Abuse and POCSO, and the conceptual framework and implementation of Section 15 of the JJ Act. [Refer to Table 10 for details].

Table 10: Training & Capacity Building Activities, Policy & Law, January to March 2021

State	Agency/ Government Department	Cadre	No. of Participants	Theme/Content	Timeline
Rajasthan	Rajasthan Judicial Academy	Principal Magistrates (JJB)/District and Sessions Judges/Special Court Judges/Children's Court Judges	180	Mental Health Care and Protection Act	February 2021
Uttar Pradesh	Uttar Pradesh Judicial Training and Research Institute	Principal Magistrates (JJB)	68	Implementing Section 15 of the Juvenile Justice (Care & Protection) Act 2015: Applying Vulnerability, Mental Health and Rights Frameworks in Preliminary Assessments of Children in Conflict with the Law	February 2021
Odisha	Odisha Judicial Academy	Principal Magistrates (JJB)	24	Refresher Training program on Working with children in conflict with the law	March 2021
Total No. of Personnel Reached			272		

“

i) Statutory framework of the Mental Healthcare Act, 2017 and concerns regarding implementation” for Rajasthan Judicial Academy

A training program was conducted with various cadres of judicial personnel including District and Sessions Judges/Special Court Judges/Judicial Magistrates on the rights-based approaches to delivery of mental healthcare, statutory roles and responsibilities of administrative authorities (Central/State Mental Health Authority, Mental Health Review Board) and grievance redressal mechanisms under the Mental Healthcare Act, 2017 (MHCA). Apart from undertaking a statutory overview of the MHCA, this session also explored the child centric provisions of the Act and the departures from the statutory framework of the MHA, 1987. Through the course of the session, the SAMVAD Team sought to develop an understanding of the child-centric approaches that were newly introduced through the MCHA.

ii) “Implementing Section 15 of the Juvenile Justice (Care & Protection) Act 2015: Applying Vulnerability, Mental Health and Rights Frameworks in Preliminary Assessments of Children in Conflict with the Law” for the Uttar Pradesh Judicial Training and Research Institute (JTRI)

As part of a One-Day Seminar on the Juvenile Justice (Care and Protection of Children) Act, 2015, organised by the Uttar Pradesh JTRI, the SAMVAD Team conducted a session to develop an understanding of the mental health and rights frameworks that are central to the effective implementation of Section 15 of the JJ Act. Beginning with an introduction to the institutional and comparative history of the mechanism of juvenile transfer, the session subsequently traversed the international and statutory rights-based frameworks relevant to Section 15. After outlining this conceptual framework, this session subsequently sought to develop an understanding of the relevant mental health frameworks, and more specifically, the components of the ‘Preliminary Assessment Proforma’ previously developed by the NIMHANS Team (developed under the Community Child and Adolescent Mental Health Service Project) and its utilisation in cases of juvenile transfers.

iii) “Working with Children in Conflict with the Law”, Odisha Judicial Academy

On request from the Odisha Judicial Academy, a Training Program on “Working with Children in Conflict with the Law” was conducted for Principal Magistrates of the Juvenile Justice Boards. Two sessions were conducted as part of the program:

- Understanding the Pathways to Vulnerability for Children in Conflict with the Law: Implementing the Psychosocial and Mental Health Assessment Proforma.
- Implementing Section 15 of the Juvenile Justice (Care and Protection of Children) Act, 2015: Preliminary Assessment for Children in Conflict with the Law.

The first session focused on developing an understanding of the common pathways to vulnerability for children who come into conflict with the law including an overview of the emotional factors, educational issues, life skills deficits, adverse peer influences, substance abuse, child labour experiences and mental health issues. Subsequently, the session undertook an overview of the ‘Psychosocial and Mental Health Assessment Proforma’ previously developed by the NIMHANS Team under the Community Child and Adolescent Mental Health Service Project and relevant mental health frameworks for its effective utilisation.

In the second session, the SAMVAD Team developed an understanding of the mental health and rights frameworks that are central to the effective implementation of Section 15 of the JJ Act. The session began with a brief overview of the institutional and comparative history of juvenile transfer, following which relevant perspectives on mental health frameworks for the utilisation of the aforementioned “Preliminary Assessment Proforma’ were provided to participants.

➤ **Deliberations**

Judicial Engagement on Section 15 of Juvenile Justice Act 2015

Over the course of this quarter, the Deliberation on “The Dilemmas of Implementing Section 15: Preliminary Assessment for Children in Conflict with the Law” has been organised with State Judicial Academies of Kerala and Meghalaya. A total of 73 Judicial Personnel (41

Officers in Kerala and 32 Officers in Meghalaya) participated in the Deliberations organised across the two states. The specific objectives of the deliberation were:

- To understand the perspective of judicial officers on Section 15 i.e., and legal, moral and philosophical underpinnings they base their views on.
- To understand how judicial officers currently conduct preliminary assessments, including methods they use, and how they make decisions based on assessments conducted.
- To learn about the challenges that judicial officers experience in conducting or obtaining preliminary assessments.
- To present a child development and mental health perspective on Section 15 to judicial officers, for their consideration and response.

The 3 motions proposed for the deliberations (to be read with the general principles of Juvenile Justice (Care and Protection) Act, 2015 – Section 3) were:

- First Motion: The Juvenile Justice (Care and Protection of Children) Act, 2015 through implementation of Section 15 obliterates the following principles of Act with regard to the child in conflict with the law: -
 - i. Principle of Presumption of Innocence
 - ii. Principle of Participation
 - iii. Principle of Best interest of the child
 - iv. Principle of Safety
 - v. Principle of Positive Measures
 - vi. Principle of Natural Justice
- Second Motion: It is obligatory for the JJ Board to seek a preliminary assessment report of the child from an expert on whether the child is mentally and physically still a child or has the mental and physical maturity of an adult. A fair and meaningful assessment cannot be conducted independently by the JJB or Children’s Court.
- Third Motion: The Juvenile Justice (Care and Protection) Act, 2015 and Indian Penal Code accord the same meaning to mens rea at the stage of making a preliminary assessment.

Table 11: Section 15 Deliberations, January to March 2021

State Judicial Academy	Cadre of Participant Judicial Officers	No. of Judicial Officers	Timeline
Meghalaya Judicial Academy	Principal Magistrates (JJB)/Special Court Judges/District and Sessions Judges	32	March 2021
Kerala Judicial Academy	Principal Magistrates (JJB)/Children’s Court/Special Court Judges	41	February 2021
Total		73	

Following the Section 15 Deliberations conducted in the previous quarter with State Judicial Academies in Maharashtra and Rajasthan, the two aforementioned deliberations, conducted with the States of Kerala and Meghalaya, have further shed light on the range of perspectives on Section 15 and its manner of implementation. The SAMVAD Team is currently in the

process of transcribing and thematically coding the Deliberations conducted so far to consolidate these vast range of judicial perspectives on important conceptual and implementation-related issues related to Section 15. After analysing these perspectives in detail, the SAMVAD Team will use the findings and analysis generated to qualitatively inform the ongoing nationwide study on Section 15, presently being conducted by the SAMVAD Team.

D.4. Policy Initiatives

Integrating Child Protection and Mental Health Services at the Community-level through Panchayati Raj Institutions (PRIs)

The Ministry of Women and Child Development has recently announced that the existing Central Government schemes pertaining to women and children will be consolidated under three umbrella schemes in mission mode: Mission POSHAN 2.0, Mission Vatsalya and Mission Shakti. Schemes relating to growth, development and protection of children have been proposed to be integrated under the convergence and accountability framework of Mission Vatsalya. In this regard, one of the salient objectives of the Mission Vatsalya convergence framework is to ensure decentralisation of service delivery in the context of child protection and mental health.

In light of the Hon. Minister of Women and Child Development's directive to SAMVAD to develop an integration framework to facilitate such decentralised convergence of child protection and mental health services, the SAMVAD Team undertook a rapid assessment of two Gram Panchayats (Hudduru and Maragodu) in Madikere Taluk, Kodagu, Karnataka. On the basis of an evaluation of the assessment's findings, the SAMVAD Team proceeded to develop an action plan with modalities of the integration framework. The objectives of the rapid assessment conducted are as follows:

- To understand community notions of child vulnerability and mental health needs.
- To identify cadres at block and village levels that could be trained to deliver community awareness and facilitate identification of and assistance to children in need.
- To assess access to technology and devices, so as to make decisions about the methods of training and community awareness programs to be used.
- To understand how to embed child protection and mental health services within the Gram Panchayat governance mechanisms.

A detailed report on the rapid assessment conducted by SAMVAD is in the process of being developed, along with plans to implement integration of child protection and mental health issues into grass-root level awareness programs—the report will be submitted to MoWCD in the next quarterly period.

D.5 Specific Undertakings and Assistance provided to Judicial Systems

a) Psychosocial Care and Mental Health Support to Children in Divorce and Custody Contexts

On request from the Juvenile Justice Committee of the Hon'ble High Court of Karnataka, the SAMVAD Team has been providing counselling services to children and families in the context of divorce and custody issues to assist the Hon'ble Court with case-related decisions concerning custody and visitation arrangements. Apart from assisting in legal decision-making, the SAMVAD Team has been requested to provide therapeutic assistance to children

to address the emotional and behavioural issues associated with parental-marital conflict and separation in the context of custody disputes.

The provision of such services in the context of matrimonial and family disputes represent an additional area of focus in SAMVAD's work with children. The focus of SAMVAD's assistance in child custody cases is to help facilitate an understanding of the child's perspective on parental marital conflict, separation and divorce, and consequently, to assist judicial systems in adequately considering the child's views and perspectives while undertaking decisions relating to child custody. Through the provision of such assistance, SAMVAD seeks to assist judicial systems in designing adjudicatory outcomes (like the formulation of shared parenting plans), keeping in mind the child's wishes and concerns in so far as they pertain to key custody domains.

Apart from the assistance with regard to judicial decision-making, the SAMVAD Team has also provided mental health and psychosocial assistance and interventions to children in custody contexts, given the psychosocial issues in child custody cases and vulnerability of children to mental health morbidities.

b) Mental Health and Psychosocial Assistance to Children forced into Street Vending

On directions of the Hon'ble High Court of Karnataka in W.P. No. 10096/2020, SAMVAD, in collaboration with the Karnataka State Legal Services Authority, has conducted training programs on child interviewing, child mental health and child protection, for resource persons engaged as part of the data collection exercise to map children forced into street vending. Additionally, SAMVAD is assisting the Hon'ble High Court of Karnataka with regard to the provision of mental health assistance through the Swatantra Clinic Services at NIMHANS.

D.6. Research

Study on "Effective implementation of Section 15 of the Juvenile Justice (Care and Protection of Children) Act, 2015: Exploring Perceptions of Judicial Personnel on Juvenile Justice & Children in Conflict with the Law"

In the previous quarter, a comprehensive nationwide study on the factors influencing judicial perspectives on preliminary assessment for transfer to the criminal justice system under Section 15 of the JJ Act was developed by the SAMVAD Team. The tool designed for the Study was a series of 6 case vignettes followed by questions pertaining to 4 domains of judicial understanding: a) Interpretation of mental capacity and developmental stage; b) Appreciation of pathways and circumstances; c) Perception of severity and consequences; d) Estimation of criminal intent in preliminary assessment. The tool also included questions in regards to decision-making on the basis of the aforementioned case vignettes and a few broad-based questions about Section 15.

Following invitations being sent to all 25 Hon'ble High Courts and State Judicial Academies in India to solicit participation of the concerned judicial personnel i.e., Juvenile Justice Board Magistrates, Special Court Judges, Children's Court Judges and District and Sessions Judges in the study, 232 responses have been received from 11 State High Courts. Given the scope of the present study, this would be largest study of its kind on stakeholder perspectives of judicial personnel. The SAMVAD Team is following up with all the State Judicial Academies and Hon'ble High Courts to facilitate the data collection process. The data collection process is expected to be completed by June, following which, the SAMVAD Team will begin with

analysis of the responses. Presently, responses are still awaited from State Judicial Academies who are currently in the process of obtaining the requisite approvals and permissions from the Juvenile Justice Committees of the respective High Courts.

D.7. Plans for the Next Quarterly, January to March 2021

For the Next Quarterly Period, the following Policy Initiatives and Training Programs are to be initiated/developed:

- **The Need for Separate State-Run Child Care Institutions for Transgender Children in collaboration with NALSA and the Directorate of ICPS/Government of Karnataka**

This policy paper aims to lay out the specific psychosocial and mental health vulnerabilities of transgender children, with specific emphasis on: the problems they face at home/within families due to stigma and discrimination, due to lack of awareness and sensitization of the general public on issues of alternative sexuality; the consequent risks of runaway behaviours, trafficking and abuse; mental health problems such as gender identity disorder, dysphoria/depression and other related issues; the lack of sensitivity of child protection functionaries and the dilemmas of placement, when such children come to the state care and protection systems; the experiences of these children when they are placed in the existing girls/boys homes i.e. of discrimination, bullying and abuse. The paper will thus build a case for separate state-run child care institutions (including training of child care staff) for the care and protection of this vulnerable sub-group of children.

- **Implementation of the Study on “Effective implementation of Section 15 of the Juvenile Justice (Care and Protection of Children) Act, 2015: Exploring Perceptions of Judicial Personnel on Juvenile Justice & Children in Conflict with the Law”**

Following from the work of the SAMVAD Team this Quarter (as mentioned above), SAMVAD has received responses from judicial personnel belonging to 11 State High Courts. The SAMVAD Team will continue to follow up with remaining State High Courts and State Judicial Academies to facilitate more participation of states in this nationwide study. As stated earlier, permissions are currently awaited from some High Courts regarding participation of judicial personnel. In this regard, the SAMVAD Team will continue the data collection exercise till June to ensure that the findings and analysis generated from this nationwide study are representative.

Following completion of the data collection exercise via dissemination of the questionnaire, data analysis will be undertaken through generation of frequency tables and cross-tabulations relevant to the analysis of the data. The data analysis, where relevant, will be complemented by the experiences and observations of the SAMVAD Team developed through the course of the Section 15 Deliberations and Training/Capacity Building Programs conducted for JJB Magistrates. The data analysis will also benefit from the direct field experiences of the Team through their work with CICL.

- **Facilitating Comprehensive Judicial Engagement on Section 15 of Juvenile Justice Act 2015**

The SAMVAD Team has conducted Section 15 Deliberations in the States of Maharashtra, Rajasthan, Kerala and Meghalaya. Over the course of the next quarter, the team will be reaching out to more State Judicial Academies across the country to solicit their participation in the Deliberations on Section 15. Further engagement with State Judicial Academies through

the Section 15 Deliberations will provide the SAMVAD Team with a wider range of judicial perspectives on the conceptual and implementation-related concerns surrounding Section 15. The diverse range of judicial perspectives will continue to inform the nature of capacity-building and training programs initiated by the SAMVAD Team.

- **Initiation of Deliberations on Child Witness Testimony under the POCSO Act, 2012: Judicial Understandings of Competency and Credibility**

Following the successful initiation of Section 15 Deliberations with State Judicial Academies, the SAMVAD Team has sought to engage with judicial personnel and other child protection functionaries on other areas of child and law. Following the development of a Deliberation on Child Witness Testimony under the POCSO Act, 2012, this quarter, the SAMVAD Team will be contacting State Judicial Academies to schedule these Deliberations as judicial engagement programs with Special Court/POCSO Court Judges. These Deliberations will help generate interesting judicial perspectives on the contentious issues of child witness competency and credibility. Following the SAMVAD Team's experiences with the Section 15 Deliberations, it is hoped that the discussions on child witness testimony will help shed light on contested areas of jurisprudence and the need for targeted training and capacity-building initiatives.

- **Training of Marriage Counsellors and Judicial Officers of Family Courts on Child Mental Health and Psychosocial Approaches in Child Custody Cases**

On request from the Maharashtra Judicial Academy, the SAMVAD Team is currently in the process of designing a Training Manual for Marriage Counsellors on Mental Health, Psychosocial and Legal Approaches in Child Custody. The Manual will subsequently be disseminated to State Judicial Academies across the country. Apart from designing the manual, the SAMVAD Team will also be conducting a 1-Day Training Program with the Maharashtra Judicial Academy for Marriage Counsellors and Judicial Officers involved in matrimonial disputes and child custody cases.

The Manual will engage with the salient considerations in child custody cases like the mental health impacts of parental conflict/separation, psychosocial issues in child custody, key perspectives on child custody evaluation and child interviewing, and legal frameworks to guide judicial decision-making in child custody disputes.

- **Training and Capacity Building activities requested by SJA and SLSA**

In addition to the training programs/judicial engagements described above, the SAMVAD team will also conduct specific training and capacity-building programs as and when requested by the State Judicial Academies and the State Legal Services Authorities across the country. These programs will be tailored to the specific needs and capacities of the participant judicial officers/child protection functionaries/para-legal volunteers of the respective states.

- **Drafting of Research Proposals**

- **Study on Pathways to sexual offending in CICL aged 16-18 years**

On request by the Hon. Minister of Women and Child Development, The SAMVAD Team is currently developing a Concept Note and methodology for a research study aimed at exploring the underpinnings of sexual offending by adolescents aged 16-18 years. The objective of the research study is to explore the various pathways to sexual offending by children aged 16-18 years. The study will help inform legislative and judicial developments in regards to facilitating a perpetrator-prevention focus through evidence-based policymaking.

- **Study to understand the role of substance abuse as a pathway to vulnerability for Children in Conflict with the Law**

In light of the identification of substance abuse as a key vulnerability factor under Mission Vatsalya, and the concomitant prioritisation of de-addiction services across India by the MWCD, the SAMVAD Team is working on developing a study to facilitate a comprehensive understanding of substance abuse, as both, a pathway to vulnerability, and an outcome of deprivation/psychosocial vulnerability. This study will help inform convergence efforts in regards to developing socio-economic and psychosocial interventions that are necessary to aid de-addiction services in comprehensively addressing multi-dimensional vulnerabilities related to substance abuse.

- **Comparative longitudinal study on social outcomes for children transferred under Section 15 vis-à-vis children within the juvenile system**

Through the course of the Section 15 Deliberations, judicial perceptions regarding the effectiveness of punitive approaches to CICL accused of committing heinous offences, were discussed and debated. These perspectives helped raise some crucial questions in regards to the effectiveness of restorative approaches in reducing recidivism amongst child offenders, and consequently, the significance of having a system of juvenile transfer to address heinous offending. The objective of this study will be to assess the social outcomes for children transferred under Section 15 vis-à-vis those children who are processed under the juvenile system. The findings of this study will assist future legislative and policy endeavours that aim to reduce offending behaviour amongst adolescents (aged 16-18 years) accused of committing heinous offences.

3. Operational Challenges

- **Re-Strategizing in Response to the Challenges of the Second Wave of COVID-19 Pandemic**

Given the second wave of the pandemic, and the recent increases in COVID infection rates, SAMVAD, in anticipation of certain operational challenges (some of which have begun to play out), has adapted its work and strategies to the situation. The adaptations will continue until about mid-June, presumably until the peak of the pandemic passes; following this, based on the pandemic situation, SAMVAD will recalibrate, re-strategize and work accordingly to deliver programs and services.

- Although SAMVAD had resumed in-person training programs between January and March 2021, given NIMHANS's travel advisories and health protocols, and the complex state travel rules and restrictions, no in-person training programs will be conducted by SAMVAD for the present time. All training programs will therefore be only online.
- We observe that some of the online sessions, that are usually well-attended, have experienced challenges in recent days, with many trainees being infected with COVID themselves, or their family members being infected, due to which the trainees are required to follow various precautions that cause them to miss training sessions. Consequently, SAMVAD has made a decision, for the next two months, to not initiate new online training programs. The on-going programs will, however, continue and be completed.

- Given the travel and mobility risks and restrictions, on-going recruitment processes will be slowed down. The present time will, however, be used to advertise and gather CVs to enable implementation of recruitment processes at a later time, when staff who are recruited are able to safely travel to Bangalore and join duty.
- SAMVAD will use its current staff and human resources to focus on tasks at hand, that entail planning and preparation that can be completed in this period where travel and mobility are restricted. In addition to on-going/routine online training and capacity building programs, we will use our time to consolidate our work in the following areas:
 - Develop materials, training curriculums and protocols for the initiative on integrating child protection and mental health into Panchayati Raj Institutions (a large and ambitious initiative of MoWCD and one that requires much careful planning and preparation).
 - Design and write up research proposals in accordance with the priorities set by the Hon'ble Minister of MoWCD as well as the field (such as on vulnerabilities of and interventions for children in conflict with the law, mental health in schools etc.)

Thus, while plans for the next quarterly have been decided upon, their implementation will be subject to the pandemic and any possible emergency support and service requests that SAMVAD may need to respond to in lieu of its routine work and/or proposed plans.

➤ **Challenges of Training & Capacity Building of Mental Health Professionals**

The challenge of training and capacity building of mental health professions, such as DMHP officers and mental health functionaries in tertiary care facilities, persists. The difficulty encountered is at two levels:

- SAMVAD continues to struggle to recruit staff to work in the mental health thematic area. Many applicants for the project officer position either do not qualify in terms of clinical experience with children or are found to have exceedingly poor knowledge and skills (in areas such as childhood trauma, protection risks etc which are particularly relevant to SAMVAD's work) at the time of interview; SAMVAD has found it difficult to retain some of the mental health professionals who have joined due to their inability to develop the requisite knowledge and skills, despite the opportunities provided at NIMHANS, and consequently to deliver SAMVAD's program and mandate.
- Although efforts have been made to reach out to DMHPs of various states, the response has been less than desired. Similarly, Departments of Psychiatry in some tertiary state-run hospitals have been contacted, to engage their mental health functionaries in depth training pertaining to child mental health and protection issues (such as child sexual abuse and other medico-legal issues) but here again, the response has been poor—this has been particularly perplexing as many of these mental health services have, over the years, been keen to avail of training from NIMHANS, particularly from the Dept. of Child & Adolescent Psychiatry, which is the only independent and specialized department for child psychiatry in the country.

➤ **Challenges in Development of Mental Health Directory**

Some of the challenges SAMVAD faces in the development of the mental health directory are:

- The information available in the websites for mental health facilities have either not been updated, out of service or not responsive.

- Due to the severity and urgency of the Covid 19 pandemic, most mental health facilities and hospitals have been converted into covid facilities. The nature of the pandemic and the second wave, has resulted in the staff being assigned covid duties. This leaves them unavailable for comment.

Given the enormity of the task, SAMVAD has engaged additional resource persons who dedicate their time to making calls round the clock in an attempt to reach the mental health services and facilities identified, in order to obtain information for the directory.

➤ **Technological Issues**

While SAMVAD's online training programs have been progressing successfully, as evidenced by the positive feedback from participants of various cadres, there are still some barriers and limitations of technology that remain challenging to overcome:

- SAMVAD is unable to reach certain states that have poor connectivity, through the online training programs. For instance, online training for Uttarakhand child protection functionaries had to be discontinued due to poor network issues in many parts of the state, particularly those with hilly terrain. For similar reasons, SAMVAD is unable to reach out to some states in the North East, such as Meghalaya and Arunachal Pradesh, from whom requests have been received. Such states, that are unable to avail of our online training services, will have to be covered through in-person training, when the pandemic situation abates, and allows the requisite travel and mobility.
- As many in the country are still grappling with the newness of online technologies, such as zoom and the learning management system (LMS), it has been challenging at times to get the training participants involved in online training methods, and to get them to access the LMS for materials. SAMVAD continues to provide individual assistance and IT support to the trainees, trying to smoothen out the difficulties and frustrations they experience in our online engagements.