

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)**

**4th Quarterly Report
April to June 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 from June 2020-21.

Table 1: SAMVAD-NIMHANS Progress & Activities, June 2020-21

Theme/Professionals	Cadre	Trained Professionals	Total
Child Protection Functionaries	CWC	68	4,578
	JJB	28	
	CCI Staff (Superintendents, Counsellors, Social Workers, Probation Officers, Trainers, Child Welfare Officers)	2913	
	ICPS Staff (Counsellors, Social Workers, Legal cum Probation Officers, Protection Officers (Institutional Care and Non-Institutional Care), District Child Protection Officers)	1196	
	CSO Staff (ChildLine, Helplines & Other NGOs)	155	
	Police officials	218	
Health and Mental Health Professionals	DHMP Staff	181	10,492
	Tertiary Mental Health Care Service Providers	198	
	UGC faculties	194	
	Other Mental Health Professional	8979	
	Paediatricians	279	
	Professionals and Stakeholders	125	
	RBSK Functionaries	536	
Education	Teachers	23617	53,537
	School Counsellors	150	
	Education Faculty	104	
	NGO Staff & Anganwadi workers	31	
	Stakeholders in Education (Teachers, Principals and others)	29635	

Judicial Personals	Judicial Officers (Special Court Judges, Juvenile Justice Magistrates and other cadres) and Law University Personnel	18475	18,784
	Mediators/Marriage Counsellors & Family Court Judges	97	
	Paralegal Volunteers and Support Persons of SLSA	212	
			87,391

States Reached	28
Number of Orientation/Sensitization/Training Programs (Each Training program consists of multiple sessions - 3 hours each session)	353
Number of Professionals Trained/Oriented	87, 391
Number of Public Discourses	139
Number of Public Reached	20,13,514 (views)

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

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, care and protection, mental health, education, law and policy.

To increase the outreach as well as mobilize the 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 SAMVAD’s engagements with various states through capacity building initiatives were also posted and tweeted about. A Facebook page has 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 Table 1.

Table 2: Details about SAMVAD’s Social Media Presence (as of 27th July 2021)

Platform	Subscribers
You tube	18,700
Twitter	239
Instagram	544
Facebook	5,232

a) **Series on Children in the COVID Crisis:** During the second wave of the pandemic and in reference to the newly emerging imperatives to assist children with mental health and protection needs and concerns, SAMVAD ran a 4-part Special Series “**Children in Covid Crisis...Like We Never Expected It to Be**” online. Reaching teachers, child care institution staff, protection functionaries, mental health professionals and other child care stakeholders in over 400 districts across the country, it aimed to equip them with requisite skills and methods as they strive to support children during these difficult and uncertain times. Building on systematic ways to address child protection risks, the series moved on to provide ways to respond to children’s illness worries and anxieties; finally, given the new challenges



of illness and loss of loved ones, that children have to contend with, the latter parts of the series provided caregivers and service providers with concrete methods to break bad news to children and help them process experiences of loss and grief, thereafter. The series was streamed in 2 languages – Hindi & English-- and are available on our YouTube Channel – “SAMVAD-NIMHANS Child protection”.



Given the overwhelming response that the above-described online series received, and the feedback by the child care workers on how the series deepened their understanding and skills on COVID-related child protection and psychosocial care issues, SAMVAD used the content of the Series to develop this handbook. Like the Series, the contents of this handbook are divided into 4 major sections:

Part 1: Saving Children from the Brink - Acting Upon Child Protection Vulnerabilities in the COVID Crisis

This section focuses on the emergent child protection risks and mental health consequences of the pandemic and its economic impact, in terms of child labour and trafficking; it also draws attention to placement issues, presenting institutional and non-institutional care options, such as adoption and foster care, for children who are orphaned, through loss of primary caregivers and loved ones. It highlights the importance of identifying children at risk and linking them to designated duty bearers who work in the domain of child care and protection, so that appropriate decisions may be made towards the safety and best interests of the child.

Part 2: Worries... Fly away! - Helping Children Manage COVID-Related Anxieties

This section focuses on the mental health impacts of the uncertainties of pandemic combined with lock downs, disruptions in education and routine, loss of play and social worlds, and anxieties about the illness, particularly increased anxiety in children. It provides methods to educate children about COVID in age-appropriate ways, and to help them find creative ways to manage their anxieties, and cope with the new worlds that they live in.

Part 3: Breaking Bad News - Disclosing Illness and Death due to Covid -19.

Many adults and caregivers faced the dilemmas on whether and how to disclose illness and consequent loss of a caregiver or loved one to the child. Silence, evasiveness and poorly planned disclosures can adversely affect children's loss and grief processing. This section discusses ways in which we can break bad news to children so that the disclosure is age-appropriate, factually true and yet comforting and reassuring to the child. It provides narrative methods and scripts for use with children, to help explain illness issues to children.

Part 4: In my Heart Forever - Supporting Children through Loss & Grief Experiences in the COVID crisis

Following difficult disclosures of illness and death, how can we support children through the experience of loss and grief? What can say to young children who have little understanding of death? This section presents art-based and other creative methods that may be used to help children express the trauma of loss and grief, and remember their loved ones in ways that give them the courage and hope to move forward.

The series was carried out in both Hindi and English and a special half an hour segment after each part was dedicated to addressing the queries of the participants from both YouTube and online Platforms.

Given the response received during the Covid Series, a decision was also made to convert the entire series into a Guide for the use of all stakeholders working with children. The Guide is envisioned to serve as an easy-to-use manual with practical intervention strategies to address special concerns of children that have emerged during the COVID-19 pandemic. The Guidebook has been compiled with detailed information and is in the process of being reviewed. It is scheduled to be published in the next quarter. SAMVAD also received a request from Indian Academy of Paediatrics, to develop a writeup for their newsletter. This was published in their monthly e-newsletter Child India, June 2021 issue. The copy of the newsletter has been annexed along with the report

b) World Child Labour Day

12th June is marked as the International Day Against Child Labour. SAMVAD, recognizing the growing risk of child labour especially during the pandemic, organized a talk by Former Chairperson, National Commission for Protection of Child Rights (NCPCR) Dr. Shantha Sinha and Dr. Shekhar Seshadri, Senior Professor, Dept. of Child and Adolescent Psychiatry, NIMHANS.

SAMVAD team also released a video of "voices from the Field" of child protection functionaries from across India on the issue of Child Labour specifically during COVID. The video was screened after the session and is available on YouTube. Link: <https://youtu.be/7gRa9rAkUW4>

The video currently has over 2,500 views on YouTube and was much appreciated by the child protection functionaries and Dr. Shantha Sinha

This World Day Against Child Labour...

SAMVAD
National Network of Women's Health Promoters for Child Protection, Development & Education
Supported by Ministry of Women & Child Development, Government of India

Burdened Childhood
Impact of COVID on Child Labour

SATURDAY, 12TH JUNE 2021
4:00PM - 5:00PM
YouTube LIVE Link: https://youtu.be/s-1p_Vgf_gI

SPEAKERS

Dr. Shantha Sinha
Former chairperson,
NCPCR
Founder Secretary,
M.V. Foundation

Dr. Shekhar Seshadri
Senior Professor,
Dept. of Child & Adolescent Psychiatry,
Dean,
Behavioural Sciences,
NIMHANS

Table 3: Details about the Series on Children in the COVID Crisis

Date	Theme	English Link	Zoom participants	No. of Views	Hindi Link	No. of Views	Total Views
4 th May, 2021	Introduction: Children in the COVID Crisis...Like We Never Expected It to Be!	https://youtu.be/8-1hJqjKhg0	NA	896	NA	NA	896
15 th May- (English) 25 th May (Hindi)	Saving Children From the Brink: Acting Upon Child Protection Vulnerabilities in the COVID Series	https://www.youtube.com/watch?v=yzkSzP_srcQ&t=1096s	689	5,804	https://www.youtube.com/watch?v=7W6sb9S1u10&t=7839s	4,290	10,783
18 th May (English) 27 th May (Hindi)	Worries, Fly Away: Helping Children Manage COVID related Anxieties	https://www.youtube.com/watch?v=mK9TFg9PC2k&t=156s	392	3,593	https://www.youtube.com/watch?v=ZnXNgFUe7GE&t=69s	4,132	8,117
20 th May (English) 29 th May (Hindi)	Breaking Bad News: Disclosing Illness and Death of Children in the COVID Series	https://www.youtube.com/watch?v=VLBHsNkPW4A	191	3,816	https://www.youtube.com/watch?v=Md3J5YzclCs	3,867	7,874
22 nd May (English)- 31 st May (Hindi)	In my Heart Forever: Supporting Children through Loss & Grief Experiences in the COVID Crisis	https://www.youtube.com/watch?v=6b0boDTeWis&t=80s	149	3995	https://www.youtube.com/watch?v=k0mJ9PmWWig	3634	7,778
12 th June 2021	Burdened Childhood: Impact of COVID of Child Labour	https://youtu.be/7gRa9rAkUW4	288	2,512	NA	NA	2,512
Total Views			1709	20616	NA	15,923	37,960

2.2. Development of the graphical content and the IEC

This quarter, SAMVAD has developed multiple content for Information, Education and Communication (IEC) and materials to ensure that our trainings are more effective and engaging. The following were developed for graphical content and/or IEC:

a) Posters on Illegal Adoption-

In the light of the impact of the second wave of COVID on children in the context of children being orphaned and abandoned, SAMVAD released posters following the social media messages that propagated illegal adoptions. The posters were circulated widely on social media and other platforms of media like WhatsApp, Facebook, Instagram, twitter, etc. The posters from SAMVAD were made in Hindi and English. The posters did rounds all across the country and were also translated in Tamil by an organisation and displayed in 15 Public Health Centres (PHCs) in Cuddalore district of Tamil Nadu.



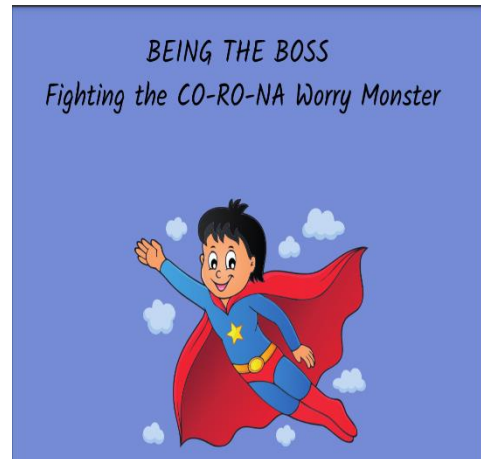
Comic Book on COVID/Illness Disclosure for Use with Children

A comic book was developed in both English and Hindi for children to initiate conversation on COVID in simple and non-threatening ways. The Comic encourages children to ask questions, share their COVID related anxieties and fears, allows and enables the caregivers/ service providers to create a comfortable and safe space to hold discussions by providing scripts as a starting point on providing simple explanations about the COVID Virus, the disease and finally providing reassurance and hope.

The comic is uploaded on the website.

LINK:

https://www.google.com/url?q=https://nimhanschildprotect.in/wp-content/uploads/2021/07/BREAKING-BAD-NEWS-Disclosing-Illness-Comics.pdf&sa=D&source=hangouts&ust=1625830468582000&usg=AFQjCNFnH0q97C3_hHLzzqrbe_xbWX08LQ



Ankit's story on loss & Grief: Ankit's story was developed to aid parents and other child care functionaries to help children overcome their loss and grief experiences in the context of the pandemic. The video of Ankit's story is available in both English & Hindi on SAMVAD's YouTube channel

YouTube Link:

Hindi: <https://youtu.be/t0WP40IQIYg>

English: https://youtu.be/pv1_AK9QvEQ

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 the fourth quarter, the Care and Protection team has been involved in the 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.1.1 Training curriculums developed

A need was felt to expand the understanding of the legal component in the child protection curriculum to include key provisions of the major child protection laws and the roles and responsibilities of various child protection stakeholders. Hence, in collaboration with the Law and Policy team, 5 new sessions have been added to our Level 1 essential training curriculum. Below is the list of laws that have been incorporated into 5 sessions.

1. Juvenile Justice (Care and Protection) Act, 2015.
 - a. Children in Conflict with the Law.
 - b. Children in the need of Care and Protection
2. Narcotic Drugs and Psychotropic Substances Act (NDPS), 1985 referring to heinous offences and implications of Section 15 of the Juvenile Justice Act and preliminary assessments
3. Protection of Children from Sexual Offences Act, 2012
4. Prohibition of Child Marriage Act, 2006

5. Medical Termination of Pregnancy Act, 1971
6. Immoral Traffic (Prevention) Act, 1956
7. Child Labour Prohibition and regulation act, 1986

Case vignettes were included to teach the practical applications of the various laws covered and new participatory methodologies for teaching were included to make these sessions interactive and effective for the participants. The number of sessions to teach law were also increased from three to five in order to allow for more time for discussions about field challenges and realities and questions. The sessions have been reported by many participants to be effective which has deepened their knowledge of child protection from a legal perspective.

A.1.2 Additional sessions in the first level essential training

Based on requests from participants as well as observations during the training program, a separate block in the module on assessments and rehabilitation was added from this quarter. All the sessions added in the module are mentioned chronologically, that is, the social investigation is followed by placement decisions for the child and on how to build an effective care plan for the child. Hence, as part of the Level 1 training on “Psycho-social and mental health considerations of working with Children in difficult circumstances”, under the assessments and rehabilitation block, the following are included:

(i) Social Investigation Report (SIR):

In order to ensure a comprehensive application of the training and its implementation on field, a module on how to produce an effective SIR in the best interest of the child was developed. Based on the profile of the participants that were being trained (Legal cum Probation Officers), their primary responsibility under the JJ Act was to develop Social Investigation Reports (SIRs) specifically for children in conflict with law (CICL).

Social Investigation Report (SIR) is an essential report developed in order to get an understanding of the child’s social circumstances and their psycho-social contexts due to which the child came in conflict with law. In other words, it is a document that focuses on the child’s contexts, experiences, emotions and inner voices that led to the behaviour because of which they have come in conflict with law.

The aim of the SIR is to help the Juvenile Justice Boards and the Child Welfare Committees to make an informed decision in the best interest of the child for their rehabilitation and re-integration in the society. Section 8(3) of the Juvenile Justice (Care and Protection of Children) Act, 2015 states that the Legal cum Probation Officers (LCPOs) or in case there is no LCPO, a child welfare officer or case worker or a social worker can be directed by the JJB to develop SIRs.

The objectives of the module were as follows:

- To enhance the understanding and need of a Social Investigation Report in rehabilitation of a Child in the Juvenile Justice System.
- To enable participants to use the learnt communication skills, the inner voice framework, common mental health disorders & pathways to vulnerability in order to prepare the Social Investigation Report (SIR) keeping in focus the best interest of a child.

(ii) Placement:

It was observed that participants often lacked the skill of identifying and deciding the right placement decisions for the child which is partially to do with their own bias. It is often seen that the child protection functionaries waver between two extremes of family and child care institutions when it comes to placement of the child with no systemic evidence for their placement decision. This module was developed to enhance the capacities of the child protection functionaries and to introduce the participants to the importance and implications of their placement decisions for a child, and therefore enable them to make decisions for the child based on a systematic review and assessment of the child's context which promote the 'best interest of the child' in context of placement. This module provides participatory methods and help the child protection functionary in integrating perspectives of children, families and functionaries while making the right decision for the child.

The participants were also encouraged in a follow up activity to identify and prepare a list of child care institutions in their districts which will help them decide the most suitable institution for placement of a child, in case institutionalization is chosen as the last resort.

(iii) Individual Care Plan (ICP):

Juvenile Justice (Care and Protection of Children) Act and Model Rules, 2016 have mandated preparation of individual care of children residing in child care institutions. While Individual Care Plan was discussed in the training sessions, it was observed that there was a need for a separate session on individual care plans. After some individual care plans made by the participants were studied by the team followed by multiple rounds of discussion within the SAMVAD team, a comprehensive session was designed and included as part of the curriculum explaining each field of the Form 7 (Individual Care Plan) of the Juvenile Justice Act and the use of Psychosocial Assessment Proforma to develop detailed Individual Care Plans. The session has been piloted with four batches in this quarter.

The session on Individual Care Plan focuses on building understanding of the participants on the needs of the child based on the following:

- Understanding special contexts of the child
- Understanding the child's context from a development lens
- Analysing the children's needs from a psychosocial perspective
- Integration amongst different stakeholders for preparation of the individual care plan.
- Importance of child's opinion while making the individual care plan.

(iv) The Life Skills Manual - Socio Emotional Development of Adolescents

Over the last few quarters, a demand was raised by the child protection functionaries, especially those who directly work with children in the Child Care Institutions to teach life skills interventions or the necessary and essential skills that would be helpful for children to deal with their lives in effective ways. Considering this, a special session was designed and integrated with the Level-1 training for the child protection functionaries.

The attention of the participants was drawn to the fact that the lack of Life skills could also become a pathway to the difficult circumstances children often end up in. Likewise, the lack of Life skills also increases the vulnerability of a child-to-child protection and mental health risks. Therefore, Life Skills can be looked at from both Curative and Preventive lenses.

training materials were translated in Telugu after the training and capacity building program was initiated for Telangana and Andhra Pradesh. To facilitate the learning process, the following videos used for training were subtitled in Telugu:

Table 4: Training Videos subtitled in Telegu

Communication Skill	No. of Videos Subtitled
Rapport Building	2
Listening Skills	4
Recognition and Acknowledgment of emotions in the context of Child in Conflict with Law. (CICL)	2
Non-Judgemental Attitude	2
Total	10

Additionally, the following manuals were also translated in Hindi with the support of a resource person-

- Life Skill - Module on Gender & Sexuality for Adolescents
- Life Skill Activities Module for Children between 7 to 12 years
- Child Sexual Abuse Prevention - for 7 to 12 years.
- CSA prevention manual for pre-schoolers

All the translated material was uploaded on to the website.

A.1.5 Revision and review of Training Materials- Building Blocks (Level 1 training)

A review of the Building Blocks Curriculum was conducted by the SAMVAD team. This was done in light of the following:

- Many online training sessions were conducted and the need for standardized documentation of the online adaptation of each session was discussed and executed.
- Based on review of trainers as well as feedback from participants, the activities and processes in the training for each topic were reviewed and additions were made based on the requirements in order to make these sessions more nuanced.

Table 5: Details of Revision of Training Materials – Building Blocks

Sr. No.	Session Topic	Brief Description of additions and/or revisions in content for online Adaptation
1.	Reconnecting with childhood	<ul style="list-style-type: none"> • Online adaptation of this topic was documented as part of the building blocks curriculum. • Additional processing questions, in a more nuanced format were reviewed by the team and included in the curriculum.
2.	Power & Rights	
3.	Child Development (CD)	Through an in-house review of the content on CD, the upcoming sessions on the same have been revised with additional content and revision of the materials to be used while training.
4.	Inner Voice	The teaching methodology on inner voice will now include more participatory methods through use case study analysis in the form of videos. This method will not only enhance capacities of the participants but will also add to their reference materials- the case studies will include contexts in the area of child protection,

		education and mental health for young as well as adolescent children.
5.	Communication Skills	Newer methodologies were added in the form of activities to ensure enhanced capacity building of participants.
6.	Mental Health Issues in Children	<ul style="list-style-type: none"> • Curriculum was reviewed based on participant and trainer feedback. • The need for an in-depth and more case study-based approach was felt in order to truly understand mental health issues, their correlation to vulnerability and practical application through first responses. • This topic will be covered in the duration of 3-to-4-hour sessions. • The following are the major topics covered: <ul style="list-style-type: none"> ○ Intellectual Disability ○ Internalizing disorders: anxiety, depression & Self harm/Suicide ○ Externalizing disorders: conduct issues, substance abuse, Attention deficit hyperactive disorder.
7.	Child & Law	Additions were made with regard to child and law sessions for child protection functionaries which will focus on special issues like juvenile justice, child labour, child marriage, trafficking, child sexual abuse, narcotic drugs and psychotropic substances.

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 9 States. A total of **416 service providers and child protection functionaries** were reached in the fourth quarter. (Please refer to Table 6 below for details of the training programs).

Table 6: Training and Capacity Building Activities, April to June, 2021

State	Government Department	Cadre	No. of Personnel	Content/ Theme	Timeline
Andhra Pradesh	Juvenile Justice Committee of AP & Department of Women and Child Development	Superintendents	54	Andhra State: Level 1: Mental health, Psychosocial Care & Protection for children & Adolescents - Essential Skills	01-06-2021 Ongoing

Assam	Assam State Child Protection Society & Assam Judicial Academy	Counsellors	41	“Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care”.	Completed
Bihar	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”	Completed
Chhattisgarh	Department of Women and Child Development	Counsellors & Protection Officers	50	Basic Child Protection and Mental Health Curriculum	Completed
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 circumstance”	Completed
Rajasthan	State Legal Services Authority	Para-Legal Volunteers	50	“Psychosocial and Mental Healthcare of Children Affected by Sexual Abuse and Violence”	Cancelled
Tamil Nadu	Dept. of Social Defence	LPO and Protection Officers	40	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	Cancelled
Telangana	Department of Women and Child Development	Superintendents & Counsellors	51	Telangana State: Level 1: Mental health, Psychosocial Care & Protection for children & Adolescents - Essential Skills	01-05-2021 Ongoing

Uttar Pradesh	Department of Women and Child Development	Counsellors	50	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	Completed
Telangana	Bharosa, Women's Safety Cell, Telangana Police	Counsellors	46	Working with Child Sexual Abuse (Case Conferences)	Completed
Pan India	Sardar Vallabhbhai Patel National Police Academy	Police Officers	283	"Introduction to Children and Childhood" as part of a 3-day program on "Policing for Missing and Victimized Children"	Completed
Total No. Trained			745		

*Certain programs were initiated and had to be cancelled as explained in detail, subsequently.

Below is a description of the completed training programs:

a) Superintendents of Child Care Institutions, Observation homes and Special homes, Andhra Pradesh

The training of Andhra Pradesh State Child protection functionaries of the Superintendent cadre started in the month of June 2021 in collaboration with the Juvenile Justice committee and Women and Child Welfare Department, Government of Andhra Pradesh. 54 Superintendents of all the government homes were enrolled for the training. The training program is facilitated in Telugu language. The learning and resource materials have been translated to Telugu for the reference of participants.

The first level session covered essential skills such as Child development, Inner Voice, Communication Skills. The participants have expressed their interests in the session and have mentioned that it was very helpful for them in understanding emotional and behavioural problems of children residing in the institutions.

After the first few sessions and movie screening one of the participants mentioned that: "We always need to look at children as victims of circumstances and not as culprits; it is important for us to do a detailed assessment of the children who come to our institutions only then we would be able to do proper rehabilitation of the children". The training for this batch will be completed in the month of September.

b) State Child Protection Society Counsellors, Assam

The first batch of Assam's State Child Protection Society was completed in the fourth quarter. The batch faced certain issues due to the weather conditions and their impact on connectivity

and participation, but SAMVAD along with the support of the Judicial Academy, Assam and State Child Protection Society, worked together to circumvent these issues and ensured successful completion of the training program.

The in-depth sessions on mental health, first level responses, the inner voice framework and developing a child development lens aided the participants to hone their counselling skills and work more efficiently with children. The sessions of this batch were completed in June followed by the batch working on their final assignment submission which is a prerequisite for certification.

c) Legal cum Probation Officers (LCPO), Bihar

Second batch of the state of Bihar that comprises Legal cum Probation Officers (LCPO) of the State was completed in the fourth quarter. The training followed a specific approach of focusing more in the context of pathways for children coming in conflict with law and a new module on Social Investigation Report (SIR) was developed in order to build the capacities in developing child centric SIRs. The sessions of the Batch were closed in the month of June. The Batch was assigned followed by assigning the batch with a final assignment that is necessary for certification. A third batch of superintendents has been scheduled for the next quarter.

d) Counsellors and Protection Officers (Institutional Care), Chhattisgarh

After a preliminary meeting held with DWCD, Chhattisgarh was completed with counsellors and Protection Officers (Institutional Care) this quarter. A Master Trainer approach was taken for initiating the first training batch and the training program has been completed with the State - it came to an end in July, 2019. The participants after the training program were given assessments to do with children on field. The participants are expected to complete their assignments which will then be reviewed by their colleagues as a peer review (without disclosing name of children). This will enhance their learning and will be a step ahead in better work with children.

The training program has been reported to have helped the participants in understanding the importance of quality in direct work with children. The training program was specially appreciated as according to the participants it included many participatory methods and yet gave new knowledge in simplified ways of understanding.

e) SCPS counsellors & Superintendents in Child Care Institutions, Maharashtra

The training Batch 1 of Maharashtra State Child Protection Society (MSCPS) counsellors was completed in the fourth quarter. The batch expressed their complete satisfaction of understanding mental health and psycho-social contexts of child protection. The sessions focussed greatly on the importance of communication skills and using the window approach to help children in the process of decision making since the counsellors expressed their challenges in working with children in these processes especially in the context of elopement and romantic relationships. A final field assignment has been assigned to the participants that involves applying the skills, methods and concepts that were delivered during the training. Post the completion of the assignments, the participants will be awarded the certificates. A second batch of Maharashtra child protection functionaries (social workers & POs) has been scheduled to begin in the month of July 2021.

f) Paralegal Volunteers, Rajasthan

Upon the receipt of request for training of the Rajasthan State Legal Services Authority, a training was initiated for the paralegal volunteers recruited by the Rajasthan. The training program was initiated with the objective of orienting the newly recruited volunteers to an understanding of the nuances of child work in the context of sexual abuse.

Based on the stipulated criteria for the number of participants in each online training program i.e., a maximum of 50 participants in a batch, the SAMVAD Team divided the trainees into 2 batches. Out of the 2 batches, training for the first batch started on 5th April 2021. After the completion of 12 Sessions with the 1st batch of trainees, the training had to be cancelled on account of poor professional conduct and the lack of interest shown by the participants. These concerns were duly shared with the Rajasthan State Legal Services Authority and the Juvenile Justice Committee of Rajasthan. SAMVAD therefore, also extended support to the Rajasthan State Legal Services Authority in re-designing the volunteer recruitment process. Details are shared under the New Initiatives Sessions.

g) Child protection Functionaries, Tamil Nadu

After a successful completion of the training program for the first batch of child protection functionaries, the training of the training program was initiated online on 1st March 2021 after which it was found that the participants were mostly Tamil speaking and were not comfortable with English as the medium of facilitation. Considering these challenges, SAMVAD requested the State Child Protection Society therefore to rearrange the Batch. However, even after the re-arrangement of the batch the language issue persisted and therefore in the interest of time and learning the training was put on hold until the travel restrictions due to COVID will be lifted, in order to carry out in person training for better outcomes.

h) Superintendents of Child care institutions and DCPU Counsellors, Telangana

In partnership with the Department of Women and Child Development of Telangana SAMVAD started training on Essential skills for 51 participants in the month of May. The training program is facilitated in Telugu. The power point presentations and the videos have been translated to Telugu for future reference of the participants.

After the first few sessions on Child development, Inner voice and Communication skills, participants mentioned that the training was very helpful for them in assessing the children through a psychosocial and child development lens.

Many participants conveyed that they were able to make better counselling and assessment reports of children with an in-depth analysis on child developmental impacts on inner voice framework thus helping them in creating robust individual care plans. Participants are actively participating in the sessions and are completing their assignments as scheduled.

(i) CCI Counsellors, Uttar Pradesh Batch

The training program for the second batch of the counsellors continued in the third quarter. Given the severity of COVID-19 situation in Uttar Pradesh, the training was put on hold till 15th May 2021. The training was completed in the month of May with a joint session on life skills for batch 1 and 2. A joint feedback session was conducted for batch 1 and 2 following which the participants were given a final field assignment. The certification process will be initiated once the assignments are received.

(j) Case Conferencing with Bharosa Staff, Telangana

Following the in-person training workshop conducted for the Bharosa staff in Telangana, in the previous quarterly, they were requested to complete field assignments to help translate theory into practice. The assignment entailed conducting assessment and counselling interventions (using the approaches/ concepts and interventions shared in the training) with at least one child client accessing Bharosa services. During this quarterly, about 12 sessions of case conferencing were conducted to allow the trainees to present their case work with individual children, so that further technical inputs and guidance could be provided, as a follow up to the in-person training conducted. It was observed that the trainees had acquired considerable new knowledge and skills, as they also expressed.

(k) "Introduction to Children and Childhood" as part of a 3-day program on "Policing for Missing and Victimized Children", Sardar Vallabhbhai Patel National Police Academy

A 3-day online course on Policing for Missing and Victimized Children for senior Police officers and District Child Protection Officers, is being organised by the Sardar Vallabhbhai Patel National Police Academy, Hyderabad. SAMVAD conducted the opening session on children and childhood, to fulfil the objective of the program pertaining to Police's understanding of the importance of Childhood and the relevance of this stage in a person's life, including how and why children are vulnerable, and what they can do to protect them.

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

Mixed Batches - A training program will be initiated for the Superintendents of Child Care Institutions with a mixed batch from Bihar and Uttar Pradesh. It is expected that by bringing them together, the participants from both the states will create a platform for sharing best practices. It will also enhance the learning experience of the participants by allowing different perspectives and allowing space to discuss commonly faced problems. It is expected to promote inter-state collaboration in the future amongst these cadres.

Review of the Assignments – At the end of the training sessions, the participants were given field assignments. Each participant was expected to work with a child directly and complete the psychosocial assessment using the Psychosocial Assessment Proforma taught during the training. To strengthen the learning and understanding of the participants the review will be done at two levels –

- a) The review by the facilitators to provide a detailed feedback
- b) The review by peers where each participant will review anonymous assignments and provide feedback, reflecting upon the concepts learnt during the trainings.

This will allow the participants to reflect, think and learn from each other's work and thereby develop better insights.

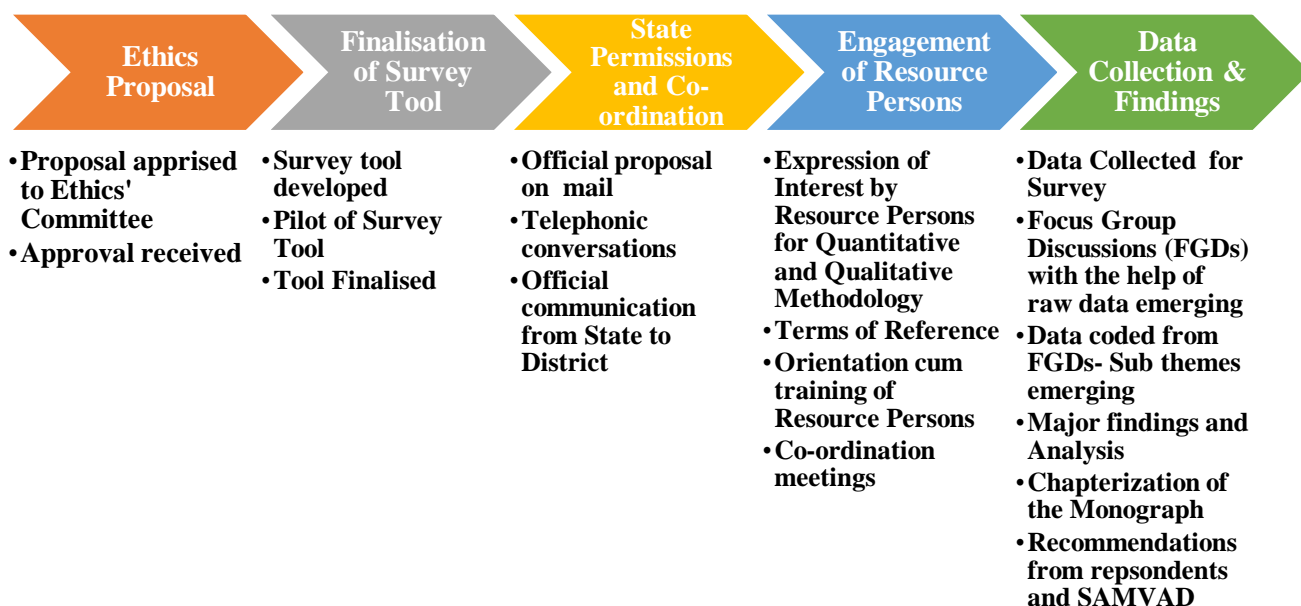
A.3. Research

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 next stage of the study has been initiated. In the last quarter, major findings had been finalised and the first draft of methodology and introduction chapter was drafted.

Figure 1: Study on "Exploring the Impact of COVID-19 on Child Protection in India: Implications for Capacity Building, Interventions and Policy"



In this quarter, the first draft of the monograph, including the analysis of the findings and recommendations has been divided into 4 broad themes as follows:

- Emerging child protection risks during COVID-19
- Rehabilitation and repatriation of children in context of COVID-19
- Systemic Issues
- Views of respondents on institutionalisation

Further, recommendations from SAMVAD have also been included in the monograph. This report combining the quantitative and qualitative analysis will also be shared with 2 to 3 key informants like field practitioners and policy experts in child rights, protection and mental health, 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.

Therefore, the final monograph will comprise of our findings, analysis and recommendations for child protection services, capacity building of child protection service providers and policy. The monograph will be submitted to MoWCD and will be disseminated widely so that the States may access the findings and analysis for informing their programs and policies.

A.7. New Initiatives

a) Initiation of training and capacity building with the Police

The police are important stakeholders in the child protection function, often the first contact point of children who have experienced various child protection risks, ranging from

abandonment to going ‘missing’, kidnapping, sexual abuse on the one hand to those of children engaging in antisocial activities and coming in conflict with the law. It is therefore critical that the child friendly mandate of the JJ Act is implemented from the start of children’s contact with the state child protection systems.

SAMVAD therefore found it extremely important to engage with the Police and hence extended its support and work to the police in India. A concept notes and curriculum for training the Police in India on child protection was developed specifically for Special Juvenile Police Units (SJPU) and Child Welfare Police Officers (CWPOs) and shared them with the Sardar Vallabhbhai Patel National Police Academy (SVPNPA) which was received with enthusiasm. The SVPNPA responded and invited SAMVAD to participate in the 3-day online course on Policing for Missing and Victimized Children for senior Police officers and District Child Protection Officers, that was organised by the Sardar Vallabhbhai Patel National Police Academy, Hyderabad, from 5th – 7th May, 2021.

Further on, SAMVAD has been invited to participate and collaborate with the Centre for Children in the “National Consultation on Protection of Children Orphaned in Pandemic- Role of Police” that is being held on 1st July 2021 in order to draft the SOPs for the Police for protecting children during COVID.

b) Redesigning of the Recruitment process of volunteers for the Rajasthan State Legal Services Authority

SAMVAD has extended assistance and support to the esteemed RLSA in re-examining the existing selection processes for its volunteers, and helping develop selection and screening processes, to ensure quality recruitment. The esteemed State Legal Services Authority of Rajasthan was requested to send their concept note of their volunteering program containing the objectives and the selection processes for the volunteers in order for the SAMVAD team to review and understand the details of the processes of RLSA thoroughly.

The nature of SAMVAD’s support will be through screening (written test and interviews etc.)

A.9. Plans for the Next Quarterly, July to September 2021

a) Training and 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 7 for the programs that are scheduled to be conducted in the upcoming quarterly period, July to September, 2021:

Table 7: Programs Scheduled for the upcoming quarter – July to September 2021

State	Agency/ Government Department & State	Cadre	No. of Participants	Theme/ Content	Timeline/ Status
Uttar Pradesh	Department of Women and Child Development	Superintendents from Children’ Homes (Boys and Girls)	60	Integrated Approaches & Methods in Child Protection, Mental Health &	Training to be initiated from July
Bihar					

				Psychosocial Care	
Chhattisgarh	Department of Women and Child Development	House Mothers and House Father	60	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	Training to be initiated from July
Gujarat	State Child Protection Society, Department of Women and Child Development	(To be finalised)	50	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	Training to be initiated from August
Maharashtra	State Child Protection Society, Department of Women and Child Development	Counsellors and Protection Officer (Institutional Care) from District Child Protection Units	52	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	Training to be initiated from July
Odisha	State Child Protection Society, Department of Women and Child Development	Counsellors, Social Workers and Protection Officers from District Child Protection Units	60	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	Training to be initiated from July

b) Handbook for the Child Welfare Committee with an objective to make informed decision in 'best interest of the child'

To develop a handbook of case work and interventions for CWC members in order to make informed decisions keeping in mind the child's safety and mental health implications in the best interest of the child.

The cases of children from difficult circumstances being produced before the Child Welfare Committees (CWCs) will be collated under different themes like trafficking, substance abuse, neglect, abuse, child marriage, abandonment, child labour, runaway, etc.

SAMVAD plans to do the following in a staged manner:

- Analysing the child's protective factors and risk factors in the environment to understand when a child should be referred for mental health services/interventions and what the indicators to do so are.
- The process of how to communicate the risk factors and need for intervention to the child – first level responses.
- How to reflect on the child's perspective in the decision-making process considering two main aspects, i.e., the safety of the child and developmental needs of the child.
- Working with the family and caregivers and how to communicate the role of the child's family in the child's recovery and restoration.
- Decision-making and implications for action in the context of placement of the child – including medico-legal aspects of the interventions.

Each theme will have 2-4 case vignettes that will be analysed and will be documented similar to the FIRAC (Facts, Issues, Rules, Analysis & Conclusion).

A format designed by SAMVAD team will be used for standardization and way forward for analysis and interventions. This handbook will help CWCs in taking decisions in best interest of children.

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

"The training has given us perspectives of counseling and I used communication skills and the window approach to explain to a child in an elopement case of why the case of POCSO has to be filed... never in my 15 years of service did I know to do that and I have learnt it because of the training"

– Counsellor, Maharashtra.

"When I now fill an SIR (social investigation report), I think of every aspect of this training and how impactful it is on making a decision for children coming in conflict with law.... I know the impact of circumstances on the child's protection and safety."

- Legal cum Probation Officer (LCPO), Bihar.

"We have never seen a very long-term training program designed by any institution. We are thankful to SAMVAD-NIMHANS team that we all have been a part of this wonderful and very effective training program"

– Counsellor, Bihar.

"The development lens, the inner voice framework and the window approach concepts have helped us better understand the children we work with and has helped us enhance our counselling techniques"

– Counsellor, Assam.

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.3. Training and Capacity Building Initiatives

Reaching **4,956** health and mental health professionals and other relevant stakeholders, SAMVAD has conducted several programs, during this quarterly period on child and adolescent mental health issues, particularly in response to requests pertaining to mental health in the COVID pandemic.

Table 8: Training and Capacity Building Programs, Mental Health, April to June 2021

State	Agency/Government Department	Cadre	No. of Personnel	Content/ Theme	Timeline
Tamil Nadu/ Mizoram	Directorate of Public Health, Dept. of Health & Family Welfare	District Mental Health Program (DMHP) Officers	42	Child and Adolescent Mental Health	April 2021
International	4th Benjamin V. Cohen Peace Conference: Building a Beloved Community	Health & Mental Health Professionals	50	Minority stress in COVID 19 - Childhood threat and protection and mental health risks for children residing in adversity	April 2021
Pan India	National Institute of Public Cooperation and Child Development (NIPCCD)	Advanced Diploma in Child Guidance and Counselling	42	Biological and Neurodevelopmental process in Adolescent	April 2021
Pan India	National Institute of Public Cooperation and Child Development (NIPCCD)		53	High Risk Behaviours in Adolescents	May 2021
Pan India	Sphere India COVID-19 Academy	Health & Mental Health Professionals	55	Health and Safety of Children during current surge of COVID-19	April 2021
Pan India	Diksha (West Bengal-Based NGO)	Mental Health Professionals; Social Entrepreneurs & Innovators	69	Prioritising Mental Health through a Three-Pronged Advocacy Approach-- Catalyst 2030	May 2021

Pan India	Indian Psychiatric Society (Odisha Branch)	Mental Health Professionals	490	Intolerance of Uncertainty – Riding through the Second Wave (Thursday Musings, 41 st Edition)	May 2021
Pan India	Indian Psychiatric Society (Odisha Branch)	Mental Health Professionals	1,350	Loss & Grief: Addressing the Universal & the Personal Contexts in the Time of COVID (Thursday Musings, 43 rd Edition)	May 2021
PAN India	DD News Channel - Doctors Speak Program	General Public	1,035	Doctors Speak: Psychological Issues and COVID-19	May 2021
PAN India	Zee TV Uttar Pradesh and Uttarakhand Channel (Invited by MoHFW)	General Public	629	COVID-related Mental Health Issues in Children	May 2021
PAN India	Indian Child Protection Medical Professional Network (ICPMPN)	Paediatricians	410	Workshop on Medico-legal Management of child sexual abuse: First Level Response of Paediatricians	May 2021
Pan India	National Commission for Protection of Child Rights (NCPCR)	Members of State Commissions for Protection of Child Rights (SCPCRs)	119	Protection and Mental Health Concerns of Children in the COVID Crises - Implications for Intervention	May 2021
Pan India	Apon Ki Baat - With Rajeev Sharma	Doctors, educationists, social workers, IFS, Vice Chancellors, MPs, MLAs and other prominent people associated with foreign service	26	44th episode: “Move from Negativity to Positivity” in the program with Rajeev Sharma.	June 2021
International	North East England South Asia Mental health Alliance (NEESAMA)	Mental Health Professionals	175	“A Childhood in Crisis” in	June 2021

				“Mental health and the 2nd wave” Webinar Series	
PAN India	Catholic Health Association of India	Healthcare Service Providers	298	Self-care and Resilience Building of Healthcare Professionals During COVID-19 Pandemic	June 2021
Total No. Trained/ Capacitated			4,843		

(a) “Minority stress in COVID 19 - Childhood threat and protection and mental health risks for children residing in adversity”, 4th Benjamin V. Cohen Peace Conference: Building a Beloved Community

SAMVAD addressed a group of 50 health & mental health professionals from around the world, in an international conference on building connections and networks in the community, towards peace and healing. SAMVAD spoke on the exacerbation of child protection risks in the context of COVID, particularly in children residing in adverse circumstances—namely risks pertaining to child labour and trafficking, child marriage and other forms of abuse and exploitation. The mental health consequences for such children, in terms of trauma and resulting internalizing and externalizing behaviours were also discussed.

(b) Training for Students of Advanced Diploma Course at National Institute of Public Cooperation and Child Development (NIPCCD)

NIPCCD has been running an advanced diploma course on child guidance and counselling. Towards this objective of building a critical work force of partitioners, given the need in the community to assist adolescents on mental health issues, SAMVAD conducted two sessions (titled “Biological and Neurodevelopmental process in Adolescents” and “High Risk Behaviours in Adolescents” on understanding the underpinnings of adolescent issues and how they manifest in various high risk behaviours. Further, many intervention methodologies for both individual and group work, developed by SAMVAD, were shared.

(c) Health and Safety of Children during Current Surge of COVID-19, Sphere India COVID-19 Academy

SAMVAD was invited to be on a panel discussion on “Health and Safety during current surge of COVID-19” organized by Sphere India COVID-19 Academy, where we presented the ecology of lives of children in pandemic times- loss of routine & structure, predictability, loss of educational opportunities as well play, also the change of narratives from first wave and the second wave, where there is an acceleration of uncertainty from Mental Health perspective. We stressed on how children are exposed to protection risks in the light of vulnerabilities and adversities, especially in the second wave of this pandemic which has placed children in a new ecology. Its impact on mental health is beyond education and preoccupation with the prolonged hospitalization and death, serving a basis for anxiety and PTSD (Post Traumatic Stress Disorder). The behavioural consequences can be internalized i.e., anxiety, distress or withdrawal or can be externalized i.e., anger, acting out or substance use. Therefore, the need of the hour is to acquire and adapt methodologies which are age-appropriate and are in accordance with the developmental stage of the child. We also made a point that these health perspectives of anxiety must be taken as a public agenda and disseminate to civil society keeping this framework in mind.

(d) “Prioritising Mental Health through a Three-Pronged Advocacy Approach-- Catalyst 2030”, Diksha

Organized by a West-Bengal-based NGO, SAMVAD’s session on “Prioritising Mental Health through a Three-Pronged Advocacy Approach” addressed the challenges surrounding conversations about Mental Health in South Asia. It explored the need for psychosocial support, offered global and regional perspectives as well as the need to raise awareness of the male perspective. The session aimed to catalyse the creation of a Mental Health Issue Based Group within Catalyst 2030, starting with a Regional Mental Health Advocacy Group.

(e) Thursday Musings at Indian Psychiatric Society (Odisha Branch)

An initiative of Indian Psychiatric Society, Odisha Branch, Thursday Musings is intended to be a master class on psychotherapy for mental health practitioners across the country, working in varied clinical set-ups. SAMVAD conducted two sessions, on the 41st and 43rd editions of these sessions, respectively: (i) “Intolerance of Uncertainty – Riding through the Second Wave”-- (Thursday Musings, 41st Edition) with a focus on illness-related anxiety and interventions that can be provided to address the same; (ii) “Loss & Grief: Addressing the Universal & the Personal Contexts in the Time of COVID” with discussions on the need to process loss and grief experiences, and the use of art and memory work methods in helping individuals, particularly children to cope with these difficult and traumatic issues.

(f) Television Programs

SAMVAD was invited by various television channels, DD and ZEE to speak on psychological issues in the COVID context, particularly how children have been affected by the pandemic. Many of the issues were dealt with through panel discussions and Q and A sessions that was conducted through phone-in, enabling a reach of nearly 2,000 persons who were part of the live audience group.

(g) Workshop on Medico-legal Management of Child Sexual Abuse: First Level Responses of Paediatricians, Indian Child Protection Medical Professional Network (ICPMPN)

In an online workshop on medico-legal management of child sexual abuse, organized by ICPMPN, several topics, ranging from an overview of POCSO, to trauma-informed care, core medical issues such as examination and documenting cases were discussed. SAMVAD presented mental health responses that may be provided by paediatricians—namely, the mental/emotional states of sexually abused children, how parents may be positioned, and what skills are required to respond to children and their families in a crisis of child sexual abuse.

(h) Protection and Mental Health Concerns of Children in the COVID Crises - Implications for Intervention, National Commission for Protection of Child Rights (NCPCR)

In view of the vulnerability of children and to deliberate upon the preventive aspects to be undertaken to monitor and mitigate the risk factors for children in upcoming third wave of COVID-19, and its double mutant and various strains, National Commission for Protection of Child Rights (NCPCR) organized a National Consultation (virtually) for State Commissions for Protection of Child Rights (SCPCRs) of all States/UTs on "Health and wellbeing of children and adolescents in Covid-19 pandemic" with SCPCRs. SAMVAD conducted a session to

highlight the likely heightening of child protection risks in the pandemic, and the illness, disclosure and loss and grief issues that children are contending with, particularly in the second wave. Risks and consequences, along with suggested actions and interventions were put forth by SAMVAD.

(i) “Mental health and the 2nd wave”, a COVID Webinar Series, North East England South Asia Mental health Alliance (NEESAMA)

The NEESAMA collaboration is a uniquely positioned initiative, that explores and enunciates cross-national mental health issues that challenge the UK and South Asian partners alike. “Mental Health and the 2nd Wave” a COVID webinar series organized to facilitate panel discussions on various aspects of mental health in the context of the pandemic, targeted mental health and allied professionals, other medical specialists, as well as the general public, especially parents, caregivers and teachers. As part of this series, SAMVAD presented a session on “A Childhood in Crisis” to generate discussion and awareness on child protection and mental health risks in the pandemic.

(j) Self-care and Resilience Building of Healthcare Professionals During COVID-19 Pandemic, Catholic Health Association of India

A webinar organized by Catholic Health Association of India on “Self-care and Resilience Building of Healthcare Professionals During COVID-19 Pandemic”, aimed to provide information on managing stress and building resilience. Specifically, its objectives were to: help COVID19 healthcare professionals to understand symptoms of stress and burnout; and suggest measures for self-care by early detection and management of stress and burnout. SAMVAD conducted a session on the effect of COVID-19 stressors on healthcare workers' performance and attitude.

B.2. Tele-Mentoring Services for Support to COVID-Affected Children

Based on the request of MoWCD to assist vulnerable children, in the COVID context, SAMVAD initiated tele-mentoring services for child helplines and for child protection functionaries based out of CCIs across the country.

a) Tele-Mentoring of Child Helplines

SAMVAD team provided mentorship services to registered emergency helplines in the country: This service was initiated **on May 12th 2021 with NCPDR and Uttar Pradesh's Spandan child helpline team** and on **15th May 2021 with CHILDLINE¹ team**. The service was provided to counselors and helpline workers every Wednesday and Friday. SAMVAD guided the participants on special concerns and challenges pertaining to child protection, mental health and psychosocial issues faced by them during the pandemic, by encouraging helpline workers to bring specific cases to the sessions. Ways in which telephone communication could be effectively used to address children's concerns and anxieties, as well as how in-person interventions could be adapted to telephone helpline work, were discussed.

¹ Although MoWCD requested that CHILDLINE counsellors be involved in the tele-mentoring initiative, and SAMVAD specifically contacted and coordinated with CHILDLINE to include their functionaries in the mentoring sessions, very few CHILDLINE functionaries actually attended the sessions.

Table 9: Details of Tele-Mentoring Services

Helpline	No. of participants
NCPCR- Samvedana	56
CHILDLINE	55
Spandan- Uttar Pradesh	8
Total	132

SAMVAD team also assisted the CHILDLINE and NIMHANS helpline build convergence; thereby creating effective mechanisms for providing referrals and responding to emergency distress calls.

b) Tele-Mentoring Services for Child Care Functionaries in Child Care Institutions (CCIs)

In order to reach out to some of the most vulnerable children in the country, in the current situation, SAMVAD runs regular online sessions for child protection functionaries from **May 10th 2021**. During these online sessions, SAMVAD engages with the child protection functionaries to understand the concerns of the child(ren) they had identified for assistance. Based on the history, experiences and presenting behaviours of the child, SAMVAD provides the child care worker with (ii) a conceptual/ contextual framework on how to understand the child’s concerns/ behaviours; (ii) referral services to the nearby District Mental Health Services (DMHPs) if necessary; (iii) interventions that range from counselling techniques to life skill methodologies based on SAMVAD’s existing material and resources, including assessment proformas and life skills activity books. (See Annex 1 for a Standard Operating Procedures on Tele-mentoring).

B.3. Mental Health Directory

A Brief Background to the Directory

SAMVAD’s aim is to enhance child and adolescent psychosocial well-being, particularly of children in difficult

REACH THROUGH SAMVAD'S TELE-MENTORING SERVICES

SINCE ITS LAUNCH FROM 10TH MAY – JUNE 30TH

96 CHILD PROTECTION FUNCTIONARIES
 Child Protection functionaries ranging from DCPU's, Counsellors, CCIs, CWCs, DLSA approached SAMVAD for tele-mentoring services

11 STATES
 Assam, Bihar, Chhattisgarh, Jharkhand, Karnataka, Maharashtra, Odisha, Punjab, Sikkim, Uttar Pradesh, Uttarakhand

4 UNION TERRITORIES
 Chandigarh, Daman & Diu, Ladakh, Puducherry

43 DISTRICTS
 Amethi, Ayodhya, Bagalkot, Bahraich, Bhagalpur, Cachar, Chandigarh, Daman, Dehradun, Dibrugarh, Dimahasao, Gurdaspur, Hassan, Hojai, Jorhat, Kamrup (M), Kandhamal, Kanpur Dehat, Khunti, Kishanganj, Kolar, Koppal, Leh, Lucknow, Meerut, Muzaffarpur, Mysuru, Nagaon, Nagpur, Nalanda, Pondicherry, Pune, Raichur, Raigarh, Raipur, Sarguja, Shivamogga, Sivasagar, Tumkur, West, Dhamtati, Barambaki, Sambal

circumstances, through promotion of integrated approaches to mental health and protection. The mental health directory is conceived of the idea that building capacity and training of child protection functionaries to develop a mental health and psychosocial lens also involves connecting them to relevant sources in times of need.

In furtherance of the same, SAMVAD is curating a directory of **all Government psychiatric facilities** (primary, secondary, tertiary) & **professionals in each district across all States of India**. The directory is exhaustive, and comprises information on all Government health and mental health facilities, as well as Government colleges of psychiatry and special institutions.

The major aim of this directory is to compile information of all the Government mental health institutions & the services they provide in the context of their work with children.

The Mental Health Directory is beneficial to connect different functionaries working with children as well as the general population in need of services to adequate resources anywhere across the country.

Mental Health Directory update for the 4th Quarter

i) Detailed Information Lists:

We have developed the first phase of **detailed information** lists for each state in this directory for **12 states and 4 Union Territories** in the 4th quarter. The detailed lists contain information about the facility, contact details and the psychiatric services they provide in the context of children. These lists are developed for the states of Delhi, Haryana, Gujarat, Meghalaya, Punjab, Uttar Pradesh, Madhya Pradesh, Maharashtra, Tamil Nadu, Jammu, Kashmir, Leh-Ladakh, Daman & Diu.

ii) Quick Referral Lists:

In May 2021, SAMVAD initiated tele-mentoring sessions using an online platform to enable child care functionaries across the country in institutions to access support from SAMVAD personally for difficulties they may be facing to help children.

A “quick referral” list was prepared to aid SAMVAD in its COVID related work. It was a repository of major mental health institutions across all states in the country. The information included the name, contact details and the address of the facility for each State.

The directory has been extremely beneficial for this initiative as it helped SAMVAD connect the functionaries to resources like adequate testing and other medical interventions and assessments of the child in that state/district.

The Mental Health Directory, expected to be completed by the next quarterly, now includes:

- Detailed Information list (first phase) for 12 states and 4 Union Territories.
- Quick Referral List for all states and Union Territories in the country.

C. Education

C.1. Key Thematic Objectives

- To integrate child protection and mental health issues into education spaces
- To enhance the capacities of Educators, Teachers and School Counselors to identify and respond to emotional, behavioural 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

A set of presentations consisting of content and multiple methods of delivery for various modules on child mental health issues in schools and educational spaces has been prepared over time. SAMVAD has been delivering this training program to teachers, school counsellors, District Institute for Education and Training (DIET) Lecturers in various states and different types of education programs, with adaptations and modifications as required. This entire 26-session online training program that is designed for different stakeholders is also in the process of being developed into training manuals i.e., using the presentations and accompanying materials (like videos, scripts, etc.) as a foundation. These manuals are being developed to serve as standardized training curriculums for school teachers and counsellors so that they may eventually be circulated amongst SAMVAD's trainees.

The SAMVAD Education team has been actively engaged in various tasks including translating materials developed thus far, developing manuals and brochures on specific topics and developing a set of stories and poems for a public discourse series. The following are the descriptions for specific materials:

(b) Translation of the training materials:

The main objective of translating SAMVAD's training materials (including those that enable direct work with children) is making these materials widely accessible by the diverse cadres of child care service providers like teachers, educators, counsellors, DIET lecturers, hostel superintendents, etc. (in education spaces). Given that the team has gained hands-on experience by training several groups, while building a nuanced understanding on teaching materials with precision and profundity, the team has successfully translated presentations from English to Hindi.

Additionally, five teachers from Tripura who are undergoing training with the Rajasthan DIET Lecturers, are translating all materials into Bangla language so that these resources can be widely accessed by the regional teachers of Tripura. Similarly, teachers from Andhra Pradesh and Gujarat will be translating the same into Telugu and Gujarati, respectively. The team has also been actively involved in translating the various resource materials in Kannada with the help of the IT Team for training a batch of Karnataka School Teachers.

(c) Brochures on Child Mental Health Disorders

The team has partnered with an external agency which has started developing the layout of the first e-brochure on Childhood Mental Health disorders by converting the requisite content from the training manuals. It will be circulated all over the country in various educational

spaces through teachers, educators and the different educational departments such as SCERT and Samagra Shiksha, with the objective of bringing sensitisation and awareness for teachers and educators on child mental health issues, so as to enable them to provide first level responses to children they identify with various emotional and behavioural problems.

(d) New Curriculums and Concept notes:

In continuation of the training programme, the Education Team has been actively working on developing new training curriculums based on requests received from different government education departments-

- Given the mandate of the National Education Policy 2020, the State Council of Educational Research and Training (SCERT) requires every school to have two counsellors (one male and one female) to provide counselling services for children. Therefore, SAMVAD was approached by SCERT, Nagaland that runs a 9 months diploma course in school counselling (launched in 2018), to capacitate trainers in school mental health. A training curriculum of 36 sessions, as a part of this diploma course titled “Interventions for Strengthening School Mental Health” has been formulated and has been shared with the SCERT which is under consideration for potential roll-out by the SAMVAD Team.
- SAMVAD undertook a three-day Rapid Assessment of Mental Health & Psychosocial Concerns of Children in Tripura, following a request from the Directorate of Tribal Welfare, Tripura, to conduct training for teachers/superintendents of tribal hostels to promote the mental well-being of tribal children. Based on this report, SAMVAD has shared a detailed report consisting of recommendations for the Department along with a training curriculum for the hostel superintendents.
- Based on the requests from the Sarva Shiksha Abhiyan of Madhya Pradesh and GCERT of Gujarat, a detailed concept note along with a curriculum for training Special Educators is being developed, primarily focusing on how teachers/counsellors can work to assist children with special needs. This curriculum covers children with various types of disability (like locomotor impairments, sensory impairments, neurodevelopmental disorders) in terms of assessments and interventions. The detailed concept note has already been prepared and a unit-wise preparation of the training module is currently ongoing.

(e) Story Series and Poem for Public Discourse

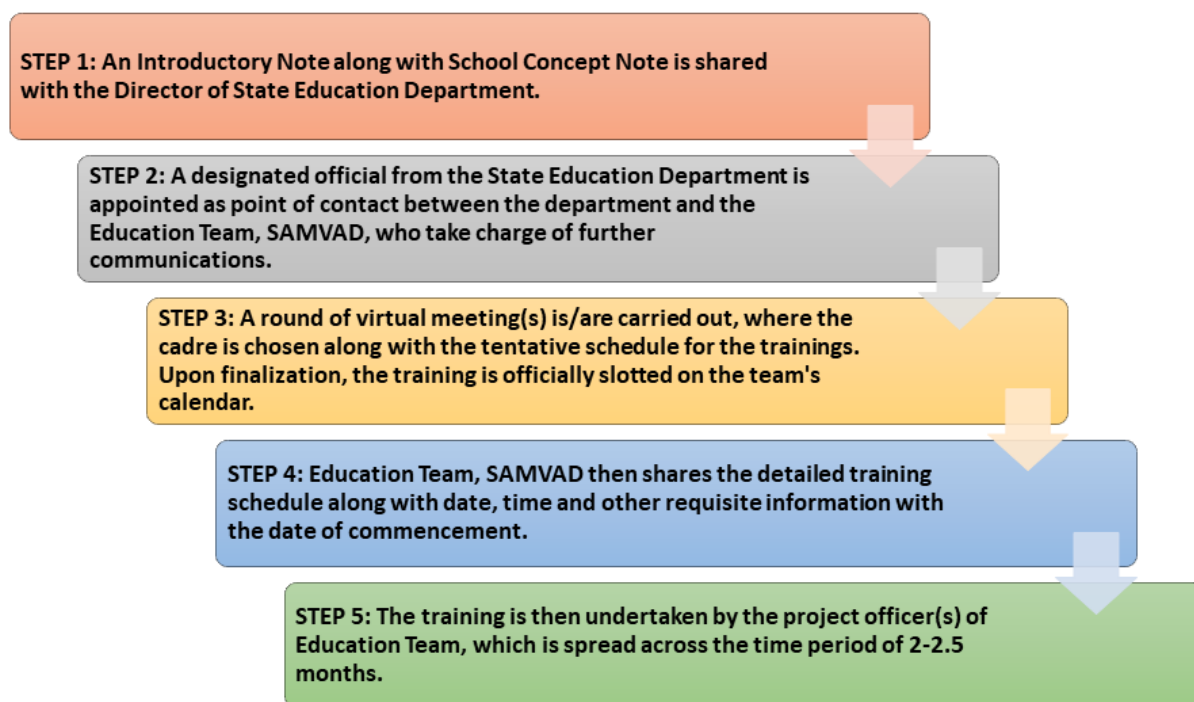
The Education Team of SAMVAD is preparing a public discourse series which centres around two school-going characters who will be depicting the impact of COVID pandemic on their school life. The other material prepared for public discourse is a poem which will also be converted into a video. This poem talks about children’s power and rights, their personhood and identity, and aims to generate sensitivity towards understanding rights of children.

(f) Video Production for Child Sexual Abuse

The team has completed working on a script on Child Sexual Abuse (CSA) awareness which is in video production phase by an external agency. This video will be used in SAMVAD’s educational campaigns and training programs, and will sensitise the participants on different

ways in which children might be vulnerable to Child Sexual Abuse, and help caregivers understand the systemic approaches to seek legal help.

Fig 2: Approaches for Coordination & Program Implementation with Department of Education



Box 3: Training Rationale & Methodologies for Various Cadres

School Teachers & Vocational Teachers

Rationale:

- As children's mental health and protection related concerns are growing exponentially, teachers are a big resource pool that must be tapped to support children and build safe and meaningful experiences for them.
- It will build their understanding of the signs, symptoms and management of child and adolescent mental health disorders and equip them in developing first level responses to assist children with mild-to-moderate mental health problems.
- As children spend significant amounts of time in school and with teachers, the teachers then become an instrumental part in identifying and laying out interventions to support children.
- Scarcity of counsellors in school set-ups poses a challenge in supporting children with mental health concerns, which in turn places a burden on the school teachers.
- Effective training programs, focussing on Child Mental Health will equip teachers to expand their capacities to take the first-step in addressing children's mental health and protection related risks. The objective is not to create 'mental health experts', but capacitate teachers to be better child care professionals.

School Counsellors

- As the government has made it mandatory for (CBSE) schools to appoint counsellors, and integrate child mental health into education spaces, the effective training of school counsellors on child psychosocial well-being is a must.
- Through a comprehensive training program on strengthening School Mental Health, School Counsellors can help students to feel supported when they require emotional and social assistance.

- It will destigmatize the whole notion of asking for help or seeking counselling support in school setups.
- It will help them to identify students who present with mental health issues, like children with severe, acute and/or chronic emotional and behavioural problems, and guide them on providing referrals to specialized mental health services.

District Institute for Education and Training (DIET) Lecturers

- As the DIET Lecturers teach and train pre-service teachers and in-service teachers, they are another potential partner in leading transformation in the area of school mental health.
- With the rich experience in their profession, they know the ground realities, the common surfacing and underlying problems pertaining to children's psychological well-being, and have connections with varied stakeholders in education spaces. Therefore, they must be well-equipped in gaining an in-depth understanding on identifying signs & symptoms of mental health disorders, developing first-level interventions to support children, and guide them on providing referrals to specialized mental health services.
- It will help them plan and provide assistance in guiding their students in addressing special concerns in the school setting—such as inclusion, discipline, bullying, child sexual abuse, etc.

Given the various cadres that are undergoing the online training programme, the methodology becomes the fulcrum of SAMVAD's training as they create impactful learning experiences among participants. Following are three-fold reasons why a major emphasis is laid out on using different methodologies-

Box 4: Methodological Issues in Training Programs

Given the various cadres that are undergoing the online training programme, the methodology becomes the fulcrum of SAMVAD's training as they create impactful learning experiences among participants. Following are three-fold reasons why a major emphasis is laid out on using different methodologies-

i) Catering to Varied Needs/ Requirements and Learning Levels: Different types of learners respond to different methodologies. Keeping this in mind, we ensure to use varied methodologies that cater to individual learning abilities and responses which further leads to using a learner-centric approach in training programmes. These methodologies are universal and are tweaked, so that different cadres' objectives are met.

ii) Promoting Experiential-Learning: Learning is not merely about the 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, visualisation, and other 'do & learn' methods) are experimental in nature. We believe in learning by doing, thus, the experiential learning helps our participants to delve into a hands-on experience where the focus shifts from facilitator-participant interaction to participants leading the interaction where the trainer is just facilitating the training and joining dots with the content being delivered.

iii) Promoting Curiosity and Interest: The use of varied methodologies helps participants to observe, conceptualize, experiment and experience the content that is being taught in the training programme. It also encourages a sense of anticipation, curiosity and self-initiated learning among them, and makes learning more meaningful and joyous.

C.3. Training and Capacity Building

During this quarter, SAMVAD- NIMHANS conducted capacity building programs for various states and cadres through online sessions which are as follows:

Table 10: Training & Capacity Building Programs, Education, April- June 2021

State	Agency/ Government Department & State	Cadre	No. of participants	Theme/ Content	Time- line
Odisha/ Jharkhand	Tata Steel Foundation Educational Programs	Teachers (Batch 02)	50	Psychosocial & Mental Health Assistance to Children in Difficult Circumstances	June 2021
Andhra Pradesh	State Council of Educational Research and Training (SCERT)	School Teachers	50	School Mental Health	June 2021
Uttar Pradesh	Sarva Shiksha Abhiyan	KGBV School Teachers	104	School Mental Health	June 2021
Delhi	Education & Vocational Guidance Bureau (EVGB), Directorate of Education	Counselors (Batch 02)	50	School Mental Health	June 2021
Gujarat	Gujarat Council of Educational Research and Training (GCERT)	DIET Lecturers	50	School Mental Health	April 2021
Rajasthan/ Tripura	State Institute of Educational Research and Training (SIERT), Rajasthan & Department Of Higher Education (DHE), Tripura	DIET Lecturers & School Teachers	59	School Mental Health	May 2021
Karnataka	Kalaburagi	School Teachers	53	School Mental Health	April 2021

Nagaland	Sarva Shiksha Abhiyan	Vocational Teachers	58	School Mental Health	April 2021
Total No. Trained			474		

The duration of online training sessions ranges from a period of about 2.5 months to 3 months, with each session being of a 3-hour duration, held twice/thrice a week. A brief description of the training sessions is given below:

(a) Tata Steel Foundation Educational 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. The 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, the second batch of 50 teachers from 1000 Schools Programme underwent our training. This program aims to revitalize School Education in its areas of operation in three districts of Odisha and two blocks of Jharkhand. The main beneficiaries of this program are children and adolescents from the tribal belts, residing in Jajpur, Keonjhar and Sundargarh regions of Odisha and in Jharkhand, two blocks in West Singhbhum district.

The training for the second batch (from 1000 Schools Programme) was concluded in June. The main objective of these training sessions is to understand children, childhood and the basics of child development, building counselling and communication skills, identification of emotional, behavioural and learning problems, developing first level responses to assist children with mild-to-moderate mental health problems, and addressing special contexts in residential learning centres.

Teachers who underwent this training found themselves to be better equipped in understanding children's' emotions and behaviours. The different frameworks which were discussed allowed them to structure their conversations with children and provide a non-judgemental lens to it. Teachers majorly expressed that communication skills played a vital role in improving their capacities for working with children with the help of role- plays. As they realized that 'context' is the primary source of experience, it was fascinating to bring those concepts during discussions in the sessions, which further reflected that their learnings have been immense. Teachers were keen to share their 'lived' experiences. For example, while teaching Child Development, teachers shared how they never thought about various stimulation activities which plays a crucial role in raising a child.

Different methodologies used by the trainers to engage participants were effective to get an insight into their adaptability. Linkages made between the concepts and contexts was a big motivator for the SAMVAD Team. Despite poor internet connectivity in their regions, teachers

went to different areas to connect & participate in the sessions, which strongly indicated their interest in these sessions.

As part of the learning, teachers were given an assignment where they had to practice skills with children and submit the assignment, based on their observations and processes.

Box 5: Training Feedback from Tata Steel Foundation Teachers

- “इस प्रशिक्षण में काफी कुछ सीखने को मिला, बच्चों को समझना एवं समाज को बच्चे के प्रति संवेदनशील बना सकते हैं। हम जो भी सीखे हैं उसको दूसरों के साथ साझा करेंगे। कई बार हमारे कार्य मे ही ऐसे मोड़ आते हैं, हम समझ नहीं पाते हैं कि इस स्थिति में क्या करना है, कैसे बच्चे से बात करनी है, वह समझ इस प्रशिक्षण में मिला जो कि काफी अच्छा था। समाज में बच्चों के लिए उचित स्थान दिलाने और उन्हें उनकी अधिकार से वंचित न कर उनकी अधिकारों को सुनिश्चित कर सकते हैं। प्रशिक्षण में शामिल करने के लिए पुनः धन्यवाद।”
- “शिक्षक और शिक्षिकाओं को इस तरह की Training नए - नए तरीके से बार बार मिलना चाहिए और लेना चाहिए। क्योंकि जिस सुंदर तरीके से प्रशिक्षण दिया गया उसे मोटी मोटी किताबें पढ़ कर भी अनुभव हासिल नहीं किया जा सकता।”
- “Communication skills with children:- इस विषय को बहुत ही अच्छा लगा एक टीचर या काउंसलर को किस तरह से आपना खुद का परिचय, सुनने का कौशल, भावनाओं की पहचान और उन्हें स्वीकार करना, सहानुभूति, गोपनीयता, सुनिश्चित करना इत्यादि बहुत अच्छा लगा। इसके साथ ही जो बच्चों को सीखने की विकलांगता होती है। आपका दोस्त अच्छा पढ़ सकता है लेकिन अच्छा ड्राइंग नहीं कर पाता है। आपको पढ़ने में थोड़ा समस्या होती है लेकिन आप अच्छा ड्राइंग करते हो। सभी का दिमाग अलग - अलग होता है। हमारे दिमाग में बहुत सारा नशें जुड़ी होती है। लेकिन कुछ नशें नहीं जुड़े होते हैं। इसमें आपका कोई गलती नहीं है। आपका दिमाग का बनावट ही ऐसा है। आप बुद्धि नहीं हो। इस तरह का intervention हर एक विषय में चर्चा किया गया है। ये बहुत ही अच्छा तरीका समझाया गया है जिसे हम अपना कर बच्चे के मनोबल को बढ़ाने में मदद मिलेगी। इस तरह सभी विषय पर विस्तार से जानकारी दिए गए और ऐसे ही एक व्यक्ति का चित्र बनाकर उनकी भूमिका सपना, समस्या, उनकी पसंद के बारे में बच्चों को लिखने देंगे तो इससे हम सहायता मिलेगी उनको समझने में। ऐसे तो हम बच्चों के लिए काम करते हैं और बच्चों को किस तरह से सिखाया जाए, उनके अधिकारों के विषय पर प्रशिक्षण मिला है। लेकिन ये बच्चों कि समस्या को कैसे समझे और क्या करें इसके विषय में बहुत सारी जानकारी मिली। ऐसा ये मेरा पहला प्रशिक्षण है। अब मैं बच्चों से संबंधित समस्याओं को जानने एवं समाधान करने की कभी हद तक करने का कोशिश करेंगे। धन्यवाद।”

- *“मुझे इस प्रशिक्षण के माध्यम से बहुत सारे ऐसे बिंदु सीखने को मिला जैसे बच्चे , बचपन और बच्चों के विकास होने का आधार , बच्चों के स्वभाव और व्यवहार के आधार , बच्चों को चयन करने का तरीका जिसमें उनसे अच्छे रिश्तों को स्थापित करना आदि ऐसे कई बहुमूल्य चर्चित बिंदु जो मैंने अपने व्यक्तिगत एवम पेशेवर में मददगार साबित होगा। बच्चों के द्वारा जो पारदर्शिता तथा मूल्यांकन सीखने में समस्या होती है उनको समझना इसके अलावा किशोर किशोरी बच्चों के बदलाव, लक्षण और उनके स्वभाव को पहचानने के इसके साथ साथ यौन उत्पीड़न , यौन शोषण आदि ऐसे पहचानते हुए अपने जीवन में लागू करने के लिए मैंने आत्मिक रूप से वादा भी किया और जिस तरह एक सामाजिक कार्यकर्ता होने के साथ साथ शिक्षक होने की भूमिका निभाने में जो महत्वपूर्ण पहलुएँ होती हैं सारे चीजों को अच्छी तरह से सीखने को मिला ।इसके लिए जो आपकी संस्था द्वारा आयोजन प्रशिक्षण के लिए संस्था को बहुत धन्यवाद और आभार प्रकट करता हूँ ।”*
- *“Video ya picture show ke baad jo humare opinion share karne ko milta tha wo acha laga kyunki hume fir bachpan se judne ko mila ...humare bhavnaye bahar aya or hume ehi bat bht acha laga ... thank you.”*

(b) Teacher Training, State Council of Educational Research and Training (SCERT), ANDHRA PRADESH

Upon receiving a 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 main objective of this training was to equip teachers with identification & first level responses to mild to moderate issues, facilitate better communication skills with children and address special contexts related to school. The training was concluded on the 21st of June, 2021.

Throughout the training, there were a lot of responses from the teachers on realisation of their outlook towards working with children. Many teachers shared that they did not place much importance on sensitivity required in talking to children, and this training has really helped them understand the essence of it. One of the eminent themes that was shared by the teachers was their perspective on children and giving them an opportunity to voice their problems. They have learnt to connect contexts to the behaviours presented by the children, with which they are now in a better position to tackle their concerns and issues with first level responses.

The methodologies have helped them think beyond textbooks and not to be limited to the syllabus. The different elements, such as, communication skills, the checklist on the different internalising disorders (anxiety, depression etc), externalising disorders (substance use, conduct disorder), developmental disabilities and their interventions has equipped them to cater to the needs of the children who come from different walks of life. The teachers also shared that they understood their boundaries as first level respondents and how there are sources of referrals for children who go through adverse childhood experiences.

The training began with a lot of misconceptions held by the participants about counselling and helping children. During the first few sessions, it was observed that while going through their own childhood memories and experiences, the teachers could relate to how students felt. Gradually, the teachers picked up the concepts and were able to piece it together to build their

calibre in helping and supporting children through the use of the framework to understanding children, their context and inner voices. They could finally make sense of the varied circumstances and behavioural manifestations, and communication skills. The training, as shared by some teachers, has also created empathy among them to understand children and their emotions with a non-judgmental approach.

Box 6: Training Feedback from Andhra Pradesh Teachers

- *“As a science teacher, I was always focused on my students’ academic performances, I always wanted every child in my class to get the highest marks, I wanted every child to become a doctor, engineer or scientist. This training has helped me in understanding the uniqueness of every child. It has helped me to sit back and look at my students not from an academic lens but a holistic perspective. Now I just don’t want to look at performance, I want to understand their inner voices, the contexts that they come from, the experiences they had, the emotions they feel because of which they behave a certain way. This training has totally changed my perspective of how I see children.”*
- *“The training program was superb. The concepts were very clear and easy to understand. It is very useful for teachers”*
- *“This is the best training program among all the training programs I have attended. All the teaching methods/ strategies/ techniques have made a huge impression on me. Visualisation, power hierarchy game, quiz, break out rooms, discussion on case studies, every method was awesome. This training will help me to work with children in a better way. We came to know more about the different disabilities in children and how to help them, our approach towards them has changed.”*
- *“I feel this is the best program that I have ever gone through. This helps reconnect the relationship between student and teacher. I hope you will reach us again with this kind of training program. Thank you.”*
- *“I got a unique experience on Child Mental Health. The interaction sessions are effective, slido, moodle technology is virtual and helpful. The trainers are rich in resources. They conducted classes very lively. Counselling methods, particularly in IDD, ADHD, and SLD are simply superb for meaningful management in the classroom. My submission is that it be mandatory for each Indian teacher to undergo this type of in-service training at least every 5 years so as to enrich their awareness in Child Mental Health. Thank you for this opportunity.”*
- *“I could throw a light on the inner voice of the child which is the most neglected area while counseling a child.... many a time I come to conclusions before listening to the child completely, without understanding the inner voice and cries of the child.... Now I am starting to be non-judgmental, acknowledging the problems and learning to listen patiently.”*

(c)Teacher Training, Sarva Shiksha Abhiyan, Uttar Pradesh

The SAMVAD team has completed the training programme with a total of 104 teachers, divided into Batch 01 and Batch 02 of Kasturba Gandhi Balika Vidyalaya (KGBVs) in June 2021. This training programme was done 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 was

to equip teachers with identification & first level responses to mild to moderate issues, facilitate better communication skills with children and address special contexts related to school.

The teachers have shared that this training will be highly beneficial for all the (female) students of KGBV as the teachers now have an in depth understanding of the importance of knowing children's contexts, recognising and understanding children's emotions, and to make them feel that the school is a safe space where they are free to share and talk about how they feel and what is bothering them. Some of the teachers also shared personal experiences around handling cases of child sexual abuse in their respective schools and raised specific questions around mandatory reporting and POCSO Act which were all answered by the facilitators during the session on Child Sexual Abuse.

From the facilitator's perspective, the teachers showed an understanding at deeper levels of topics covered in the training, which was reflected in the role-plays, case discussions and movie- screenings. One of the major things that stood out for the trainer was that of note-taking. During the beginning of each session, the teachers were eager to share their learning from the previous sessions, and there was no occasion where teachers missed out on important discussions. They were also keen to take responsibility for translating IEC materials in Hindi during the entire course of training, which improved their learnings. The spirit of team-engagement was commendable and gives us an understanding of how effective these training sessions were to them.

In terms of challenges, sometimes, the teachers juggled between attending the training and managing their classes, connectivity issues and administrative work, but they made sure to be on the session on time and respond effectively during discussions. Towards the last segment of the training, teachers were found to be dropping out from the sessions due to COVID related difficulties and administrative responsibilities, which made it difficult to continue our training sessions in two batches. Subsequently, with our discussion with the coordinating officer, KGBV, the two batches were then merged and the sessions were then held as per the schedule. Due to lack of technological awareness, the teachers were found to be worried about accessing resource materials and submission of assignments for the Learning Management System (LMS) for which their queries were taken and addressed on a regular basis.

Box 7: Training Feedback from KGBV Teachers, Uttar Pradesh

- *“यह ट्रेनिंग हमारे समाज के संचालन में बहुत मदद करेगी। अब हम छात्राओं की इनर वॉइस, कॉन्टेक्ट, अनुभव व व्यवहार को बहुत अच्छे से समझ पाएंगे। संचार कौशल से संबंधित हमारी समझ में काफी सुधार आया है।”*
- *“ट्रेनिंग बहुत अच्छी थी व ट्रेनर्स ने काफी अच्छे से हमें समझाया।”*
- *“इससे हमने बहुत कुछ सीखा जो हमें अपने के जी वी वी के बच्चो को और उनकी समस्याओ को बहुत ही अच्छे से समझने मे मदद करेगी! “*
- *“हम सुनते समझते थे लेकिन इस प्रशिक्षण को लेने पर हमे लगा कि हम और भी अच्छे से अपने बच्चो को प्यार और विश्वास के साथ उनके संदर्भ ,भावनावो आदि को समझ सकेगे ! ये ट्रेनिंग समस्त टीचर को दी जाय*

तो बहुत ही उपयोगी होगा!"

- *"One of the experiences was quite moving for me... it was about understanding how easily we can find out about the feelings of the child through understanding the inner voices of them, and can gain trust of them so that they can openly talk about their experiences and emotions."*
- *"I liked different methodologies used during the training programme like case studies, role plays & showing videos and having discussions around it."*
- *"Training was very good and helpful for understanding child behaviour. These types of training must be held at many intervals and must be spread to common people too, so that they can also know about it, and can nurture and do the upbringing of their children in ways that cater to the overall development of children of our country."*
- *"Very good experience. I learned about how crucial the first 1000 days are for a child's development, different domains of child development, and the importance of knowing and understanding the context of children. I also learned about anxiety disorders, depression, substance use among children & adolescents, conduct disorder, self-harm & suicide, IDD, SLD, ADHD, Interventions for Child Sexual Abuse, etc."*
- *"Through this training, I have realised and learned the real meaning of being a teacher... that a teacher just doesn't provide bookish education but also enables the child to develop life-skills to solve real-life/ personal problems through critical thinking and coping with stress."*
- *"The facilitators have been extremely supportive, encouraging and patient in terms of answering our queries, problems and also helping us understand the concepts through simple language."*

(d) Training of School Counsellors, Educational & Vocational Guidance Bureau, Delhi

SAMVAD- NIMHANS, in collaboration with Educational & Vocational Guidance Bureau, Directorate of Education, New Delhi initiated a second batch for capacity-building sessions on "Interventions for Strengthening School Mental Health" spread across a total of 24 sessions. The main objective of these training sessions is to understand children, childhood and the basics of child development, building counselling and communication skills, identification of emotional, behavioural, and learning problems, developing first level responses to assist children with mild-to-moderate mental health problems, and addressing special contexts in school settings such as Child Sexual Abuse, Bullying, Positive Engagement with Children.

For many counsellors, this training was a refresher course as they were already equipped with the understanding of various concepts taught in the sessions. Counsellors were highly participative and discussed minute details of Communication Skills. On certain occasions, the counsellors were able to pinpoint certain aspects of the videos used, how it can be worked upon and improved as part of discussions. This very understanding is an indication of how these counsellors engaged with the training sessions. These counsellors were keen learners about a few topics such as, Conduct, Self- Harm and Depression. They even expressed how many times the understanding of these disorders is often limited to their own understanding, but the manifestation of behaviours and emotions, relating to these disorders were identified as key takeaways of this training.

From the facilitator's perspective, participants showed curiosity at deeper levels, looking at the applicability of the various interventions. These behaviours suggest that the counsellors were not only understanding the concepts but were also internalising and processing the learnings. There was a lot of hesitance shown in terms of putting their videos on. As the course progressed, counsellors were told that it is mandatory to put on their videos, if they are

presenting their cases, or contributing to the discussions. Each participant was encouraged to share their experiences from school to enhance their conceptual understanding of themes/topics.

The participants expressed an interest in developing an understanding of Sexuality and Child Sexual Abuse, which shall be taken up in the upcoming sessions along with Developmental Disabilities and Disorders.

(e) DIET Lecturer Training, Gujarat Council of Educational Research and Training (GCERT), Gujarat

The SAMVAD Team collaborated with the Gujarat Council of Educational Research and Training (GCERT) to initiate the training programme focusing on the school mental health. The main objective of these training sessions is to enhance the understanding of lecturers on themes such as Children and Childhood, Understanding Children's Emotions and Behaviour, Communication Skills with Children, Common Emotional and Behavioural Problems in Children, Developmental Disabilities and Learning Disorders and developing first-level responses to assist children with mild-to-moderate mental health problems, and addressing special contexts in school settings such as Child Sexual Abuse, Life-skills Education, etc so that their understanding will assist their students (pre-service teachers & in-service teachers) to provide a safe environment for their children in classrooms and schools. Currently, there is an ongoing training with the batch of 50 DIET Lecturers from 33 districts of Gujarat.

So far, a total of 20 sessions have been completed. The current sessions are conducted on developmental disabilities, and then followed by sessions on Child Sexual Abuse and Life-Skills Education.

(f) DIET Lecturer Training, Rajasthan State Institute of Educational Research and Training (SIERT), Rajasthan

The SAMVAD Team in Collaboration with the State Institute of Educational Research and Training (SIERT) has initiated a training on "Interventions for Strengthening School Mental Health" for the lecturers who teach pre-service and in-service teachers in government schools. The main objective of this training is to equip lecturers with identification & first level responses to mild to moderate issues, facilitate better communication skills with children and address special contexts related to schools.

Along with these lecturers, 4 teachers from Tripura, Department of School Education are also joining the session for the purpose of translating the session materials into Bangla for training different educational cadres of Tripura.

Currently, 16 sessions have been completed with the batch. The program is expected to be completed in mid-August of 2021. The upcoming topics for these batches include Developmental Disabilities and addressing Child Sexual Abuse in school contexts.

(g) Teacher Training, Kalaburagi District, Karnataka:

Given the closure of schools during the pandemic and an inevitable shift to an era of online classes, the Additional Commissioner of Public Instructions, Kalaburagi, initiated a training through SAMVAD for teachers in Kalyana Karnataka region (KKR) in the month of May, 2021.

In view of the concerns of teachers on children's well-being, the training is aimed at strengthening school mental health to identify mild to moderate mental health issues and equipping teachers to provide first level responses to children. Additionally, given the COVID

scenario and the role played by teachers in children’s lives, teachers are also being trained on how to help children manage their COVID related worries and anxieties.

The sessions are held twice a week where 53 teachers attend the training via an online platform and these sessions are simultaneously streamed LIVE on YouTube for teachers across the state to benefit from the training and indirectly assist children across the Kalaburagi region. On an average, 60,000 teachers from various districts of Kalaburagi division are part of the sessions through YouTube.

Till now, 19 sessions have been completed with the teachers, covering a wide range of topics, such as, Child Development, Communication Skills and Common Emotional & Behavioural Problems in school-going children. Few of the upcoming themes are- Developmental Disabilities, Life Skills and Child Sexual Abuse.

(h) Vocational Teacher, Samagra Shiksha, Department of School Education, Nagaland: SAMVAD received a request from Samagra Shiksha, Department of School Education, Nagaland, to train their vocational teachers who teach classes 8-10 in government schools. The training was initiated with 58 government vocational school teachers from Nagaland on the 6th of April, 2021. The main objective of this training is to equip teachers with identification & first level responses, facilitate better communication skills with children and address special contexts related to school.

After 10 sessions, the training had to be moved to a later date owing to network connectivity issues, weather conditions as well as difficult terrain with no stable internet, thus hindering the participation of teachers in the online training. After discussion with the Department of Education, the training will be taken up in-person for the remaining 14 sessions once travel restrictions are lifted in upcoming months.

C.4. Panel Discussions, Series & Special Sessions on Educational Themes

In addition to its routine training programs, SAMVAD participates in and delivers panel discussions, series & special sessions in response to requests from various agencies, as detailed below.

Table 11: Panel Discussions, Series & Special Sessions, Education, April-June 2021

State	Agency/ Government Department & State	Cadre	No. of Participants	Theme/ Content	Timeline
West Bengal	Rabindra Bharati University Teachers' Association	Teachers	42	“Countering COVID: The Mental Battle”	May 2021
Pan India	NCERT	Teachers	2,685	‘Paricharcha’: Understanding and Coping with Grief	June 2021

PAN India	Orient BlackSwan Publications	School Principals & School Principals	500 (on Zoom) + 49,597 (YouTube views) ²	Back to School— Responding to the Mental Health Impacts of the COVID	April 2021
Karnataka & West Bengal	VAANI	Special Educators	40	Addressing Impact of COVID on psychosocial wellbeing of Teachers	May 2021
Pan India	School of Education, Central University of Haryana	B.Ed & M.Ed Students	92	Socio- Emotional Development: Life Skills Education	June 2021
Total			52,956		

(a) Session on “Countering COVID: The Mental Battle” organised by Rabindra Bharati University Teachers’ Association (RBUTA), West Bengal

On 20th May 2021, SAMVAD was invited to a session organised by the Ravindra Bharathi University Teachers’ Association, West Bengal, for Teachers on the topic “Countering COVID: The Mental Battle”. The objective of this session was to equip teachers to address the uncertainty of students during this pandemic. The disproportionate impact of the pandemic on the most vulnerable, the notions of equality, the importance of redefining equality in terms of the philosophical underpinnings of equity were some of the themes addressed by the SAMVAD Team. The Team shed some light on how the pandemic has impacted everyone’s internal and external ecology, especially for children where the different losses in their lives were discussed.

The session also emphasised on the uncertainty and mental battle that everyone is dealing with, especially children, yet exploring the realm of reality and possibility, the need to have conversations around uncertainty, the change in intolerance of uncertainty which can be observed in many areas of our lives, and how to restructure our appraisal towards it. The session also highlighted the importance and need to protect /mediate the mental battle of the students and how the responses of the institution and teachers brings a change to their lives.

(b) Live Interactive Session: ‘Paricharcha’ Understanding and Coping with Grief

A two-part session on “Understanding and Coping with Grief”, hosted on the ‘NCERT OFFICIAL’ YouTube Channel on 11th June and 18th June 2021 respectively was facilitated by the SAMVAD Team, as a part of ‘Paricharcha’ series under the Manodarpan initiative by the Ministry of Education, to reach out to students and other stakeholders in education spaces. It aims to create awareness about mental health and well-being concerns and ways of coping with them. The session on 11th June 2021 focused on the psychosocial impact of loss and

² Youtube Views as of 31st July 2021

grief experiences in children in the context of COVID. Therefore, the importance of approaches towards interventions that focused on the contexts of children and adolescents, and validating their experiences were highlighted.

Following this, a special LIVE interactive session was organised with five counsellors of Jawahar Navodaya Vidyalayas on 18th June 2021 to respond to the queries and concerns regarding supporting children who have experienced trauma of loss and grief in the ongoing COVID Pandemic. Counselors were provided with different interventions and frameworks that can be applied to mental health concerns in children.

Other special programs undertaken by the Education Team are as follows-

(c) Special Series for Orient Blackswan Publications

A two- part series on the context of COVID-19 Pandemic “**Back to School—Responding to the Mental Health Impacts of the COVID**” was done with Orient BlackSwan Publications on 17th and 24th April 2021. Orient BlackSwan is an Indian publishing house headquartered in Hyderabad, Telangana. Teachers and principals belonging to different educational boards, such as, CBSE, ICSE & other regional state boards were part of the session. In the first part of the series, the session focussed on the well-being of teachers with various activities along with in-depth discussions on the impact of COVID on children. This session was also streamed live on YouTube with thousands of views on it. The session entailed the framework of ‘Inner Voice’ with active case discussions where participants, from both- online training portal as well as YouTube were present.

In the second part of the series, the session focussed on “Addressing the Mental Health & Psychosocial Impact of COVID on Children”, where the session was focussed on explaining the framework of illness to children, addressing coping mechanisms, followed by strategies for anxiety management for children during this Pandemic.

The sessions were powerful and received an overwhelming response from participants across India. Given the participative nature of the sessions, it was a challenge to keep a track of all the responses. Some of the queries which came up in the session were regarding motivation for children, adjustment issues, screen- time, to name a few, which were taken up in a Q & A segment by the SAMVAD Team.

(f) School of Education, Central University of Haryana

Upon receiving a special request from an Assistant Professor, School of Education, Central University of Haryana, a special session on “Socio-Emotional Development: Life Skills Education was organized for B.Ed & M.Ed Students on 25th June 2021 to address the importance and application of Life- Skills Education in today’s world. The session focussed on the nuances that are required for implementation of Life Skills with children. The first half of the session talked about the triangulation of context, applicability and methodology, whereas the second half looked at the application of Life Skills in various contexts such as Gender & Sexuality, Trauma, Substance Use & Conduct Issues.

The participants in the sessions were expected to engage in various activities which will give them an opportunity to understand the methodology from the facilitator’s perspective, thus, to improve the effectiveness of Life Skills training. Given the expected number of participants, the actual participation was less, with low responsiveness of the teachers. In many instances, only a set of teachers were found to be responding to the activities, which in turn, made the

facilitator to constantly set reminders for each one of them to engage and respond to these activities. In totality, this undermined the objectives set for the session.

(g) Teacher Training, VAANI Deaf Children's Foundation, Bangalore, Karnataka

The SAMVAD Team was approached by the VAANI Foundation to conduct a mental-wellbeing session for 40 teachers who teach children with hearing impairment. These teachers are located in Karnataka and West Bengal, and since the shutdown of schools due to COVID pandemic from the year 2020, the teachers have been struggling in different spaces in teaching these children as the online mode restricts their creativity in using different Teaching-Learning Materials (TLMs) like hand gestures, visual materials (charts, images, videos). Also, as the teachers also belong to the low-economic strata, some of them either didn't have access to smartphones or proper internet connection, and have been finding it really hard to manage work-life balance by taking classes from home which further added to their frustration and burn-out. Due to this, the senior management at VAANI Foundation sought support from SAMVAD to organise a session that provides them with methods of relieving stress and feeling calmer.

A three-hour session on 19th June 2021 was conducted with the teachers which aimed to enhance the well-being and capacities of teachers to respond to their stress and psychosocial problems as they occur in the COVID context vis-a-vis online teaching. It focused on different interventions for assisting teachers to understand & address concerns & anxieties pertaining to online classes.

The session was conducted bilingually keeping in view the participants from Karnataka (who were English speaking) and West Bengal (who were Hindi speaking). It was highly interactive and participative in nature and the participants felt happy and enthusiastic after attending the session. The participants shared that they liked how the activities that were used in the session can be practiced with children with hearing impairment. One of the teachers also shared that, *"after attending this session, I realised that I am not the only one who has been struggling with keeping up with the online mode of teaching, but there are many other teachers who feel the same. This session reaffirmed confidence in me and provided me with simple methods to engage children with special needs in online classrooms."*

The other teacher shared that, *"I will use the 'voice of problem' and 'voice of truth' exercise in my life whenever I will struggle with different problems which make me experience negative emotions. It was very effective in terms of challenging my own inner voices which make me feel bad, and turning them into voices which make me feel hopeful."*

C.8. Plans for next quarterly, Education, July- September 2021

Below are the activities, namely training and capacity building programs for the school teachers/ school counsellors/hostel superintendents/ special educators, scheduled for the next quarterly period, July to September 2021.

Table 12: Proposed Training & Capacity Building Programs, Education, July-September 2021

State	Agency/ Government Department & State	Cadre	No. of Participants	Theme/ Content	Timeline
Odisha/ Jharkhand	TATA Steel Foundation	Teachers (Batch 03)	50	Psychosocial & Mental Health Assistance to Children in Difficult Circumstances	August 2021
Rajasthan	State Institute of Educational Research and Training	School Teachers	100	School Mental Health	August 2021
Uttar Pradesh	Sarva Shiksha Abhiyaan	Teachers	150	School Mental Health	To be Decided- Official communication is ongoing
Tripura	Directorate of Tribal Welfare	Hostel Superintende nts	157	Mental Health & Psychosocial Assistance to Children of Tripura	To be Decided- Official communication is ongoing
Across regions in North, East and West	Manodarpan, NCERT Kendriya Vidyalaya, Jawahar Navodaya Vidyalaya, State Board Schools	Teachers	150	School Mental Health	To be Decided- Official communication is ongoing
Across 8 Regions- Bhopal, Chandigarh, Hyderabad, Jaipur, Lucknow, Patna, Pune,	Jawahar Navodaya Vidyalaya	School	100 (50- School Counselors; 50- School Teachers)	School Mental Health	To be Decided- Official communication is ongoing

Shillong					
Haryana	Department of Secondary Education	Teachers	218 School Teachers + 32 School Counselors	School Mental Health	To be Decided- official communication is ongoing

SAMVAD has contacted other states, namely, Chhattisgarh, Sikkim, Maharashtra, Puducherry, Mizoram, Assam —and is awaiting a response from these State Education Departments.

D. Policy and Law

D.1. 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.
- To engage with judicial bodies and child protection systems through discussions, deliberations and reviews on aspects pertaining to the child and law.
- To conduct research and studies in order to inform child policy and law in the country.
- To elicit judicial stakeholder perspectives on child law and policy and facilitate material development for judicial education and capacity building.

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.

Training Curriculum for a Three-Day Program on Child and Law for the Karnataka Judicial Academy

On request from the Hon'ble Juvenile Justice Committee of the High Court of Karnataka, SAMVAD developed a 3-Day Training Curriculum for Judicial Officers to help provide an overview of legal, psychosocial and mental health issues pertaining to judicial engagement in three key areas of child and law work, namely child sexual abuse, children in conflict with the law and child custody issues.

Apart from providing an overview of key issues and challenges in these important domains of judicial engagement, the Training Curriculum sought to equip officers with child-friendly methods and skills in interviewing and eliciting of children’s narratives so that they may make decisions that are child-centric i.e., in the best interests of the child’s safety and protection and well as psychosocial and mental health.

An overview of the schedule for the training sessions developed as part of the Three-Day Training Program is provided in Annex 2.

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, through orientation and training/judicial engagement programs to 389 judicial officers from across the country mainly on the subjects of child custody, 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 16 for details].

Table 13: Training & Capacity Building Activities, Policy & Law, April to June 2021

State	Agency/ Government Department	Cadre	No. of Participant s	Theme/Content	Timeline
Maharashtra	Maharashtra Judicial Academy	Marriage Counsellors/Famil y Court Judges	97	A Child- Centric Approach to Child Custody Evaluation in Matrimonial Cases: A sensitization guide to safeguard the child’s best interest.	April 2021
Delhi	Delhi Judicial Academy	Special Court/POCSO Court Judges	55	Developmental & Mental Health Implications for Child Witnesses: Eliciting Evidence under Protection of Children from Sexual Offences (POCSO) Act 2012	April 2021
Uttarakhand	UJALA	CJMs/ACJMs/Judi cial Magistrates	32	<i>Gender Sensitisation Program:</i>	May 2021

				Understanding the Child's Inner Voice - A Child-Centric Perspective in Working with Sexually Abused Children & Children in Conflict with the Law	
Uttarakhand	UJALA	CJMs/ACJMs/Judicial Magistrates	24	Working with Children in Conflict with the Law - Pathways to Offence & their Implications for Section 15	June 2021
Uttarakhand	UJALA	CJMs/ACJMs/Judicial Magistrates	36	<i>Gender Sensitisation Program:</i> Understanding the Child's Inner Voice - A Child-Centric Perspective in Working with Sexually Abused Children & Children in Conflict with the Law	June 2021
Karnataka	Karnataka Judicial Academy	Civil Judges	60	<i>Virtual Online Three-Days Sensitisation Program for Civil Judges on Child and Law: Working with Children in Conflict with the Law</i> - Pathways to Offence, their Implications for Section 15 & Assessments for CICL	June 2021

Karnataka	Karnataka Judicial Academy	Civil Judges	43	<i>Virtual Online Three-Days Sensitisation Program for Civil Judges on Child and Law. The Child as a Witness: Developmental & Mental Health Implications for Eliciting Evidence under Protection of Children from Sexual Offences Act (POCSO) 2012</i>	June 2021
Meghalaya	Meghalaya Judicial Academy	Judicial Officers	19	Mental Health and How to maintain a positive approach in the day-to-day functioning during this COVID-19 Pandemic	June 2021
Uttarakhand	UJALA	CJMs/ACJMs/Judicial Magistrates	23	Working with Children in Conflict with the Law - Pathways to Offence & their Implications for Section 15	June 2021
Total No. of Personnel Reached (From April 2021 – June 2021) - 389					
Total No of Personnel Reached (From June 2020 – June 2021) (Q1 + Q2 + Q3 + Q4) = 11,439 + 446 + 345 + 389 = 12,619					

i) Developmental & Mental Health Implications for Child Witnesses: Eliciting Evidence under Protection of Children from Sexual Offences (POCSO) Act 2012

On request from the Delhi Judicial Academy, the SAMVAD Team conducted a Training Program for Special Court/POCSO Court Judges on the methods and contexts of Child Sexual Abuse perpetration, the significance of applying a child developmental lens to evidence-gathering/statement-recording, and developmentally-appropriate child interviewing techniques in eliciting evidence from children. The sessions discussed various psychosocial contexts of child sexual abuse, and the resultant emotional-behavioural consequences that significantly impact sexual abuse disclosure (especially in child-witness testimony).

ii) Working with Children in Conflict with the Law - Pathways to Offence & their Implications for Section 15

On request from the Uttarakhand 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:

- o Understanding the Pathways to Vulnerability for Children in Conflict with the Law: Implementing the Psychosocial and Mental Health Assessment Proforma.
- o 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 evaluative criteria relevant to the framework of Section 15 of the JJ Act, and the various conceptual issues and challenges in its effective implementation. Subsequently, the session provided an overview of the ‘Preliminary Assessment Proforma’ developed under the aforementioned Community Project to assist in decision-making related to juvenile transfer.

iii) Three-Day Sensitisation Program on Child and Law for the Karnataka Judicial Academy

As part of judicial sensitisation efforts, the Hon’ble Juvenile Justice Committee, High Court of Karnataka announced a Three-Day Sensitisation Program for Civil Judges on issues pertaining to Child and Law. Thus far, 3 batches of Civil Judges have been trained by the SAMVAD Team on the following subjects:

- o Re-connecting with Childhood: A brief introductory session to help participant officers re-connect with their childhoods, and a subsequent discussion on understanding children’s internalisations of difficult experiences.
- o Working with Children in Conflict with the Law: A Training Session on understanding CICL’s Pathways to Offence, their Implications for Section 15 & Assessments for CICL.
- o The Child as a Witness: A Training Session on understanding the Developmental & Mental Health Implications for Eliciting Evidence under Protection of Children from Sexual Offences Act (POCSO) 2012 -The ABCs of Sexual Abuse and its perpetration, The Child’s Capacity for Providing Testimony & Child-Friendly Methods and Techniques for Eliciting Evidence

iv) Understanding the Child’s Inner Voice - A Child-Centric Perspective in Working with Sexually Abused Children & Children in Conflict with the Law

On request from the Uttarakhand Judicial Academy, the SAMVAD Team conducted a Training Session for Judicial Magistrates, as part of a Gender Sensitisation Program, to develop an

understanding of the significance of adopting a child-centric perspective in working with child-victims of sexual abuse and CICL. This Session employed the Inner Voice Analytic Framework to explain emotional and behavioural issues in sexually abused children and CICL, and the implications for mental health treatment, behaviour change and rehabilitation.

v) Child-Centric Approaches to Child Custody Evaluation in Matrimonial Cases: A sensitization guide to safeguard the child's best interest

On request from the Maharashtra Judicial Academy, a 1-day Training Program was conducted to discuss the psychosocial and mental health impacts of parental separation/divorce and the significance of adopting child-friendly approaches to facilitate judicial decision-making that is in keeping with the child's best interest. The Program was divided into the following sessions to undertake an exhaustive overview of the myriad aspects involved in custody-related decision-making:

- a) Introduction to Child Custody Evaluation - This session discussed the need for child-centric approaches in order to understand the child's psychosocial and developmental needs, the basic components of a Child Custody Report and the various psychosocial issues that typically arise in child custody cases.
- b) Interviewing Children in Child Custody Cases – This session discussed the different components of conducting a systematic interview with the child including rapport building, use of child-friendly language, exploring the child's wishes and concerns and closing the interview.
- c) Exploring the Child's Inner Voice in Child Custody Cases – Through the use of the Inner Voice Analytic framework, this session helped provide a systematic approach to understanding emotional and behavioural issues in children in child custody cases.
- d) Role of Counsellors in Child Custody Process: This session provided counsellors with a framework to understand their role in child custody cases and the issues that may require the assistance of a mental health professional.

➤ **Other Judicial Engagements**

i) Protection and Mental Health Concerns of Children in the COVID Crisis: Implications for Systemic Approaches (Views: 7,500)

SAMVAD, in collaboration with the Hon'ble Juvenile Justice Committee, High Court of Karnataka, the Karnataka Judicial Academy and the Karnataka State Legal Services Authority, conducted a web-based judicial engagement program to discuss the psychosocial and mental health concerns of children in the COVID crisis and systemic responses that are necessary to address various child protection and mental health risks. The program briefly undertook an overview of the significant child protection and mental health risks during the 1st Wave, with specific reference to children in difficult circumstances, and systemic responses necessary to address these risk factors in terms of conducting systematic home assessments, creation of temporary COVID-care centres, financial support for vulnerable communities etc.

The program subsequently discussed the child protection and mental health risks in the context of the 2nd Wave, in terms of COVID-related anxieties amongst children, loss and grief experiences in the context of illness and death of primary caregivers, vulnerability to trafficking,

child marriage and child labour, and the systemic responses required amongst district-level nodal functionaries in terms of facilitating timely identification of COVID-Orphaned/Abandoned Children. Additionally, SAMVAD discussed possible preventive approaches to protection and mental health risks amongst children in the anticipated 3rd wave, and interacted with participating judicial officers to understand their concerns and challenges.

ii) SAMVAD's Recommendations for 'Standard Operating Procedure (SOP) with regard to the children orphaned, abandoned or surrendered, as a result of Covid-19 pandemic relating to child care, guardianship custody, etc and for coordination amongst various agencies'

In light of the ongoing COVID Pandemic, vulnerabilities of marginalized sections of society have greatly been exacerbated. One of the most significant impacts on children from difficult circumstances is the loss of primary caregivers i.e., parents or guardians. Additionally, the uncertainties wrought by the pandemic, in terms of debilitating illness or death of the primary caregivers, can have substantial adverse mental health consequences for the affected children. Therefore, it is imperative that all available state resources are utilized in a systematic manner, to facilitate timely interventions in the lives of children from difficult circumstances.

Following from the above, on request from the Juvenile Justice Sub-Committee on COVID-affected children, a few important guidelines were developed by SAMVAD for standardization of systemic responses to child protection and mental health issues in the COVID pandemic. They are as follows:

- a) Guidelines on Illness and Death Disclosure to COVID Orphaned and Abandoned Children
- b) Guidelines on ways to assist COVID Orphaned/Abandoned Children in Managing Anxiety
- c) Guidelines to assist COVID Orphaned/Abandoned Children in processing Loss and Grief Experiences
- d) Guidelines for placement of COVID-Orphaned / Abandoned Children

D.4. Policy Initiatives

The following are an overview of the policy initiatives undertaken during this quarter based on desk reviews and field experiences of the Team:

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

Following from the previous quarter, a detailed report on the Rapid Assessment conducted by SAMVAD and Plan of Action to facilitate the integration of child protection and mental health services was submitted to MoWCD. In furtherance of the same, a meeting was conducted between SAMVAD and NIRD resource persons. The proposed plan of action is as mentioned below:

Table 17 (a): Training & Awareness Generation Plan

Training Plan	Target Group	Reach	Implementation	Pros	Cons	Support required from Ministry
<p>1. YouTube Series and Follow up</p>	<p>252 Cluster Resource Persons under People's Plan Campaign</p>	<p>1,105 panchayats</p>	<p>This will be taken forward as a 5-part web series which will cover:</p> <p>PART 1: Applying Participatory Rural Appraisal techniques to understand child protection risks and vulnerabilities</p> <p>PART 2: Assessing and Identifying risks and vulnerabilities in individual children. (Education, community and Family-related risk factors)</p> <p>PART 3: An orientation to key child laws in India.</p> <p>PART 4: Central/State Government Schemes and Services for children with vulnerabilities.</p> <p>PART 5: How to incorporate child protection and Mental health in the GPDP Sub Plan.</p>	<p>People's Plan Campaign works with 252 Clusters reaching out to 1105 Gram Panchayats, of which 80% are in aspirational districts</p> <p>Peoples Plan Campaign's team will be active from August in the field.</p> <p>Advantages of partnering with Peoples Plan Campaign is direct control and impact measurement using UNDP Monitoring & Evaluation framework</p> <p>Allows us to incorporate a sub-plan on child protection and mental Health in the GPDP.</p> <p>Follow up in the month of October.</p>	<p>An Intensive training cannot be done due to the nature of People's Plan Campaign Program.</p>	<p>NIRD team suggested having a one-day orientation meeting with all the officials from the Ministry of Panchayati Raj, Ministry of Women and Child Development, NIRD Director-General and all State SIRDs to get official permission to roll out this plan.</p>

Table 17 (b): Training & Awareness Generation Plan

Training Plan	Target Group	Reach	Implementation	Pros	Cons	Support required from Ministry
<p>2. Decentralized Cascade mode Training: Intensive Child Protection & Mental Health Training Program</p>	<p>NIRD certified Master Trainers (50 members per batch)</p>	<p>Contingent on SIRD's training calendars and budgetary allotments</p>	<p>Level 1: Identifying and linking child protection issues to the panchayat for promotion of the best interest and well-being of children.</p> <p>Level 2: Understanding and responding to Common Emotional and Behavioural Issues in children.</p> <p>Timeline: 2 months</p> <p>Target Participants: 50 Participants per batch (NIRD has 4000+ certified Master Resource Persons in all domains, from which a few people can be selected for the pilot batch of 50- 100 people to receive a detailed training that will be hosted by SAMVAD)</p> <p>Methodology: Online Intensive training – 3-hour sessions thrice a week</p>	<p>An intensive training on Child protection and Mental health can be delivered through the Certified Master Trainers.</p>	<p>NIRD does not have direct administrative control over State-level decisions on Training Programs for Panchayat functionaries taken by SIRDs.</p> <p>Therefore, implementation, monitoring and evaluation is not possible in the cascade mode of training.</p>	<p>Budgetary support from MoWCD and permission from State Panchayat Ministries to implement Child protection training for Gram Panchayats</p>

D.5. Research

i) 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 undertaken this Quarter (as mentioned above), SAMVAD has received responses from judicial personnel belonging to 20 States and 3 Union Territories. 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. In light of the current representativeness of the study, and the imperative to conclude the data collection exercise in order to facilitate analysis of the findings, the data collection exercise will be concluded next quarter.

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.

D.6. Plans for the Next Quarterly, July to September 2021

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

i) 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), 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 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.

ii) 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.

iii) 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.

iv) Development of a Training Module for Marriage Counsellors and Judicial Officers of Family Courts on Child Mental Health and Psychosocial Approaches in Child Custody Cases

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.

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.

v) Learning Collaboration with SAMADHAN (Delhi High Court Mediation and Conciliation Centre)

In light of SAMVAD's ongoing development of training materials on child custody issues and direct work with children in child custody cases, the SAMVAD Team has initiated communication with SAMADHAN to develop an understanding of the work undertaken at the Delhi High Court Mediation and Conciliation Centre, in order to understand the scope of SAMADHAN's work in child custody and visitation rights through ADR approaches.

vi) 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 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.

Annex 1

Standard Operating Procedures for Tele-Mentoring for Child Care Institution

A. Preparation for Tele Mentoring Service

STEP 1: SAMVAD Circulates Link for Registration for Tele Mentoring Services

Link for Registration is circulated by the SAMVAD Team to all child care service providers.

(Link: <https://samvad.nimhanschildprotect.in/covid-econsultation>)

STEP 2: Child Care Service Providers Register for Tele Mentoring Using Link:

<https://samvad.nimhanschildprotect.in/covid-econsultation>

Interested child care service providers in need of guidance on specific mental health and protection issues may register for a slot using a link.

The registration link will take the child care service provider to a google form with fields asking for basic information of the child and the counsellor as follows:

The image shows a screenshot of a Google Form titled "SAMVAD-NIMHANS || Tele Mentoring - Slot Registration form". The form is divided into two pages. Page 1 (left) contains the SAMVAD logo and contact information, a welcome message, and a "Tele-Mentoring Service" section with radio buttons for "First Time service for the child", "Second Time service for the child", "Third Time service for the child", and "Other:". Page 2 (right) contains fields for "Child details/बच्चे का विवरण" (Name of Child/नाम, Age of Child/उम्र, Gender of Child/लिंग, State/राज्य, District/जिला) and "Counsellor/Staff Details/कंसलर / स्टाफ का विवरण" (Name of CCI/CCI का नाम, Name of counsellor or staff/कंसलर / स्टाफ का नाम, Email ID/ईमेल आईडी, Phone Number/फोन नंबर, Reason for requesting assistance of the child/बच्चे के लिए मदद मांगने का कारण). Both pages have "Next" and "Back" buttons and a progress indicator.

The child care service provider on the successful completion of the registration process will receive a confirmation email on their registered email address.

STEP 3: Confirmation of Receipt of Form & Generation of Online Link by SAMVAD

Once the form is submitted, the information is captured in a central data sheet, managed by the SAMVAD IT Team. A unique ID is generated against each confirmed registration.

S.No.	Name of counsellor or staff/ काउंसलर / स्टाफ का नाम	Email ID/ईमेल आईडी	Phone Number/फोन नंबर	Reason for requesting assistance of the child/बच्चे के लिए मदद मांगने का कारण	Age of child/उम्र	Gender of Child/लिंग	Slot Date
0001	Mohini kumari	dcpskhunti@gmail.com	8709365069	Covid positive	5 yrs	Male	10.05.2021
0002	DOLLY SINGH	v.kdolly08@gmail.com	9408833559	For effective counselling	14	Male	10.05.2021
0003	Rasila D. Dubala	rasilahalpti.rh@gmail.com	84014 54430	For effective counselling	11	Male	10.05.2021
0004	Hari Sankar Rout	swati_pab@yahoo.co.in	09437186128	Skill, which help us	51	Male	10.05.2021
0005	Yang dolma Tamang	othzeshshanyer@gmail.com	8492976486	Just seeking more information to serve vulnerable children better.	15	Female	11.05.2021

Step 4: Online Link & Details of Time/Date of Session & Service Sent to Registered Child Care Service Provider

An online link will then be emailed to the child care service provider who has registered for the Tele-Mentoring counselling service. Information on the date and time at which the child care service provider needs to use the link to get on the session, to avail of the service, will also be provided via the email.

(Link: <https://zoom.us/j/96834858641?pwd=NXIlybUpVYm12czFLS3o2Z25OWkp6dz09>)

STEP 5: Confirmation & Reminder Messages to Child Care Service Providers

Reminder email will be sent to the registered child care service provider one day prior to the Tele-Mentoring counselling session. (If there is at least 1 day between the date of registration and the date of Tele-Mentoring).

S.No.	Name of counsellor or staff/ काउंसलर / स्टाफ का नाम	Email ID/ईमेल आईडी	Phone Number/फोन नंबर	Reason for requesting assistance of the child/बच्चे के लिए मदद मांगने का कारण	Age of child/उम्र	Gender of Child/लिंग	Slot Date
0001	Mohini kumari	dcpskhunti@gmail.com	8709365069	Covid positive	5 yrs	Male	10.05.2021
0002	DOLLY SINGH	v.kdolly08@gmail.com	9408833559	For effective counselling	14	Male	10.05.2021
0003	Rasila D. Dubala	rasilahalpti.rh@gmail.com	84014 54430	For effective counselling	11	Male	10.05.2021
0004	Hari Sankar Rout	swati_pab@yahoo.co.in	09437186128	Skill, which help us	51	Male	10.05.2021
0005	Yang dolma Tamang	othzeshshanyer@gmail.com	8492976486	Just seeking more information to serve vulnerable children better.	15	Female	11.05.2021
0006	Abdul Manan	pbagchi54@gmail.com	9435835589	Child is mentally challenged, failed to locate home address	14	Female	11.05.2021
0007	Tukumoni Dutta	tukumonidutta1996@gmail.com	9365726442	*	7	Female	11.05.2021
0008	Dimpee hati baruah	dimpechatibaruah@gmail.com	6901967406	She is having difficulty to cope up with the CCI's general routine and shows frequent aggressive behaviour.	16 years	Female	12.05.2021
0009	Mridusmita Borah	Kmlyaaanacci@gmail.com	9365266474	No	24	Female	12.05.2021
0010	Pubali Hatiboruah	pubalihatiboruah16@gmail.com	6000531669	How to strong children's mentality in Covid situation?	24	Female	11.05.2021
0011	Sarav Shakti	saravshakti30@gmail.com	7087144528	I wish to nurture my knowledge to help my children (inmates of children home) to keep them calm, relax and cheerful in this situation of Covid Pandemic. They stuck indoors since April 2020.	38	Male	11.05.2021
0012	Preety Baruah	preetybaruah10@gmail.com	6003602977	For covid pandemic situation	13	Male	13.05.2021
0013	Usha Dey	ushad.anppplus@gmail.com	9678547167	Psychological Support	15	Female	13.05.2021
0014	Chanda Mani Das	chandamani.das@soscindia.org	8399919320	Address behavioral issues	14	Female	13.05.2021

On the day of the Tele-Mentoring session, the SAMVAD team will contact the child care service provider twice (once before 11:00 AM and again at 5:00 PM) to re-confirm their participation for the 5:30 PM slot.

B. For Child Care Service Providers Who Confirm their Participation in the Tele Mentoring Service

- The child care service provider will be briefed about the format of the Tele-Mentoring counselling session.

- Additionally, following information will be shared with the child care service provider during the telecon.
 - Brief introduction about SAMVAD and the purpose of SAMVAD's Tele-Mentoring counselling initiative.
 - Confidentiality of information about the children and child care service providers will be ensured by the SAMVAD Team.
 - In the event that a child care service provider is present for other case discussions, they will be required to maintain confidentiality of all other cases discussed during the session.
 - The Tele-Mentoring sessions will be facilitated online and therefore the child care service provider will need a stable internet connection.
 - As far as possible, it is recommended that child care service providers ensure a noise-free background during the online Tele-Mentoring sessions to maximize the effectiveness of the sessions.
 - The child's presence is not required for the Tele-Mentoring Session.
 - Taking or circulating screenshots, pictures, recordings of the session is not allowed.

- To optimize the Tele-Mentoring experience, the child care service providers are also requested to be prepared with relevant information regarding the case, such as:
 - Family history of the child
 - Institutional History
 - Educational background and history
 - Child's experiences of abuse/abandonment/child labour etc.
 - The "problem" or the emotional and behavioural issues as observed by the child care service providers
 - Medical History of the child

**No formal documentation or certificates need to be produced by the child care service provider during the Tele-Mentoring counselling session.*

- SAMVAD's Project Officer coordinating with the child care service provider will ensure that there are 4 confirmed slots for each session (ranging from 1.5 to 2 hours).
- SAMVAD's Project Officer(s), after confirming the slots with the child care service providers, will inform the Principal Investigator / Technical and Operational Lead and the IT Team (by 11:00 AM) about the status of the Tele-Mentoring session i.e., the number of confirmed child care service providers for the session.

C. Implementation of Tele-Mentoring Session

- The SAMVAD Team coordinating the Tele-Mentoring Session will ensure that the child care service providers join the session on time, and will support the child care service providers if they have any technical difficulties in logging onto the online platform.
- The session begins once the 4 child care service providers have joined. The facilitators will welcome the child care service providers and introduce SAMVAD and its objectives.

Script for Introducing the SAMVAD's Tele-Mentoring Services

"Good evening friends,

A warm welcome to all of you from Team SAMVAD. We hope you are all well and taking care of yourself and the children around you.

We would first like to introduce SAMVAD...

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

This initiative aims to assist all the child care service providers working with children in difficult circumstances, children struggling with mental health issues – emotional and behavioural issues, especially in the context of Covid -19 pandemic.

This session would be of 1-1.5 hours in duration. We request you to stay for the entirety of the session...not just your own case discussion, but also for all the other case discussions so that we can learn from each other's experiences and cases as well.

And with this we welcome you once again and we request Mr/ Ms XYZ to please introduce himself/ herself and share the case with us.

- The child care service providers introduce their cases one by one and the SAMVAD facilitators take each case and proceed with enquiry and discussion, as necessary. In general, the child care service provider describes the child's problems (the emotional and behavioural issues) and the context in which these occur. Relevant information on the child's age and developmental abilities, family and school history, the child's difficult experiences, are also provided by the child care service provider or elicited from the child care service provider by the SAMVAD team.
- Based on the case history provided, the SAMVAD team provides the following guidance and inputs:
 - A framework for analysing and understanding the child's problems (why the child has developed certain emotional and behavioural problems)
 - Responses and interventions for the child's emotional and behavioural issues - these include verbal responses and scripts, art and play based activities, life skill education interventions.
 - Resource and intervention materials, including websites with activity books and information, are shared online immediately during the session. This is also sent again to the child care service provider by the SAMVAD team via email within 48 hours of availing the service.
 - Referral services for psychological testing, Pharmacotherapeutic interventions (SAMVAD has a list of mental health facilities across all prominent districts of the country). Thus, the name of the mental health service provider is also provided to the child care service provider.

*Note- In exceptional circumstances where children/ child care service providers are from extremely remote districts, with no access to mental health services, SAMVAD provides assistance by providing an online consultation directly to the child who is produced by the service provider.

D. Documentation

- The SAMVAD Team will ensure documentation of the cases as per the finalized format and enters the basic information in the tele-mentoring database sheet.

CASE DETAILS					
Child's Name		Age		Sex	
Name of the Institution		District		State/UT	
Child's Code from Excel sheet		Name(s) of the SAMVAD staff who provided assistance			
Details of the Case:					
Provisional Diagnosis					
Protection Inputs Provided: NIL		Mental Health Inputs:			
Referral services:					

- The case report is submitted within 3 days of the Tele-Mentoring session.
- The response sheet is updated by SAMVAD's Project Officers within 24 hours of completion of the Tele-Mentoring session.
- Any additional follow-ups and consultations suggested are planned with the Principal Investigator and the Technical and Operational Lead, and subsequently communicated by the Project Officer to the child care service provider via email and telephone.

Date	Code	Name of the Child	Age	Gender	Name of Institution	Type of institution	District	State/UT	Name and Designation of the staff	Reason for Assistance Requested	Referrals, if any	Follow Up visits(Please mention the number of follow up visits)
0-05-2021	1	GANESH H. PAWAR	14	Male	SNEHALAYA-G OVT. RUN CHILDREN HOME	CCI	Daman	Daman and Diu	DCPU -Institutional Probation officer	Regarding Adjustment and anxiety issues of a child in CCI	DADRA NAGAR HAVELI—DAMAN AND DIU—Govt Community Health Center 0260-2230470	
0-05-2021	2	Sohan Harish Patil	11	Male	SNEHALAYA-G OVT. RUN CHILDREN HOME	CCI	Daman	Daman and Diu	CCI Counsellor	Does not concern	None	
											Mr. Siddheshwara from Lokopriya Gopinath Bordoloi Regional Institute of Mental Health, Tezpur was referred but on contact was	

E. Non-Response by Child Care Service Provider

- In case there is no response or confirmation by the registered child care service provider, the SAMVAD team's Project Officers coordinating with the child care service providers will update the Central Data sheet as follows:
 - "No Response Received"- If the child care service provider could not be reached over phone
 - "Not Confirmed" - If the child care service provider has expressed unwillingness/ has other engagements

- If there is a vacant slot, due to non-confirmation by a registered child care service provider:
 - The Project Officer will call the next registered child care service provider (slotted for a subsequent date in the central data sheet) to enquire about their availability in the earlier vacant slot.
 - If the service provider confirms their availability, he/she is sent the requisite online link immediately.
(Note: The remaining processes are according to Section B)

****Note: In the event that the child care service provider is not present during the Tele-Mentoring counselling session, and no communication has been received by the SAMVAD Team to this effect, the person will be required to re-initiate the registration process.***

Annex 2

Training Schedule for a Three-Day Program on Child and Law for the Karnataka Judicial Academy

Day 1

Topic: The Child as a Witness: Eliciting Evidence under Protection of Children from Sexual Offences (POCSO) Act 2012

	9:30—10:00	Introductory Remarks	
Session 1	10:00—12:00	Key Provisions of POCSO Act 2012 *(with tea break)	
Session 2	12:00—12:30	Re-connecting with childhood	
	12:30—1:30	Lunch	
Session 3	1:30—3:45	<p>The Dynamics of Reporting & Disclosure:</p> <p>The ABCs of Child Sexual Abuse & Its Perpetration</p>	<ul style="list-style-type: none"> • Definitions • Impact on children (Signs & Symptoms of CSA) • Processes/ Dynamics of Child Sexual Abuse <p><i>*Including Coffee Break</i></p>
	3:45—4:00	Tea Break	
Session 4	4:00—5:30	<p>The Child's Capacity for Providing Testimony:</p> <p>Applying the Child Development Lens</p>	<ul style="list-style-type: none"> • Dilemmas Posed by the Indian Evidence Act and POCSO 2012 • Introduction to Child Development • Children's Capacity to Provide Evidence, according to Age & Developmental Stage • Case Examples of Mental Health & Developmental Assessments to Establish Children's Capacity to Provide Evidence <p><i>*Tea break included</i></p>
Session 5	5:30—7:00	<p>Evidence Eliciting under POCSO:</p>	<ul style="list-style-type: none"> • Rapport Building

		Child-Friendly Methods & Techniques for Interviewing Children and Adolescents	<ul style="list-style-type: none"> • Taking the Statement: How to Inquire about Abuse • Closing the interview with the child • Dos & Don'ts in Child Interviewing
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Day 2

Implementing the Juvenile Justice (Care & Protection of Children) Act, 2015 in the Context of Children in Conflict with the Law

Session 1	9:30—11:45	Key Provisions of Juvenile Justice Act 2015 with regard to CICL *Including Tea Break	
Session 2	11:45—12:30	Opening Reflections on the Juvenile Justice Act	Critical Examination of the Juvenile Justice System & its Responses to CICL
	12:30—1:30	Lunch	
Session 3	1:30—3:45	Identifying Pathways to Offence	Understanding & Analyzing Vulnerabilities of CICL *Including Tea Break
Session 4	3:45—4:30	Assessments for CICL	<ul style="list-style-type: none"> • Understanding Psychosocial & Mental Health Assessments
Session 5	4:30—6:15		<ul style="list-style-type: none"> • Implementing Preliminary Assessments under Section 15
Session 6	6:15—7:00	A Quick Overview of Psychosocial & Mental Health Interventions for CICL	

Day 3

A Child- Centric Approach to Child Custody Evaluation in Matrimonial Cases—A sensitization guide to safeguard the child’s best interest

Session 1	9:30—11:00	Key Provisions and Principles under the Guardians and Wards Act, 1890, Special Marriage Act, 1954, Hindu Law (i.e., Hindu Marriage Act, Hindu Minority and Guardianship Act, 1956), Islamic Law, Parsi and Christian Law (i.e., Parsi Marriage and Divorce Act, 1936, Divorce Act, 1869) *Including Tea Break	
Session 2	11:00—1:00	Introduction to Child Custody Issues	<ul style="list-style-type: none"> • Examining Assumptions & Biases in Child Custody Issues • Psychosocial issues in child custody cases
	1:00—2:00	Lunch	
Session 3	2:00—3:45	Taking a Child-Centred Perspective: Exploring the Child’s Inner Voice in Child Custody Cases	<ul style="list-style-type: none"> • Use of Child’s Inner Voice Analytic Framework • Analyzing the basis of Psychosocial & Mental Health Impact of Parental Conflict on Children <p style="text-align: center;">*Including Tea Break</p>
Session 4	3:45—5:45	A Systematic Framework for Working with Child Custody Cases	<p>Interviewing Children in Child Custody Cases:</p> <ul style="list-style-type: none"> • Establish Rapport and Setting Agenda with the child <ul style="list-style-type: none"> • Use of child friendly words • Exploring the child’s wishes and concerns in key custody domains
Session 5	5:45—6:30	Special Considerations	<ul style="list-style-type: none"> • Young children (0 to 6 years) <ul style="list-style-type: none"> • Grandparents’ Rights • Parental abduction of child • Allegations of child sexual abuse

Session 6	6:30—7:00	Role of Judicial Officers & Mediators in Child Custody Issues	<ul style="list-style-type: none">• Summary & Wrap-Up• Seeking support from Mental health Professionals
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