

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)**

**5th Quarterly Report
July to September 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 to October 2021

Theme/ Professional s	Cadre	Trained Professionals	Total
Child Protection Functiona ries	CWC	81	4,695
	JJB	28	
	CCI Staff (Superintendents, Counsellors, Social Workers, Probation Officers, Trainers, Child Welfare Officers)	2,980	
	ICPS Staff (Counsellors, Social Workers, Legal cum Probation Officers, Protection Officers (Institutional Care and Non-Institutional Care), District Child Protection Officers	1233	
	CSO Staff (ChildLine, Helplines & Other NGOs)	155	
	Police officials	218	
Health & Mental Health Professio nals	DHMP Staff	181	10,901
	Tertiary Mental Health Care Service Providers	198	
	UGC faculties	203	
	Other Mental Health Professional	9301	
	Paediatricians	279	
	Professionals and Stakeholders	203	
	RBSK Functionaries	536	
Education	Teachers	28,521	65,276
	School Counsellors	150	
	Education Faculty	159	
	NGO Staff & Anganwadi workers	31	
	Stakeholders in Education (Teachers, Principals and others)	36,415	
Judicial Personnel	Judicial Officers (Special Court Judges, Juvenile Justice Magistrates and other cadres) and Law University Personnel	18601	18,910
	Mediators/Marriage Counsellors & Family Court Judges	97	

	Paralegal Volunteers and Support Persons of SLSA	212	
			99,782

States Reached	29
Number of Orientation/Sensitization/Training Programs (Each Training program consists of multiple sessions - 3 hours each session)	368
Number of Professionals Trained/Oriented	99,782
Number of Public Discourses	146
Number of Public Reached	22,19,102 (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: Progress & Achievements of Key Thematic Areas

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.

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 fifth quarter, the Care and Protection team has been involved in development of curriculum and various learning content in order to facilitate the online training programs for various child protection functionaries.

A.1.1. Training Curriculum Developed

a) House Fathers/Mothers Curriculum

House fathers/mothers spend considerable amounts of time with children directly and therefore have a great role to play in the care and development of these children residing in child care institutions. In accordance with the roles and responsibilities of this cadre laid down in the Juvenile Justice (Care and Protection) of Children Act, 2015, the Integrated Child Protection Scheme and from experience of team members on field, the curriculum was developed for House Fathers and House Mothers.

A concept note was developed and circulated amongst States after which Chhattisgarh approached SAMVAD with the list of the cadre. SAMVAD tailored its curriculum according to the needs of this cadre- special issues were covered and materials were developed on the basis of house father/mothers' roles and responsibilities in a CCI. In addition to the essential skills on child development and communication, this training curriculum introduced special considerations, of specific importance to the role that house mothers/fathers play in CCIs and in children's everyday lives.

Box 1: Focus Issues for House Mother/Father Training

- **Welcoming a new child in the institution**

Welcoming processes include immediate responses and referrals, indicators to monitor a child entering the institution, identifying child's emotional and behavioural needs, ways of orienting a child on infrastructure and introducing the child to stakeholders in the institution.

- **Buddy System**

Children entering the institution need constant support, but especially so in the initial period when everyone and everything is so new (and unsettling). Since they are likely to learn best from those whom they identify with i.e. other children and their peers, with whom they relate better to than adults. The term 'buddy' refers to children who are already residing in the child care institution for some time and are approximately of the same age as the child entering the institution. Training for housemothers/fathers included how to identify buddies and link them with new children—so that the buddies would develop prosocial skills and a sense of responsibility, while the new children would feel welcomed and supported, be introduced to the social world of the institution and/or receive academic help as necessary (including avoid the risk of being bullied—as is common in CCIs).

- **First Level Responses to Mental Health Concerns**

Training included simple, universal techniques for management of trauma and anxiety emotional and behavioural states, as well as of self-harm. Since house mothers/fathers are the persons who are daily and round the clock in contact with the children, at times when other assistance and support may be available, it is imperative for them to have knowledge of and skills in some management of severe, acute mental health issues, so that they are able to provide some first level assistance towards containment and de-escalation, until professional help is organized.

b) Development of Teaching Aids & Videos for 'Inner Voice Framework'

The Inner Voice Framework enables child workers to understand how children perceive and internalize their experiences i.e. their inner voices, and how this manifests in emotional and behavioural issues. This critical concept that forms the basis of all SAMVAD's work, particularly child counselling, interviewing and responses to mental health issues, required translation into more visual teaching aids—especially for use in online training and teaching programs, but also for in-person training use.

Videos were developed depicting children's stories and inner voices (thoughts and internalizations) in various child protection and education contexts, namely child labour, child marriage, sexual abuse, stealing, bullying, recording statement of the child, etc. These are essentially illustrations of case studies for a nuanced understanding of children's contexts and experiences and resultant emotions and behaviours—based on which responses and decisions regarding children's issues are developed by protection, education and mental health personnel.

c) Translation of Modules and Training material

- The modules developed for house fathers/ mothers including the presentations, activities, videos and pictures were translated in Hindi and the materials are now available in Hindi and English Language. The accessibility to regional language has

been appreciated by participants wherein they have given the feedback that this made a huge difference in their learning.

- The Building Blocks training curriculum which was updated in the last quarter was also translated for Maharashtra batch-2 which comprises Protection Officers (Institutional Care) and Counsellors. The translated materials have proved to help enhance the understanding of the participants, as Hindi or English are not their primary language of communication.
- The training curriculum for Telangana and Andhra Pradesh was also translated into Telugu as the training program progressed in this quarter. The Andhra Pradesh and Telangana batches were merged for training purposes as both batches were to be trained in Telugu language.

d) Panchayati Raj Curriculum

Integrating Child Protection and Mental Health Services at the Community level through Panchayati Raj Institutions (PRIs) by SAMVAD required for a training curriculum to be developed, to train PRIs on child protection and mental health. The objective of the curriculum was to help participants understand the notions of childhood, child development, children's internalising of emotions and subsequent behaviors and also focussed on basic communication skills along with the major laws that pertain to child protection and mental health (The JJ Act and POCSO Act.) In keeping with the objective of this initiative, the curriculum also comprises major Government schemes for children in vulnerable circumstances, which children and families in difficult circumstances can avail of.

A.1.2 IEC and Awareness material for SAMVAD's Panchayati Raj Initiative:

- a) Awareness Videos:** In furtherance of the Panchayati Raj plan to reach rural stakeholders in the lives of children, SAMVAD has come up with a 4-part innovative video series. The video series comprises four videos, addressing different protection related concerns of children in rural communities, whilst highlighting the role different stakeholders play in the protection of children at a community level.

**Detailed information on this material is available under A.4*

b) Panchayati Raj Booklet:

The Panchayati Raj Booklet is a 5-page booklet that addresses various roles and functions of the Panchayat with respect to protection concerns of children. The booklet is being developed as a graphic booklet, with caricatures to help make it more evocative and easier to understand.

A.2. Training and Capacity Building

During this quarterly period, the SAMVAD Child Protection team has initiated and completed various training and capacity building activities, for various child protection functionaries in 7 states. A total of 417 service providers and child protection functionaries were reached in the fourth quarter. (Please refer to the table named 'Training and Capacity Building Activities' below for details of the training programs).

Table 2: Training and Capacity Building, Care & Protection, July to September 2021

State	Govt Dept./ Agency	Cadre for training	No. of Personnel	Content/ Theme	Timeline
Chhattisgarh	Department of Women and Child Development	House Fathers and House Mothers	55	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	Completed
Odisha	Department of Women and Child Development	Counsellors, case workers, social workers and legal cum probation officer	50	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	Completed
Bihar	Department of Women and Child Development, Bihar and organisation CSA	Superintendents from Children' Homes (Boys and Girls) and staff of CSA working in institutions.	47	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	On-going
Catalysts for Social Action (CSA)					
Kerala	Kaval Plus	Counsellors, case workers, rescue officers, project coordinators	50	Working with Child Sexual Abuse	On-going
Maharashtra	State Child Protection Society	Protection Officers (Institutional Care) and Counsellors	53	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	On-going
Telangana and Andhra Pradesh	State Women and Child Department, AP and Telangana	Superintendents	105	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	Completed
Gujarat	State Child Protection Society	Counsellors of CCI's SCPS	57	Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care	Cancelled
Total Number of Professionals/Service providers Trained			417		

*Some trainings were initiated but had to be cancelled. The subsequent reasons for the same are given below.

Given below is a description of the training programs:

a) House Fathers/ Mothers of child care institutions from Chhattisgarh

After development of the concept note and sharing with the State of Chhattisgarh, the training for the batch of house fathers/ mothers was finalised. The training was initiated in the month of August every Tuesday and Thursday. The curriculum was tailored in accordance with roles and responsibilities of the house fathers/ mothers and 13 sessions were finalised. The training ended in the month of September. 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. According to the participants, the use of resource materials in their regional language, that is Hindi, is specially proven to be beneficial for them. The list for certification has been finalised of participants who met all criteria laid down for certification.

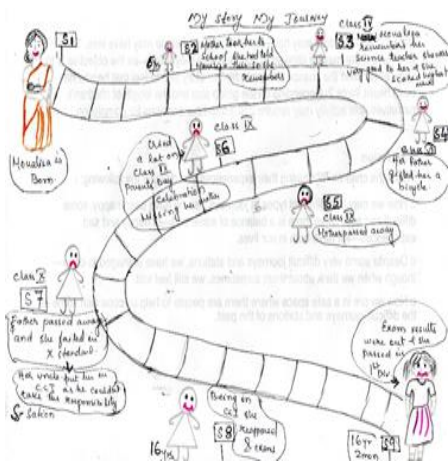
Box 2: Responses of Chhattisgarh House Mother & House Father Trainees

“This is the first time we are being trained on such an important issue. I have never had this kind of a training before” – House-Mother, Children’s Home

“Each and every session, especially child development, was a learning for me. I wish we can have these kind of training programs again” – House Father, Children’s Home

b) Counsellors, case workers, social workers and legal cum probation officer of Odisha

A preliminary meeting with the State Child Protection Society from the Department of Women and Child Development led to the first batch of Odisha participants consisting of counsellors



Glimpse of an activity from life skills training session

and members of the DCPU being trained in this quarter.

A Master Trainer approach was undertaken for initiating the first training batch which was completed in September 2021 on ‘Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care’. The participants after the training program have been given assignments to complete on the field. The training batch was completed and the batch expressed their enhanced understanding of mental health and psycho-social contexts of child protection. The list of certifications for the Odisha Participants has been finalised for the participants who laid down all the criteria for certification.

c) Superintendents of Children’s Home, Bihar, and Staff of Catalyst for Social Action (CSA)

Catalyst for Social Action (CSA) approached SAMVAD to train their program officers (35 participants) working in child care institutions, on Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care—with specific emphasis on helping their counsellors understand mental health. In order to accommodate this group of NGO workers (smaller in number), they were clubbed with a state child protection worker batch of Bihar. This merger also ensured cross-sectional learning and will be able to contribute to knowledge

of each other. The group is a homogenous one with all participants working in Children's homes and speaking Hindi language- the training began in the month of September 2021, and the The learning and resource materials have been adapted based on the needs of superintendents and program officers of CSA.

Box 3: What the Odisha Child Protection Workers Said about the SAMVAD Training...

"I loved the way our questions were answered in the session- not even one query went unaddressed"-
Protection Officer, DCPU

"A lot of times, the trainings we get are not sufficient to cover all aspects of child protection. This training was a complete package for us"- **Counsellors, DCPU**

"I have worked with the State for more than 6 years but I have not received a training like this. I loved the methods used in the training"- **Social Worker, DCPU**

"Even though I would love to attend an in-person training of SAMVAD, I did not feel like it was an online training. I felt I was in a classroom"- **Counsellor, DCPU**

"Through this training, I have learnt how to go step by step in the process of counselling"- **Counsellor, Children's Home**

d) Counsellors, case workers, rescue officers, project coordinators of Kaval Plus, Kerala

Kaval Plus is a programme of the Department of Women and Child Development, Kerala, that lends holistic support to children in need of care & protection, particularly to survivors of sexual abuse. Covering both children in homes and child care institutions, as of June 2021, the Project had reached out to about 300 children in Thiruvananthapuram district and 150 children in Palakkad district. Moving forward, it would include vulnerable children in the community outside the purview of child welfare committees (CWCs) and referred by other agencies.

With the aim of developing depth skills, Kaval Plus approached SAMVAD for a training on 'Psychosocial & Mental Health Care of Children affected by Sexual Abuse & Violence'. Training was initiated during this quarterly for a group of 50 participants, comprising of Kaval Plus counsellors, from 6 districts, where they are based out of the District Child Protection Offices. The specific objectives of the training were:

- Understanding the dynamics of child sexual abuse and the implications for disclosure and mental health issues.
- Identifying developmental and mental impacts of CSA and providing appropriate referrals to specialized mental health services.
- Developing skills in:
 - Communication with and counseling of children who have been sexually abused.
 - Administering psychosocial and mental health assessments in CSA.
 - Provision of first-level responses to affected children.
 - Provision of immediate family and systemic interventions.
- Orientation to the POCSO law and related legal and court processes.

e) Maharashtra Batch - 2 Protection Officers (Institutional Care) (PO/IC) and Counsellor

The training of Maharashtra Batch - 2 consisting of 53 PO/IC and Counsellors began in the month of July 2021 on 'Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care', and is slated to complete in November 2021. After the successful completion of Maharashtra Batch - 1 of counsellors, Maharashtra SCPS approached SAMVAD with the second batch for training on Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care. The first level training benefitted the first batch of Maharashtra SCPS functionaries, especially during the second wave of the COVID pandemic. In light of the same, a second batch was formed to undergo the same training, with a different group of child protection functionaries. The Maharashtra Batch - 2 is a homogenous batch which is being trained in Marathi language. All training material has also been translated in Marathi.

The Maharashtra batch - 2 participants have benefited from the training program. They are proactive and plan to use the life skills interventions ('window') approach to spread awareness about safety practices among children pertaining to sexual abuse and substance abuse.

Box 4: Miscellaneous Training & Capacity Building Highlights

❖ Developing a training calendar

Considering the number of training requests coming along, SAMVAD has created a training calendar for the upcoming quarter to ensure smooth functioning and staying on top of compliance training. The training calendar has detailed schedules, time frame of the training program and assigned team members.

❖ Certification of batches

Uttar Pradesh (Batch 1), CHILDLINE (Batch 1), Chhattisgarh (Batch1), Maharashtra (Batch1) and Assam (Batch 1) under the child protection team were awarded certification of completion for the training programs. The list of Odisha (Batch 1) and Chhattisgarh (Batch 2), Telangana and Andhra Pradesh (Batch 1) to be certified is finalised. The certifications have been done online through an online platform or upon the request of States, been sent to the Department for disbursing to participants.

❖ Emergency Responses under COVID-19

Tele-Mentoring Services for support to COVID-Affected children based on the request of MoWCD were initiated in the previous quarter. The assistance and support to such vulnerable children has continued this quarter and tele-mentoring services to child protection functionaries based out of CCIs, District Child Protection Units, schools, etc. across the country are being given. Each case coming to the team is being catered along with referrals if required. The cases are being documented for record and follow-up, wherever necessary.

❖ Translation of Modules

All modules in the first level training on "Psycho-social and mental health considerations of working with Children in difficult circumstances" have been converted into Hindi. The newly developed modules which include resource materials for house fathers/ mother and superintendents have also been converted in Hindi language.

f) Telangana Batch - 1 Superintendents of Child care institutions and DCPU Counsellors

In partnership with the Department of Women and Child Development of Telangana SAMVAD conducted training on 'Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care' for 51 participants between May and September 2021. The training for Superintendents and Counsellors was completed in August 2021. 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. The participants mentioned that they learnt the importance of being non-judgmental with children and the value of understanding the context and inner voice while working with them. The participants also mentioned that they learnt the importance of Child's right to participation and why it is important to include children in the decision-making process.

Participants have faced various challenges as they juggled between attending the training and managing their duties like attending CWC, JJB sessions, conducting rescue programs etc. Participants also faced issues due to lack of proper digital aid, most of the participants attended their sessions through phone which could not last for 3 hours due to battery issues, Network and device getting heated. Towards the end the attendance of the participants dropped due to the above challenges. To ensure that the active participants don't miss out on the training we coordinated with the State department of Andhra and Telangana and combined the batches.

g) Andhra Pradesh Batch 1- Superintendents of Child Care Institutions, Observation homes and Special homes

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. Participants have faced various challenges as they juggled between attending the training and managing their duties like attending CWC, JJB sessions, conducting rescue programs etc. Participants also faced issues due to lack of proper digital aid, most of the participants attended their sessions through phone which could not last for 3 hours due to battery issues, Network and device getting heated. Towards the

Box 5: Trainee Feedback from Telangana & Andhra Pradesh

"There is a lot of cases around sexuality and elopement, SAMVAD's life skills and window approach really helped us in understanding how to work with such children."—Child Protection Functionary, Telangana

"It's been 12 years since I joined but we haven't received such valuable training until now , earlier trainings were 3-4 days but it was not in-depth topics like inner voice , context were really helpful . Now I have the confidence that I will be able to ensure justice for the child." —Child Protection Functionary, Telangana

"We are trying to change our attitude and communicate with the child using Non-judgmental attitude. We realized that all adults behave with children like it's their authority, here I learnt how it is important to consider children's choice and mold them in the right way. "—Child Protection Functionary, Andhra Pradesh

"Subject was new, we never know how to prepare ICP we were just writing Good, Normal etc, but it was helpful to understand these concepts we came to know how to write the formats and asses the child in detail using different concepts like, Child development, Inner voice etc." —Child Protection Functionary, Andhra Pradesh

end the attendance of the participants dropped due to the above challenges. To ensure that the active participants didn't miss out on the training we coordinated with the State department of Telangana and Andhra Pradesh and Combined the batches.

h) Gujarat Batch - 1 Counsellors of State Child Protection Society

The Gujarat Batch - 1 of 57 SCPS Counsellors was initiated in the month of August 2021. Due to concerns pertaining to attendance and punctuality of the participants, the training sessions had to be put on hold to resolve the issues. The Gujarat SCPS had been informed of the same over the course of three rounds, to which SAMVAD did not receive a response, after which the sessions were discontinued.

A.3. Integrating Child Protection and Mental Health Services at the Community-level through Panchayati Raj Institutions (PRIs)

In order to operationalize Mission Vatsalya in ways that ensure its reach and percolation at grassroot levels, the Hon'ble Minister of Women & Child Development, Government of India, directed SAMVAD to develop an action plan to facilitate the integration of child protection and mental health services in Panchayati Raj Institutions. In this regard, the required integration of child protection and mental health services at the community-level requires coordination of relevant schemes and programs across multiple convergence and accountability frameworks under Mission Antyodaya, Mission Vatsalya and the National Health Mission. Mission Antyodaya, as the nodal mission-mode convergence framework for schemes and programs pertaining to rural development and capacity-building of PRIs, is central to the decentralised implementation of child protection and mental health services.

The Objectives of SAMVAD's Panchayati Raj Initiative are to help PRI (members) to:

- Create community awareness and participation in child protection and mental health issues through community-based functionaries
- Identify vulnerable children, including assessing children at risk.
- Link vulnerable children (and their families) to relevant social protection schemes.
- Refer children at risk to (district) mental health services, as required

➤ Initial Efforts:

For effective collaboration of MoWCD and MoPR to ensure integration of Child protection and Mental Health with Panchayath Raj SAMVAD came up with a strategy to implement the program under the ICPS scheme of MoWCD.

A training plan was developed, with the aim to train Village Child Protection Committees in 117 Aspirational Districts with the support of District Child Protection Units, which would cover 8603 Panchayats. A designated district child protection officer from each district was to be trained on SAMVAD's training manual on Child protection and mental health by VCPC.

National Institute of Rural Development was also approached, to train their Master Trainers on Integrating Child Protection and Mental Health and Psychosocial Care, to train Panchayati Raj Institutions (PRIs) and their members. SAMVAD explored multiple opportunities through meetings and discussions with relevant Departments and Institutions. However, due to constraints pertaining to budgets and coordination, etc. SAMVAD made some decisions to initiate differently, as detailed below.

➤ **Plan for Integrating Child Protection & Mental Health into Panchayati Raj Institutions**

- I. Awareness Campaign
- II. Training of Panchayat representatives/members
- III. Training of Assam SIRD Master Trainers

I. Awareness Campaign:

i) 4-Part Video Series for Awareness Generation:

SAMVAD plans to initiate a nation-wide campaign on the issue of integrating child protection and mental health into the Panchayati Raj Institutions and rural communities, in keeping with SAMVAD's agenda. Certain IEC materials are being developed for the awareness campaign and also as a teaching aid for the training with PRIs.

The objectives of this 4-part video series are:

- To increase the reach of information and knowledge on child protection
- To encourage positive behaviour towards child wellbeing in communities
- To share information about various child protection and development services offered by the government.

The video series comprises four videos, addressing different protection related concerns of children in rural communities, whilst highlighting the role different stakeholders play in the protection of children at a community level. These videos will be used as a part of the nation-wide campaign as well as training material for PRIs and Panchayats. Below is a brief description of the content of each video:

- **Suraksha (Video 1):** This movie aims to educate the audience on the various child protection stakeholders within a rural community along with highlighting the protection related role of each stakeholder like the Sarpanch, the Anganwadi worker, Police, School Teacher, ASHA worker and Auxiliary Nurse and Midwife (ANM). The video depicts that it takes a community to raise a child, in order to provide children with adequate development and protection to ensure a secure childhood.
- **Shuruaat (Video 2) :** The objective of this movie is to highlight the various developmental requirements of children.

A child that receives adequate early developmental interventions in all domains of development also ensures a protected childhood. The video highlights the importance of holistic development needs of a child in all domains: Physical, Speech and

Box 6: Piloting of Video 1... Suraksha

The video developed with the purpose of increasing awareness on issues of child protection and role of functionaries at village level along with using such materials for training programs, was aimed to be mainstreamed. For the same purpose, it was decided to vet the video by showcasing it to the following sample:

- Doctors from NIMHANS
- Stakeholders (participants from previous training batches) from Hindi speaking online training batches of SAMVAD
- Community members: Identifying 4-5 members from each of the training batches and ask them to show the video to 5 adults with a mix of men and women in the community and collect feedback OR interviewing people coming to the OPD of NIMHANS

This quarter, the sample of doctors and stakeholders were focused on and the following questions were asked from both units:

- What do you think the video is conveying?
- What do you think is the objective of the video?
- What do you like about the video?
- What do you think about the design and color of the video?
- What do you think about the audio quality?
- Any suggestions for changes in the video?

The response to all above questions has come out to be positive towards the video. However, the third unit of the above sample, that is, community members will be covered in the upcoming quarter.

Language, Cognitive, Emotional and Social Development. The video shows the role of an Anganwadi worker as an integral means of education for the community and caregivers of children on the development and nutrition of children. Parents and caregivers play a key role in providing their children with developmental opportunities across all domains, to ensure that children achieve their developmental milestones in a timely manner.

- **Sapna (Video 3):** Children's lifespans can take many pathways, sometimes leading to vulnerability. Through this video, the importance of understanding children's various emotional and behavioral concerns in every stage of their development is shown. Support from the community, including parents, teachers, the Anganwadi workers, etc., when provided by understanding children from a developmental and protection lens leads to children taking pathways (making decisions) to a healthy adult life is highlighted.
- **Saadhan (Video 4):** Along with the role of the community and the various stakeholders, a very important role that the Panchayat plays is to assist vulnerable children or children in difficult circumstances to avail Government services in the form of various schemes to help secure their protection and wellbeing. This video talks about the various important schemes that are provided to children from varied vulnerable backgrounds and to children in distress by the Government.

ii) Panchayati Raj Booklet

The Panchayati Raj Booklet is a 5-page booklet that addresses various roles and functions of the Panchayat with respect to protection concerns of children. This includes an understanding of different child protection risks, different emotional and behavioral concerns in children with protection risks, the various resources that can be accessed through the Panchayat and Government stakeholders related to the Panchayat along with the various ways in which they can assist children in difficult circumstances by also create provisions for secure protected childhoods within the community and lastly the various ways in which the Panchayat can assist children and families by helping them to avail Government schemes and institutions by connecting them.

The booklet is being developed as a graphic booklet, with caricatures to help make it more evocative and easy to understand. The booklet will be translated in Hindi and English. This booklet will be used as material for dissemination of information on the mental health and psychosocial care that the Panchayat can provide to children as well as training material for the training as planned.

II. Training of Panchayat Representatives/members

In light of the objectives of the initiative to integrate child protection and mental health in the Panchayati Raj system through PRIs, SAMVAD aims to train Panchayat representatives on the Panchayati Raj curriculum developed by SAMVAD. The training will be held in-person, and representatives from each aspirational district will be invited for the training, which will take place in person.

III. Training of Assam SIRD Master Trainers

SAMVAD, in collaboration with the State Institute of Rural Development (SIRD), Assam and UNICEF is slated to train 70 master trainers of SIRD on the Panchayati Raj curriculum for integrating child protection and child mental health in the Panchayati Raj Institutions. These master trainers from SIRD train Panchayat members in the state of Assam on various

concerns and issues pertaining to health, sanitation etc. UNICEF approached SAMVAD to train the master trainers from SIRD on child protection and mental health in order to integrate these concerns as part of the Panchayat training. SAMVAD looks forward to working and collaborating with the SIRD in Assam and UNICEF to further the work on integrating child protection and mental health to the grassroots in the state of Assam. (See below **XX** for 3-Day Orientation Training Content—for PRI Members).

Box 7: 3-Day Orientation Training Content—for PRI Members	
Theme/Topic	Content
Children and Childhood	Reconnecting with your Childhood
	Understanding Power and Rights
Understanding Child Development	Introduction to 5 key domains of development and explaining the role of panchayat to ensure development of the child, Impact of Protection risk on child development
Film Screening (to Introduce Pathways to Vulnerability)	
Identifying Pathways to Vulnerability and Risk	Child protection risks for children. Understanding the child's psychosocial & risk contexts and experiences
Essential Communication Skills with Children	Skill 1: Rapport Building Skill 2: Listening Skill 3: Recognizing and Acknowledgment of Emotions Skill 4: Non-Judgemental Attitude Skill 5: Questioning and Enquiry
Child Protection Laws	Key legal provisions pertaining to child protection (The POCSO Act, Juvenile Justice Act, The Prohibition of Child Marriage Act, The Immoral Trafficking Prevention Act, Child Labour Act, Right to Education Act)
A brief overview relating to child protection and development schemes	Key features of schemes pertaining to vulnerable children: (Beti Bachao, Beti Padhao, Ujjawala, NALSA's Compensation Scheme for victims/survivors of sexual assault, Swadhar Greh, ICPS, ICDS)
Brief Assessment Proforma for Child Protection and Development	

A.4. 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 further process has been initiated with regard to the study. Last quarter, major findings had been finalised and the first draft of methodology and introduction chapter was drafted along with first draft of the monograph. This report combining the quantitative and qualitative analysis will also be shared with 2 to 3 key informants for their comments and any further analysis or reflections that they might be able to add to the report; they would also be requested to provide suggestions and recommendations for programs and policy. Key informants would include field practitioners and policy experts in child rights, protection and mental health.

The final monograph, now in process of being drafted, 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.6. Plans for the next Quarter: October 2021 to December 2021

A.6.1. Training and Capacity Building

SAMVAD will resume in-person training from the next quarter. Goa State Child Protection Society and Chandigarh State Child Protection Society (SCPS) have approached SAMVAD for in-person training for different child protection cadres in those states.

a) Goa State Child Protection Society for training of Juvenile Justice Board (JJB) Members and Child Welfare Committee members

Goa State Commission for Protection of Child Rights (SCPCR) approached SAMVAD to conduct in-person training for Goa JJB and CWC members in collaboration with Goa SCPS. The SAMVAD team has initiated the process to begin training and had meetings with the Goa SCPCR Chairperson and the Goa SCPS Director, to discuss the logistics and plan for the in-person training which is tentatively scheduled for the month of January 2022 for the training of 50 JJB and CWC members.

b) Chandigarh State Child Protection Society for training of Counsellors and CCI staff

SAMVAD has initiated training processes with the Chandigarh SCPS after they showed a keen interest in the training of their child protection functionaries. In this quarter, SAMVAD shared its concept notes, curriculum and through meetings, tried to better understand the needs of the state to contextualise training. The training for Chandigarh SCPS will be conducted in an in-person residential format on the Integrated Approaches & Methods in Child Protection, Mental Health & Psychosocial Care, potentially in the month of December 2021.

c) Implementation of the Plan to Integrate Child Protection & Mental Health into Panchayati Raj Institution

Preparation of videos and booklets are under-way, as are training curriculums for training of PRI members. These will continue over the next quarterly period, and one training program, at least, of the Assam SIRD master trainers is expected to be completed in the upcoming quarterly period (October to December 2021).

B. Mental Health

B. Key Thematic Objectives:

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

B.1. Material & Resource Development

a) Chapter on “Psychosocial Concerns and Mental Health in Paediatric HIV”, Submission to National AIDS Control Organization (NACO) Technical Guidelines

NACO is in the process of revising the technical guidelines on Anti-Retroviral Therapy (ART). As part of this, SAMVAD was requested to contribute a chapter about guidelines for paediatric counselling. Given SAMVAD’s previous experiences in direct interventions for HIV infected and affected children (i.e. clinical/child mental health work), and of providing training and capacity building workshops for ART counsellors, a chapter titled “Psychosocial Concerns and Mental Health in Paediatric HIV” was written and submitted in July, 2021. With a focus on child mental health support to HIV infected/affected children, the chapter covers the following: (psychosocial) objectives of paediatric HIV counselling, the contexts of children infected and affected with HIV, the impact on the disease on child development, emotional and behavioural concerns of children infected/affected by HIV, essential skills in counselling HIV infected/affected children, including addressing issues of illness, disclosure, stigma and discrimination.

b) A Guide on Responding to Children’s Protection & Psychosocial Concerns During the Pandemic: In

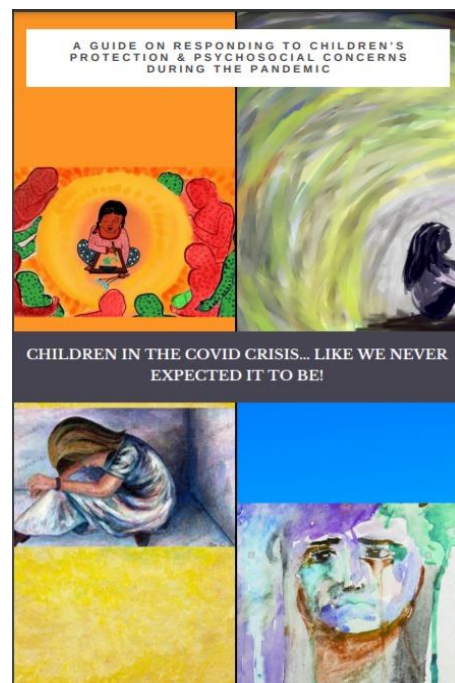
May 2021, at the peak of the second wave of the COVID pandemic, SAMVAD had conducted a 4-part COVID Series, as part of its public discourse initiatives. Reaching out to child protection workers, mental health professionals, teachers and caregivers, the Series was very well-received, with numerous requests that then followed, asking SAMVAD for further inputs on addressing children’s mental health concerns in the pandemic. Thus, drawing from the Series, SAMVAD developed a guide for use of child care workers/service providers. Like the Series itself, the guide focusses on:

Part One, Saving Children from the Brink, Acting Upon Child Protection Vulnerabilities:

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 Two, Worries Fly Away: Helping Children Manage Covid- Related Anxieties: This part focuses on the mental health impacts of the uncertainties of pandemic combined with lockdowns, 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 Four, 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 Four, 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 Guidebook is available at: <https://nimhanschilprotect.in/samvads-work-during-the-covid-19-pandemic/>)

Furthermore, and in order to inform the mental health community, both about the public discourse series (of which recordings were available online) and of the COVID guide and other resources available on the SAMVAD website, the SAMVAD team collectively co-authored an article published under the 'Letters to Editor' section of the Asian Journal of Psychiatry (Reference: Ashok, S. S., Ramaswamy, S., Kulkarni, A., Singh, D., Quadros, D., Dzuwichu, K. J., Tikku, K., Rizvi, M., Kandula, P., Tank, P., & Seshadri, S. (2021). *Responding to children's mental health, protection and psychosocial care concerns in the COVID crisis. Asian journal of psychiatry, 65, 102831.* <https://doi.org/10.1016/j.ajp.2021.102831>) and in *the Indian Journal of Paediatrics News Letter*, June 2021.

c) Curriculum Development

- **“Essential Interventions & Skills for Working with Child Sexual Abuse: Introducing Mental Health & Legal Dimensions of Forensics”:** The Mental Health team worked in collaboration with the SAMVAD Law & Policy team to design and develop a curriculum on Child Forensics, entitled “Essential Interventions & Skills for Working with Child Sexual Abuse: Introducing Mental Health & Legal Dimensions of Forensics”. The training program will focus on facilitating knowledge development among practitioners in the field of mental health as well as law. Over a course of 21 sessions, the course will focus on building conceptual knowledge and skills essential for working on the issue of Child Sexual Abuse (CSA) with the objectives of: understanding child sexual abuse dynamics and processes, and how these in turn, affect children's decisions on abuse-disclosure and reporting; applying a child development lens to understand its impact on eliciting testimony, and the methods and skills required to elicit abuse narratives from children; developing the skills to assist children in court processes in cases pertaining to child sexual abuse; reflecting on the debates and discussions on appreciation of medical and other evidence in child sexual abuse cases. Once the content is finalized SAMVAD will make decisions on how to offer the training program country-wide, on an online platform.

- **Addressing Protection Concerns in Children with Disability**
Child protection concerns are often much neglected in work with children with disability. Disability is largely approached from an educational perspective, consequently leading special educators to focus on cognitive development and related areas of skills in children,

while this is legitimate, it is equally important to focus on socio-emotional development concerns in children with disability, and in relation to these, on safety and abuse, which children with disability are at greater risk of than average children. In recognition of this, SAMVAD developed a specific curriculum on addressing protection concerns in children with disability, during this quarterly—with a view to building the understanding of teachers and other child care service providers, on child protection concerns of children with disability.

The framework developed looks at the protection concerns from a sexuality and abuse lens, using the tenets of normative child development, and then disability, to understand how these place children at risk of abuse. The curriculum then goes on to focus particularly on sexuality behaviours and sexual abuse concerns in children with disability, including a life skills approach to personal safety and sexual abuse. Activities from CSA Prevention Activity books developed by SAMVAD for pre-schoolers were adapted to suit the needs and capacities of children with disability, to enable special educators and caregivers of children with disability, to implement activity-based interventions to address sexuality-related behaviours and personal safety concerns in these vulnerable children.



B.3. Training and Capacity Building

a) Educational Sessions for (Child) Mental Health Professionals: A Series on Creative Therapeutic Methods for Children, September 2021.

Creative therapeutic methods, of play and art, allow children to process and resolve difficult experiences, helping to address feelings of stress and anxiety as they work through their life challenges. By providing children a safe space, to express their negative experiences and emotions, creative methods can thus help children move to healing transformations.

With a view to introducing such techniques and methods, so that mental health professionals across the country expand their repertoire of

treatment strategies, beyond pharmacotherapy and cognitive-behavioural techniques (that tend to be commonly used), in September, 2021, SAMVAD organized a Special Series on Creative Therapeutic Methods for Children.

This specialized four-part series was organised, on a weekly basis for Mental Health Professionals. The sessions focussed on Play, Art, Sand and Narrative Therapies respectively. Each session was organized for a duration of 1.5 hours in which mental health professionals were given an opportunity to interact with experts, discuss cases and questions. SAMVAD invited Dr Alexander von Gontard and Dr Jaswant Guzder, who are child psychiatrists but also practitioners of creative therapies with children--the former was an academician in Germany, working especially with young children, while the latter is an academician in Canada, working extensively with vulnerable children in contexts of violence

and trauma. The sessions received positive feedback and the participants placed several requests for similar sessions that are advanced in nature¹.

Table 3: Series on Creative Therapeutic Methods for Children, September 2021

Series	Speaker	Viewership
The Play Way: Use of Play Therapy with Children	Dr Alexander Von Gontard	301
The Sands of Time: Use of Sand Therapy with Children	Dr Alexander Von Gontard	285
Paint My Life: Use of Art Therapy for Children	Dr Jaswant Guzder	105
My Journey, My Story: Use of Narrative Therapy with Children	Dr Jaswant Guzder	73
Total Viewership by Mental Health Professionals		764

b) A Brief Orientation on Child Protection and Needs of Children with Disability in the COVID Pandemic, Latika Roy Foundation, Dehradun, July 2021.

A brief talk on child protection concerns in children with disability, and how these are exacerbated in the context of COVID, was given by SAMVAD, in July 2021 for Latika Roy Foundation (further details provided below). The Programme, part of the agency’s Summer Internship Program 2021 for special educators and counsellors, emphasized the need to empower children with disabilities safety skills and life skills prevent abuse. Themes of identity, personhood, and safety with regard to children with a disability were highlighted, as were the links between disability and child protection the context of disability, including how children with disabilities are more vulnerable to physical, sexual and emotional abuse than average children.

c) Learning Exchange Visit to Latika Roy Foundation, Dehradun, August 2021.

The Latika Roy Foundation (LRF), in Dehradun, is a voluntary organization working with children and adults who have developmental and other disabilities. As a resource centre for people with special needs, LRF provides early intervention services, livelihoods development, education, training and awareness. In early September 2021, SAMVAD team made a 4-day visit was made to the LRF. The purpose of the visit was two-fold: (i) to share SAMVAD’s knowledge and approaches to child protection and mental health in the context of children with disability; (ii) Learn from the LRF the model and integrate relevant disability interventions and methodologies to expand SAMVAD’s work and teaching on children with disability.

Thus, the SAMVAD team undertook to study LRF’s work through its centres on early intervention, child development, vocational training and other resource programs. Through observation of the activities, methods such as modelling, ‘talk and describe’, use of prompts and cues, playful obstruction, assisted play, control access, behaviour management, and praise and reinforcement were noted—for subsequent incorporation into SAMVAD’s disability-related training programs.

¹ Due to issues of confidentiality arising out of case study discussions, this Series has not been made available on SAMVAD’s website or Youtube channel. However, the recordings will continue to be used in closed group teaching sessions that SAMVAD undertakes.

SAMVAD in turn, conducted three training workshops for various cadres of staff in LRF on child protection concerns in children with disability—with a focus on personal safety, sexual behaviours and sexual abuse. The specific objectives of the workshop were to enable participants to:

- Learn and identify the protection risks of children with disability.
- Acquire skills to help children with certain types and levels of disability to understand and apply personal safety concepts in their day-to-day lives, including to recognize sexual abuse if it takes place and report the same.



SAMVAD’s Training on Child Protection Concerns in Children with Disability, Latika Roy Foundation, Dehradun

Furthermore, the staff at LRF requested the SAMVAD team to hold individual consultations with some children enrolled with them along with their parents. The SAMVAD team held individual consultations with 8 children over the course of two days of their visit. The children were referred by the therapists/teachers who worked with them, citing certain mental health related concerns, for which they required consultation. The mental health concerns shared ranged from anxiety issues in children with intellectual disability, anger and aggression, hyperactivity and aggression in children living with ADHD, speech concerns in children with Downs. The consultations were also held with adolescents regarding sexuality and sexual behaviors being displayed by children. Activities/techniques to be applied with children to help them develop socio-emotional skills, understand and regulate their emotions were shared with the parents, caregivers and teachers/therapists of the children through SAMVAD’s life-skills manuals for social and emotional development for ages 0-6 years and 7-12 years. Caregivers and parents of children with disability who shared concerns pertaining to sexual behaviors, sexuality and safety, activities from SAMVAD’s Gender- Sexuality life-skills manual were explained, demonstrated and shared. Thus, SAMVAD also engaged in on-the-job training and capacity building activities by demonstrating to LRF staff, how mental health concerns of children with disabilities may be addressed.

d) Online Training on “Addressing Protection Concerns of Children with Disability” September, 2021.

Based on feedback from Latika Roy Foundation i.e. how useful and practical they had found the training workshops and skills imparted on child protection concerns with children in disability, particularly the activities for personal safety, and as part of SAMVAD’s expansion of disability-related work, a session on “Protection Concerns of Children with Disability through Sexuality and Abuse Lens” was developed.

'Addressing Protection Concerns in Children with Disability'
Through the Sexuality and Abuse Lens

Thursday, 30th September, 2021
Timings: 3:00pm-6:00pm
Language - English
Registration Link: <https://samvad.nimhanschildprotect.in/session-on-disability>
Facilitators
Dr. Shekhar Seshadri,
Senior Professor Department of Child and Adolescent Psychiatry, NIMHANS

Sheila Ramaswamy,
Technical and Operational Lead, SAMVAD
SAMVAD
Support, Advocacy, & Mental Health Intervention for children in Vulnerable Circumstances And Distress
(A National Institute & Integrated Resource for Child Protection, Mental Health, & Psychosocial Care)
Dept. of Child and Adolescent Psychiatry
National Institute of Mental Health & Neurosciences (NIMHANS)-Rangpur
Supported by Ministry of Women & Child Development, Government of India

This 3-hour session was specifically designed and delivered for special educators, social workers and mental health professionals. A registration link was circulated via emails and the WhatsApp networks—and about 60 professionals from around the country registered for the session. The session was piloted in English language.

Once again, a positive response was received from the participants, who emphasized the importance of this much neglected issue, including how there were few resources or training programs that were available to professionals to deal with sexuality issues in children with disability. Plans are underway for SAMVAD to deliver this session in Hindi as well as to make available this information on Youtube.

e) “Is COVID increasing OCD?”, NASEEMA Webinar Series, “Mental Health in 2nd Wave”

The session was conducted for mental health professionals as part of North East England South Asia Mental Health Alliance, NEESAMA. NEESAMA was developed between partners across North East England and six South Asian countries in 2018. Webinar Series “Mental health in 2nd Wave”. The session focussed on how the nature of the COVID pandemic, and the measures required to contain the progression of the infection have increased the risk of OCD, and has elevated the OCD symptoms for those who were already dealing with OCD before the COVID-19 Pandemic.

f) Enough! Impacts & Challenges of Screen Time on our Children, Rangashankara, July 2021.

Rangashankara’s AHA! is a theatre programme for children launched in 2006 to promote children’s right to access high quality art, especially those from the less privileged background. Through AHA! Rangashankara reaches out to the government schools, children with special needs and children across all economic strata through plays produced at regular intervals in English and Kannada catering to different age groups.



Enough! Impacts & Challenges of Screen Time on our Children was organized by Rangashankara for caregivers, during their International Theatre Festival for Children, 2021. The webinar addressed the impact of increased screen time on children, inviting observations and perspectives from Dr Shekhar Seshadri, (Senior Professor, Dept of Child and Adolescent Psychiatry) as a mental health expert, Ms Anupama Ramachandra (Principal, DPS) as an educator and Ms Ruchira Das (Founder, ThinkArts) As the pandemic hit, the education systems moved towards online mode of education, access to internet became a necessity. While this was looked at a welcome reform, the increased exposure also became an area of serious concern for caregivers. The session explored ways in which balance can be created in children’s routines and shared screen time guidelines to ensure better health and safety of children.

g) Aarogya Bharat based on Interactive LIVE Phone— Programme on COVID-19 Vaccine- Based on the Interactive LIVE Phone, July 2021

Aarogya Bharat is a special programme by DD News with the Ministry of Women and Family Welfare to raise awareness about COVID appropriate behaviours and increasing vaccination.



Dr Shekhar Seshadri, was invited to the discussions about the increased vulnerabilities of the in the third wave and further implications. This programme garnered a viewership of 1769 on YouTube.

h) Sessions for Certificate Course on Child and Adolescent Psychiatry, IACAM, August 2021.

The Indian Association for Child and Adolescent Mental Health (ICAM) is an association of psychiatrists whose interest is focussed on child and adolescent mental health. In existence since the late 80s, IACAM promotes the study, treatment, care and prevention of mental and emotional disorders and deficiencies of infants, children, adolescents and their families; and it promotes national and international collaboration among professionals in the fields related to child and adolescent mental health. IACAM has recently started a one-year online certificate course to bridge the gaps between child and adolescent mental health and general psychiatry training. The course currently has 100 psychiatrists enrolled for the course, which is divided into 4 modules. The four modules cover- Normal Development and Neuro Developmental Disorders, Externalizing Disorders, BPAD and Addictions, Internalizing disorders, Trauma and psychosis and finally management & aftercare. SAMVAD's sessions as part of the course were focussed equipping the practitioners with knowledge and skills on history taking, carrying out assessments, case formulation and essential communication skills for interacting with children.

i) Resolution of Grief in Children, Indian Psychiatric Society, August 2021.

The session was organized by the Preventive Psychiatry Speciality Section of the Indian Psychiatric Society and was attended by 184 participants. It focussed on the basics of childhood trauma, and covered the different ways in which children internalize the experiences of trauma, loss and grief, including the emotional and behavioural problems that consequently emerge from such traumatic experiences. therapeutic ways for the management of grief in children were also discussed.

j) Covid and Mental Health: To counter COVID Vaccine hesitancy and Promoting COVID Appropriate Behaviour, UNICEF, August 2021.

A special session was organized by UNICEF for content writers on explaining their roles in changing the negative perceptions of people towards the COVID-19 vaccine, and building acceptance by throwing light at the necessity, advantages and the need for adherence to the COVID appropriate behaviours to reduce the high burden of COVID disease in the country.

k) Experiences, Dynamics & Processes of Child Sex Trafficking, Indian Academy of Paediatrics & Indian Child Protection Medical Professional Network, July 2021

Indian Academy of Paediatrics in collaboration with Indian Child Protection Medical Professional Network, organizes on a regular basis, sessions on child protection. The ICPMPN is a national network of medical and mental health professionals working to improve the prevention, recognition and response to child sexual abuse and exploitation and human trafficking in India. It is a collaboration between ICMEC and the Indian Child Abuse, Neglect and Child Labor group of the Indian Academy of Paediatrics. In July 2021, SAMVAD contributed to the learning and discussion sessions of these associations through a session on child sex trafficking—with a focus on Experiences, Dynamics & Processes involved including the specificities of mental health issues/impact in affected children.

l) A Brief Overview of Child Sex Trafficking: Methods in Trauma-Informed Care & Assessment, ICANCL- Indian Academy of Paediatrics, August 2021

Indian Child Abuse, Neglect and Child Labour (ICANCL) Group is a nationally registered society. It was started in 1996 within the framework of Indian Academy of Paediatrics (IAP). Recognizing the impact of socioeconomic, cultural and environmental factors on child health, development and overall welfare, ICANCL Group specifically focuses on comprehensive child welfare, child rights, abuse, neglect, exploitation and rehabilitation. In August 2021, as part of ICANCL's partnership with Indian Child Protection Network (ICPMPN) with SAMVAD conducted a training session for paediatricians on "A Brief Overview of Child Sex Trafficking: Methods in Trauma-Informed Care & Assessment, ICANCL- Indian Academy of Paediatrics". It focussed on the specific impact of child sex trafficking experiences on children (as also being different from child sexual abuse in non-trafficking contexts), and provided an understanding of trauma-informed care, how to interview victims of child trafficking, medical and psychosocial assessment guidelines, and frameworks for decisions on repatriation and reintegration.

m) Session on 'Distinctions in Counselling and Therapy for Children', National Institute of Public Cooperation & Child Development, August 2021.

NIPCCD launched its one-year Advanced Diploma in Child Guidance and Counselling in the year 2005 to address the need for trained mental health professionals and thus improve the accessibility to counselling services for children and families. The course is under affiliation with Guru Gobind Singh Indraprastha University, Delhi and is also recognized from Rehabilitation Council of India (RCI). As part of the course, a lecture was organized for the current batch of 36 advance diploma students. The session focussed clearing misconceptions about counselling and therapy, and the dilemmas that play out while seeking assistance to provide clarity to the students at the foundational and technical level.



n) 'Living with Rare Disease in Covid Times', Organization for Rare Diseases India, September 2021.

Organization for Rare Diseases is an umbrella organization, advocating for the rights of patients with rare diseases, working towards creating public awareness and contributing to the development of public policy safeguarding and promoting the rights of persons with rare diseases. The online session 'Living with Rare Disease in Covid Times' highlighted the challenges faced by the people living with rare diseases during the Covid pandemic. The impact of the COVID -19 pandemic on the people with rare diseases have been severe as their needs and treatment were often overlooked during the pandemic due to the increased burden on the health systems and the

It explored the pandemic's effect on access to health services and resources to the patient with rare diseases, and consequently the impact on their physical and mental health.

o) Overall Environmental Issues in the Prevention of Suicidal Tendencies for Divecha Centre for Climate Change, IISC, COMHAD National Chapter, and Lakeside Education Trust, September 2021.

On the eve of World Suicide Prevention Day (10th September 2021), in order to raise awareness on suicide and towards taking a public health approach while dealing with the issue of suicide, SAMVAD gave a talk that examined the correlations between climate change and changing lifestyles—and how these have led to increasing psychological vulnerabilities of individuals.

p) ‘The New Normal--Post Pandemic Challenges, Impact, Adaptation and Resource’, National Organization for Rare Disorders India- NORD, September 2021.

The session discussed the burdens faced by the families of patients with rare diseases and the mental impact of the patient’s disease on the family’s mental health. The session focussed on interventions, and therapeutic ways in which the families can together deal with the anxiety, grief and loss and take care of their own selves.

Table 4: Training & Capacity Building, Mental Health, July to September 2021

State	Govt Dept./ Agency Placing Request	Cadre training for	No. of Personnel	Content/ Theme	Timeline
PAN INDIA	None--SAMVAD-Initiated	Mental Health Professionals	764	A Series on Creative Therapeutic Methods for Children, September 2021.	September 2021
Uttarakhand (Dehradun)	Latika Roy Foundation (Summer School Programme)	Special Educators & Counsellors	121	Child Protection and Special Needs for children during COVID-19	July 2021
Uttarakhand (Dehradun)	Latika Roy Foundation	Counsellors, special Educators & Support Staff	75	Exchange Visit to Latika Roy Foundation	August 2021
PAN INDIA	None--SAMAVD-Initiated	Counsellors, Special Educators, Social Workers, Paediatricians	60	Addressing Protection Concerns of Children with Disability	September, 2021
PAN INDIA	NEESAMA webinar series titled	Mental Health Professionals	86	Is COVID increasing OCD?” Mental Health in 2 nd Wave	July 2021
Bangalore	Rangashankara	Parents and Teachers	124	Enough!: Impacts & Challenges of Screen Time on our Children	July 2021

PAN INDIA	DD News	General Public	1769	Aarogya Bharat based on Interactive LIVE Phone -in Programme on COVID-19 Vaccine	July 2021
PAN INDIA	SKNMC, Pune Second Annual Conference of Research Society	Mental Health Professionals	750	Dynamics of Communication in Challenging Contexts	August 2021
PAN INDIA	IACAM, Preventive Psychiatry Speciality Section	Mental Health Professionals	100	Certificate Course on Child and Adolescent Psychiatry for General Psychiatrists	August 2021
PAN INDIA	Indian Psychiatric Society	Mental Health Professionals	184	Resolution of Grief in Children	August 2021
PAN INDIA	UNICEF	Content Writers	22	Covid and Mental Health- To counter COVID Vaccine hesitancy and Promoting COVID Appropriate Behaviour	August 2021
PAN INDIA	Indian Academy of Paediatrics	Paediatricians	50	Experiences, Dynamics & Processes of Child Sex Trafficking	July 2021
PAN INDIA	Indian Academy of Paediatrics (ICANCL)	Paediatricians	50	"A Brief Overview of Child Sex Trafficking: Methods in Trauma-Informed Care & Assessment	August 2021
PAN INDIA	NIPCCD	Advanced Diploma Students	36	Distinctions in Counselling and Therapy for Children.	August 2021
PAN INDIA	Organization for Rare Diseases, India	Mental Health Professionals and Health Care Service Providers	62	Living with Rare Disease in Covid Times- Challenges, Impact, Adaption and Resources	September 2021

PAN INDIA	Divecha Centre for Climate Change, IISc., COMHAD National Chapter, and Lakeside Education Trust	Mental Health Professionals	15	Overall Environmental Issues in The Prevention of Suicidal Tendencies	September 2021
PAN INDIA	Organization for Rare Diseases, India	Health Care Service Providers	29	New Normal-Post Pandemic Challenges, Impact, Adaptation and Resource	September 2021
Total Professionals Trained			4,297		

B.4. Tele Mentoring Services- In order to reach out to some of the most vulnerable children in the country, in the current situation, SAMVAD continued its sessions for child protection functionaries based on the number of requests raised. A total of 7 cases were attended to during this quarter. During these online sessions, SAMVAD engages with the child protection functionaries to understand the concerns of the child(ren) and based on the history, experiences and presenting behaviours of the child, SAMVAD also provides the caller with necessary referral services to the nearby District Mental Health Services (DMHPs) if necessary along with an intervention that range from counselling techniques to life skill methodologies based on SAMVAD's existing resources like the mental health directory, assessment proformas, life skills and training modules.

B.5. Direct Therapeutic Work with Children

During the current quarter, the mental health team extended therapeutic assistance to twelve children, over an average period of ten to twelve sessions each, depending upon the individual needs of each child. While the Department of Child & Adolescent Psychiatry runs in-patient and out-patient clinical services, and direct work with individual children is not a key mandate of SAMVAD, the SAMVAD team also extends clinical and therapeutic assistance to children, in order to ensure that the team members have continuous clinical/field experience with children in order to feed into their learning and teaching activities. Thus, the team works in collaboration with the Dept. of Child & Adolescent Psychiatry consultants/clinical teams on issues ranging from early childhood development, academic issues, sexuality-related issues, anxiety, behavioural issues, and various internalizing and externalizing disorders.

B.6 Developmental, Psychosocial& Mental Health Assessment of Children from Children's Home in Deoria, Uttar Pradesh (For Evidence Eliciting, Mental Health Assistance & Rehabilitation)

The NIMHANS-SAMVAD team visited Deoria, Uttar Pradesh, in February 2021, and completed interviews with 21 children from the concerned CCI, as requested by the CBI, with regard to alleged child sexual abuse in a child care institution in Deoria. The specific objectives of the visit were as follows:

- To conduct mental health and developmental assessments for affected children in order to screen for mental health morbidity and ascertain the psychological impact of alleged child sexual abuse (CSA).

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

In continuation of these assessments, an additional 2 children, one of whom was in the special custody of the Allahabad High Court, (who were not interviewed in February)—consequently, further to High Court permissions granted subsequently, were interviewed in September 2021. The team also referred one of the two children for detailed mental health assessment and assistance to King George Medical College in Lucknow. Requisite individual assessments for the two children, and a detailed overall report of the work done by SAMVAD of the interview were sent to the CBI.

B.7. Mental Health Directory

SAMVAD's aim is to enhance child and adolescent psychosocial well-being, particularly of children in difficult circumstances, through promotion of integrated approaches to mental health and protection. Building capacity and training child protection functionaries to develop a mental health and psychosocial lens involves improving the ability of institutions to collaborate. The mental health directory is a vital step in this direction. In furtherance of the same, SAMVAD is curating a directory of all Government psychiatric facilities (primary, secondary, tertiary) and 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. A major aim of this directory is to compile information about various services provided by Government mental health institutions 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. Over the last two quarters, SAMVAD has been working to compile first lists of these facilities. Given the COVID context and associated challenges, SAMVAD has curated information for 12 States and 4 Union Territories. The details for 8 new States which include Arunachal Pradesh, Bihar, Chhattisgarh, Goa, Himachal Pradesh, Sikkim, Nagaland & Tripura, Uttarakhand, Jharkhand are being compiled by the resource person hired exclusively for the same purpose. The directory is expected to be completed with the finalization of the designs and layout by the next quarter.

B.8. Research

a) On-Going Study: "Retrospective Review & Documentation of Therapeutic Processes in Child & Adolescent Psychiatric Disorders"

A qualitative study, using secondary data collection methods, through use of retrospective case file review, is being applied to document case studies of children and adolescents with psychiatric disorders. The objectives of this study are:

- To review case records of children and adolescents with psychiatric disorders.
- To document the context of each child and the therapeutic methods and processes that were used to enable the child's emotional and behavioural transformation.

- To highlight particular methods, techniques and processes that facilitated the requisite emotional and behavioural outcomes in individual children/disorders.
- To use the resulting case studies for teaching and training purposes, particularly of mental health professionals in secondary and tertiary care facilities and services.

The study will explore the use of a range of methods in working with children with various disorders and in different contexts. These methods and techniques will be analyzed in terms of how they can be used and how they worked (or did not) to bring about therapeutic transformations. Also, description of process will focus on two major aspects: i) Creative and psychodynamic techniques such as play, art and story-telling and cognitive behaviour therapy methods; ii) Conversations with children, including verbatim dialogues and scripts. Outcomes, challenges, critiques and alternative approaches will also be discussed in order to broaden the scope of application and promote the exploration of manifold strategies and approaches as child mental health work always necessitates. The documentation of individual case studies will thus potentially equip readers/learners with skill sets in child psychotherapy.

b) Upcoming Research Study: “Mental Health Assessments in Resolving Legal Dilemmas on Adolescent Sexual Consent.”

SAMVAD is working on a research study entitled: “**Mental Health Assessments in Resolving Legal Dilemmas on Adolescent Sexual Consent.**” Adolescent consent has received scant attention from child mental health professionals and its impact on dispensation of justice, in the context of Child Sexual Abuse and juvenile justice. Given its links to child safety and mental health, and centred around complex issues of sexual decision-making processes in adolescents, there is an urgent imperative to build a research agenda to obtain a nuanced understanding of consent, as necessitated by legal procedures. The aim of this research is:

- To identify the factors that impact adolescents’ capacities for sexual consent, and examine how these play a role subsequently in their sexual decision-making processes.
- To use this understanding to:
 - a) Build a list of indicators in terms of key issues of adolescents’ vulnerability in consent capacities and sexual decision-making, so that preventive and promotive mental health interventions may be designed and implemented accordingly.
 - b) Develop a methodology for the court to be able to discern between consent and coercion, and dispense justice that are in the best interests of care and protection of victims of POCSO as well as in children (adolescents) in conflict with the law.

The study will be conducted in child care institutions in the country where girls engaging in (runaway) romantic and sexual relationships and boys accused of engagement on sexual offence (amongst others) are placed, from state CCIs in the country. SAMVAD is awaiting the requisite ethics approvals from the NIMHANS Ethics Committee for the initiation of the study.

B.9 Plans for the Next Quarter

➤ Creation of Satellite Centres

As documented in SAMVAD’s proposal, according to the request of MoWCD at the time, SAMVAD is, during the course of its implementation, required to establish satellite centres in the country. These satellite centres are to have the same child protection and mental health mandate as SAMVAD, and function in their respective regions, as SAMVAD does around the country, implementing training and capacity building activities in their respective

states/surrounding states. With a view to initiating the establishment of one such satellite centre, SAMVAD initiated contact with Central Institute of Psychiatry, Ranchi for two reasons: (i) a satellite SAMVAD-centre in CIP, one of the oldest institutions in mental health, in the country, may be expected to serve the eastern and central regions of the country, including states such as Jharkhand, Bihar, Chhatisgarh, West Bengal and others, which are also states with poor child protection and health indicators; (ii) The Dept. of Psychiatry is particularly interested in child psychiatry and SAMVAD's model—and thus keen to replicate it. SAMVAD is therefore planning a visit early in the next quarter to CIP Ranchi to take forward discussions to establish a satellite centre.

➤ **In-Person Training for students at Central Institute of Psychiatry, Ranchi:**

As part of the CIP Ranchi visit, towards the establishment of a satellite centre, a two-day training workshop is being planned for Central Institute of Psychiatry Ranchi, on Child Sexual Abuse and Children in Conflict with the law. The training program will be facilitated for the (post-graduate) students of the Department of Psychiatry, Psychology and Social Work to enable them to have a deeper understanding of issues of child protection and law.

➤ **Hosting of a National Consultation on Child and Adolescent Mental Health**

In the light of the shifting landscapes of child mental health, and its ever changing and increasing needs and challenges, there are many new imperatives for CAMH services, training, and research. SAMVAD plans to host a National Consultation on Child and Adolescent Mental Health in the month of November 2021 for Centres of Excellence and National Institutes across the country. Through the consultation SAMVAD will attempt to bring these institutions of national importance onto a common platform, to initiate collaborations to effectively meeting CAMH needs across the country, including to share the SAMVAD model of work—especially as, like CIP Ranchi, other institutes might come forward to establish satellite centres or adopt SAMVAD's CAMH/protection approaches.

➤ **Activity Book on Developmental Interventions for Children with Disability**

The CHILDLINE India Foundation contacted SAMVAD to develop a manual focussing on developmental activities for children with disabilities. Previously, the CHILDLINE India Foundation in partnership with UNICEF has created a manual on '*Psychosocial Support for Children during COVID-19*' which aims at providing parents and caregivers simple tools to support children in the difficult times of COVID-19 pandemic. The manual for caregivers/parents of children with disabilities will be a sub-part of the first manual. This manual aims to include simple and doable activities with children that will provide parents, caregivers, support persons a tool that will enable them to understand the specific needs of children and differently able children—and implement activities to enable the development of these children.

B.9.5 Research Study “Mental Health Assessments in Resolving Legal Dilemmas on Adolescent Sexual Consent”: As SAMVAD is mandated to undertake studies on mental health of children and adolescents, as part of the research initiatives, a study has been proposed to understand and examine the perceptions of adolescents about consent and relationships. The study in recent times would be most relevant as the courts and the child protection systems struggle to draw distinctions between consent and manipulation/coercion in CSA cases, especially in the context of romantic relationships between adolescents. The role of mental health professionals in these cases becomes increasingly critical as they are required to provide assistance to legal systems and enable their understanding about the

vulnerabilities of adolescents in order to ensure the justice is rightly dispensed. The study will use the findings to develop methodology for the court to be able to discern between consent and coercion in POCSO cases. A part of the data collection process, the mental team will travel to Bihar in the next quarter to interview adolescents from observation homes and other child care institutions. This study would take a trans-disciplinary approach combining protection and legal lens towards developing the understanding of sexual decision making.

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, School Counselors to identify and respond to emotional, behavioral, 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) Adaptations & Modifications to Training Content & Presentations

In the education vertical, the team has reached out to several states and has completed the training, followed by a certification process. During this course, based on participant feedback and responses and SAMVAD's understanding of teacher/counsellor learning needs, there was a need to incorporate more content into our existing curriculum, and adapt and modify methodologies accordingly. These additions and modifications were undertaken by the SAMVAD team with thorough and rigorous discussions with the entire technical team—so as to elicit varied training experiences, and consequent methodologies and ideas. Some of the changes made to the education vertical curriculums were as follows:

- Extension of Communication Skills module (with more content added to skills on 'Recognizing & Acknowledging Emotions' and 'Acceptance & Non-judgemental attitude')
- An extensive session on Life Skills Education for school children

b) Training Content for Special Educators

Based on the requests from the Sarva Shiksha Abhiyan of Madhya Pradesh and GCERT of Gujarat for the training of special educators, a detailed concept note along with a curriculum for training Special Educators has been developed, primarily focusing on how children with special needs (CWSN) can be assisted. The SAMVAD Education team has been actively engaged in content development for the training of Special Educators. The training curriculum has 8 modules consisting of 28 sessions in total. The content covers children with various types of disability (like locomotor impairments, sensory impairments, neurodevelopmental disorders) in terms of assessments and interventions. Training includes multiple aspects relevant to these groups of children, namely developmental assessments and screening, interventions for each type of developmental disability, management of emotional and behaviour problems, including mental health co-morbidities in children with disability, incorporation of special considerations such as inclusion, child protection risks and disability-related laws.

Given that SAMVAD wishes to develop a comprehensive training workshop on working with children with disability, the developing of training content is still in process—following this, the training with special educators will be initiated early in the new year i.e. in January 2021.

c) Developing content for delivery of special sessions

With increasing requests from various educational departments and organizations, the team has also been involved in creating content for the delivery of special sessions for different cadres via online mediums. These sessions have ranged from school mental health to life skills, COVID and children/ teacher well-being. Depending on the request, these sessions are either conducted on a zoom portal app, specifically for a set number of participants, or a public session is done via a YouTube app. The topics vary according to the needs of the various stakeholders, it is needs-based. Close to seven different content/ presentations were prepared for the delivery of these special sessions.

d) Brochures on Child Mental Health Disorders

For awareness and sensitization purposes, the Education team is working on the development of e-brochures on common child and adolescent mental health problems, such as depression, anxiety (including separation anxiety, social anxiety, and school refusal), post traumatic stress disorder, self-harm behaviours, conduct and substance disorders. Developed in English and Hindi, these will be circulated among various stakeholders, such as, teachers, educators, and Education Departments, such as SCERT, Samagra Shiksha all over the country.

Along with equipping teachers and other child education/mental health professionals with knowledge on signs and symptoms of various child mental health issues, these brochures also contain first-level responses to children, enabling professionals thus, to not only identify child mental health problems but also provide some immediate assistance to affected children. Content development is in progress.

e) Video Production for Child Sexual Abuse

The first cut of a video on child sexual abuse is complete, and some final revisions are in process. This video will be used in SAMVAD’s educational campaigns and training programmes to sensitize the participants on methods of perpetration of child sexual abuse, especially lesser-known methods such as grooming and manipulation, as well as to help caregivers understand where to seek help.

C.4. Training and Capacity Building

During this quarter, the SAMVAD Education team conducted (i) routine training programs (which are conducted twice a week and continue over a 2 to 3 month period, for teacher and counsellor groups from various states, through the Departments of Education; (ii) other awareness & orientation programs on a range of education and mental health themes, usually in a single or a two to three part session series, upon request from specific agencies.

Table 5: Training & Capacity Building Programs, Education, July-September 2021

Routine Training Programs (for Teachers & School Counsellors)						
State	Agency/ Government Department & State	Cadre	No. of participants	Theme/ Content	Time- line	Number of Sessions (3 hours duration)

Delhi	Educational & Vocational Guidance Bureau, Directorate of Education	School Teachers	50	Interventions for Strengthening School Mental Health	July 2021	Completed
Gujarat	Gujarat Council of Educational Research and Training (GCERT)	DIET Lecturers	50		August 2021	Completed
Rajasthan/ Tripura	State Institute of Educational Research and Training (SIERT), Rajasthan & Department Of Higher Education (DHE), Tripura	DIET Lecturers & School Teachers	59		August 2021	Completed
Karnataka	Kalaburagi	School Teachers	53		August 2021	Completed
Odisha/ Jharkhand	TATA Steel Foundation	Teachers (Batch 03)	55	Psychosocial & Mental Health Assistance to Children in Difficult Circumstances	August 2021	Ongoing
Puducherry	Samagra Shiksha	Primary School Teachers	50	Interventions for Strengthening School Mental Health	August 2021	On-going
Uttar Pradesh	Sarva Shiksha Abhiyan	School Teachers	100		September 2021	On-going
Uttar Pradesh	Sarva Shiksha Abhiyan	State Resource Coordinators	50		September 2021	On-going
Total Number Trained			467			
Other Awareness & Orientation Programs						
State	Agency/ Government Department & State	Cadre	No. of Participants	Theme/ Content	Timeline	
New Delhi	Centre of Civil Society- Dharampal	School Teachers	36	Understanding Children and their	July 2021	

	Fellowship			Experience: Responding to their Emotional & Behavioral Problems	
PAN India	UNICEF Education Network	Within UNIEF network	23	Reopening of schools for safe learning: What can we do better and how?	July 2021
Karnataka	Department of Psychology, Lingaraj College, Belagavi	Teachers & Parents	149	Mental Health Implications of the COVID-19 Pandemic on Children	July 2021
PAN India	SAMVAD	School Teachers, Counselors, Child- care providers	129	Mandatory Reporting: Navigating the dilemmas and challenges in the law- POCSO Act	July 2021
PAN India	Ranga Shankara	Parents	124	Enough: Impacts & Challenges of Screen Time on our Children	July 2021
Bangalore, Karnataka	Abhyudaya- Keshava Kripa Samvardhana Samiti (KKSS)	Teachers	43 (In-person)	Teachers' Orientation	August 2021
PAN India	Jadavpur University	Teachers & Librarians	42	Life Skills Education	September 2021
Karnataka	Rotary Club, Manipal	Parents	14591	Understanding Children: A Dilemma of Parenting	September 2021
Uttar Pradesh	Sarva Shiksha Abhiyan	School Teachers	31551	Introducing Gender Equity to Adolescents: A Life Skills Approach	September 2021
Total Number Oriented/ Capacitated			46,688		
Total No. of Education Professionals Reached			47,155		

➤ **Routine Training Programs (for Teachers & School Counsellors)**

a) Training of School Counselors, 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 counseling and communication skills, identification of emotional, behavioral, 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.

For many counselors, this training was a refresher course as they were already equipped with the understanding of various concepts taught during their own course. Counselors were highly participative and discussed minute details of Communication Skills. On certain occasions, the counselors 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 showcases how these counselors were engrossed in the training sessions. These counselors 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 are often limited to academic readings but the manifestation of behaviors and emotions, relating to these disorders were the key highlights of this training, specifically for Child Sexual Abuse, counselors had doubts pertaining to Mandatory Reporting.

From the facilitator's perspective, participants showed curiosity at deeper levels, looking at the applicability of the various interventions. These behaviors suggest that the counselors were not only understanding the concepts but at the same time, they were internalizing and processing the learnings. Each participant was encouraged to share their experiences from school to enhance their conceptual understanding of themes/ topics.

BOX 8: Training Feedback from Counselors, Directorate of Education, New Delhi

- *Our EVG Bureau, DoE organized something like this for the first time... So it's a great effort as a lot of Counselors have zero experience so setting ground rules is a must function in govt schools especially. Additionally, I feel the training program duration was too long.. It could have finished in one month or so that would have had more impact on each one of us..*
- *If it is physically arranged we could have enjoyed and learnt more. Also, online mode at times leads to network issues which are faced by many people. Overall very interactive and fruitful sessions.*
- *All are good and informative for us. The way of conducting the session was excellent.*
- *I especially like Journaling activity... it gave me a chance to reach out my actual emotional state, it works like catharsis...as Counsellors we generally support others but in between we forget about ourselves, our feelings our emotions. It gave me the opportunity to identify my inner voices. I felt so relaxed after penning down my thoughts.*
- *Training program was indeed very helpful since it helped us in revising what we have studied and also there are topics which are new to us. So very thankful to Samvad team that they brought such topics plus the way of delivering the topic was good as it involved other counsellors yo participate and learn from each other experiences*
- *Training sessions were very intensive, informative, experience sharing and practical based.*

It was a wonderful experience with NIMHANS. Waiting for the upcoming sessions of NIMHANS related to psychology. Thank you very much all the facilitators

- *The content of the training was well implemented in experiential learning in all the sessions. We always used to study and learn everything during our graduation years but after working in the real world, practicing theory into reality is most difficult but during the entire training it was well explained through different activities. Thank you so much to the entire SAMVAD team for conducting this wonderful training.*

b) 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), Gujarat to start off 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 Behavior, Communication Skills with Children, Common Emotional and Behavioral 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. We are already conducting the training with the batch of 50 DIET Lecturers from 33 districts of Gujarat.

The DIET lecturers found Child Sexual Abuse and Life Skills Education sessions to be amongst the most helpful for their own curriculum development for adolescents. It was often expressed by the participants that role-plays and discussions were the two most helpful learning methods. Communication skills. They said, provided them a bridge in what ways they can connect with children and adolescents; they also realized how important it is to listen to children's perspectives, acknowledging that this is often what is missed in child work.

BOX 9: Training Feedback from DIET Lecturers- GCERT, Gujarat

- *Training schedule was quite long, I have joined in for 27 sessions. It was a very good experience. I teach in D.El.Ed and the training topics were so relevant. It was a good experiential training for me.*
- *Movie Screening of "Stanley Ka Dabba" was the best, followed by discussions on topics of self-harm, suicide which were quite sensitive in nature. These training sessions are useful for our work in Gujarat specially...Child Sexual Abuse. I was just hoping there will be more trainers coming in but overall a good learning experience.*
- *I would sincerely thank the NIMHANS team and GCERT for organizing these comprehensive training sessions. It was a very good initiative under the professional development of teachers under National Education Policy 2020. Starting from course design to understanding contexts & experiences, communications skills, disabilities. I finally learn what makes training sessions a success, it is the pedagogies, which are interactive in nature. I look forward to using these methodologies in training secondary teachers. Thank you Ma'am.*
- *In my service of 23 years, I felt that this training was the most memorable one with such long sessions. I think my entire capacity is built with these training sessions. Videos, discussions were a great aid in understanding adolescents!*
- *A very knowledgeable journey for me, starting from the beginning till the end. I did face some network problems from the beginning but once I was engrossed, it was a never-ending*

process for me. All my queries were well taken and were dealt properly by the trainer.

- *It is so remarkable that this training became an indispensable part of life every Monday and Wednesday. Hope this enriching learning experience will stay with me life long and I shall use all of it with my work. Thank you GCERT Director and SAMVAD team.*

c) 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 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 joined the session for the purpose of translating the session materials into Bangla for training different educational cadres of Tripura.

The DIET Lecturers shared that they were very familiar with child development in the theoretical aspect but they never delved into the practical aspect. This training brought to them a different aspect of not only reading through textbooks but also being able to be at the present and looking at children through the use of different methodology like case studies, role play, movie screening, breakout rooms, story building, and narratives, etc The different elements, such as, communication skills, the checklist on the different internalizing (anxiety, depression, etc), externalizing disorders "(substance use, conduct disorder), developmental disabilities and their interventions have equipped them to cater to the needs of the children who come from different walks of life. The lecturers expressed that they had found new methodologies that can be used as a tool in their own teaching practices. They expressed how it will help them in their training for the teachers who will be directly working with Children.

From the facilitators' perspective, the participation and curiosity towards understanding children were enormous. Even with many years of experience, the lecturers were still very open to learning new things so as to equip themselves further. The fact that in-service training has been very scanty for lecturers and teachers who are already working seems to make them stagnant in their pedagogy but exposure from time to time can give them a broader view of shifting their style and pedagogy to adapt to the present-day generation. The lecturers have shown their enthusiasm by being present consistently for the sessions which were 29 sessions in total.

BOX 10: Feedback from DIET Lecturers- SIERT, Rajasthan

- *It was a very informative & interactive training programme. Methodology & presentation of the training programme was so nice that it seemed like a face to face training programme instead of online mode. Every session & topics were most informative and obviously these enriched my knowledge and skill. I want to mention two topics of the training programme which influenced me to a great extent : 1. Flow chart of Context->Experience -> Inner Voice-> Emotion-> Behaviours. 2. Non Judgemental Attitude.*

Overall this training programme has brought a huge development in my vision towards childrens' behaviours and I got confidence to confront various problems of children and to intervene in these problems.

- *“I have done my PHD in psychology and I always thought I knew everything and was quite confident but that came to a stand still when I attended this training. When we did the activities on judgmental and non-judgemental activities I realised that I also had a judgemental attitude. It is quite a learning experience and I didn't realise how the 3 months of the training passed by.”*
- *The themes on topics that have been raised and discussed in the sessions are in fact very important and the need of the hour. We have a lot of experience with teaching and being connected with children but this training has brought us to the point of rethinking our focus of our role as teachers, is it just the syllabus that we are dwelling on or we are also building healthy relationships with the students. We always think that the children in nursery or early classes are the ones who need to have a close bonding with the teacher but this training has made us reflect on the fact that even till the 12th class, every child needs to be understood and valued.*
- *“We had knowledge but we didn't know how to do it practically and that is what this training has taught us. How do we help children with their mental health issue, not just talking about it but using interventions for them, being a constant guide and support system to the children that we teach. This has been the one training in my life where I have learnt a lot.”*
- *“Till date we were restricted to academics, our goal was towards enabling children to get the highest scores and good results. This training has given us the opportunity to really think deeper about a child's all round development, how if we do not cater to their physical and mental health it will not be considered education in the real sense. The training has placed child centred pedagogy with different themes like child sexual abuse, anxiety, developmental disabilities. We have discussed a lot of different themes on Children and Adolescents which has given us a broader perspective towards them.”*
- *“Now I have more information on Child Sexual Abuse and how I can deal with it more effectively. The use of technology in making the sessions interesting, participative, and interactive has made online training a really good experience.”*

d) Teacher Training, Kalyana Karnataka Region (KKR), Karnataka

With the closure of schools during the pandemic and an inevitable shift to an era of online classes, the Additional Commissioner of Public Instructions, Kalaburagi region- Nalin Atul 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 to strengthen school mental health to identify mild to moderate mental health issues and to equip 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 the 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

division. On average, 60,000 teachers from various districts of the Kalaburagi division are part of the sessions through YouTube.

The Karnataka teachers were an exceedingly reflective group, necessitating several additional sessions, given their deep interest and many queries regarding children and school mental health issues. In fact, several new pieces of content and new methodologies were added to the education-school mental health curriculum based on SAMVAD's learning and training experience with this group. SAMVAD's take-away from this training in particular, as well as based on other teacher training programs, is that next to parents/caregivers, teachers are perhaps the most involved stakeholders in children's lives—and given that they spend a substantial amount of time, on a daily basis with children, perhaps it is unsurprising that they have the best child orientations for child work i.e. a real 'feel' for children. It is therefore felt that more work, including research needs to be undertaken with teachers, who are frontline child workers with perhaps the largest reach in the country—given the access that schools and education institutions have to children. Therefore, the imperative to leverage this access and make child mental healthcare available to children through schools and teachers.

BOX 11: Feedback from Teacher Training Program, Karnataka

- *It's a very effective and very useful training. We gained a lot of knowledge in this training. We learnt a lot of things regarding child psychology and mental health of the child.*
- *Our experience of dealing with children was further enhanced ... We became very aware of the processes of protecting the privacy of their problems (confidentiality) with whom we speak.*
- *All sessions were excellent. Break out room discussion, slido quiz activity, loved it so much*
- *This is the best training for understanding child psychology and mental health. As a teacher it is helpful to understand my classroom and to reach each and every student Thank you samvada team*
- *The techniques and techniques of counseling and counseling have come out very well. We learned a lot of new ways.*
- *It's one of the best training in our service. Nice experience. This training enlightened us regarding the mental health of children, their problems, effects and solutions. We are very happy to say that we got training from HIGHEST QUALITY FACILITATORS, it's our luck. We hope the same support we need in future from SAMVAD. We are grateful to our Honorable Commissioner sir Sri Nalini Atul sir ACPI KLB. Special thanks to SAMVAD team, Sheela madam, Shekhar sheshadri sir, Dr Rajendra sir, Shivamma madam and everyone of SAMVAD. Thank you again*
- *"This is good training. This training will benefit us a lot and help us realize ourselves and make a difference in realizing students. Really good training. Thanks to the Nimhans team*

e) Teachers, Tata Steel Foundation

Since 2015, Tata Steel Foundation (TSF) has been running a Residential Bridge Course (RBC), to cater to the children who have dropped out of school or never been to school. The RBC, aimed at removing children from child labor, 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 training of the third batch of 55 teachers from the 1000 Schools Programme is underway. This program aims to revitalize School

Education in its areas of operation in regions of Odisha. The main beneficiaries of this program are children and adolescents from the tribal belts, residing in Champua, Sadar, Jhumpura, Banspal, Telkoi, Harichandanpur, Ghatagaon, Patna, Saharpada, Anandapur, Hatadihi, Ghasipura to name a few regions of Odisha.

The training for the third batch (from the 1000 Schools Programme) commenced in August 2021. The main objective of these training sessions is to understand children, childhood, and the basics of child development, building counseling and communication skills, identification of emotional and behavioral and learning problems, developing first-level responses to assist children with mild-to-moderate mental health problems, and addressing special contexts in residential learning centers.

Teachers were found to be quite engaging in the discussions and were seen to be understanding the concepts quite well. In every session, teachers are encouraged to share their understanding as well as to ask questions. Given the comprehensive nature of training, teachers are encouraged to share their three learnings from previous sessions. Till now, with the help of various tools and methodologies, teachers are engaging and look forward to the sessions. Module 1 of the training curriculum consisting of Power & Rights, Child Development, and framework for understanding child's experience and contexts has been completed. This will be followed by taking a leap and diving deeper into the mental health issues in children both internalizing and externalizing disorders, and developmental disabilities. Teachers, on a regular basis, are given assignments wherein they are encouraged to pick up their best practices from field practice and integrate them into the session's learnings.

Despite poor internet connectivity in their regions, teachers went to different areas to connect & participate in the session which shows their unwavering determination.

f) Primary School Teachers Training, Samagra Shiksha, Puducherry

The SAMVAD Team in Collaboration with the Samagra Shiksha, Puducherry has initiated training on "Interventions for Strengthening School Mental Health" for primary school teachers who teach children from 3 years to 10 years old. The main objective of this training is to equip the teachers with identification & first-level responses to mild to moderate issues, to facilitate better communication skills with children, and address special contexts related to schools.

Currently, the training on Level 1 of the curriculum has been completed. The program is expected to be complete in the month of February 2022. The upcoming topics for the batch include internalizing and externalizing Disorders, Developmental Disabilities, and addressing Child Sexual Abuse, in a school context.

g) School Teachers Training, Sarva Shiksha Abhiyan, Uttar Pradesh

SAMVAD- NIMHANS in its second time collaborated with Sarva Shiksha Abhiyan, Uttar for school teachers of Uttar Pradesh. These 100 teachers hailed from 74 different districts of Uttar Pradesh, which were put into two groups. The main objective of this training is to focus on children & childhood, child development, common emotional & behavioral issues such as anxiety, depression, self-harm and suicide, substance abuse, developmental disabilities such as Intellectual Development Disorder, Specific Learning Disability, lastly special contexts of Child Sexual Abuse & Bullying.

Due to administrative issues, there was a delay in the commencement of the training as the official communication was not received by the block office of each district, followed by teachers' school timings. To address this, a special letter was then circulated which allowed teachers to be free from all schooling duties and in fact, allowed them to take these training from home where they have proper internet connectivity.

A very engaging and enthusiastic teachers group, the teachers wish to participate and present their perspective in every session. The facilitator's role is made easy and their grasp on the subject matter is quite prevalent. Teachers, in these groups, are keen learners and are excited to share their dynamics of working with children.

Till now, the training is in its last module of Level 1 of the curriculum, where teachers are being taught about Communication Skills, which will be followed by Level 2 which is in-depth and comprehensive in nature.

h) State Resource Coordinators, Sarva Shiksha Abhiyan, Uttar Pradesh

The SAMVAD Team in Collaboration with the Sarva Shiksha Abhiyan, Uttar Pradesh has initiated training on "Interventions for Strengthening School Mental Health" for State Resource Groups in Uttar Pradesh. The SRG's conduct academic & co-curricular activities and hold 'Model lesson' demonstrations for teachers and develop low-cost locally available Teaching Learning Materials. They also take care of creating a congenial environment to facilitate the teaching-learning process and guide teachers on how they can improve the learning levels of children.

The main objective of this training is to equip these Coordinators with identification & first-level responses to mild to moderate issues, to facilitate better communication skills with children, and addressing special contexts related to schools. The State Resource group also has the time of interaction with teachers where they can discuss and sensitize them further on school mental health.

➤ Special Session/ Panel Discussions on Educational Themes

a) Centre for Civil Society- Dharampal Fellowship Program

CCS Dharampal Fellowship Program is an initiative of the Centre for Civil Society, with the support of Friedrich Naumann Foundation for Freedom, to empower budget private school teachers through training, networking sessions, and one on one interactions with renowned education experts. It is an endeavor to provide teachers with the techniques, skills, and tools for ensuring quality education to children in India.

As part of the fellowship, CCS Dharampal Fellowship Senior Associate reached out to us for our assistance in training teachers on Child Counselling. As part of this programme, 36 teachers from PAN India attended this session and increased their understanding of the experiences of children, and provided basic interventions through communication skills.

The group was participative and was able to develop a nuanced understanding of the concepts/ skills being discussed in the session. Teachers reported that the Inner Voice framework is the most useful concept they learned in the session and it will aid in

understanding behaviors with the backdrop of context, experience, and emotions of children in different age groups.

b) UNICEF Education Network: Reopening of schools for safe learning: What can we do better and how?

The UNICEF Education Network invited Dr. Shekhar Seshadri to conduct a session on “Reopening of schools for safe learning, what can we do better and how?” The session focuses on the implications of COVID, its impact on Children, the probable reactions of children to COVID and those who experience trouble with adjusting to change and loss, the themes on internalizing and externalizing problems that children face were also presented. The session also highlighted some interventions that teachers and administrators can use for the children who need support and help with the different issues they face.

c) Department of Psychology, Lingaraj College: Mental Health Implications of the COVID-19 Pandemic on Children

SAMVAD in collaboration with the Department of Psychology, Lingraj conducted a webinar with the aim to enhance the capacities of Parents/Caregivers and Teachers to manage children’s anxieties and concerns in the context of COVID, including interventions for assisting children. The session was divided into three parts which are listed below:

Part 1: Worries... Fly away! - Helping Children Manage COVID-Related Anxieties. This section focuses on the mental health impacts of the uncertainties of pandemic combined with lockdowns, 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 2: Breaking Bad News - Disclosing Illness and Death due to Covid -19. Many adults and caregivers faced 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 the 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 3: 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 to 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 participants found the session to be informative, knowledgeable, and practical. Many of them described that the pandemic times were very difficult and answering children’s questions regarding COVID and what was happening around them was really hard. The session has provided them with insights as well creative ways of explaining to children in age-appropriate ways. Many expressed that the dilemma of talking about death has been difficult and often silence is the only way they handle the questions but with this session, they are now aware of the importance of addressing children’s worry and fears not only during the pandemic but also in different events.

d) Mandatory Reporting: Navigating the dilemmas and challenges in the law-POCSO Act

Given the experience of teachers and school counselors in the training course, specifically, Child Sexual Abuse. Trainees were curious to learn comprehensively about the POCSO Act & Mandatory Reporting, along with their specific queries. A special session was held by SAMVAD for the teachers and counselors from Uttar Pradesh, Jharkhand, Odisha & New Delhi. A list of their queries was received beforehand with the help of Google Forms. This process helped us to categorize questions in a theme-based format.

The objectives of this session were to understand the legal framework of Mandatory Reporting and underlying challenges and to understand the psychosocial and legal approaches to Mandatory Reporting that are in the child's best interest. Participants were given information about the 7 steps guidance for service providers on Mandatory Reporting.

Participants found the session to be informative and knowledgeable. They expressed their views that they were able to bust myths about Mandatory Reporting. They also expressed that they were able to focus on the importance of the child's consent or assent, followed by confidentiality. Lastly, the importance of documentation while providing psychosocial support to the child via therapeutic interventions.

e) Rangshankara: Enough! Impacts & Challenges of Screen Time on our Children

On the 25th of July Rangshankara organized a session on the Impacts and Challenges of screen time on our Children. The session was focused on a discussion about the different aspects of Screen time that children are exposed to, the presence of online predators, discussion on the guidelines of media use of infants and young children laid out by the Indian Psychiatric Society. The aspect of school opening, the safety protocols that need to be adhered to, the learning gaps of children during the entire pandemic, and the mental wellbeing of each child. With the schools closed, it was also pondered upon what kind of an environment a child is coming from pre and post the pandemic and how the different experiences have been internalized by each child. Concerns for preschoolers were presented, they have missed out on social experiences and how do we use creative methods to create connectivity, dialogue, and not just amorphous experiences. The different sets of frustration that adolescence are face and the impact it has on them were also discussed.

f) Abhyudaya- Keshava Kripa Samvardhan Samiti (KKSS): Teachers' Orientation

Keshava Kripa Samvardhana Samiti (KKSS) is registered with the Indian Government NITI Aayog in the NGO-Darpan platform. One of the main projects is Abhyudaya which came into being in 2004 as a project under Keshava Kripa Samvardhana Samiti (KKSS) as a Non-government organization (NGO). Starting out as a free tuition center with 12 students, Abhyudaya reaches out to more than 3,600 students, spread across remote villages and slum clusters of Bengaluru through life skills, value-based education, and healthcare-related activities. Socially deprived children, their families, and the neighborhood become the focus group of Abhyudaya activities as education has to be imparted holistically. Abhyudaya-Keshava Kripa Samvardhan Samiti.

The SAMVAD team conducted an Orientation session for teachers at Abhyudaya through a participatory method to discuss the importance of understanding how each child has an identity and personhood of their own. The session aims to understand the importance of knowing the context and experiences of each child to provide a holistic approach towards

understanding children. The power that each teacher holds in impacting the life of the children was also stressed upon.

The team has further been approached for in-person training, but due to the pandemic, the date is yet to be decided.

g) Jadavpur University: Life Skills Education- 4th Faculty Induction Programme

On 15th September 2021, a special session was held on Life Skills Education for teachers and librarians of colleges and universities of science & technologies discipline of the 4th Faculty Induction Programme. The main objective of this session was to equip teachers and librarians with adequate knowledge about Life Skills Education in case they come across any student who has behavioral or emotional concerns, followed by a Questions & Answers round by Dr. Shekhar Seshadri.

The session structure entailed a definition of life skills, followed by the importance of life skills, contexts, and experiences where these life skills can be utilized. All the life skills activities were interactive in nature and required teachers to actively participate in the discussions.

Given the nature of this session, teachers found it to be helpful. An active engagement was observed throughout the activities which were conducted. A great amount of discussion was facilitated by Dr. Shekhar Seshadri in his Q/A round on methodologies and why it forms an integral part of our interaction with students with which they are given a platform to talk and discuss issues pertaining to adolescents.

h) Rotary Club, Manipal: Understanding Children: A Dilemma of Parenting, Rotary Club, Manipal

A two-day special session was organized on a YouTube channel for parents of students across the Karnataka state region who are associated with Rotary Club- Manipal. These two sessions focus on addressing the dilemmas of parents in order to understand children in a better way.

The first session was specific to parents, whose children belong to KG to 6th grade. And the second session was specific to 7 to 12 grades. The rationale of conducting these two separate sessions was to make parents familiar with frameworks for understanding children of different age- groups.

The session was well received by the parents and was active with their responses in the chat window. The language barrier was quite prominent as a majority of them were Kannada-speaking. At every step, a conscious effort was made to make case discussion simpler for parents to comprehend and share their responses with us. Towards the end of the session, parents' queries were taken in Kannada.

h) Sarva Shiksha Abhiyan: Introducing Gender Equity to Adolescents: A Life Skills Approach

SAMVAD on request from the Sarva Shiksha Abhiyan, Uttar Pradesh conducted a webinar on, "Introducing Gender Equity to Adolescents: A Life Skills Approach" for School teachers in Uttar Pradesh.

The objective of the webinar was to reflect upon gender stereotypes and where they arise from, explore social perceptions and expectations regarding gender and reflect on whether

these differences in perceptions and expectations are useful and fair, identify and analyze different forms of gender-based violence, and reflect on the notion of power.

The session was well received by the teachers especially given the fact that gender equity is a less talked about subject. The department wanted to stress the particular topic so as to equip adolescents with the skills to understand gender and the different ways it plays itself in their environment. The teachers shared that the methodology is very suitable for sensitizing students to help them form opinions based on the judgments they can take.

i) University Grant Commission: Mental Health in Higher Educational Institutions: Framework of Recommendations

National Education policy 2021 emphasizes provisions for high-quality support centers and counselors to be made available for all students. The policy further emphasizes on counselors to ensure physical, psychological, and emotional well-being. Hence, UGC (University Grant Commission) has constituted an Expert Committee to frame guidelines to incorporate the above-mentioned points. Dr. Shekhar Seshadri was invited to be a member of the committee.

Subsequently, University Grants Commission (UGC) held a meeting, on the 20th of September 2021, to discuss the framework of recommendations for Mental Health in higher educational institutions. In the meeting, mental health issues faced by University students were put forward, followed by guidelines on the safety of students on and off campuses. The objective of this framework was to provide a continuum approach exploring promotive, preventive, and curative methods to mental health care for college youth in distress.

C.6. Plans for Next Quarterly, October- December 2021

Below are the activities, namely training and capacity building programs for the school teachers/ school counselors/ hostel superintendents/ special educators, scheduled for the next quarterly period, October- December 2021.

TABLE 6: Proposed Training & Capacity Building Programs, Education, October- December 2021

State	Agency/ Government Department & State	Cadre	No. of Participants	Theme/ Content	Timeline
Nagpur- Maharashtra	Rotary Club	Teachers	50	School Mental Health	December 2021
Across 8 Regions	Jawahar Navodaya Vidhyalaya	Teachers & Counselors	100	School Mental Health	November 2021
PAN India	Delhi Public Schools Society	Counselors	180	School Mental Health	November 2021
Rajasthan	State Institute of Educational Research and Training	School Teachers	100	School Mental Health	To be Decided- Official communication is ongoing

Delhi	Educational & Vocational Guidance Bureau, Directorate of Education	School Counselors	50	School Mental Health	To be Decided- Official communication is ongoing
Tripura	Directorate of Tribal Welfare	Hostel Superintendents	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
Maharashtra	Sarva Shiksha Abhiyan	DIET Lecturers	150	School Mental Health	To be Decided- official communication is ongoing

SAMVAD has contacted other states, namely, Chhattisgarh, Sikkim, Maharashtra, Kerala, Mizoram, Ladakh, Assam —and is awaiting a response from these States 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 & Publications

Based on Training Programs initiated by the SAMVAD Team, materials for use in training and capacity building of child protection functionaries, on the child and law, and its linkages to mental health and psychosocial care, have been developed during this quarterly period. Additionally, details of publications pertaining to key SAMVAD initiatives, are produced below:

i) Frequently Asked Questions (FAQs) on Mandatory Reporting

Based on Training Programs conducted by SAMVAD with a cross-section of key duty-bearers engaged in education and child protection, an imperative was identified to develop in-depth IEC material to address the various challenges and practical difficulties in implementing reporting provisions (as stipulated in the POCSO Act). As a result, through identification and incorporation of commonly-raised questions on implementation of mandatory reporting provisions, an exhaustive document was developed by the SAMVAD Team with guidance and key inputs on navigating the challenges of reporting, in the best interest of the child.

Significantly, the document provides an overview of key guidelines previously developed by the SAMVAD Team on navigating the challenges in the implementation of the law, and identifies common case scenarios where these guidelines may assist child care professionals in decision-making on the timeline for reporting.

ii) Article titled “Responding to children’s mental health, protection and psychosocial care concerns in the COVID crisis” for the Asian Journal of Psychiatry (Published on 1 September 2021)

While the SAMVAD Team has been engaged in developing materials to assist parents/caregivers and child care functionaries in mitigating the impact of COVID on vulnerable child populations, there was an identifiable need to generate awareness and facilitate information sharing amongst all concerned caregivers/child care professionals on locally contextualised ‘Mental Health and Psychosocial Support’ (MHPSS) responses that are crucial to addressing these challenges. Therefore, in view of the disruptions brought about by COVID to capacity-building initiatives and the need for the more public engagement, SAMVAD conducted a 4-part Public Series on “Children in Covid Crisis...Like We Never Expected It to Be” in Hindi and English for child care professionals across the country. Keeping in mind that this Public Series reached 35,518 child care functionaries across 400 districts in the country, the SAMVAD Team wrote for the Asian Journal of Psychiatry to discuss SAMVAD’s experiences in conducting the series and the team’s learnings about the role of psycho-education in guiding child care decision-making, developing capacities of non-health professionals and caregivers in providing first-level responses, providing information on coping strategies for children, and creating linkages to activate referral processes in cases pertaining to children with serious mental illness.

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, National Police Academy & other agencies, through orientation and training/judicial engagement programs, to 743 judicial officers, Police Personnel & other concerned statutory stakeholders from across the country mainly on the

subjects of 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 ___ for details].

Table 7: Training & Capacity Building Activities, Policy & Law, July to September 2021

State	Agency/ Government Department	Cadre	No. of Participants	Theme/Content	Timeline
Karnataka	Karnataka Judicial Academy	Civil Judges	206	<i>Virtual Online Three-Days Sensitisation Program for Civil Judges on Child and Law: Working with Children in Conflict with the Law - Pathways to Offence, their Implications for Section 15 & Assessments for CICL</i>	July/August /September 2021 (6 sessions in total)
Karnataka	Karnataka Judicial Academy	Civil Judges	210	<i>Virtual Online Three-Days Sensitisation Program for Civil Judges on Child and Law: The Child as a Witness: Developmental and Mental Health Implications for Eliciting Evidence under Protection of Children from Sexual Offences Act (POCSO) 2012</i>	July/August /September 2021 (6 sessions in total)
Bihar	Bihar Judicial Academy	Public Prosecutors	38	<i>One-Day Training Program for Special/Exclusive Public Prosecutors attached to POCSO Courts in the State of Bihar: The Child as a Witness: Developmental and Mental Health Implications for Eliciting Evidence under Protection of Children</i>	August 2021

				from Sexual Offences Act (POCSO) 2012	
PAN INDIA	Sardar Vallabhbhai Patel National Police Academy	IPS Probationers (Regular Recruits) & SPS Officers	248	<i>Indoor Training Programme for IPS Probationers & Induction Training Course for SPS Officers: Orientation Workshop by SAMVAD on 'Interacting with Children Coming into Contact with the Law'</i>	September 2021
Kerala	Kerala Judicial Academy	Principal Magistrates & Members, JJBs	41	<i>Knowledge Enhancement Training Programme for Principal Magistrates and Members of Juvenile Justice Boards: Psychosocial and Mental Health Considerations in the Administration of Justice for CICL</i>	September 2021
Total No. of Personnel Reached (From July 2021 – September 2021) - 743					
Total No of Personnel Reached (From June 2020 – September 2021) – 13,362					

i) 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, 7 batches of Civil Judges have been trained by the SAMVAD Team on the following subjects:

- 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.
- 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.
- 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.

These sessions discussed, in detail, 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) One-Day Training Program for Special/Exclusive Public Prosecutors attached to POCSO Courts in the State of Bihar

A One-Day Training Program was facilitated by SAMVAD in collaboration with the **Bihar Judicial Academy** under the aegis of the Hon'ble High Court of Bihar on some of the key psychosocial issues involved in child sexual abuse cases and their implications for evidence-gathering under the POCSO framework. The Program discussed key aspects of the dynamics of child sexual abuse perpetration, child's capacity for providing evidence from a child development lens, and child-friendly methods and techniques for evidence-eliciting. As a part of the training program, key systemic challenges of Public Prosecutors were discussed and the utility of scientific and forensically-sound court preparation programs was highlighted.

iii) One-Day Orientation Workshop by SAMVAD on 'Interacting with Children Coming into Contact with the Law' at the Sardar Vallabhbhai Patel National Police Academy

On request from the SVP National Police Academy, SAMVAD conducted a One-Day orientation Workshop for two batches of IPS Officers:

- 153 IPS Probationers through Regular Recruitments
- 95 Senior State Police Service Officers formally inducted into the Indian Police Service

Keeping in mind the requirement of these key police personnel, SAMVAD initially undertook a broad orientation on understanding the many contexts and lived realities of children in difficult circumstances, their internalisations of difficult or traumatic experiences (and resultant emotional/behavioural issues), and the significance of police engagement with children from myriad contexts.

Subsequently, the SAMVAD Team discussed important communication skills that are imperative to child-friendly interviewing, and significantly, crucial to effective elucidation of accurate information that is determinative from an evidentiary perspective. A significant part of the session was interactive, to facilitate practise-based learning, and inculcation of key concepts pertaining to the necessity of adopting a non-judgemental attitude (during the interview), and methods of questioning and paraphrasing to optimise the quality of information collected from children.

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

On request from the Kerala Judicial Academy, a Training Program on "Working with Children in Conflict with the Law" was conducted for Principal Magistrates & Members of the Juvenile Justice Boards. The sessions conducted as part of the program included:

- Understanding the Pathways to Vulnerability for Children in Conflict with the Law: Implementing NIMHANS' Psychosocial and Mental Health Assessment Proforma.

- Implementing Section 15 of the Juvenile Justice (Care and Protection of Children) Act, 2015: Preliminary Assessment for Children in Conflict with the Law & NIMHANS' Preliminary Assessment Proforma
- First-Level Responses & Rehabilitative Interventions for CICL

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.

Finally, the session concluded with a brief introduction to important first-level interventions that are critical to children's psychosocial care from a rehabilitation perspective. Beginning with an overview of the significance of conducting individual assessments (particularly in regards to developing needs-based interventions), the final session discussed individual and group therapy, like skills training, mechanisms for community services (and key challenges) and finally, placement-related decision making.

D.4. 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"

SAMVAD has received 742 responses from judicial personnel belonging to 21 States and 3 Union Territories. 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 has been concluded and data entry, data coding and analysis will subsequently be undertaken. 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.5. Plans for the Next Quarterly, October to December 2021

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

i) 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, the SAMVAD Team has been 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.

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) An Exploratory Study on Capital Punishment in Child Sexual Abuse Laws: Through a Child Victim and Child Protection Prism

Keeping in mind the significance of legislative changes in the POCSO Act in 2019, with particular reference to the introduction of the death penalty in cases of certain categories of aggravated sexual offences, there is an imperative to research the impact of this significant legislative amendment, particularly in regards to its implications for child protection and child safety.

In order to begin research work in this area, the SAMVAD Team will look to complete drafting of the research proposal, and subsequently seek ethics committee approval (in accordance with NIMHANS regulations) in order to initiate this research study. It is significant to note that the amendment has not been in force for a significant period of time. As a result, the SAMVAD Team will undertake an explorative research study to understand the perspectives of key stakeholders on the ramifications of the amendment for child protection and child safety. Issues pertaining to the impact of the amendment on child sexual abuse disclosure, reporting, and other significant evidentiary concerns will also be studied. One of the key objectives of this study is to utilise the subsequent findings to propose a research agenda towards building empirical evidence on which to predicate policy and law about child sexual abuse and capital punishment.

iv) Qualitative Study on Public Prosecutors Perspectives on Challenges in Prosecution of CSA Cases

Special Public Prosecutors play a vital role in the prosecution of cases under the Protection of Children from Sexual Offences Act, 2012 (POCSO). They must interact with the child and their family, prepare the child for typically cumbersome court procedures, and elicit evidence from the child during the trial. When the child and their family do not have access to a private lawyer, the Public Prosecutor is their primary source of legal counsel, and their link to the Court and trial process.

The objective of this research study is to understand how Special Public Prosecutors prepare for a POCSO case, how they interact with children, the challenges they face in interacting with children and eliciting evidence from them, and what they believe are the requirements for a Public Prosecutor to prosecute a POCSO case effectively. Based on this research, training and capacity building initiatives for Special Public Prosecutors will be developed.

v) 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.

