

# Unlocking the Potential- Training Need Assessment of the Child Protection Workforce in Chhattisgarh



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Assessment of the Child Protection Workforce  
in Chhattisgarh**

## ACKNOWLEDGEMENTS

The Directorate of Women and Child Development, Government of Chhattisgarh, commissioned a Capacity Building Needs Assessment of the Child Protection Workforce in collaboration with UNICEF. The assessment, conducted by Counsel to Secure Justice, aims to identify training needs in support of Mission Vatsalya. This study assists by listing down the issues faced by the workforce at the ground level despite their expertise and experience followed by recommendations. Many experts and colleagues have contributed purposefully to this study and we cannot thank them enough for their support, guidance, expert advice and review of the study. First and foremost, this study would not have been possible without the support of the Directorate of Women and Child Development, Government of Chhattisgarh which played a key role in facilitating the research by ensuring that workers from over 33 districts participated online and interacting in person in the selected 10 districts.

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# ABBREVIATIONS

CCI	Child Care Institutions
CH	Children's Home
CPC	Child Protection Committee
CP	Child Protection
CrPC	Criminal Procedure Code
CWC	Child Welfare Committee
DWCD	Directorate of Women and Child Development
FGD	Focused Group Discussion
GOI	Government of India
ICP	Individual Care Plan
ICPS	Integrated Child Protection Scheme
JJ Act	Juvenile Justice (Care and Protection of Children) Act, 2015
JJ Rules	Juvenile Justice (Care and Protection of Children) Rules, 2016
JJB	Juvenile Justice Board
KII	Key Informant Interview
LPO	Legal cum Probation Officer
MV Scheme	Mission Vatsalya Scheme
MWCD	Ministry of Women and Child Development
NCPCR	National Commission for Protection of Child Rights
NIMHANS	National Institute of Mental Health and Neuro Sciences
NIPCCD	National Institute of Cooperation and Child Development
OH	Observation Home
OIC	Officer in Charge
PO	Probation Officer
PO (IC)	Protection Officer (Institutional Care)
PO (NIC)	Protection Officer (Non-institutional Care)
POCSO Act	Protection of Children from Sexual Offences Act, 2012
POS	Place of Safety
SAMVAD	Support, Advocacy & Mental Health Interventions for Children in Vulnerable Circumstances And Distress (SAMVAD)
SARA	State Adoption Resource Agency
SCPS	State Child Protection Society
SIR	Social Investigation Report
TOT	Training of Trainers

# EXECUTIVE SUMMARY

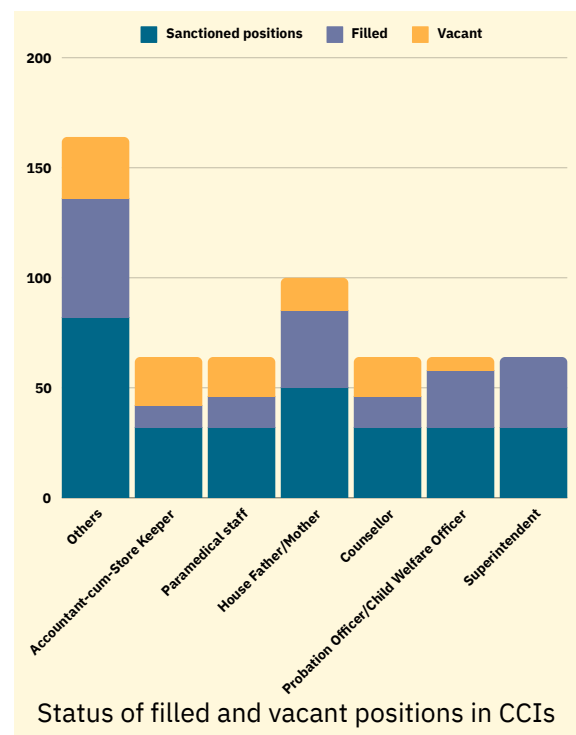
This Need Assessment has been an outcome of an exercise undertaken in ten districts by Counsel to Secure Justice with support from UNICEF, Chhattisgarh, in Collaboration with the Directorate of Women & Child Development, Government of Chhattisgarh to develop an evidence-based plan for organising training and capacity building programmes for strengthening the quality of child protection service delivery in the state by doing a comprehensive assessment of the needs of the staff members and also giving due consideration to their experience about their learning from capacity building programmes organised within and outside the State. This document presents an evidence-based planning strategy for the state and district-level agencies to help them efficiently organise training programmes.

This Need Assessment Report is the result of a unique and comprehensive qualitative and quantitative analysis of the staff under the Mission Vatsalya, erstwhile Integrated Child Protection Scheme in ten districts of Chhattisgarh. The assessment was conducted in person in Durg, Korba, Mahasamund, Rajnandgaon, Raipur, Bilaspur, Dantewada, Jagaddalpur, Jashpur and Surguja, and online in all 33 districts from November 2023 to February 2024. The thoroughness of this assessment, conducted by Counsel to Secure Justice with support from UNICEF, Chhattisgarh, in Collaboration with the Directorate of Women & Child Development, Government of Chhattisgarh, ensures the validity of the evidence-based plan for organising training and capacity-building programmes.

A significant number of 427 staff members actively participated in this assessment through different formats. The training needs assessment has used a mixed methods approach, including online questionnaires, in-depth key informant interviews (KIIs), and focus group discussions (FGDs). Regarding the previous training, questions were asked based on the utility of training, attitude of the participants, mode of conducting the training, duration of the training, resource person expertise, need for tailored training and practical relevance. Obstacles to accessing training programs included workload, distance and travel constraints, technological barriers, nominations and selection process, financial constraints, reimbursement delays, administrative factors, logistical issues, lack of subject matter specialists, and environmental concerns.

The following comprise common challenges the functionaries face acknowledging the shared difficulties and making the audience feel understood:

- Increased workload due to vacant positions and resource constraints
- Communication barriers and challenges in coordination
- Administrative constraints and technical challenges in dealing with multiple online portals
- Understanding of the recent amendment per the JJ Act, its implementation and poor implementation of the foster care program
- Safety concerns for the staff
- Lack of clarity on outreach and government schemes
- Challenge in coordination for intra-state transfer of children
- Lack of understanding of specialised mental health care for dealing with parents and children

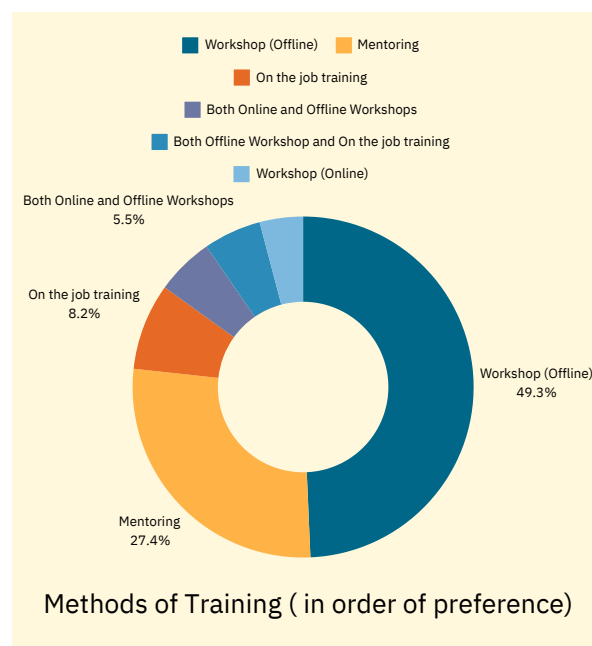


Some common themes identified for enhancing the capacity of the workforce are mentioned below:

- **Legal and policy framework**
- **Skills for working with children:** common skills for working with children with particular emphasis on adolescents,
- Psychological support
- Rehabilitation and aftercare planning
- **Enhancing interpersonal skills:** skills for responding to aggressive behaviour amongst children, managerial skills,
- **Leadership skills**
- **Development of District Child Protection Plan and execution plan**

Some of the key recommendations from the assessment are highlighted below:

- Customised training for experienced and newly inducted staff: training should be designed based on the capacity of the staff to incorporate their varied experience. For experienced staff, more nuanced training should be designed to cater to their needs and add to their existing knowledge and skills.
- Training programmes for advanced learners should be more evidence-based:
- Offline training: Participants prefer in-person training and mentioned it to be more effective than online training. Online training was seen as a last resort.
- Designated training venue: DWCD/SCPS should acquire its venue to reduce dependency on other agencies/departments to organise training programmes.
- E-learning course modules should be developed to enable learning at self-pace to include different topics and assessments towards the end of the course.
- Creating a pool of experts: A mentoring agency or a group of experts as mentors should be available to provide support and guidance. This will enable the staff to deal with challenges effectively.
- Training pedagogy: Training methods should blend different approaches to encourage participation and retention through case studies, role plays and simulations.



As mentioned above, the assessment findings are a crucial resource that should always be referred to whenever the DWCD, the SCPS or the DCPU plans to organise any training programme for its functionaries. These needs assessment mapping also includes a training plan to guide preparing and making training plans. A training plan that is based on this comprehensive training needs assessment shall be robust and will play a catalytic role in the effective implementation of programmes and schemes with a focus on results and outcomes.



# **BACKGROUND AND INTRODUCTION**

## 1.1 Background

There is a well-established need to ensure that practitioners who work directly with children and young people impacted by abuse are well-equipped to support them, by providing access to high-quality training in evidence-based practices<sup>1</sup>. Without a robust child protection system in place, these harms can go unnoticed or unaddressed, leading to severe and long-lasting consequences for children's physical, emotional, and psychological health. Stakeholders within the system, hence, play a critical role in ensuring the safety, well-being, and rights of children in the state. Specialized knowledge, skills, and attitudes are essential for all child protection stakeholders to carry out their job responsibilities effectively and create a safe environment for children while also upholding their rights.

The capacity building of Child Protection functionaries who are an important stakeholder in the child protection system has been accorded a top priority in the Mission Vatsalya Scheme (erstwhile Integrated Child Protection Scheme) with one of its key objectives being 'To build capacities of duty-holders & service providers at all levels'<sup>2</sup>. Further, there is a strong realisation also that 'the absence of requisite trained staff hinders rehabilitation, de-motivates children, and has a serious bearing on the meaningful preparation of the Individual Care Plan for children and follow-ups on progress' (Consolidated Report of Regional Round Table Consultations, organised by Supreme Court Juvenile Justice Committee).

Child Protection is a specialized field and it involves the intersectionality of different issues concerning children's well-being like education, health, care, safety and protection from neglect, harm, abuse, violence, and exploitation, so those duty-bearers who have a direct interface with the child protection system and have the core responsibility to protect children must undergo quality training programmes. The State Child Protection Society (SCPS) is the state-level body for organizing the training programmes coordinating and implementing the Mission Vatsalya Scheme and other child protection programmes, schemes and laws in the State. It has been organizing training programmes for its workforce and also for personnel from the allied systems (including police, judiciary, concerned government departments, voluntary organisations and the general public) from time to time.

However, a need was felt that for these training programmes to be more effective, a comprehensive exercise needs to be undertaken for conducting an assessment of training needs with the staff-members of the Child Protection Workforce through an independent agency.

In this backdrop, the Department of Women and Child Development raised the need to assess the current knowledge, and skills gap, and develop a plan to focus future training on the needs of child protection stakeholders. By identifying the current training needs of child protection stakeholders, we can develop a comprehensive training plan that will provide a roadmap for the implementation of the training program. This will contribute to the capacity building of child protection systems and the protection of children's rights.

Hence Counsel to Secure Justice undertook this Capacity Building Needs Assessment in collaboration with the Directorate of Women & Child Development, Government of Chhattisgarh and with support from UNICEF Field Office in the state. Ten districts of the State namely, Durg, Korba, Mahasamund, Rajnandgaon, Raipur, Bilaspur, Dantewada, Jagaddalpur, Jashpur and Surguja were identified for conducting the assessment. These districts were selected based on one criterion they should have a good concentration of child protection services, especially child care institutions. A detailed exercise was undertaken from November 2023 to February 2024 covering the Child Protection Workforce engaged in SCPS, DCPUs, Children's Homes, Observation Homes, Place of Safety, Special Homes, Specialised Adoption Agencies, Open Shelters, and statutory bodies like CWC and JJB.



## 1.2 Objectives of the Assessment

The two broad objectives of the assessment are:

1. to identify the current training needs of child protection stakeholders
2. to develop a comprehensive training plan that will address the identified training needs and provide a roadmap for the implementation of the training programme.



# METHODOLOGY

## **2.1. Universe and Sample Size**

total of 427 staff members participated in this assessment through different formats. It was ensured that a good representative sample of respondents from all the programme components participated in the assessment.

## **2.2. Data collection tool and procedures**

The training needs assessment has used a mixed-methods approach, including online questionnaires, in-depth key informant interviews (KIIs), and focus group discussions (FGDs). Through this assessment, data on the current knowledge, skills, and attitudes of the child protection workforce, available resources, their training experiences and needs, and the challenges they face in their work have been collected.

Data was collected using an online semi-structured questionnaire, an interview guide and a Focus Group Discussion checklist of questions. These questions were framed in the light of the above objectives of the assessment. A self-filled questionnaire was distributed electronically to the child protection functionaries across all 33 districts. This was followed by Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) with the staff members of the Child Protection Workforce from, both Government and NGO-run entities.

## **2.3. Data management and analysis**

Data collected via the Google application was readily available following the completion of data collection. The data was downloaded in Microsoft Excel and cleaned in readiness for analysis. Further, the transcriptions were entered in detail for further analysis. Analysis of the data was descriptive and was performed by manual coding based on thematic analysis. Results of the analysis have been presented in descriptive form and also in the form of frequency tables, bars and pie charts.

## **2.4 Research Ethics**

Participants' privacy and confidentiality were respected as data was protected and accessible only to the assessment team.

## **2.5 Limitations**

In the online survey, participation of all the staff members of the CP Workforce could not be ensured from all the districts. However, this gap was adequately supplemented by the KIIs and FGDs were made sure that they covered CP functionaries from all the programme components and none were left. Further, due to the tenure of CWC and JJB members in many districts getting over in the middle of this assessment, this resulted in a limited response from these two bodies.

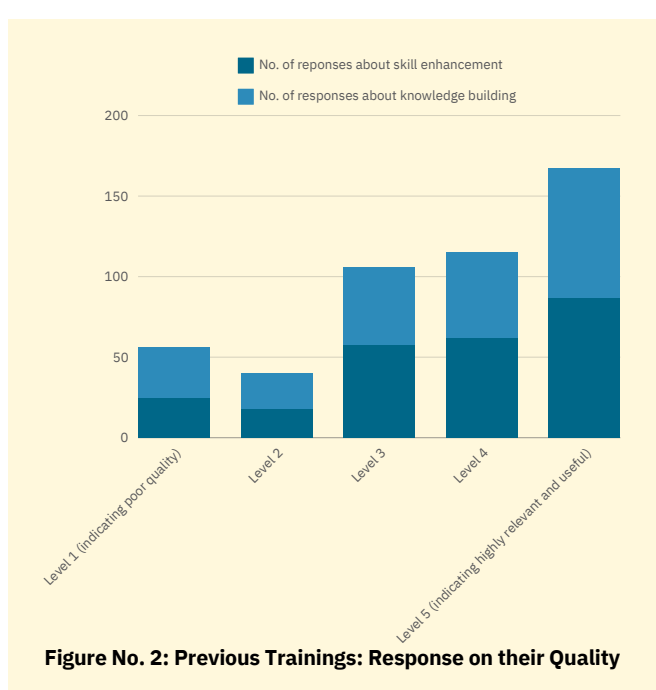
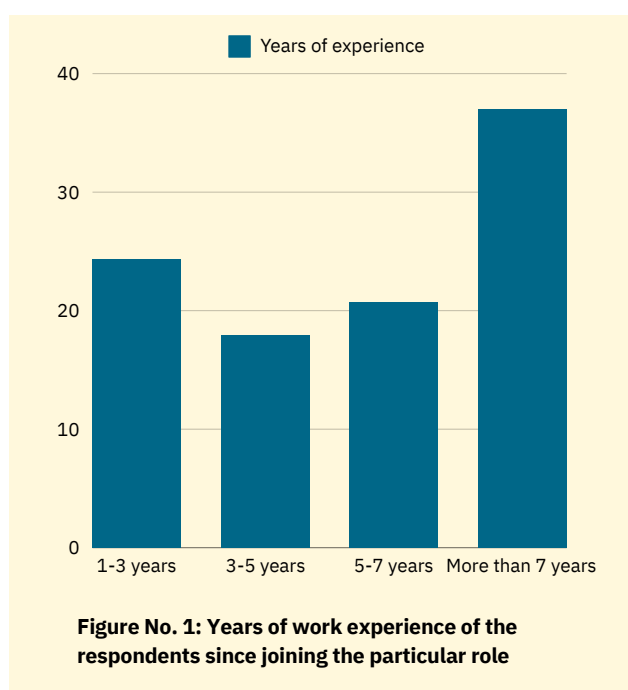
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# ANALYSIS OF PREVIOUS TRAININGS

Having trained and well-equipped functionaries is key to achieving child protection outcomes for the state. But this cannot be an isolated condition. Having an adequate workforce is a prerequisite before we develop any plan for capacity building. However, during the course of data collection, it was found that the Government-run entities had large vacancies and NGO-run entities had only a few vacancies. However, it was also found that those who worked in government-run entities have been working for a long and have gained much experience. It indicates that an institutional memory has remained with the government-run entities, which is quite remarkable. This context should be kept on the planning board when the training plan is being designed.

Figure No 1 given below presents an analysis of the work experience counted in years since their joining, which implies that the training programmes should not follow a 'one size fits all' approach and should be customized as per the needs and work- experience of participants for ensuring that the training programmes being delivered follow a certain standard of quality.



### 3.1 Discussion on the Overall Quality and Frequency of the Training Organised so far

An analysis of the discussion held with members of the Child Protection Workforce transcripts reflects a diverse range of perspectives on training programs in Chhattisgarh, highlighting both strengths and areas for improvement. The following insights can be valuable for enhancing the design and delivery of future training initiatives to better meet the needs of the Child Protection Workforce:

#### 3.1.1 Quality

##### 3.1.1.1 Training Quality:

Participants expressed varied opinions regarding the quality of training programs. Some praised specific training sessions, particularly those focusing on practical skills like counselling techniques and mental health while others criticized certain sessions for being repetitive or lacking practical relevance to their work. The online questionnaire was sent to the members of the CP Workforce across all 33 districts. Participants were asked how useful they found their previous training sessions have been in building their skills and the level of knowledge required to perform their roles at work. Their response was varied as indicated below in Figure 5.2 with 58.26% of respondents marking the quality of training at level 4 and 5 and the rest below it.

### 3.1.1.2 Whether training has addressed the attitudinal dimensions of the staff members:

This was a question that was framed using different examples to elicit responses that could be assessed to have an idea about their general attitudes and perspectives about children coming into contact with the system. Questions related to attitudinal dimensions tried to probe the participants on the following four broad indicators:

- Maintaining confidentiality and privacy of the child and his/her case
- Promoting children's (both CNCP and CICL) right to participate in the decisions concerning them
- An understanding of factors that are responsible for children being forced into drug addiction forced to become a child in need of care and protection or forced to commit offences
- Meaning of child-friendly behaviour

Some responded to such questions by saying that they acted in accordance with the JJ Act or JJ Rules as per the guidelines, which were vague and did not indicate anything about the beliefs held by the participants. However, since many of these participants possessed the knowledge about what should be the correct answer whether one believed it or not in, responses to such questions were appropriate indicating a positive attitude and a pro-child perspective. A deeper analysis of the data shows that the participants are kinder to children who fall in the category of 'child in need of care and protection' than those who have committed offence or were charged with these. Some statements are produced below that highlight the perspectives held by the staff members of the CP Workforce:

#### What according to you is a child friendly behaviour?

“बच्चों को बिना भेदभाव और अग्रिम धारणा के खुले दिल से स्वीकार करना, अपने व्यवहार से बच्चों का विश्वास प्राप्त करना और ऐसे प्रयोजनों का उपयोग करना जिनसे बच्चे सहज और खुशी महसूस करें” (हाउस फादर)

“कोई भी बालक हमारे बालगृह में किसी भी कर्मचारी को सर नहीं बुलाते, चाचा, भैया, दीदी, दोस्त कहकर पुकारते हैं।”

“बच्चों को पारिवारिक माहौल देना।”

“गोपनीयता का ध्यान रखना, सहज वार्तालाप सुनिश्चित करना, आवश्यकता के अनुसार संबल देना।”

#### Views on Gender, Romantic Relationships and application of POCSO Act

“कुछ नियमों (POCSO Act से संबंधित) का गलत उपयोग किया जा रहा है।”

“लड़कियाँ गलत कर रही हैं तो उन्हें भी सजा मिलनी चाहिए। उक्त नियमों से लड़कों को फँसाया जा रहा है।”

“लड़कियों की शादी की उम्र 16 वर्ष रखनी चाहिए। 16 वर्ष की लड़कियाँ ज्यादा भाग रही हैं।”

#### What do you do to maintain confidentiality and privacy in a child's case?

“Files are kept locked in a cabinet and while we hold discussions with children, we ensure that no one else is listening.”

“गोपनीयता अगर बच्चे के हित में है तो (बात को) अपने तक ही रखते हैं, पर अगर उनके अहित में है तो बच्चे को अकेले में समझा कर की ये छुपाने वाली बात नहीं है और इसकी जानकारी काउंसलर मैडम को होनी चाहिए, फिर उससे पूछ कर साझा करते हैं।”

#### CWC's roles and functions to protect children's rights

“नए संशोधित नियम के उपरान्त पाँच लोगों के पैनल को मजिस्ट्रेट का दर्जा प्राप्त है, हाई कोर्ट या सुप्रीम कोर्ट के समकक्ष। CWC को वैसे ही बच्चों के क्षेत्र में शक्तियाँ प्राप्त हैं।”



### 3.1.1.3 Shift to Online Training:

There's a noticeable shift towards online training sessions, especially in response to the COVID-19 pandemic. There were overwhelmingly negative opinions about online training. Online training sessions were critiqued for their lack of effectiveness compared to offline sessions. Participants highlighted issues such as distractions, difficulty in understanding topics, and the inability to fully participate due to work interruptions.

“वे बोलते रहते हैं, हमलोग सुनते रहते हैं.”

“ऑनलाइन ट्रेनिंग में बहुत कुछ समझ में नहीं आया”

“ऑनलाइन ट्रेनिंग बहुत कारगर नहीं रहता है”

“मेरे दो छोटे-छोटे बच्चे हैं, जिनकी देखभाल करनी पड़ती है. मेरे लिए ऑनलाइन ट्रेनिंग ही ठीक है.”

### 3.1.1.4 Resource Person Expertise:

Participants generally appreciated sessions facilitated by external experts or resource persons. They named quite a few of them whose sessions they still recalled with praise for being effective. However, there were concerns raised about the decreasing quality of trainers over time. Some expressed dissatisfaction with sessions led by internal staff members, particularly when they lacked practical experience or understanding of ground-level challenges.

### 3.1.1.5 Duration of training programmes has reduced:

A number of participants said that earlier, training used to be for a longer duration, i.e. for 3-5 days, but now most of the training programmes are one-day events where multiple issues are inserted in the programme schedule. A good portion of the day gets lost in the inaugural function leaving little time for discussing the topics. One-day schedule neither allows the participants to go into in-depth discussion nor for the resource person to engage intensively with the participants.

### 3.1.1.6 Need for Practical Relevance:

Many participants emphasized the importance of training programs addressing practical issues relevant to their job roles. They expressed a preference for sessions that focus on real-life scenarios, problem-solving, and skill-building rather than theoretical concepts. A good number of participants recalled training on Ujiyar by Ashiyana and Training of Trainers organised by UNICEF for Child Protection Committee members.

### 3.1.1.7 Desire for Tailored Training:

Participants highlighted the need for training programmes tailored to their specific roles and experiences. They suggested that training should be based on individual needs and should avoid redundancy by covering topics that participants are already familiar with.

### 3.1.1.8 Training Programmes Vs. Review Meetings:

A significant number of participants said that the sessions which are facilitated by the senior officials of the DWCD, Govt. of Chhattisgarh or SCPS tend to turn into review meetings where participants' performance starts getting scrutinized. A few recalled occasions where some participants asked the resource person something and got rebuked by a senior officer of the Department for asking such a 'silly thing' and made a judgemental remark that if he had worked in the field sincerely, this kind of question should not have been asked.



*“We generally avoid asking questions in the training programmes in the presence of a senior officer from the Department for the fear of being appraised.”*



So, we find that there were mixed experiences about the quality of training programmes held so far. Based on what they could recall from their past experiences of participating in training programmes within and outside the State, online and offline, some participants appreciated the quality of training sessions. They found these sessions informative and beneficial, particularly those focusing on specific topics like the Juvenile Justice Act (JJA) or POCSO Act or those dealing with legal aspects. There was appreciation for training on Mental Health and Counselling Skills facilitated by NIMHANS. Some others criticized them for being repetitive, theoretical, or lacking relevance to their practical work experiences.

### **3.1.2 Frequency of Training**

Participants noted inconsistencies in the frequency of training sessions. While some mentioned a regular schedule of training sessions, others highlighted gaps between successive sessions or fluctuations in the frequency of training programs throughout the year. Many of them shared that generally they are asked to participate in 3-4 training programmes a year. However, these programmes are not evenly spread throughout the year, with a notable concentration occurring during the February-March period of the financial year. It is important to note here that the officials of SCPS and SARA, barring a few, have not received any formal training so far since they joined their respective roles.

## **3.2 Obstacles to Accessing Training Opportunities**

Around two-thirds of the respondents shared that they faced hurdles or obstacles in accessing the training programmes. During the interview and group discussion held with CP functionaries, the following factors were mentioned as obstacles that made accessibility difficult for the participants:

### **3.2.1 Workload and Work Pressure**

- Participants mentioned heavy workloads due to existing vacancies in the units they are working which results in them holding additional responsibilities in the district. This assessment found little more than 48% of the workforce in all units having formally given additional charges. This is one major stumbling block in accessing training programmes that are organised either in Raipur or outside the State. Being overburdened with routine tasks restricts their availability for training. Some of them shared that they are asked by their senior officers not to attend the training programmes because if they leave the workstation, it might impact the work.

### **3.2.2 Distance and Travel Constraints**

- Many participants face challenges due to the distance they have to travel for training, especially when it involves overnight bus journeys or remote locations. This includes difficulties in commuting to training venues, exhaustion from travel, and reluctance to travel due to personal reasons or family obligations.
- Such responses were particularly received from districts that are located in the Southern or Northern part of the State. The participants have to travel the whole night in the bus and by the time they reach the venue, they become so tired that they are not able to concentrate on the discussion.

### **3.2.3 Technological Barriers**

- Poor internet connectivity and network issues disrupt online training sessions, making it difficult for participants to engage effectively. Additionally, some individuals may lack familiarity or comfort with online platforms, further impeding their participation.

### 3.2.4 Nomination and Selection Processes

- There are concerns regarding the fairness and transparency of the nomination process for training programs. Some feel overlooked or excluded from training opportunities, while others suggest that criteria should be established to ensure equitable selection.



*"Implementing our training plan poses challenges due to the lack of our training facility and accommodations for participants. We rely on external agencies for logistics, but the availability of venues doesn't always align with our schedule, resulting in execution delays. To meet annual targets, we resort to online training sessions."*

*(An official at DWCD responsible for organising training programmes)*



### 3.2.5 Family and Personal Responsibilities

- Participants cite family commitments, childcare responsibilities, and health issues as reasons for their inability to attend training sessions, particularly those requiring overnight stays or long absences from home. Those who highlighted this obstacle.

### 3.2.6 Financial Constraints and Reimbursement Delays

- The lack of reimbursement for certain types of travel expenses, such as non-reimbursement of extra charges paid on Tatkal tickets for travel by train to the training venue, discourages participation. Additionally, delays in reimbursement further, demotivate individuals from attending future training programs.
- Further, some of the participants especially members of the CWC shared that travel time from their district to the training venue which is quite far like Delhi or Mohali and back isn't factored in during training sessions. For days spent in travel, they are marked absent for those days as a result of which they have to forego sitting honorarium. This discourages members from participating in training programmes which require them to long travel.

### 3.2.7 Disruptions and Distractions

- During online training, although they don't have to leave the workstation, it is again because of workload they cannot concentrate on the ongoing discussion in the session. If in the middle of such training, they get some urgent work to be completed or get a call on their mobile or the senior officer asks them to be sent, then disruptions happen and accessibility gets impacted.

### 3.2.8 Environmental Factors

- Participants highlight challenges related to the physical environment, such as noisy or disruptive surroundings during online sessions or inadequate facilities at training venues.

### 3.2.9 Lack of Consideration and Opportunity

- Some participants during the need assessment expressed frustration over not being considered for training opportunities and feeling neglected or undervalued by their organizations or superiors.
- The participants who said that they were hardly considered for training mainly included functionaries from the following cohorts:

Addressing these barriers will require a comprehensive approach, including measures to improve accessibility, support flexible participation options, streamline nomination processes, enhance technological infrastructure, provide adequate resources and foster a culture of learning and development within the organization.

### 3.3 Obstacles in Organising Training Programmes

#### **3.3.1 Logistics-related challenges related to training and capacity building programmes:**

Those with the responsibility of organising shared that the Department does not have its training infrastructure for organising residential training. As a result of this, they have to depend upon other Departments for providing their training or conference halls residential hostels, and guest houses so that they can organise offline training. In the absence of these, most of the training programmes are organised just for a day or they organize mostly online training programmes.

#### **3.3.2 Lack of subject matter specialists within the State who also have skills in facilitation:**

Responses from the interviews in SCPS indicated that there is a lack of such subject matter experts who have in-depth knowledge and experience on the subject and also possess good facilitation skills. As a result of this, they have to depend on external resource persons from other states whose availability cannot always be assured.

#### **3.3.3 Other Administrative Factors like State and General Elections:**

There were assembly elections in November 2023 and again in 2024, general elections for Parliament are going to be held. During elections, there is a general code of conduct in vogue during which officials are pressed into election-related duty, as a result of which routine work like organizing training also gets affected.

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# **KEY FINDINGS OF THE STUDY**

## 4.1 Assessment of Challenges faced by Child Protection Functionaries which impact their overall work performance and output of the programme

Child Protection as a field of practice is per se filled with challenges and risks for the functionaries working in different ranks and bodies. As they work with children coming from difficult circumstances who are found vulnerable and at severe risk of abuse, violence, exploitation and neglect, and with families and communities in difficult settings, their work has

a close interface with workplace challenges. The inadequacy of resources be it human resources, logistics or knowledge and capacities further exacerbates these challenges. During the course of this assessment, a number of challenges have been indicated by the participants which have been grouped below. Some of them are general which apply to all while others are specific because of their work settings. A summarized version of these challenges has been presented in the sections below.

### 4.1.1 Common Challenges Faced by Child Protection Functionaries

#### 4.1.1.1 Increased Workload due to vacancies in key positions:

**Table No 1: Status of Vacancy in Government-run Child Care Institutions as on 01.04.2024**

S.No.	Position's Name	Sanctioned Positions	Filled	Vacant
1	Superintendent	32	32	0
2	Probation Officer/Child Welfare Officer	32	26	6
3	Counsellor	32	14	18
4	House Father/Mother	50	35	15
5	Paramedical staff	32	14	18
6	Accountant-cum-Store Keeper	32	10	22
7	Others	82	54	28
	Total	292	185	107

(Source: State Child Protection Society, Chhattisgarh)



Several respondents mentioned in Table no 6.1 show the existence of vacancies in key managerial and field positions. During the field study, it was found that there exists a large number of vacancies in the government-run CCIs. Some of the DCPUs are also battling with vacancies of staff. The vacancies in CCIs have a rippling effect on the DCPUs as well. To manage the essential services in the CCIs, the DCPUs have to deploy their staff in the CCIs stretching the individual capacity of a functionary. The absence of any incentive further causes demotivation and stress, as many of such staff with additional roles expressed. The increased workload on existing staff is affecting the overall functioning of child protection services.

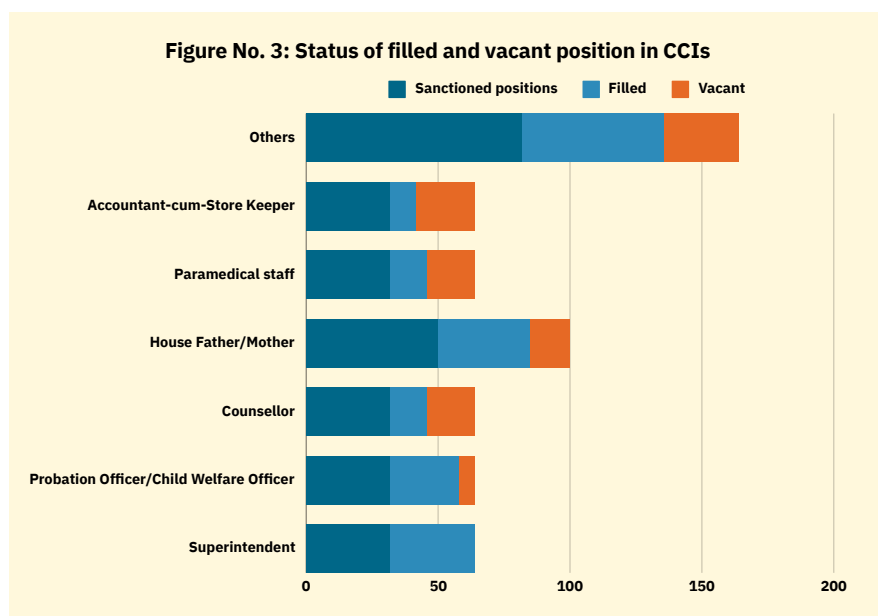
It should be noted that the NGO-run Child Care Institutions had very few vacancies as the recruitment process was handled by the NGOs themselves as opposed to the DCPU or CCIs, where the process gets delayed by different factors.

If one looks at Figure No 6.1 carefully, there are three positions- Accountant-cum-Store Keeper, Paramedical staff and Counsellor, in CCIs where the proportion of vacant positions exceeds filled positions. The responsibility of Accountant-cum-Store Keeper is looked after by one of the staff from the CCI or the DCPU.

Having no counsellor in the CCIs denies children from seeking professional help to overcome their trauma. Children who do not receive adequate counselling may exhibit behavioural problems such as aggression, withdrawal, or acting out. These behaviours can disrupt the institutional environment and affect the well-being of other residents and staff. Similarly, the absence of a paramedical staff deprives children of chances of early identification of their illness or poor health condition so that timely medical intervention can be made available.

So far as CWCs and JJBs are concerned, the tenures of most of the members got over in December itself forced the DWCD to tag the existing members with the neighbouring districts for carrying out the functioning of these statutory bodies. Limited quorum is affecting the hearing and disposal of cases in districts.

In the District Child Protection Units, the high number of vacancies in leadership or managerial positions poses a significant concern. Among the 27 districts, nine districts (Balod, Balodabajar, Bilaspur, Dantewada, Durg, Kanker, Raigadh, Raipur, and Surguja) currently lack a District Child Protection Officer (DCPO). Consequently, the responsibilities of the DCPO have been shouldered by either the Protection Officer (Institutional Care) or the Protection Officer (Non-institutional Care) in these districts, alongside their existing duties. A similar issue persists with the post of Legal-cum- Probation Officer, with approximately one-third of the districts reporting vacancies in this role. Further, the existing staff members of the DCPUs are also attached to the CCIs in the district due to large vacancies there. Table No. 2 gives a status of current vacancies within the DCPUs:



**Table No 2: Status of Vacancy in DCPUs (27 districts) as on 01.04.2024**

S.No	Position's Name	Sanctioned positions	Filled	Vacant	Vacancy (%)
1	District Child Protection Officer	27	18	9	33.33
2	Protection Officer (Institutional Care)	27	23	4	14.81
3	Protection Officer (Non-Institutional Care)	27	24	3	11.11
4	Legal-Cum-Probation Officer	27	18	9	33.33
5	Counsellor	27	23	4	14.81
6	Social Workers	54	43	11	20.37
7	Outreach Workers	108	79	29	26.85
8	Data Analyst	27	23	4	14.81
9	Accountant	27	18	9	33.33
10	Assistant-cum-Data Entry operator	27	21	6	22.22
	<b>Total</b>	<b>378</b>	<b>290</b>	<b>88</b>	<b>23.28</b>

**(Source: State Child Protection Society, Chhattisgarh)**

#### 4.1.1.2 Multiple online portals and difficulty in data management:

During the course of the assessment, this particular issue emerged as one of the most difficult challenges faced by the child protection functionaries. They shared that over the last two years, multiple online portals for data management have been rolled out by MWCD, GOI, DWCD, Chhattisgarh and NCPCR. Some portals require the same data to be filled and uploaded which increases the workload by making the concerned staff enter and upload the same data on different portals. For instance, both the MWCD, GOI and DWCD, Chhattisgarh The government have their own Mission Vatsalya Portals with little differences, but as a result, the staff have to enter the same data on these two portals. The existence of these portals has not done away with the paperwork. CCI functionaries have to maintain 46 registers and enter data in them and also on these portals.

The functionaries also shared that although they have received training on these portals, they have been in online mode which hasn't helped much. When they start feeding and uploading data on these portals, they face technical issues and don't get sufficient answers from the authorities. This takes up a lot of time from their working hours. Following is a list of different portals being used by child protection functionaries:

##### Portals by MWCD, GOI

- Mission Vatsalya Portal
- Tack the Missing Child
- CARINGS

##### Portals by NCPCR

- MIS Portal
- MAASI App
- GHAR
- CISS
- COVID
- POCSO

##### Portals by DWCD. Govt. of Chhattisgarh

- Mission Vatsalya Portal

#### 4.1.1.3 Communication barriers:

Those functionaries who work directly with children and families face challenges in communicating with them during field visits or when children reside in the Child Care Institutions (CCIs) due to language barriers. The state has a rich diversity of languages and local dialects like Gondi, Halwim Batri, Durwa, and Surgujia and functionaries find difficulty in conducting interviews with children and family members for the purpose of preparing case history or social investigation reports or in conducting counselling sessions with children and their parents. This poses obstacles to effectively engaging with communities and understanding their needs.

#### 4.1.1.4 Challenges in dealing with specific cases:

Respondents mentioned that in recent years cases of children and particularly girls engaged in romantic relationships are being reported in significant numbers. Such cases trigger other forms of vulnerabilities for the girls like early pregnancy, rejection from family, sexual abuse if it happens to be the case of fake marriage or trafficking, long drawn court cases as most of such cases are running in Special Courts established under the POCSO Act. Functionaries of DCPU and CCIs and also CWC members pointed out such issues as challenging ones and expressed their inability to deal with such cases to their satisfaction. Other challenging cases identified by a majority of functionaries were related to caring for infants or new-borns, managing aggressive children or those with violent behaviour, and dealing with children with mental health issues drug addiction or substance abuse.

**4.1.1.5 Administrative constraints:**

Respondents mentioned administrative constraints such as lack of authority for leave sanctioning, delays in fund release, and challenges in coordinating with other departments, affecting the smooth functioning of their roles. The issue of delay in fund release was raised by the functionaries who worked in NGO-run CCIs, but they also admitted that fund disbursement has improved after the Mission Vatsalya Scheme was rolled out in the state compared to the time when ICPS or Child Protection Services were operational.

**4.1.1.6 Legal and procedural complexities:** Challenges related to understanding and implementing legal frameworks, such as procedures for admitting CICLs and releasing them on bail, were noted, indicating a need for clarity and support in navigating legal complexities.

**4.1.1.7 Resource constraints:**

Issues such as limited budgets for maintaining facilities, and inadequate staffing impact the quality of care and services provided to children in residential facilities. Those working with Children in Conflict with Law and managing the Child Care Institutions raised the issue of inadequacy of staff in particular and said that there was a need for a policy shift as far as staffing structure is concerned with regard to institutions like Observation Home and Place of Safety. Their staffing pattern should not be that which has been prescribed for a Children's Home.

**4.1.1.8 Problems in community engagement and family reunification:**

Difficulties in convincing families to accept their children and reunify them particularly girls who have been found to be involved in romantic cases or those who have been charged with the commission of offences are commonly faced by child protection functionaries. Travelling to remote and interior villages for meetings and family visits for follow-up, social investigation, restoration etc. is another big challenge.

**4.1.2 Challenges Faced by Different Bodies and Institutions Delivering Child Protection Services****A. State Child Protection Society**

**1. People Management:** The small staff strength of SCPS (only 13 members) is insufficient for the effective implementation of schemes like Mission Vatsalya. Since there are no additional posts sanctioned under the Scheme to perform such tasks as CP-MIS and HR management, these are performed by the existing staff, which is quite time-consuming.

For example, the Programme Manager (Training, IEC and Advocacy) and the Programme Officer (Training) have the additional responsibility of Establishment, i.e. looking after HR issues. They said that much of their time goes into initiating files after they receive letters regarding grievances, transfers, and other personnel issues that an HR Manager would be well equipped to do.

**2. Technical Challenges:** The MV portal developed by the Ministry of Women and Child Development (MWCD), the Government of India does not fully meet the requirements of the state, so they have their own MV Portal. However, it results in the entry of the same data into two portals, hence increasing the workload.

**3. Legal Compliance:** Staff members responsible for drafting letters and preparing notes face challenges due to the need to refer to laws, schemes, and other documents. Further, the SCPS staff members have to prepare documents like statements of facts (SOF) or letters in response to a case filed in the Supreme Court or the High Court. As there is no in-house legal expert, the staff members face difficulty in preparing such documents.

## B. State Adoption Resource Agency

**1. Understanding of the latest amendments under the JJ Act, JJ Rules and new Adoption:** Recently there have been amendments under both the JJ Act and the JJ Rules. Further, a new Adoption Regulation has also been introduced by the Ministry. These changes in policy render older capacity-building initiatives meaningless and create confusion in the implementation of programs.

**2. Poor implementation of Foster Care Programme:** Implementation of foster care programme is poor in the State as DCPUs have a lot of confusion and apprehension about children to be given in foster care. It is clear that the concept and vision are not clearly understood as yet.

**3. Challenge in Coordination for Inter-State Transfer of Children:** In the State, the SARA is responsible for coordinating efforts between different agencies within the State and with authorities of the state where the child needs to be transferred. This coordination is a big challenge.

## C. District Child Protection Unit

**1. Lack of Training:** Staff members have not received adequate training on essential aspects such as portals of DWCD/SCPS, data management, and field visits, leading to inefficiencies and challenges in fulfilling their roles effectively.

**2. Data Management Challenges:** Managing multiple registers, reports, and portals poses significant challenges, including duplication of data uploading, which consumes time and resources.

**3. Limited Authority:** DCPOs in particular shared that although they are held accountable for non-performance or delay in any programmatic output, but they lack the authority or power to enforce necessary actions or address issues effectively. The staff knows that the DCPO doesn't have the authority to sanction leave issue any office order or initiate any disciplinary measures, so they sometimes ignore the demands made to them for completing tasks. This leads to gaps in supervision and accountability.

**4. Challenges in Follow-up visits for Case Work and Rehabilitation:** In some districts, DCPU functionaries shared that they are not paid for any travel if done within a radius of 8 km. from their district headquarters. However, in cases where most of the rescue operations for freeing children from labour or hazardous work happen within the district headquarters only or where a child resides within the limit of 8 Km. they have to spend from their own pockets to travel for such purposes.

This discourages them from going on follow-up visits for casework or for meeting families of children. In some other districts, the functionaries said that they don't get orders for follow-up visits from the JJBs or CWCs, so if they do these visits on their own, they are not paid their travel expenses. Further, a lack of clarity on SIR, ICP and Case History and the non-sharing of reports between the concerned bodies or functionaries regarding children's cases hampers planning and coordination.

**5. Safety Concerns:** Staff members face multiple risks and challenges, including physical violence, when dealing with sensitive issues such as preventing child marriages or interacting with traumatized victims of rape or exploitation, who exhibit self-harming behaviour and suicidal ideation.

**6. Coordination and Collaboration:** Challenges exist in coordinating with other departments or agencies, such as the Education Department, Police Department, Health Department etc. and collaborating on issues such as determining a child's age or addressing child marriage cases.

## D. Child Care Institutions

**1. Rehabilitation and Reintegration Challenges:** Girls involved in romantic relationships or victims of sexual abuse may face challenges in reintegrating into their families or society due to fear of ostracization. Convincing parents to accept girls who come to institutions on a charge of committing offences and are ordered to be released after bail or those who had left their parents against their wish to be with someone whom they were intimate with can be time-consuming and difficult, prolonging their stay in CCIs.

**2. Counselling and Mental Health Support:** Providing counselling to adolescents involved in romantic affairs, addressing the trauma of sexual abuse victims, and managing children with mental health issues present significant challenges.

**3. Resource Constraints:** CCIs may face resource constraints, including staff shortages, delayed funds, and overcrowding, impacting the quality of care provided to children. Staff may work long hours without timely salary payments, leading to demotivation.

**4. Technical and Administrative Issues:** Technical challenges such as obtaining Aadhaar cards for children without known families, and administrative issues like delayed reimbursement for travel expenses create additional hurdles in fulfilling responsibilities effectively.

**5. Case Work and Legal Procedures:** Handling legal procedures related to CICI admission, bail, and follow-up visits poses challenges, especially in coordinating with the police for escort. Lack of shared information such as SIRs with the Probation Officer in the Home impacts the quality of case planning and intervention.

**6. Safety and Behavioral Concerns:** Aggressive or violent behaviour among children, especially those with a history of drug addiction, poses safety risks and requires specialized care and management. Providing individual attention in overcrowded CCIs becomes challenging, affecting the quality of care provided.

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“बाल देखरेख संस्थाओं में संधारित होने वाले समस्त पंजियों एवं, व्यक्तिगत देखरेख योजना तथा केस हिस्ट्री के संबंध में संस्थाओं की समझ नहीं है। इस विषय पर प्रशिक्षण दिया जाना आवश्क होगा।” (Protection Officer-Institutional Care)

”

“

“कभी कभी कठिन परिस्थितियों का सामना करना पड़ता है, नए बच्चों के व्यवहार से कभी-कभी बहुत बुरा महसूस होता है, वो यहाँ रहना नहीं चाहते हैं। कुछ तो भागने का भी प्रयास करते हैं। उन्हें नार्मल बरताव में लाने में समय लगता है।” (A Superintendent talking about the challenges that he and his colleagues face)

”

## 7. Communication and Coordination Challenges:

Communicating with children who speak different dialects or those who are hearing and speech impaired or remain silent due to shock and trauma, coordinating with parents from remote villages, and collaborating with other agencies for case management and rehabilitation requires effective communication and coordination strategies.

## 8. Training and Capacity Building:

Staff may lack training or support in areas such as case management, counselling, how to maintain essential documents and registers by ensuring quality, and portal management, affecting their ability to effectively address the diverse needs of children in CCIs.



## E. Open Shelters

All the Open Shelters in the state are being run by NGOs. In districts visited during the process of training need assessment, the Open Shelters were found to be located quite far from both bus terminus and railway stations or commercial places where children who are at risk or residing in circumstances that expose children to risk are supposed to be found like children living on the street or found to be begging or engaged into rag-picking. This defeats the purpose of running the Open Shelters. The open shelter staff shared the following challenges during group discussions and interviews held with them:

**1. Motivating Parents to Protect Children:** The staff members find it difficult to convince and motivate parents of children who are found at risk to send them to the Open Shelter. As a result of this, the services of open shelters are used for the temporary stay of children who have been referred to this place by the order of CWC. This causes a severe underutilization of services and resources available at the open shelter. Against a capacity of 25 children, the Open Shelter facility was being used by only one or two children at most of the places.

**2. Delay in Social Investigation Reports (SIRs):** There were issues of late orders from the Child Welfare Committee (CWC) for conducting SIRs resulting in delays in conducting visits for preparing SIRs. The functionaries shared that due to this delay, families are found to have moved away from the place, leaving children potentially unprotected.

**3. Lack of Clarity on Job Roles, Outreach, Government Schemes etc.:** During the group discussion, it was shared that the staff members have a lack of clarity and understanding on their core job roles. For example, there was a lack of understanding about outreach, bridge-course education and the role of social workers.

**4. Lack of Training on Preparing SIRs:** Although the Open Shelter staff members are required by the CWC to prepare SIRs for children being referred to their Unit, however, the absence of training on preparing SIRs poses a significant challenge for staff in conducting social investigations.

## F. Specialised Adoption Agencies

**1. Health Issues among Children:** Children at the SAA frequently fall ill, especially during winters when temperatures drop and also during the rainy season. This indicates potential challenges in maintaining the health and well-being of children within the agency, and possible hygiene-related issues as well.

**2. Difficulty in Motivating Staff:** Care jobs for newborn babies can at times be quite challenging and demanding too both physically and mentally. In a low staff-child ratio, the existing caregivers like Ayahs find themselves stretched. As a result, there are higher chances of internal conflicts among staff members, such as fights among Ayas, which can affect morale and motivation. Maintaining a positive work environment and keeping staff motivated becomes challenging in such situations.

**3. Delays in Administrative Processes:** Delays at the level of the District Magistrate (DM) in some districts especially when there is a transfer and the new DM joins matters related to inter-country adoption and inter-state transfer of children for the purpose of adoption poses significant challenges. These delays can impact the timely processing of adoption cases and result in bureaucratic hurdles.

## G. Child Welfare Committee

**1. Limited Membership and Quorum Issues:** Some of the CWCs have only one or two members left, indicating a significant challenge in maintaining the required quorum for conducting hearings and making decisions. This hinders the timely disposal of cases and affect the efficiency of the Committee's functioning. This is an issue that impacts the child protection system in Chhattisgarh as a whole.

**2. Dual Responsibilities:** CWCs of most of the districts have dual charge of CWC in other districts as well. This adds another layer of responsibility for the members. Juggling multiple roles can further exacerbate the challenges of managing caseloads, ensuring adherence to legal procedures, and providing adequate support and protection for children under the Committee's jurisdiction.

**3. Heavy Workload:** With the responsibility of all the work related to the Committee falling on the shoulders of the remaining members, they face an overwhelming workload. This includes hearing cases of Children in Need of Care and Protection (CNCP), inspecting Child Care Institutions (CCIs), and referring children to appropriate facilities. The concentration of responsibilities on one individual can lead to burnout and reduced effectiveness in handling cases. This problem is more acute in districts having multiple CCIs. Under the JJ Rules, the CWC has to conduct inspections of CCIs for CNCP at least two times a month.

**4. Lack of Recognition from Police and Other Administrative Authorities in the District:** The CWC members shared their disappointment of not getting due recognition and respect from police and other administrative authorities in the district. Their orders and directions are not being treated with the seriousness, they deserve. So, they suggested that the police training must include a session on CWC and its role and authorities as a Bench of Judicial Magistrates First Class.

**5. Difficulty in recording detailed proceedings for issuing orders:** Some of the CWC members said that they faced challenges in writing detailed proceedings in the case files of children and as a result, they do not pass detailed orders containing references to the relevant laws, rules and guidelines that apply to the cases.

**6. Quality of Individual Care Plans:** The ICPs, on the basis of which the Committee prepares its orders, are not prepared sincerely, said some of the CWC members. They noted that many ICPs appear identical, suggesting a lack of thoughtful consideration during their preparation.

## H. Juvenile Justice Board

**1. Limited membership and quorum issues:** Some districts do not have any member on the JJB or just a sole member who does not complete the quorum needed to pass the final order in a case leading to disposal and pendency of cases in such districts.

**2. Lack of full-time Principal Magistrates for the Board:** The Principal Magistrates carry out the functioning of the Board as an additional function. Some of the districts have only one or two days of sittings a week and less or no social worker member affects the hearing of cases thus affecting the child and impacting the justice delivery process.

**3. Lack of timely escort for production of the child before the concerned JJBs:** Police escorts for their production before the respective JJBs are not always available delaying case hearings. Some of the Observation Homes and Place of Safety (POS) accommodate children from multiple districts. Production of children from other districts before their concerned JJBs for hearing is a big challenge. During the assessments, some of the functionaries shared that there are some children in Homes who haven't been produced before JJB for the last 10 months. This causes unrest and aggression among children which disturbs the peace at Home and also has a harmful impact on children confined for long with no certainty in their cases.

## 4.2 Subjects or Themes Identified for Training to Enhance the Capabilities of the Child Protection Workforce

The participants suggested different topics that they thought should be covered in future training programmes, and which would help them in performing better. However, it should be noted that the topics suggested by them are general and should be tailor-made while planning a training programme. These should align with the common and setting-specific challenges faced by the Child Protection functionaries (Please refer to Section 6.1). These topics should also be in alignment with the job roles of different functionaries. A summary of the areas or topics as identified by the participants during the course of training need assessment is presented below:

### 4.2.1. Legal and Policy Frameworks:

- POCSO Act and its implementation
- New amendments under the JJ Act, 2015 and JJ Rules
- Laws related to CICLs
- Laws related to children and government schemes framed under these laws
- Understanding legal procedures related to children's cases
- New Criminal Laws that have replaced IPC, CrPC and the Indian Evidence Act

### 4.2.2 MIS related tasks like making sense of the data being reported, functioning of different portals launched by the MWCD (GOI), NCPDR, etc.

### 4.2.3. Common Skills of Working with Children:

- Counselling skills and techniques
- Training on documentation (ICP, SIR, Case History)
- Behavioural change communication
- Career counselling for children
- Techniques of positive discipline
- Non-violent communication with children
- Skills for engaging children meaningfully while they reside in the CCIs
- Conflict resolution among children of CCIs

### 4.2.4. Psychological and Mental Health Support:

- Mental health and child psychology
- Trauma counselling for sexual abuse victims
- Responding to emotional and psychological needs of children
- Therapeutic approaches for dealing with CICLs
- Identifying and responding to depression or anxiety tendencies in children

### 4.2.5. Aftercare Planning and Rehabilitation of Children:

- The rehabilitation process for CICLs
- Aftercare programme and support
- Preparation and execution of rehabilitation plans
- Career Guidance
- How to conduct life skills training for adolescent boys and girls
- Follow-up visits and monitoring of rehabilitation progress
- Support for children with special needs or terminal diseases

#### 4.2.6. Interpersonal and Social Work Skills:

- Communication with children and families: Training in communication and advocacy skills to effectively convey the importance of child protection to parents. Techniques such as storytelling, providing real-life examples, and highlighting the benefits of child protection services could be part of the training.
- Engaging with children in CCIs: Training on conducting life skills sessions with children; Art and craft training, Training in joyful learning
- Skills for responding to the needs of sexual violence survivors
- Parental counselling and support: Training in persuasive communication techniques and building trust with parents and children. Training programs should cover effective communication strategies, understanding the needs of families, and tailoring services to meet those needs.

#### 4.2.7. Skills of Working with Adolescent Boys and Girls

- Skills of conducting life skill sessions with adolescent boys and girls
- Responding to the needs of adolescents involved in romantic relationship
- Dealing with children and adolescents exhibiting aggressive or violent behaviour (See section vii below for details.)

#### 4.2.8. Skills of Responding to the Aggressive and Violent Behaviour of Children:

- **Behavioural Management Techniques:** Training in behaviour management techniques shall equip the staff members of CCIs with strategies to de-escalate aggressive behaviour, set clear boundaries, and implement positive reinforcement techniques to encourage appropriate behaviour from adolescents and young persons residing in institutions.
- **Conflict Resolution Skills:** Training in conflict resolution shall prepare the CCI staff in ways to handle conflicts peacefully, communicate effectively, and mediate disputes between children to prevent escalation into violence.
- **Crisis Intervention Training:** It prepares the functionaries to respond calmly and effectively in emergency situations where a child's aggressive behaviour poses a risk to themselves or others. This training includes techniques for maintaining safety and de-escalating volatile situations.
- **Trauma-Informed Care:** Children who exhibit aggressive behaviour may have experienced trauma or adverse childhood experiences. Training in trauma-informed care helps understand the impact of trauma on behaviour and develop a compassionate and helping attitude to address the underlying causes of aggression.
- **Nonviolent Communication:** Training in non-violent communication shall teach the functionaries how to communicate with children in a way that fosters empathy, understanding, and cooperation. This approach emphasizes active listening, empathy, and assertiveness of needs and boundaries assertively.
- **Self-Defence and Safety Techniques:** While the primary focus should be on de-escalation and prevention, training in self-defence and safety techniques can provide those who are working directly with children with the skills to protect themselves and others if a situation becomes physically violent.
- **Understanding Child Development:** Training in child development helps in recognizing different behaviour patterns in children of different ages. Understanding the developmental needs and challenges of children can inform one's approach to managing aggression and providing appropriate support.
- **Collaboration and Teamwork:** Working with aggressive children often requires collaboration with other professionals, such as therapists, social workers, and educators. Training in teamwork and collaboration enhances your ability to work effectively as part of a multidisciplinary team to support the child's overall well-being.
- **Legal and Ethical Considerations:** Training in legal and ethical considerations related to managing aggressive behaviour ensures that your interventions comply with relevant laws, regulations, and ethical guidelines while protecting the rights and dignity of the children in your care.

#### 4.2.9. Community Engagement and Collaboration (for all those whose job role required them to make extensive field visits):

- Collaboration between different stakeholders (DCPU, CCI, Police, elected representatives of Gram Panchayats and Urban Local Bodies)
- Engaging with local communities
- Procuring documents for children (ration card, Aadhar card, etc.)

#### 4.2.10. Managerial Skills (for Nodal Officers of all the Bodies)

- Leadership and communication skills
- Financial management and expenditure tracking
- Strategic planning and decision-making
- Conflict resolution and problem-solving
- Monitoring and evaluation techniques
- Supportive supervision<sup>3</sup>
- Legal and regulatory compliance
- Crisis management and emergency response
- Stakeholder engagement and collaboration.

#### 4.2.11. Development of District Child Protection Plan and how to execute it

- Data analysis for the informed plan development process
- Identifying activities and programmes to be carried out during the year
- Planning the budgetary allocation for each of the activities
- Estimating the number of children to be supported through non-institutional care programmes and institutional care programmes

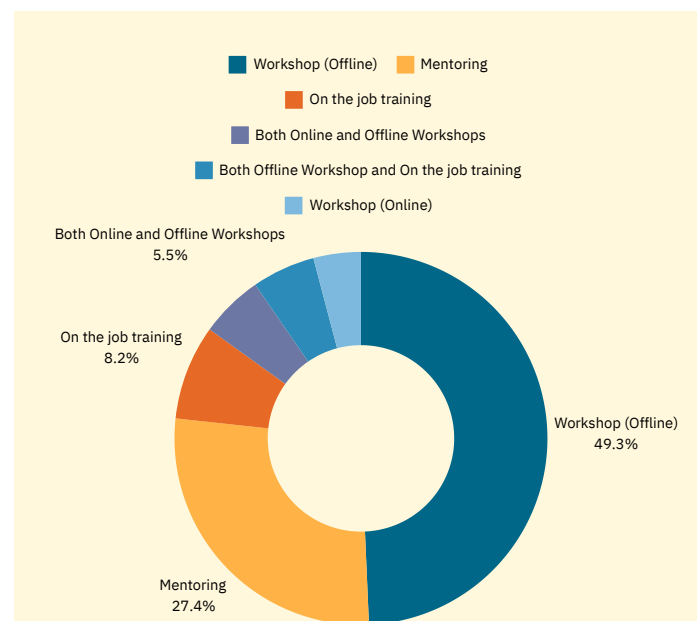
#### 4.2.12. Child Development and Education (for House Parents and staff members of SAA):

- Early childhood education and developmental milestones in children up to the age of 6 years
- Tools and skills for identifying delays in developmental milestones in young children
- Age-appropriate games and joyful learning activities

**4.2.13. Skills of Self-Care:** Practical skills of self-care and managing emotions and reactions are crucial when working with children coming from difficult backgrounds including survivors of sexual abuse. These are essential skills for being able to set boundaries and engaging in activities that promote one's well-being and resilience

### 4.3 Training Pedagogy or Methods Preferred for Training

The responses shown in Figure No. 4 highlight the diversity of preferences and needs among participants, emphasizing the importance of offering a variety of training methods to accommodate different learning styles, circumstances, and preferences. However, certain methods have been found to be most preferred, whereas certain others are the least preferred.



**Figure No. 4: Methods of Training ( in order of preference)**

<sup>3</sup> Research studies (Global Social Service Workforce Alliance. 2016. Evidence Base on the Social Service Workforce: Current Knowledge, Gaps and Future Research Direction) have identified supportive supervision as one of the primary elements linked to stronger worker performance

**4.3.1. Workshop (Offline Mode):** This was the most commonly preferred method mentioned by a little less than half of the total respondents who participated in this assessment. They value in-person workshops for their interactive nature and the opportunity to engage directly with trainers and peers. However, some expressed concerns about the duration and accessibility of these workshops, particularly if they are located far from their workplace or if they have family responsibilities.

**4.3.2. Mentoring:** Mentoring was the second most preferred method for many respondents, indicating a desire for ongoing support and guidance beyond formal training sessions. They value having someone to turn to for advice and assistance, especially when facing complex situations or challenges.

**4.3.3. On-the-Job Training:** Some respondents highlighted the importance of on-the-job training as well, especially emphasizing the value of practical experience and learning in real-world settings. They believe that trainers should come to their workplace to understand their challenges and provide tailored training on how to conduct a social investigation in the circumstances of a child by visiting the child's family and preparing the report based on it (SIR), how to prepare the Individual Care Plan for a child, or how to conduct life-skill sessions etc.

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*“While working in the field, there are circumstances when we face a dead-end street type situation, there we need someone to guide and mentor us.”*

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**4.3.4. Workshop (Online Mode):** Compared to the offline mode of the workshop, only Although fewer respondents preferred online workshops, a few mentioned it as their preferred method due to personal circumstances such as childcare responsibilities, work commitments, or geographical constraints.

**4.3.5. Exposure Visits:** Although less common, a few respondents mentioned exposure visits as a preferred method. They see value in visiting other organizations or sites to learn from different practices and experiences.

**4.3.6. Role-Plays:** Some respondents mentioned role-plays as an effective method for learning. This hands-on approach allows participants to simulate real-life scenarios and practice problem-solving skills in a safe environment.

**4.3.7. Combination of Methods (Workshop and Online, Workshop and On-the-Job Training):** Several respondents expressed preferences for a combination of training methods, recognizing the benefits of both workshop-based learning and online or on-the-job training. They believe that different methods can complement each other and provide a more comprehensive learning experience.

## 4.4 Need for Tailor-Made Training Programmes in the light of Profile of the CP Workforce

The staff members of the CP Workforce who participated in this capacity-building needs assessment are a heterogeneous group varying in gender composition, educational qualification possessed by them and experience in the particular job role. An analysis of the basic profile like gender, educational qualification and work experience of these participants is a good indication of the heterogeneity of the CP Workforce in the State. The figures and charts presented here highlight the need to tailor-design the training programmes for different categories of staff members:

### 4.4.1. Gender composition

A total of 427 staff members participated in this assessment, with 213 identified as male and 214 as female. None of the participants indicated any other gender category. It is also an indication of the gender composition of the workforce. So, the workforce development plan should be gender-responsive. Similarly, it also underlines why our training programmes should be gender responsive and include gender transformative approaches when we plan for the capacity development of our workforce.

### 4.4.2. Educational Qualification

The majority of participants in this assessment hold a postgraduate degree or higher (91%), with some mentioning having obtained a doctorate or M.Phil as their highest educational attainment. This trend was observed across various positions and workplaces. So, when a training plan for different functionaries is developed, the higher educational background of all the staff should be borne in mind.

### 4.4.3. Work experience

Over a third of the workforce is found to be having more than 7 years of work experience, while nearly 58% have over 5 years of experience. Further analysis suggests that employees in government settings tend to stay longer after joining, whereas those in NGO-run institutions show higher rates of attrition. This data indicates that training programmes should, therefore be tailor-made to suit the needs of newly inducted staff and those who have been working for a long.

Figure No. 5: Gender

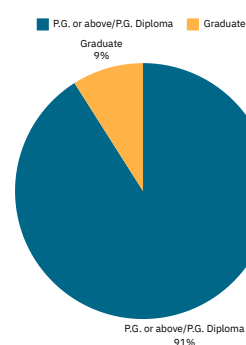
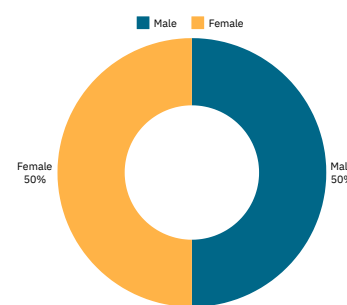


Figure No. 6: Educational Qualification

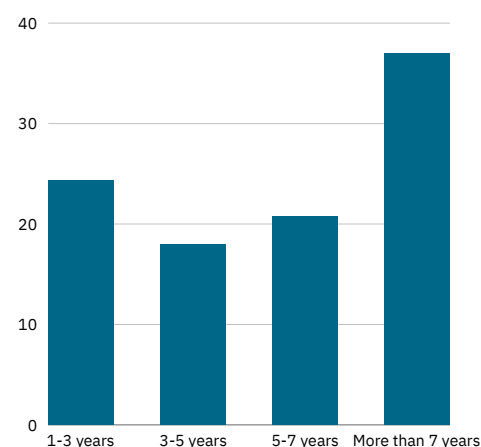


Figure 7: Years of Work Experience (%)



## 4.5 Suggestions for improving the overall training plan and its execution

The participants gave some meaningful suggestions highlighting the importance of tailored, practical, and continuous learning experiences that address the specific needs and challenges faced by child protection functionaries. These suggestions are informed by the experiences of the functionaries who have participated in different training programmes within the state and outside organised from time to time. Organizing training programs based on these recommendations can enhance the effectiveness and impact of training initiatives in the field of child protection. The suggestions are grouped below under various themes:

**4.5.1 Language Preference:** The majority of participants prefer Hindi as the language of instruction for training sessions. Some of them also suggested that the training materials like PowerPoint presentations and handouts should also be in Hindi.

**4.5.2 Duration of Training:** Participants emphasized the importance of multi-day training sessions, with a preference for at least 2-3 days of offline training. They feel that one-day workshops are insufficient to cover the subject matter adequately. For those who have to come to Raipur from remote districts, attending a one-day training programme becomes very tiring as they endure overnight bus journeys to attend the training, only to undertake another overnight journey back home afterwards. Many of them expressed feeling too fatigued to focus on the training sessions. They also said that training of only one day's duration does not cover a topic properly and sessions are rushed by the resource persons because of time constraints.

**4.5.3 Offline vs. Online Training:** Functionaries across different ranks strongly held that training in online mode should be avoided as far as possible. They said that the online training programmes were 'highly ineffective' and they were not serving much purpose. During the interviews and group discussions, the participants recalled various instances of disruptions during online training sessions like being called by their senior officers for some urgent work or unexpectedly having to address unforeseen priorities. Poor network connectivity and participants keeping their audio on further cause disruptions resulting in a less than satisfactory experience with online training. Only a few participants mostly female members preferred online training over offline because of personal reasons like having a small child or family to look after and since there was no one at home ready to take care of these responsibilities during their absence. So, while participants generally preferred offline training, there was still a recognition of the utility of online training. However, they emphasized that online sessions should be kept brief, typically not exceeding 2-3 hours. They also suggested that online training should be organised in small batches so that there is a scope of interaction with the resource person and between participants.

**4.5.4 Follow-Up and Refresher Sessions:** Participants stressed the importance of follow-up sessions after training to address challenges faced during implementation in the field. Refresher training sessions are also suggested to reinforce learning over time.

**4.5.5 Trainer Expertise and Quality:** There is a consistent expectation for trainers to be subject matter experts, and participants desire continuous improvement in the quality of facilitators over successive sessions. They preferred that the resource persons or facilitators should be someone who has worked in the field and also has a sound knowledge of the subject matter being discussed.

**4.5.6 Officers as Resource Persons/Facilitators:** Another crucial aspect highlighted is the importance of ensuring that officials from DWCD or SCPS refrain from leading sessions as resource persons during training. This is because, over time, they tend to transition the sessions into review meetings, focusing on our performance and progress in implementing schemes and programs in our districts. To prevent this from happening, if officials wish to conduct sessions, they should temporarily set aside their roles as authorities to whom the participants report. Instead, they should act solely as facilitators, aiming to enrich the understanding, provide clarity, and enhance the skills of the participants on the subject matter during the training period.



**4.5.7 Logistical Support:** Adequate boarding and lodging facilities are requested for outstation participants, even for one-day workshops. Additionally, participants highlight the need for restrooms and other amenities during training sessions. Participants from Northern and Southern parts of the State who cover quite a long distance to reach the training venue said that if it is a one-day training programme, they have to fend for themselves after reaching the state capital early in the morning till the beginning of the session and again after the session is over till they catch the bus late in the evening.

**4.5.8 Practical and Hands-On Learning:** Participants value hands-on practice and interactive sessions during training, including case studies, role-plays, and field visits to reinforce learning. In support of this, one participant shared her experience from a training on disaster management where on Day I, they were given a theoretical understanding of disaster and on Day II, they were taken around the campus to do a disaster audit. This helped her and others to connect the theory into practice. She suggested that their training on child protection-related matters could be organized more or less on these lines.

**4.5.9 Intervals between Training:** There is a consensus that there should be sufficient time intervals, typically 3-6 months, between successive training sessions to allow for implementation and reflection on learning. Participants pointed out that generally trainings are rushed in the last quarter where it seems like training programmes are just numbers and they have to meet those crucial targets. Due to insufficient intervals or too long a gap between two trainings, they lose the progression and fail to connect to the broader picture. The inherent message gets lost somewhere in between.

**4.5.10 Training Materials and Preparation:** Participants suggest sharing training materials in advance and emphasize the importance of clear training objectives and relevance to their work. There were some instances where training materials or reference materials were shared by some resource persons much after the training was over.

**4.5.11 Pre and Post-Training Assessments:** There was a demand for conducting pre and post-training assessments. The participants said that this used to be a regular practice that needs to be reintroduced as it helps the participants assess the effectiveness of training and its application in the field.

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*“Participants could be introduced to theoretical concepts on Day I. Then, on Day II/III, they could engage in activities like case studies, role-plays simulating child protection scenarios, or even field visits to observe child protection practices in action.”*

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# TRAINING PLAN

The Child Protection Workforce is a diverse and heterogeneous group. This workforce comprises staff members who have experience ranging from less than 6 months to more than 10 years now. Some of the staff members have managerial roles whereas some others are in the mid-management cadre and the rest are field staff who work directly with children, their families and the community including stakeholders. Their job descriptions also vary to a large extent.

For instance, the responsibilities of the Superintendent of a Child Care Institution are quite different from those of a Social Worker or Outreach Worker of the District Child Protection Unit. So, the training plan should be responsive to such variation in the workforce and should be tailor-made according to the divergent needs of a programme or a Unit or the staff members who perform specific roles as prescribed under different laws, rules or guidelines as applicable.

The capacity building needs assessment exercise has documented a wide range of challenges faced by different functionaries, some of which are structural whereas some emanate from the learning gaps. Structural issues that create challenges need to be dealt with through policy-level decisions or by tweaking certain rules. For example, the additional workload on the existing staff members is the direct offshoot of large-scale vacancies in government-run childcare institutions and DCPUs in different districts.

The solution lies in recruitment for vacant positions at the earliest or investing in initiatives to create conducive work environments that cater to staff needs. However, such challenges as facing problems in preparing the individual care plan for a child in need of care and protection or a child in conflict with the law or writing detailed proceedings in the case file of a child can be addressed.

Furthermore, newer challenges have come up in recent few years, especially in the post-Covid years. The Need Assessment has documented them in detail. There has been an increased thrust on maintaining and managing data online and for these dedicated portals have been created by the government and other agencies or statutory bodies of the government. The workforce accustomed to managing data through handwritten entries and printed records finds the transition to digital formats challenging. Even those who have launched the online portals are not able to explain some technical glitches faced by the staff members while using these digital platforms. All these developments imply that while developing a training plan, those who are responsible for organising such training should incorporate these emerging needs into their overall training programme.

For a training plan to be successful, the logistics are quite an important component. An entire section in the findings talks about this. Due to the unavailability of training venues and the reason that the DWCD/SCPS does not have its training facilities in Raipur where most of the training programmes or consultations are organised, it has to depend upon other Departments which have similar facilities.

However, many times, the availability of training venues does not match the availability of the resource persons or subject matter specialists who are approached by the DWCD for facilitating training programmes. Consequently, these factors disrupt the entire training schedule, necessitating changes in both the timetable and the method of delivery. In such situations, resorting to online training becomes the last option, despite being generally considered less effective than in-person sessions.







The findings of the CBNA as mentioned above in this report should always be referred to whenever the DWCD the SCPS or the DCPU plans to organize any training programme for its functionaries. A training plan that is based on this comprehensive training need assessment shall be robust and will play a catalytic role in effective implementation of programmes and schemes with a focus on results and outcome.

## 5.1 Training Plan as an Integral Component of the Workforce Development Plan

The Training Plan should not be seen in isolation, rather it should be treated as an integral part of an overall Child Protection Workforce Development Plan. Issues related to vacancies, additional workloads, and limited quorum due to the completion of tenure of members in the CWCs and JJBs are such factors that also impact the intended outcome of training. Policies regarding limited reimbursement of travel expenses incurred by participants also become an issue in accessing the training programmes and act as a demotivating factor.

For training programmes to be aligned with results and outcomes both in the short and long run, the DWCD must lay equal focus on the overall workforce development as well.

The following components have been identified from the need assessment exercise conducted in the States that are closely perceived to have a lasting impact on both the quality and sustainability of the Training Plan:

Broad Components of a CP Workforce Development Plan		Recommended strategic actions
Recruitment of candidates with relevant qualifications and work experience		<ul style="list-style-type: none"> <li>• Sector-responsive eligibility criteria</li> <li>• Recruitment calendar</li> <li>• Transparent hiring system</li> </ul>
Retaining the workforce		<ul style="list-style-type: none"> <li>• Attractive salary package and increment</li> <li>• Rewards and recognition</li> <li>• Respectful working environment</li> </ul>
On-going professional development opportunities		<ul style="list-style-type: none"> <li>• Grooming and mentoring</li> <li>• Professional recognition</li> <li>• Career promotion</li> </ul>
The well-being of the staff		<ul style="list-style-type: none"> <li>• Having facilities of leave, insurance, job security etc.</li> <li>• Gender-responsive policies</li> <li>• Timely release of salary and reimbursements of expenses</li> </ul>
Supportive Supervision including objective appraisal		<ul style="list-style-type: none"> <li>• Transparent appraisal system</li> <li>• Working on the strength of an employee</li> <li>• Mentoring and guidance</li> </ul>
Being open to leveraging modern technology as enabler		<ul style="list-style-type: none"> <li>• Hand-holding support for the transition to modern technologies</li> <li>• Logistical and training support</li> </ul>

**Table No. 3: Broad Components of a CP Workforce Development Plan and Recommended Strategic Actions**

## 5.2 Components of a Training Plan for the Child Protection Workforce

As discussed above, the Child Protection Workforce is a heterogeneous and diverse group. The training plan, therefore, has to be responsive to the needs of this diverse group. Developing a training plan for the CP Workforce in Chhattisgarh requires careful consideration of the varying levels of experience, gender composition, educational qualifications and knowledge among the staff.

Based on the findings of the current Needs Assessment exercise, the following are the suggested components of a good Training Plan:

**5.2.1. Needs Assessment:** A comprehensive training needs assessment has been conducted by the DWCD and this should always be referred to while developing any plan for the training. However, it should also be kept in mind that the needs and challenges are contextual and temporal. They may change over a period of time, so the findings of the current training needs assessments should be regularly reviewed after some time and the same should be incorporated in the plan accordingly.

Always recognize that the training needs are varied as per their roles (Case Workers, Counsellors, Social Workers, and Superintendents etc.).

**5.2.2. Defining Learning Objectives:** Usually, the objectives are framed keeping in mind the job descriptions of the group of staff for which the training is being organised. This, however, being true, should not become the only basis to decide the objectives of the training programme. The objectives should be closely linked with the learning gap. Learning gaps can be found by referring to the needs assessment reports or the periodical reports and letters or grievances coming from the field. An assessment of these documents will point to the learning gaps. These learning objectives should not ideally be more than three and should fulfil the criteria of being specific, measurable, achievable, relevant, and time-bound (SMART).

**5.2.3. Developing Training Contents or Modules:** The training content or modules should be responsive to the needs of experienced staff and the newly recruited staff. Content has to be developed on the following:

- Core,
- Specific, and
- Advanced

**The core or basic components** shall be used for all across the rank and file of the workforce. Examples of the core components are Child rights and legal frameworks, Risk assessment and safety planning, Interviewing techniques, Reporting and documentation, Child development, Laws and regulations concerning children whom the workforce deals with like the JJ Act and Rules, the POCSO Act, and other child-related legislation, etc.

**Specific components** shall respond to the requirements of a functionary to perform a specific job role. For instance, the counsellor is expected to do trauma counselling of the children who are found to be the victims of violence or abuse. Similarly, the Probation Officer posted in a Child Care Institution should develop a comprehensive Individual Care Plan for the child residing in the Home and the House Parents should be trained in keeping children productively engaged.

**Advanced components** shall respond to the needs of experienced staff who also have a managerial role to play. The Superintendents of Child Care Institutions or Person-in-Charge of other CCIs like SAA, Open Shelter etc. who have a workforce to manage and guide, or the DCPOs of a DCPU and Programme Managers/Programme Officers of SCPS come in this category. The Training Plan for experienced senior staff members of a Unit shall progressively include the core, specific and advanced training. The topics that might need to be covered under advanced training are Skills of supportive supervision, Leadership development, Complex case handling, Grievance redressal and conflict resolution, Policy and Programme analysis, Expenditure management etc.



**5.2.4. Training methods:** This training needs assessment has found that the participants have a very low preference for online methods of delivering training programmes. They have held that such programmes have largely been ineffective because of disruptions beyond their control. So, the Training Plan should have the least reliance upon the online mode of training at least within the state. While developing a Training Plan, a mixed-method approach should be considered. The suggestive methods include the following:

- **Classroom Training:** Lecture sessions with expert trainers and subject-matter specialists should be interactive and should give space for the participants to share their experiences and ask questions.
- **On-the-Job Training:** Learning by doing. These are necessary for core-skill-based training. For example, training related to life skills, trauma counselling, organising sessions with children, data handling on the portal or computer etc.
- **Mentoring:** Such training is part of ongoing professional development and workforce strengthening programmes. An agency or a pool of experts identified with their core areas of support can be available for extending support in the field or remotely to the staff when they are faced with a situation where they need help or validation for what they are doing.
- **Role-Playing and Simulations:** Practice scenarios that usually occur within the work setting with the facilitator guiding and providing meaningful inputs.
- **Presentation of best practices:** Presenting best practices from across different districts and encouraging recognition of the good work from the department directly.
- **E-Learning Modules:** Instead of organizing training programmes through online lectures, the DWCD should invest in developing online courses or e-learning modules for self-paced learning. These should be developed in Hindi as the language preferred by the participants during the needs assessment and should be short modules dealing with different topics followed by small assignments and self-assessment tests for the participants to check progress.



**5.2.5. Training Schedule (Duration and Frequency):** The training programmes in Raipur should be a minimum of 2-3 days duration. In districts, it can be a shorter duration depending on the learning objectives and the topic for training. One-day workshops are insufficient to cover the subject matter adequately. Further, the Training Plan should be so designed that every staff gets an opportunity to participate at least two times a year. The duration of online training should not be more than 2-3 hours. The training program should include refresher courses after 3 months to ensure that the learning continues.

**5.2.6. Budget:** The budget for training is an important component of any Training Plan. There are budgets for training available under SCPS and DCPUs. This should be pooled together and Training Programmes should be planned accordingly.

**5.2.7. Identification of Trainers/Facilitators:** Trainers with expertise in child protection and training facilitation skills should be identified and a pool should be prepared well in advance. A mix of internal subject matter experts and external trainers with relevant experience and credibility shall be useful. Reliance on one single trainer for the whole training programme should be avoided as far as possible.

**5.2.8. Training of trainers:** a pool of well-trained trainers can be developed after a selection process at the state level. The trainers can be identified from different districts. The selected pool of trainers can receive training from experts on different aspects of the law on JJ and POCSO.

**5.2.9. Development of training modules:** a training manual can be developed for training the trainers. The module can serve as a facilitation guide for the pool of trainers.

**5.2.10. Developing Training Materials:** Training materials should be developed and shared well in advance with the participants. Reference materials should readily be available in a language that is easily comprehended by participants.

**5.2.11. Assessment and Feedback:** An objective assessment of learning among participants needs to be carried out before and after any training programme. The feedback forms should be developed with questions that elicit a detailed response about the quality of the training, facilitators, logistics and topics that they feel require discussion or practice in detail and which could not be done so in the training programme.

**5.2.12. Appraisals based on performance:** To encourage the workforce the appraisals must be conducted of the existing staff based on their performance in their respective districts along with the assessment from the trainings.

**5.2.13. Convergence meeting:** Encourage more convergence meetings at the district level with different stakeholders to ensure better liaison among stakeholders like DCPU, JJBs, and CWCs to name a few. There is also the need for knowledge sharing between the block and district levels.



### 5.3 Training Plan with Suggested Topics for Capacity Development of CP Workforce

TRAINING PLAN FOR CAPACITY DEVELOPMENT OF CHILD PROTECTION WORKFORCE						
S.No	Topic/Subject	Target Group	Challenges/Concerns that it should address	Learning results/outcome	No. of days	No. of participants
1.	Preparing Individual Care Plan and Monitoring of progress	1. Chairperson and members of CWCs 2. Principal Magistrates and Social Workers Members of the JJBs 3. Probation Officers or Case Workers or Child Welfare Officers	1. How to prepare a SMART ICP 2. Monitoring the progress on execution of ICP 3. Ensuring child's participation in the process of development of ICP	The participants are able to prepare a quality ICP that takes care of children's needs holistically encompassing both short term and long-term goals	2	50
2.	Preparing Social Investigation Report	1. Legal-cum-Probation Officers, 2. Social Workers, 3. Chairpersons and Members of CWCs 4. Principal Magistrates and Social Workers Members of the JJBs	1. Quality of SIR 2. Ethical dilemma between maintaining confidentiality of the case and conducting social inquiry 3. Building rapport with child's family and Collaboration with key community members	The participants are able to prepare a quality SIR that takes care of the child's confidentiality and privacy and informs the decision making process regarding child's case	2	50
3.	Adoption processes under JJ Act, 2015	1. Coordinators and Social Workers of SAA 2. Chairpersons and Members of CWC 3. DCPO and PO (NIC) of DCPU 4. ADM/DM	1. Role of CWC and DM/ADM in-country and foreign adoptions 2. Preparing quality documents (MER, HSR, CSR etc.) by SAA staff 3. Ensuring completion of all processes under JJ Act without delay	The participants can understand their specific roles and responsibilities in facilitating adoption of a child	2	50
4.	Developing District Child Protection Plan	1. DCPO 2. PO (IC) 3. PO (NIC)	1. Conducting District CP Needs Assessment 2. How to prepare a SMART DCP 3. Monitoring the progress on execution of DCP 4. Collaboration and convergence with other departments and agencies within the district	DCPU can develop a DCP informed by the findings of the district needs assessment and allocate resources to achieve short-term and long-term goals.		35



5.	Child Development and Early Child Education	1. Coordinators and Social Worker-cum-Early Childhood Educators of SAA 2. Nurses working at SAA 3. PO (NIC) of DCPU	1. Child survival and developmental milestones in children up to 6 years of age 2. Monitoring of the child's health including both physical and mental health and developmental milestones 3. Case tracking of children in SAA	SAA and DCPU staff can understand the concept of ECD and ECE and conduct their activities in line with ECD and ECE approach.	2	50
6.	Gender responsive approach to Child Protection	All staff members of CP Workforce	1. Developing a gender-responsive approach to different issues of child protection 2. Be sensitive about the needs of girl children and children with non-gender binary 3. Understand adolescent behaviour and relationships through a gender lens	The staff members become aware of their own gendered bias and stereotypes and can explain social interactions and relationships through gender perspective.	2	50
7.	Institutional care of children	1. Person-in-Charge of the CCIs 2. PO (IC) of the DCPU 3. House Mother and House Father of CCIs 4. Project Managers of Open Shelters	1. Maintaining a standard of quality institutional care for children in CCIs 2. How to keep children engaged meaningfully 3. Maintenance of records and registers 4. Admission and reception processes related to children	Staff members working in institutions learn how to maintain the standards of quality care for children in CCIs by optimum use of resources and facilities, create a child-safe and child-friendly environment by keeping children meaningfully engaged in activities and responding to their concerns. They also, learn about the admission/reception process for children in CCIs and legal and departmental compliances regarding documentation and record maintenance.	2	35
8.	Responding to the Aggressive and Violent Behaviour of Children living in CCIs	1. Person-in-Charge of the CCIs 2. Counsellor in CCIs 3. House Mother and House Father of CCIs	1. Behavioural management techniques 2. Trauma care 3. Crisis intervention and Trauma counselling 4. Ethical and legal considerations 5. Self-defence and care	Staff members of CCIs find their capacities enhanced to deal with a crisis emerging from the aggressive behaviour of some children in an ethical manner that complies with the current legal norms.	2	25

9.	Life skill sessions for children	1. Counsellor working with DCPU and CCIs 2. Few selected House Mothers and House Fathers	1. Developing positive outlook towards life in children 2. Pre-release preparation for children 3. Keeping children engaged through learning activities	Children find themselves confident to go out and lead a life with reduced level of direct support, guidance and care and develop the capacity to choose healthy options and make decisions affecting her/his life.	3	25
10.	Non-institutional Care/Family-based Alternative Care of Children	1. PO (NIC) of DCPU 2. Social Workers and ORWs 3. Chairperson and members of CWC 4. Principal Magistrates and Social Worker members of JJB 5. SCPS and SARA officials	1. Identification of families and children for linkage with NIC programmes 2. Identification of fit persons 3. Delay in enrolment and disbursement of sponsorship or foster care funds 4. After care support to children	The CP System and specially nodal officers treat NIC programmes with priority and work to make the entitlements barrier-free and capacity to monitor children's progress is enhanced.	2	
11.	Trauma counselling of children	1. Counsellor working with DCPU and CCIs	1. Counselling of children who have a background of self-harming or violent behaviour or extreme deprivation/neglect 2. Responding to emotional needs of children who have faced sexual violence or violence	The Counsellors are equipped with specialised skills to provide therapeutic counselling to trauma victims and collaborate with similar service providers to help children.	3	25
12.	Responding to Cases of Sexual Violence Against Children	All staff members of CP Workforce	1. Understanding of sexual abuse of children 2. Application of provisions of POCSO Act, 2012 and Rules 3. Reporting, Documentation and understanding of medical and legal procedures related to cases of sexual violence	All CP Workforce members develop an empathetic approach and best interest perspectives towards victims/survivors of sexual violence and take action to help through legal aid, psycho-social counselling support and rehabilitation plan.	2	50
13.	CPMIS and online data management through portals	1. Data Analysts of DCPU 2. PO (IC) of DPCU 3. Project Coordinators of Open Shelters 4. Project	1. Management of large data on portals 2. Minimising duplication and errors in data entry 3. Getting acquainted with different portals of DWCD, MWCD and NCPCR	Data management is streamlined through trained cadre resulting in timely report submissions.	2	50

14.	Community Engagement and Collaboration	<ol style="list-style-type: none"> <li>1. Social Workers and Outreach Workers (ORWs) of DCPU</li> <li>2. Social Workers and Outreach Workers (ORWs) Open Shelters</li> <li>3. Staff members of Child Helpline</li> </ol>	<ol style="list-style-type: none"> <li>1. Identification of families and children at risk</li> <li>2. Linking children with available services at Open Shelter by collaborating with families, community and PRI members</li> <li>3. Process of getting essential documents like Aadhar cards, ration cards etc. for accessing government entitlements/ schemes</li> </ol>	The field workers are trained with persuasive communication skills to work with children, families, community and PRI members to get children linked with CP services and feel confident in helping families get access to government entitlements.	2	50
15.	Procedures related to children in need of care and protection	<ol style="list-style-type: none"> <li>1. Chairperson and Members of the Child Welfare Committee</li> <li>2. DCPO and PO (NIC) of DCPU</li> <li>3. Person-in-Charge of CCIs for CNCP</li> <li>4. Child Welfare Officers/Case Workers of CCIs for CNCP</li> </ol>	<ol style="list-style-type: none"> <li>1. Developing a uniform understanding of issues and procedures related to CNCP</li> <li>2. Clarity and recognition of Roles, functions and authorities of CWC under the JJ Act</li> <li>3. Developing a child-centred perspective and Best Interest approach</li> </ol>	All stakeholders get acquainted with their roles and responsibilities towards the CNCP and can apply the Best Interest Principle (BIP) to assess and prioritise the needs and rights of children in various contexts and take action accordingly.	5	50
16.	Procedures related to children in conflict with law	<ol style="list-style-type: none"> <li>1. Principal Magistrates and Social Worker members of JJB</li> <li>2. Legal-cum-Probation Officers of DCPU</li> <li>3. Probation Officers working in CCIs concerning CICLs</li> <li>4. Child Welfare Police Officers and other police personnel including railway police</li> </ol>	<ol style="list-style-type: none"> <li>1. Developing a uniform understanding of issues and procedures related to CICLs like bail, age-determination, passing final orders etc.</li> <li>2. Clarity and recognition about Roles, functions and authorities of JJB under the JJ Act</li> <li>3. Developing a child-centred perspective and Best Interest approach</li> </ol>	All stakeholders get acquainted with their roles and responsibilities towards CICLs and can apply the best Interest Principle (BIP) to assess and prioritise the needs and rights of children in various contexts and take action accordingly.	5	50
17.	Case Management System and Processes	<ol style="list-style-type: none"> <li>1. Probation Officers, Case Workers and Child Welfare Offices of CCIs</li> <li>2. Person-in-Charge of CCIs</li> </ol>	<ol style="list-style-type: none"> <li>1. Minimising ad-hoc approach in dealing with cases related to CNCP and CICL.</li> <li>2. Risk and vulnerability analysis and informed decision making about children's cases</li> </ol>	The concerned workforce members can strengthen a system within their Units and across the CP System to respond to the needs of a child from entry to closure stage.	3	35

18	Communication skills with children in need of care and protection and children in conflict with law	All personnel who work directly with children like Counsellors, Probation Officers, Social Workers of Open Shelters, House Mothers and Fathers, Security Guards	1. Communicating with children with biased notions and prejudices 2. Lack of listening skills 3. Non-violent communication	Workforce is trained to listen effectively to children and communicate in a non-violent manner fostering an environment where children feel confident to express their concerns without apprehension.		2	50
19	Developing leadership potential	All nodal officers of CP functional units (like PMs and Prog. Officers of SCPS and SARA, DCPO, Person-in-Charge, Project Coordinators, Managers, Child Helpline Coordinators)	1. Conflict resolution and grievance redressal 2. Time management 3. Delegation 4. Managing diversity 5. Leading remote teams 6. Providing supportive supervision	Nodal officers are equipped with essential and fundamental leadership quality that ultimately translates to helping children with optimum use of resources and potential.		2	35
20	Expenditure Management	1. All nodal officers of CP functional units (like Programme Managers and Programme Officers of SCPS and SARA, DCPO, Person-in-Charge, Project Coordinators, Managers, Child Helpline Coordinators) 2. Accountant-cum-Store Keepers	1. Financial planning 2. Expenditure tracking as per planned activities	The annual budget and expenditure plan for the Unit is formulated through a collaborative process involving consultations with other staff and expenditures are closely monitored throughout the year to ensure consistency and uniformity in spending.		2	35



# RECOMMENDATIONS

Some of the broad recommendations include the following:

**6.1. Filling up vacancies at the earliest:** The CCIs and DCPUs have a large number of posts lying vacant. This is putting the existing workforce under a heavy workload resulting in a reduced level of work performance by these staff members. Moreover, the tenure of many CWCs and JJBs has recently been over. As a result of the limited quorum, the hearing of cases has been disrupted and the pendency of cases is increasing in the State. The DWCD should initiate appropriate measures on an urgent basis for filling up vacancies by recruiting staff and completing the quorum by selecting new members on CWCs and JJBs whose tenure is over.

**6.2. Proportionate distribution of workload:** It has been observed that certain staff members carry disproportionate workloads, while others have lighter responsibilities. For example, the Probation Officer (NIC) at the District Child Protection Unit (DCPU) often faces excessive work demands, whereas the A Probation Officer (IC) in the same unit may have fewer tasks, particularly in districts without Child Care Institutions (CCIs). Even in districts with CCIs, the workload for the Probation Officer (IC) remains minimal, as the nodal officers of government-operated CCIs are typically regular government officials.

**6.3. Customised training for experienced and newly inducted staff:** As we have seen there is a wide variation in the years of work experience of staff members ranging from several years to a few months. So, it's imperative that training initiatives consider the varied experience levels of participants. Individuals with extensive experience should not be included in orientation or introductory training sessions. Instead, advanced training programs should be devised for those with considerable tenure and extensive prior training. There should be a progressive trajectory in learning advancing from basic and foundational levels to more specialized areas. Accordingly, appropriate resource persons should be identified to facilitate these programs.

**6.4. Training programmes for advanced learners should be more evidence-based:** For participants with several years of experience, the training should be planned around evidence-based research or evaluations of their work. These assessments will help them in identifying gaps that can be bridged with knowledge, efforts, collaboration and convergence.

**6.5. Go back to in-person training with online training to be treated as a measure of last resort**

**6.6. DWCD/SCPS should acquire its training venue to reduce dependency on other agencies/departments for organizing training programmes.**

**6.7. E-learning course modules should be developed:** The DWCD should invest in developing online courses or e-learning modules for self-paced learning. These should be developed in Hindi as the language preferred by the participants during the needs assessment and should be short modules dealing with different topics followed by small assignments and self-assessment tests for the participants to check the progress

**6.8. Mentoring agency or a group of experts as mentors:** An agency or a pool of experts identified with their core areas of support can be available for extending support in the field or remotely to the staff when they are faced with a situation where they need help or validation for what they are doing.

**6.9. Training methods should be a blend of different approaches:** Classroom methods, exposure visits, Role-plays and simulation exercises, Assignment-based methods, Case-based discussions etc.

## Annexure 1

### Illustration of a training programme

An illustrative programme schedule is presented below. This is a training on 'Support to Victims/Survivors of Child Sexual Abuse for Counsellors from Children's Homes. The training programme is going to be organised at the Sambhag level for a duration of two days. The needs assessment has indicated that the counsellors find it difficult to deal with the cases of sexual abuse, because of their own bias, lack of exposure and experience in handling such cases and the overwhelming nature of such trauma. They are also faced with a dilemma, especially in such cases where although the law treats such girls as victims of sexual abuse, the girls concerned don't perceive it so, for it is a result of a romantic relationship. So, the training programme has to be designed in such a way that answers these dilemmas, challenges and gaps.

Learning objectives:

- To help the participants identify their own biases, and cultural contexts and prepare themselves to treat every case with objectivity;
- To build competence in handling cases of sexual abuse; and
- To help participants learn and practice trauma-informed counselling techniques and skills

S.No.	Topic	Time	Resource Person
<b>Day I</b>			
1.	Registration of Participants	09:30-09:45	
2.	Pre-Training Assessment	09:45- 10:00	
3.	Situational Analysis of Child Sexual Abuse (CSA) in the Country/State- What do the data say <ul style="list-style-type: none"> <li>• Extent of the crime- National and State/District level data</li> <li>• Challenges and bottlenecks in intervention in CSA cases</li> </ul>	10:00 - 11:00	

4.	<p>Understanding Child and Child Sexual Abuse</p> <ul style="list-style-type: none"> <li>• A brief discussion on child's right to protection and child abuse</li> <li>• What is Child Sexual Abuse including digital/online abuse- Types of CSA</li> <li>• Signs and Symptoms in cases of CSA- Physical, Behavioural and Emotional</li> <li>• Grooming a child</li> <li>• Biases/Prejudices in our position on sexual abuse/child sexual abuse</li> </ul>	11:00 - 11:30	
<b>TEA BREAK (11:30 - 11:45)</b>			
5.	<p>Understanding Child and Child Sexual Abuse (Contd...)</p>	11:45-1:30	
6.	<p>Child-Friendly Interviewing Skills</p> <ul style="list-style-type: none"> <li>• Methods and Techniques for interviewing a child</li> <li>• Recording and Documentation</li> <li>• Tutoring Versus Briefing &amp; Preparation of the Child Victim</li> <li>• DOs and DONTs of Child Interviewing</li> </ul>	2:15 - 3:15	
<b>TEA BREAK (3:15- 3:30)</b>			
	Child-Friendly Interviewing Skills (Contd...)		
<b>DAY II</b>			
7.	<p>Navigating Legal Definitions and Ethical and Legal dilemma in Dealing with Cases of Child Sexual Abuse</p> <ul style="list-style-type: none"> <li>• Clarify legal provisions related to child sexual abuse</li> <li>• Discussion on case laws and judgements</li> <li>• Exploring cases where girls perceive sexual abuse differently due to the romantic nature of the case</li> </ul>	9:30 - 11:00	



TEA BREAK (11:00 - 11:15)			
8.	Trauma-Informed Care <ul style="list-style-type: none"> <li>Principles of trauma-informed care, including safety, trustworthiness, empowerment, collaboration, and cultural sensitivity.</li> <li>Assessment and Screening for Trauma: Techniques for assessing trauma history, symptoms, and severity, Using validated tools</li> </ul>	11:15 - 1:15	
LUNCH BREAK (1:15-1:45)			
9.	Trauma-Informed Care (...Contd.) <ul style="list-style-type: none"> <li>Evidence-based interventions: Use of different therapeutic approach that counsellors can use while working with children</li> </ul>		
TEA BREAK (2:30 - 2:45)			
10.	Self-Care and Preventing Burn-out: <ul style="list-style-type: none"> <li>Importance of self-care for counsellors and strategies for preventing burnout and vicarious trauma.</li> <li>Facilitate discussions on the challenges of working with trauma survivors and share self-care strategies and resources.</li> <li>Mindfulness exercises, relaxation techniques, and reflective journaling to promote self-awareness and resilience.</li> </ul>	2:45 - 4:30	
11.	Post-Training Assessment and Feedback Session	4:30 - 4:45	
12.	Thanks Giving and Conclusion	4:45 - 5:00	

**Broad methodology:** Group exercises, presentations and lectures, film screening, case studies, Roleplay, Simulation exercises, training on validated assessment tools and conducting mock assessments or case simulations etc.

