

CHEटना

Piloting the Child Reporter's Programme
– A participatory initiative with children

December 2006 to February 2007

A Process Documentation of Child participation in Action
at
Kaprada block, Valsad, Gujarat State, India

April 2007

Far from the bustling crowd of the city, the team embarked on a journey to the villages in the plain and hilly terrains of Valsad district, Gujarat together with the block coordinators/ village volunteers and children to explore, experiment and demonstrate child participation

CHEटना-Project Team

Ms.Minaxi Shukla, Deputy Director
Ms.Chitra Iyer, Programme Resource Person
Ms.Arпита Vasava, Project Associate

} Child Resource Centre
(CRC), CHEटना

Ms.Shruti Shah, Consultant, School Health, CRC, CHEटना
Mr.Anil Gajjar, Graphic Artist, CHEटना

Project coordinated and documented by: Ms.Chitra Iyer, CRC, CHEटना

Overall Guidance: Ms. Minaxi Shukla, Deputy Director, CRC, CHEटना

Project funded by: Unicef, Gujarat

CONTENT

- 1. Background**
- 2. The project – a participatory initiative with children**
- 3. The process**
 - 3.1 Identification of children
 - 3.2 Needs assessment
 - 3.3 Capacity building
 - 3.4 Follow-up support
- 4. Outcome**
- 5. Shortcomings/Challenges**
 - 5.1 Learnings and future plans
- 6. Sustaining the initiative**
- 7. Milestones of intervention**

Annexure

Annex I - List of participating children and village volunteers

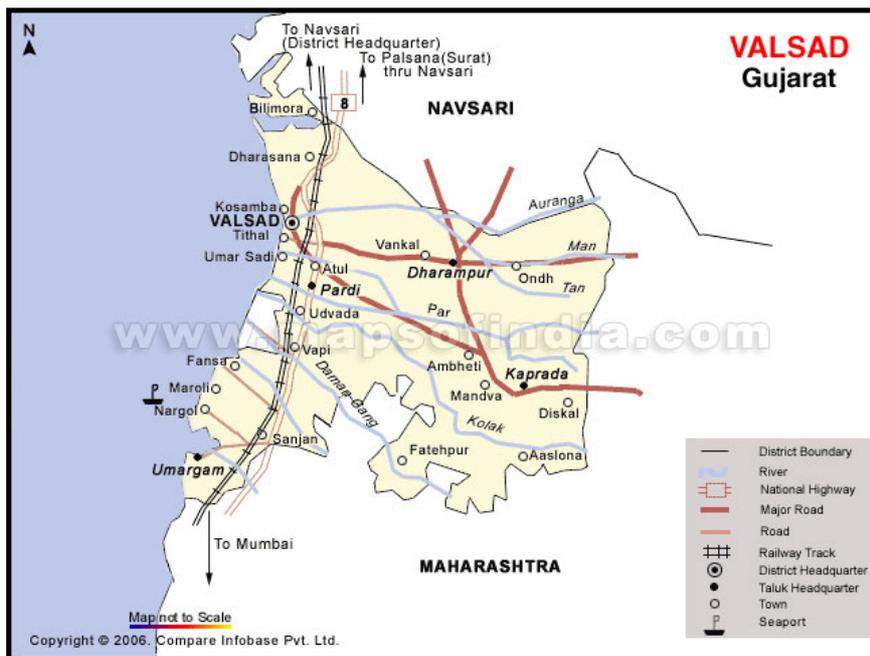
Annex II – List of resource materials provided to children/volunteers

FOREWORD

This report is an outcome of a child participation initiative piloted in ten identified villages of Kaprada block, Valsad district, Gujarat State, of which, five villages extended as far as the Maharashtra border area. This was the project area for piloting the initiative (Please refer the map).

The initiative has motivated and built capacities of more than hundred children, young people and village volunteers to play a pivotal role in the village development process. Efforts have been made to painstakingly record the activities undertaken and also to reflect on the process to enable the team to internalize the learning's and address the challenges required to scale up the initiative.

We hope that the document would be a useful resource for all those who work with children, enhance their capacities enabling them to have an enhanced participation in the village development process, increased access to resources, a determination to address the issues of the village, awareness and skills to present their learnings/challenges in relevant forums and effectively demand for access to quality services and rights.



Note: Detailed report of each activity is available with CHETNA

ACKNOWLEDGEMENT

We would like to acknowledge the cooperation and the support of all the people who joined us in making this initiative successful. First and foremost we would like to attribute the overwhelming success of the project to the active and enthusiastic participation of children.

We are grateful to the parents of the participating children/community members/school principals and teachers, particularly of Uttar Buniyadi Vidyalaya, Nanaponda; Uttar Buniyadi Vidyalaya, Kaprada; Uttar Buniyadi Ashram Shala, Sutharpada; Shri Navsarjan Sarvajanik High School, Varvat; Shri Morarji Sarvajanik High School, Varoli Talat; Shri Subhaschandra Bose Sarvajanik High School, Kothar; Prathmik Shala, Nilosi/Amdha/Kajali; Dabkhal Vanraj High Schools; for facilitating children's participation in the process.

We owe special thanks to the district authorities particularly Shri.I.A.Vora, IAS, District Development Officer, Mr.P.C.Rana, Taluka (Block) Development Officer, District Rural Development Authority team, Mr.G.D.Patel, Ashram Shala Officer for extending whole-hearted support and guidance in smooth implementation of the activities.

The entire success of the Pilot Programme would not have been possible without the active support of the local nodal agency - Vasudhara Dairy and their team in particular Mr.Suresh Desai and Ms.Beena Desai, block coordinators – Ms.Daksha Patel and Ms.Jashoda and the village volunteers of the Dairy Cooperatives of the ten identified villages.

We are also thankful to the field based partners namely BAIF and Mr.Jignesh Patel, Natraj Performing Arts for partnering with us in this initiative.

We appreciate the efforts of the CRC team members particularly Ms.Shruti Shah for contributing in the development of the proposal and also supporting the team in capacity building process, Mr.Anil Gajjar for enhancing children's creativity. Our special thanks to Ms.Arпита Vasava for her active participation and support in pre, during and post field implementation activities. We also wish to acknowledge the efforts of the Administration and Accounts team for enabling us to smoothly operate the field activities.

Our sincere thanks to Unicef, Gujarat for providing us the financial support to demonstrate child participation at the block level. We are thankful to the Unicef team particularly Mr.Gurinder Gulati, Dr.Dhananjay Bhatt and Ms.Ami Rawat for their expert inputs, guidance and support during the field intervention.

Last but not the least, we are thankful to our Media partners, Divya Bhaskar, Sandesh, Valsad edition; ETV Gujarat for giving due coverage to the initiative.

Ms.Chitra Iyer, Ms.Minaxi Shukla and Ms.Indu Capoor
CHETNA Team

April 2007

1. Background

Children's right to participation is firmly established in Article 12 of the United Nations Convention on the Rights of the Child. It assures a child to form his or her own views/express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child. The National Plan of Action for Children 2005 further reaffirms child participation for affirmative actions towards actualizing child rights. The Gujarat State Plan of Action for Children is ready to be launched soon.

Despite the efforts by the state, national and international governments and non-government agencies, the statistics indicate a large number of children are denied the basic human rights. The status of children in Gujarat state indicates low survival and development indicators e.g. Still infant mortality rate is 50 per 1000 live births (NFHS-III) which is higher when compared to other states. Half the children below three years are malnourished and approximately one third are born with low weight. Gender gap in education is more than 20% and sex ratio is showing an alarmingly adverse trend against girls.

Children with their immense potential can contribute as partners in their own, their families' and communities' health and development. However, they are seldom involved in the matters concerning their health and development. The reason is they are considered to be naïve, inexperienced, unqualified and often at the family level, there is ignorance and lack of willingness to involve and perceive children as agents of change. Effective programmes have to be initiated to encourage children's participation.

CHETNA's mission is to contribute towards the empowerment of disadvantaged children, young people and women to gain control over their own and that of their families and communities health.

CHETNA has pioneered, promoted and mainstreamed the Child-to-Child¹ (CTC) approach in India and other developing countries. Identified as a "Resource Group of CTC International Network", CHETNA is supporting field based organizations and implementing CTC in four identified field sites (two formal and two non-formal) in Ahmedabad, Gujarat.

CHETNA has been contributing in the areas of health, nutrition, education and empowerment of children, adolescents and women over the past 27 years. In view of the rich and vast experience, Unicef, Gujarat invited CHETNA to initiate the project activities on a pilot basis in 10 identified villages of Kaprada block, Valsad district. For CHETNA, it was a timely opportunity to scale-up and promote child rights with a particular focus on child participation in other districts.

With the onset of the project in December 2006, the team embarked on a journey to the villages of Valsad district with enthusiasm and aspirations to map a path for child friendly villages. Funded by Unicef, Gujarat, the project officially began in December 2006 till February 2007 as a pilot project with ten identified villages, Kaprada Block, Valsad district.

¹ Child-to-Child (CTC) approach links children's learning (in and out of school) with their lives (home and community) so that knowledge translates into behaviour and action.

2. The Project – A participatory initiative with children

Need

Children can play a key role in bringing about social change if appropriate opportunities and enabling support are provided. Experiences from many countries have established that when children are involved, they can make a difference to the world around them.

How can child participation make a difference?

Children have the ability to think, discern and decide for themselves and therefore active involvement of community members especially children and young people who are full of energy/enthusiasm and immense potential can accelerate the process of creating a better environment for themselves, their families' and the communities'.

Establishing children as child reporters

Unicef had launched an initiative of "Child Centered Village Micro Planning" in Valsad District. As a part of this exercise, the Child Reporter's Initiative was implemented to create a network of children in each village, who can become a catalyst for change as 'child reporters'. In order to enhance children's involvement in identifying issues concerning them, their families and communities' it was envisaged to impart training to children to collect information on developmental issues on a periodic basis, document the same in the form of wall paper or a newsletter, enable them to present their findings at the Gram Sabha or any other appropriate forums in the village to draw the attention of village community. It was also envisaged that children would create awareness to promote key behaviours at the family and community level like, washing hands, girls right to education, immunisation, sanitation, safe drinking water etc.

Initially, it was decided to pilot the project in ten villages and to develop strategies for scaling-up based on the experiences.

Project Goal

To encourage and enhance children's participation in the village development process and promote Child Rights in ten selected villages of Kaprada block, Valsad district, Gujarat.

Project Objectives

- To enhance awareness and knowledge of identified child reporters on effective child participation and child rights.
- To enhance capacities of child reporters and project team of the nodal agency, Vasudhara Dairy to form network of Child Reporters
- To enhance capacities of Child Reporters to identify and prioritise issues related to children and present them at appropriate forums like Gram Panchayat in innovative ways.

Participating villages

Cluster ² I: Amdha, Kajali, Khutli, Panas and Varoli Talat

Cluster II: Dabkhal, Girnara, Nandgam, Nilosi and Virakshetra

² Cluster: A cluster of five villages was formed based on the proximity of the villages. Five villages were in proximity on the northern side and five villages on the eastern side of Kaprada block.

3. The process

Planning

The time period was limited and a lot had to be accomplished, hence the team took great care to judiciously plan the activities. The process began with a planning meeting within the CHETNA team to discuss the possible strategies/activities, the criteria and process for selecting children and other stakeholders who could be involved. A three-phased strategy was developed - the first phase focused on *Needs Assessment*, the second phase on the *Capacity building* process and the third phase on the *Follow-up Support*. The project cycle (Please refer Milestones of intervention in Pg.26) is indicative of the strategic approach adopted by the team to enhance capacities of children to actively contribute in the development process and sensitizing the village volunteers/local community members to support children in sustaining the initiative. An in-house meeting was followed by a period of constant travel to the identified villages by the project team.

Implementation

The team responded to the request of Unicef, Gujarat to pilot the project activities in ten villages (villages that have applied for getting recognition of Total Sanitation under the Total Sanitation Campaign) of Kaprada block, Valsad District. The team met the local nodal agency – Vasudhara Dairy³ (VD) representatives to clarify roles, seek their support to implement activities, understand the local situation, gather information about the villages viz. demographic profile (population, occupation, sex ratio, caste system and literacy rate) and the block coordinators/village volunteers of the dairy cooperatives who would be joining in the process. For any programme to be child centered, meaningful and effective, active involvement of children and the people closely associated with children is imperative. Sharing the project and the proposed activities evoked positive responses from the children, the village volunteers, the school authorities, community and the district authorities. Interaction with the school authorities brought to light the need to demonstrate effective ways of involving children.

Support received from Vasudhara Dairy (VD)

VD deputed two block coordinators to support the team in identification of children and working with the village volunteers. VD also shared the Demographic profile of villages, support in cluster formation and local administrative support in terms of organizing field visits.

Apart from this the team made efforts to collect information about the ongoing programmes/activities of other organizations to avoid duplication and to establish interlinkages for sustainable development. It was learnt that various organizations and government departments are making efforts in Kaprada block particularly in these ten villages. The activities that are implemented by different organizations range from education, health, environment to natural resource management/animal husbandry/agriculture training to children, rural men and women.

³ Vasudhara Dairy - Based in Valsad district and has a network of 800 Dairy Cooperative Societies (DCS) in the district. Unicef is partnering in their ongoing efforts of clean milk production with inputs to simultaneously promote key behaviour for the survival and development of children.

3.1 Identification process

How were the schools selected?

Cluster wise visits to villages were made to enable optimum use of time and resources. Prior to visiting the schools, the team along with the block coordinators of Vasudhara Dairy met the village volunteers of each village to seek information about primary school, high school and residential schools in which children of that particular village are studying.

Highlighting features

- Schools in which children from maximum villages were enrolled were selected.
- Village wise groups were formed based on the number of children studying in each school from the ten identified villages

Identification of children

One of the criteria set was selection of school going children. The reason behind this decision was that being a pilot project and particularly while working in a geographically difficult and scattered terrain with difficult inter-village road connections and restricted mobility of children/communities' with restricted communication, it would be easier to mobilize school going children and their regularity could be ensured.

Quantifiable criteria

- 10 children each to be selected from 10 identified villages of Kaprada block particularly villages, which have 100% sanitation facilities. School going children in the age group of preferably 12-14 years or studying in class VII-IX (Classes higher than these to be avoided in view of their impeding board exams)

What we had planned

Initially we had planned to include children in the age range of 10-14 years, but the teachers expressed their concerns regarding the age group of children in rural settings and suggested to only include children above 12 years. The reasons cited were:

- Low literacy levels, majority of children start schooling at a later age.
- Lack of opportunities/forums for interaction/sharing
- Lack of exposure to the external world (beyond their confinement)

What we did

The team was open to the ideas, however selection was made depending upon the communication/expressing abilities of children. As the process gained momentum, the word of mouth spread and from some villages particularly Girnara, Dabkhal, Virakshetra, Amdha, Kajali and Nilosi, children from primary classes (VI and VII) and higher classes (X-XII) out of interest and curiosity to learn, joined us in some of the capacity building processes.

Quality criteria (Jointly developed by village volunteers and CHETNA)

Children who are creative, self confident, intelligent (those who perform well academically), have a participatory attitude, are able to express their feelings and thoughts, have leadership quality, decision making abilities, ownership on village problems, responsible, convincing power, tolerance, who can attend the meetings and trainings. Efforts were made to involve equal number of boys and girls and also differently able children.

Selection tools to assess the criteria – What we had planned

In order to assess the impact of children's participation at the personal, family and community level, the team decided to use tools like questionnaire to assess the health knowledge and self esteem of children, leadership games and exercise to assess the leadership qualities, team building exercises to assess a child's quality to work in a team, draw and write exercises to assess the creative abilities of a child and focus group discussions to assess the confidence and public speaking abilities. These tools have been field-tested and have already been used in our earlier projects.

Selection tools – What we used:

Focus group discussion largely, question and answers (mainly verbal), interactive games and exercises.

Two-tier screening process

○ ***Preliminary screening***

Through a preliminary screening, the principals of the school forwarded the names of about twenty children from each village who were intelligent, confident, creative and competent both in academic and cultural activities.

○ ***Secondary screening***

Out of the twenty children, village based groups were formed and through focus group discussions, interactive games and exercises, 10 children were selected who fulfilled the quality criteria mentioned above.

3.2 Needs Assessment

Assessing the needs of the children and the community is essential for effective implementation of the activities. During the observation visits and the identification process, the team interacted with children, the school authorities and the community. The objective was to understand the current situation, the current status of skills, attitudes and practices of children and the community member with regards to health and hygiene, the ongoing children's programmes, forums/associations for children to express their concerns and the issues of the villages that affect children's development.

Identifying priorities

Initial interaction revealed priorities/issues concerning children in the following areas:

Education - need for high schools, more number of teachers

Infrastructure facilities - pucca roads, check dams, bridge, transportation facility, clean and safe drinking water source, more number of hand pumps in every village

Health care facilities - Primary Health Care facilities, hospitals, immunization facility, regularity of Auxiliary Nurse Midwife

Children emphasized the need for pucca roads, bridge and transportation facilities as these affect their mobility to school especially during the monsoon season.

Although it would not be fair to generalize, but in majority of settings, adults usually use children to convey their needs/issues and this came to light when one of the school teachers wanted that children identify lack of infrastructure facility viz. computer availability as one of the needs. The community members wanted the children to identify water (tube wells/hand pumps) and hospital facilities as one of the priorities. The team felt the need for sensitizing adults for viewing children as responsible citizens and not being asked to act as loudspeakers for adults. The team shared that while some needs are essential for development, the idea is to encourage children to take ownership and identify health and development priorities relevant to themselves and their communities, priorities that are do-able, where children can take action on the identified concerns. Efforts were also made to involve the school authorities/key influential people from the community and the parents for enabling them to understand the nuances of child participation, seek their support during the implementation process and in sustaining the initiative. Though the team had envisaged to have a **joint meeting** of children, parents and the community members to enable children to discuss with adults their view points and ascertain their concerns/issues, however due to various reasons, it was not possible.

Opportunities and new directions

It became clearly evident from the interaction with children and the community, that to enhance the capacities of children, there needs to be a combination of training and practical experience. Hence opportunities like trainings/cluster meetings followed by community mapping/surveys/observations were provided to enable children take a proactive role in the village development process.

3.3 Capacity Building

The entire initiative rested upon enhancing the capacities of children, viewing them as a valuable resource in accelerating the village development process. Achieving this objective was an uphill task as the team had to mobilize children from ten remote villages under one roof. The team geared itself to systematically plan the capacity building process.

Capacity building cannot be achieved by a one-time event, but has to be a series of processes, with each process leading to another. Realizing this fact, an in-house meeting was organized to strategically devise and structure the capacity building process.



9 And the process continues..children take action on identified issues and in future course would take up other issues

8 Taking action – children prepare posters/newsletters

7 Follow-up support - Second round of Cluster Meeting

6 Balkendras established in Cluster II – children plan action

5 Capacity building training for Cluster-II

4 Balkendras established in Cluster I

3 Capacity building training for Cluster - I

2 Community mapping by children/volunteers

1 Orienting children first round of Cluster Meeting



Interacting with key influential people



Prior to the Capacity building process, the team met the newly elected representatives – sarpanch (elected members of the community), the District Development Officer, District Education Officer, District Rural Development Authority, and Tribal Administration. The objective was to have an interactive dialogue, facilitate the process of ownership, participation, and seek their continued support to children in accessing the relevant services and information.

Organizing children

Cluster meets for two different clusters were organized, with each cluster consisting of 50 children from five villages. The cluster meets aimed at orienting children about the project activities, enable them to map their community, to identify issues of the village and plan community survey.

The CHETNA team ensured that children and the village volunteers were clear about child participation. An initial session on understanding the reasons for involving children was included in the cluster meets.

Why children? Why involve village volunteers?

Children's responses

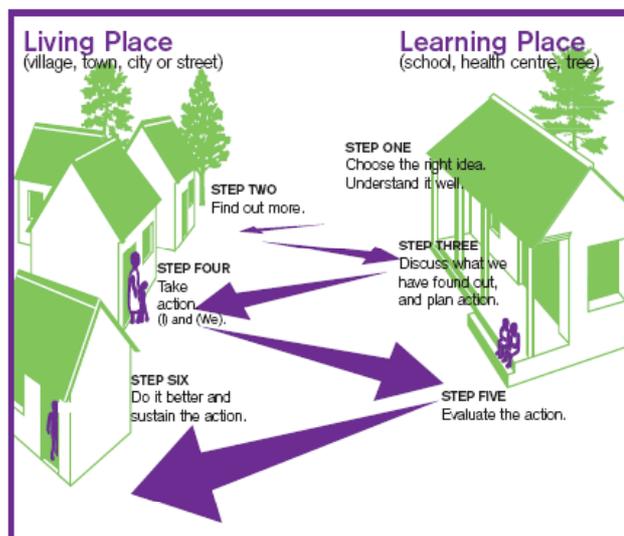
- Children are responsive, enthusiastic, eager to learn and share, love to experiment and practise what they learn immediately.
- Village volunteers are from the same village, they know us and are aware of the community issues. They can guide us whenever in need and both our parents and we do not feel scared if we come with them for participating in the meetings/trainings.

Children in village-based groups jointly did the community mapping. The posters drawn by children depicted what they have in their villages, what they do not have in terms of infrastructure, health care and education facilities, and what they aspire for. The village groups then presented the highlights of the mapping to the larger group.

One of the essential features of the cluster meet was prior to demanding for any provisions/presenting their issues, assignments on “Chalo aapna gaam vishe janiye” (Let's learn more about our villages), enabled children to gather information about their villages, the government programmes/schemes and know their entitlements. Though time consuming, but the cluster meetings kick started the process of field interventions.

Following this, children and the village volunteers underwent through an intensive three-day residential training. The contents of the training were:

- ✓ Understanding a child, child rights
- ✓ Enabling and hindering factors for a child's development
- ✓ The Child-to-Child Six step approach: A Health Action Methodology – Using a series of linked activities or steps, children think about the health and development issues, make decisions, develop their life-skills and take action to promote health and development in their communities, with support from adults. To reinforce the step approach to addressing issues/problems of the community, the team explained it in depth with practical community examples.



- ✓ Developing issue based role-plays, skits, mimes and composing issue based folk songs/songs based on popular tunes
- ✓ Identifying centrally located spaces in the community for establishing balkendras (child resource centres) for the children to meet together, share experiences, discuss and plan action to address the issues of village.
- ✓ Decide the operationalisation of Balkendras (primarily on Saturdays/Sundays when children are relatively free)

The team provided materials related to child health, development and participation that proved useful to the children/volunteers for enhancing their knowledge on a particular issue and pick up ideas on certain health activities for replication (Please refer Annexure II)

The capacity building trainings were important for it was the first of its kind of residential training for children from ten different villages staying, understanding and working together for an issue that concerns them, their families' and their communities'. Equipped with knowledge, towards the end of the trainings, children prepared macro as well as micro plan to work on a particular issue and with that they progressed ahead to practise what they learnt. The plans of children are an evidence of the young children feeling responsible, confident to contribute towards social change.

I am sure as the children were saying themselves, they would have learnt a lot about issues concerning children in their own villages. The idea of setting up Balkendras is very good to keep these networks active and alive. I must appreciate the efforts being made by CHETNA to follow the process systematically

Mr. Gurinder Gulati, Communication Officer, Unicef, Gujarat

3.4 Follow-up support

The capacity building process gained momentum with children establishing Balkendras in each of the ten villages (one of the concrete outcomes of the project), identifying their leaders and envisaging their roles and responsibilities to operate the Balkendras.

With the pilot project coming to an end in February 2007, a final round of follow-up cluster meetings was organized which included guidance to children and village volunteers during field implementation/providing opportunities to children to discuss the progress in village wise groups, present their experiences of the steps they had taken, achievements, problems faced and suggestions to improve their strategy. The meetings also enabled children to share the views of the community on the posters developed by them, which were showcased at strategic venues. Children were given hands on experience to collect, collate and compile information of their villages in the form of a newsletter. In village wise groups, children developed newsletters, discussed its periodicity and the key people to whom it would be disseminated.

Fresh from the capacity building exercise, the young child reporters were enthusiastic to meet in the newly self initiated Balkendras, discuss and plan action, ready to take action in the villages, interact with other children/adults/parents and community leaders. The young children had a mixed feeling of enthusiasm and fear to experiment and practise what they learnt. Little did they know that change is a slow process, but children expected immediate results and hence were disappointed by community responses initially. However they were not ready to give up.

For the young enthusiastic children, the responses of the community were both positive and challenging. What would be more interesting than children themselves listing out the suggestive measures to overcome the hurdles in achieving their objectives. Given below are the experiences of children and the suggestive measures they envisage to take.

Cluster I (Amdha, Khutli, Kajali, Varoli Talat and Panas)

- In Khutli village, the issue identified was lack of cleanliness in and around the primary school. For this the young child reporters met in the Balkendra, discussed and prepared an action plan. Children along with volunteer in groups interacted with primary school principal, teachers and children, did initial survey and explained the importance of cleanliness. The young reporters have formed a task force of primary school children and have assigned responsibility to ensure cleanliness.

Suggestive steps – Children to take the principal/teachers into confidence and also ensure their active participation. Make regular visits to the school, involve parents and organize events like clean drive campaign/role plays and develop posters and paste it around the school.

- In Kajali, Varoli Talat and Panas villages, initial steps of finding out more about the issues identified by children have been taken, but due to academic priorities and death of community leader particularly in Kajali village, not much has been done.

Cluster II (Nilosi, Virakshetra, Dabkhal, Girnara and Nandgam)

- In Nilosi village, where the issue identified was irregular immunisation, children interacted with parents to find out number and name of children who are young and need to be immunized. In Khadki faliya, the parents refused to give information about the children. They never get their children immunized and do not believe in immunization.

Suggestive steps –Children to contact the key influential person of Khadki Faliya, interact with him, explain the importance of immunisation and make efforts to get the children of this faliya immunized. Children to contact the ANM, inform the number of children to be immunized and ensure that parents get their children immunized.

- In Virakshetra village, the issue identified was substance abuse (youth and adults addicted to guthka /tobacco chewing and country liquor). Young child reporters took an initiative to create awareness on the harmful effect of tobacco chewing/liquor consumption. To start with they did observation visits to paan (beetle leaf) shops/ and interacted with other youths of village. Child reporters interacted with youths coming to the paan shop and purchasing ghutka sachets. Some youths indulged in the constructive interaction whereas some just ignored.

Suggestive steps – Children to make continuous efforts to create awareness through posters, one to one interaction, interact with parents and key influential people of each faliya (street).

- In Dabkhal village, the issue identified was inadequate use of toilets by community people. Children in groups did door to door survey and through interaction tried to find out the number of people not using the toilets. Not all the households are having proper sanitation facility. People asked the children to get the toilets constructed in the households not having toilet facility.

Suggestive steps – Children to do the survey again to find the number of households not having toilet facility, name of the faliya, inform them about the provisions of Total Sanitation Programme and provide information about the agencies/authorities from whom help/guidance can be sought to get toilets constructed.

- In Girnara and Nandgam villages, children met and interacted with community people on the issues identified. But again not much has been done as in Girnara village, four out of ten students are from 10th std and 12th std and in Nandgam village, due to academic priorities only initial steps of discussion, action plan and visits to different faliyas of village for finding out more has been done.



4. Outcome

Piloting the Child Reporter's Programme initiated a series of processes at the individual level, school, community and organizational level. Efforts of the team were focused and geared towards accomplishing the objectives. Reflecting back, majority of the objectives could be achieved. The team feels that a variety of enabling factors resulted in these achievements some of which are listed below:

Enabling factors

- ✓ Meeting with local nodal agency, clarifying the roles and expectations and involving the block coordinators and village volunteers throughout the process gave us a foothold for interventions.
- ✓ Rapport building with the District Authorities enabled to seek their support throughout the process.
- ✓ Communication, documentation and dissemination were the key efforts of the team. Timely communication and coordination with the school authorities, partners, volunteers and participating children enabled mobilizing children for the capacity building processes. Documenting the processes and the dates of the proposed activities after every field visit and sharing the same with all concerned partners (Vasudhara Dairy, Unicef, District Development Officer); revisiting the action points with children/volunteers enabled to create a common understanding. This enabled clarity among the participating children, the team and the partners about the future course of action.
- ✓ The team kept the schools informed about the final list of identified children, shared the key issues identified by children with the district authorities to enable establish linkages of issues with relevant departments for necessary action. For e.g. if in a particular village use of sanitation facilities or non availability of sanitation facility is a problem, then how could the District Development Authority team under the total sanitation campaign help children/villages to address this issue.
- ✓ Flexibility of team to patiently work with children
- ✓ During every visit the team explored possibility of organizing the next event in either a government owned space or a space in the community, which is centrally located and is easily accessible to children to enable minimal use of resources/time/energy for optimum results.
- ✓ Overwhelming response from media particularly Divya Bhaskar and Gujarat Samachar, Valsad edition and extensive coverage by ETV Gujarat enabled to advocate for a social cause.

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Some of the concrete outcomes (both quantifiable and quality) were:

Quantifiable outcome

- ✓ 10 Balkendras (Child Resource Centre) formed in ten identified villages
- ✓ 111 trained balmitras (children) empowered to accelerate the village development process
- ✓ 17 trained village volunteers enabled to facilitate the process
- ✓ 10 draft newsletters prepared

Quality outcome

For the children/volunteers

- ✓ Enhanced level of confidence of children to work in a team, take up issues of their village, work jointly to achieve solutions, talk openly with their peers, parents and community members about unhealthy practices.
- ✓ Enhanced interaction of the children and village volunteers with the sarpanchs of the respective village during the cluster meetings
- ✓ Enhanced level of confidence of village volunteers to involve children and to advocate and demand accessibility of services

For CHETNA

- ✓ Scaling up of child participation from four urban field sites (two formal and two non-formal sites in Ahmedabad) to demonstrating child participation at block level
- ✓ Sensitised adults particularly the key influential people in the community viz. sarpanch, parents on child participation, who have assured of their support to children in their interventions.
- ✓ Networking with key stakeholders (children/volunteers/community/school authorities/nodal agency/government departments)
- ✓ The coordinating team enhanced skills on operating from different base other than the field implementation site.

More than the quantifiable and quality outcome, the initiative enhanced individual potential, a process that not only opened up the learning processes but also involved a process of unlearning by the adults.

My name is Sumitra Kurkutiya. I am from Virakshetra Village. I am studying in the 12th class. Initially I was not a part of the identification process but when I heard from my friends about the Child Reporters Programme and about the idea of involving children in the village development process, I got interested and explored possibilities of my participation in the capacity building process. So what if I am in 12th class and having board exams, what would be more satisfying then getting an opportunity to be a part of the developmental processes. I would ensure that during my free time, I actively contribute in such processes, which would not only help my village people but also give me an immense sense of satisfaction and boost my confidence.

I have participated in a variety of programmes/trainings/meetings, but this is the first of its kind training in which, I am learning along with children. We would request you to conduct such similar training for other teachers as well.

Jaswantbhai Patel, Principal, Vedant Ashram Shala, Girnara

5. Shortcomings/Challenges

Some of the shortcomings and challenges, which we would like to, reflect upon for our future learning's are:

Reaching out

Realising the crucial role of media, the team made efforts to extensively publicise the initiative by inviting key stakeholders and media representatives. Parents and the Parents Association are instrumental in influencing children's programmes. However, though the team made efforts to reach out to the parents, but most of the parents association are not functional. Hence it was difficult to tap the locally available forums. Community radio/radio is a widely used media in villages for promoting a social cause. The team made efforts to reach out through All India Radio Services (AIR), but AIR has a base in Surat and in the hilly areas, the broadcast services are not very effective, hence media advocacy through radio services was out of reach.

I. Needs Assessment phase

- ✓ Geographical distance between villages and schools was a major challenge for CHETNA team. Moreover, children of the same village are studying in different schools in different areas. Hence at one point of time, not all the children of the same village were available during the identification process.
- ✓ Children from the remote villages particularly the hilly areas due to lack of opportunities/exposure are subdued and take time to interact freely. Contrary to the questionnaire we had planned to use as a tool for selection of children, we had to adapt various games/exercises to enable children's participation.

Local support challenges

- ✓ Clarity about the role of nodal agency/block coordinators/village volunteers. There was no written communication/MOU on the role of nodal agency; hence the team faced difficulties in seeking their continuous commitment in the initiative because their other commitments.
- ✓ Village volunteers of Vasudhara Dairy render volunteer services to the development initiatives by Vasudhara Dairy. However they expected remuneration for their continuous support and commitment for their involvement in the process. This affected their motivational level and may be a hindering factor in future also.

II. Capacity Building (CB) phase

- ✓ Involvement of children during the academic session needs time of children and school authorities. Hence organisations of activities were delayed owing to the exam schedule and availability of children.
- ✓ Throughout the capacity building process, be it orientation meet/cluster meet or actual CB process, owing to distances between the villages, geographical location and lack of transportation facilities, children and village volunteers of some villages used to reach late, due to which the CB processes had to be stretched beyond the scheduled time. During every CB event, CHETNA team had to go personally to fetch children of Nandgam village who are studying in Mani school (prior to the event and after the event), which is in a very remote area with no transportation facility. Hence lot of time and energy was spent in mobilising children.
- ✓ Mobilising parent's support to enable participation of children particularly residential programmes was a challenging task. However with the school principal and village volunteers' support, the team could mobilise children.

- ✓ As a part of its Child Centered Village Micro Planning Process, Unicef has identified 15 key areas for behaviour change communication in Valsad district viz. Birth registration, exclusive breastfeeding, immunization, child development and nutrition, consumption of Vitamin A, iodised salt, hand washing with soap, sanitation, safe drinking water, ORS, ARI, Education, Protection, Early marriage, HIV/AIDS and safe deliveries. Unicef expected the children to highlight these issues during their interventions and also focus during the trainings. The participating children did identify some of the issues like immunisation, sanitation and safe drinking water. The team was in a dilemma, should the children take the lead in identifying issues or should the adults direct the identification process? As one school of thought; particularly the Child-to-Child approach which has been adopted by more than 70 countries all over the world believes child participation in true sense means children themselves identifying issues concerning them, their families' and communities'.
- ✓ During the project interventions, the team felt a strong need to understand the terminologies like proactive versus activist approach. Does demanding access for quality health care facilities by children mean creating an army of young activists? In other words children choose and understand their health priorities and based on their understanding and findings from the community survey, they proactively approach the authorities and demand for their entitlements. Should this be considered as a proactive approach or an activist approach?
- ✓ Lack of understanding and orientation among adults and the community members (particularly the sarpanch) on children's right to participation in the village development process.

III. Follow-up phase

- ✓ The first two phases took more time than expected stretching almost more than two
- ✓ months, leaving less time for follow-up support, which was towards the last 15 days of the project period, which the team fears may affect the sustainability of the project.
- ✓ Efforts were made to establish channels of reporting by children about the progress of the activities. Some children particularly children of Amdha village have been reporting to us about the progress, the newsletter they developed and their envisaged plan to release the newsletter on April 26, 2007 to commemorate Anti Child Labour Day. However, with the official closure of the project on February 2007 and in absence of identification of a local nodal agency to guide and monitor children's progress, there is a large gap about the actual progress, hurdles faced by children and whether they need any follow-up technical support.
- ✓ Being a pilot project, the activities had to be conducted in quick succession as a result of which there was limited time for children to explore and practise their learning's. Though the team ensured to have gap of at least a week, but much of the schedule was dependent on the academic activities. Hence the team was left with very little option.
- ✓ Time bound projects like these offer limited scope for trying out innovations and experiment new tools/techniques.
- ✓ Since the coordinating team operated from Ahmedabad and made regular visits (2-3 visits per month), the team faced time constraint for providing follow-up support to children whenever they require.

Challenges, which we foresee

- ✓ With their routine academic session, exam schedule, village development process may take a backseat.
- ✓ Keeping the Balkendras functional is a challenge for children.
- ✓ Children foresee financial constraints to be a probable hurdle for developing and disseminating newsletters

At the implementation level

- ✓ Community ownership
- ✓ Regular support by local authorities
- ✓ Impact assessment by children and volunteers

5.1 Learnings

- ✓ Understanding the demographic profile of the villages, the community, their perceptions and their issues which has a direct impact on children's lives is important prior to any intervention.
- ✓ Taking advantage of opportunities/forums to share information about project activities. For e.g. CHETNA team took the advantage of the volunteers meet called by District Rural Development Authority wherein volunteers of Kaprada block and Dharampur block participated. The team shared about the project objectives and proposed activities and facilitated discussion on the possible criteria for identification of children.
- ✓ Children feel free to talk in their local language. In one of the clusters (five villages), the local language spoken is Khutni (which is a mix of Gujarati and Marathi language). Involving team members who are familiar to the local languages.
- ✓ Avoid meetings with Sarpanchs (Community leaders) on Mondays and Thursdays as they have meetings with the district authorities on these days.
- ✓ During the capacity building process, efforts should be made to give practical example and ensure thorough understanding of the six-step process to address issues. After the first round of the capacity building exercise, the team reviewed their inputs and changes were made in the second round and practical examples were given along with theoretical inputs, which made the process of implementation easy for the children of Cluster II.
- ✓ Since all Sarpanchs have been newly elected and have been assigned responsibilities recently, they were not involved in the earlier process. Though the team made efforts to meet the newly elected sarpanchs during their earlier visits, not all the sarpanchs were aware about the process and the initiative. Hence the team strongly feels that orientation of the local authorities on child participation is essential to seek their support in the future process to sustain the initiative.
- ✓ Identifying key organizations and key influential people viz. district authorities, local self governance leaders, media representatives and building rapport with them is essential for seeking their continual support in sustaining the initiative.
- ✓ Continuous rapport building and timely coordination with district authorities/sarpanch/community/children is essential to keep the process lively and ongoing.
- ✓ Invite children and volunteers of far off villages one day earlier and make provisions for their logistics to avoid wastage of time in understanding key issues.
- ✓ Organise meetings/trainings on all other weekdays except Monday. This enables the team to do follow-ups with principals and village volunteers. Keep time for sending invitation letters to principals followed by personal visits one day earlier to any event to ensure total participation.

6. Sustaining the initiative

Any process with children, be it short term or long term is bound to create an aura of energy but there is a need to look beyond this aura to sustain the initiative. One of the concrete future plans is to sustain this initiative and scale up the initiative to other villages of the block and different blocks of the district. While reflecting back on the processes, some of the alternative models of sustainability and scaling up that emerged are given below:

Model 1

10 Child Reporters of one village of Kaprada block

Identify and develop a group of 10 children of each faliya⁴ (street), spread knowledge and encourage their participation in village development process

Emergence of a child friendly corner in each faliya where children discuss and plan action

A group of 70-80 children per village equipped with knowledge and skills to demonstrate by example

A huge task force of 350-400 empowered children per cluster (five villages) actively contribute in the village development process

⁴ Faliya – street of a village. Each village usually consists of 7-8 faliyas

Model 2

Identifying Gram Mitras⁵ per village to work with young child reporters



Building capacities of ten Gram Mitras for a cluster of about 5 villages and develop them as trainers



Each Gram Mitra takes responsibility of on cluster (5 villages in vicinity)



Takes responsibility of identifying 10 children from each of the 5 villages as per geographical proximity (50 children)



Emergence of a task force of 500 children from 10 villages to take charge of the developmental processes

⁵ Gram Mitras – Community volunteers who are recruited by the District Government to implement the development activities and who are gradually absorbed in the district offices

Model 3

Identifying a local nodal agency



Identifying Trainers and building capacities of nodal agency



Each Trainer takes responsibility of 2-3 villages (20 children – 10 children per village)



20 Trainers take responsibility of 50 villages (500 children)

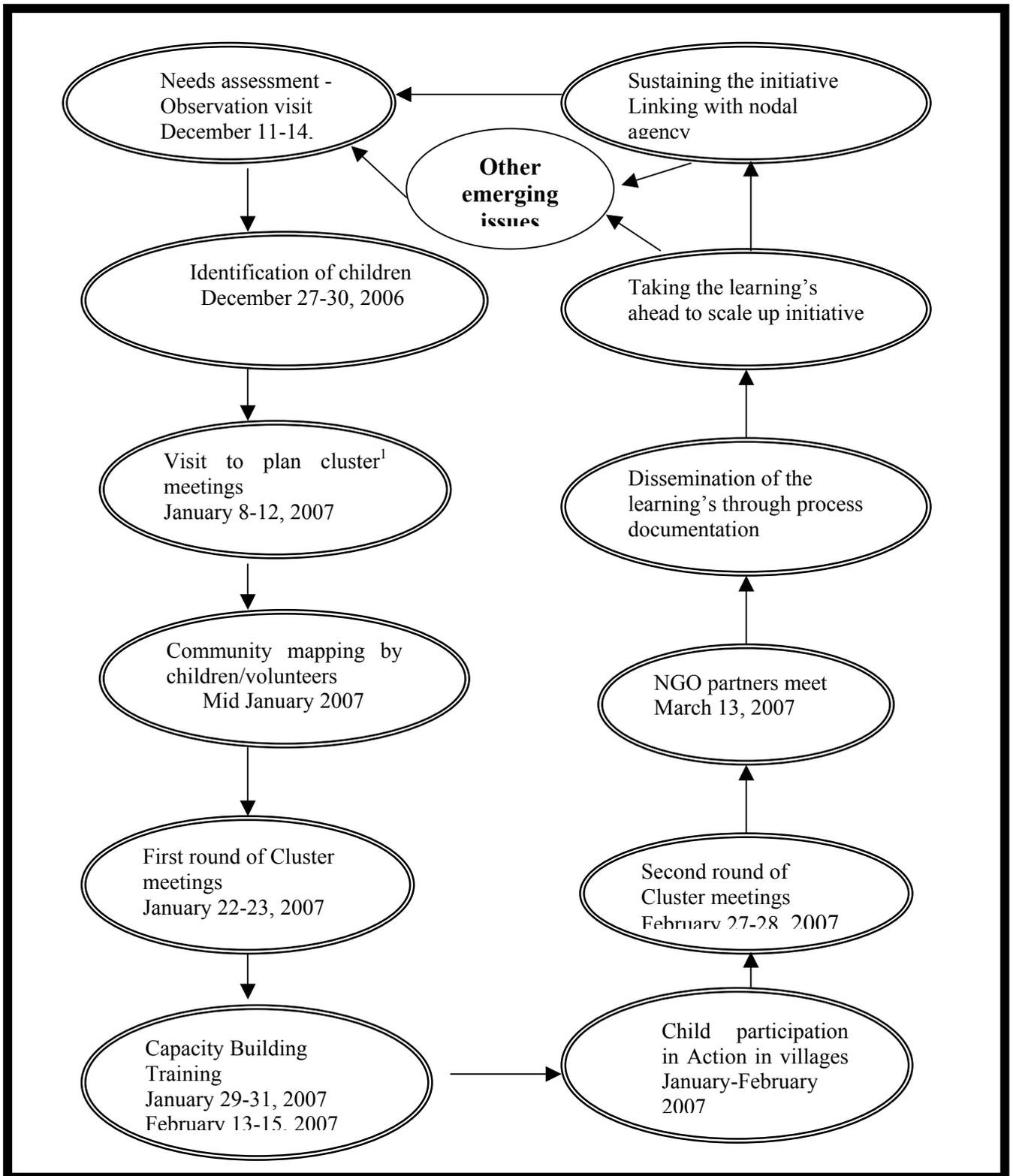


Trainers provide guidance, support to children and facilitate their participation in various forums



Emergence of a task force of 500 children from 50 villages

7. Milestones of intervention



Annexure I
List of the participating children

Cluster: 1

Villages of 1st cluster

Girnara/Niloshi/Virakshetra/Dhabkhal/Nandgam

Name of Village: Girnara

No. Of Girls: 6

No. Of Boys: 6

No.	NAME OF CHILDREN	SCHOOL	STD
1	Dadvi Jiven Madhubhai	Uttar Buniyadi Vidhyalayaa, Kaprada	11
2	Dadvi Amrat Kishanbhai	Uttar Buniyadi Vidhyalayaa, Kaprada	11
3	Dadvi Jagdish Ramdas	Uttar Buniyadi Vidhyalayaa, Kaprada	10
4	Dadvi Permila Rajaram, (pass out)	Uttar Buniyadi Vidhyalayaa, Kaprada	10 th
5	Dadvi Anita Ramdas	Uttar Buniyadi Vidhayalaya , Kaprada	8
6	Gaikwad Vinod Gopad	Uttar Buniyadi Vidhyalayaa, Barumal	12
7	Gavdha Sadu Ananda	Sutharpada Ashramshala	10
8	Dadvi Savita Sankar	Sutharpada Ashramshala	10
9	Bhoya Sita Sankar (Pass out)	Sutharpada Ashramshala	10
10	Bhoya Niru Sankar (Pass out)	Sutharpada Ashramshala	10
11	Dadvi Rabika Pandubhai	Sutharpada Ashramshala	8
12	Pundalik Sonu Bhadagi	Sutharpada Ashramshala	9

Name of Villlage: Niloshi

No. of Girls: 5

No. of Boys: 5

No.	NAME OF CHILDREN	NAME OF SCHOOL	STD
1	Vagh Suman Indubhai	Shree Navsarjan Sarvjanik Highschool, Varvat	9
2	Kurkutiya Ajita Budhiya	Shree Navsarjan Sarvajanik Highschool, Varvat	9
3	Bhadagi Lakshu Sitaram	Shree Navsarjan Sarvajanik Highschool, Varvat	10
4	Vagh Kirtan Bhadubhai	Shree Navsarjan Sarvajanik Highschool, Varvat	10
5	Gaikwad Kalpana Shankarbhai	Shree Navsarjan Sarvajanik Highschool, Varvat	8
6	Dadvi Hasmukh Sitaram	Shree Navsarjan Sarvajanik Highschool, Varvat	8
7	Gaikwad Aruna Shankarbhai	Shree Navsarjan Sarvajanik Highschool, Varvat	9
8	Chaudhri Balkulashya Lashiya	Shree Navsarjan Sarvajanik Highschool, Varvat	10
9	Gavit Dinesh Budhiya	Primary School, Niloshi	6
10	Gaikwad Ramila Laljibhai	Shree Navsarjan Sarvajanik Highschool, Varvat	9

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Name of Village: Virakshetra

No. of Girls: 3

No. of Boys: 5

No.	NAME OF CHILDREN	NAME OF SCHOOL	STD
1	Vaghmariya Prakash Rajaram	Uttar Buniyadi Vidhyalayaa, Kaprada	11
2	Kunwar Santosh Laxmanbhai	Uttar Buniyadi Vidhyalayaa, Kaprada	11
3	Mahla Arun Bikhabhai	Uttar Buniyadi Vidhyalayaa, Kaprada	11
4	Kurkutiya Haresh Ganga	Sutharpada Ashramshala	10
5	Bhusara Rajesh Trimbak	Sutharpada Ashramshala	9
6	Kurkutiya Bharti Kishan	Uttar Buniyadi Vidhyalayaa, Sutharapada	10
7	Kurkutiya Sumitra Hirmalbhai	Uttar Buniyadi Vidhyalaya, Kaprada	12
8	Dhum Aruna Manubhai	Uttar Buniyadi Vidhyalaya, Sutharpada	9

Name of Village: Dhabkal

No. of Girls: 7

No. of Boys: 15

No.	NAME OF CHILDREN	NAME OF SCHOOL	STD
1	Movde Mayuri Dhakubhai	Uttar Buniyadi Vidhyalayaa, Kaprada	11
2	Movde Bhavesh Tukarambhai	Uttar Buniyadi Vidhyalayaa, Kaprada	11
3	Gangoda Radha Somabhai	Uttar Buniyadi Vidhyalayaa, Kaprada	11
4	Kamdi Ramesh Sitaram	Uttar Buniyadi Vidhyalayaa, Kaprada	11
5	Bhoya Hasmukh Amratbhai	Uttar Buniyadi Vidhyalayaa, Kaprada	11
6	Ravut Jiven Haribhai	Uttar Buniyadi Vidhyalayaa, Kaprada	11
7	Nikudiya Rajesh Somabhai	Uttar Buniyadi Vidhyalayaa, Kaprada	11
8	Ravut Mukesh Shukkarbhai	Uttar Buniyadi Vidhyalayaa, Kaprada	11
9	Gobhale Ishwar Shivram	Vanraj High School, Dhabkal	9
10	Bhusara Ritesh Satishbhai	Vanraj High School, Dhabkal	9
11	Bhusara Sarika Kashinath	Vanraj High School, Dhabkal	10
12	Bhoya Gita Naraanbhai	Vanraj High School, Dhabkal	8
13	Gavdha Bharti Ramdas	Vanraj High School, Dhabkal	8
14	Gadvi Janu Tulsiram	Vanraj High School, Dhabkal	9
15	Vagh Mahesh Lakhma	Vanraj High School, Dhabkal	9
16	Vagh Kishan Mangadbhai	Vanraj High School, Dhabkal	9
17	Gond Bhagu Chaitabhai	Vanraj High School, Dhabkal	9
18	Bathali Jani Arjunbhai	Vanraj High School, Dhabkal	8
19	Gavtha Bharti Ramdas	Vanraj High School, Dhabkal	8
20	Ravut Meena Lashubhai	Vanraj High School, Dhabkhal	9
21	Ravut Mahesh Kakadbhai	Vanraj High School, Dhabkhal	9
22	Kakde Vijay Sureshbhai	Vanraj High School, Dhabkhal	9

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Name of Village: Nandgam

No. of Girls: 2

No. of Boys: 6

No.	NAME OF CHILDREN	NAME OF SCHOOL	STD
1	Divya Mahesh Manjibhai	Sheth Shree Hari Aa Lakhmashi Govindji Highschool, Mani	9
2	Dhodka Mahesh Sitaram	Sheth Shree Hari Aa Lakhmashi Govindji Highschool, Mani	8
3	Divya Shilesh Janu	Sheth Shree Hari Aa Lakhmashi Govindji Highschool, Mani	9
4	Konti Amit Gopaj	Sheth Shree Hari Aa Lakhmashi Govindji Highschool, Mani	9
5	Vajvadiya Satish Gopji	Sheth Shree Hari Aa Lakhmashi Govindji Highschool, Mani	8
6	Dhodka Meena Devrambhai	Sheth Shree Hari Aa Lakhmashi Govindji Highschool, Mani	8
7	Dhumada Ramila Sidhubhai	Sheth Shree Hari Aa Lakhmashi Govindji Highschool, Mani	8
8	Divya Mahesh Sitaram	Sheth Shree Hari Aa Lakhmashi Govindji Highschool, Mani	9

Cluster: 2

Villages of 2nd cluster

Panas/Amdha/Khutli/Kajali/Varoli Talat

Name of Village: Panas

No. of Girls: 6

No. of Boys: 4

No.	NAME OF CHILDREN	NAME OF SCHOOL	STD
1	Bhoya Dipika Indubhai	Uttar Buniyadi Vidhyalaya, Napontha	10
2	Bhagriya Aruna Karsanbhai	Uttar Buniyadi Vidhyalaya, Napontha	9
3	Gavdi Sonal Ramanbhai	Uttar Buniyadi Vidhyalaya, Napontha	10
4	Jani Piyush Janakbhai	Uttar Buniyadi Vidhyalaya, Napontha	10
5	Aahir Dimpal Ramubhai	Uttar Buniyadi Vidhyalaya, Napontha	8
6	Bagriya Jitendra Uttambhai	Uttar Buniyadi Vidhyalaya, Napontha	9
7	Birari Nimisha Nanubhai	Uttar Buniyadi Vidhyalaya, Napontha	9
8	Ravut Vasant Maganbhai	Uttar Buniyadi Vidhyalaya, Napontha	9
9	Bhoya Pravin Bhanabhai	Uttar Buniyadi Vidhyalaya, Napontha	9
10	Aahir Manisha Rambhai	Primary School, Panas	7

Name of Village: Amdha

No. of Girls: 5

No. of Boys: 3

No.	NAME OF CHILDREN	NAME OF SCHOOL	STD
1	Patel Harshina Nanubhai	Primary School, Amdha	6
2	Patel Bhavini Nanubhai	Uttar Buniyadi Vidhyalaya, Nanaponda	8
3	Mahla Amisha Jaggubhai	Uttar Buniyadi Vidhyalaya, Nanaponda	8
4	Gavit Naina Jagdishbhai	Uttar Buniyadi Vidhyalaya, Nanaponda	8
5	Bhorsat Ashu Aaiturbhai	Uttar Buniyadi Vidhyalaya, Nanaponda	8
6	Bhisra Vishnu Abdulbhai	Primary School, Amdha	6
7	Patel Ashish Mukeshbhai	Primary School, Amdha	6
8	Patel Bhavesh Ashokbhai	Primary School, Amdha	6

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Name of Village: Khutli

No. of Girls: 8 No. of Boys: 2

No.	NAME OF CHILDREN	NAME OF SCHOOL	STD
1	Jadev Chaya Dudhiyabhai	Uttar Buniyadi Vidhyalaya, Nanaponda	9
2	Pavar Malti Rameshbhai	Uttar Buniyadi Vidhyalaya, Nanaponda	9
3	Birari Anita Somabhai	Uttar Buniyadi Vidhyalaya, Nanaponda	8
4	Pavar Pratiksha Ishwarbhai	Uttar Buniyadi Vidhyalaya, Nanaponda	8
5	Birari Kalavati Somabhai	Uttar Buniyadi Vidhyalaya, Nanaponda	9
6	Birari Nimisha Bistubhai	Uttar Buniyadi Vidhyalaya, Nanaponda	9
7	Mahakal Shital Shyamjibhai	Uttar Buniyadi Vidhyalaya, Nanaponda	8
8	Thorath Jaideep Ganeshbhai	Uttar Buniyadi Vidhyalaya, Nanaponda	8
9	Gavit Satish Nathubhai	Uttar Buniyadi Vidhyalaya, Nanaponda	9
10	Bhoya Renuka Vasantbhai	Uttar Buniyadi Vidhyalaya, Nanaponda	8

Name of Village: Kajli

No. of Girls: 7

No. of Boys: 6

No.	NAME OF CHILDREN	NAME OF SCHOOL	STD
1	Bhoya Radha Vasantbhai	Uttar Buniyadi Vidhyalaya, Nanaponda	10
2	Bhoya Preeti Gulabbhai	Uttar Buniyadi Vidhyalaya, Nanaponda	8
3	Gaikwad Sarita Devjibhai	Uttar Buniyadi Vidhyalaya, Nanaponda	8
4	Konti Manisha Dhansukhbhai	Shree Morarji Desai Sarvjanik High School, Varoli Talat	9
5	Vartha Asmita Prabhubhai	Shree Morarji Desai Sarvjanik High School, Varoli Talat	8
6	Vanjiya Hemina Raghubhai	Shree Morarji Desai Sarvjanik High School, Varoli Talat	9
7	Konti Manoj Karsanbhai	Shree Morarji Desai Sarvjanik High School, Varoli Talat	9
8	Gavit Dharmesh	Shree Morarji Desai Sarvjanik High School, Varoli Talat	8
9	Bhisra Prakash Gulabbhai	Shree Morarji Desai Sarvjanik High School, Varoli Talat	9
10	Gavit Kalpesh Bhanjubhai	Uttar Buniyadi Vidhyalaya, Nanaponda	11
11	Bisra Rajni Gulabbhai	Shree Morarji Desai Sarvjanik High School, Varoli Talat	8
12	Bhoya Dharmesh Nathubhai	Primary school, Kajli	6
13	Bhoya Radha Mohanbhai	Primary school, Kajli	7

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Name of Village: Varoli Talat

No. of Girls: 7

No. of Boys: 4

No.	NAME OF CHILDREN	NAME OF SCHOOL	STD
1	Pavar Savita Jagubhai	Shree Morarji Desai Sarvajanik Highschool	8
2	Jadev Tara Maganbhai	Shree Morarji Desai Sarvajanik Highschool	8
3	Vadvi Jasvant Jamsukhbhai	Shree Morarji Desai Sarvajanik Highschool	8
4	Gavit Naresh Saghanbhai	Shree Morarji Desai Sarvajanik Highschool	8
5	Vaghvadiya Kalpesh Lashiyabhai	Shree Morarji Desai Sarvajanik Highschool	8
6	Gain Gaman Kadubhai	Shree Morarji Desai Sarvajanik Highschool	8
7	Bhoya Sarita Naginbhai	Uttar Buniyadi Vidhyalaya, Nanaponda	9
8	Gavit Madhvi Bablabhai	Shree Subhash Chandra Boz Sarvajanik High school, Kothar	9
9	Gavit Urvashi Rasikbhai	Uttar Buniyadi Vidhyalaya, Nanaponda	9
10	Gavit Lalita Bablabhai	Uttar Buniyadi Vidhyalaya, Nanaponda	9
11	Gain Kunta Kikubhai	Uttar Buniyadi Vidhyalaya, Nanaponda	

8a. List of participating volunteers

No.	Name	Village
1	Sumitraben Sitarambhai Kadu	Girnara
2	Narayanbhai Govindbhai Gavdi	Girnara
3	Arjunbhai C. Gamit	Niloshi
4	Savitaben Dilipbhai Bhusara	Virakshetra
5	Yamunaben Kantibhai Kurkutiya	Virakshetra
6	Jashodaben Vithhalbhai Gaikwad	Virakshetra
7	Yamunaben Ispeckbhai Konti	Nandgam
8	Sumaben Dipakbhai Gavdi	Panas
9	Sarsvati Chotubhai Patel	Panas
10	Mayuraben Nanubhai Patel	Amdha
11	Manjulaben Mukeshbhai Patel	Amdha
12	Hanshaben Ashokbhai Patel	Amdha
13	Nirmalaben Kamleshbhai Jadev	Khutli
14	Amitaben Rajeshbhai Bhoya	Kajli
15	Shakuntalaben Gopjibhai Shapta	Kajli
16	Manjulaben Rasikbhai Gavdi	Varoli Talat
17	Hansaben Arjunbhai Vadvi	Varoli Talat

Annexure II

List of Resource Materials given to children/ one set per Balkendra

1. Understanding Child centredness
2. Bal Swasthya Samvaad on child participation
3. Child-to-Child folder
4. Child-to-Child Resource Books (Part I and Part II)
5. Swasthya ke Saazidaar
6. Utsah Activity Guide
7. Children in charge for Change – A resource Kit
8. Let us create a rainbow – set of 7 booklets –guidebook on HIV/AIDS
9. Balmela
10. Gramyaatra
11. Educator's Manual
12. Health and Nutrition Manual
13. Book marks/communication material on child rights

About CHETNA

CHETNA¹, meaning “awareness” in several Indian languages and an acronym for Centre for Health Education, Training and Nutrition Awareness, is a non-government support organization based in Ahmedabad, Gujarat. CHETNA's *mission is to contribute in the empowerment of disadvantaged women, young people and children to gain control over their own, their families' and communities' health.*

Beginning its activities in 1980, CHETNA started with a project aimed at improving the effectiveness of the government implemented supplementary feeding programmes for mothers and children in the state of Gujarat. Over the past twenty-seven years, CHETNA has broadened its activities in the field of nutrition, health, education and development from a “Rights” perspective. The activities reach out to disadvantaged and marginalized children, young people and women from rural, tribal and urban areas of Gujarat and Rajasthan.

CHETNA supports Government and Non-Government Organisations (GO and NGOs) through its two Resource Centres. CHEITAN, the Child Resource Centre (CRC)(initiated in June 1991) and Chaitanyaa the Women's Health and Development Resource Centre (WHDRC)(initiated in October 1992).

Together the centers address the needs of children, young people and women during different stages of their lives through building the management capacities of education/health practitioners/supervisors/managers with a view to enable them to implement their field programmes from a holistic and gender perspective and advocate for people centred policies.

CHETNA develops need-based training and education materials, which are widely disseminated at the state, national and international levels.

An Information and Documentation Center (IDC) has been established in the year 1993 for specifically addressing the information needs of individuals, organisations (GOs and NGOs), academicians, researchers and students working on health, education and development concerns. With a view to extend its outreach to a wider community of children, CHETNA initiated a Child Focused IDC and Child Friendly Information and Activity Centre in November, 2003.

CHETNA has been identified by the Ministry of Health and Family Welfare, Government of India (GOI) as a Regional Resource Centre (RRC) for Gujarat State and the Union Territories of Daman, Diu and Dadra Nagar Haveli to provide technical assistance to NGOs to improve Reproductive and Child Health (RCH) facilitate GO-NGO partnership, document and disseminate successful approaches and provide inputs to GOI to ensure effective implementation of policies.

The training programmes at Ahmedabad are conducted by CHETNA at its Heritage Conference and Training Centre, which is equipped for residential programmes as well.

¹ CHETNA is an activity of the Nehru Foundation for Development, which is a public charitable trust, registered under the Bombay Public Trust Act 1950.

