

Paul Hamlyn Foundation

Childhood Enhancement through Training and
Action: An Evaluation (2010)



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I. Executive Summary

Paul Hamlyn Foundation has been supporting CHETNA in reaching out to street and working children in West Delhi since June 2006. With the completion of four years of partnership, an evaluation was undertaken to enable the implementing organisation to reflect upon its existing strategies and for PHF to decide upon the future course of partnership. The process of evaluation was spread over May-June 2010.

CHETNA had proposed that it would run contact points in those areas of West Delhi where there was a concentration of street and working children. The initial proposal made a commitment towards running 8 contact points which kept on increasing through the subsequent proposals. CHETNA through its last proposal had committed to run 22 contact points. The package of interventions included running learning centres, linking children to formal education, providing recreational opportunities, organising exposure visits, interface with police, visits to the health centre, providing leadership training, first aid facilities, holding life skill workshops etc.

The methodology for evaluation included a review meeting with the entire project staff, field visits, desk review of specific information sought from CHETNA and evaluation studies conducted prior to this external evaluation. The field visits involved the use of various participatory evaluation techniques with children, interactions with parents, stakeholders and leaders. A home assignment was also given to the street coordinators regarding the training inputs, the learning therefrom and the challenges in the process of their work.

The evaluators examined the questions of nature and extent of vulnerability of client group, the relevance of the organisational interventions in reducing vulnerabilities, the effectiveness of the interventions in the light of the objectives, the cost efficiency of interventions and the impact of interventions from the perspective of the children, parents, stakeholders and the evaluators themselves.

The structure of the report is also based upon these questions.

The evaluation brought forth the following significant findings:

- ✓ The children face multiple vulnerabilities – locational vulnerability on account of the constant fear of demolition looming over their place of residence, insecurity with respect to parental employment, children having to work either on their own or with their families for long hours and with minimal returns, distant location of formal school from their place of residence, malnourishment due to food insecurity, having to take on the role of parents with younger siblings etc.
- ✓ Interventions have been classified into four categories based upon their relevance by the evaluators – certain interventions were found to be highly

relevant, certain others while relevant required certain additions to be made within them, there was a third category where interventions were considered to be relevant from a futuristic perspective and finally a fourth category where the evaluators felt that the relevance would need to be re-examined. Amongst those considered to be highly relevant in their present form were the programmes of non formal education, stakeholder meetings, leadership trainings, exposure visits and children-police interface.

- ✓ With respect to extent of effectiveness of interventions the salient findings are:
- The organisation has achieved most of its targets and in fact has exceeded them in certain cases.
 - The organisation adopts a careful process of identifying children with high vulnerability.
 - At the learning centre, the children are divided into different levels based on their educational abilities. The curriculum is well formulated with respect to each level.
 - Street Coordinators have made significant efforts in getting children enrolled in formal schools despite several challenges.
 - Street Coordinators are however unable to consistently follow up on the progress of the children in the formal school.
 - 25% of the children enrolled in formal schools have dropped out and the largest contributing factor for the same has been the children's going back to the native place followed by demolition of their slums.
 - CHETNA has made a beginning in terms of enrolling children in National Institute of Open Schooling.
 - The Street Coordinators were not clear about the concept of Life Skill Education.
 - Children are being provided exposure to the Health and Police System but there is a need to increase such opportunities for exposure.
 - Parents meetings were being held regularly but they tend to become a little monotonous.
 - Leadership training appears to be achieving its objectives. They hold a significant place in the lives of children where the children are not only given information but also enthused with energy.
 - Balaknama is providing children an opportunity to articulate their views.

- ✓ In terms of impact, the children perceived that their life had undergone a considerable transformation due to CHETNA's interventions - they perceived a change in their behaviour for the better, a greater sense of responsibility towards others in need, a greater confidence to speak and express their views, a sense of purpose in life, a recognition that education would be a ladder towards a dignified life.
- ✓ Parents expressed the view that the interventions of CHETNA had meant that the absence of purpose in children's lives had been substituted with a focus and a greater meaning. They also perceived a shift in the school's attitude which was earlier not willing to enrol their children. Stakeholders also seconded the opinion of the parents.
- ✓ The impact of interventions from the perspective of the evaluators was that the children appeared confident, empowered and having leadership skills. Education had assumed a significant place in their lives. Children had the ability to hold their leaders accountable. Their inhibitions with respect to the police were shed. The parents were also able to recognise the value of CHETNA's intervention.
- ✓ The interventions are also being carried out in an extremely cost effective manner.
- ✓ In the light of the above findings the project deserves continuation, consolidation and expansion keeping in view the following modifications and additions:
 - Interventions would have to be modified based upon the specificity of the contact point rather than being of an exactly similar nature at all contact points.
 - Since most of the contact points are located in industrial areas where the possibility of employment of children is high, it would have to be found out if all such children are being reached out by the organisation.
 - The interface with the government, which is currently a programme component, needs to happen at a local level so as to address concerns which directly or indirectly affect the life of children.
 - The frequency of visits to the health centre and police station should be increased.
 - A mobile library could be introduced for the children since the contact points are within reachable distance. Story books of different levels would further enthuse the children towards education.
 - Intensive work is required to be carried on with children who are enrolled in the formal school.

- Felicitation of children who are academically performing well in the formal school would serve as an encouragement.
- An objective assessment would need to be made of the workload of a street coordinator and if required a supportive assistance could be made available with a clear cut task distinction.
- Module with respect to life skill education could be developed or adapted to cater to the specific context of children. Training should thereafter be imparted to the street coordinators with respect to it.
- The salary of the field staff specially the street coordinator and assistant project coordinator should be enhanced to make it commensurate with the nature of work being undertaken by them as well as with the prevailing minimum wages for semi skilled workers. Currently the organisation is paying the street coordinators between Rs. 4300/- to Rs. 5300/-

II. Introduction to the report

The contents in this section of the report are based upon the discussions with the Director of Paul Hamlyn Foundation in India. In addition discussions with the Director of CHETNA also brought about clarity in terms of organisational expectations.

2.1. Purpose of the Evaluation

Paul Hamlyn Foundation (hereafter referred to as PHF) has been supporting CHETNA for a project entitled “Strengthening the Capacity of Street and Working Children through Education and Training” for a period of four years. As per the policy of PHF (revealed through the Evaluation Guidelines), the duration of support to an organisation can be at the most for a period of seven years on a 1+3+3 basis. Subsequent to the completion of four years an external evaluation is mandated in order to decide upon further support. Thus this evaluation would serve the purpose of deciding upon the grant of further support to CHETNA.

CHETNA as well as PHF look at this as an opportunity to reflect upon the interventions, be able to recognise the strengths as well as the areas of improvement and based upon this, design their future course of action.

By virtue of the involvement of CHETNA staff in the process of evaluation, they would be exposed to various methodologies of evaluation which could then be used by them for the purposes of periodically carrying out an internal review as well.

2.2. Audiences of the Evaluation Report

The principal consumers of this evaluation report would be:

- ✓ Paul Hamlyn Foundation
- ✓ CHETNA team
- ✓ Funders of CHETNA (Besides PHF)
- ✓ Other Stakeholders of CHETNA

2.3. Limitations of the Evaluation

- ✓ The absence of baseline data with respect to the client group owing to the fluid nature of the group and thus the difficulty in enumeration.
- ✓ The time frame for evaluation was comparatively less given the different categories of interventions.

- ✓ The field work for evaluation was being carried out at a time period when some of the clients go back to the village on account of the marriage season or agricultural reasons or schools being closed for summer vacation.
- ✓ Rigorous quantitative evaluation was not feasible given the characteristics of the client group as well as the nature of interventions. Another main reason, however, for abstaining from a quantitative evaluation was also the time constraint. Quantitative analysis that has been undertaken is based upon the data made available by CHETNA in respect of the status of its various interventions.

2.4. Overview of Report

The report would provide a brief project description which is followed by the main questions that the evaluation research was trying to address. A description of the methodology of evaluation is provided thereafter. The evaluation findings are divided into the following subsections: extent of vulnerability of beneficiary community, the relevance of programmatic interventions in addressing these vulnerabilities, effectiveness of organization's interventions vis-à-vis the expected outputs, challenges faced by the street coordinators, impact of organisation's interventions on the lives of the children as perceived by the children themselves, their parents, stakeholders and the evaluators, efficiency of programmatic interventions. The report is tapered off with conclusions with respect to the research questions and recommendations.

III. Focus of the Evaluation

3.1. Description of the project

CHETNA (Childhood Enhancement through Training and Action) entered into a partnership with Paul Hamlyn Foundation in June 2006 for undertaking interventions with vulnerable children in West Delhi. The duration of the project was from June 2006 to June 2010.

The criteria for selection of beneficiary community was the presence of children engaged in labour either individually or with the family, and children out of school standing the chance of being engaged in child labour. The identified communities had a majority of the children involved in work such as collecting old clothes and selling them in the market, carpentry and allied tasks, rag picking, serving food in eating joints etc. They were deprived of educational opportunities due to paucity of time and resources.

CHETNA had proposed to work in 22 locations in West Delhi. The interventions were designed keeping in view the four categories of rights of children, i.e. survival, protection, development and participation. The package of interventions included running learning points, linking children to formal school, recreational activities, thematic exposure visits, support group meetings with Badhte Kadam, thematic life skill workshops, emergency medical treatment, first aid, capacity building workshop for children and staff members, meeting with stakeholders, meeting with parents, dispensary visits, creating an enabling child friendly environment, talent show of street children, printing of children's newspaper 'Balaknama', children-police interface, and training of local police on how to handle cases of juveniles.

The program implementation mechanism is diagrammatically represented as below:



At the contact point, the street coordinator is assisted by two leaders from amongst the children.

3.2. Evaluation questions

While conducting the evaluation, the following research questions were kept in mind:

- What is the extent of vulnerability of the client system?
- What is the relevance of organisational interventions in addressing the vulnerabilities?
- How effectively are the organisational interventions being executed?
- What are the challenges involved in process of implementation of the program components?
- What do the children perceive as the impact of interventions on their lives?
- What do the parents and stakeholders perceive as the impact of interventions on the lives of children?
- What is the evaluators' perception about the impact of interventions on the lives of the children?
- What is the per unit cost of various categories of interventions?
- What should be the direction of future interventions?

3.3. Information needed to complete the evaluation

The evaluators identified the areas on which information was required to be collected in order to answer the research questions. While the areas of information were delineated before the commencement of evaluation, certain other areas were also added on based up on the responses or observations made in the field.

- Process for selecting a contact point
- Duration of functioning of each contact point
- Process for identifying the children
- Number of direct and indirect beneficiaries (children) in each contact point
- Process for deciding upon the strategy of intervention

- Mechanism for assessing the educational level of the child coming to the learning centre.
- The curriculum adopted at the learning centre and the process for devising the same
- The teaching pedagogy adopted
- The process of taking a decision on formal school enrolment of a child
- Procedure followed for formal school enrolment and the challenges thereof.
- Number of children enrolled in formal schools by CHETNA
- Mechanism for follow up of children enrolled in the formal school system
- Nature of support offered to the children after enrolment to the school.
- Educational progress made by such children
- Gender-wise dropout rate after formal school enrolment by CHETNA
- Reasons for drop out
- Nature and frequency of recreational activities organised for children
- Process for selection of leaders at the contact point
- Role of leaders at the contact points as well as in Badhte Kadam
- Nature of Inputs received by the children in the leadership training programme held at Dehradun
- Learnings of the children from the leadership training programme and how they relate it and use it in their day to day life.
- Understanding of the children regarding the role and relevance of Badhte Kadam
- Frequency of visits to the police station and health centre and benefits derived by the children through these visits
- Details of exposure visits for children and the feedback of the children with respect to them
- Understanding of the staff members and children about life skills
- Details of special day celebrations

- Nature of health interventions carried out by CHETNA
- Frequency of Parents Meetings, Level of Participation, Agenda for Discussion
- Parental Expectations from Organisation
- Role of stakeholders in facilitating the running of contact points.
- Nature and frequency of interaction of street coordinators with Stakeholders.
- Agenda of Stakeholder Meetings and the level of participation in discussions
- Perception of street coordinators, other organisation staff, children, parents and other stakeholders, regarding the future programs, and perceived challenges on the way.

IV. Brief Overview of Evaluation Plans and Procedures

The methodology of evaluation can be described as being four fold. A brief description of each of these is provided hereafter.

- A. Meeting with the CHETNA - PHF team to review the entire project.
- B. Field Visits to 6 contact points
- C. Seeking data on specific parameters from CHETNA with respect to each of the contact points
- D. Reviewing the evaluation reports provided by CHETNA with respect to some of the programme components which had been conducted by them prior to this external review.

A. Meeting with the CHETNA - PHF team to review the entire project.

A meeting was organised with all the street coordinators as well as the Assistant Project Coordinator and Education Coordinator on May 20, 2010. The Director of CHETNA and the Director of Paul Hamlyn Foundation in India were also present for the review. The purpose for the same (from the point of view of the evaluators) could be described as follows:

- ✓ Understanding the context of CHETNA's interventions in West Delhi.
- ✓ Understanding the rationality of CHETNA's interventions in the various contact points.
- ✓ Understanding the nature of interventions being carried out at the contact points
- ✓ Assessing the level of understanding of the street coordinators about the purpose of each of the programme components and the pattern of its execution.
- ✓ Understanding training inputs received by the team members and learning derived therefrom.
- ✓ Understanding the possible directions of future interventions
- ✓ Understanding the challenges encountered in the process of intervention.

B. Field Visits to Six Contact Points

Based upon the review meeting and inputs from the CHETNA-PHF team six locations were identified. The review meeting had brought forth the fact that the vulnerabilities of children varied at each of the contact points. Keeping this in view an attempt was to draw out six contact points where differential vulnerabilities of children existed. The sampling technique thus used for drawing out the contact points was Maximum Variation Sampling.

Based upon the specificities of each of the contact points participatory exercises were planned by the evaluators. An overview of the same is presented below:

Overview of the activities carried out for evaluation at various contact points.

Name of the Contact Point	Group	Exercise/Areas of Discussion
Shakur Basti -I	Children Enrolled in Formal School	Daily Activity Schedule
	Children Enrolled in NFE	Daily Activity Schedule
	Children Enrolled in NFE	Gauging the Relevance of Various Programme Components from Children's Perspective
	Stakeholders	Discussion/Interaction about the nature of facilitation offered, the relevance of interventions and the impact of interventions on the children's lives
	Leaders	Individual interaction
Chuna Bhatti	Children Enrolled in the Formal School	Nature of Inputs being Received and Impact Analysis

	Children who are Enrolled in NFE/Open School (Between 14 to 16 yrs)	Impact Analysis
	Children who are enrolled in NFE (Between 9 to 14 yrs)	Dream Map
Sanjay Camp	Parents	Discussion at a group and individual level
	Stakeholders	Discussion at a group level
	Leaders	Individual Interaction
Raghuvir Nagar -I	A mixed group of children enrolled for NFE and admitted to the formal school	Daily Activity Clock, Gender Role Analysis, Impact Analysis
	Stakeholders	Group Interaction to understand the impact of interventions on the lives of children
Kamla Nehru Camp-I		Passive Observation of the Interventions at the Contact Point
	Leaders	Individual Interactions
	Children enrolled in NIOS	Individual Interactions
	Parents	Individual Interactions

M.G.Camp	Children part of the NFE	Significant Adults Exercise using Chappati Diagram, Impact Analysis
	Stakeholders	Group Interaction to understand the specificities of the community and the impact of organisational interventions

C. Seeking data on specific parameters from CHETNA with respect to each of the contact points

Certain specific data which was required to answer the research questions as well as queries relating to field based observations, was sought from CHETNA. This included date of establishment of each contact point, the programme wise budget for all the four years, the consolidated number of beneficiaries (gender wise) under each of the programmes, the drop out rate amongst children enrolled into the formal school by CHETNA and reasons thereof etc.

D. Reviewing the evaluation reports provided by CHETNA with respect to some of the programme components which had been conducted by them prior to this external review.

CHETNA had provided to the evaluators three recent researches that had been conducted in respect of their various programmatic interventions. The evaluators had scanned these reports and based on the soundness of their research methodology and relevance used some of the findings/observations to substantiate certain inferences.

V. Evaluation Findings

This section is being structured based upon the principal research questions.

5.1. Extent of Vulnerability of Communities

The vulnerability of the communities was assessed through observations of the evaluators, interaction with the community adults, children, inputs from staff members and through specific participatory exercises.

The understanding that has been developed through the same is as follows:

- ✓ Majority of the communities are constantly living under the fear of demolition. This sense of insecurity has contributed to their resistance in getting their children admitted to the school system. (Shakur Basti - I, Kamla Nehru Camp)
- ✓ The adult members of the families are either self employed or are working in the unorganised or informal sector which offers them a meagre and inconsistent salary with no social security.
- ✓ Certain communities are located in places which poses hazards to health and life of children. For example, Sanjay Camp is located adjacent to the railway track which forces the community to always be on alert lest any train is missed and a person be mowed down by the train. Another example is that of Shakur Basti - I which is located next to one of the largest cement godowns in Delhi. The constant inhalation of cement poses a health hazard.
- ✓ In almost all the communities, a sizeable number of children were either working on their own or working along with their family members for long hours. The children were working as house maids, rag pickers, in factories, as vegetable vendors, in producing small products at home, as part of pheri wherein they sell utensils in return for old clothes which are then put up for sale in the cloth market.
- ✓ Children working in factories are subjected to both physical and economic exploitation. They end up working for 12 hours in a day at a very meagre salary. The situation of children who are working with their families is just a shade better.
- ✓ Owing to poverty, children in certain communities are forced to insufficient food intake which leaves them hungry and malnourished. To cite the example of Raghuvir Nagar would be appropriate wherein food is cooked within the family only once in a day i.e. in the night. Besides that from

morning till evening each child within the family gets Rs. 5/- each which is used by them for buying one small packet of rice and dal which is sucked just as one does with the disposable water packets. There are days when even that Rs. 5/- eludes them keeping the children hungry through the day.

- ✓ The primary schools of the government are by and large located at a distance ranging from 3 to 4 kilometers from the community. In cases where a primary school is located in the vicinity (eg. Chuna Bhatti), its capacity is very less and if children wish to attend a school they have travel long distances on foot to be able to do so.
- ✓ The formal school environment is not welcoming for the community. Whenever the community has tried to approach them on their own for the purposes of seeking admission of their children, they have been sent back several times citing the absence of one document or the other.
- ✓ Children are very often entrusted with the responsibility of taking care of younger siblings. This could be either on account of both parents having to work or also on account of the large number of siblings.
- ✓ Almost all the communities suffered from a lack of basic infrastructural facilities such as water, electricity and unfortunately they were not in a position to demand any of these services since they were unauthorised.

5.2. Relevance of CHETNA's interventions in the context of identified vulnerabilities

The inferences in this section are based upon the evaluator's interactions with the client group.

The understanding that has been developed is that while certain interventions in their present form are extremely relevant, there are other interventions which would need certain additions in order to increase their relevance and there is a third category of interventions which even though having limited relevance in the present context would have a much greater relevance in future. A fourth category is of those interventions whose relevance would need to be re-examined. Even though it may not be feasible to get into a detailed description of the rationality with respect to putting any intervention into a particular category, a limited explanation is being offered in respect of it.

**Categorisation of Interventions based upon relevance in the context of
community's vulnerabilities**

Extremely Relevant	Relevant but require certain additions/modifications	Relevant from a futuristic perspective	Relevance would need to be re-examined
<ul style="list-style-type: none"> ◆ Non Formal Education ◆ Recreational Activities ◆ Stakeholder Meetings ◆ Exposure Visits ◆ Leadership Training Residential ◆ Children-Police Meeting ◆ First-Aid Facilities 	<ul style="list-style-type: none"> ◆ Linkage with formal education ◆ Remedial Classes ◆ Parents Meetings ◆ Life Skill Workshop ◆ Interface with Govt. and NGOs ◆ Emergency Medical Care Facilities 	<ul style="list-style-type: none"> ◆ Dispensary Visits 	<ul style="list-style-type: none"> ◆ Girl Child Day and other such celebrations on special days of significance

5.2.1. Interventions Regarded as Extremely Relevant

- ✓ The intervention of non formal education offers a great degree of flexibility to the children. Considering the fact that there are children who could be spared from their work only for an hour, the street coordinators help the children to make best use of that time instead of insisting that they be present for all the three hours.
- ✓ Non formal education offers a basic foundation to the children before being enrolled in the school system. This becomes necessary in the case of children who are first generation learners.
- ✓ The permission to bring in the younger siblings at the contact point even during the non formal education session makes it possible for many

children to study who cannot possibly enrol themselves in the formal school for want of a place to keep their younger siblings.

- ✓ Given the necessity of many of the children to help out in their parent's self employment activity, the knowledge of maths works as a boon for the parents. Parents who take items on credit reported on how they stand the chance of being befooled but thanks to the knowledge of the children they are saved from being cheated. A boy, in fact, commented that if my parents need to read anything they call me and I like helping them out.
- ✓ Given the limited space around the place where the children stay as much as the absence of equipment makes the recreational intervention of CHETNA extremely relevant for the children. It is a kind of a constructive engagement of the children.
- ✓ Intensive interaction with the stakeholders have helped in the provision of space for the contact point, protection from outside interference, security and resources for the organisation of programmes for children. The children have also been spared from their employment for the purposes of coming to the contact point as a consequence of the stakeholder interaction. Thus the stakeholder meetings are significant from the point of view of facilitating the organisational interventions which would in turn help in the process of vulnerability reduction.
- ✓ Leadership training has empowered the children of a community which otherwise feels completely disempowered. It also helps to build up the self esteem of the children.
- ✓ Exposure Visits or Fun Trips to places like Nehru Planetarium have provided an opportunity for opening up the frontiers of knowledge. The children who have got inducted into the process of education stand to benefit from such visits.
- ✓ Interaction of the children with the police helps to build up faith within the children that they can access their services whenever a need of such a nature arises. The relevance of this intervention is exemplified by an example of a child who called up the police by dialling 100 when his employer refused to give him his complete salary. There are so many instances where these children by virtue of their vulnerabilities stand the chance of being taken for granted. Interventions of this kind offer a protective cover.
- ✓ The children were asked to list the significant adults in their lives using the chappati diagram. They were then given circles of different shapes and the

circles were to be assigned in a descending order to the significant adults beginning from the most significant. After the parents and close relatives, the third position was given to didi (the street coordinator). This supports the relevance of the interventions in the lives of children.

5.2.2. Interventions which are Relevant but require certain additions/modifications

- ✓ Viewed from a long term perspective, the enrolment into the formal school would serve as a tool in vulnerability reduction. But for that to happen, several additions are required to be made in the existing programmatic interventions. These would be presented in detail in recommendations. To illustrate a couple of desirable interventions, remedial classes should be held given the fact that most of them are first generation learners and the input from the school may not be universally received by all the children present in the class. In addition, a regular follow up would also drill in the school system the seriousness with which the intervention was being pursued by the organisation.
- ✓ Life skill workshops would sharpen the core life skills not just for the present but also for the future. But currently the limited understanding of the street coordinators about them is acting as a limitation which needs to be overcome.
- ✓ Interface with the Government and Non Government bodies has the potential to address the issues of the community as a whole which would in turn positively impact the life of the children. However currently this does not seem to be happening to a large extent at the level of the community. To state an example, Raghuvir Nagar has no water connection at all which in turn affects the life of children as well. If the local MLA or other elected representatives of the area were invited to have an interface with the community including the children, the possibility is that this issue may receive certain attention.
- ✓ Meetings with parents are relevant since they hold the key to sustenance of the inputs being made by the organisation. But this would require the direction of the meetings to be altered in accordance with that.

5.2.3. Interventions which are relevant from a futuristic perspective

- ✓ Dispensary visits have acquainted children with the procedures involved in accessing a public health service as well as with the nature of facilities they can avail therefrom. However the distance of such facilities from where the

children are currently staying prevents them from utilising such facilities currently. The understanding that they carry would be useful for them in the future.

5.2.4. Interventions whose relevance would need to be re-examined

- ✓ Interventions sometimes seem effective to the implementers but may not hold great relevance for the clients. Such seemed the case as far as celebration of special days was concerned. In several participatory exercises, while certain interventions were fondly remembered, the events such as girl child day celebration could hardly find a place in their reflections.

5.3. Effectiveness of interventions

The effectiveness of the interventions should ideally be assessed in the light of the project objectives. However, unfortunately, in the case of this project, the objectives have not been clearly spelt out. In the absence of this, the evaluators have been provided with a list of expected outputs. The analysis in this section is thus being made in the backdrop of what have been mentioned as the expected outputs as also with the intended objective of each of the interventions.

5.3.1. Expected outputs: (as provided by the organisation):

- To contact a target group of children living under difficult circumstances, e.g. working children, neglected children etc.
- To entertain 22 Contact Points reaching out to 1000 children.
- To link 200 children to formal school and 800 to Non-Formal Education
- To follow up with children admitted to schools
- To conduct regular Support Group and Core Committee Meetings (BK), organize Fun Trips for BK members.
- To conduct regular Life Skill Workshops, Exposure Visits (police, health care), and residential workshops on Leadership Skills
- To offer formal and informal recreational activities
- To provide first aid and support in emergencies wherever needed
- To organize regular Parents' and Stakeholders' Meetings
- To conduct Police Trainings with regard to child rights

- To organize interfaces with GOs, NGOs, the media, volunteers, and children
- To celebrate days of significance, e.g. Literacy Day, National Holidays...
- To launch a programme for child labour-free shops in collaboration with the Labour Department
- Publish Balaknama For Children

5.3.2. Analysis in the light of the expected and actual outputs:

Details of Proposed and Achieved Targets in Respect of Various Activities

S.No.	ACTIVITIES	PROPOSED	ACHIEVED	
			No of Activities	No of Participants
1	No. of contact point	22	22	
2	Total contacted children	1000	1186	1186 in which 569 are male and 617 are female
3	Number of children linked with non formal education	600	584	Male-248 Female-336
4	Link to Formal Education	450	625	609 children enrolled in formal school in which 309 were male and 316 were female but 156 children had dropped out so presently no of children are 469 in which 216 are male 253 female.
5	Linked to NIOS	Not proposed	17	17 children have been linked in NIOS in 3 rd 5 th 8 th and 10 th

				standard.
6	Recreational Activity	294	296	5920 children participated in various recreational activities like- Cricket, Kho-Kho, Badminton, ludo, Kabaddi, skipping roap, drawing, flaying disk etc.
7	First Aid Facility	As per need	As per need	2064 children get help in first aid.
8	Emergency cases handled	As per need	As per need	121 children got emergency medical facility in cases like - beaten by police, accidents and small injuries
9	Stakeholder meeting	208	182	Organized quarterly at each contact point. 1783 stakeholders participated
10	Parents meeting	592	572	Parents meeting organized every month on contact points. 4086 parents participated. In these meetings the issues discussed were: Motivating them to send their children to study, showing progress of their children, understanding their problems etc.

11	Thematic exposure visit to places like Zoo, historical places, museums.	12	14	700 children participated in fun trips to National Museum, National Zoo, Bal Bhawan, Teen Murti Bhawan, Akshardhaam Mandir, India Gate, Children park, Rail museum, Indraprasth Park,
12	Life Skills Workshop	224	303	4297 children participated in LSW in which the topics covered were-Health and hygiene, Child rights, Unity, Drug addiction, Sexual abuse, importance of Education, B.K
13	Capacity building residential workshop for children	3	4	76 children participated out of which 22 females and 54 males
14	Primary Health Centre/Dispensary Visit	30	33	604 children participated. (This visit is once /year/contact point)
15	Children police meeting	17	18	657 children participated in the activity. (This visit is once /year/contact point)
16	Interface with community ,media,	5	10	437 children participated

	volunteer to develop a child friendly group			
17	Police Training of juvenile officers how to handle child cases	3	4	250
18	Support Group Meeting of Badhte Kadam	1056	1397	These meetings were facilitated by BK members who helped children in identifying problems and their solutions.
19	Core committee meeting of Badhte Kadam	24	48	961
20	Capacity building of members on education (residential)	2	6	43
21	Special events for member of Badhte Kadam during days of National and International importance	All the national festivals and international days linked with children will be celebrated.	12	800 children participated in events like: Independence day, Republic day, girl child day, day against child labour, Holi, Deepawali etc.
22	Awareness rally	2	4	187
Extra Activities				
	Extra Activities	No of Activities		No of Participants
1	Dance training with Shiamak Dawar collaboration	3		79

2	Participated in Radio program	2	11
3	Foundation day of Badthe Kdam federation	4	1180
4	Dance program in university	3	28
5	Child reporter training	1	21
6	Volunteer visits in contact points	97	
8	Distributed the information Education and communication material	22 location	11800

- ✓ The organisation has been able to reach out to children living under difficult circumstances who are being subjected to multiple vulnerabilities both economically and socially.
- ✓ At the time of evaluation 20 contact points were functional which was falling short of the target of 22. The organisation explained that this was due to one of the street coordinators being on long leave from the organisation and the inability of the organisation to be able to find a substitute for the person.
- ✓ The Street Coordinator spends on an average three and a half hours at each contact point. Within this time frame the Street Coordinator spends about half an hour in meeting the children, parents and other stakeholders in the community. During this period the coordinator calls the children, meets those who are not in regular contact so as to enquire about their well being as well as speaks to the stakeholders about any other critical issues. Once at the contact point, the children start pouring in at different points of time depending on their other engagements. Once the child is in, the coordinator tries to give about one and a half hours of teaching to each one of them. Subsequent to this the children are free to engage in recreational activities using the equipments that are made available to them. The schedule may be altered on days when some special programmes or meetings are to be

held. These are also pre-decided and are known to all concerned in advance.

- ✓ Most of the Contact Points are held in the open. In the summers, as it becomes difficult to hold classes in open, the street coordinators engage themselves in meeting stakeholders and addressing individual issues of children.
- ✓ As concerns the process of identifying children from the identified area, the children who are working, drop out or potential child labour are selected for intervention. The number of direct beneficiaries that a street coordinator is expected to have at his or her contact point is restricted to 30 and within them a priority is given to girl children.
- ✓ Children, as part of the Non Formal Education process are divided into three levels. Level I indicates an ability to read and write letters, Level II is indicative of the knowledge of reading words and Level III indicates knowledge of reading sentences.

**Table No. 1: Gender-wise Distribution of
Number of Children Enrolled at each Level of NFE**

Levels	Male	Female	Total
Level 1	193	287	480 (82.19%)
Level 2	47	43	90 (15.41%)
Level 3	9	5	14 (2.4%)
Total	248	336	584

The table above reveals that a large number of children in NFE are at level One and their number gradually decreases in level Two and Three. This drastic decrease from 82% to 15% and 2% is attributed to the children from level two or three getting enrolled in formal schools. In terms of gender, 58% of the total enrolment is from girls. However, there is a gradual decrease in their number as they grow from level one to Two and Three, the reason for which may have to be explored. At the same point of time the evaluators observed that a few children had stagnated at Level I. On asking about the reason for the same, the evaluators were informed that certain children may have been able to accomplish the level of maths that is

expected in Level I but not necessarily reading and writing. This, in turn, leads to the child still being treated at Level I. The Education Coordinator expressed that the organisation is trying to rectify this situation by treating the levels of each component separately thereby implying that if a child has completed the expected tasks for level I in reading then the child can move on to reading at second level while continuing in level I as far as the other two components were concerned.

- ✓ After a child joins the centre, an assessment is made of the level at which the child is and accordingly the child is given educational inputs by the street coordinator. A file is maintained with respect to every child which indicates the point where the coordinator is supposed to begin with the child. Initially any new concept is practiced on a slate or a copy and thereafter a worksheet is given to the child pertaining to that concept so that a further reinforcement takes place. Every week a child is given a maximum of three worksheets. Earlier the centres were following the book 'Meri Kitab' which was an adult education workbook prepared by the State Resource Centre, Jamia Millia Islamia. Three years ago, a separate book, Srijan, has been prepared to cater to the specific needs of the children coming to the contact points.
- ✓ The street coordinators used innovative visuals and other educational aids for better comprehension of the children.
- ✓ On an average, 15 children come to the contact point at any given day. This was evident from the attendance registers but the number dwindles during summers when the children go back to their villages. Despite this fact, when the evaluators made visits to six contact points, they found an average of 20 to 30 children at each of the contact points. Some of them informed that they were enrolled in the formal school and were visiting the contact point since it was summer vacations. During the days when the school is open, they only are able to come to the contact point for a little while.
- ✓ Before the beginning of each academic session, the street coordinators make a list of potential children who have attained the necessary foundation to enrol in school. Then the schools are identified based upon the capacity. The children are subjected to an educational assessment by the concerned school after which the other admission formalities are completed with the help of the street coordinator. The street coordinator also facilitates the process of preparing the documents required for admission. Parents are made an active partner in the process of admission. The challenges the street coordinators go through in the process of admission are manifold.

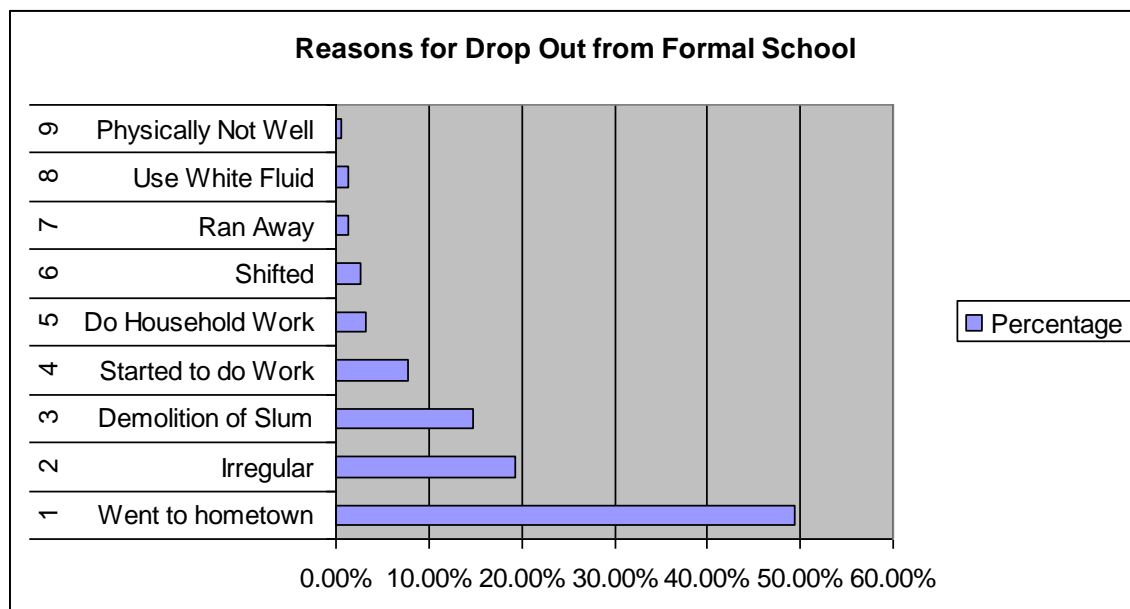
- The schools have apprehension about the regularity of the children from vulnerable circumstances. Seasonal migration of such families also increases the apprehensions of the school since they would not want their statistics to reveal a high drop out rate. Hence they demand the street coordinator to stand as a guarantor for their regular attendance.
- 'Non-availability of seats' is used as an excuse by school authorities to avoid the children from underprivileged communities.
- 'Long distance' or 'risks in crossing the main roads' are other excuses used to reject children by the schools.
- Lack of proper documents such as birth certificate, ration card, etc. makes the admission process all the more difficult since the school authorities are particular about the completion of these formalities.
- Owing to their poor background, the children are unable to afford a clean dress and good appearance, which results in derogatory comments from teachers.
- The test as a part of assessment in school is relatively tough for the children to crack.

Besides the challenges encountered at the level of the schools, the street coordinators are confronted with concerns at the level of children, parents or the community.

- If both the parents are working, they find no time or motivation to take out time for completing complicated formalities related to their children's education.
 - Based on their educational and social backwardness, parents have an apprehension that nobody will listen to them even if they approach the authorities.
 - Due to late enrolment in school, they are made to sit with children who are much younger to them in age, the embarrassment of which acts as a de-motivating factor.
- ✓ The Street Coordinators are also expected to follow up on the children who are admitted to the formal schools through them. The mechanism adopted for the same is to remain in touch with the children through the process of outreach or by interacting with the children when they come to the contact point. Besides that street coordinators mentioned that they do not find the

time to follow up on their progress in the school. They are only able to do that when they are going for the admission of the next batch of children.

- ✓ The issue that definitely arises is with respect to retention of children in the school system. In order to ascertain that, a follow up study conducted by CHETNA revealed that 156 children (roughly 25% of the total enrolment) have already dropped out from schools for a variety of reasons, which brings down the total number of children effectively enrolled, as of now, to 469 (216 male and 253 female) which still is higher than their expected target of 200 enrolment. Out of the 156 children (93 male and 63 female) who dropped out, a large number of them had been dropped out due to their physical absence in the community, either by going to hometown (77 children, i.e. 49.35%), demolition of their slums (23 children, i.e. 14.74%), and migrating to other places (4 children, i.e. 2.56%). Another good number of children had to drop out due to family compulsions like starting/resuming their work (12 children, i.e. 7.69%) and household work (5 children, i.e. 3.20%). Irregularity in school due to limited interest also made up for 19.23% of the reasons for drop out. Other reasons included use of excess white fluid, illness of the child. The drop out rate is more among boys (14.88%) than girls (10.08%). However a gender wise difference in terms of reasons for drop out is not available. The contribution of the school environment to the drop out rate has not got reflected in the existing data, which may be explored.



- ✓ In order to cater to the needs of those children who were unable to enrol into formal school system despite their willingness, CHETNA arranged for the continuation of their education through enrolment with NIOS. The

enrolment in NIOS was not a part of their proposed plan of action, but emerged as a feasible response to the field requirement. Eleven children (7 male and 4 female) were enrolled to NIOS in 3rd, 5th and 8th standards in the year 2009. The students reported that the classes of NIOS are held close to their contact point.

- ✓ The executive members of Badhte Kadam visit each of the contact points twice or thrice in a month. They enquire from children about any specific concerns with respect to their contact point and if need be, take necessary steps along with the leader. They also hold group meetings with a view to acquaint children about their rights and any significant developments concerning children happening across the city. In addition, the leaders carry the issues of their respective contact points to the core committee meeting where a collective discussion on the same ensues and decisions are taken based upon that. The children understand that their monthly contribution of Rs. 5/- towards Badhte Kadam would help them in case of any emergency as well as goes to make it possible for them to undertake exposure visits. The children reported that they had been to places like National Museum, National Zoo, Bal Bhawan, Teen Murti Bhawan, Akshardhaam Mandir, India Gate, Children park, Rail museum, Indraprasth Park, etc. for exposure visit.
- ✓ When children were asked about what their rights were, most of them instantly stated the four categories of rights. However when asked to elaborate on each one of them, they were only able to elaborate the right to survival. The evaluators however felt that while the children had internalised their rights they were not able to theorise them.
- ✓ As per the report provided by the organisation, 303 Life Skill Workshops have been organized for the children on the topics like, Health and hygiene, Child rights, Unity, Drug addiction, Sexual abuse, importance of Education, etc.

The street coordinators were however not clear about the concept of Life Skills Education. During the course of the review meeting when each one of them was asked to share their understanding, it became pretty apparent that they considered life skill education as being equivalent to moral education.

- ✓ Once in a year, children from every contact point are taken to visit the nearest Primary Health Centre. At times, children from two or more centres are together taken to visit PHCs. Only children above the age of 10 are taken for such visits. The visits are organized with the purpose of familiarising the children with the process of undergoing a check-up,

acquainting the children with the various departments as well as shedding their inhibitions. Thirty three such visits have so far been organized with 604 children participating in it. Evaluators found out that the PHC visits had been able to fulfil the objectives for which they are organised.

- ✓ Children-police interface is arranged on the occasion of police week, which serves multiple purposes – reducing the fear of police in the mind of children, familiarising children with the functioning of the police system, enabling children to understand the kind of support they can seek from the police and helping police to understand the issues and dimensions of life related to street children. The children profoundly remembered their interaction with police and were conscious of the benefit of the same. This has helped them to reduce their inhibition to avail the services of police when required.
- ✓ The capacity building residential workshop in Dehradun is conducted with select children with a view to develop leadership qualities, and understanding about child rights. The children are thereafter expected to disseminate their understanding among other children at their contact points. Held in Dehradun, children find it as a rare opportunity to have lots of learning and fun away from home, which otherwise someone from such background could not have dreamt about. Four such workshops have been report to be held so far with 76 children (54 male and 22 female) benefiting out of that.
- ✓ Recreation is an important component in child's development. The children were provided with space, equipments and opportunities for recreation, which are otherwise not available to them in congested unauthorised colonies with its spatial and economic limitations. The recreational options provided by the organisation include among others Cricket, Kho-Kho, Badminton, ludo, Kabaddi, skipping rope, drawing, flying disk etc. Some of the children have started dreaming about a career in sports.
- ✓ First Aid services are provided to children as per requirements. A first aid box is maintained in each contact point and made available to the children as per their need. The evaluators observed that this facility was particularly helpful for children who are prone to regular injuries due to rag picking.

The organisation reported having emergency medical services in cases where children were bitten by dogs and other such emergencies such as minor accidents. However, the evaluators could not gather any information pertaining to such services from the field, either because of less frequency of such incidences in the contact points visited, or because they are not aware of the availability of such provision.

The evaluators came across a case of a child with a chronic heart disease, through a stakeholder, who is awaiting treatment for want of financial resources. The organisation would have to consider whether such children could be brought within the purview of the organisational interventions.

- ✓ In order to ensure participation of parents and stakeholders in the project, the street coordinators are expected to hold regular parents and stakeholder meetings. While parents meetings are scheduled once in a month, the stakeholder meetings are scheduled on a quarterly basis. The agenda for parents meeting revolves around the education of children. It was however felt that at times the meetings become monotonous with similar agenda being pursued in each one of them. With respect to the stakeholder meetings, there was a division of opinion amongst the street coordinators as to whether stakeholders should be consulted individually or in a group. But the nature of contact with the parents and stakeholders was definitely leading to their consistent support for the contact point.
- ✓ Formal interface of children with stakeholders like community, media and volunteers were arranged at 10 different times which helped them to share their ideas and views with wider public. However such events are rarely organised at a local level which prevents any direct benefit from accruing to the children.
- ✓ CHETNA also organize special events during days of National and International importance. Twelve such events have been organized so far on occasions such as Independence day, Republic day, girl child day, day against child labour, Holi, Deepawali etc. It has also arranged 4 awareness rallies with a message. However, children have faded memory regarding the celebration of such special days excepting Independence Day and Republic Day, which is a pointer towards the fact that the celebration of special days has not been able to claim children's sustained interest. Rallies have definitely been effective in bringing about a confidence within the children to voice their concerns.
- ✓ "Balaknama" an initiative by CHETNA to give voice to the children's unheard concerns and aspirations, has been able to attract the interest and curiosity of the children as well as community. Writing, editing, publishing and circulation are all managed by the members of Badhte Kadam. The children feel proud to share that their report and photos are published in it. The street coordinator helps the children who do not have the writing/articulation skills, by recording their voice and transcribing it for Balaknama.

- ✓ The process of selection for the street coordinators is well drawn out and in accordance with the nature of job that is expected to be performed by them. Multiple methods are used in the selection process.
- ✓ With respect to capacity building of staff members, multiple opportunities of training had been provided- enhancement of educational interventions, juvenile justice, child rights, HIV/AIDS, methods of engaging and sustaining interest of stakeholders, etc. This has equipped them with: the skills of interacting and building up relationships and carrying out need assessment in the community, understanding innovative methods of teaching, developing and maintaining documents at field level, counselling children in crisis and legal procedures for dealing with children in crisis situations. Above all, the street coordinators almost universally felt that the training inputs had imbued them with an increased self confidence.

5.4. Challenges faced by the Street Coordinators in the Implementation Process

The process of implementation was not bereft of challenges. These challenges included convincing parents about teaching both boys and girls together, taking adolescent girls for exposure visits or leadership training, teaching in the open during extreme heat and during rains, dealing with limited attention span of children, finding space for organizing recreational activities for children, convincing parents about the necessity of maintaining regularity in schools, dealing with alcoholics who may be encroaching on the space of the contact point during the assigned timings. Despite these challenges, it was quite evident to the evaluators that the street coordinators, with assistance from the Assistant Project Coordinator and Project Coordinator, had effectively overcome them in order to be able to carry out the project interventions.

5.5. Impact of Organisational Interventions on the lives of children

Essentially the evaluators are in a position to comment upon the immediate impact. For the above purpose the views were elicited from the various groups with which the organisation is working. The perspective of each of these groups is being presented separately. Finally the evaluators own view is also being stated.

5.5.1. Views of the Children about the impact of interventions on their lives

The views presented below emerged through several exercises conducted with children at different contact points.

- ✓ The most startling response came in from a boy of about 10 years who said, "Hume Jeena Aa Gaya Hai" (*We have learnt how to live*). To understand whether this was a repetition of an adult statement or his own, the evaluators asked him to elaborate on what he meant by this statement. He answered he now knew how important it was to give due respect to one's parents, to take care of them whenever there was a need. Further, how important it was to be careful about the words that one uses while conversing with others since they reflect a lot about the individual. The value of education was realised since one was able to see its long term benefits.
- ✓ The children stated that they now understood that if they find a lost child how to initiate the process for restoration of the child with the family. They also narrated instances of how they had actually done so.
- ✓ The children that had been enrolled into the formal school through CHETNA remarked that now they were able to read. When asked about how this would impact their life in future they said that if they were to unfortunately go missing, they could read the name of the place where they were and call up their parents so that they could come and take them back. They also felt that education would help them to become a "Bada Aadmi" (*A person with a high status in society*).
- ✓ In a heightened sense of responsibility, the children stated that they now realise that if anyone gets hurt, it is their responsibility to take the person to a doctor.
- ✓ The children have also come to recognise that they can study along with working and this would go to their benefit in future.
- ✓ The children who feel that they have benefited out of their involvement with CHETNA are always keen on impacting the life of other children in a positive way. A specific instance quoted by a boy was that since he was able to leave drugs after coming in contact with CHETNA, he felt duty bound to help other boys who are into addiction. He had a firm belief that if he was able to attract children to the centre they would gradually get weaned away from drugs.
- ✓ Children felt that they had developed the confidence to speak and express their views. This was quite apparent to the evaluators as well, particularly in case of children who had been through the leadership training.
- ✓ Children expressed that after coming in contact with CHETNA, children become more attracted towards education.

- ✓ The engagement of the child with CHETNA's interventions, keeps the child away from engaging in any unlawful activity.
- ✓ Children have come to realise that education would be a ladder for them to develop their own individual identity and lead a dignified life.
- ✓ A very interesting impact expressed by one of the children was that the scolding from their father had reduced. On being probed about the reason for the same, the child stated that if his father scolded him, he would report the same to the Street Coordinator who would in turn speak to his father about the same. This has over a period of time led to a reduction in his father's anger towards him.
- ✓ The children expressed that they feel a change has come about in their own behaviour – they have become less naughty
- ✓ A leader of a group mentioned that his involvement in CHETNA had led to a reduction in his own anger. Earlier he used to get angry at any small issue but that has now seen a considerable decline.
- ✓ One of the children stated “yahan aane se man laga rahta hai” (*If we come here, we feel engaged*). When asked to elaborate on this statement he said that we feel a sense of purpose in our life and thus the urge to just roam around has got reduced.
- ✓ Children mentioned that now they are aware of their rights. In fact when a stakeholder mentioned that what would happen in case if the community was demolished due to commonwealth games, she remarked that how can they trample on the rights of children. Very confidently she stated, “we would take out a rally in front of the place where the parliamentarians meet and place our charter of demands. How can the voice of the children be ignored? We have done this before and we would do it again.”
- ✓ The children felt that they were now confident about the course of action that they needed to follow in case of facing any exploitation. In one of the instances narrated, a child called up police by dialling 100 number, when his contractor refused to pay him the due amount of wage after it was released by the employer. Another instance was that of a girl who accessed the service of child line no 1098 when she faced attempt of sexual harassment from her male teacher.
- ✓ The children shared that the parents are no longer hesitant in sending them out of station if they are moving along with the CHETNA team. This has also helped them to shed their hesitation in moving. This was shared both

by girls as well as boys. Some of the girls who were not sent outside the home are also travelling to the CHETNA office to give their NIOS exam.

5.5.2. Views of the Parents about the impact of interventions on their children's lives

The views were elicited through individual as well as group meetings with parents

- ✓ Parents expressed the view that the absence of purpose in children's lives has now been substituted with a focus.
- ✓ While the children earlier whiled away their time playing with marbles or cards, they now are eager to get to education as fast as possible.
- ✓ Parents whose children had earlier dropped out from school expressed their contentment over the re-engagement of their child with the process of education after getting in contact with CHETNA. The mother of the National Secretary of Badhte Kadam felt happy that her son's life had again reassumed meaning after his contact with CHETNA which had led to his reenrolment in the education system after having dropped out from it. She further stated, "I do not stop him from going anywhere because I know it is for his benefit and for the benefit of other children. I am not at all scared."
- ✓ Schools which did not earlier enrol the children in schools are now persuaded to admit their children bringing about a whole change in the life of children.
- ✓ Parents felt that their children are now able to make calculations preventing them from being cheated when they are in the market assisting their parents in the business whether it is that of selling vegetables or selling clothes in the wholesale market.
- ✓ Interestingly the parents shared that the children were no longer willing to tolerate the fights within the home and would thus report the matter to the street coordinator for resolution. This has, in fact, made the parents more cautious of their behaviour within the home.

5.5.3. Views of Stakeholders on the Impact of Interventions on the Children's Lives

The views were elicited through individual as well as group meetings with stakeholders. The stakeholders that the evaluators interacted with included the ones who had given space for running the contact point, those who were

employers for the children, those who had supported organisation of the events by CHETNA, and community leaders.

- ✓ The stakeholders expressed the view that the children no longer roam around and engage in activities not conducive to their development.
- ✓ The stakeholders also felt that the entry to the school system has become possible because of CHETNA's interventions which have increased the prospect of a better future for the children.
- ✓ The children are more aware about their rights and feel confident in demanding them.

5.5.4. Evaluator's Views about the Impact of CHETNA's interventions

In addition to the views expressed by the children, parents and stakeholders, the evaluators' independent perception about the impact of CHETNA's interventions are presented below.

- ✓ In most of the cases parents recognise the value of CHETNA's interventions for their children and thus are willing to modify the timings of their children's engagement in the family's economic pursuit. In a daily activity schedule exercise done with a group of children who had been enrolled in the school by CHETNA, one of the children talked about how his timings of vegetable vending are altered based upon schedule of the school and contact point. There are also instances where the children have been completely relieved from the economic pursuit except during the school vacations. In all fairness it would be important to mention that in some cases the organisation is also still persuading the parents to adopt such a facilitative attitude. An example is that of a girl of 10 years who is extremely keen on coming to the contact point but the conditionality has been imposed by the father that unless she finishes the home tasks she is not permitted to go out and if she dares to do so then she is physically beaten up. On the day of the field visit this girl was present at the contact point and it was she who narrated this experience. The evaluators observed that despite this constraint she was trying to make maximal use of the timing that she was there at the contact point.
- ✓ The confidence exuberated by the children who had been or were leaders at their contact points was remarkable. They had clarity about their role and experienced an increased sense of responsibility and self esteem.
- ✓ The leadership skills possessed by the executive members of Badhte Kadam were noteworthy. During the course of field visits, while the evaluators

were interacting with a group of children, the Badhte Kadam office bearers would, on their own, constructively engage the other children in such a remarkable manner that reflected a high degree of skill and motivation.

- ✓ Some of the children had developed the skill of reporting and creative writing through their engagement in the children's newspaper, Balaknama.
- ✓ The sense of empowerment was clearly visible especially in the children who had been through the leadership training in Dehradun. In fact a statement that has been quoted earlier in respect of the strategy that would be adopted by children if their community was to face demolition is a clear reflection of the sense of empowerment. The insistence despite the adults dissuading comments that such strategies do not yield the desired results had no dampening effect on the spirits of children. One of the children also mentioned that a rally would be taken out in protest against non allocation of funds for children while the government was opening up its pockets generously for the commonwealth games.
- ✓ The inhibitions of interaction with the police appear to have been shed in the case of some of the children, courtesy the platform that had been provided to them for interface with the police. A child remarked, "Humne to haath milaya tha police se. Unhone hame kaha ki koi bhi mushkil ho to hamare pas aa jana, hume dekhkar bhagna nahin." (*We shook hands with the police. They told us that in case of any difficulty we could go to them and that we should not run away on seeing them.*)
- ✓ The children had a clear idea about the democratic process of election and how important it was to take the verdict in a positive manner. The evaluators were amazed at the manner in which a boy who had lost the election for the National Secretary of Badhte Kadam to another boy from his contact point was able to talk about this process without a sense of remorse.
- ✓ When the children at a contact point were made to visualise their dreams for the future, the dreams ranged from wanting to be a doctor, teacher, cricketer, chief minister. However on the other side of it the manner in which they would be able to realise those dreams was not so clear to them at this point. When asked about the challenges that they may face in realising these dreams, the only challenge mentioned by them was the absence of money.
- ✓ The parents had developed a confidence on the street coordinators and other staff of CHETNA and were thus willing to allow their children to go to any place along with them. The parents also mentioned that when their

children are taken out of station, they are given the opportunity to speak to their parents once in a day.

- ✓ Children had learnt to accommodate study as part of their daily routine and assign due priority to it. In an exercise with small children on their daily schedule, they allocated their first slot of the day (5 am to 6 am) for their study. All other household tasks that they were expected to undertake were carried on later. The children enrolled in school would try and make the best of both – the school as well as the contact point. Even if it was possible for them to come to the contact point for a while they would do so.
- ✓ The evaluators witnessed that the stakeholders were sensitised towards the importance of education. They were providing space for the contact point, for keeping the box which contains all the material related to the contact point, equipment in cases of special celebrations. They were not willing to compromise on the children's education even if it meant altering their own schedule in cases where they had given space for running the centre. The priest of the temple who had given his space for running the contact point in Shakur Basti-I stated that even though special prayers were to begin from the following week, their timing would be fixed up in such a manner that the contact point was not disturbed. In case if someone was disturbing the functioning of the contact point, they would take it upon themselves to ensure the smooth functioning. One of the stakeholders remarked that even if the community was to be relocated, they would take the CHETNA team along with them considering the value addition that had happened in their life because of them.
- ✓ The children, by virtue of being members of Badhte Kadam, had the confidence and ability to hold their leaders accountable for any lapse on their part. In a contact point, one child questioned the national president for the delayed response in respect of handling the case of a lost child.
- ✓ In a few cases, considering the long distance that the girls have to travel to be able to reach school, parents have arranged for a rickshaw. This reflects a shift in the parents' commitment as much as the willingness to educate the girl children.

5.6. Efficiency of interventions

Ideally, the efficient use of resources / per-unit cost of interventions have to be calculated by dividing the number of participants with the total project cost. However, in the present case, an attempt has been made by the evaluators to calculate per unit cost based on the cost incurred on each programme, which does not include staff salary and expenses on infrastructure. As all program

components are being implemented with the help of regular staff using the existing infrastructure, it will be unrealistic to divide staff salary and expenses on infrastructure equally or proportionally among each of the program components. On the basis of the above the cost per unit is presented below in the form of a table.

Table No. 2: Programme cost incurred per unit

	Proposed activity	Budget	Expenses	Number of beneficiaries	Per unit cost
1	Running learning points at 22 locations + study material cost	163680 + 79440	136020+ 62858=198878	22 centres (584 children)	341/- per child
2	Recreation activities at contact points.	109728	97632	296 activities (5920)	330/- per event
3	Purchasing of first aid box	20090	18291	2046 children	9/- per child
4	Meeting with local stakeholders	28576	25615	182 meetings	141/- per meeting
5	Meeting with parents	85728	55251	572 meetings	97/- per meeting
6	Developing Vocational skills among young person	6000	5219	5	1044/- per child
7	Linking 200 new children to formal schools	435000	203228	625 linked to formal education	325/- per child
8	Thematic exposure visit	35720	29751	14 visits (700 children)	2125/- per visit

9	Thematic life skill workshops	22800	27130	303 events (4297 children)	90/- per event
10	Emergency medical treatment for children	21800	8660	121 children	72/- per child
11	Capacity building workshop	154000	158899	4 events (76 participants)	39725 per event
12	Dispensary visit	8430	6562	33 visits	199/- per visit
13	Children police meeting	7080	6370	18 visits	354/- per meeting
14	Interface with community, media,	20700	21667	10 visits (437 children)	2167/- per visit
15	Interface with Government & NGO bodies.	33100			
16	Training of Local police	23250	8169	4 trainings (250 police personnel)	2042/- per training program
17	Support group meeting	62640	51882	1397	37/- per meeting
18	Core committee meeting	50400		48	1050/- per meeting
19	Publish Balaknama news	42000	31507	8 issues	3938/- per issue
20	Special events during days of National/International importance	35200	27643	12 events (800 children)	2304/- per event

21	Capacity building education	18900	19272	6 events (43 children)	3212/- per program
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- ✓ The above table reveals that all the programs are being run in a cost effective manner by the organisation.
- ✓ The learning centres which are the principal points from which other programs emanate are also a clear reflection of the economic use of resources.
- ✓ The organisations sometimes find innovative ways of making use of opportunities to bridge the resource gap, such as utilizing the time of Leadership Training in Dehradun to run a parallel staff training session in the hall adjacent to it.
- ✓ While taking the children for exposure visits, the organization combines two or more groups from adjacent locations so that additional expenditure on hiring vehicle, etc. could be minimized.

5.7. Conclusions.

The evaluation process has distinctly brought out the fact that the CHETNA-PHF project is catering to children with multiple vulnerabilities. Further, the interventions are to a large extent relevant in addressing the vulnerabilities of the client group. The areas of re-examination have been pointed out. The interventions have distinct objectives even though not spelt out in written. The evaluators, on the basis of their findings can conclude that these interventions are significantly effective in fulfilling their objectives. The children, parents, stakeholders and the evaluators themselves are able to see a discernible impact on the lives of children as a consequence of these interventions. **The evaluators thus conclude that the project should be continued, consolidated and expanded keeping in view certain modifications and additions as suggested in the following section.**

VI. Recommendation

- ✓ Interventions would have to be modified based upon the specificity of the contact point rather than being of an exactly similar nature at all the contact points. For instance, in case of contact points where a substantial number of children have been enrolled into the formal school system, instead of seizing to call them as the beneficiaries of the project, they should be worked with in order to ensure the desirable results. To provide another illustration, where children continue to consistently be at the same level in the learning centre, inputs have to be designed that cater to the reasons for such stagnation.
- ✓ A persistent question which the organisation faces is whether it has been able to reach out to all vulnerable children in their project area. It is believed that since most of the contact points are located in industrial areas, there could be children not living with their families in the community but working in such industries. It needs to be ascertained if there are such children and if such be the case then appropriate interventions need to be designed for them.
- ✓ The objectives of each intervention should be clearly spelt out in a written form. This would enable a greater understanding amongst the staff members as well as facilitate the process of evaluation.
- ✓ Strong advocacy campaign is required seeking an enforcement of the government order on the non-requirement of documents such as birth certificate at the time of admission.
- ✓ Formal education on its own is not sufficient for bringing about vulnerability reduction. Intensive work is required to be carried on in respect of children who are enrolled in the formal school.

Formal Education + 'x' = Vulnerability Reduction,

'x' =

- Remedial education
- Creation of a school environment
- Active involvement of the parents in the school system with facilitation from street coordinator.
- Consistent follow up of children's progress

- ✓ Separate individuals would have to be appointed to provide remedial education to the children since the present system of including it as part of the portfolio of the street coordinators is not feasible given their existing workload.
- ✓ Felicitation of children who are academically performing well in the formal school would serve as an encouragement.
- ✓ For children studying in higher classes, a mentorship program could be thought of with a view to provide them the needed support to pursue further education.
- ✓ If instances of sexual harassments are reported in schools, the organisation should handle such issues strategically. The concerned student should be helped to overcome the trauma and at the same time, appropriate measures of deterrence should also be initiated.
- ✓ A mobile library could be introduced for the children since the contact points are within reachable distance. Story books of different levels would further enthuse the children towards education.
- ✓ Basic facilities like fan, provision for drinking water at contact points is desirable in peak summers but would have to be considered in the light of the organisational philosophy.
- ✓ Given the fact that NIOS is emerging as a viable alternative for children who want to study while working, the organisation could pursue this more intensively. The contact classes would also have to be strengthened accordingly and preferably held at a central place close to the contact points in West Delhi. Other facilitation required for pursuing education from NIOS would also have to be examined and accordingly weaved into the project.
- ✓ Entrepreneurship training for the children who are above the age of 15 years could be planned. This may also help them to enhance the income from the existing occupations being practiced by their family members. The organisation could either take up this initiative on their own or network with other organisations so as to enable the desired input.
- ✓ Given the limited understanding with respect to life skill education among the street coordinators, a module with respect to life skill education could be developed or adapted to cater to the specific context of children. Training should thereafter be imparted to the street coordinators with respect to it.

- ✓ The interface with the government, which is currently a programme component, needs to happen at a local level so as to address concerns which directly or indirectly affect the life of children. To provide an illustration of the same, if water is a concern in Raghuvir Nagar, an interface with the elected representatives may help to ease out the problem to a certain extent and thereby positively affect the life of children as well. Similarly if one of the Child Welfare Committee members is invited to the contact to explain their role, it could be helpful to children if a need of such a nature ever arises.
- ✓ The frequency of the stakeholder meetings should be reconsidered in consultation with the street coordinators. The agenda for the same should be clearly drawn out so as to give the stakeholders a sense of purpose.
- ✓ Parents' meetings could serve as a useful forum for discussing parental concerns for children of various ages. The street coordinators would have to be equipped in order to facilitate such discussions effectively. Meetings with the parents should be viewed from the perspective of their potential in sustaining the inputs made by the organisation
- ✓ Regular reinforcement of inputs received by the children during the leadership training should be planned. In fact given the relevance of such trainings the number of children who stand to benefit from it could be increased by organising an additional programme.
- ✓ The boundaries of emergency medical assistance would need to be defined.
- ✓ The frequency of health centre and police station visit should be increased and at least made twice in a year.
- ✓ At certain contact points, children are addicted to drugs for a variety of reasons. This issue should be addressed in an appropriate manner.
- ✓ Alcoholism amongst adults seems to be plaguing the positive effects of interventions. The organization should debate on this issue and develop its own policy in respect of how would like to view this.
- ✓ To address situations of extreme hunger which were visible in one of the communities, the organisation could think of innovative ways without creating a sense of dependency. One of the suggestions that could be explored for its feasibility is issuance of tokens to children who are present at the learning centre for a minimum of two hours.

- ✓ To understand the long term impact of the interventions, a longitudinal research could be carried out. This would also help to standardize practice models.
- ✓ An objective assessment would need to be made of the workload of a street coordinator and if required a supportive assistance could be made available with a clear cut task distinction. For two street coordinators one supportive assistance could be appointed so as to ensure unhindered inputs at the contact point.
- ✓ The present remuneration being received by the field staff, specially the street coordinators and assistant project coordinator is not commensurate with the nature of work being undertaken by them and moreover, not in accordance with the minimum wages for semi skilled workers, as well. The current remuneration ranges from Rs. 4300/- to Rs 5300/- Given this backdrop, the wages should be necessarily enhanced. Given this backdrop, the wages should be necessarily enhanced.

VII. Appendices

7.1. A brief description of some of the participatory exercises used in the evaluation

Name of the Participatory Exercise	Description of the Exercise
Daily Activity Schedule	Visual Depiction of Activities on a Daily Basis
Dream Map	Depicts the future aspirations of the people
Gender Role Analysis	Analyses the tasks performed by men, women, male and female children within the community
Significant Adults Exercise using Chappati Diagram,	Depicts a prioritisation of significant adults that children come across in their daily lives
Exercises for Impact Analysis	Captures the changes perceived by the people as a result of the interventions

7.2. Frame Work for Interaction with the Parents

- Basic information about the community including the place of origin, duration of settlement, economic life, availability of infrastructural facilities, status of the community (authorised/ unauthorised), education and health facilities in the vicinity of the area.
- Engagement of children prior to CHETNA's intervention and current engagement of children
- Changes they perceive in the child after engagement with CHETNA
- Parental initiatives to educate their children prior to CHETNA's intervention
- Frequency of parents' meeting and agenda for discussion
- Parental expectations from Organisation
- Perception of parents regarding the future interventions of the organisation.

7.3. Frame work for interaction with the Stakeholders

- Role of stakeholders in facilitating the running of contact points.
- Nature and frequency of interaction of street coordinators with Stakeholders.
- Agenda of Stakeholder Meetings and nature of discussion therein.
- Perceived impact of interventions on the lives of children.

7.4. Photographs related to field visits and participatory exercises.

Figure 1 Significant Adults Exercise using Chappati Diagram



Figure 2: Children Using Worksheets



Figure 3: Gender Role Exercise



Figure 4: Impact Assessment Exercise



(Handwritten notes on a piece of paper placed over the patient's leg)

- डीजे के मांस से ओकषित
- Dance
- रोकना
- Dehydration की लग
- (left drugs)

(Diagram showing a stick figure with arrows pointing to various conditions and treatments)

- वो दमों को सुधारने की कोशिश करेगा
- बोलने की क्षमता बढ़ाई की तरफ ज्यादा आता है क्योंकि कमजोर होगा
- सालन कामों से दूर रहेगा
- छड़ा आदमी
- इंजनदार जिम्दारी जी रखेगा
- अपनी स्क फेचान लेगा

(Additional handwritten notes at the top right of the page)

डूल् का मारल
अच्छा नहीं है
- BK needs to be more active.

Figure 7: Badte Kdham Secretary Engaging Children



Figure 8: Individual Interaction with Children



Figure 9: Daily Schedule Exercise



Figure 10: Teaching Aids being Used in Contact Points



