



# URBAN SITUATION ANALYSIS

# TOOLKIT

Annexes 1–7



## BEFORE USING THIS TOOLKIT

The content in the *Urban Situation Analysis Toolkit* is a guide for capturing ground realities and perspective from various stakeholders in any urban geography. The *Toolkit* works hand-in-hand with the *Urban Situation Analysis Guide*. Please read the *Guide* first, and then refer to the related annexes in this *Toolkit*.

The tools provided in this *Urban Situation Analysis Toolkit* were piloted in three Indian cities; Mumbai, Chennai and Bengaluru. They may require customisation or re-designing depending on urban programming options (*please refer to the Guide for urban programming options*). They can also be adapted to unique geographical settings, and socio-political and cultural contexts in different cities, towns and other urban environments.

For development practitioners conducting an urban situation analysis, it is important to do exhaustive secondary research before primary data collection (*see Part 2 in the Guide*). Secondary data will help an Urban Situation Analysis Team understand how they can customise the primary data collection tools outlined in this *Toolkit*.

We advise using trained and experienced researchers when conducting primary data collection. Interviewers should be aware of Save the Children's child safeguarding protocols and screened for child safety.



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# ANNEX 1

## DEFINING URBAN IN DIFFERENT COUNTRIES

SOURCE: *United Nations Demographic Yearbook 2005, Table 6<sup>1</sup>*

### AFRICA

**Botswana:** Agglomeration of 5000 or more inhabitants where 75% of the economic activity is non-agricultural.

**Burundi:** Commune of Bujumbura.

**Comoros:** Administrative centres of prefectures and localities of 5000 or more inhabitants.

**Egypt:** Governorates of Cairo, Alexandria, Port Said, Ismailia, Suez, frontier governorates and capitals of other governorates, as well as district capitals (Markaz).

**Equatorial Guinea:** District centres and localities with 300 dwellings and/or 1500 inhabitants or more.

**Ethiopia:** Localities of 2000 or more inhabitants.

**Liberia:** Localities of 2000 or more inhabitants.

**Malawi:** All townships and town planning areas and all district centres.

**Mauritius:** Towns with proclaimed legal limits.

**Niger:** Capital city, capitals of the departments and districts.

**Senegal:** Agglomerations of 10,000 or more inhabitants.

**South Africa:** Places with some form of local authority.

**Sudan:** Localities of administrative and/or commercial importance or with population of 5000 or more inhabitants.

**Swaziland:** Localities proclaimed as urban.

**Tunisia:** Population living in communes.

**United Republic of Tanzania:** 16 gazetted townships.

**Zambia:** Localities of 5000 or more inhabitants, the majority of whom all depend on non-agricultural activities.

1 [https://unstats.un.org/unsd/demographic/sconcerns/densurb/Defintion\\_of\\_Urban.pdf](https://unstats.un.org/unsd/demographic/sconcerns/densurb/Defintion_of_Urban.pdf)

## AMERICA, NORTH

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**Canada:** Places of 1000 or more inhabitants, having a population density of 400 or more per square kilometre.

**Costa Rica:** Administrative centres of cantons.

**Cuba:** Population living in a nucleus of 2000 or more inhabitants.

**Dominican Republic:** Administrative centres of municipalities and municipal districts, some of which include suburban zones of rural character.

**El Salvador:** Administrative centres of municipalities.

**Greenland:** Localities of 200 or more inhabitants.

**Guatemala:** Municipality of Guatemala Department and officially recognised centres of other departments and municipalities.

**Haiti:** Administrative centres of communes.

**Honduras:** Localities of 2000 or more inhabitants, having essentially urban characteristics.

**Mexico:** Localities of 2500 or more inhabitants.

**Nicaragua:** Administrative centres of municipalities and localities of 1000 or more inhabitants with streets and electric light.

**Panama:** Localities of 1500 or more inhabitants having essentially urban characteristics. Beginning 1970, localities of 1500 or more inhabitants with such urban characteristics as streets, water supply systems, sewerage systems and electric light.

**Puerto Rico:** Agglomerations of 2500 or more inhabitants, generally having population densities of 1000 persons per square mile or more. Two types of urban areas: urbanised areas of 50,000 or more inhabitants and urban clusters of at least 2500 and less than 50,000 inhabitants.

**United States:** Agglomerations of 2500 or more inhabitants, generally having population densities of 1000 persons per square mile or more. Two types of urban areas: urbanised areas of 50,000 or more inhabitants and urban clusters of at least 2500 and less than 50,000 inhabitants.

**US Virgin Islands:** Agglomerations of 2500 or more inhabitants, generally having population densities of 1000 persons per square mile or more. Two types of urban areas: urbanised areas of 50,000 or more inhabitants and urban clusters of at least 2500 and less than 50,000 inhabitants. (As of Census 2000, no urbanised areas are identified in the US Virgin Islands.)

## AMERICA, SOUTH

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**Argentina:** Populated centres with 2000 or more inhabitants.

**Bolivia:** Localities of 2000 or more inhabitants.

**Brazil:** Urban and suburban zones of administrative centres of municipalities and districts.

**Chile:** Populated centres which have definite urban characteristics such as certain public and municipal services.

**Ecuador:** Capitals of provinces and cantons.

**Falkland Islands (Malvinas):** Town of Stanley.

**Paraguay:** Cities, towns and administrative centres of departments and districts.

**Peru:** Populated centres with 100 or more dwellings.

**Suriname:** Paramaribo town.

**Uruguay:** Cities.

**Venezuela, Bolivarian Republic:** Centres with a population of 1000 or more inhabitants.

## ASIA

**Armenia:** Cities and urban-type localities, officially designated as such, usually according to the criteria of number of inhabitants and predominance of agricultural, or number of non-agricultural workers and their families.

**Azerbaijan:** Cities and urban-type localities, officially designated as such, usually according to the criteria of number of inhabitants and predominance of agricultural, or number of non-agricultural workers and their families.

**Bahrain:** Communes or villages of 2500 or more inhabitants.

**Cambodia:** Towns.

**China:** Cities only refer to the cities proper of those designated by the State Council. In the case of cities with district establishment, the city proper refers to the whole administrative area of the district if its population density is 1500 people per kilometre or higher; or the seat of the district government and other areas of streets under the administration of the district if the population density is less than 1500 people per kilometre. In the case of cities without district establishment, the city proper refers to the seat of the city government and other areas of streets under the administration of the city. For the city district with the population density below 1500 people per kilometre and the city without district establishment, if the urban construction of the district or city government seat has extended to some part of the neighbouring designated town(s) or township(s), the city proper does include the whole administrative area of the town(s) or township(s).

**Cyprus:** Urban areas are those defined by local town plans.

**Georgia:** Cities and urban-type localities, officially designated as such, usually according to the criteria of number of inhabitants and predominance of agricultural, or number of non-agricultural workers and their families.

**India:** Towns (places with municipal corporation, municipal area committee, town committee, notified area committee or cantonment board); also, all places having 5000 or more inhabitants, a density of not less than 1000 persons per square mile or 400 per square kilometre, pronounced urban characteristics and at least three fourths of the adult male population employed in pursuits other than agriculture.

**Indonesia:** Places with urban characteristics.

**Iran (Islamic Republic of):** Every district with a municipality.

**Israel:** All settlements of more than 2000 inhabitants, except those where at least one-third of households, participating in the civilian labour force, earn their living from agriculture.

**Japan:** City(s) having 50,000 or more inhabitants with 60% or more of the houses located in the main built-up areas and 60% or more of the population (including their dependants) engaged in manufacturing, trade or other urban type of business. Alternatively, a city having urban facilities and conditions as defined by the prefectural order is considered as urban.

**Kazakhstan:** Cities and urban-type localities, officially designated as such, usually according to the criteria of number of inhabitants and predominance of agricultural, or number of non-agricultural workers and their families.

**Korea, Republic of:** Population living in cities irrespective of size of population.

**Kyrgyzstan:** Cities and urban-type localities, officially designated as such, usually according to the criteria of number of inhabitants and predominance of agricultural, or number of non-agricultural workers and their families.

**Malaysia:** Gazetted areas with population of 10,000 and more.

**Maldives:** Malé, the capital.

**Mongolia:** Capital and district centres.

**Pakistan:** Places with Municipal Corporation, town committee or cantonment.

**Sri Lanka:** Urban sector comprises of all municipal and urban council areas.

**Syrian Arab Republic:** Cities, Mohafaza centres and Mantika centres, and communities with 20,000 or more inhabitants.

**Tajikistan:** Cities and urban-type localities, officially designated as such, usually according to the criteria of number of inhabitants and predominance of agricultural, or number of non-agricultural workers and their families.

**Thailand:** Municipal areas.

**Turkey:** Population of settlement places, 20,001 and over.

**Turkmenistan:** Cities and urban-type localities, officially designated as such, usually according to the criteria of number of inhabitants and predominance of agricultural, or number of non-agricultural workers and their families.

**Uzbekistan:** Cities and urban-type localities, officially designated as such, usually according to the criteria of number of inhabitants and predominance of agricultural, or number of non-agricultural workers and their families.

**Vietnam:** Urban areas include inside urban districts of cities, urban quarters and towns. All other local administrative units (communes) belong to rural areas.

## EUROPE

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**Albania:** Towns and other industrial centres of more than 400 inhabitants.

**Austria:** Communes of more than 5000 inhabitants.

**Belarus:** Cities and urban-type localities, officially designated as such, usually according to the criteria of number of inhabitants and predominance of agricultural, or number of non-agricultural workers and their families.

**Bulgaria:** Towns, that is, localities legally established as urban.

**Czech Republic:** Localities with 2000 or more inhabitants.

**Estonia:** Cities and urban-type localities, officially designated as such, usually according to the criteria of number of inhabitants and predominance of agricultural, or number of non-agricultural workers and their families.

**Finland:** Urban communes. 1970: Localities.

**France:** Communes containing an agglomeration of more than 2000 inhabitants living in contiguous houses or with not more than 200 metres between houses, also communes of which the major portion of the population is part of a multi-communal agglomeration of this nature.

**Greece:** Population of municipalities and communes in which the largest population centre has 10,000 or more inhabitants. Including also the population of the 18 urban agglomerations, as these were defined at the census of 1991, namely: Greater Athens, Thessaloniki, Patra, Iraklio, Volos, Chania, Irannina, Chalkida, Agrinio, Kalamata, Katerini, Kerkyra, Salamina, Chios, Egio, Rethymno, Ermoupolis, and Sparti.

**Hungary:** Budapest and all legally designated towns.

**Iceland:** Localities of 200 or more inhabitants.

**Ireland:** Cities and towns including suburbs of 1500 or more inhabitants.

**Latvia:** Cities and urban-type localities, officially designated as such, usually according to the criteria of number of inhabitants and predominance of agricultural, or number of non-agricultural workers and their families.

**Lithuania:** Urban population refers to persons who live in cities and towns, i.e., the population areas with closely built permanent dwellings and with the resident population of more than 3000 of which two-thirds of employees work in industry, social infrastructure and business. In a number of towns the population may be less than 3000 since these areas had already the states of “town” before the law was enforced (July 1994).

**Netherlands:** Urban: Municipalities with a population of 2000 and more inhabitants. Semi-urban: Municipalities with a population of less than 2000 but with not more than 20% of their economically active male population engaged in agriculture, and specific residential municipalities of commuters.

**Norway:** Localities of 200 or more inhabitants.

**Poland:** Towns and settlements of urban type, e.g. workers' settlements, fishermen's settlements, health resorts.

**Portugal:** Agglomeration of 10,000 or more inhabitants.

**Republic of Moldova:** Cities and urban-type localities, officially designated as such, usually according to the criteria of number of inhabitants and predominance of agricultural, or number of non-agricultural workers and their families.

**Romania:** Cities, municipalities and other towns.

**Russian Federation:** Cities and urban-type localities, officially designated as such, usually according to the criteria of number of inhabitants and predominance of agricultural, or number of non-agricultural workers and their families.

**Slovakia:** 138 cities with 5000 inhabitants or more.

**Spain:** Localities of 2000 or more inhabitants.

**Switzerland:** Communes of 10,000 or more inhabitants, including suburbs.

**Ukraine:** Cities and urban-type localities, officially designated as such, usually according to the criteria of number of inhabitants and predominance of agricultural, or number of non-agricultural workers and their families.

## OCEANIA

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**American Samoa:** Agglomerations of 2500 or more inhabitants, generally having population densities of 1000 persons per square mile or more. Two types of urban areas: urbanised areas of 50,000 or more inhabitants and urban clusters of at least 2500 and less than 50,000 inhabitants. (As of Census 2000, no urbanised areas are identified in American Samoa.)

**Guam:** Agglomerations of 2500 or more inhabitants, generally having population densities of 1000 persons per square mile or more, referred to as “urban clusters”.

**New Caledonia:** Nouméa and communes of Païta, Nouvel Dumbéa and Mont-Dore.

**New Zealand:** All cities, plus boroughs, town districts, townships and country towns with a population of 1000 or more.

**Northern Mariana Islands:** Agglomerations of 2500 or more inhabitants, generally having population densities of 1000 persons per square mile or more. Two types of urban areas: urbanised areas of 50,000 or more inhabitants and urban clusters of at least 2500 and less than 50,000 inhabitants.

**Vanuatu:** Luganville centre and Vila urban.

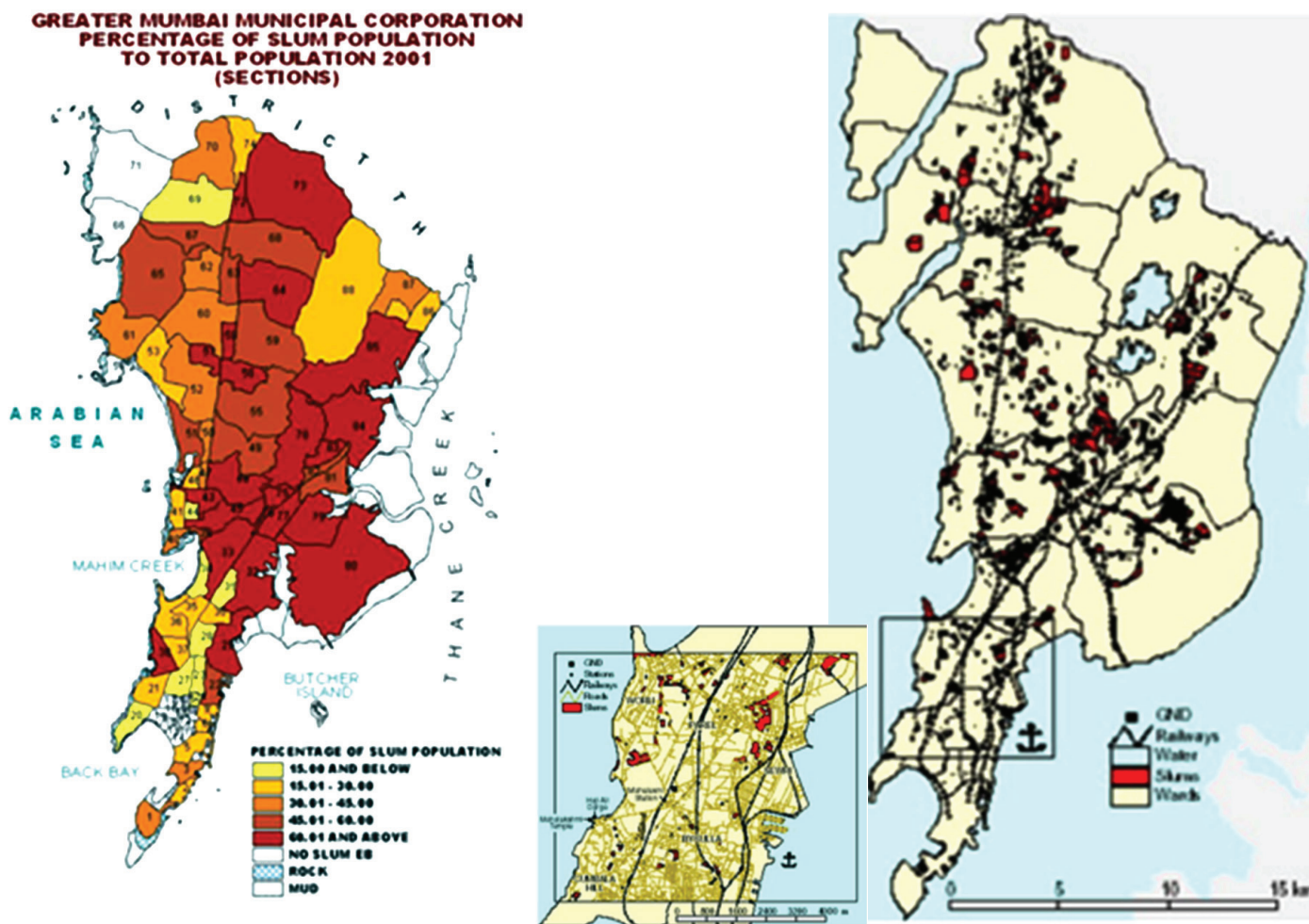


# ANNEX 2

# EXAMPLES OF VULNERABILITY MAPPING IN CITIES

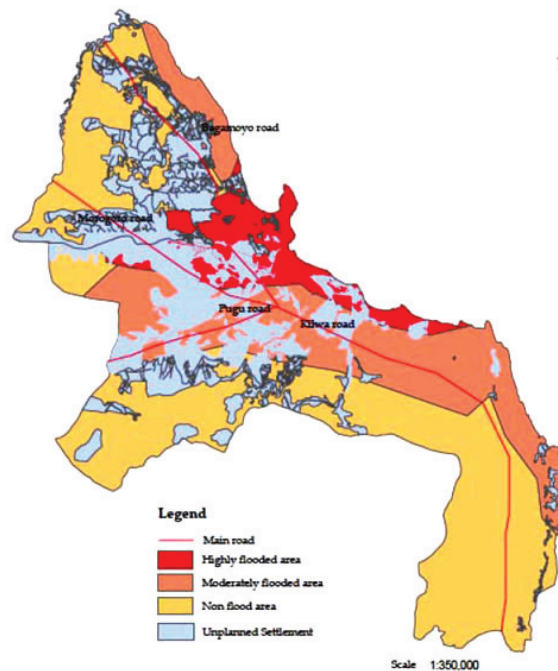
## GREATER MUMBAI, INDIA

This map represents the slum areas of Greater Mumbai. Out of 24 wards (administrative divisions), there are five wards where more than 70% of the population live in slums and six wards where 50–70% of the population live in slums. Of these 11 wards, five are in the eastern suburbs, four are in the western suburbs, and two are in the city.



## DAR ES SALAAM, TANZANIA

This map represents the flood-hazard zone and urban poor settlements of Dar Es Salaam in Tanzania.<sup>2</sup> It indicates that the majority of unplanned settlements in this city are located in highly and moderately flooded areas.



## RIO DE JANEIRO, BRAZIL

This map represents the distribution of three racial categories in the South Zone of Rio de Janeiro: white people in blue; mixed-race people in green; black people in red. It shows the concentration of white people in the beachside neighbourhoods of South Zone to be extremely high, at 80%. In Rio de Janeiro, white people are also generally the most affluent and Rio's richest neighbourhood, Lagoa, has a 90% white population. This contrasts starkly with the racial profile of the city as a whole, which is made up of 50% of black or mixed-race people. Black people mostly live in the North and West Zones, with points of concentration across the city, known as favelas (shanty towns).<sup>3</sup>



<sup>2</sup> [http://siteresources.worldbank.org/INTURBANDEVELOPMENT/Resources/336387-1306291319853/CS\\_Dar\\_Es\\_Salaam.pdf](http://siteresources.worldbank.org/INTURBANDEVELOPMENT/Resources/336387-1306291319853/CS_Dar_Es_Salaam.pdf)

<sup>3</sup> <http://www.rioonwatch.org/?p=25311#prettyPhoto>

## TYPICAL DESCRIPTION OF A VULNERABLE NEIGHBOURHOOD IN THE CITY OF BENGALURU, INDIA<sup>4</sup>

Location	Vulnerable groups	Names of NGOs working and their areas of work	Vulnerability (issues and concerns)
Areas surrounding Majestic Bus Stand, Railway Station and Gandhi Nagar	<ul style="list-style-type: none"> <li>❖ Children living on streets</li> <li>❖ Adolescent girls</li> <li>❖ Disabled children</li> <li>❖ Child labour</li> <li>❖ Children living in slums/squatters</li> </ul>	<p><b>Bosco</b></p> <ul style="list-style-type: none"> <li>❖ Child rescue – running two centres, especially for girls</li> <li>❖ Education and healthcare</li> <li>❖ Vocational training</li> </ul> <p><b>Upasana Child Trust</b></p> <ul style="list-style-type: none"> <li>❖ Child rescue and rehabilitation</li> <li>❖ Counselling</li> </ul> <p><b>SATHI</b></p> <ul style="list-style-type: none"> <li>❖ Child rescue, shelters, rehabilitation</li> <li>❖ Vocational training</li> </ul>	<ul style="list-style-type: none"> <li>❖ First-time homeless children are extremely vulnerable. They are easily seduced into illegal activities by older children and criminals who usually thrive in these locations. Most of the cases presented in front of the Child Welfare Committees come from these areas. There are also cases of forced begging and trafficking.</li> <li>❖ Poor living conditions and lack of toilets, bathing and health facilities for street children.</li> <li>❖ Neglect and lack of infrastructure for children with a disability in schools and homes.</li> <li>❖ No education facility for street children in these locations or in the vicinity.</li> <li>❖ These children are malnourished, many are living with HIV, and some have suicidal tendencies.</li> <li>❖ Children consume drugs and there is a lack of intervention by governments and NGOs to tackle drug addiction.</li> <li>❖ Homeless girls aged 16–21 are the most vulnerable. Yet the rescue staff and Government Railway Police and Railway Protection Force staff are mostly men. More women staff are needed to help rescue these girls.</li> </ul>

<sup>4</sup> Child Rights Situation Analysis of Urban Vulnerable Children in Bengaluru, Chennai and Mumbai, 2013, Save the Children India (unpublished).

## ANNEX 3

# DISCUSSION GUIDE FOR IN-DEPTH INTERVIEWS WITH DUTY BEARERS<sup>5</sup>

**NOTE FOR THE MODERATOR: SECTIONS 1, 2, 3, 4, 8 AND 9 ARE COMMON SECTIONS. THESE QUESTIONS SHOULD BE ASKED TO ALL DUTY BEARERS. ASK ABOUT THE NEED GAPS ONLY TOWARDS THE END OF THE DISCUSSION**

<p>1. Background</p>	<p><b>Approach:</b></p> <ul style="list-style-type: none"> <li>❖ Introduction (where you are coming from)</li> <li>❖ Thanks for participating in the research</li> <li>❖ Explain the purpose of research</li> <li>❖ Confidentiality of information</li> </ul> <p><b>OBJECTIVE OF INTERVIEWS WITH DUTY BEARERS:</b> <i>For moderator's knowledge</i></p> <p>It is necessary to identify the duty bearers in the government system who are responsible for ensuring children's rights are respected, protected and fulfilled, and assess the type of interventions they are working on:</p> <ul style="list-style-type: none"> <li>❖ First-hand information from the stakeholders about the status of vulnerable children based on their experience – <b>MODERATOR TO ALSO TRY AND COLLECT HARD/ SOFT COPIES OF ANY RELEVANT DATA AVAILABLE WITH THE DUTY BEARER.</b> [please carry city map to administer questions under Section 3 (<i>below</i>)].</li> <li>❖ Understand different types of interventions with them.</li> <li>❖ Identify the legislations.</li> <li>❖ Identify the gaps and how these gaps can be bridged.</li> </ul>
<p>2. Warm up and introduction</p> <p>Brief understanding of the work handled by the duty bearer</p>	<ul style="list-style-type: none"> <li>❖ Please tell me about yourself?</li> <li>❖ How long have you been working in this department?</li> </ul> <p><b>Occupation responsibilities:</b></p> <ul style="list-style-type: none"> <li>❖ Can you tell us about your department? What kind of work is handled by your department?</li> <li>❖ Can you now tell me specifically about your role? What does a normal working day look like?</li> <li>❖ Is there any special training in your job? What kind of training? <b>MODERATOR TO NOTE IF ANY TRAINING IS PROVIDED ON CHILD-RELATED ISSUES OR PROGRAMS.</b></li> <li>❖ Could you describe the kind of work you do?</li> </ul> <p>♦ <b>MODERATOR TO NOTE: TO PROBE AS PER RESPONDENT JOB ROLE</b></p>

<sup>5</sup> This tool was used for conducting duty bearer interviews for the Child Rights Situation Analysis of Urban Vulnerable Children in Bengaluru, Chennai and Mumbai, 2013, Save the Children India (unpublished).

	<ul style="list-style-type: none"> <li>▸ What kind of people do you interact with?</li> <li>▸ How many people do you have to supervise?</li> <li>▸ What does the work involve in terms of physical and mental stress, and the type of people you work for, etc?</li> <li>▸ What are the common concerns regarding the work?</li> <li>▸ What kind of challenges do you face on a daily basis and how do you deal with them?</li> </ul> <ul style="list-style-type: none"> <li>❖ How much focus is given to child-related issues?</li> <li>❖ Do child-related issues constitute an important part of the work in your department?</li> <li>❖ Can you please elaborate on this?</li> </ul>
<p><b>3. Mapping of slums and vulnerable groups</b></p> <p>To be asked to municipality and city government</p>	<ul style="list-style-type: none"> <li>❖ We would like to get some help from you to plot the major slums and the concentration of vulnerable populations living there. <b>MODERATOR TO REQUEST THE OFFICER SHARE THE PUBLISHED AND UNPUBLISHED DATA ON ALL INFORMATION GATHERED DURING THIS SESSION.</b></li> <li>❖ Can you please list the number of slums and administrative divisions in your area?</li> <li>❖ Is it possible to locate them on a map?</li> <li>❖ Of these, which are the most undeveloped or the most economically vulnerable places?</li> <li>❖ Which slum areas have the maximum number of NGOs or civil society organisations working in them?</li> <li>❖ Which slum areas have the minimum number of NGOs or civil society organisations working in them?</li> <li>❖ Which are the areas that are vulnerable and causes for their vulnerability? We are looking for areas where government and/or NGOs are few or absent. <b>MODERATOR SHOULD ALSO PROBE ON THE VARIOUS TYPES OF HAZARDS THESE AREAS ARE PRONE TO.</b></li> <li>❖ Now let's look into the services provided in these communities by the government and other external agencies (eg: NGOs, voluntary organisations). Can you help us map these services (health, water, sanitation, nutrition, education and protection) in the most vulnerable slums?</li> <li>❖ What type of physical infrastructure (health, water, sanitation, nutrition, education and protection) is available for these communities by the government and other external agencies?</li> </ul> <p><b>MODERATOR TO IDENTIFY THE MOST UNDEVELOPED AND VULNERABLE SLUM AREAS OF THE CITY USING THIS INFORMATION.</b></p> <ul style="list-style-type: none"> <li>❖ Can you share the demographic information available for these areas? For example, gender, age, people living with a disability.</li> <li>❖ Can you also share some data on the urban poor of the city? <b>MODERATOR TO NOTE THE SOURCE.</b></li> <li>❖ What is the procedure and on what basis do you identify the urban poor? What are the broad criteria such as economic, social, etc?</li> <li>❖ Among the urban poor, what are the various categories of vulnerable children?</li> <li>❖ We would like to have your specific comments on: <ul style="list-style-type: none"> <li>◆ Street children</li> <li>◆ Child labour</li> <li>◆ Children with disabilities</li> <li>◆ Children affected by substance abuse</li> <li>◆ Children without parental care</li> <li>◆ Children in extreme poverty</li> </ul> </li> <li>❖ Among these categories, which are the most vulnerable? In your experience, what are the groups of children in a situation of particular vulnerability? Please tell us the basis of the information available to you through your observations and also through the data trends.</li> <li>❖ Please share with us the annual plan of your corporation, preferably for last three years. And also the municipal budget of last three years.</li> <li>❖ What is the percentage of budget spent on different issues, specifically child-related issues?</li> </ul>

<p><b>4. Understand child-related issues</b></p> <p>Develop an understanding of the economic, political, cultural and social environment in relation to child rights in urban slums.</p>	<ul style="list-style-type: none"> <li>❖ Looking at urban slums and street children in your city, what do you think are the main issues? <b>MODERATOR TO SEGREGATE THESE ISSUES UNDER ECONOMIC, POLITICAL, SOCIAL AND CULTURAL. ALSO NOTE WHERE CHILD-RELATED ISSUES FEATURE IN THIS LIST.</b></li> <li>❖ What are the issues specifically related to livelihood?</li> <li>❖ What are the main hurdles for good governance in these slum areas?</li> <li>❖ Can you also talk about the issues in urban governance, including displacement, migrant entitlements (like personal ID cards) and discrimination? How do you think these impact children in the community?</li> <li>❖ According to you, what are the traditional practices that violate the rights of children? Can you throw some light on the root causes of these violations?</li> <li>❖ What are the emerging issues related to child trafficking, child labour, etc.? Are these inter-related or isolated?</li> <li>❖ How would you rate the current status of children's rights in your city? <b>MODERATOR TO PROBE ON THE REASONS.</b></li> </ul>
<p><b>5. Child rights related to health and nutrition</b></p> <p>To be asked in departments related to health, sanitation and nutrition.</p>	<ul style="list-style-type: none"> <li>❖ What is the status of health and nutrition for children in your city? Can you share some specific data to show the trends and changes?</li> <li>❖ According to you, what are the key issues in health and nutrition for urban vulnerable children? How can these issues be addressed at the level of local and state government?</li> <li>❖ Of the following list, can you help us identify the key health and nutrition related issues for vulnerable children? <ul style="list-style-type: none"> <li>◆ Causes of neo-natal death</li> <li>◆ Different childhood illness</li> <li>◆ Most common disease in recent years and any particular action taken to address them</li> <li>◆ Child nutrition</li> <li>◆ Micro-nutrient deficiencies among children</li> <li>◆ Incidences of diseases like diarrhoea and pneumonia among children</li> <li>◆ Incidences of HIV/AIDS among children</li> <li>◆ Causes of reproductive child health issues</li> <li>◆ Services provided to women</li> <li>◆ Whether women have been able to access these services</li> <li>◆ Most prominent health issue among women</li> <li>◆ Any separate provisions for vulnerable women</li> <li>◆ Vaccination/immunisation including polio</li> <li>◆ Ante-natal and post-natal care</li> <li>◆ Breastfeeding and complementary feeding</li> </ul> </li> <li>❖ We would like to have your comments on: <ul style="list-style-type: none"> <li>◆ Incidences</li> <li>◆ Treatment-seeking behaviour</li> <li>◆ Services provided by government departments</li> <li>◆ Existing issues</li> <li>◆ Recommendations</li> </ul> </li> <li>❖ Why do you think these are major issues? What are the underlying causes and problems for each?</li> <li>❖ Can you elaborate on the measures taken by the government to address these issues? Are these measures implemented in the most vulnerable slums and among the most vulnerable children? <b>MODERATOR TO PROBE ON GOVERNMENT SCHEMES.</b></li> <li>❖ Specifically, what are the schemes and programs implemented at the city level for: <ul style="list-style-type: none"> <li>◆ Maternal and child health?</li> <li>◆ Children with disabilities?</li> </ul> </li> <li>❖ Can you also elaborate on the schemes and plans for water and sanitation in urban slums? <ul style="list-style-type: none"> <li>◆ Facilities for safe drinking water supply</li> <li>◆ Sanitation facilities</li> <li>◆ Water and sanitation facilities in schools</li> </ul> </li> </ul>

	<p><b>MODERATOR TO PROBE ON SCHEMES LIKE THE NATIONAL URBAN SANITATION POLICY, if any.</b></p> <ul style="list-style-type: none"> <li>❖ Can you throw some light on the overall quality of these services? Are there any reports or data to corroborate your observations? <b>MODERATOR TO COLLECT THIS DATA.</b></li> <li>❖ What is the process to understand the quality of existing services?</li> <li>❖ How often are these evaluated?</li> <li>❖ What are the findings? <b>MODERATOR TO COLLECT FINDINGS OF THOSE ASSESSMENTS.</b></li> <li>❖ Do the most vulnerable children in the slums have access to these services?</li> <li>❖ What are the challenges in making services available to all?</li> <li>❖ Are the service schemes and their implementation in compliance with the government campaigns, if any?</li> <li>❖ Can you please share with us the organogram of your department, existing staff and vacant posts, if any?</li> <li>❖ As an officer of (...) department, what are your key roles and responsibilities in the implementation of the health and sanitation programs mentioned by you during this discussion?</li> <li>❖ How is the budget allocation done for health and nutrition programs in the city? What percentage of the total budget does this form?</li> </ul>
<p><b>6. Child rights related to education</b></p> <p>To be asked in departments related to education</p>	<ul style="list-style-type: none"> <li>❖ What is the number of primary and secondary schools in slum areas, both private and government-run?</li> <li>❖ What is the status of education in terms of access and quality? What are the indicators that define this?</li> <li>❖ Are there any government-run daycare centres? Can you give us data on the number of government-run daycare centres in each slum area?</li> <li>❖ What is the status of government-run daycare centres? We would like to have your comments on: <ul style="list-style-type: none"> <li>◆ Availability of teachers</li> <li>◆ Teacher-pupil ratio</li> <li>◆ Provisions of pre- and post-training and quality</li> <li>◆ Status of School Management Committees (any committee that has membership from school administration, teachers, parents and students), if any, especially functionality and training</li> <li>◆ Student-classroom ratio.</li> </ul> </li> <li>❖ We would like to have your comments on access to education and drop-outs in relation to: <ul style="list-style-type: none"> <li>◆ Gender</li> <li>◆ Grade</li> <li>◆ Reasons for absenteeism</li> <li>◆ Efforts made by government to re-enrol the children, and retention</li> <li>◆ Any specific schemes for slum children, and their effectiveness</li> </ul> </li> <li>❖ What is the overall monitoring system by the government?</li> <li>❖ How is the city faring in the school education assessment report?</li> <li>❖ Can you help us identify the key issues regarding: <ul style="list-style-type: none"> <li>◆ Enrolment</li> <li>◆ Attendance and retention (3–18 years)</li> <li>◆ Quality of education services</li> <li>◆ Drop-out rate</li> <li>◆ Gender equality – are there any government programs that encourage girls to go to school?</li> </ul> </li> <li>❖ What is the status of informal education, like bridge classes,<sup>6</sup> vocational courses and special classes?</li> <li>❖ Can you elaborate on the measures taken by the government with respect to the availability and access of education to all, especially for vulnerable children?</li> <li>❖ What are the state/province-specific schemes and programs on promoting education? For example, scholarship schemes, schemes for children with a disability, or special schemes for girls.</li> <li>❖ What are the gaps in implementation a) budget? b) reach? c) quality and delays?</li> <li>❖ As an officer of (...) department, what are your key roles and responsibilities in the implementation of the education programs mentioned by you during this discussion?</li> <li>❖ How is the budget allocation done for education-related programs in the city? What percentage of the total budget does is directed to this?</li> <li>❖ Looking at the child right to education, are there any legislative reforms that have been adopted? Is implementation in compliance with the United Nations Convention of the Rights of the Child (UNCRC) and other international standards?</li> </ul>

<sup>6</sup> Bridge classes are designed to give out-of-school children the opportunity to take informal classes for one year as a bridge into the formal school system. <https://www.povertyactionlab.org/evaluation/bridge-classes-and-peer-networks-among-out-school-children-india>

	<ul style="list-style-type: none"> <li>❖ What are the existing gaps? For example, teacher numbers, decentralisation, quality?</li> <li>❖ Are there any plans to address these gaps? If yes, what are they?</li> </ul>
<p><b>7. Child rights related to child protection</b></p> <p>To be asked to the relevant departments</p>	<ul style="list-style-type: none"> <li>❖ According to you, what are child-protection related issues, including types of violence, abuse and exploitation of children?</li> <li>❖ Can you share data regarding the following: <ul style="list-style-type: none"> <li>◆ Birth registration</li> <li>◆ Child labour</li> <li>◆ Alternative care</li> </ul> </li> <li>❖ What are the specific facilities for destitute, disabled and convicted children?</li> <li>❖ Broadly, how is the protection of children violated? Specifically, what are the issues related to street children and displaced children?</li> <li>❖ Can you elaborate on the form of violence against children? For example, trafficking, drug abuse and abandonment.</li> <li>❖ According to data and your own observation, which form of violation is most severe in your city?</li> </ul> <p><b>MODERATOR TO NOTE THE SOURCE.</b></p> <ul style="list-style-type: none"> <li>❖ Among the children belonging to the most vulnerable areas of the city, which form of violation is most common and widespread?</li> <li>❖ Do you have data relating to violence against children? Do you have data on justice decisions related to violence against children? <b>MODERATOR TO NOTE THE SOURCE.</b></li> <li>❖ What are the legislative and legal measures taken by the government on child protection? Can you elaborate on the civil laws, policies and regulations that protect them?</li> <li>❖ What is the city-level plan of action to combat the violation of child rights?</li> <li>❖ What are the agencies and departments responsible for the implementation of child protection measures? Also, what is the structure for implementation of laws, policies and programs?</li> <li>❖ What are the major barriers in the implementation of these programs?</li> <li>❖ Are these in compliance with the UNCRC and other international standards?</li> <li>❖ What is your understanding of the UNCRC?</li> <li>❖ Have you received any specific training from UNCRC?</li> <li>❖ What are the system and processes initiated to address the issues faced by these children?</li> <li>❖ What are the general measures for implementing the UNCRC? These could include plan of action and allocation of resources, systematic monitoring of the UNCRC through effective child-related data collection, analysis, evaluation and implementation.</li> <li>❖ As an officer of (...) department, what are your key roles and responsibilities in the implementation of child-protection measures mentioned by you?</li> <li>❖ How is the budget allocation done for child-protection related programs in the city? What percentage of the total budget does this form?</li> </ul>
<p><b>8. Identifying the need and gaps</b></p>	<ul style="list-style-type: none"> <li>❖ Has there been any special focus on a child-centric approach to planning and implementation of programs from your department?</li> <li>❖ Looking at the schemes and programs adopted, how successful have they been in bringing about change? Can you share any good practice to corroborate this?</li> <li>❖ How do you think we can multiply these kinds of good practice?</li> <li>❖ In what areas has the government failed to make any change? Do you think there have been gaps in the implementation of the schemes? Can you elaborate? What are the gaps? For example, financial bottlenecks, poor coordination among departments, poorly trained staff.</li> <li>❖ What can be done to bridge these gaps?</li> <li>❖ What are the unmet needs with respect to health and nutrition, education and child protection? How do you think these can be addressed and met?</li> </ul>
<p><b>9. Wrap up</b></p>	<p><b>MODERATOR TO CHECK IF ANY QUESTION HAS BEEN LEFT OUT.</b></p> <p><b>COLLECT THE DATA FROM THE DUTY BEARER BEFORE LEAVING.</b></p> <ul style="list-style-type: none"> <li>❖ Thank the respondent for their valuable contribution.</li> <li>❖ Ask for any final comments and thoughts.</li> <li>❖ Ask who else could be a useful respondent or source of information.</li> </ul>



## ANNEX 4

# DISCUSSION GUIDE FOR IN-DEPTH INTERVIEWS WITH DEVELOPMENT PARTNERS<sup>7</sup>

<p>1. Background</p>	<p><b>Approach:</b></p> <ul style="list-style-type: none"> <li>❖ Introduction (where you are coming from)</li> <li>❖ Thanks for participating in the research</li> <li>❖ Explain the purpose of research</li> <li>❖ Confidentiality of information</li> </ul> <p><b>OBJECTIVE OF INTERVIEWS WITH DEVELOPMENT PARTNERS:</b> <i>For moderator's knowledge</i></p> <p>It is necessary to identify the key programs implemented by the Development Partners (DP) that support child rights.</p> <ul style="list-style-type: none"> <li>❖ First-hand information from the DPs about the status of vulnerable children based on their experience. <b>MODERATOR TO ALSO TRY AND COLLECT HARD/SOFT COPIES OF ANY RELEVANT DATA AVAILABLE WITH THE DPs</b> [please carry city map to administer questions under Section 3 (<i>below</i>)].</li> <li>❖ Understand different types of interventions by DPs.</li> <li>❖ Issues faced due to government policies.</li> <li>❖ Identify the gaps and how these gaps can be bridged.</li> </ul>
<p><b>2. Warm up and introduction</b></p> <p>Brief understanding of the projects implemented by the DPs</p>	<p>Please tell me about yourself – Name, title, organisation?</p> <p>Occupation responsibilities</p> <ul style="list-style-type: none"> <li>❖ Can you tell us about your organisation? What kind of work is handled by your organisation?</li> <li>❖ Can you now tell me specifically about your role? Is there any special training in your job? What kind of training? <b>MODERATOR TO NOTE IF ANY TRAINING PROVIDED ON CHILD-RELATED ISSUES AND PROGRAMS.</b></li> <li>❖ Could you describe the kind of work you do?             <ul style="list-style-type: none"> <li>◆ MODERATOR TO PROBE AS PER RESPONDENT'S ROLE:                 <ul style="list-style-type: none"> <li>▶ What kind of people he/she interacts with?</li> <li>▶ What does the work involve in terms of: physical and mental stress, type of people they work for and with?</li> <li>▶ <i>What kind of challenges the organisation faces on a daily basis and how do they deal with it?</i></li> </ul> </li> </ul> </li> <li>❖ What are the major child-rights issues addressed by the organisation?</li> <li>❖ Can you please elaborate on this?</li> </ul>

<sup>7</sup> This tool was used for conducting development partner interviews Child Rights Situation Analysis of Urban Vulnerable Children in Bengaluru, Chennai and Mumbai, 2013, Save the Children India (unpublished).

<p><b>3. Mapping of slums and vulnerable groups</b></p>	<ul style="list-style-type: none"> <li>❖ We would like to get some help from you in terms of plotting the major slums and the concentration of vulnerable populations living there, or if you could provide the contact details of the individual in a specific government agency who is responsible for this data? <b>MODERATOR TO REQUEST THE DPs SHARE PUBLISHED AND UNPUBLISHED DATA ON ALL INFORMATION GATHERED DURING THIS SESSION.</b></li> <li>❖ Can you please list the number and names of slums/vulnerable locations your organisation is working in?</li> <li>❖ Can you please list the number of slums and wards (city divisions) in your area of intervention?</li> <li>❖ Is it possible to locate them on a map?</li> <li>❖ Which are the most undeveloped or economically vulnerable places out of these? <b>MODERATOR SHOULD ALSO PROBE ON THE VARIOUS TYPE OF HAZARDS THESE AREAS ARE PRONE TO.</b></li> <li>❖ What are the most prominent issues on which NGOs and voluntary organisations are working?</li> <li>❖ Which slum areas have the maximum and minimum number of NGOs or civil society organisations working in them?</li> <li>❖ Is there any specific network of NGOs working on specific issues in these slums and squatter settlements?</li> <li>❖ Which are the slums where NGOs are working in partnership with government?</li> <li>❖ Which areas have been left out of any government or NGO intervention? Why?</li> <li>❖ Now let's look into the services and infrastructure provided in these communities by the government and other external agencies. Can you help us map these services in the most vulnerable slums? Or can you provide the contact details of the relevant individual in the specific government agency? <b>MODERATOR TO IDENTIFY THE MOST UNDEVELOPED AND VULNERABLE SLUM AREAS OF THE CITY USING THIS INFORMATION.</b></li> <li>❖ Have you done any assessments? For example, baseline survey, situation analysis or other research on child-centric programs?</li> <li>❖ Can you share the demographic information available for these areas that relate to gender, age, people with a disability, for example?</li> <li>❖ What are the various categories of vulnerable children in these areas? For example, street children, child labour, children with disabilities, children affected by substance abuse, children without parental care, children living in extreme poverty?</li> <li>❖ Among these categories, which are the most vulnerable? In your experience, what groups of children are particularly vulnerable? What are the special initiatives implemented by your organisation to address these issues?</li> <li>❖ What are the major challenges faced by government agencies in implementing schemes in your project location?</li> <li>❖ What kinds of donors are more interested in child-centric programs? What is their main agenda for supporting these programs?</li> </ul>
<p><b>4. Understand child-related issues</b></p> <p>Develop an understanding of the economic, political, cultural and social environment in relation to child rights in urban slums.</p>	<ul style="list-style-type: none"> <li>❖ Looking at urban slums and vulnerable locations in your project locations, what do you think are the main issues? <b>MODERATOR TO SEGREGATE THESE ISSUES UNDER ECONOMIC, POLITICAL, SOCIAL AND CULTURAL.</b></li> <li>❖ What has been the role of the elected member/s in the development programs of these slums?</li> <li>❖ What are the issues specifically related to family?</li> <li>❖ Is child labour a major issue in your slum location?</li> <li>❖ Please elaborate on the industries that have the maximum intake of child labour?</li> <li>❖ We would like to have your comments on: <ul style="list-style-type: none"> <li>◆ Type of labour sought</li> <li>◆ Average hours of work</li> <li>◆ Impact of work on education</li> <li>◆ Exploitation issues</li> <li>◆ Measure taken to address these</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>◆ Legal provisions in addressing issues like these</li> <li>❖ Are children also involved in some illegal activities? If yes, please elaborate.</li> <li>❖ What are the main hurdles in regards to the smooth implementation of projects in these slum areas?</li> <li>❖ Can you also talk about the following issues: <ul style="list-style-type: none"> <li>◆ Urban governance, including displacement</li> <li>◆ Migrant entitlements, like personal ID cards</li> <li>◆ Discrimination</li> </ul> </li> <li>❖ How do you think these impact children in the community?</li> <li>❖ According to you, what are the traditional practices that violate the rights of children? Can you throw some light on the root causes of these violations?</li> <li>❖ What are the emerging issues related to child trafficking, child labour etc? Are these inter-related or isolated? Is your organisation addressing these issues?</li> <li>❖ How would you rate the current status of children's rights in your project location?</li> </ul> <p><b>MODERATOR TO PROBE ON THE REASONS.</b></p>
<p><b>5. Child rights related to health and nutrition</b></p>	<ul style="list-style-type: none"> <li>❖ What is the status of health and nutrition of children in your project location?</li> <li>❖ According to you, what are the key issues in health and nutrition for slum dwellers and deprived children? How are these issues addressed by local and state government? What kind of programs have been implemented by your organisation to address health and nutrition issues?</li> <li>❖ Of the following list, can you help us identify the key health and nutrition related issues for slum children: <ul style="list-style-type: none"> <li>◆ Neo-natal death</li> <li>◆ Childhood illness</li> <li>◆ Reproductive child health issues</li> <li>◆ Child nutrition</li> <li>◆ Vaccinations and immunisations, including polio</li> <li>◆ Spacing of births</li> <li>◆ Ante-natal and post-natal care</li> <li>◆ Breastfeeding and complementary feeding</li> <li>◆ Micro-nutrient deficiencies</li> <li>◆ Incidences of diseases like diarrhoea and acute respiratory Infection</li> <li>◆ TB</li> <li>◆ HIV/AIDS</li> <li>◆ Diarrhoea and Oral Rehydration Therapy</li> <li>◆ Water and sanitation</li> </ul> </li> <li>❖ Why do you think these are major issues? What are the underlying causes and problems for each?</li> <li>❖ Can you elaborate on the measures taken by your organisation/other NGOs/government bodies to address these issues? Are these measures implemented in all the project locations or only in specified slums and vulnerable locations?</li> <li>❖ According to you, what are the unmet needs?</li> <li>❖ What is the learning from the implemented projects? Are there any success stories you can share?</li> <li>❖ Specifically, what are the schemes and programs implemented by the government for: <ul style="list-style-type: none"> <li>◆ Maternal and child health</li> <li>◆ Children with disabilities</li> </ul> </li> <li>❖ Can you also elaborate on the schemes and plans implemented by the government for water and sanitation in your project locations: <ul style="list-style-type: none"> <li>◆ Facilities of safe drinking water supply</li> <li>◆ Sanitation facilities</li> <li>◆ Water and sanitation facilities in schools</li> </ul> </li> <li>❖ What are the major challenges faced by government agencies in implementing these schemes in your project location?</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Can you provide the contact details of the individual in the government agency responsible for these schemes? Who could provide us details regarding government-implemented projects or schemes?</li> <li>❖ Can you throw some light on the overall quality of these services?</li> <li>❖ How is your organisation involved in the implementation of these schemes?</li> <li>❖ Can you identify how many other NGOs or INGOs are working on health and nutrition issues in your project locations?</li> <li>❖ What is the main priority of INGOs and donors working in these areas?</li> <li>❖ Do the most vulnerable children in the slums and vulnerable locations have access to these services?</li> <li>❖ Are the schemes and their implementation in compliance with government campaigns, if any?</li> </ul>
<p><b>6. Child rights related to education</b></p>	<ul style="list-style-type: none"> <li>❖ Has your organisation undertaken any survey related to education in primary and secondary schools in the slums and vulnerable locations where you are working?</li> <li>❖ What is the number of primary and secondary schools in your slum project locations? Include both government and private schools.</li> <li>❖ What is the status of education in terms of access and quality?</li> <li>❖ Are there any government-run daycare centres? Can you give us data on the number of government-run daycare centres in each slum area?</li> <li>❖ Could you provide the contact details of the individual in the specific government agency related to education and daycare? Who could provide us details regarding the implemented projects or schemes by the government?</li> <li>❖ What kind of education initiatives has your organisation implemented in these slums?</li> <li>❖ What has been the learning from the implemented projects? Any success stories you can share?</li> <li>❖ Can you help us identify the key issues regarding: <ul style="list-style-type: none"> <li>◆ Enrolment</li> <li>◆ Attendance and retention at different grades</li> <li>◆ Quality of education services</li> <li>◆ Drop-out rate, especially for girls</li> <li>◆ Gender equality: Are there any government programs that encourage girls to go to school? Have you initiated any girl-focused education projects?</li> </ul> </li> <li>❖ What is the status of informal education like bridge classes, vocational courses and special classes? Does your organisation also run bridging and vocational courses?</li> <li>❖ Can you elaborate on the measures taken by the government or NGOs with respect to the availability and access of education for all, especially for vulnerable children?</li> <li>❖ Can you identify how many other NGOs and INGOs are working on education in your project location?</li> <li>❖ Which NGOs are working in research and advocacy?</li> <li>❖ What are the state/province-specific schemes and programs on education promotion? For example, scholarship schemes, schemes for children with disabilities or schemes for girls.</li> <li>❖ According to you, what are the major challenges faced by government agencies for implementing education-focused schemes and projects?</li> <li>❖ Looking at a child's right to education, are there any legislative reforms that have been adopted? Is the implementation in compliance with the UNCRC and other international standards?</li> </ul>
<p><b>7. Child rights related to child protection</b></p>	<ul style="list-style-type: none"> <li>❖ According to you, what are child-protection related issues? For example, types of violence, abuse and exploitation?</li> <li>❖ Is there any data available regarding: <ul style="list-style-type: none"> <li>◆ Birth registration</li> <li>◆ Incidences of child labour</li> <li>◆ Alternative care</li> </ul> </li> <li>❖ Broadly, how is the protection of children violated? Specifically, what are the issues related to street children and displaced children?</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Are there special programs implemented by your organisation that focus on street children or children living in train and bus stations?</li> <li>❖ Can you elaborate on the form of violence against children? For example, trafficking, drug abuse and abandonment.</li> <li>❖ According to the data and your own observation, which form of child-protection violation is most severe in your slum locations? How is your organisation countering this issue?</li> <li>❖ Among children belonging to the most vulnerable areas of the city, which form of child-protection violation is the most common and widespread?</li> <li>❖ What legislative and legal measures have been taken by the government on child protection? Can you elaborate on the civil laws, policies and regulations that protect them? How does your organisation address these issues?</li> <li>❖ Which agencies and departments are responsible for the implementation of child-protection measures? Also, what is the structure for the implementation of laws, policies and programs?</li> <li>❖ Could you provide us the contact details of the individual in the government agency related to child protection? Who could provide details regarding projects implemented by the government?</li> <li>❖ Are these in compliance with the UNCRC and other international standards?</li> <li>❖ What are the major challenges faced by government agencies in the implementation of these programs?</li> <li>❖ Can you identify how many other NGOs and INGOs are working on child-protection issues in your project locations?</li> <li>❖ Are there any special counselling sessions conducted by your organisation, or other agencies, for children affected by violence?</li> <li>❖ What are the issues related to corporal punishment?</li> <li>❖ How many child helplines are working at present? How do they function?</li> <li>❖ Can you tell us about the entire process of juvenile justice?</li> </ul>
<p><b>8. Identifying the need and gaps</b></p>	<ul style="list-style-type: none"> <li>❖ How have you planned all your child-centric programs in these slums locations? Please elaborate.</li> <li>❖ Looking at the programs adopted, how successful have you been to bring about change? Can you share any good practice to corroborate this?</li> <li>❖ How do you think we can multiply these kinds of good practice?</li> <li>❖ In what areas has the government or other NGOs failed to make any change? Do you think there have been gaps in the implementation of schemes and projects? Can you elaborate?</li> <li>❖ What can be done to bridge these gaps?</li> <li>❖ What are the unmet needs with respect to health and nutrition, education and child protection? How do you think these can be addressed and met?</li> </ul>
<p><b>Contact details of duty bearers (given by the DPs)</b></p>	<p><i>Please share contact details of any government official, specific individual or organisation who could provide us with more information regarding these issues.</i></p>
<p><b>Wrap up</b></p>	<p><b>MODERATOR TO CHECK IF ANY QUESTION HAS BEEN LEFT OUT. COLLECT THE DATA/PUBLICATIONS/REPORTS FROM THE DPs BEFORE LEAVING</b></p> <ul style="list-style-type: none"> <li>❖ Thank the respondent for their valuable contribution.</li> <li>❖ Ask for any final comments and thoughts.</li> </ul>

## ANNEX 5

# DISCUSSION GUIDE FOR FOCUS GROUPS WITH CHILDREN

This guide to conducting focus groups with children can be delivered using the following timeline:

Topic	Duration
Note for the moderator	–
Introduction and rapport building	15 minutes
Understanding their issues	25 minutes
Category specific questions	10 minutes
Awareness of child rights and protection	20 minutes
Measures to improve the situation	15 minutes
Wrap up	5 minutes

Each focus group should comprise eight children in total. Hold separate groups for girls and boys.

Developing rapport with children is a time-consuming process but their attention span is also limited. Spend as much time as possible with the children to build their trust so that they share their information. But also try and limit the discussion to around two hours. During this time, use a lot of projective techniques, games and activities to make it more interactive and interesting for the children.

## NOTE FOR THE MODERATOR

- ❖ Key objectives of the group discussions:
  - ◆ Understand which issues disturb these children the most
  - ◆ Understand their awareness and knowledge of rights
  - ◆ Understand obstacles children face in exercising their rights
  - ◆ Capture children's solutions to these problems
- ❖ Overall, the focus will be on understanding the situation of children, and how they currently deal with issues.
- ❖ As the issue under discussion is a sensitive one, try and build a good rapport with them. It is important to demonstrate understanding and respect to gain their confidence. Spend considerable time on ice-breaking exercises, and only then proceed.
- ❖ If a child is sharing a negative experience, it is important to listen patiently without much cross-questioning.

- ❖ Moderator **MUST** keep the following points in mind:
  - ◆ Listen carefully to children
  - ◆ Call children by their name
  - ◆ Take children's opinions and experiences seriously, and let them know you are doing this
  - ◆ Be flexible
  - ◆ Be open and approachable
  - ◆ Give time to the process
  - ◆ Guide and encourage them to open up
  - ◆ Keep a sense of humour
  - ◆ Be patient
  - ◆ Be creative
  - ◆ Be democratic
- ❖ **DO NOT** immediately jump to the topic of concern. Try and discuss each point in-depth and reach out to the real problem.
- ❖ Ask children to elaborate everything with examples or their real-life incidences.
- ❖ Explain to the participants that when using the word child or children, you mean anyone under the age of 18.
- ❖ Moderator must try and encourage children to participate but if the child is not interested in participating do not forcefully make them sit through the discussion. Make sure no-one is forcing children to participate.
- ❖ Moderator to take the following details **in written form** from all the children present in the group (MODERATOR TO WRITE THESE HIMSELF/HERSELF IN CASE THE CHILDREN ARE UNABLE TO DO SO).
  - ◆ Name
  - ◆ Age
  - ◆ Gender
  - ◆ Education
  - ◆ Whether going to school at present (DO NOT ASK FOR REASONS OF DROPPING OUT AT THIS STAGE)
  - ◆ Current city / place of residence
  - ◆ Place of birth
  - ◆ Number of family members and relationship
  - ◆ Type of work (in case working)
  - ◆ Birth certificate
  - ◆ Whether name of child features along with other household members in government-issued documentation (Ration Card/Voter ID card/Social Security Number/Passport/ Driver's License) – anything which has proof of citizenship and proof of local residence.
  - ◆ From the caregiver/NGO concerned, try to find out the following:
    - Legal status of citizenship
    - Whether name of child features along with other household members in any government issued documentation
- ❖ Moderator to take a walk around the community before the discussion and make observations of the socio-economic situation and the quality of living conditions. These can be referred to during the discussion.

## INTRODUCTION AND RAPPORT BUILDING

To lay a strong foundation to the discussion, it is important to know each and every child and allow them to begin to get comfortable with one another. This section helps you gain an understanding of their personal situations, their aspirations, family circumstances and priorities so you can tailor and adapt your questioning in the discussion.

- ❖ Introduction about you and your organisation
- ❖ Thanks for participating in the research
- ❖ Explain the purpose of research
- ❖ Confidentiality of information
- ❖ Audio recording and its purpose
- ❖ There are no right or wrong answers or comments
  - ◆ Tell me about yourself. Who do you live with? Tell me about them.
  - ◆ Where do you live?
  - ◆ What do you like doing the most? What is it that you don't like doing?

### Activity 1: 'Something you can't tell by looking at me'

This is a simple strategy to build initial rapport and it frequently yields very useful information. Tell the group that you often make assumptions about others, but there are many things that adults can't tell just by looking at children. Share an example, such as: "By looking at me you can't tell that I was very naughty in school". Ask every child to participate in this activity.

### Activity 2: 'My dreams v's my reality'

**Material required:** Magazines and flipchart, pens.

This game will help you understand children's aspirations, how do they perceive a good life and what are the differences in their current life and the life they want. Distribute a few magazines within the group and ask the children to pick out images from these magazines that portray their current state. Then ask them to also select pictures of their dreams and aspirations – what they would want to do in life, who they would like to become, and so on. Then discuss each briefly in the group. **BASED ON THE PICTURES, MODERATOR CAN PROBE ON THE PERSONAL SITUATION AND FAMILY CIRCUMSTANCES OF THE RESPONDENTS LATER IN THE INTERVIEW.**

## UNDERSTANDING THEIR ISSUES

This part establishes the major issues that concern children face and highlights things they feel strongly about. This will facilitate an understanding of the most pressing of these problems and further help them analyse the root cause of their problems.

- ❖ So now that I am getting to know you all better, let's move forward. We all just played this game where you told me about your aspirations. You also told me about your current life situations. Can you please explain, what are those things that are stopping you from achieving your aspirations?
- ❖ Each one of you, can you tell me about the common problems or issues you are facing in your day-to-day life?
  - ◆ In your community
  - ◆ At your workplace
  - ◆ With your family



Let's discuss the ones you feel are the most problematic and are hindering your growth in some way.

**MODERATOR TO NOTE THESE DOWN ON FLIPCHART PAPER.**

- ❖ **AT THIS POINT, MODERATOR TO ASK THE CHILDREN TO ELUCIDATE THEIR PROBLEMS WITH REAL-LIFE INCIDENCES. EXPLORE ALL POSSIBLE AREAS; HEALTH AND NUTRITION, EXPLOITATION, ACCESS TO CLEAN DRINKING WATER, SANITATION, EDUCATION, ETC.**
- ❖ Are you getting any help to solve your problems? Does this help come from the government, NGOs, civil society, police or any other agency? **MODERATOR TO SPECIFICALLY PROBE ON THE SCHEMES AND PROGRAMS RUN BY THE GOVERNMENT/NGOs WHICH CHILDREN ARE ACCESSING.**
- ❖ Do you think these schemes are of any help to you? Can you explain how?
- ❖ Now that we have a big list of problems, let's try and understand which ones are the most important for your entire group. **MODERATOR TO START THE NEXT ACTIVITY TO UNDERSTAND THE PRIORITIES.**

### Activity 3 : 'Dotmocracy'

**Material required:** Flipchart paper which mentions all the problems, circular cut-outs in three different colours (red, green and yellow).

Give children three sets of circular cut-outs in different colours. Ask them to place these circular cut-outs against the problems they mentioned previously. The colours indicate the seriousness of the issue. Red indicates the most important and serious problems, green indicates the lesser important problems, and yellow indicates problems that are not of much significance compared to others. This helps children prioritise their problems.

Next, you can try and understand the deep-rooted reasons behind these problems and how children are impacted.

### Activity 4 : 'Tree analysis'

**Material required:** Flipchart paper and pens.

Draw the shape of a large tree on the flipchart paper. Now write the issue identified by the children as the most important and serious on the trunk of the tree. By the roots of the tree, encourage the group to discuss and record the root causes of their problems. By the branches and the shoots of the tree, discuss the impact of this problem on them. **MODERATOR TO FIRST DEMONSTRATE THIS BY GIVING THEM AN EXAMPLE.**

## CATEGORY SPECIFIC QUESTIONS

**MODERATOR TO KEEP NOTE OF THE FOLLOWING QUESTIONS WHILE TALKING WITH SPECIFIC GROUPS OF CHILDREN.**

### CHILDREN LIVING ON WORKSITES

- ❖ What is your daily routine over 24 hours? PLEASE ELABORATE. (This has to be recorded on a 24-hour basis and the response to these questions will further help in the discussion). Where do you bathe and what is the availability of sanitation services?
- ❖ **THE DAILY ROUTINE OF CHILDREN WHO ARE NOT GOING TO SCHOOL AND NOT DOING ANY WORK SHOULD BE RECORDED SEPARATELY.**

- ◆ How long have you been residing in this city? At the worksite? Which worksite were you living on before this?
- ◆ Do both parents work? How many hours in a day do you spend with your parents?
- ◆ This set of questions can be asked to children who are working:
  - ▶ What work do you do?
  - ▶ Where do you go?
  - ▶ How did you get into this?
  - ▶ How many hours in a day are you working?
  - ▶ Are you happy?
  - ▶ Are you paid daily/weekly/fortnightly/monthly?

What are the general problems faced by the children? Did you fall ill in the last month? What was the illness? Were you treated? Where did you go for treatment? If you went for treatment, what is the distance to that place from your home?

This set of questions is for children who are going to school.

- ❖ Which school do you go to? Is it a government/municipal/private/other school?
- ❖ How far is the school from where you live?
- ❖ What time of day do you go to school?
- ❖ Are you happy with the education you are receiving?

## CHILDREN WITH DISABILITY

- ❖ What is your daily routine over 24 hours? PLEASE ELABORATE. (This has to be recorded on a 24-hour basis and the response to these questions will further help in the discussion). Where do you bathe and what is the availability of sanitation services?
- ❖ List down the type of disability each child has.
- ❖ Which are the things you can easily do? Can you elaborate on them?
- ❖ What are the specific problems you face due to your disability? How is your movement restricted due to this?
- ❖ How well is the infrastructure equipped to facilitate your movement in the community without any hindrance? How is your family supporting you? Do you think your interaction with others is hampered due to your physical disability? What do you feel about it?
- ❖ I usually see that people react in a different way when they see a disabled person. Is it the same case with you? What is the reaction of others in the community towards you? How do other children in the community behave towards you? **MODERATOR TO PROBE ON WHETHER THEY ARE RIDICULED, MOCKED OR SUPPORTED BY OTHERS.** What are you most deprived of because of your disability?
- ❖ Are there any special efforts or facilities provided to you by the government/NGOs/community/family? **FOR EXAMPLE CRUTCHES, WHEELCHAIR.** What more can be done to make your mobility easier?
- ❖ Are there any other health problems you face?
- ❖ What should be done to help/support/improve your current situation?
- ❖ What help do you expect from the community and government?

## CHILDREN ENGAGING IN SEX WORK

- ❖ What is your daily routine over 24 hours? PLEASE ELABORATE. (This has to be recorded on a 24-hour basis and the response to these questions will further help in the discussion). Where do you bathe and what is the availability of sanitation services?
- ❖ How did you enter prostitution? Who forced you to start this? What were the main reasons for getting into prostitution? **MODERATOR TO PROBE ON THINGS LIKE GOT LURED BY PIMPS, FINANCIAL REASONS, RAN AWAY FROM HOME, ETC. UNDERSTAND THEIR JOURNEY IN GREAT DETAIL.**
- ❖ Who are you living with? If not living with your family, are you in touch with them? Are they aware about you being pulled into this trade?
- ❖ What do you think could have been done to prevent this?
- ❖ Can you discuss the health issues which you might have faced since you got into this trade? **MODERATOR TO TRY AND PROBE ON SEXUALLY TRANSMITTED DISEASES.**
- ❖ Can you tell us how do you feel being in this situation? **MODERATOR TO PROBE ON ASPECTS LIKE HELPLESSNESS.** What do you do when you feel extremely helpless?
- ❖ At this age (12–18), what do you feel most deprived of compared to other children?
- ❖ Have you been subjected to any kind of physical abuse? If yes, inflicted by who and under what circumstances?
- ❖ **ONCE THE GROUP IS MORE COMFORTABLE, TRY AND ENQUIRE ABOUT ANY CASES OF UNWANTED PREGNANCIES THEY HEARD ABOUT AMONG THEIR FRIENDS. DO NOT MAKE IT TOO PERSONAL AND DIRECT AND DO NOT PROBE INDIVIDUALLY.**
- ❖ Have you been lured towards other substances like drugs, alcohol, etc.?
- ❖ What has prevented you from getting out of this situation [child prostitution]? Who is responsible for this and what can be done to improve your situation?

## HOMELESS OR STREET CHILDREN

- ❖ How would you explain your life on streets? What is good or bad about it?
- ❖ Do you have a family? Where is your family? **MODERATOR TO PROBE ON MIGRATION PATTERN, FAMILY BACKGROUND, ETC.**
- ❖ In case of runaway children, what circumstances led you to leave your home?
- ❖ What work do you do to sustain yourself?
- ❖ What do you think you are most deprived of while living on the streets?
- ❖ Can you tell us about where you stay, or the popular shelter places you use?
- ❖ Is there any kind of harassment by the authorities/police/others? Can you please elaborate by giving examples?
- ❖ Are there any health-related problems you face?
- ❖ What are the most serious issues you encounter? Following can be probed by the moderator:
  - ◆ Being hungry and not having enough to eat
  - ◆ Being tortured by the police
  - ◆ Not having a place to sleep

- ◆ Nowhere to go for protection from rain
- ◆ Not being able to go to school, read or write
- ◆ Adults insulting or physically hurting them
- ◆ No medical treatment
- ◆ Having very little money
- ◆ Exploitation at work
- ◆ No access to clean drinking water or environmental sanitation

THIS LIST CAN BE USED FOR OTHERS ALSO.

## AWARENESS OF CHILD RIGHTS AND PROTECTION

This section introduces the idea of rights, and establishes the extent to which children understand the concept. It asks children to think about the possible breadth of children's rights and to explore their views of the rights that might apply to them.

- ❖ Apart from you, who else makes decisions that influence your life? **USE A FLIPCHART TO DEVELOP A VENN DIAGRAM OF ALL THE PEOPLE (INDIVIDUALS OR GROUPS) WHO INFLUENCE THEM. THE SIZE OF EACH CIRCLE AND ITS DISTANCE FROM THE CHILD WILL DENOTE THE IMPORTANCE OF THE INDIVIDUAL IN HIS/HER LIFE.**
  - ◆ Do you feel that you have enough say over decisions that affect your life? Why or why not?
  - ◆ Do you get an opportunity to express your opinions?
  - ◆ How are your opinions getting heard?
  - ◆ Is there anything that is acted on?
  - ◆ Where would you like to have more say?
  - ◆ How would you like to have your point of view to be listened to?
  - ◆ As a child, do you feel you get adequate love and attention at home? Is there any other sense of security and protection you feel at home or community? **PROBE ON THIS SPECIFICALLY.**
- ❖ You have described the problems you face in your daily life, and the people who influence you. What do you do in a problem situation? Can you please elaborate?
- ❖ Who do you seek help from? For example, if you land up in conflict or fight with others, what do you do? Who do you contact? Is it the police, your neighbours or anyone else?
- ❖ **IF THE CHILD IS NOT ANSWERING THEN:** Do you know who to contact when there is a problem? **PROBE ON THE HELPLINE NUMBERS, NEAREST POLICE STATION, TRAUMA CENTRE, NGO OR HOSPITAL. IF THE CHILD IS NOT AWARE THEN GIVE THIS INFORMATION TO HIM/HER.**
- ❖ **MODERATOR TO PROBE ON THE FOLLOWING AND GIVE INFORMATION ABOUT THE FOLLOWING:**
  - ◆ Child Helpline
  - ◆ School
  - ◆ Child protection services
  - ◆ Children's homes
  - ◆ Drop-in centre – especially for street and displaced children

- ◆ Hospitals
- ◆ Drug and alcohol rehab centres
- ❖ When there is a situation where you feel your rights are being violated, what do you do? What do you do to get out of the situation?
- ❖ Is there anything you thought you could have done but did not do? What was the reason for not taking that action? What was stopping you from doing that?

**BRIEFLY SUM UP THE POINT DISCUSSED HERE AND LINK THIS TO THE CONCEPT OF RIGHTS.**

- ❖ Explain the meaning of rights to the children in your group.
- ❖ Do you think you have any rights?
- ❖ In your view, what rights should children have? **EXPLORE AND LIST THEIR VIEWS ON RIGHTS.**

**This exercise should be used by the moderator to help respondents develop a clear consensus and understanding on the concept of rights.**

If participants have not voiced a list of rights that are important to them, introduce showcards listing rights that are often mentioned by children and young adults. Discuss them.

**THE SHOWCARDS SHOULD INCLUDE**

- ❖ Right to education
- ❖ Right to love and affection
- ❖ Right to food
- ❖ Right to be safe from violence and fear
- ❖ Right to play and have free time
- ❖ Right to be respected and well treated

**MEASURES TO IMPROVE THE SITUATION**

Here you can explore what children think should or could be done to better support and protect their rights.

- ❖ Having discussed all your rights, do you think your rights are violated?
- ❖ Why?
- ❖ What do you do at the moment when you feel your right is violated?
- ❖ Do you seek any help? From who?
- ❖ What can other children in this situation do if they want help to protect their rights?
- ❖ Looking back at the problems and rights we discussed, can you tell me what needs to be done to improve the situation?
- ❖ Let's first look at the segment of people who can help you. **MODERATOR TO NOTE ON THE FLIPCHART DIFFERENT SEGMENTS OF PEOPLE WHO THE GROUP THINKS CAN HELP THEM. FOR EXAMPLE, GOVERNMENT, POLICE, NGOs, PARENTS. ETC.**

- ❖ Under each of these segments, what measures can be taken by these people? WHAT should they do and HOW should they do it?
  - ◆ Parents/caregiver
  - ◆ Orphanage/juvenile homes
  - ◆ Police
  - ◆ Government
  - ◆ NGOs
  - ◆ Others.
- ❖ What more could or should be done to support you?
- ❖ What skills would you like to develop? (Children under 16)
- ❖ What vocational skills would you like? (Children over 16)
- ❖ Is there any specific support you want for your education like tutorials, specific classes or material support?
- ❖ How should you be cared for, supported and protected? Are there any areas of concern, you would like the people around you to address?

## WRAP UP

This section is when you can pick up any topics that have not been fully discussed. It's also the time to draw out key themes and issues children want to see change.

- ❖ If you could be the Prime Minister/President for a day, what would you do to better support and protect children like you? How would you make this happen?
- ❖ Is there anything else you would like to add to our discussion? Anything you didn't get a chance to say earlier?

### Wrap up activity : *'How do you feel'?*

Put up three emotions on the flipchart – happy, sad and indifferent. Ask each child: How do you feel after the discussion? Why? What is making you feel like this?

CLOSE AND THANK THE CHILDREN FOR BEING PART OF THIS RESEARCH.

## ANNEX 6

# DISCUSSION GUIDE FOR FOCUS GROUPS WITH PARENTS AND CAREGIVERS

This guide to conducting focus groups with parents and caregivers of children can be delivered using the following timeline:

Topic	Duration
Note for the moderator	--
Warm up	2 minutes
Introduction and collection of basic information	10 minutes
Understanding issues and impact on children	25 minutes
Awareness of child rights and protection	20 minutes
Measures to improve the situation	15 minutes
Wrap up	5 minutes

The group should consist of eight people in total. Limit the focus group duration to a maximum of one and half hours. Make sure the time you choose suits the working hours of your participants. Ensure both the mother and father are represented in your focus group.

## NOTE FOR THE MODERATOR

- ❖ Key objectives of the group discussions:
  - ◆ To understand which issues disturb these children the most
  - ◆ To understand their awareness and knowledge of rights
  - ◆ To understand obstacles children face in exercising their rights
  - ◆ To have the view of children as to possible solutions to overcome these problems
- ❖ Overall, the focus will be on understanding the situation of children in the care of parents and caregivers, and how adults and children cope with this situation.
- ❖ As the issue under discussion may be sensitive, do not probe too directly or make the respondent feel threatened and uncomfortable. It is important to demonstrate understanding and respect to gain their confidence.

- ❖ If they are sharing a negative life experience, it is important to listen patiently without cross-questioning.
- ❖ Moderator MUST keep the following points in mind:
  - ◆ Listen carefully
  - ◆ Take their opinions and experiences seriously, and let them know you are doing this
  - ◆ Be flexible
  - ◆ Be open and approachable
  - ◆ Give time to the process
  - ◆ Guide and encourage them to open up
  - ◆ Be patient
  - ◆ Be democratic
- ❖ DO NOT immediately jump to the topic of concern. Try and discuss each point in-depth and reach out to the real problem.
- ❖ Ask respondents to elaborate everything with examples or their real-life incidences
- ❖ Moderator to take a walk around the community before the discussion and make observations of the socio-economic and the quality of living conditions. These can be further used during the discussion.

## WARM UP

- ❖ Introduction about you and your organisation
- ❖ Thanks for participating in the research
- ❖ Explain the purpose of research
- ❖ Confidentiality of information
- ❖ Audio recording and its purpose
- ❖ There are no right or wrong answers or comments
- ❖ Ask for the names of all the respondents

## INTRODUCTION AND COLLECTION OF BASIC INFORMATION

- ❖ Tell me about yourself. What do you do? How far is your workplace from your house?
- ❖ How do you commute on a daily basis?
- ❖ Where do you live? How long have you lived here?
- ❖ Who makes up your family? Tell me about them.
- ❖ Are you originally from this city? If not, where are you from? What brought you to this city?  
**MODERATOR TO SPECIFICALLY PROBE ON THE REASONS FOR MIGRATING TO THE CURRENT CITY.**
- ❖ Did you come straight to this place? Or did you stop in another city/town before settling here?  
**MODERATOR TO PROBE ON THE MIGRATION TREND HERE.**
- ❖ What do you like doing the most? What do you do in your free time?
- ❖ What don't you like doing?



- ❖ Now, before we move ahead I want to get some basic information from you. **MODERATOR TO WRITE DOWN DETAILS OF EVERY RESPONDENT:**
  - ◆ Name
  - ◆ Age
  - ◆ Education
  - ◆ Place of birth
  - ◆ Number of family members and relationship
  - ◆ Type of work
  - ◆ Birth certificate
  - ◆ Legal status of citizenship (Government-issued identification document like Ration Cards/Voter ID/ Social Security Card/Passport/Driver's License, etc.)
  - ◆ Hold a Below Poverty Line or Social Security Card that allows access to government schemes and subsidised rations?
  - ◆ Are children featured on government-issued documentation?
  - ◆ Are children under the age of three immunised?
  - ◆ Distance of health facilities from their community
  - ◆ Distance of educational facilities from community
  - ◆ Whether children are going to school
- ❖ How many children do you have? Did you have access to family planning support? Is this something you have considered? **MODERATOR TO FIND OUT WHAT FAMILY PLANNING METHODS HAVE BEEN USED.**

## UNDERSTANDING ISSUES AND THEIR IMPACT ON CHILDREN

### ACTIVITY 1 : 'Daily clock'

Let's discuss in detail everything you do over an entire day. How does your day start and what are all the things you do throughout the day?

*Draw a clock on the flipchart and discuss every hour in detail.*

Can you tell us the details of the places you visit, the facilities you use, etc? **MODERATOR TO PROBE ON ALL POSSIBLE THINGS LIKE SANITATION, MODE OF TRANSPORT, DISTANCE TO WORKPLACE, TYPE OF WORK, HOW MANY HOURS THEY WORK, ANY FREE TIME IN BETWEEN, TIME SPENT WITH CHILDREN. ESPECIFICALLY SEE IF SOMETHING SPECIAL IS DONE FOR CHILDREN DURING THE DAY.**

- ❖ It was very interesting to know about your daily schedule. There are many hardships you face in your daily life. Can you tell me about the common problems or issues you are facing in your day-to-day life? Let's discuss:
  - ◆ Your community
  - ◆ Your family
  - ◆ Your workplace
- ❖ How is your socio-economic position affecting your children?
- ❖ Do you think there is a link between your problems and the problems of the family? How are

your problems affecting your children and their development? **MODERATOR TO ASK THE RESPONDENTS TO FOCUS ON THE ISSUES OF THEIR CHILDREN AND ELUCIDATE THEIR PROBLEMS WITH REAL-LIFE INCIDENCES. EXPLORE ALL AREAS POSSIBLE – HEALTH AND NUTRITION, EXPLOITATION, ACCESS TO CLEAN DRINKING WATER, SANITATION, EDUCATION, ETC.**

- ❖ What are the serious issues you feel your children encounter? What are your major concerns about your child?
- ❖ Are you getting any help from the government, NGOs, civil society, police or any other agency for your children? **MODERATOR TO PROBE ON THE SPECIFIC GOVERNMENT/NGO SCHEMES AND PROGRAMS THEY ARE RECEIVING.**
- ❖ Do you think these schemes are helping you? Can you explain how?
- ❖ Education:
  - ◆ Are your children going to school? If yes, where? If no, what are the reasons you cannot send them? **MODERATOR TO PROBE BEYOND ECONOMIC REASONS. SEE IF THERE IS ANY KIND OF GENDER DISCRIMINATION IN TERMS OF PROVIDING EDUCATION.**
  - ◆ If not school, are children under six-years-old going to a playgroup/daycare? Where is this located? Inside your community or outside?
  - ◆ If they are not studying, what your children doing? **PROBE ON WORK WHICH CHILDREN ARE DOING.**
  - ◆ How do you ensure your children attend school regularly and complete primary school?
  - ◆ According to you, what is the greatest problem you face regarding the schooling of children? What are you doing to cope with these problems? And how do these problems affect your children's academic achievement?
  - ◆ For the parents of children aged 14–18: What is your understanding of the importance of vocational skills?
  - ◆ Do you think equal opportunities should be provided to girls and boys in terms of education?
  - ◆ What about children with physical and mental disabilities? Should they be given opportunities?
- ❖ Do you have the birth certificates of your children? Where did you get them from?
- ❖ Health:
  - ◆ In the last year, what illness or disease has affected your children and family? What was the treatment you sought in each case? (For example, health facilities run by government/private sector, traditional healers, frontline health workers, no treatment.) **SPECIFICALLY LOOK OUT FOR CASES AMONG CHILDREN.**
  - ◆ Typically, in your community, what is the youngest age that women will have their first child?
  - ◆ Have there been cases in your community where a mother did not survive pregnancy and childbirth? Why did it happen?
  - ◆ Do you know your family doctor or frontline health worker? How often do they visit your home?
  - ◆ How many check-ups you usually have during pregnancy?
  - ◆ Do you vaccinate your children? Are you aware of the importance of providing a full course of immunisation for your children?
  - ◆ What is your understanding of the importance of breastfeeding, nutritious food, and supplementary feeding when children are sick?
  - ◆ What do you do to teach good health and hygiene to your children? For example, hand-washing, using a toilet?

## Activity 2 : 'My dreams v's my reality'

**Material required:** Magazines and flipchart, pens.

This game will help you understand parents and caregivers' aspirations for their children. How do they perceive a good life, and what are the differences between their current life and the life they want? Distribute magazines within the group and ask the respondents to pick images that portray their current state and the things they are giving their children. Then ask them to select pictures of their dreams and aspiration for their children – what they want them to do in life, who they want them to become, and so on. Discuss each briefly in the group.

## AWARENESS OF CHILD RIGHTS AND PROTECTION

This section introduces the idea of rights and establishes the extent to which parents and caregivers understand the concept. Here, you will ask them to think about the possible breadth of children's rights, and explore their views of the rights that might apply to their children.

- ❖ Apart from you, who makes decisions that influence the life of your children? **USE A FLIPCHART TO DEVELOP A VENN DIAGRAM OF ALL THE PEOPLE (INDIVIDUALS OR GROUPS) WHO INFLUENCE CHILDREN. THE SIZE OF EACH CIRCLE AND ITS DISTANCE FROM THE CHILD WILL DENOTE THE IMPORTANCE OF THE INDIVIDUAL IN HIS/HER LIFE.**
- ❖ Do you feel you have enough say on the decisions that affect your child's life? Why or why not?
- ❖ Have your children ever expressed their opinions to you?
- ❖ You have described the problems you and your children face in your daily life, and the people who influence you. What do you or your children do in a problem situation? Can you please elaborate?
- ❖ Who do you and your children seek help from? For example, if you land in any sort of conflict or fight with others, what do you do? Who do you contact? Is it the police, your neighbours or anyone else?
- ❖ Are you aware who to contact when there is a problem? **PROBE ON THE HELPLINE NUMBERS, NEAREST POLICE STATION, TRAUMA CENTRE, NGO OR HOSPITAL. IF THE PARENT OR CAREGIVER IS NOT AWARE THEN GIVE THIS INFORMATION TO THEM.**
- ❖ **MODERATOR TO PROBE AND GIVE INFORMATION ABOUT THE FOLLOWING:**
  - ◆ Child helpline
  - ◆ School
  - ◆ Child welfare committee
  - ◆ Children's home
  - ◆ Drop-in centre – especially for street children
  - ◆ Hospitals
  - ◆ Drug and alcohol rehabilitation centres
- ❖ Are you aware of the schemes available for children? Can you tell us if your child is getting any kind of support or service? (From schools, daycare centres run by government, hospitals, NGOs etc.)
- ❖ Are you aware of the government health schemes for mother and child? If yes, did you use any such service or scheme? Can you tell us the details?
- ❖ Are you satisfied with the services you are using do they need improvement?
- ❖ **MODERATOR TO FIRST OBSERVE WHETHER CAREGIVERS ARE AWARE OF THE SCHEMES AND SERVICES AVAILABLE FOR CHILDREN AND THEN MOVE ONTO RIGHTS.**

- ❖ Do you know about the Right to Education? If not, are you aware of the midday meal scheme?
- ❖ In your understanding, what rights should children have? **EXPLORE AND LIST DOWN THEIR VIEWS ON RIGHTS.**

Now explain the meaning of rights to them? Do you think children have any rights?

THIS EXERCISE SHOULD BE USED BY THE MODERATOR TO HELP RESPONDENTS DEVELOP A CLEAR CONSENSUS ABOUT AND UNDERSTANDING OF THE CONCEPTS OF RIGHTS. IN CASE A LIST OF IMPORTANT RIGHTS HAS NOT COME UP SPONTANEOUSLY FROM THEM, INTRODUCE SHOWCARDS LISTING RIGHTS THAT ARE OFTEN MENTIONED BY CHILDREN AND YOUNG ADULTS AND DISCUSS THEM.

THE SHOWCARDS INCLUDE THE FOLLOWING RIGHTS:

- ❖ RIGHT TO EDUCATION
- ❖ RIGHT TO LOVE AND AFFECTION
- ❖ RIGHT TO FOOD
- ❖ RIGHT TO BE SAFE FROM VIOLENCE AND FEAR
- ❖ RIGHT TO PLAY AND HAVE FREE TIME
- ❖ RIGHT TO BE RESPECTED AND WELL TREATED

## MEASURES TO IMPROVE THE SITUATION

Here you can explore what parents or caregivers think should or could be done to better support and protect child rights.

- ❖ Having discussed rights, do you think the rights of children are violated?
- ❖ Why?
- ❖ Do you think children in your community feel safe? Are there any norms and practices in your society that might be harmful to children?
- ❖ To discipline them, what are you doing? **MODERATOR TO PROBE IF BEATING OR HITTING IS THE ONLY WAY OF DISCIPLINING CHILDREN.**
- ❖ What can children do if they want help in protecting their rights?
- ❖ Looking back at the problems and the rights we discussed, can you tell me what needs to be done to improve the situation?
- ❖ Let's first look at the segment of people who can help children. **MODERATOR TO NOTE ON THE FLIPCHART DIFFERENT SEGMENTS OF PEOPLE WHO THE GROUP THINKS CAN HELP THEM. FOR EXAMPLE, THE GOVERNMENT, POLICE, NGOs, PARENTS AND SO ON.**
- ❖ Now under each of these segments, what are the measures that should be taken by them? WHAT should the following people do and HOW should they do it?
  - ◆ Parents/caregiver
  - ◆ Orphanage/juvenile homes
  - ◆ Police
  - ◆ Government

- ◆ NGO
- ◆ Others
- ❖ What more should be done to help support children?
- ❖ How should children be cared for/supported/protected? Are there any areas of concern, that you would like people around you to address? **MODERATOR TO PROBE THE POSSIBILITY OF DESIGNING AN ADVOCACY CAMPAIGN FOR CHILDREN IN CASE A DIRECT PROGRAM IS NOT POSSIBLE.**

## WRAP UP

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This section is when you can pick up any topics that have not been fully discussed. It's also the time to draw out key themes and issues parents and caregivers want to see change.

- ❖ If you could be the Prime Minister/President for a day, what would you do to better support and protect children? How would you make this happen?
- ❖ Is there anything else you would like to add to our discussion? Anything you didn't get a chance to say earlier?

### Wrap up activity : *'How do you feel'?*

Put up three emotions on the flipchart – happy, sad and indifferent. Ask each participant: How do you feel after the discussion? Why? What is making you feel like this?

CLOSE AND THANK THE PARENTS AND CAREGIVERS FOR BEING PART OF THIS RESEARCH.

## ANNEX 7

# FROM PROBLEMS TO SOLUTIONS – A HYPOTHETICAL OUTPUT OF OUTCOMES FROM FOCUS GROUP DISCUSSIONS WITH CHILDREN, PARENTS AND CAREGIVERS

Once all the focus groups have been completed, it's important to sort through the data you have collected. Summarise the discussions to show the problems and solutions suggested by participants. Incorporate your own analysis regarding the outcome.

The following example is from Save the Children India's urban situation analysis in Mumbai, Chennai and Bengaluru. In this research, we used focus group discussions to talk about child protection, health and development and education. All participants were forthcoming and provided ideas on how they felt their situation could change. Based on their suggestions and our analysis, we compiled a list of parameters and suggestions, and the expected output from these.

Parameter	Immediate and long-term suggestions	Expected result
<b>Child protection</b>		
Abuse and harassment	Awareness among children so they start reporting cases of violence	Control on domestic violence
	Counselling and reconciliation sessions for parents <i>"They should be told to stop quarrelling in future" – Girl, migrant worker group</i>	Unreported cases can be converted into reported cases
	Sensitisation of police to hear out problems of children	Girls will be empowered and encouraged to come forth without fear of prejudice
	A 'neighbourhood watch' program to keep a check on domestic violence	
	Rehabilitation home for children subjected to abuse	
	Self-defense training for girls	Unreported cases can be converted into reported cases
	Developing proper and trusted reporting mechanisms for cases of abuse and other violations against children	
	Sensitisation of police officials towards vulnerable children	
	Awareness among children about forms of abuse – physical, mental and sexual	
<b>Child development and health</b>		
Housing and shelter	Proper housing facilities in the slums to be provided under government schemes	Decrease in harassment cases of children living on streets
	Interim shelters during the rainy season and winter time for children	

Parameter	Immediate and long-term suggestions	Expected result
	Night shelters for street children, especially for girls who face harassment while sleeping on roads	Provision of proper housing facilities leading to more security and feeling of protection
Health	Reproductive Child Health education in schools and communities	Timely and proper medical care to children when sick
	Regular mobile health camps for children	Higher degree of awareness
	Introduce special facilities for children with disabilities. Provision for mentally challenged should also be made	Inclusion of children with disabilities
	Awareness camps on nutrition	Awareness among girls will lead to lesser Reproductive Child Health related issues
	A health centre within the urban ward (administrative district) to complement other hospitals	Higher degree of awareness
	Maternity services to be present closer to homes	
	Awareness among parents and children on myths surrounding diseases and on traditional practices (eg. traditional healers)	Awareness among girls on reproductive health would lead to fewer issues around sex and early pregnancy
	Knowledge for young teenage girls on Reproductive Child Health; organise orientation sessions for them	
	Schemes for children to pay for medical expenses	
Daycare centres	Better and more hygienic food facilities	Better nourishment for children
	Regular hours for daycare centres	Developing a trusted haven for early child development
	Provision of toys and other materials for children	
	Regular checks on satisfaction level of children and parents using daycare services	
Water, sanitation and hygiene	Regular cleaning of the drainage system in Bengaluru, which receives heavy rainfall	Decrease in water borne diseases
	Provision of clean drinking water. Ensure it is not mixed with drain water	Reduction in water borne diseases amongst children
	Proper drainage system and cleaning of drains, especially before monsoons	Lesser incidences of epidemic diseases especially during rains
	Provision of disability friendly toilets	Inclusion of the disabled in mainstream
	Regular cleaning and inspection of toilets	Good hygienic practices
	Address the problem of open pits. Government is implementing water harvesting system but finishing works to be done	Fewer accidents of children falling in pits
	Separate toilets for boys and girls at main concentration points for street children, like railway junctions and in schools	
	Awareness on WASH practices	
Exclusion by locals	Cultural inclusion by sensitising locals. Creative methods like street theatre can be utilised	Enhanced acceptability and tolerance towards outsiders
	Schools must encourage interaction between local and migrant children	
Disability	Training in skills like carpentry, mechanic, tailoring, and so on	Ensure their financial independence and reduce reliance on family members
	Teaching craft skills and selling crafts in markets. For example, paper bags or showpiece items. Linking to market	Boost their confidence
	Sensitisation of parents on how to deal with children with severe disabilities	

Parameter	Immediate and long-term suggestions	Expected result
	Help them link to funders or schemes that can provide help to their children	
Drugs and alcohol	De-addiction programs and centres to be made more approachable	Enhance awareness and facilitate decrease in addiction
	Immediate- and large-scale awareness within communities on consequences of addiction	
	Closure of government-run liquor stores; voiced strongly by women and girls	
	Special sensitisation of men on the problem of addiction in communities	
Infrastructure	Provision of proper space for children to play	Facilitation of vehicles inside the community, like autos, ambulances etc.
	Construction of all-weather roads and drainage in slums	Convenience for children with disabilities
	Municipality control the number of dogs on the streets. Also vaccinate dogs	Open spaces to play, giving children the right to leisure
	Better approach-roads within the slums	
	More area allotted for children to play; maintenance of these areas	
Official documentation	Smoother facilitation of identity cards	This will lead to an improved situation as children will be registered and can claim their basic rights
	Stringent checks on bribery, a common occurrence to get these cards made	
	Compulsory birth registration	
	Make the process of obtaining official ID more transparent, approachable and simplified	
Schemes and programs	Generate awareness on available government schemes for children. This can be done by setting up an 'information booth' for the community where they can get detailed information regarding schemes	People will be in better position to access services
	Facilitate a smoother delivery of available services to children and make things more transparent	
Miscellaneous	Facilitate formation of 'community groups' led by community leaders which can meet concerned authorities and take action on various issues	
<b>Education</b>		
Schools and education	Referral and introductory courses for migrant children in the taught language and medium of study	Educate children and make them job ready
	Code of conduct for teachers and stringent and regular checks on teachers' conduct	
	Training of teachers	Improvement in quality delivery of education
	Ensure smaller teacher-pupil ratio and fill vacant positions in municipality schools	
	Provision of specialised job-oriented vocational training for children aged 12–18 years. Few options given by children are: <ul style="list-style-type: none"> <li>◆ Language course in Hindi and English</li> <li>◆ Computer literacy</li> <li>◆ Tailoring</li> <li>◆ Carpentry</li> </ul>	Inclusion of migrant population and children with disabilities



Parameter	Immediate and long-term suggestions	Expected result
	<ul style="list-style-type: none"> <li>◆ Typing</li> <li>◆ Mobile repair</li> <li>◆ Beautician course</li> <li>◆ Cooking</li> <li>◆ Nurse training</li> </ul>	
	Special focus on training daycare centre workers	
	Special focus on maintaining quality of midday meals (cooked meals given to school children at school under the Integrated Child Development scheme)	Building a level of trust towards teachers
	Sensitisation of students and teachers towards children with disabilities	



URBAN STRATEGY INITIATIVE

[www.savethechildren.net](http://www.savethechildren.net)  
[www.savethechildren.in](http://www.savethechildren.in)

 <https://goo.gl/dyAeJm>

 [citiesforkids](https://twitter.com/citiesforkids)