

Child Protection Section UNICEF Bangladesh

Evaluation Report Of Protection of children on the street from Violence, Abuse, Exploitation & Discrimination Project

With

Bangladesh Institute of Theatre Arts (BITA)

Evaluation conducted, Report prepared and submitted by

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Table of Contents

Content	Page
Introduction and Background	4
Conceptual Overview	4
Country Context	6
Overview of the Project	7
Overview of the Terms, Terminology and Definitions	8
Objectives of Evaluation	10
Methodology	11
Findings	14
Situation of Children before the Project Started	14
Implementation Process	17
Changes	18
Children	18
Parents and Stakeholders	19
Dimensions in Change Paradigm	21
Present Situation, areas of improvements and Opportunities	22
Recommendations made by children, parents, stakeholders and Staff	30
Inferences	31
Opportunity for Piloting “Models”	34
References	36
Annexure	38 - 41

List of Abbreviations

BITA	Bangladesh Institute of Theatre Arts
CCC	Chittagong City Corporation
CRC	Child Rights Convention
DIC	Drop In Center
DSS	Department of Social Services
FGD	Focus Group Discussion
GO	Government Offices/ Organizations
GOB	Government of Bangladesh
KII	Key Information Interview
M & E	Monitoring & Evaluation
MoSW	Ministry of Social Welfare
MoWCA	Ministry of Women and Children Affairs
MoY&S	Ministry of Youth and Sports
NGO	Non Government Organization
PE	Peer Educator
PLA	Participatory Learning and Action
PNGO	Partner NGO
SFGD	Structured Focus Group Discussions
EO	Education Officer
UNICEF	United Nations Children's Fund
USD	United States Dollar

1. Introduction and Background¹

1.1 Conceptual Overview

There is no international agreement on the definition of ‘street children’. And the label of ‘street children’ is increasingly recognized by sociologists and anthropologists to be a socially constructed category that in reality does not form a clearly defined, homogeneous population or phenomenon (Glaser, 1990; Ennew, 2000; Moura, 2002). UNICEF developed the earliest definitions, which are still in common use by policy-makers and service-providers, identifying two categories of street children: children ‘of’ the street (street-living children), who sleep in public spaces, without their families; and children ‘on’ the street’ (street-working children), who work on the streets during the day and return to their family home to sleep (Szanton Blanc, 1994; Gomes da Costa, 1997). UNICEF’s definition was extended in the 1990s to include at least one more categories of street children: ‘street-family children’ who live with their family on the streets (see eg. Droz, 2006 on Kenya and Brazil). But research and practice have surfaced an enormous variation in children’s experiences and considerable overlap between these three groups: for example some children live on the streets all the time, others only occasionally or seasonally, while others move between home, street and welfare shelters (see Lucchini, 1996). Some retain strong links with their families; others have broken or lost all contact.

Definitions continue to evolve, with terms such as ‘street-connected children’ and ‘children in street situations’ being used by academics and practitioners (see eg. Rizzini, 1996; Thomas de Benítez, 1999). Recent research in Rio de Janeiro by a coalition of NGOs distinguishes between street workers, beggars, ‘inhabitants’, ‘refugees’ and ‘tourists’, defining street children as children for whom the street is a reference point and has a central role in their lives (Rede Rio Criança, 2007: 18). The wide variety of children’s circumstances and characteristics, however, continues to present huge definitional challenges.

Children’s use of public spaces is also fluid and may be undetected. Sleeping, working and recreational places may be highly insecure and children may keep out of sight to protect themselves. Girls can become almost invisible (Railway Children, 2006). Children are on the move at work or change base camps, whether to avoid police or other street inhabitants or to improve earnings. Working hours during the week, month and year are variable, changing with agricultural seasons, school holidays, public demand, police tactics, friendships, family situations along with other personal and societal factors. Distinguishing children from young adults by observation or even in interview can be problematic. Counting (visible) street children in any given day or night, week or month, can yield dramatic variations in numbers. The lack of fixed locations for sleeping, working and hanging out also presents difficulties for assessing trends in numbers over time: street children counted in one location in one month/year may be quite different in another month/year, as particular children move

Definitional problems, children’s elusiveness and other difficulties in distinguishing ‘street children’ from other inhabitants of public spaces are compounded by the no standardized use of data collection methods.

¹ Adopted from the Terms of Reference (ToR) provided by the Section

There is also evidence that the longer a child spends living on the streets the more remote his or her prospects of successful insertion into mainstream society through a lasting placement in an orphanage or residential home (eg. Huang et al., 2004). And in countries such as Kenya, India and Brazil, families consisting of three generations of street children have been reported (see eg. Droz, 2006).

Street children are commonly excluded from schools as a result of fights, aggressive reactions to teachers, or threats of violence to other children, or withdrawn by families unable to pay school fees, buy uniforms or school materials (UNESCO, 2007). Self-exclusion is also common by children who feel intimidated, unable to keep up or misunderstood.

Family relationships form a vital development pathway for children. NGO service providers are increasingly focusing attention on helping families create appropriate supportive conditions to enable street children to reintegrate into the household (Thomas de Benítez, 2001; Feeny, 2005). In some conditions, family reintegration is dependent on changing community attitudes; Street children's reunification with family should be a well-prepared, individually tailored and sensitively supervised process, responsive to parents' and children's concerns. Services should focus on creating a supportive family environment and on preparing children to form healthy relationships

Public hostility and stigmatization on the basis of their appearance and activities are a common form of violence experienced by street children (UN OCHA, 2007: 29). Public hostility is revealed in local words used to label street children. Blaming parents for the violence to which they subject their children, or blaming street children for committing violent acts, is making the poor accountable for society's shortcomings. Street children come from some of the poorest and most socially isolated families, often from minority ethnic groups. These families are, under this reading, socially excluded by governmental and/ or corporate actions which directly or indirectly exclude some people from participation in mainstream society. Social exclusion is generally understood to involve both process, through which individuals become polarized and socially differentiated, and agency, in which one part of society excludes another (see Burchardt et al., 2002: 6).

Long term effects of accumulated violence on street children are under-researched and evidence to date is mixed. That violence impacts on children's development and life choices is beyond reasonable doubt – a point which has been made robustly to policy-makers (Krug et al., 2002; Pinheiro, 2006).

Estimating numbers of 'street children' is fraught with difficulties. In 1989, UNICEF estimated 100 million children were growing up on urban streets around the world. 14 years later UNICEF reported: 'The latest estimates put the numbers of these children as high as 100 million' (UNICEF, 2002: 37). And even more recently: 'The exact number of street children is impossible to quantify, but the figure almost certainly runs into tens of millions across the world. It is likely that the numbers are increasing' (UNICEF, 2005: 40-41). The 100 million figures are still commonly cited, but has no basis in fact (see Ennew and Milne, 1989; Hecht, 1998; Green, 1998). Similarly, it is debatable whether numbers of street children are growing globally or whether it is the awareness of street children within societies which has grown. While there are understandable pressures for policies to be informed by

aggregate numbers, estimates of street child populations, even at city levels, are often hotly disputed and can distract rather than inform policy makers.

1.2 Country Context

Bangladesh is a country with an approximate Population of 130 million (55 million under 18) with high urban population growth rate (over 6% p.a. for last two decades). The Country is facing increased poverty in urban areas (out of Dhaka's population of 9.3 million, an estimated 5 million are below the poverty line). 90% of the urban poor live in single room, very poor quality accommodation. Estimated number of street children in Bangladesh is 445,226 (of which 75% are in Dhaka city); 53% boys, 47% girls. All categories of street children are called *Tokai* ('rag pickers') by the general public, although they may be engaged in a range of petty trading / employment / criminal activities. Average daily income of street children is approximate USD \$0.55.²

The United Nation's Convention on the Rights of the Child, which was approved by UN general assembly in 1989, has defined children up to the age of 18 years old (Siddiqui, 2003). Yet, the understanding and use of the term childhood varies across time and space - a relative concept shaded by both socio-economic and cultural circumstances (Woodhead, 1998 in King and Knox, nd). Childhood can be shaped by a number of factors concerning themselves and their families such as, gender, age, stage in life, class and property, birth order, status in society, work and education, ethnic or social origin, race, colour, ethnicity, nationality, language, disability, HIV status, political opinion and religious identity (King and Knox, nd). For instance, some studies tend to apply object-centred approach where children are perceived as emotive, appealing and vulnerable objects; whilst other studies adopt a subject-centred approach, where children are regarded as active agents developing strategies for their own as well as family survival (King and Knox nd).³

Bangladesh signed CRC, which was ratified on September 2nd 1991, providing the rights of each citizen under the age of 18 to special provisions and rights.

In the Bengali language 'child' is expressed in various ways. Apart from '*shishu*', older boys are known as *ballok* (roughly ages 8-12) and then *kishor* (during adolescence) and girls are known as *ballika* and later *kishori* respectively (Stalker, 1996). Gender, for instance, also has an impact on how the concept of 'child' is perceived, as it shapes the way children are defined and perceived in the home, in work and wider society. Norms of female seclusion dominate the lives of most girls and women. Thus, cultural context needs to be taken into account when considering girls and boys as much as it would with adult women and men (Delap, 2000).⁴

² Population Census, 2001 and Bangladesh Labor Force Survey, Bureau of Statistics, 2000

³ "A Civil Society Forum for South Asia on Promoting and Protecting the Rights of Street Children", 12- 14 December 2001, Colombo, Sri Lanka

⁴ Adopted from "Children and Their Money", Plan Bangladesh, 2004

In Bengali ‘child rights’ has been translated as *shishu*⁵ *adhikar*. According to Blanchet (1996) the translation of *shishu* as ‘child’ is misleading where *shishu* evokes a small child that is innocent, protected and dependent. Therefore, when translated into Bengali, ‘child rights’ may not apply to a 10 year old boy living on the streets, or a 12 year old girl who is married as the society will not perceive them as *shishu*. From her analysis of child and childhood Blanchet (1996) argues that *shishukal* (childhood) will be shortened for a child who has responsibility for younger siblings, young working children or a street kid fending for him or herself. Furthermore, she argues many children and parents do not measure age in years, but according to their size or their level of ‘understanding’ (Blanchet, 1996).⁶

“...by no stretch of the imagination do Bengali speakers refer to a 15-17 year old adolescent as a ‘shishu’ outside official texts and discourses the word ‘shishu’ is never used for youth beyond puberty” (Blanchet 1996:35).

Chittagong, situated on the Bay of Bengal, on the southeastern side of Bangladesh, is unique: it is the country’s major seaport, and has a strong dialect of its own. With a population of about 6,545,078⁷, it has a powerful pull of urbanization as people migrate to look for jobs, or to escape problems in rural areas such as landlessness, unemployment, family related problems and river erosion, among other reasons. It is not only more populous, but much more densely populated, with a per square kilometer density of 59,417 people⁸; it is known to be a conservative area and have a strong sub-national identity like Sylhet in the north.⁹

1.3 Overview of the Project¹⁰

Under the Children at Risk Project with Ministry of Women and Children Affairs a partnership with Bangladesh Institute of Theater Arts (BITA) was initiated from October, 2006 to implement Protection of children on the street from violence, Abuse, Exploitation & Discrimination Project. The project goal is to develop enabling environment for children to protect children at the risk of being victims of violence, abuse, exploitation and discrimination. To attain this goal the project has the following objectives:

1. To improve and develop the capacity, potentialities, self- dependence and consciousness among the children who are living/ working on the street and living in deprived areas.
2. To change attitude and behavior towards the street children through sensitizing the parents, community people, teachers and local leader for protecting and promoting the rights of the children
3. To establish linkage and networking with different GO and NGO organizations for developing a social safety net for the children.

⁵ ‘Shishu is a child that does not understand, does not have any problems and follows decisions taken by elders’ (Blanchet 1996).

⁶ Adopted from “Children and Their Money”, Plan Bangladesh, 2004

⁷ ASHA 2000: the Status of Women and Children. Bangladesh Bureau of Statistics, Ministry of Planning and UNICEF, October 2001.

⁸ Department of Social Services, Ministry of Social Welfare, Baseline Survey of Street Children in Six divisional Cities of Bangladesh, September 2001

⁹ Adopted from “Needs Assessment and Analysis of Children working on the Street of Chittagong”, Jennider A. Mudge, UNICEF Bangladesh, December 2001

¹⁰ Project Documents provided by section and BITA

The Project has the following Strategies

- Disseminate child rights related information
- Ensure the effective participation of children who are living & working in streets in their family and community life
- Mainstreaming children
- Organize Community people to activate them for creating an enabling situation for street children
- Introduce child to child education approach for disseminating information and creating enabling environment
- Networking and collaborating work with different Organizations (GO and NGO)
- Establish mechanisms to monitor child rights activities; BITA will give importance on program monitoring and time feedback for proper implementation of the project

The project has the following indicators at output level:

1. 540 children have access to participate in 12 recreational and cultural centers and involve with creative session, pre education, life skills session, theatre and day observance(30 Children in 6 Recreational Centers and 60 Children from 6 Schools in deprived areas)
2. Around 930 people from different sectors have been involved through dialogue, interaction, meeting and round table and different strategies have been identified by them for the betterment of street children
3. Linkage have been established and strengthened with GO and NGOs to create an enabling situation for working children. The linkage developed long-term support service for children who are living and working on the street. 180 children of recreation centre are benefited from this linkage.

One of the main aims of the two-year project will be to do a process documentation of the project implementation including development of a database of the street children covered by the Project. The first phase (one year) of the project will end in September 2007 and the second phase will start in October, 2007. The second phase of the pilot project should be a reviewed phase reflecting recommendations from the evaluation in designing and implementation of the project. However, the second phase also depends on the evaluation of the results achieved through the project in relation with the panned results for the period already implemented during evaluation.

1.4 Overview of the Terms, Terminology and Definitions

Violence takes place when someone uses their strength or their position of power to hurt someone else on purpose, not by accident. Violence includes threats of violence, and acts which could possibly cause harm, as well as those that actually do. The harm involved can be to a person's mind and their general health and well-being, as well as to their body. Violence also includes deliberate harm people do to themselves, including killing themselves.

Child Abuse can be defined as “any willful act designed to harm the physical or emotional well-being of a child|” This definition covers the broad areas of emotional, physical, mental and sexual abuse. It also covers exploitation in all its forms as well as neglect.

According to the Human Rights Committee “the term **discrimination** should be understood to imply any distinction, exclusion, restriction or preference which is based on any ground such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status and which has the purpose or effect or nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing of all rights and freedoms”. Social exclusion and limited access to services and resources are common forms of discrimination.¹¹

Evaluation¹² is a process to determine as systematically and objectively as possible, the merit, value or worth of an intervention. The word "objectively" indicates the need to achieve a balanced analysis, recognizing bias and reconciling perspectives of different stakeholders through use of different sources and different methods.

Evaluations are conducted using established criteria of relevance, effectiveness, efficiency, impact and sustainability which, for UNICEF, refer to norms established in the Convention on the Rights of Children and human rights conventions.

Evaluations are usually done in order to:

- improve the intervention being evaluated;
- generate knowledge and learning for wider application;
- Determine accountability for programme results.

Participatory Evaluation is not just a matter of using participatory techniques within a conventional monitoring and evaluation setting. It is about radically rethinking who initiates and undertakes the process, and who learns or benefits from the findings.¹³

Effectiveness

UNICEF defines effectiveness as “A measure of the extent to which an aid programme attains its objectives or produces its desired results.”¹⁴

Relevance

UNICEF defines relevance as “the extent to which the objectives of a development intervention are consistent with beneficiaries and rights holder’s requirements, country needs, global priorities and partners’ and donors’ policies”¹⁵.

Sustainability

In accordance to UNICEF, sustainability means “the continuation of benefits from a development intervention after major development assistance has been completed.”¹⁶

The probability of long-term benefits and in other way the resilience to risk of the net benefit flows over time.¹⁷

¹¹ “Demystifying Non-Discrimination and Gender for Effective Child Rights Programming”, Save the Children, Sweden – Denmark, April 2002

¹² UNICEF PPP Manual, 1999

¹³ Institute of Development Studies (IDS), 1998

¹⁴ Programme Policy and Procedures Manual, UNICEF, May 2003

¹⁵ Programme Policy and Procedures Manual, UNICEF, May 2003

¹⁶ Programme Policy and Procedures Manual, UNICEF, May 2003

Potentiality means an Inherent capacity for growth, development, or coming into existence while **Capacity** means the ability to receive, holds, absorb, perform or produce; the power to learn or retain knowledge, mental ability; innate potential for growth, development, or accomplishment, faculty and the position in which one functions.¹⁸

Consciousness is regarded to comprise qualities such as subjectivity, self-awareness, sentience, and the ability to perceive the relationship between oneself and one's environment. It is a subject of much research in philosophy of mind, psychology, neuroscience, and cognitive science¹⁹ The abstract noun “consciousness” is not frequently used by itself in the contemporary literature, but is originally derived from the Latin *con* (with) and *scire* (to know). Perhaps the most commonly used contemporary notion of a conscious mental state is captured by Thomas Nagel’s famous “what it is like” sense (Nagel 1974).²⁰

2. Objectives of Evaluation²¹

Although the project is being monitored through periodic progress reports submitted to UNICEF and through regular field visits by the relevant project officer, a more comprehensive and objective evaluation is warranted in order to validate the reports submitted, specially in view of the fact that the second phase of the project will depend on the results achieved in relation with the panned results for the period to be covered by the evaluation.

The evaluation will have the following objectives:

1. To assess the effectiveness of the project (i.e. the extent to which the project stated objectives are being achieved or can be achieved, document few case studies);
2. To assess the relevance of the project (i.e. appropriateness of the project in the relation to the needs and situation of Bangladesh and project location)
3. To determine ways to improve the project design, with special focus on the content and delivery of the project

Evaluation Questions

Effectiveness:

1. To what extent have the project’s objectives been reached?
2. Are the project activities adequate to realize the objectives?

Relevance

1. Are the objectives of the project keeping with locally defined needs and priorities?
2. Should the direction of the project be changed to better reflect those needs and priorities/

Sustainability

¹⁷ OECD/DAC Glossary of Key Terms in Evaluation and Results-Based Management, 2002

¹⁸ Wwww. Wikipedia.com

¹⁹ <http://en.wikipedia.org/wiki/Consciousness>

²⁰ The Internet Encyclopedia of Philosophy

²¹ Adopted from the Terms of Reference (ToR) provided by the Section

1. To what extent does the project establish processes and systems that are likely to support the continued implementation of the project? (Identify the lessons learnt)
2. Are the involved parties willing and able to continue the project activities?

Project Design and Improvement

1. In what ways can the project be improved to better meet the project objectives?
2. How can the overall design of the project be improved to better achieve the project objectives? (Recommend several monitoring indicators)
3. **Methodology**

The basic methodology of the evaluation followed a Participatory approach to produce information and make recommendations that are sufficiently valid and reliable based on data and analysis involving project implementers and target beneficiaries in all key evaluation tasks. Besides, existing project documents and progress reports will be capitalized as secondary data sources during the evaluation process.

Need based adoption and changes were made during the field visits which are much more contexts specific. Considering the business of the market association leaders and with their concerns, more focused group discussions were held instead of Structured Focus Group Discussions,

3.1 Literature Review

A Comprehensive Literature review will be done by at the early stage of the evaluation which would focus on reviewing relevant Resource Papers, Study Reports, Publications, Policy, Technical and or Strategic Documents and Briefing Papers. The following reports were reviewed

- Technical Project Proposal (all phases)
- Annual Report, Oct, 06 - Oct - 07
- Project Completion Report (1st phase)
- Process Documentation Report
- Recreational Center Guideline
- Needs assessment and analysis of children working on the street in Chittagong & Rajshahi
- Event reports on Child Festival 07, Child Labor day, World Children day
- Survey Report, 2006, BITA on Street Children

3.2 Respondent Groups

There would be three types of Respondent Groups 1) Children and 2) Project Implementers and 3) Relevant Stakeholders/ actors (for details see below). Within the Major groups there would be sub respondent groups

- **Children**
 - Children Living on Street Aged in between 6-10
 - Children living in the Street aged in between 12-18
 - Children living in deprived areas aged in between 10– 14
- **Implementers**
 - Management staff
 - Front line Staff

▪ **Stakeholders/ actors**

- Market Association Leaders
- School Teachers
- Parents of Children
- GOB Officials (Thana Education Officer, Resource Trainer)

Study Sampling

The study sampling was determined based on human resource involved in the overall study process, study focus, timeframe and feasibility.

An approximate number of 42 children will be participating in the overall process of data collection while an approximate number of 34 Stakeholders will also be participating. An approximate number of 28 parents of the children was part of the collection process while. Besides, an approximate number of 10 Project Staff was also participated in the data collection process.

Sample Sites

This Study will be carried out in Chittagong district in the Project areas.

Time Duration

This Study was carried out from April 16 – 24, 2008; the overall tasks were split into 3 spans 1) Finalizing Methodology and design of the study for 3 days 2) Field Work from April 16-24 for 9 days including de-briefing with the BITA staff, 3 days for development of draft report and sharing with the section and 2 days for incorporating the feedbacks and finalizing the report.

Methods and Tools used

The Evaluation have followed a participatory methodology with qualitative methods and tools to explore the effectiveness, relevance, Feeling, Perception, Belief, In-sights and Perspectives of the Children and the Stakeholders/ actors.

The Basic Method of the Qualitative Study was Structured Focus Group Discussion (SFGD). PRA tools was applied as integral part of these SFGDs. PRA Tools was constituted with H-Tool, Ladder Game, Time Line Analysis, Ranking (Simple), My Dream, and Road Blocks and these will be used in line with Focus and context exploration.

A support was taken from BITA for documentation of the sessions and for possible supports in organizing the sessions. Besides, projects staffs of BITA will be capitalized as “Environment Setters” during the sessions.

Annexure 1 shows the Focusing Areas of the Assessment and the Methodology in a tabular format.

Quality Control

During the data collection process, proper Quality Checking mechanism was followed in consultation with UNICEF and first hand field data was checked on daily basis. Validity of data was cross-checked at the field and through analyzing the data generated from different findings from different respondent groups.

Data Analysis

The Data is being analyzed manually following Standard Coding focusing on the specific objectives and relevance of the study.

Ethical Considerations

Ethical standards were maintained during interviewing children²². All the information are kept with highest level of confidentiality. Every recording or documentation of the sessions were made upon the prior consent and concern from the Children. Environment Setters were selected from BITA who will also be supporting in this critical Issue.

²² Children Participating in Research –M&E: Ethics and Responsibilities as Manager) (UNICEF Evaluation Office

4. Findings

4.1 Situation of Children before the Project Started

4.1.1 Context

Working areas

The project is being implemented in 6 Wards under 4 Police Stations as stated below

Thaana	Ward
Kotoali	Bagmanirum (15)
	Enayet Bazaar (22)
	Boxirhat (35)
Double Mooring	North Pathantuli (23)
Panchlaish	Sulokbahar (8)
Bandar	South Middle Halishahar (38)

At a Glance: working areas

The Working areas are diversified albeit situated within City Corporation areas. In all areas, people are migrated from other districts, yet the population size, educational opportunities, health service delivery, accessibility and availability and more over situation of children is quite different, rather unique. The working areas are diversified in every aspect.

Working areas have diversified Socio-cultural contexts

A brief overview has been given as **Annexure 2** on each project areas for better understanding.

4.1.2 Children and their context

4.1.2.1 Environment

Family

There is overwhelming evidence from across the world that children who work or live in the streets come from poor households in poor, and increasingly urban, neighborhoods (see eg. Lee et al., 2000; Abdelgalil, 2004; Thomas de Benítez, 2001; Schrader and Veale, 1999; Feeny, 2005).

Almost all the children belong to families with few identical characteristics, families are migrated from different districts, and some districts are fallen under greater Chittagong Division while rests are not. In most cases during the discussion children parents were found illiterate and a significant proportion of them don't know to write their own names. After migration, they are mostly daily laborers without alternative skills for income generating activities which in turn also puts threat on children's as parents want them to earn money. Most of these families major concern is to manage their livelihood expenses on day to day basis.

Community

Communities where children live, act, earn are also poor and even poorer. Poor neighborhoods tend to have weak infrastructure with fewer linkages between community-based organizations (such as schools, health centers, day-care options and grass-roots

organizations). Fewer organizations and fewer connections between them have been found to raise the risks for children of abuse (Hashima and Amato, 1994).

Children

Social learning theory argues that virtually all learning occurs on a vicarious basis by observing other people's behavior and evaluating whether this has desirable outcomes (Bandura, 1975).

While literacy is defined as "Ability to read and write simple sentences in a familiar context"²³, most of the children couldn't even write their own names. According to them they were ignored both at family and community level, parents could only consider their ability to earn, other abilities were ignored. They have expressed about harassment, psychological and health problems, abuse, exploitation (mostly economic) and discriminations. They also faced violent acts from all sorts of people including their family members if they couldn't provide them money. For their survival they used to do whatever they wanted to do like rag picking, begging, and stealing, hazardous jobs.

Family disregards, harmful activities, psycho-social disorder, distrust, less health consciousness, dirtiness, Self-exclusion, hostile environment, didn't have scopes for ticking their alternative thinking level etc

Conceptually they used to learn through observing other people's around them who didn't treat them as "Child"; while they were excluded from mainstream society as a result of fights, aggressive reactions to others, or threats of violence to other children, two other interdependent attributes also affects their daily life 1) public hostility and stigmatization on the basis of their appearances and activities including police harassment and as they have said "torture" 2) Children also used to make self-exclusion is also common by children who feel intimidated, unable to keep up or misunderstood. With the environment they have had good reasons for providing misleading, false or no information for self-protection which has been observed by the project staff.

In-visibility as Children

All the children used to work, at home, market places, workshops, shops, different hotels, restaurants, factories and industries where they have been facing the higher levels of physical abuse and neglect. Girl children used to face sexual exploitation in different forms; in addition to that project staffs have the record of few boys to be abused sexually. Almost everyone expressed about economic exploitation at market places or work places which they neither expects nor can tolerate and this standing also puts them on further violence by the exploiters. Besides, few children were also involved with the underground world, used to carry fire arms or lethal weapons, drugs while some children among them were also addicted. Children expressed that there are also a lot of children who also belong to underground world, sell drugs or are addicted till now which they feel not good.

Working places

- Sexual harassment, abuse
- Trauma, psycho-social disorder
- Always tensed to be ill-treated
- Less belief/trust towards others

²³ Education Watch, 2000

4.1.3 Program Components and Child Development

The project follows a guideline on its implementation with set methods, tools, objectives and target groups. The following table represents the program components and strategies which is being developed through reviewing the guideline and also through discussion with the project staff and children

Children	
RC (Market and School)	Contents
Drawings (once in every week)	Color introduction, Block, Rectangle, Shade, Pasting, Brush use, free drawing, usage of clay, learning letters, usage of fish bones, drawing fingers
Role Play (once in every week)	Issue based
Games (once in every week)	Murderer to develop Communication skill, Black and White, Cat and Rat, Its Me, Fruits and Birds, My Rhythm, Word-Friend, In and Outside, Touch and Tail,
Issue based Discussions (once in every week)	Friendship, Child World, Cleanliness and home make up, Things I like and don't like, Exercise, My family (importance of family, roles and responsibilities of family members, importance of elders at family and our roles to them, small and extended family), Infectious diseases (Measles, Chicken Pox, Cold-cough and fever, Conjunctivitis, Tuberculosis, Pneumonia, Cholera, Malaria, Dengue, Diphtheria), My Country, All are equal, Winter, Fair, Food, Trees, Fruits
Life Skills Education (once in every week)	What is Life Skills and its Components - Decision Making, Problem Solving, Creative Thinking, Analytical Thinking, Appropriate Communication, Inter-personal Skills, Self-Consciousness, Empathy, Mental Stress Management and Emotional Stress Management.

Besides, the same guideline also have the directions for conducting parents, community and stakeholders meetings, the following table represents the basics of those meetings

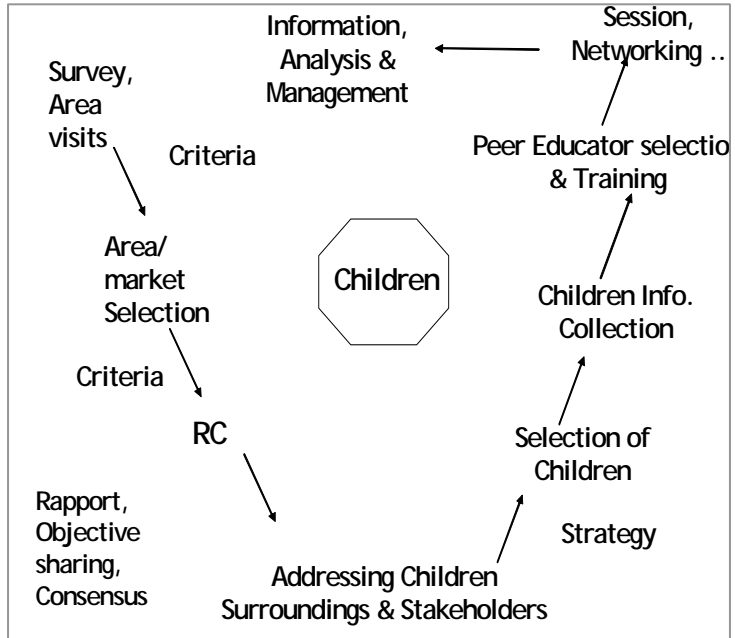
Target Groups	Contents/ Issues discussed
Parents	Child Rights Information, Positive attitude towards children, Information on Child and Maternal Health, Project Orientation, Information on other NGO activities, Create opportunities for children participation and opinion, protection of children from abuse, exploitation, violence, discrimination and un-social activities, Parental responsibility
School Teachers	Orientation on Child Rights (1 day), Positive attitude towards children, Project Orientation, importance of children opinion and participation, protection of children from abuse, exploitation, violence, discrimination and un-social activities, Parental responsibility
Market Association Leaders	Positive attitude towards children, protection of children from abuse, exploitation, violence, discrimination and un-social activities, Parental responsibility

4.2 Implementation Process

The project was started through a survey in the working areas which was conducted by BITA staff through following a checklist, orientation to survey team, area visits etc. The survey determined the areas and markets to work with through Criteria based assessment from which Recreational Centers were selected and established following a consultative process with the house-owner, local leaders and influential. During this period, rapport building with the stakeholders, community people and children were made.

BITA staff started assessing the surroundings of the children to address the situation through program components in which they have discussed with the parents, community people, market association leaders and others. Later on through a “Strategy” based selection process, children were identified, listed and brought under the project activities through collecting basic information on the children following a structured format.

These activities allowed BITA to start regular session with the Children at the respective centers, sessions with the parents and selected market association leaders.



Later on based on a criteria based assessment, BITA selected 5 Children as Peer Educators from each Recreational Centers at Market Places and arranged a 3 days training for them. Each Peer educator have shared training learning with 5 children of their respective centers. In addition to that the Peer educators also help the BITA project staff in facilitation, management of the centers, follow up, organizing parents meetings etc.

Besides, regular sessions, meetings and networking, these children are also demonstrating “Drama” and “Song” at the community levels through a improvised scripts and issues which followed a basic concept of “Theatre for Development”.

BITA organized a one day Orientation Session for the School Teachers on Child Rights, 4 sessions have been conducted so far in 4 areas and BITA will conduct the rests 2 sessions with 2 School Teachers within the project period.

Besides, these activities children are also observing different days; in addition to that BITA also organized a “Carnival” for the Children in Patiya.


110 Children are reported to be admitted in formal Schools through communication and negotiation by the BTIA staff and these children had to show their potential through formal recruitment process.

4.3 Changes

4.3.1 Children

4.3.1.1 Foundations of Change and or Development foundations

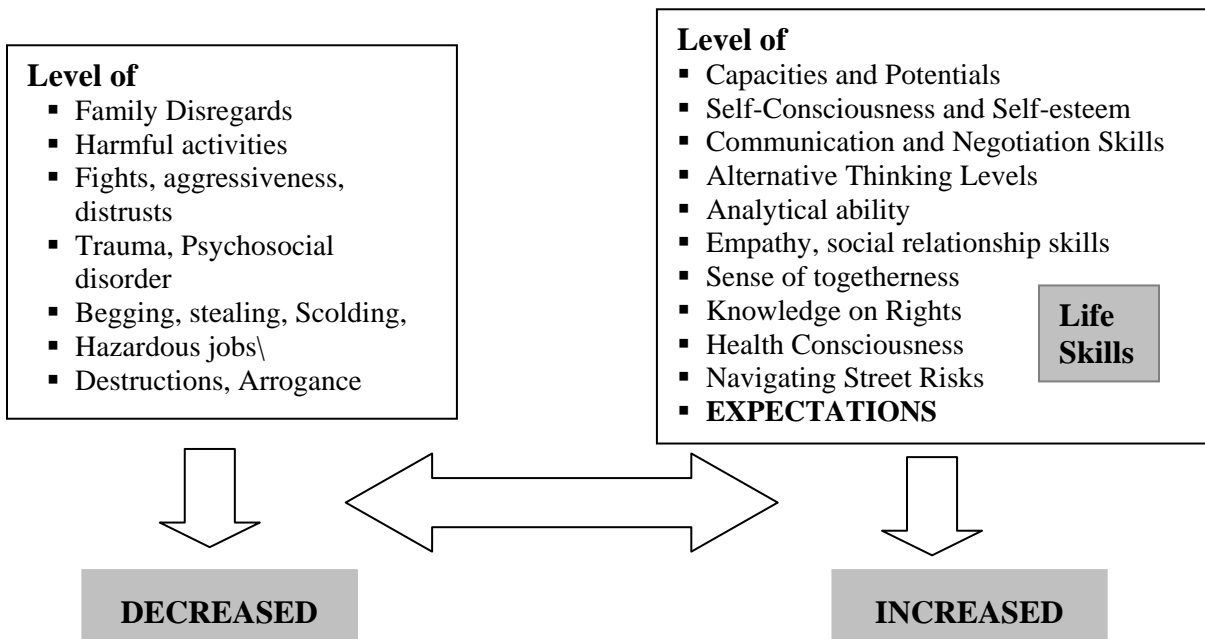
Role play, Games, drawings are considered to be significant tool for Child development and these are represented through the following table

Component	Conceptually Desired changes and or development ²⁴
Drawings	Color, Creativity, Imagination, Concentration, Combination in between eye & hand; Hand-writing, Organize thinking, unorganized Learning Organized
Games	Learning organize, Social culture Exchange skill, Physical development, Sharing Cooperation and helping each other; Feeling need of others
Role Play	Situation analysis, Visibility of Issue, Cheerful learning Environment, Empathy, Transfer and Receiving
 Enhanced Communication Skills	

In addition to that, Drama and Song demonstration in front of their parents, family members and community people also increases the confidence level among the performers which in turn also helps to increase the confidence level of the parents, community people and stakeholders on the children potential. Meetings, discussion with the parents by BITA staff also facilitated the changes among children while facing visitors can also be considered as a change catalyst. Children who got admitted into formal schools are considered to be at a better change level.

4.3.1.2 Changes among Children

The following table represents the generic changes among children observed so far



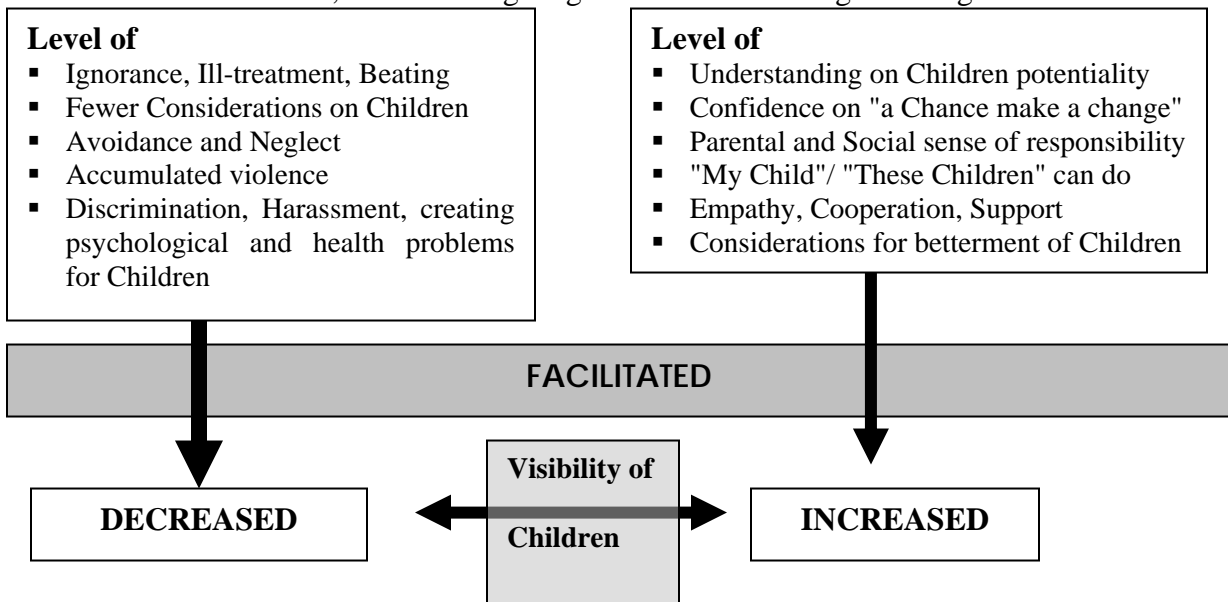
²⁴ Adopted and framed from “Small is Healthy”, edited by Pat Pridmore and Tashmin Kassam, Institute of Educational Development, Aga Khan University, Karachi, Pakistan with Institute of Education, Child To Child Trust, Bedford, UK, 2006

Children have also identified changes among themselves which are exhibited below through categorization of the changes

Changes	Interpretation	Remarks
We go to School, “Private” and learn learn “Life Skills”	Access to Learning, alternative education and skills	Here private means the “Special Care” sessions
We can write our names, our parents names, siblings names	Development in literacy level	Yet, development of hand writing can be developed much more, in most of the cases boys have made more spelling mistakes than the girls and girls were found to organize sentences better
<ul style="list-style-type: none"> We can perform in drama, we can sing We can play a “Role” 	“We Can” leads to confidence and self-consciousness	
<ul style="list-style-type: none"> We used to take care of our hair and nails We maintain cleanliness 	Sensitization on own appearances and representations	BITA provides nail-cutter, oil, soap, toothpaste, tooth-brush to the children
<ul style="list-style-type: none"> Know how to help others, respectfulness to the elders, parents, Listen to parents, take care of our younger We become gentle 	Socialization, social responsibility and changes in attitude	These changes were also acknowledged by the parents and stakeholders

4.3.2 Parents and Stakeholders

About Children: Parents, community people, stakeholders have echoed one specific thing “**A mental development**” has been made among the children who they also tried to relate with another synergy they have observed “**children become sensitive on their appearance and behaviors**”. Besides, the following diagram shows the changes among them



The project facilitates the level of understanding, behavior and attitude of the parents and stakeholders which in turn has made some changes at respective levels of individuals and or groups. This facilitation and changes are also contributing towards to the ultimate

Rather it was evident through discussion with the Stakeholders that they are also a bit “Surprised” to see changes among the “invisible” children they didn’t care before and also don’t care as a “Priority” concern for them now a days.

“Visibility” of the Children within family, community and areas or places like market places where they use to mobilize.

One of the basic objectives of the project was to develop and strengthen the attitude

and behavior of the parents and stakeholders towards to creating an enabling environment for the children.

Changes among Parents: Parents have expressed that BITA staff used to organize them for meetings once in every month while they can understand the changes among and they try to

come to the discussion sessions. Parents expressed that they didn’t realize that their children can also make changes if they can have a better and supportive environment. Parents also said that they are happy to see their children can draw pictures, can perform drama, can write names and moreover can talk better than before. Parents have also expressed that

I beg in the market and I never believed that my children can study. When I’ve seen my boy can read and write and he started enjoying his study, getting prizes in competitions, I sent him to a Madrasa at my village. I am grateful!! (A Father in Khatungonj area)

they are happy that their own children not only can write their own names, they can write their address and parents names. They are happy to see visitors going to their areas to talk for the betterment of their children. Parents don’t know too much about Birth Registration but they have also mentioned that their children are registered with the City Corporation.

None of the parents during the discussions and or interviews showed any kind of disregards towards to the project activities, not for the time

I am not happy, I am not literate and I don’t only want my child to be literate, I want him to be at a better situation. I can work hard for that. BITA should have a follow up system to see what the children are doing at evening. (A father in Shulokbohor area)

they are letting their children to go to BITA School. They have shown their satisfaction with the “Snacks” provided by BITA during the sessions with the children. They also have shown their satisfaction with what BITA had done during the sudden flood in Chittagong. They said that they used to send their children

to School and they are much happy to see their children going to Schools with clean dresses and better appearances.

Changes among Stakeholders: *Market Association Leaders* said that they feel good to contribute in BITA’s programs which help the children to live a better life. They said that they are always ready to extend support to the program which so far they are doing.

One Market Association Leader expressed that he has been providing support since 2002 and he can also help BITA to create better network with other market associations. Market Association leaders didn’t get any orientation on child rights.

Kazir Dewry Market Association provided Card to the Children to protect them from harassment

School teachers have got a one day orientation on “Child Rights”. They have expressed that the activity has increased the attendance rate of the children and children are much enthusiastic to come at School.

One day in Kazir Dewry market, a child targeted under this project, had found a mobile set, he tried hard to find the owner of the mobile, took help from the others and later on could give the mobile back to the owner. The president of the market association could mark this example in illustrating the changes among children. He also said that, they can also follow up as they know how many children are working in their market after providing the “Card”.

4.3.3 BITA Staff

A total number of 11 staff is working in this project among which Program Director is providing support with proportionate time; one Project Coordinator is responsible for the project. One program officer is looking on the “Recreational activities” while another Program Officer is responsible for drama, arts and crafts. 2 Supervisors are responsible for supervising 6 areas where 1 supervisor designated as “Monitoring and Documentation Officer” is responsible for 3 areas while one supervisor is responsible for 2 centers. One admin and finance officer is also deployed for the project.

Project staffs have got orientations and trainings on Child Rights, First Aid, Gender, Facilitation Skill Training, and Training on easy theatre making, training on Community led approach, Human Rights and Adolescent Reproductive Health.

All staff is not working since the inception of the project, yet they could identify the changes occurred through their involvement in this project. They have said that their level of understanding on Child Rights, Learning different dimensions of Abuse, Violence, Exploitation and Discrimination, Negotiation and Communication Skills with people at community, on the spot strategy formulation, observation and situation analysis, Communication skill with Children and confidence have been increased. Besides, they also have got better networks around the community and people know them which they also stated as their achievements and changes.

4.4 Dimensions in Change Paradigm

Referring to all the changes exhibited in this report, it’s been also observed that these capacities developed and specific potentials have been released, yet a diversified situation have been observed during the evaluation.

Changes are not generic or identical for all: It can’t be said that all children have got all the capacities at the same level; it also can’t be said that the at the same recreational center all the children have got the same kind of drawing skills or all children have got the same level of concentration through participating in the games and role plays. *And there is no baseline data to assess or measure the changes or to set a trend in this very particular issue.*

Trauma and Psycho-social context: While Girl children had to face a lot of physical or sexual harassments, it can’t be said that the level of trauma or psycho-social stress decreased

at the same level of a boy child who merely could feel the physical harassment also associated with sexual connotation a girl can feel.

Socio Cultural Context: Dimensions have also been observed at different areas, all the areas can be considered under a broad category but they have distinctive characteristics, a brief overview have been made in annexure, yet, a **comprehensive analysis is much more necessary in defining local strategies for solving local problems or issues.**

Bakshirhat ward doesn't have any Government or City Corporation built Primary schools, children has to go far away for reading and writing which may not be considered for the parents to be feasible when they are in need.

Children in Shulokbohor are at greater risk of health hazards as they are involved in aluminum factories or in collecting aluminum wastages at drains.

5. Present Situation, areas of improvements and Opportunities

5.1 Operational Definition

The project yet to have operational definition of its outputs like "Capacity", "Potential", "Self-consciousness" and other terms and terminologies which directly contribute towards to the desired results. Besides, these operational definitions can also have indicated few measurable indicators through which results can be measured and or assessed say for example "all children under the project will have the ability to read and write their names, addresses, names of their parents and siblings without any spelling mistakes".

5.2 Coverage

The project has selected 30 children for every Recreational Centers through a "Strategy" based selection process while stakeholders, School Teachers and project staff have expressed there concern on the coverage. The following table represents the criteria's in selecting the children in one column while the concerns in other column with observations too

Criteria's for selecting children	Concerns/ Observations
<ul style="list-style-type: none"> ▪ Children of 8 – 14 years age group ▪ Such children who are dwelling in the selected place for minimum 6 to 12 months ▪ 80% children, who usually work and spend time in the street for 12 hours and later they go to home ▪ 20% children, who spend their time for 24 hours in street ▪ 50% boys and 50% girls 	<ul style="list-style-type: none"> ▪ In Bandar 30 children represents only 1% of the total children while in some other areas while in some centers 4%, 3%.²⁵ ▪ There are a lot of children still fall into this criteria's and new children come ▪ When these children are going back to their areas they have to mix with the other children of the almost same criteria's not targeted ▪ Criteria's didn't consider the 'economic' condition of the families which may contribute in the vulnerability of children

5.3 Peer Educators

Based on set criteria's 5 Peer Educators were selected from every recreational centers which is represented through the following table including observations

²⁵ Referring to the Data Collected from City Corporation, Please see annexure, Area overview

Criteria's for selecting Peer Educators	Observations
<ul style="list-style-type: none"> ▪ Review the attendance in RC ▪ Enthusiasm of the specific children to the activities of RC ▪ Skill of sharing information ▪ Observe the attention and spontaneous ness of the children whenever the sessions are going on ▪ Assess the eagerness of the children about sharing their learning and opinion towards his/her fellows 	<ul style="list-style-type: none"> ▪ In many cases, children take time to be at ease which is most pertinent for the majority of the street children ▪ Since the Peer Educators are getting the opportunity of Exposure of receiving training, other children have shown dissatisfaction to the BITA staff ▪ BITA only deploy “observation” methods in assessing the results of the trainings, there is no “Pre or Post” test which may be difficult for these children but it can be also considered as an opportunity

Few parents have also shown their concern on the trainings for the peer educators as the 3 days trainings were conducted in school days. A mother expressed “don’t you think my son have missed 3 days learning from school when he is receiving training? How he can cover it?” which also represents the sensitization of the mother

5.4 Literacy and Numeracy of Children

BITA has been trying to develop the basic literacy and numeracy skills of the children. Few examples were found that children could neither write their names nor could read his or her name in the daily attendance sheet.

Since the evaluation has followed a lot of PLA tools, children were encouraged to write or draw. In most of the cases girls were found to have more capacities in making organized sentences than the boys while it also varied from center to center. In most of the cases ‘spelling mistakes’ were seen more rigorously even in writing simple words. It’s also been observed that few children couldn’t write what they were telling while

5.5 Psycho-social state of children and Counseling

Globally, the psycho-social state of these categories of children is found to be less balanced than the other children and it was also found in the discussions during the evaluation. The Project Coordinator have a training on “Counseling” long days back and the knowledge can be translated among all the staff as none of them have ever received training on “Counseling”. Yet staff is providing support to the children with their own empathy, feeling and understanding. This should be the major area the project should focus on and BITA should think seriously in “piloting” a field based counseling mechanism within a recreational approach in protecting children from abuse, violence, exploitation and discrimination.

5.6 Arts and Crafts

BITA staffs are conducting sessions with children following a guideline. Role play, game and drawing are done once in every week. Children can not do it according to their wish. BITA staffs didn’t get training on “Child Development” and none of them have adequate knowledge on what role play, games or drawings can contribute in children development. Staff are facilitating according to their own conceptual understanding and commitment which

could demonstrate changes but could neither demonstrate any ‘uniformity’ nor opportunity for ‘focused supervision’.

5.7 Life Skills

Children, mostly the Peer Educators can express the ‘scenario’s through which they have learnt about life skills. Asking about life skills education, 4 children could express the same scenario while 2 children couldn’t clearly express any example. The most common scenario they can share is “if anyone gives us any bag with too much weight we have to gently tell him or her that as I am a child it’ll be really harmful for me to carry it, Sir/ Madam, will you please give me another child to work with me or if you allow me I’ll carry it on two or three attempts with smaller weight measures”.

The project doesn’t have any provision for “Refreshers” training which is much more necessary. Children can also set the aforesaid scenario through ‘drama’ in market places or can do the other scenario in other places according to relevance.

When discussing with children it was observed that they want to be “doctor’ “engineer”, “Like apa, bhaiya” and most of the cases they could reply that it’ll take 1-5 years to be doctor and they don’t have adequate knowledge about what they need to do to make their dreams come true. It’s been observed that they used to feel problem in “visioning”. The project works with 10 life skill component while another component needs to be included on a priority basis “Goal of Life” which will help them to determine their life planning and will in turn help in setting goals in future.

5.8 Cultural Approach

It follows a sequential process stated by the project staff; the following table represents the processes in one column and observations in another column

Steps followed in making theatre ²⁶	Observations/ Areas of improvement
<ul style="list-style-type: none"> ▪ Assess the enthusiasm of children ▪ Children selection ▪ Unfreezing ▪ Finalize the issue ▪ Story making and Sequencing ▪ Character/ casting selection and distribution ▪ Developing dialogue ▪ Rehearsal ▪ Venue selection for pre test show ▪ Pre-test show ▪ Regular show 	<ul style="list-style-type: none"> ▪ After 2 years all children should have got the enthusiasm to perform since they are doing role play once in every week ▪ This needs to be considered the “Priority” tool for sensitizing the parents, stakeholders and community ▪ Issues should have a ‘two-fold’ strategy, “Thematic” first and then ‘Issues” related to the theme like Child Rights, Consequences of Abuse, Violence, Exploitation etc ▪ There should be “costumes” and “Props”

Observation of one show – “Aador (adoreness)”

During the evaluation, a show was observed which was also demonstrated during the field visits on February in-front of 2 visitors in the respective center. The name of the drama is “Aador (adoreness)” which demonstrate a comparative scenario of families where one child used to get physical and mental harassment by her mother in failure of income and get frustrated with life and then other children and family members

²⁶ Adopted from the Process documentation report submitted by BITA

helped her mother to understand the situation. The show ended up with a Song “Aamader Deshta Swapnopuri” with choreography. The show Later on, an interaction used to take place which is considered to be “Action” under “Theatre for Development” approach.

The show was demonstrated on a slum just beside a “pathway” through which females, males and even children were carrying water all through the time. Children were crying and a lot of children couldn’t see and so as other women and men. It is challenging to find a suitable place within a slum, yet *BITA can try to explore few “Criteria’s” for maximizing opportunities in demonstrating drama shows within a slum since this organization have its uniqueness in this particular field.*

Areas of improvement for Drama

- If one “script” is developed for one centers for the overall project duration then issue identification should be made following a situation analysis method comprising of tools like “Problem tree”, “Cause-effect analysis” etc
- Consequences should get the priority instead of comparative analysis which will let people think and act
- Songs can be focused on the “issue” the drama is demonstrating and can be developed using tunes of popular folk songs
- This Drama should certainly increase the confidence level of the parents and community on the children but its yet to be assessed how much “Ignition” it could do
- Choreography sometimes doesn’t work for the population for whom it is not that much easy to understand how few blocks or cloths mean within 15 minutes of time

5.9 Recreational Center

- 5.9.1 Uniformity: Different Centers have different decoration pattern which is much more dependent on the respective staff. Lot of drawings has been observed in the walls of the centers among which drawings of the school children are also shown in the center. There can be “Uniformity” in center decoration.
- 5.9.2 Center Rules: It can be designated as “good example” which children used to follow. Yet, it can be turned into best practice through a weekly assessment done by the center staff with the children focusing on which rules children perform less and how to improve the compliance
- 5.9.3 Attendance Sheet: It can also be designated as “good example” in terms of center management. But it was also observed that children filled up blank spaces of 5 – 6 days without considering without considering their attendance on that particular day. During the evaluation period no center were found to be attended by 20 – 30 children, the number of children varied from 08 – 19 while on a cross-check visit the attendance sheet was also found to be attended by all children. Center staff can make a small step to make the children understand the importance of the attendance sheet and can assure them that the project shall not detach anyone for the irregularity. Besides, another observation was made that children can not come on specific time because they are busy with other things for which there should be a

mechanism to measure the time one child is spending in comparison to the contents or sessions he or she is missing. The peer educators can also play some part here.

5.10 Children Carnival

Children carnival was conducted in “Patiya” at the BITA Training and Cultural Center far away from the city corporation area and 12 children were selected from the project. Other than creating an exposure for these 12 children, it neither created any effect within the project areas.

5.11 Communication Materials

Less communication materials were found for the children who can be seen as a major gap within this project. Few posters were seen in the centers which were collected by the center staff or distributed from the project management office focusing on violence, end of child labor and sexual exploitation and abuse.

5.12 Frequency and opportunities

The project has reached 30 children since October 2006 and the number of children may also vary to 30-40. According to this time period, deducting the holidays and other leave days, children were reached by the project in numerous ways which may not be interpreted under a ‘frequency’ analysis. Yet, there are enormous opportunity to explore new opportunities and strategic options to maximize the results.

5.13 Parents

Number of Parents for parents meeting and continuous communication are fixed and is much relevant to the total number of targeted children. Parents are coming at the monthly parent meetings to listen and participate into the discussion sessions facilitated by field staff since the inception of the project on October 2006. Since there were no baseline on the knowledge level of the parents on child rights, their attendance on the meetings can be considered as an indicator of change which doesn’t represent changes from a holistic point of view. Participation of the parents in the overall project can be described under an “informed” stage or to some extent on “Consulted” stage in which a “consulted” stage can be developed through participatory planning in the next phase which may be facilitated towards to a ‘Self-mobilization/sole responsibility’ stage.

Parents are “informed” or consulted which can be facilitated towards to a “Self-mobilization stage”

5.14 Market Associations, Leaders and Market

In most of the cases relationship has been developed only with the elected committee members while election of association is a continuous process where new people can come or people who were defeated can also have control over a situation or can be turned into gatekeeper since they are not getting the value they feel to deserve. Besides, relationship were developed and strengthened with the most powerful members who by their position may not be at the stage to go in deep, rather they can initiate a process and in maximum can supervise from their level.

Relation with only elected bodies may not work in future

During the evaluation it was observed that the stakeholders (selected for discussions) had given time and discusses which certainly indicates a level of importance. Yet, the relationships were found to be diversified, in some cases relationships were formal with the Ward Commissioner, School Head Master, President and Secretary of the Market Association while majority of the relationships were informal.

Market association members sit together on monthly meetings for 1-2 hours; they have a set mechanism for information dissemination and follow up which the project could have capitalized strategically

The number of stakeholders for every center is fixed which may create limitations in facilitating an enabling environment. In addition to that, no stakeholder analysis were made by the project and the project doesn't have any "Local Level Advocacy" strategy or guideline which is much more important to solve local level problems; moreover the staff didn't get any training on "Local level advocacy" too.

There is a "Central Market Association" in Chittagong which can be brought under the strategy

Market Association leaders didn't get any training or orientation on child rights and they don't know much about the project. They wanted to learn the project basics, to be involved in the planning. The networking and linkages made so far with the market association leaders can be considered as "Informed" or "partially informed" which can be maximized now through starting a "joint Decision making" process.

Children have reported that they are being exploited, harassed or abused also by the buyers coming to the markets which they also reported about majority of the shop-keepers. There should be a mechanism to involve the market association leaders to develop a mechanism also to follow up the 'protective mechanisms' for children from the buyers. The project can also try to facilitate the market associations to include 'children representatives' who'll look after the children issues.

The example of "Card" for children in Kazir Dewry could be replicated in other places or exposure visits can be organized for other market association leaders

5.15 "Stakeholders" and Advocacy as a continuous process

This project should consider stakeholders as "Individual" and strategies should be developed for their sensitization so that the "silent" stakeholders can be informed, "Negative" stakeholders can be "Positive" and then "supportive" and "supportive" stakeholders can be "Functional". And these, considerations should also be made by the children, most particularly girls since they have different eyes and in-sights to assess 'good' and 'bad' in an individual.

Each Recreational Center can have a list of their 'non-informed', 'negative', 'positive', 'supportive' and 'functional' stakeholders including project specific operational definition of the same from a strategic point of view to facilitate the process of enabling environment.

5.16 Supervision, Participatory Monitoring and Evaluation

The project yet to develop a structured set supervision mechanism with defined roles and responsibilities of the staff, children, parents and stakeholders after almost 2 years of its

implementation. The monitoring and documentation officer working in the project basically is looking after 3 working areas without having any training or orientation on the subject paradigm. And none of the field staff have received any training on the same so far.

Besides, the project have output indicators like 540 children have access to participate in 12 recreational and cultural centers and involve with creative session, pre education, life skills session, theatre and day observance(30 Children in 6 Recreational Centers and 60 Children from 6 Schools in deprived areas). This indicator can be much more centric with the relevant objective “to improve and develop the capacity, potentialities, self- dependence and consciousness among the children who are living/ working on the street and living in deprived areas”. Following these concerns, the project can also develop “Process Indicators” to achieve the “output indicators” with more quality and demonstration.

5.17 Child to Child approach

Child to child approach was not implemented at the field.

5.18 Community

Since the project have targeted only 30 children, few parents also have shown their dissatisfaction as their children couldn't get the opportunity to improve their situation which can also be translated as creation of a “Demand” around the community; and this significantly also represent the visibility of changes among the community people.

5.19 Violence, Abuse, Exploitation, Discrimination and Project achievements

The project have been targeting children within a broader framework comprising of issue focuses like “Abuse”, “Exploitation”, “violence” and “discrimination”. The evaluation findings and the illustration made so far clearly will indicate that these issues are being covered also under a broader framework which doesn't necessarily put importance on the comprehensiveness of the ‘single issue’ it targets.

Violence of the market guard and some of the shopkeepers is decreased while the guards and shopkeepers or other stakeholders doesn't have “informed knowledge” on the ‘consequences of violence’. Children reported that they still are getting physical harassment by their parents if they can't give them money on everyday.

Children still are reporting of ‘exploitations’ in market places, most particularly “economic exploitations’ which means the changes are not adequate and still there are more to do. Girls have also reported different forms of abuse at market places and other places they used to go frequently.

The project should have strategic options of defining violence, abuse, exploitation and discrimination with ‘qualifiers’ or ‘observable’ indicators from which results can be drawn.

5.20 Sustainability

The project has developed knowledge, capacities and skills of children which should be retained through using appropriate measures and further strategies. 30 children in a single community have been targeted for almost 2 years and significant changes were made, these children can make further changes in their respective communities with adequate resources, capacities, orientations and facilitations.

Parents have got information on child rights related issues; they are allowing their children to go to BITA centers and attending in the parent meetings which can be maximized with future strategies which in turn will contribute towards to a sustainable paradigm. It can also be said about the stakeholders involved with the project.

For sustainability, the project should formulate ‘qualifiers’ and ‘measurable indicators both at input, process, output and outcome’ level to track the progress in terms of sustainability. “Sustainability” is a jargon which should have a project specific definition with indicative measurements.

5.21 “Model” demonstration and replication

The project has been reaching its end and BITA should consider coming up with a “model” they could develop so far on which further development can be made with justifications, strategic and process learning with future recommendations and opportunities.

6. **Recommendations made by children, parents, stakeholders and Staff**

- Provision for Financial Assistance of the Parents who can feel its not worthy for them to send the children to center or school for 2 hours instead of sending him or her to work to earn money
- All children within the selected areas should be brought under the project through cost-effective and strategic ways
- Arrange provision for IGA for dependent families
- Primary assessment of parents perception and perception of stakeholders before implementing the project
- Income Sustainability for families
- More Participation of the Stakeholders in planning, implementation and follow up
- Vocational and Technical Training to Children
- Sustainability of Family Reintegration and proper follow up system
- Assure "Food, Dress and Health" for all children targeted
- Employment Opportunities for Children
- There should be a “Follow up” mechanism of the activities mostly concentrated on the results involving all the relevant stakeholders, parents and children
- Effective and efficient Monitoring and Supervision system by project staff
- Formalized Psycho-Social Counseling
- Increase Community responsibility and responsiveness which will contribute towards to the Sustainability ground
- Ensure Children Representation, they can represent their own community and or children
- Inclusion of children in market association and other places to look after the project activities at their ‘user-friendly’ level

7. Inferences

- 7.1 With increasing global criticisms like “NGOs reproduce stereotypes and inferior opportunities for street children (Mikulak, 2003)”, UNICEF Bangladesh should consider long-term and far-sighted strategies with adequate resources for community support and effective service delivery. The project has set a scenario and ground to work further which should be capitalized for demonstrating a “Model” or “Example” to be replicated around the globe. And evaluation findings will strongly recommend for minimum 3 years of further phase with ‘output’ and ‘effect’ indicators which later can be transformed into ‘outcome’ indicators for next 2 years
- 7.2 The Project should have an "Action Program Process" based on Participatory Program development which is Uniqueness of BITA
- Situation Analysis of each and every target areas with focus on "Socio-Cultural Contexts" and formulate local level strategies under a broader project framework
 - Stakeholder Analysis and Strategy formulation needs to be a continuous process
 - Different Strategy for "Abuse", "Violence", "Exploitation" and "Discrimination" under operational definitions and qualifiers
 - Provisions for need based adoptions and changes in the Project design after every 6 months
- 7.3 Maximum coverage of children, the project can also capitalize these children to disseminate information to other children
- Peer Education can adopt a “cascade” training approach
 - Current Peer Educators can be considered as “Master Trainers” who will receive training at National Level or through selected resource organizations with an improvised module developed or adopted for the project
 - These Master Trainers can develop 10-15 Peer educators each at their respective levels with strong supervision and change measures by BITA Staff
 - Peer Educators will conduct sessions with their peers (10-15) at their community level with strong supervision and change measures by BITA Staff and Master Trainers
 - Since “quality” is the major concern for “cascade trainings” the training mechanism should have a basis for appropriate and continuous ‘quality’ improvement process
 - Child to Child can be another significant tool to maximize coverage
 - One Stakeholder also recommended for “Satellite” centers for 1 – 2 hours within the community with improvised strategies
 - Issue based and thematic demonstration of “Drama and Song” can be another tool
- 7.4 Continuous assessment of the degree of community Participation, local level strategy formulation, adoption and implementation

7.5 Participatory Monitoring & Evaluation needs to be formalized, practices, replicated

- Each Center can have at-least 3 Participatory Monitoring and Evaluation tools like
1) an Information Board containing number of children and their basic information, brief overview of the area
2) Stakeholder List
3) Social Map
4) Van Diagram to identify the operational areas, service Centers and Referrals

7.6 Involvement of Children in Planning, Evaluation, Monitoring and assessment

7.7 There should be an assessment or measurement process for tracking the changes among children, parents and stakeholders for which a knowledge level focused “Baseline Survey” or “Assessment” is much necessary

7.8 Counseling should get the maximum priority as children have been observed to be at stress during the sessions too and project staff have also expressed that they have to deal with mental and emotional stresses of children almost in every day. Sometimes, it is also challenging to identify who is under stress and if they can't make it, the child may not come to the centers for long.

- A “Mood Meter” is used in Training sessions which can also be adopted in each center where Children will be putting tick marks twice, when they'll come to the center and when leaving. It can also empower them
- ‘Emotional Thermometer’ can also be used, a tool to help children identify their emotional state and control. ‘Thermometer’ posters are all over the house, running from “I feel fine /calm/ happy/OK and in control” rating 0-3 in the green zone; through amber 's 4-7, indicating stronger emotions and less control; to red's 8 – 10 indicating extreme emotions no longer under control. “Where are you on the thermometer?” or “I am at X on the thermometer because of Y so I need Z from you”, are heard every day. The thermometer creates a common language for everyone to talk about emotions and how we are managing them²⁷

7.9 Demonstration of “Drama and Song” should be demand driven, people love to watch it can remember but there should be a need from different parts of the community or markets. This can also create ‘positive competition’ within the communities which in turn will increase their participation in the project. In addition to that, if community people want to contribute in the expenditures of a demonstration a major advancement can be made

- Children are selecting the “Issue” while Parents or Stakeholders can also make the same for sensitizing other
- There should be a provision for Audience Survey following the baseline to track the effectiveness of the activities and BITA should consider evaluative measures as basic of their recreational approach

7.10 Recreational Centers should have adequate Communication materials for staff, children, parents and stakeholders. For children communication materials should be much

²⁷ For more information please see website of Junto Con Los Ninos y Las Ninas (JUCONI), a Mexican NGO

more visual than with text. BITA already arranged some materials to teach children the names of fruits and trees which may be practiced into drawing sessions.

- UNICEF can consider developing generic communication materials in Bengali like “Flayers”, “Posters”, and “Stickers” with information on Child Protection not only for this project but also for other protection projects since it deals with a lot of projects with different ministries and partner organizations. These materials can be target audience specific like “Parents”, “Local Leaders”, “Religious Leaders” and other stakeholders mostly focused at “consequences of abuse, violence, exploitation and discrimination”.

7.11 This project should consider stakeholders as “Individual” and strategies should be developed for their sensitization so that the “silent” stakeholders can be informed, “Negative” stakeholders can be “Positive” and then “supportive” and “supportive” stakeholders can be “Functional”. And these, considerations should also be made by the children, most particularly girls since they have different eyes and in-sights to assess ‘good’ and ‘bad’ in an individual.

- Each Recreational Center can have a list of their ‘non-informed’, ‘negative’, ‘positive’, ‘supportive’ and ‘functional’ stakeholders including project specific operational definition of the same from a strategic point of view to facilitate the process of enabling environment

7.12 Inclusion of “Neglect” within the project framework is much more necessary and with capacity development of project staff on abuse, violence, exploitation and discrimination, the project should have specific and separate strategies for each subject issue

7.13 The PNGO staff doesn’t have quality exposure and learning on Local Level advocacy – basics, theories and attributes which needs to be maximized with proper documentation of the “process Learning”. Local level advocacy should be area specific while BITA can also do “customized policy advocacy” with policy makers of Chittagong

7.14 Project staff should get adequate knowledge on “Transformative Social Protection” through orientation workshops, not training since transformation of their concepts of welfare, perception on children and experience so far is much more important

7.15 BITA should start thinking of “Knowledge Management” within the Protection paradigm focusing on process learning, learning replication and further program development since DIC based approach has got maximum recognition globally

7.16 Relationship with the Service Providers needs to be formal and functional and there should be measurable indicators for that like “# of referral centers or service centers under formal and # of centers under functional relationship”, “# of children received services from # of centers with monthly, quarterly and yearly frequency”. It’ll also help to explore “trends” of service seeking behaviors of children

7.17 The Project should have a “Monitoring, Evaluation and Documentation” framework with Participatory Monitoring and Evaluation as its basics with both “process” and

“output” indicators and it needs to be developed through consultation with children, parents and stakeholders using proper methodologies

- 7.18** For user-friendliness and maximization of resources, the project should have flexibility in staff time. For example, few parents can participate in the meetings if it can be organized at evening or market association monthly meeting is held at around 8:00 pm. Staff who will participate in these meetings, can have the flexibility to compensate the time in other way. BITA should think it seriously as parents and stakeholders have shown their concern regarding this
- 7.19** It’s been observed that they used to feel problem in “visioning”. The project works with 10 life skill component while another component needs to be included on a priority basis “Goal of Life” which will help them to determine their life planning and will in turn help in setting goals in future
- 7.20** Few children were found with disability for which BITA should think beyond the project framework. There are organizations that are providing welfare support to the disable children
- 7.21** Few children were found who are either orphan or don’t have any place to go. A functional mechanism should be developed with ARISE sub-component of PCAR. Aparajeyo Bangladesh is implementing ARISE in Chittagong and BITA can develop the relationship formally.
- 7.22** Children age ranging from 12 - 18 should get an opportunity to have skill building trainings. Besides, BITA should also think about the children who cant get admitted in formal schools, there should be an alternative mechanism for their alternative learning
- 7.23** A regular coordination mechanism in between BITA and UNICEF is much more necessary which will benefit both of the parties, it can be considered as the major area of improvement since Project staff also demanded more frequency from UNICEF side with a set coordination mechanism; they are also concerned about getting technical assistance from UNICEF which they also think they used to get in UNICEF field visits

8. Opportunity for Piloting “models”

a. Kazir Dewry Market as Model Market

This market is renown in Chittagong for its exclusive customers or buyers. All the Government high Officers, businessmen, Naval Officers and Armed Force officers used to come here. The Market Association is helping BITA is project implementation and so far they have given “Cards” to the targeted children which none other association could do.

The market association has a regular meeting mechanism, set mechanisms for information dissemination and follow up of the decisions taken by the committee. On every month, the association used to collect 1, 32,000 BDT Taka as contribution for maintenance and management of the market.

The President of the market association is also the Assistant Organizing Secretary of the “Chittagong Market Association” with broader linkages and networking. He wishes to contribute in maximizing the networking of the project in other areas. He was found to be a literate person with strong control over the market as president for more than a decade.

BITA should start facilitating a joint planning process to develop the market as a “model market” in terms of child protection through giving highest priority to the concerns of the market leaders in strategy formulation.

b. Bokshirhat as Model Ward with Corporate Giants involvement

In Bokshirhat there is no government or city corporation primary school. Khatungonj Market, the biggest retail market of Bangladesh considered as heart of the Country is situated here. All the corporate giants of Bangladesh have their offices in the market and most of the corporate giants are more or less famous for their welfare activities in their respective areas or in other areas.

The Ward Commissioner has shown his interest to be with the project activities while he has less knowledge about the project as he was demanding for health camps, eye camps, clinics and schools there.

The acting Mayor of Chittagong City Corporation has committed for giving 41 Centers in his 41 Wards for recreational centers. He has already given one center in Bondor²⁸. Since he is positive, he can also mobilize the process in organizing all the corporate giants in one table. Chittagong Chamber of Commerce can take a lead in this process for developing a model city corporation with better protective environment for the children living or working on streets and for children from deprived areas.

It will be a huge task, yet this is an opportunity for both UNICEF Bangladesh and BITA to accumulate resources from the corporate sector as part of their corporate social responsibility involving civil society and media all together. The corporate giants can be brought under networking through formulated strategies.

c. Stakeholder Analysis and enabling environment

The recommendations stated in 5.14 and inference drawn in 7.11 can also be considered for piloting in two different areas and later on can be replicated. Advocacy should not have any ‘onetime’ focus, rather it should try to sensitize individual or groups of people so that they can carry forward the sensitization irrespective of place, time, NGO intervention and target audience.

²⁸ Which seems at a distant place for the children to come for which BITA has to take new children

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Annexure 1: an overview of the Methodology

Data collection techniques	Type and number of sessions		Study Themes
	Type	Number	
Key informant interview (3)	School Teachers	1	Effectiveness, relevance, Sustainability, Project Design and improvement (To explore the changes, areas of improvement for further program development, to formulate recommendations)
	School Teacher	1	
	Market Leader	1	
Ladder Game (6)	Children 6-12 (street)	1	To explore the previous and current situation of the targeted children to identify the changes occurred and what can be done further. Effectiveness, relevance, Sustainability, Project Design and improvement. Note: Instead of Ladder Game, Timeline Analysis can also be done with Stakeholders and Project Staff which will be decided after conduction of sessions with the children groups
	Children 12 – 18 (street)	1	
	Children 6 – 12 (deprived areas)	1	
	Children 12-18 (deprived areas)	1	
	Stakeholder (mixed group)	1	
	Project Staff	1	
Daily Activity Chart	Children (individual & mixed)	5	To understand the daily activities children are engaged with and how the Project effect them in their daily lives
Stakeholder Participation Analysis (1) – simple	Stakeholder (mixed group)	1	To explore the current situation of the stakeholder participation and to explore further opportunities
Social Network Analysis (1)	Children (boys and girls)	2	To identify the networks in which children belong to compare with the networking the project have
Road Blocks (2)	Children (mixed group)	1	To identify what possible “threats” or constraints the children and Stakeholder are perceiving for the project and what types of recommendations they provide for further program development
	Stakeholder / Parents (mixed group)	1	
H – Tool (4)	Children 12-18 (mixed)	1	To assess how the children, stakeholder and project staff perceived the effectiveness of the Project
	Stakeholder (mixed)	1	
	Project Staff	1	
	Parents (mixed)	1	

Annexure 2: At a Glance working areas²⁹

Name of the Ward (with general problems)	Population (approximate)				Contexts	What Children do
	M	F	Child	Street Child		
Bagmanirum (lack of Sanitation facilities and safe drinking water, garbage in dustbins)	39,812	34,876	25,652	800	Education Institutes: 31 (GRPS:04) Health Center: 02 (NGO) NGOs: MAMTA (Health), HTR (UNICEF), World Vision (Micro Credit, Health, BRAC and PRASHIKA (Micro Credit) Near to Railway Station for which People come and start living on the streets here; Kazir Dewry market situated here	<ul style="list-style-type: none"> ▪ Carry Bags/ sacks ▪ Support in pushing “Push Carts” ▪ Work in vegetable corner of markets (wash the shop, carry Water and bring Tea) ▪ Work in Decoration shops ▪ Work in unloading and dispatching goods in trucks or buses
Enalyet Bazaar (biggest retail market in the country, lack of safe drinking water and less sanitation facilities)	35,675	24,814	25,671	1000-1200	Education Institute: 25 (GRPS:10), Health Center: 03 (Private and CCC:01) NGOs: HTR(UNICEF), MAMTA and Nishkriti (Health), CWFD (Care funded) Near Railway station, biggest market in city and the biggest retail food market in Bangladesh	<ul style="list-style-type: none"> ▪ Collect vegetable ▪ Carry Bags/ sacks ▪ Sell Sacks/ Paper bags ▪ Work in shops at market ▪ Carry heavy weights ▪ Steal vegetable from the market
Pathantuli (Water overflow during rainy season, less health services,	25,359	21,235	19,191	700	Education Institute: 25 (GRPS: 04) Health Center : 01 (CCC) NGOs: HTR (UNICEF),	<ul style="list-style-type: none"> ▪ Carry Bags/ sacks ▪ Carry heavy weights ▪ Collect iron materials ▪ Collect firewood

²⁹ Collected from Chittagong City Corporation with the help of BITA Project Staff

safe drinking water and sanitation)					Ghashful (Education and Micro Credit) 4 Bazaars,	<ul style="list-style-type: none"> ▪ Work in Furniture shops, Painting shops, automobile parts shops, Steel shops, and as domestic child ▪ Collect vegetables
Bokshirhat (biggest market place in chittaong Khatungonj, biggest fish collection and marketing place Firingibazaar, most of the times water overflow during, less safe water and sanitation facility, almost no health service delivery	24,095	12,707	13948	3000	Education Institute: 11 (GRPS:02) Health Center: No information NGOs: HTR(UNICEF), SHARAN (Education), UCEP (Vocational skills), BRAC and PRASHIKA (Micro Credit)	<ul style="list-style-type: none"> ▪ Collect wastages ▪ Push “Push carts” ▪ Sell paper bags/ sacks ▪ Sell different items all through the day ▪ Collect/ steal onions, Gingers etc ▪ Begging
South Middle Halishahar (CEPZ is adjascent, both industrial and port area; most of the population are floating, water over flow in small rain, less safe water and sanitation	40,768	37,374	27,009	500 (may be much more)	Education Institute: 41 (GRPS:05, Private: 01) Health Center: No information NGOs: FWD (Education), BRAC (Education)	<ul style="list-style-type: none"> ▪ Collect vegetables ▪ Collect parts of irons ▪ Works in restaurants ▪ Collect shrimps in near sea ▪ Collect papers/ bags

Annexure3: Work Schedule

Activity to perform	Time Period					
	March,08		April, 08		May, 08	
	<i>1</i>	<i>2</i>	<i>1</i>	<i>2</i>	<i>1</i>	<i>2</i>
Review relevant literature, previous survey reports	—————					
Prepare a detailed assessment and mapping plan including methodology, sample size, sample sites, tools/guidelines and work plan			—————			
Administer field visits, FGDs and interviews/ meetings to collect information on the assessment and analyze information.			—————			
Prepare draft report and finalize the report with UNICEF's comment					—————	
Prepare presentation and present the findings to the UNICEF Protection section and other relevant section staff					—————	