

Evaluation of the Child Reporters Initiative (CRI)

2008-09



Frame Works

Research & Media Collective



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The photographs used in this report have been taken by Child Reporters and the Evaluation Team during participatory media exercises carried out in the course of the CRI Evaluation 2008-09.

Executive Summary

The Child Reporters Initiative (CRI) is a collaborative effort of various state governments, local partners and UNICEF to involve children, particularly from marginalized and vulnerable communities, in the use of media tools and thereby to give them the means to express their views and raise their concerns and issues in larger forums. The first CRI took off in the year 2005 while the others followed at different points in time soon thereafter. It is currently being implemented in 13 states of India, viz. Andhra Pradesh, Bihar, Chhattisgarh, Gujarat, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal, while it is still in a nascent stage in Assam.

A formative evaluation of the CRI was undertaken in the first half of 2009 with the objective of documenting how it has evolved and is being implemented, analyzing the critical factors that have contributed to or hampered the achievement of its objectives, exploring the impact and drawing any lessons that could guide future child-centric initiatives.

The main objective of the CRI has been to equip children, particularly those of marginalized communities like Dalits or other backward sections of society, with various media skills and to provide them opportunities to articulate their views on issues facing them and their communities. The CRI can be credited with more than 7,000 child reporters, mostly belonging to marginalized sections of society. From writing articles to making films, the child reporters have used various media forms as significant tools of community development.

The various states have not followed a set model or a prototype in executing the CRI. Rather they have innovated and evolved their working strategies while working on the ground. Specific pointers to community contexts, children's eagerness to learn a particular media, selection procedures to identify child reporters and partnerships with other agencies in implementing the initiative have determined the manner in which the program has shaped up in different states.

Except for a few in Tamil Nadu and West Bengal, almost all child reporters are school going children.

Key Findings

The CRI has been implemented through various models in the Integrated Districts of the states. Partnerships with grassroots organisations, educational institutes or professional media houses, networks and alliances or a direct engagement with district authorities have helped facilitate the initiative at the field level. For most implementing agencies, working with media and children is a first time experience. Grappling with new challenges, they have devised innovative ways and modified their strategies, to suit the demands of the program as well as the contexts within which it is being implemented.

Overall, children have been able to discover a unique voice through the CRI. They have raised issues experiential and personal in nature like that of their school, the problem of teachers' absenteeism, corruption in mid-day meal schemes, girl-child education, child marriage, lack of Anganwadi facilities in their village and so on. At the same time, the CRI has also created scope for articulation of problems plaguing their communities like that of caste discrimination, health and hygiene, malpractices in government schemes or poor development infrastructure in their villages. Through various media the reporters have brought these concerns to the fore. Alongside, trainings and capacity development workshops with children have also honed their skills and abilities to express and use media tools in an effective manner.

One of the strongest points of the CRI lies in the convergence that it has created between child reporters, the larger communities that they are a part of, implementing agencies in the field as well as various nodes of the Government. By raising issues which are of direct relevance, CRs now enjoy recognition within their respective communities and conversely, communities have also become sensitized about these issues. Local administrations in various states have also become accepting of the work of child reporters. In some states, the CRI has also tied up with local media houses and this has resulted in mainstreaming issues raised by CRs and bringing their concerns into the public domain.

The main objective of CRI of promoting children's voices and encouraging them to investigate and monitor the problems and issues of their community is being achieved. By all accounts, the child reporters have benefited from their association with the CRI in terms of

self-confidence, access to information/knowledge, and initiative. Being reporters has contributed to children's creativity, harnessing of talent and greater exposure to developmental issues as they observe and report on their own and communities' experiences. The process of engagement has generated considerable enthusiasm and confidence among them and resulted in a degree of recognition from their peers and adults, especially family members and school teachers. Many of the adults have discerned improvement in language and articulation, enhanced analytical abilities and reinforcement of positive values among child reporters.

There are several positive instances of child reporters negotiating their position beyond the stated role of being a reporter as they have been able to mobilize support from their communities for addressing some of the local issues. More than 90 per cent of the approximately 7,284 child reporters belong to one marginalized section or another and their empowerment adds immensely to the value of CRI.

Although an empowering experience for the child reporters, the application of child participation principles has been limited in the CRI. Despite creating a platform for articulation of children's voices, programmatic involvement of reporters in the initiative is currently minimal. The reasons behind such limitations are many. As mentioned earlier, the CRI is still at its infant stages in various states and the implementing organisations have little or no past experience of engaging with children. Meaningfully involving government agencies in the CRI has also been a challenge though in some states such collaborations are beginning to show results. It has been observed during this study that initiatives like these which seek to create attitudinal changes in society need longer periods of implementation. Simultaneously, there is a need to invest in capacity building of implementing agencies besides that of children involved in the programme. However, the CRI can be seen as an important contribution, lending to the discourse on child participation, conceptually and in practice.

CRI has grown organically, based on particular contexts of children and their communities. Such an approach has helped create a distinct, state specific, community centered initiative in each area. Although a big positive, certain areas of common concern were observed during the course of this study. For instance, in all the states, efforts have been made to ensure

child-friendliness in the process and to make learning, writing and information gathering enjoyable for children. Yet there is scope for strengthening children's participation in the design and implementation of the CRI. There is a view that children have been "over-directed" or guided on the messages and their role in decisions (e.g. the media forms and dissemination of information) has been limited. Technical and other constraints prevent the tailoring of an intervention to the needs of each and every child but certain mechanisms could be devised and introduced that enable children to discuss and agree on a media form appropriate for their community contexts.

The CRI has been implemented in the integrated districts in most of the states, which has both advantages and disadvantages. The initiative in principle gains from the backward and forward linkages and resources offered by other interventions but suffers due to the lower priority it is accorded as an "add-on" programme. In most states, the schools have served as important point of connect for the CRI. Though this has helped broad base the initiative, engagement with community based institutions (e.g. the Gram Panchayats, women's groups like Mahila Mandals) also need to be cultivated in a sustained manner. There is growing acceptance and acknowledgement of children's voices as being significant for community development within UNICEF and also among the implementing partners. However, the recognition of the CRI and the value of children's voices is still in varying degrees confined to the child's immediate surrounding and local community, and among the government functionaries at the district rather than the state capital level.

In certain states, there has been significant stress on the presentation of the content rather than on outreach for gaining target readerships among other children, their families, community members or even stakeholders in the government departments. So while on the one hand, packaging of the content produced has helped in production of a "visible" media product, it has not necessarily translated into wider circulation and dissemination. It is difficult to assess the efficiency and effectiveness of CRI with sufficient rigour and to draw lessons and inform the functioning of the intervention but a standard monitoring mechanism is lacking. Monitoring by the local partner and UNICEF is regular but generally informal. Some interesting and practical ways of monitoring (e.g. self-monitoring by the child reporters' group) have been devised in the absence of structured monitoring mechanisms.

The current gaps in the CRI could be seen in the light of challenges that young, dynamic initiatives like these face in the growing process. Its impact is particularly significant in view of the fact that it has operated with limited resources. In most states the CRI had a very small share in the budget allocation and expenditure compared with other projects of UNICEF. Despite limited staff engagement due to project constraints, the CRI has encouraged children's voices and seeks to develop their capacities so that in the longer term they can challenge the social values that discriminate against children on grounds of age and perceived immaturity and are source of gender, caste and class based differentials. The idea of child reporters has been mooted in terms of an empowerment process, which contributes to its sustainability. The child reporters from marginalized communities have been provided with orientation, skills and opportunities, which coupled with their interest and curiosity, increases choices available to them. They are being instilled with a value system of critical reflection and questioning which may remain with them. With greater confidence, knowledge levels and exposure, they can be expected to build on the opportunities provided to them even after the project ceases. Yet, the process of engagement needs to last much longer if the positive changes are to permeate into the fabric of the marginalized communities that these children belong to. For achieving attitudinal change in society, a longer time perspective (not less than 4-5 years) is required.

The impact of a programme like the CRI cannot be tangible because the emphasis is on the process of capacity development and empowerment. What is visible and apparent is the fact the CRI has helped nurture the evolving capacities of children in the most conducive manner. Creation of a space for marginalized children, ensuring gender parity and inclusion of children from various socially excluded groups as child reporters, promising quality of media products and content produced by them and the engagement of families and school teachers could be viewed as the effective aspects of the CRI. There is evidence to suggest that parents, community elders, and local decision making authorities are slowly but steadily beginning to appreciate the positive effects of the CRI on children.

Meaningful expansion of the CRI in more districts for helping to optimize the advocacy potential of the intervention and to seek greater buy-in requires partners and facilitators with

the right mix of interest, capacities and potential and the decision needs to be guided by a wide range of factors, including the role of UNICEF, the availability of human, financial and technical resources and longer-term perspective on children's participation. The experiences and learnings of the CRI could be used to direct future discussions of practices involving children and media and other initiatives with a focus on children's participation.

Recommendations

Involvement of community based organizations that are better able to address and highlight local issues, technical inputs from specialist institutions/organizations, stronger linkages with local decision making bodies, continued association with child reports who cross the age threshold appear critical for the scaling up of the CRI. The recommendations suggested recognize the strengths of the CRI and the challenges experienced during its implementation and take a short, medium and long term perspective for strengthening the enabling environment and building critical capacities of adults and children for media initiatives and participation.

Strengthening the partnering organizations conceptually and in practice (through consistent workshops and orientations) in order to hone their engagement with children is important for the initiative. At the same time, current nodes of operation like the local schools also need to be bolstered by building capacities of school teachers and perhaps, devising ways of integrating the CRI in a central way within the school system need further deliberations.

Involvement of child reporters in the monitoring and documentation of various field based programmes and engagement of the current batch in planning, execution and training of the new groups are among the options being explored by some of the implementing agencies for integrating the CRI within their existing community-based projects. As a medium term goal, widening the scope and spread of the CRI, stronger collaboration with the local district planning departments, engagement with community institutions, enhanced visibility of community level activities of the child reporters, exploring spaces for dialogue between child reporters across the states, creating specialist resource pool of experts in the field and devising child-advocacy strategies need to be thought through.

Among the key lessons for operationalising MTSP (Key Results Area 5) are the importance of internal capacity within implementing organizations, including UNICEF, for operationalising children and young people's participation. This envisages the availability of staff with conceptual understanding and the ability to orchestrate technical assistance to the interventions and sufficient allocation of staff time for the CRI and calls for orientation and training workshops backed by ongoing coaching and mentoring. More structured and sustained interactions with the government, media houses and local journalists and individuals who evince interest in working with children needs to be built in to the structure of the programme. In line with the UNICEF's mandate of promoting child participation, certain long term strategies need attention as well for example promoting children's participation in different arenas (e.g. homes, schools, institutions, and decision making fora), in sectoral programme areas as well as pursuing an evidence based advocacy of good practices of working with children.



SECTION-I

INTRODUCTION

1.1 Objective and Scope of the Evaluation

*A*n evaluation of the Child Reporters' Initiative (CRI) promoted by UNICEF in India was undertaken by Frame Works Research and Media Collective beginning December 2008 with the objective of documenting how it has evolved and is being implemented, analyzing the critical factors that have contributed to or hampered the achievement of its objectives, exploring the impact and drawing any lessons that could guide future child-centric initiatives.

The evaluation could be considered a formative exercise given the fact that the CRI did not follow a clear and comprehensive programme design and is generally viewed as a process. It has been guided by the larger discourse on children's participation and UNICEF's commitment to promote children's voices. Various state offices developed the CRI based on the general directions from the India country office but also added their own improvisations. As the CRI is an ongoing programme, the focus was on understanding its relevance, effectiveness, efficiency, sustainability and impact. The study sought to understand how the CRI could be made more meaningful and its broader objectives be achieved. {See Annexure I for the Terms of Reference for this evaluation.}

1.2 Background and objective of the CRI

Children's participation is an organizational crosscutting strategy of UNICEF's Medium Term Strategic Plan (MTSP) 2006-2011. UNICEF's position on children's participation builds on the principles advocated by the UN Convention on the Rights of the Child (CRC) and other international treaties, as well as the belief in the imperative of participatory approaches for sustainable development, children's abilities and crucial role as social actors. UNICEF offices are thereby encouraged to increase the involvement of children in local and national development.

As active participation of children in matters concerning them in different arenas is being promoted, the idea of children as reporters has become popular. The CRI has been implemented in various states across India through collaboration between the state

governments, local partners and UNICEF state offices. The CRI is an attempt to involve children, particularly from marginalized and vulnerable communities, in the use of media tools and thereby to give them the means to express their views and raise their concerns and issues in larger forums. The first CRI took off in the year 2005 while the others followed at different points in time soon thereafter.

1.3 Process and methodology

The evaluation exercise was guided by the much wider children's participation discourse that has also guided the concept and practice of the CRI. Recognizing the emphasis on "meaningful participation by children and young people" by Article 12 of the CRC, "inclusive processes" by the Article 25 of the Millennium Declaration, and "the creation of specific opportunities for increasing participation" in para 32 (i) of the World Fit for Children, a conceptual framework for the review of the CRI was agreed upon in consultation with UNICEF India Country Office. {See Annexure II for Conceptual Framework}

Broadly, the following were identified as the parameters for the CRI:

- (i) Capacities of children, adults and organizations in view of the "meaningful" participation by children and young people emphasized by Article 12 of the CRC,
- (ii) Creation of a wider enabling environment in view of the "inclusive" processes referred to in the Article 25 of the Millennium Declaration, and
- (iii) Creation of specific opportunities in response to the reference to increasing participation of children in para 32 (i) of the World Fit for Children.

The focus of the evaluation was on exploring the thinking and experiences that have resulted in CRI, the ways in which it is being implemented in various states, and the experiences that have accrued in the last few years. Accordingly, the evaluation process as well as the methodology and tools were devised in close consultation with the UNICEF Country Office. Efforts were made to engage with a wide gamut of stakeholders in the CRI, viz. child reporters, their families and peers, adult facilitators, staff of the implementing organizations, UNICEF persons-in-charge of the CRI and the State Representatives in order to gain different perspectives.

The evaluation process included: a desk review of literature on children's participation and especially children's engagement with media, soliciting of preliminary information about the CRI from various UNICEF state offices through a simple questionnaire, review of project documents, telephonic and personal interviews with staff responsible for the CRI. In addition, the evaluation team visited five states (viz. Uttar Pradesh, Madhya Pradesh, Karnataka, Tamil Nadu and Orissa) to engage with children and various stakeholders to understand the effect of the intervention on them. {See Annexure III for the details of the evaluation methodology}

As the evaluation involved interaction with children, child-friendly interactive techniques were deployed along with other participatory and standard tools of research. Conscious effort was made to make the exercises interesting and meaningful for children. Use of creative tools and exercises, simulated conversations and discussions with the children were devised to encourage introspection and internal critique of the experience by the child reporters themselves. Creative tools like photography and writing were used to encourage children to articulate and present their views in their own voices.

Semi-structured interviews and focus group discussions (FGDs) were conducted with the adult facilitators and other stakeholders. Audio-visual capsules that captured the experience of children were developed that could facilitate an easy understanding and sharing of experiences that the project has enabled.

Among the tools developed specifically for this evaluation process were a set of guiding questions for various stakeholders in the CRI, including children and formats for the collation and analysis of information gathered during the field level interactions.

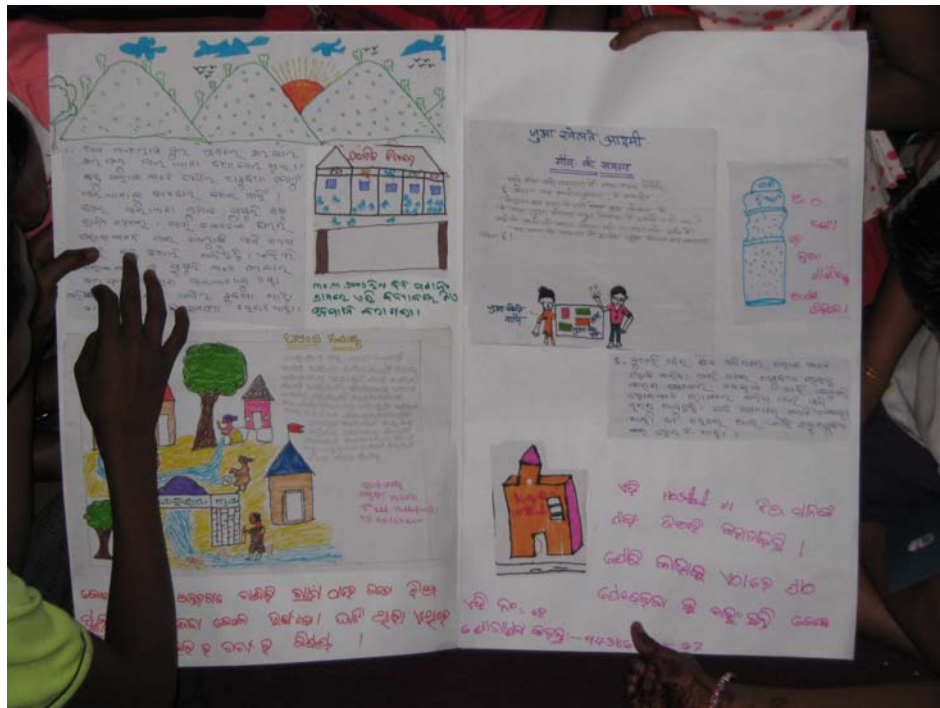
The evaluation report suffers from limitations on account of inadequate documentation on the CRI, difficulties in obtaining information and especially the data on budget allocation and expenditure, and apparent lack of interest among many people who are responsible for guiding and supporting the intervention. Due to difficulties in arranging visits, communications specialists in three of the five field visit states had to be interviewed over telephone, which hampered sharing of more in-depth information and perspectives.

The short association of the persons-in-charge with the CRI in many state offices (they had joined much after the project was initiated) was a constraint as it was difficult for them to trace the genesis and evolution of the intervention. They tried to overcome this limitation by involving their predecessors and colleagues from the partner organizations.

1.4 Structure of the Report

The main report is divided into six sections. Following the Introductory section, the second section presents an overview of children’s engagement with the media as part of children’s participation discourse. In order to contextualize the CRI, it explores why media is considered important for promoting children’s rights (and participation) and how children’s engagement with media has been promoted in India and elsewhere. The third section provides a snapshot view of the CRI in India, in terms of its spread, the profile of child reporters and various implementation models across the states. The fourth section presents the analysis of the key findings of the CRI, specifically focusing on the five pre-determined parameters of evaluating the study according to the ToR, viz. relevance, effectiveness, efficiency, sustainability and impact. The fifth and sixth sections draw conclusions from the analysis of the findings and present a set of recommendations which could inform the future directions of the CRI and UNICEF’s efforts to promote children’s participation in India.

The report also includes seven annexures at the end. The initial annexures present an overview of the process followed in conducting the evaluation study at various stages. CRI related state specific data has also been presented in subsequent annexures for cross-referencing on the CRI and detailed information on the initiative. This report has also been complemented by another document titled “Voices from the Field” which is an in-depth presentation of actual examples and instances of the way CRI took roots on the ground. This document of stories, narratives and visuals from the field intends to capture the soul and spirit of the CRI and what it has meant for all the children who have been a part of it across the country.



SECTION-II

REVIEW OF LITERATURE

2.1 Role of the media in promoting children's participation

Children's participation has evolved as a normative value in development in the last decade or so, particularly as an outcome of the CRC. The CRC does not use the term child participation per se but it envisages that children as rights holders have the rights to express an opinion (Art. 12), to freedom of expression and access to information (Art. 13), freedom of thought, conscience and religion (Art. 14) and to association (Art. 15) in relation with their maturity and development (Art. 12.1) and their best interests.

The role of media in positioning children within the larger social framework is critical as it is shaped by and contributes to social values. The media came under scrutiny early on for its portrayal and stereotyping of children, resulting in efforts to promote child-sensitive reporting of children. Increasingly, organizations promoting children's rights sought to focus on children's agency and capacities in the human interest stories and photographs. The next step with the growing recognition of children as social actors was the notion of children as media persons.

Children's media initiatives is a much more recent development which has helped in raising children's voices in society by increasing information dissemination among them and their peers and with adults, and by raising awareness among different age groups. Girls and boys can through the media of radio, television, newspapers and drama bring out their views and spread awareness and information sharing to broader sectors of the population. Children and young people's involvement in media initiatives enhances their communication, analysis, team working and presentation skills.¹ It is and should be seen as a means of actualizing children's participation.

¹ O'Kane, Claire (2003). *Children and Young People as Citizens: Partners for Social Change. Learning from Experience.* Save the Children, South and Central Asia Region, Kathmandu

The Concept of Children's Participation

A commonly accepted definition of children's participation is lacking although various scholars have sought to explain the concept with certain common underpinnings as well as different nuances or emphasis pertaining particularly to the process(es), children's role as protagonists and/or citizens, and participation as a right that needs to be seen as an end in itself.

In "Children's Participation: from Tokenism to Citizenship", Roger Hart refers to participation as "the process of sharing decisions which affect one's life and the life of the community in which one lives. It is the means by a democracy is built and it is a standard against which democracies should be measured. Participation is the fundamental right of citizenship."²

Rakesh Rajani defines participation as "... partaking in and influencing processes, decisions and activities" referring specifically to adolescents.³ He views participation as a legal right, an inalienable entitlement rather than a matter of goodwill or charity, and an end in itself. As participation is a right rather than an obligation, it must always be voluntary, and never coerced.

According to Claire O'Kane, "children's participation is an ongoing process of children's expression and active involvement in decision making at different levels in matters that concern them. It requires information sharing and dialogue between children and adults, which is based on mutual respect and power sharing. Genuine participation gives children the power to shape both the process and outcome. When promoting children's participation, issues relating to children's own evolving capacity, experience and interest play a key role in determining the nature of their participation."⁴

Peter Crowley conceptualises child participation as "a key directive principle, a 'facilitating'

² Hart, Roger (1992). *Children's Participation. From Tokenism to Citizenship*. Innocenti Essay 4. UNICEF International Child Development Centre, Florence, Italy

³ Rajani, Rakesh (2001). *The Participation Rights of Adolescents: A Strategic Approach*. Working Paper Series. UNICEF Programme Division, New York, USA

⁴ O'Kane, Clare (2003). *Children and Young People as Citizens: partners for social change*. Save the Children UK, South and Central Asia Region. Kathmandu, Nepal

right, that is, that its compliance contributes to ensure the compliance of all the other rights. It is not only a means to achieve a goal, nor simply a ‘process’: it is a civil and political basic right for all children and, hence, it is also an end in itself.”

Gaitán defines participation in terms of protagonism as: “the social process through which it is intended that girls, boys and adolescents perform a main role in their own development and in the development of their community, reach a total fulfillment of their rights, serving their best interest. It is to put into practice the vision of the child as a social holder of rights and, as such, there should be a redefinition of roles in the different components of society: childhood and adolescence, authorities, family, unorganized sectors, civil society, entities, etc. However, the most comprehensive formulation has been provided by the UN Convention on the Rights of the Child (1989), which provides the over-arching framework for children’s rights and has been a reference point for most scholars and practitioners of children’s participation.

By enunciating inclusion and participation of each and every person, several human rights treaties such as the Universal Declaration of Human Rights, the UN Declaration on the Right to Development and the Convention on the Elimination of All Forms of Discrimination against Women) also lend support to children’s participation. Furthermore, national leaders have signaled their commitment at various international fora to participation (e.g. the adoption of the Millennium Declaration by the UN General Assembly in 2000) and to children’s participation (e.g. adoption of “A World Fit for Children” document at the UN Special Session on Children in 2002).

Most theoretical approaches and guidelines to children’s participation are still value-driven. While they refer to the CRC and highlight characteristics such as inclusion, transparency, democracy, communication, equality and empowerment, they do not provide sufficient explanation of the nature of children’s participation and implications for operationalising and assessing it.

Apart from the CRC, the following are some of the theoretical approaches to children’s

⁵ See Section 15: Guidance Note on Promoting Participation of Children and Young People. UNICEF

participation. They may appear distinct but in view of the definitions cited above, they share common elements and indeed complement each other.

Roger Hart’s “Ladder of Participation”: This model suggests various levels or hierarchy of participation taking into account variations in children’s knowledge of the activity’s goals, understanding of their roles and their own decision to participate as well as the role of adults. He identified eight levels, viz. (i) manipulation, (ii) decoration, (iii) tokenism, (iv) children assigned but informed, (v) children consulted and informed, (vi) adult initiated, shared decisions with children, (vii) child-initiated and directed, and (viii) child-initiated, shared decisions with adults.

Judith Ennew and Dominique Plateau’s evolving process of children’s participation:

This model highlights gradual evolution of both children and adults who learn and practice mutual respect, through trial and error. Although their context and capacities are likely to differ resulting in variations in the processes, it is critical that all their actions be guided by rights based principles (viz. non-discrimination, universality). It takes time and patience from everyone and the process involves learning not only from successful ventures but also from failures.

Wheel of children’s participation: This framework is based on the mutuality of rights and responsibilities (i.e. participation and all other rights entail responsibilities) and an equitable relationship between children and adults. Thus, if there is a right there is a corresponding responsibility and vice versa (e.g. if expression of opinion is a right, listening and respecting others is a responsibility). It also guides the relationship between children and adults.

UNICEF identifies children’s participation in five broad areas of programming, viz. assessment and analysis, articulation and advocacy, planning, actions, and monitoring and reporting. Furthermore, complete information to children about their roles, relevance of issues to their own environment, their safety, confidentiality, consent regulations, inclusion and realistic expectations are considered critical in the engagement with children. It is recognized that different baselines might be required due to variations in social norms, local attitudes, values and practices in respect to participation.⁵

As the concept of children’s participation challenges mind-sets about child rearing and disciplining and child-adult relationships, it is often viewed with skepticism. But the constituency in support for children’s participation has been growing steadily with the paradigm shifts in development and human rights, and the body of empirical evidence from various disciplines in favor of children’s agency and voices is increasing. Growing numbers of studies are showing that children’s right to express and to be heard is influenced significantly by their upbringing and the process of socialization through child rearing and disciplining practices. Adults play a major role in determining the opportunities and boundaries for children to express themselves and for their voices to be heard.

2.2 Initiatives engaging children with media

Children and young people’s involvement in the media has become quite popular among the promoters of children’s rights. The print media remains popular among most children and young people’s clubs and organizations are already bringing out newsletters or magazines or plan to do so. Photography has been promoted among children and has proved used in bringing children’s latent talent and perspectives to the forefront. Radio is also popular among children but television is less popular due to the costs involved. Internet is another medium for the engagement with young people and is increasingly being exploited for promoting their participation. It was used to good effect in the “Say Yes” campaign as part of the Global Movement for Children to seek expression of commitment from a range of stakeholders to children’s rights.

Apart from the CRI, which is the focus of this report, there are many instances of children and young people’s engagement with the media in India:

- “The Yamuna”, a children’s newspaper was launched by Gandhi Smriti and Darshan Samiti, the national memorial of the Father of the Nation as part of the Gandhi Media Literacy Programme to mark the centenary year of “Indian Opinion”, the journal Mahatma Gandhi started in South Africa in 1903. The Mahatma had opined that “Journalism is for Service” in his autobiography, which is also the mission of “The Yamuna”. It is a platform for children to hone their writing skills and to give their perspective on different social issues at a time when there are not many avenues for children to express themselves in the media. This quarterly eight-page theme-

based newspaper now has children from different parts of India and abroad writing for it on issues such as biodiversity, food security, violence against women, child rights, social responsibility of the media, the girl child etc.⁶

- “Pictures for life” is being implemented by PLAN India in 10 villages of Nagapattinam district in Tamil Nadu where 30 children were trained in digital photography to carry out social audits in the rehabilitation areas which were hit by Tsunami in 2004. Using photography as a tool of investigation, children are involved in conducting social equity audits.
- “Children have something to say” is another innovative media project by PLAN India where children are using filmmaking as a tool to express their concerns to the adults. The films are conceptualized, researched, scripted, planned, shot and produced by children. The project started in the year 2000 and trained over 300 children through 19 workshops of 20 days each in 7 states producing 36 films over 3 years. 52 such films had been produced by 2006.
- Children Committees for Village Development (CCVD) in Ladakh produce a wall magazine called *Ladakh Sa Thugi Samba* (Voice of the Children of Ladakh). Most interesting news items are sent to the National Children’s Times and South Asian Children’s Times (children’s newspapers supported by Butterflies, an organization of street and working children in New Delhi). They have also with the assistance of adult facilitators adapted and simplified traditional theatre form called *Namthar* to share their concerns.
- The Bal Sabha of children associated with the New Delhi based NGO Butterflies brings out a wall magazine called *Bal Mazdoor ki Aawaz*. Butterflies has encouraged a radio group called BBC or Butterflies Broadcasting Cooperation which comprising of children who play recorded audio-cassettes at community gatherings and contact points, which is followed by a discussion with the audience. Bal Rang Manch is the street theatre group of children.

The following are some interesting experiments undertaken in other countries in promoting children’s association with media:

Voices of Youth, new media initiative was started in the year 1995 by UNICEF to provide a platform to young people to communicate their views to the world leaders

⁶ <http://gandhismriti.gov.in/>

participating in the World Summit for Social Development, held in Copenhagen in 1995. It was a path breaking initiative as it allowed for young people to air their opinion, share views with each other and communicate to the world leaders through the internet. Discussion boards were created where young people could talk to each other across the world, through Internet, in three different languages- English, French and Spanish. Gradually through the “Meeting Place”, as the discussion boards were called, the youth could also access information regarding child rights, human rights and other developmental issues. Over the years, the initiative has also evolved and grown in different ways providing a safe and supportive cyberspace for the young people where they can articulate their concerns, develop critical thinking through peer to peer exchange, express their views and opinions to world leaders and hone their understanding about developmental processes and issues, across the world.

- Hatemalo was initiated in Nepal with the aim of addressing issues of children with disabilities but now its scope has expanded. Now it works to design radio programmes that effect change in the attitudes of children regarding disability, gender discrimination, child rights and environmental issues through information and education. The programmes are developed and broadcast with the full participation of children from Hatemalo children’s clubs throughout Nepal.
- The “school media” in many Ethiopian schools seeks to engage children and young people in the production of their radio programmes using low cost equipment with support from teachers. These programmes are transmitted in the schools on certain week days during breaks.
- Various young people’s organizations working in the regions produce newsletters. Often young people contribute articles and other creative expressions, and sometimes they are engaged in the editorial work as well. *Teenagers’ Voice* is brought out by the Ethiopian Teenagers’ Forum with support from UNICEF Ethiopia. The newsletters were essentially reports of workshops on issues such as HIV/AIDS, street children and poverty. The forum disseminates its 10 recommendations and outcome statements developed at each meeting to government, NGOs, the private sector, schools and the media.
- *Lambadina* is a monthly newsletter being brought out by the Ethiopian Volunteer Media Professionals against AIDS with support from HIV/AIDS Prevention and

Control Office (HAPCO), UNICEF and the AIDS Resource Centre. It focuses on gender, youth, sexual and reproductive health and HIV/AIDS related information. It contains articles on various issues, successful young people who could be role models and provides telephone numbers of organizations that young people could approach in case they need information or help.

- Radio programmes such as Straight Talk in Malawi, Child to child radio in Huila in Angola and Uitani Childline Radio in Namibia engage children and young people as presenters, as developers of content and in some instances in the programme production as well.
- Kabataan News Network (KNN) is the only show in the Philippines, written, shot and produced by young people from different places, ethnic and religious backgrounds. An external evaluation of the experience of 'Project Kaleidoscope' evaluated the Kabataan News Network experience, assessing the impact of the production on the young people involved in the project and the handling of the Probe Media Foundation as an overall coordinator, producer and facilitator.⁷
- Photo clubs for children affected by armed conflict in the Philippines or by natural disasters (e.g. tsunami in Aceh and Thailand) allow children to share their views with the general public. A one-year youth participation project in Thailand focused on building the leadership and media skills of young people affected by the tsunami in Phang Nga province. Approximately 60 young people from diverse backgrounds were trained to shoot digital photographs of post-tsunami life in their local communities and to write journals about their experiences. Their creative efforts won wide praise and were covered by leading international media outlets, including CNN and Asian Wall Street Journal.⁸
- Youth Broadcasting Initiative began in 2002 in Somalia to build broadcasting skills among Somali youth so that they could present their perspective through the media. By using radio and television it tried to build on the tradition of oral communication and overcome the barrier of low literacy to audiences. Print media is not well-developed in Somalia although community radio and video cafes are popular. The

⁷ UNICEF (2009). The participation of children and young people in UNICEF country programme and national committee activities. Desk review. March 2009

⁸ Ibid.

- popularity of internet among young people has been recognized and is now being used to encourage expression and sharing of ideas.
- In Bangladesh, Mass Line Media Centre or MMC, with support from UNICEF, established a dedicated news agency for children in May 2005 called Shishu Prokash. They trained children ‘journalists’ in writing reports and news, highlighting the issues plaguing their society. The vision was to strengthening children’s participation in the media as well as to enhance both the quality and quantity of child development and rights based news in Bangladesh. MMC has trained up to 1235 child journalists since 2005. www.shishuprokash.com, the website of Shishu Prokash was also recently launched during the 1st Child Journalist Convention 2009 in Bangladesh.
 - The International Children’s Day for Broadcasting or ICDB, an initiative of the UNICEF is celebrated on the first Sunday of March every year. It is a day when broadcasters across the world “Tune into Kids”. Quality programming, for and about children is aired, while at the same time children are centrally involved in the programming process. It is a platform for children across the world to voice their dreams, concerns and aspirations. Thousands of broadcasters from about 100 countries participate in ICDB, encouraging children to participate, articulate and share their views with others. This initiative is an attempt to open the airwaves to the youth as well as sensitize adults about the importance of young people’s perspectives.

The above list is not exhaustive but merely indicative. Each experience listed above has a history and experiences that could provide rich insights into how the media can be an effective channel for children and young people’s participation.



SECTION-III

C R I I N I N D I A

3.1 Current Geographical Coverage

The CRI is currently being jointly implemented by the partnering organisations, State Government and UNICEF in 13 states across India, covering a total of 37 districts. The CRI has been located mainly in the rural areas, with Chennai and Kolkata being the two exceptions. Preparations are currently underway to start the CRI in Assam.

	States	Districts	Number of child reporters
1.	Andhra Pradesh	Medak	1,559
2.	Bihar	Patna	159
3.	Chhattisgarh	All districts of the state	150
4.	Gujarat	Valsad	2,000
5.	Jharkhand	Ranchi	14
6.	Karnataka	Raichur	1,143
7.	Maharashtra	Latur, Nandurbar, Chandrapur, Pune, Sangli and Satara	54
8.	Madhya Pradesh	Hoshangabad	105
9.	Orissa	Koraput Expansion to Dhenkanal is proposed	1,800
10.	Rajasthan	Tonk	100
11.	Tamil Nadu	Krishnagiri, Nagapattinam, Cuddalore, Chennai and Kanyakumari	170
12.	Uttar Pradesh	Lalitpur	30
13.	West Bengal	Purulia and Kolkata	170
14.	Assam (proposed)	N.A	N.A

In most states, the CRI has been implemented in UNICEF's "integrated districts".⁹ The integrated district approach is crucial for UNICEF that seeks to go beyond convergence (viz. pooling of resources) and work towards integration (viz. pooling of resources towards a common purpose). It envisages that the community, together with the government functionaries and *panchayats* could make a difference to their lives through individual and collective action. As application of principles into practice is being attempted for showcasing and scaling up, it was but logical that the CRI be implemented in the integrated districts.

In many states, the CRI has expanded beyond the integrated districts. In Chhatisgarh, the CRI is a state wide initiative across 15 districts of the state as a result of collaboration with a professional media house. In West Bengal, the initiative now includes Kolkata in addition to the integrated district of Purulia as a result of tie-ups with other civil society groups and active youth groups. In Maharashtra, the CRI expanded from Latur, Nandurbar and Chandrapur to Pune, Sangli and Satara as it appeared to be a promising intervention for highlighting issues of marginalized communities and addressing their vulnerability (viz. people living with HIV/AIDS). The overwhelming response from the state authorities and local administration to the CRI in Koraput district of Orissa led to a subsequent interest on the initiative by the State Education Department at the State level. There are talks of now expanding the initiative in other districts of the state especially the district of Dhenkanal. In Tamil Nadu, four districts are covered in addition to the Krishnagiri integrated district

Children's media initiatives are underway in Kerala as well but not as a CRI. UNICEF has extended support for children's media initiatives under Kudumbashree, the State Poverty Eradication Mission of the government of Kerala. *Balasabhas*, the grass root level groups of the children of "below the poverty line" (BPL) families, are among the neighbourhood groups formed under the mission.

⁹ For more on the concept of "Integrated Districts" refer to KPMG. UNICEF: Formative Evaluation of Integrated District Approach. November 2008

3.2 Profile of Child Reporters

More than 7,000 child reporters across 13 states participate in the CRI across India, which includes a significant proportion of girls. As conscious efforts have been made to promote girls' participation, there are more girls than boys in some states.

The age groups of reporters vary across states. Some states like West Bengal and Madhya Pradesh have reporters as young as 6 or 7 years, while in most states the average age group is between 11 and 18 years.

Most child reporters across the states belong to poor and socially marginalized and vulnerable communities. Children in Orissa mostly belong to scheduled tribes (ST) or scheduled castes (SC) while in Madhya Pradesh some belong to the most backward *Sapera* community. In Maharashtra, children affected by HIV/AIDS have been encouraged to become child reporters.

Most of the child reporters are enrolled in school, except for a small number of CRs in Tamil Nadu and West Bengal.

State-wise Profile of Child Reporters

State	Number	Gender	Socio-economic group	Age-group	% in school out of school
Andhra Pradesh	1519 + 40 radio reporters	789 girls and 730 boys	SC – 395; ST – 48; OBC – 982; Other castes – 94	12–16 years	All in school but also work
Bihar	159	86 boys and 76 girls	89% from socially excluded families	11-12 years	All in school
Chhattisgarh	150	75 girls and 75 boys	Mostly from rural areas, exact break up not available	11-17 years	All in school
Gujarat	2,000	1,200 boys	All from low income	12-15 years	All in school

		and 800 girls	groups and rural background		
Jharkhand	14	13 girls and one boy	Middle income group	12-16 years	All in school
Karnataka	1143	710 boys and 433 girls	SC – 275; ST – 292; OBC – 265; Other castes -311	12-16 years	All in school but also work
Maharashtra	54	30 boys and 27 girls	Varied backgrounds; Children from Pune, Sangli and Satara districts are HIV+	14-18 years	All school going
Madhya Pradesh	105	66 girls and 39 boys	SC/ST 60% OBC and General 40%	7-14 years	All school going
Orissa	1800	990 girls and 810 boys	60% from backward tribal communities; 20% from SC and 20% from the general.	10-14 years	All school going
Rajasthan	100	55 boys and 45 girls	Different groups including SC/ST/OBC	13-18 years	All school going
Tamil Nadu	170	65% girls and 35% boys	Poor, minorities, dalits, and physically challenged.	13-17 years	80% in school 20% out of school
Uttar Pradesh	30	19 girls and 11 boys	SC and OBC	8-13 years	All in school
West Bengal	170	N.A	All from excluded areas- children of poor families in slums and victims of trafficking	6-16 years in Purulia and 6-18 years in Kolkata; 14-24 years in the youth network	A mix of out school and in school children
TOTAL	7,454	Approx.			

		3,807 boys and 3,477 girls (excluding the gender break-up of West Bengal)			
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3.3 Selection Process

Some students of Denkanikottai Government High School in Krishnagiri district of Tamil Nadu are today proficient filmmakers. They have many short films to their credit. Nalanda Way, the organisation that taught the craft to these young minds, devised an innovative selection procedure in the beginning to identify these child reporters. “We screened a particular sequence from an Iranian film, Colour of Paradise and encouraged the students to have a discussion around that. What did they see, think? What did the scene look like?” says Suri from Nalanda Way. The organisation wanted the students to understand and appreciate the nitty-gritty of film making before they were themselves invited to experiment with the camera.

Wasim, a class 11 student, today also a film-maker, remembers that moment lucidly when he looked at the film and felt like holding a camera himself. “I felt inspired, felt like I could do this also”. After the screening and the discussion, a couple of students were asked to sign up for a film-making workshop at Krishnagiri. Subsequently, 12 students from the school attended the workshop and have gone on to direct, edit or simply assist on short films, some of which have also won many awards.

The process of selection of the child reporters in various states has been diverse. The larger platform of a Children’s Assembly was used in Bihar to select child reporters from among

children who expressed their interest in the initiative. But by and large, local schools have played a significant role in the CRI as an important conduit during the selection of child reporters and later in the activities. Schools were approached directly in Uttar Pradesh or through the district administrations (e.g. Andhra Pradesh, Rajasthan and Orissa) and the support of teachers was sought. In Maharashtra and West Bengal, other educational institutes and centres helped with the selection process.

Usually the school teachers and/or UNICEF's partner organization for the CRI selected child reporters but in some instances children volunteered. Effort was made to select children from the marginalized and backward groups but the abilities and interest of the children were important criteria. From essay writing competitions to discussions on films – different methods were adopted to identify students who were interested in participating in the CRI and had the aptitude for becoming a child reporter.

State-wise Selection Process of Child Reporters

STATE	SELECTION PROCESS OF CHILD REPORTERS
Andhra Pradesh	Schools acted as an important point of contact for identification and selection of child reporters. The teachers acted as facilitators in the process.
Bihar	Following a letter by the Chairperson of the Bihar Legislative Council to the district administration asking for support for the CRI, the District Education Officer, school principals, teachers, and RAVISKALP'S representatives selected the child reporters from amongst the participants of the Children's Assembly through a group discussion, debate and a field visit report. Effort was made to ensure gender-balance, and representation of students from government schools as well as out-of-school children, including child laborers.
Chhattisgarh	A core resource group set up by the Mayaram Suraj Foundation comprised of principal trainers and programme monitors. They identified block level training centres, selected and oriented block level trainers, prepared an action plan, finalized the training tools, selection process, and the schedule for training, production and publication. The districts were divided into four geographical zones and the block level trainers were assigned the task of selection and training of child reporters.
Gujarat	The schools facilitated the process of interaction with children who were oriented to

	Nirogi Bal Varsh and its indicators and were then asked to prepared posters for sensitising their peers. Children also prepared plan of action, on what kind of activities could be organised to create awareness on Nirogi Bal Varsh.
Jharkhand	Children from about 9 to 10 schools in Ranchi of two age groups 9-11 and 14-16 were oriented on the MDGs and were then given topics to write on. A special committee judged their write- ups on the basis of language, content and expression. Marks were given for the introduction, their expression, grammar and style of writing. The winners of the competition were chosen as child reporters.
Karnataka	The Zila Panchayat office in Raichur district issued a directive through the education department to schools. The responsibility for identifying and training child reporters was given to 25 master trainers who approached the school headmaster with the official letter from the state education department. The headmaster appointed a teacher to conduct writing tests for children and to gauge their interest in becoming child reporters. Groups of five children belonging to the same village from each school were selected as child reporters.
Maharashtra	A process was devised to identify children “who wanted to and would be able to report” in consultation with the Bharatiya Vidya Bhavan, Purulekar Institute of Journalist and the Centre for Youth and Development. Through an essay writing competition more than 48 children were selected from the three integrated districts of Latur, Nandurbar and Chandrapur.
Orissa	The District Project Coordinator, DPEP, sent directive to school headmasters stating that their school was to be covered under the CRI and they were to identify 10 child reporters from their school. In the first phase in 2005, 100 child reporters were identified from a total of 10 schools in 2 blocks of the district. Subsequently, the initiative was scaled up following the same selection process and today there are about 1800 CRs from a total of 150 schools (140 rural and 10 urban)
Rajasthan	Essay writing competitions and debates on the topic - "Village of my dreams" were organized in schools. Based on their writing and articulation skills, two children were selected from each of the participating government school.
Tamil Nadu	The initiative began in 2005. Workshops were held with children from schools, Tsunami affected communities, child labour bride schools and urban slums. School was the first point of contact. The selection of child reporters depended on the

	media forms that they were to work on- short films, radio jingles and programmes, newsletters or street theatre. The selection camp is normally a half-day activity with the group of children with a group size of around 50. Through interactive games facilitators identify children who are creative, articulate, socially sensitive, writing skills, debating and acting skills. Usually, from each group 4-5 children are identified.
Uttar Pradesh	Teachers and school authorities were already familiar with SARATHI due to its community and school based programmes in Lalitpur. Teachers were asked to identify talented children in their schools- children who were vocal and outgoing as well as those who were slightly introverted. The premise was that if the capacities of these “talented” children could be built, they in turn could come back and influence other children in their school. A group of 30 child reporters was thus assembled from about 10 schools in the Talbehat block of the district.
West Bengal	The state has had a multi stakeholder approach to the CRI. Tie-ups with National Child Labour Schools, Jadavpur University and youth networks were explored to identify child reporters who are spread out through Kolkata and Purulia.

3.4 Orientation and Training

Training workshops, inputs from experienced resource people and exposure visits helped the child reporters to expand and hone their skills of writing and reporting on social issues. They have been oriented to their roles and responsibilities and the CRC and the Millennium Development Goals in order to provide them with a perspective. As they have participated in the CRI, they have picked up skills, perspectives and experience of working with various media and found an opportunity to discover their own creativity and potential.

The CRI did not insist on child reporters working on a uniform media output, tacitly recognizing their varied backgrounds, interests and inclinations. As a result, children have worked on diverse media including magazines, wall newspapers, art, newsletters, posters, radio, short films and blogs.

STATE	Training and orientation	Experiential learning
Andhra Pradesh	<p>Orientation on the concept of child reporters and the CRC</p> <p>Child reporters' <i>Mela</i></p> <p>Production of wall newspapers and radio programmes</p>	<p>Child reporters have produced wall newspapers which are put up in villages</p> <p>Some 40 child reporters have worked on radio. Using Digital recorders they have recorded 40 programmes since 2007 and given to AIR for broadcast</p>
Bihar	<p>Workshop on writing stories, reports and poetry and drawing cartoons</p> <p>Orientation workshop on editing, photography and videography</p> <p>Exposure visit for information collection and photography</p> <p>Child Reporters meet</p> <p><i>Bachchon ki Adalat</i></p>	<p>Child reporters bring out <i>Azad Bachpan</i>, a newsletter. They have used cell phone cameras to send pictures to newsrooms while some children have learnt to operate video cameras.</p>
Chhattisgarh	<p>Exposure visit for report collection & photography</p> <p>Ten day training of trainee child reporters.</p> <p>During these training sessions, child reporters were trained on the articles of the Child Rights Convention (CRC) and also underwent extensive practical exercises in writing and researching. Children were trained to be fearless, ask difficult questions and meet people across cross section of the society to get their views.</p> <p>A series of 2 day non residential workshops on a quarterly basis.</p> <p>Mid term visit of resource persons.</p>	<p>Child reporters have been exposed to how newspapers are produced. The Mayaram Suraj Foundation (MSF) has tied up with Deshbandhu, one of the oldest newspapers in central India, for publication of materials produced by them.</p>

Gujarat	<p>Workshop on story, report writing, cartoons and poetry writing</p> <p>Training of children on child rights and identification of issues</p> <p>Training of children in development of newsletters</p>	<p>Child reporters are trained in bringing out newsletters. They gather information and express their views in issue based newsletters/posters to draw attention of the community/authorities. They have also helped to create awareness among their community on social issues</p>
Jharkhand	<p>Orientation on the concept of child reporters, the Millennium Development Goals. (MDG), and the media</p> <p>Refresher workshop</p> <p>Field visits to observe and write.</p>	<p>Child reporters work on a newspaper which acts as a platform to express their views and opinions.</p>
Karnataka	<p>Orientation on the CRC and the concept of child reporters.</p> <p>Child reporters' <i>Mela</i></p> <p>Exposure visit to Delhi</p>	<p>Child reporters take out a wall newspaper and since they work closely with the BCC cell, the content helps in awareness building in the community.</p>
Maharashtra	<p>Orientation on the concept of child reporters, the CRC and its articles, social issues and UNICEF mandate and programmes</p> <p>Training by senior journalists on writing and reporting skills.</p> <p>Child reporters' <i>Mela</i></p> <p>Exposure visit to Delhi.</p>	<p>The child reporters partnered with mainstream regional newspapers, <i>Loksatta</i> and <i>Sakaal</i>.</p>
Madhya Pradesh	<p>Writing sample and test to identify children in 10 schools</p> <p>Capacity building workshop for child reporters</p> <p>2nd capacity building workshop including new child reporters</p>	<p>The child reporters bring out a monthly newsletter- <i>Bachhon ki Pebel</i>. They have also tried their hands on photography.</p>

	<p>Cartoon <i>kala</i> and press photography</p> <p>Evaluation workshop</p> <p>Exposure visit to press in Bhopal</p>	
Orissa	<p>District level orientation of child reporters.</p> <p>Orientation program for child reporters.</p> <p>Workshop on Setting Children's Manifesto for Political Parties</p> <p>Exposure visits to various media offices (print and electronic)</p> <p>Orientation by state and district level senior media persons</p> <p>Visit and orientation at Art College, Koraput.</p>	<p>Bimonthly issue of <i>Ankurodgama</i> and supplement page with state daily called <i>Anupam Bharat</i>.</p>
Rajasthan	<p>Introduction to the concept of child reporters through a 5 day residential workshop</p> <p>Training on CRC and its articles</p> <p>Orientation on issues prioritized for service delivery by the district administration</p> <p>Child reporters <i>Mela</i></p> <p>Refresher 3 day training</p> <p>Meetings with representatives of civil society and the corporate sector</p>	<p>Children have been trained in the print media and photography and have started bringing out a wall newspaper which is their first step in reporting on issues at the village level.</p>
Tamil Nadu	<p>16 day residential workshop on video broken up into two phases.</p> <p>One ten day workshops and another six day workshop.</p> <p>Video and films and writing newsletters as well as radio programs</p>	<p>Children have assisted in making 14 short films (with professional help for camera), posters, audio capsules for radio, songs, and a monthly newsletter <i>Vandu Soundu</i>.</p>

	and audio blogs. Specific training schedule/process has also been developed to train the child reporters.	
Uttar Pradesh	Training on drawing, creative writing, effective communication Story writing and how to assess village issues Creative drawing and media writing Interpersonal communication skills and interview techniques Science workshop	Child reporters produce a bimonthly newsletter called the <i>Balvani</i> which is quite popular.
West Bengal	Trainings, orientation and skill building workshops for developing their conceptual understanding and technical know-how to produce radio programmes.	Child activists produce newsletter- You(the) Speak and radio programmes

Over time, through training and capacity building, the child reporters have developed a distinct perspective on problems and issues that affect their communities, directly/indirectly. Initially, most child reporters focused on immediate issues, e.g. the state of their schools, the response (or the lack of it) of their teachers, corporal punishment, the abysmal condition of the mid-day meal scheme and the absence of *anganwadis* in their village. But gradually they graduated to highlighting the problems of their communities such as sanitation and hygiene, bad roads and health, and commenting on social evils such as child marriages, untouchability, caste discrimination and child labour. The child reporters employ diverse media to articulate these issues.

In Bihar, the CRI took shape in 2005 where some children attending a Children’s Assembly came forward to put forth their demand for an exclusive children’s newspaper. Says Aditya Malviya, Communication Officer, Bihar State Office, UNICEF- “The media, the newspapers, had done a good coverage of the Children’s Assembly. However, the children

felt that the media always twists their stories and manipulates with the content. It does not recognise the true voice of children. So they demanded their own newspaper- Baccho ki Awaz”. The seeds of the CRI were thus sown.

Today, the child reporters in Bihar are keen to experiment with Radio. “The same child reporters continued from the Children’s Assembly. As they grew older, there was a change in their expressive behaviour and so they felt the need to have another kind of media platform to articulate their voices.” The child reporters are now learning how to produce effective, useful radio programs. From writing newsletters to radio programming- the journey for these young reporters has been steady and significant. Many now hope to join mainstream media and pursue it as a profession.

3.5 Implementation of CRI

The CRI is being jointly implemented by the State government, local partnering organizations and state offices of UNICEF. The implementation of CRI has happened over the years since 2005. Broadly, the following implementation models can be discerned:

I. Partnership with local NGO(s): In various states, local NGOs are vested with the responsibility of implementing the CRI and even if these organizations have not directly worked with children and media before, their experiences in community involvement have proved useful. Since CRI was not based on a prototype, it gave scope for the program to evolve organically, shaping up according to particular contexts of the children and their community. While, on the one hand, the CRI gave the local partners a great chance to innovate, evolve and adapt the initiative, it also posed unforeseen hurdles and challenges.

For instance, in certain cases (like Uttar Pradesh and Karnataka), the CRI has acted like an “add- on” program, complimenting the on-going projects of the partners involved. Though this has helped add value to the current programs of NGO, it has also been noted that occasionally, the CRI has led to a staff/time crunch in the organisation, given the intrinsic intensive nature of the program. Some organisations assess the CRI as being effective on ground but heavy on human and financial resources. Sensitizing government officials, adult

community members, sometimes even adult professionals to the needs of children was an arduous task. Creating linkages between children's articulation of community issues, employing media strategically and creating dissemination channels was also a challenge for implementing partners with little or no past experience of this nature.

Partnerships and collaborations with local NGOs have also varied from state to state. In Uttar Pradesh and Madhya Pradesh, the collaboration is with a single organization (viz. Sarathi in Lalitpur and the Dalit Sangh in Hoshangabad). In Jharkhand and Gujarat, on the other hand, the collaboration is with more than one organization. The experiences of the two states are however a study in contrast. The differences between the two partnering organizations affected the functioning of the CRI. The four partners in Gujarat were able to overcome differences in their mandate and approach to community work by clearly demarcating their roles and responsibilities, and contributing their competencies and experiences in favor of the CRI.

Implementations of the CRI at the grassroots level has been effective in the states where the local NGO partners are motivated, committed and have the advantage of local knowledge, experience and community base. Yet, in most cases they would like to involve the State centrally as well.

Dalit Sangh, based in Sohagpur, Hoshangabad district of Madhya Pradesh has been working on Dalit rights in the area for decades. Even though they have limited experience of working with children or on children's issue, they saw the CRI as an opportunity to further their mandate- that of fighting discrimination and working towards creation of an equal society. Dr Raute, director of the organisations explains why CRI was a great, new opening for them- "We cannot talk caste with children. They do not bother about social taboos at so young an age even though they might be aware of it. Because of the CRI, we can instill the feeling of equality in children right from an early age. If at childhood, they make friends with other children from lower castes, then that friendship really stays. No one can do anything about this later."

Dalit Sangh's years of struggle against exploitation and discrimination had taught them how

to pitch an initiative like the CRI so as to maximise its benefit, not just for the child, but for the community and the larger society as a whole.

II. Collaboration with media houses: Through the collaboration with a local media house, the CRI in Chhatisgarh was able to draw upon the services of professional journalists for skill building of the young reporters and expanded its outreach and dissemination to all the 15 districts. Conversely, the adult journalists through their engagement with young reporters are sensitized and informed of children's rights issue. As a result of this collaboration with a media house the scaling up options of the initiative has been viable. This collaboration has helped broad base the CRI beyond what is capable through a partnership with a small organisation. This has been an interesting model in spite of competition from rival media houses.

Mayaram Suraj Foundation is a corporate social initiative of the Deshbandhu Media House in Chhatisgarh. When the UNICEF state office decided to bring CRI here, they felt a collaboration of this kind could prove to be very beneficial for the program. "A partnership with the media house meant that they had their own set of trained, professional journalists who could help us with the program", says Venkatesh Malur, Communication Officer of the UNICEF state office. Some senior journalists were selected who then travelled to various schools in the districts to hold workshops with students in order to identify potential child reporters. Gradually, a system has been set in place where a pool of professionals comprises a core group which assists and monitors the CRI across the state.

Tapping into the wide circulation network of the media house, the child reporters' content has a faithful readership of about 5000 readers throughout the state. In the process, the media professionals within the organisation have also become sensitive to the needs of children. Says Venkatesh Malur, "The CRI has been a tremendous learning for them (senior journalists). It has given them an opportunity to reach out to children and through them, their communities." However, as with anything else, there are certain hiccups in the process as well, "Coordination is a problem at times. It takes time for the child reporters' material to reach our core group, which basically helps in editing the content. We ought not to think of

the CRI as a project...that is being very narrow minded. We should look at this as a platform for adults and children to engage with each other. Then the other problems become secondary”, concludes Venkatesh Malur on an optimistic note.

III. Partnership with academic and research institutions: Educational institutions with focus on media research and training are seen as important partners for the CRI as they have a fairly good technical infrastructure to support a programme like the CRI and are able to provide it with intellectual stimulus. The partnership with Jadavpur University, which has the community radio infrastructure on its campus, has helped to promote the production of radio programmes by child reporters in Kolkata. Bharatiya Vidya Bhavan has similarly provided the direction, much-needed impetus and technical inputs to the CRI. Collaboration with journalism institutes in order to enhance the skills of child reporters and to improve the quality of their reports is being considered in Madhya Pradesh.¹⁰ However, the training and research institutes are limited in their ability to interact regularly with child reporters.

IV. Partnership with networks and alliances: In Orissa and Maharashtra, the CRI is being implemented through alliances of various organizations and individuals with diverse skill sets and experiences who have come together for a common goal. In Maharashtra, the CRI has close links with the Network of Positive People of Maharashtra as it seeks to empower children affected by HIV and help them highlight their issues. A network of “child-loving” civil society organizations and individuals, viz. the People’s Group for Children’s Development (PGCD), has come together to take up the CRI in their respective areas in Koraput district of Orissa. Indeed, local newspapers have been involved in the CRI in both these states and they facilitate wider coverage and dissemination of writings by the child reporters through their network.

An interesting collaboration can be discerned in West Bengal as the departments of the state government, an NGO, a university, a youth network as well as a network of civil society bodies contribute to the implementation of the CRI. Expansion of the CRI into the urban spaces of Kolkata has been made possible through such linkages. Such alliances are indeed promising as they bring different competencies and strengths and can be an effective

¹⁰ Interview with Veena Bandopadhyay, SPPME Officer, UNICEF Bhopal

pressure group for children's issues. However, clearly defined roles and responsibilities, creation of democratic spaces for debate and questioning, and accountability mechanisms are required.

“I have never worked with children earlier. But now that I am a part of this process, I have learnt more from kids than from anyone else. They think of things that I do not”, confesses Naveen Chandra Gareda working in SAHARA, a grassroots organisation based in Semiliguda Block of Koraput district in Orissa. SAHARA is one of the members of the People's Group for Children's Development or PGCD.

Consistent involvement with child reporters has led the PGCD to successfully engage with the government authorities in the district and seek their cooperation as well. The District Primary Education Program (DPEP), for instance, is thinking of ways of officially making the CRI a part of its own programs. Impressed by the impact and efficacy of the CRI, the District Project Coordinator of the DPEP, Mr. Prasanta K Das, has in fact taken very keen interest in the program right from the start. “Child reporters have given me many ideas”, says Mr. Das who is an avid reader of the children's newsletter Ankurudgama. “On the basis of their reports and suggestions, I make recommendations to the other departments in the district, for example, where a road is required or toilets need to come up.” The DPEP has in fact made the child reporters in each school a compulsory member of the child cabinets so as to aid in monitoring and evaluation of these newly set cabinets in schools. Similarly, the District Planning and Monitoring Unit, a joint venture of UNICEF and the District Administration (DRDA) have recognised the potential of child reporters. They use the young reporters in their village planning processes. The Village Education Committees and Village Development Committees set up by the DRDA have also made compulsory inclusion of child reporters in these respective forums, a rule as they are seen as a good pressure group to keep an eye on the activities of the committees.

As a network, different organisations are able to infuse the CRI with a sense of diversity. The administrative authorities have been won over by the persistent efforts of the PGCD and are even proposing an expansion to another district- Dhenkanal. Says Mr. Santakar, a member of the PGCD, “Encouraging as this is, for now we would like to concentrate in

Korapat. We will definitely help in terms of skill sharing and learning, but it difficult to spread our network to another district, given that we are all over-burdened in any case.”

V. Collaboration between UNICEF, local government and grassroots NGO: Direct partnership with district administration is increasingly being preferred as the advantages of having the CRI rooted within the larger government system are recognized. In the integrated districts of Andhra Pradesh and Karnataka (Medak and Raichur districts), the CRI is being implemented through the Behavior Change Communication Cell (or the BCC) of the District Administration and the Zila Parishad respectively. In Rajasthan, the District Education Officer was involved for ensuring inclusion of CRI as an extra curricular activity in the schools and efforts were made to involve Nehru Yuva Kendra in the training of child reporters.

Working closely with the local schools has also reaped its benefits as teachers and adult community members get sensitized to children’s issues through constant exposure and interaction with the child reporters at a day- to- day level. For the grassroots organizations, a partnership with a government wing lends a certain degree of credibility, acceptance and acknowledgment at the community level, making their tough task slightly easier to execute. For the concerned government departments, such a collaboration presents a great opportunity to not only reach out to communities directly, but also spread awareness about its own ongoing programs and activities amongst its rightful beneficiaries- the people.

However, working through the bureaucratic state machinery can be difficult. Most implementing partners admit that changing adult mindsets, especially with regard to children, is a formidable task. Yet, the fact that the government agencies have extended cooperation for the CRI is a positive sign.

Gundappa is a Master Trainer with the BCC cell in Raichur district of Karnataka. Having trained adults earlier for PRAs and other related activities in the past, he took the workshop with child reporters to be something of a challenge. “I have given many trainings, but training children how to report....now that was different”, he confesses. However, he admits

that the training was probably a bigger learning for him rather than his trainees. “Children... they create on their own. That is very nice to observe. In my earlier trainings on village planning, though men and women were involved, it was more like preaching on a particular subject. The spontaneity and imaginative spirit was completely missing. Children do everything on their own and have so many questions...it is nice.”

The BCC cell also encourages the children to write about issues like hygiene (hand washing), health, especially that of women and young mothers (breast feeding) or spread awareness about HIV/AIDS. These are largely the themes that the cell is mandated to work on as well and what better agents of awareness building and information dissemination than a team of eager child reporters!

Mr. N.V Prasad, CEO of the Zila Parishad office (under which falls the BCC cell) feels that programs like the CRI are very useful indeed and make the government’s job a bit easier. “We have only limited programs like the ICDS etc. This program is unique. Government per say cannot do such programs. But it should be systematized properly. Something should come out of it in the long term.” Mr. Prasad feels that a program like the CRI needs close monitoring and evaluation from within. “Reports should be prepared at a regular basis for circulation amongst the government officials. Quarterly meetings should be organized with the Zila Parishad office to put forth the agenda for the coming months”, he suggests as ways of organizing the CRI in an efficient manner. Regular reporting could bring to light the problems being highlighted by the child reporters and the concerned government departments could be asked to respond to these through positive action. “Children’s writings”, feels Mr. Prasad, “will create pressure in a good way on the government. It will be difficult to ignore them as they are talking about the felt needs of the community”.

3.6 Monitoring and Evaluation

Monitoring and evaluation (M&E) frameworks for interventions seeking children’s participation are still evolving. The M&E for the CRI has not developed a structured approach. The lack of a system or rigor could be attributed to the fact that it is a small

project in terms of budget allocation¹¹, and other programmes with higher profile and larger share in the budget demand attention.

At the same time, it is important to acknowledge that states like Rajasthan and Orissa, to name a few, have devised system of checks and balances within the child reporters' groups. For instance, the reporters are used to document activities linked to the project or older batches of reporters are being used as "advisory board" to mentor the younger lot. However, these mechanisms have not been formalized and remain restricted to the children involved in CRI and have not been integrated in M&E of the initiative at a larger level.

¹¹ Interview with Hamid El-Bashir, State Representative for Madhya Pradesh, UNICEF Bhopal



SECTION-IV

ANALYSIS OF FINDINGS

Drawing upon the interactions with child reporters, their peers, parents, teachers, other members of the community, staff of the facilitating organization and UNICEF and review of documents, this section examines the relevance, effectiveness, efficiency, sustainability and impact of the CRI.

4.1 Relevance

The CRI could be considered an important step in promoting UNICEF's mandate of promoting child participation within the wider set of children's rights. It is probably the only intervention that seeks engagement with children as social actors. It outlines a radical vision in a cultural milieu where the social norms do not encourage open and candid expression of views by children and inhibit child-adult communication. In principle, it encourages children's voices and seeks to develop their capacities so that in the longer term they can challenge the social values that discriminate against children on grounds of age and perceived immaturity and are source of gender, caste and class based differentials.

The main objective of CRI has been to promote children's voices, to encourage them to investigate and monitor the problems and issues of their community and it is being achieved. In all the 13 states where the CRI has been implemented, the issues raised by the child reporters have been relevant and linked to their direct day-to-day experiences and challenges. Many of the topics that they have been writing on are usually the key concerns of UNICEF sectoral programmes but it has been observed that they bring their own perspective while dealing with them. Child reporters have written about child marriages, forced child labour, bad roads and lack of school toilets, about water, sanitation, hygiene or micro level village planning issues – all the problems that they experience or observe. Furthermore, in some cases they have also been able to mobilize support from their communities for some of these issues.

<p>Dr. Raote of Dalit Sangh explains why he thinks the CRI is a significant initiative in the context of rural Madhya Pradesh, where his organization is working. He recalls how in 1999, the state faced huge floods, which caused large-scale devastation, rendering people homeless,</p>

especially in the rural belts. “But if you were to see the newspapers, there was nominal coverage of the villages where people had lost their lives and livelihood in a big way. Reading the biased media coverage, it felt as if the villagers did not count for anything. Why? The dalit, poverty ridden families suffered the most.” Today things are slowly changing for the better. Young child reporters are writing about their community issues and putting forth social concerns of the marginalized people.

For instance, the dalit children have written about the discrimination faced by them and their families. Jyoti Ahirwal, a 12-year old child reporter explains how- “The *bada samaj* (high caste people) would not mingle with us, not touch the food we had touched or drink water from the same tap that we used to fill water from. Even in school, we were made to sit separately during mealtime. Even if we were invited to their weddings, we were made to sit on the ground. It was not *maan* (respect) but *apman* (insult) that we faced even though we were so called guests. Even our teachers, those from high caste, would discriminate against us. But once we discovered the pen, we also discovered its might. We wrote about this. Initially people ignored us, but later they began to feel ashamed. Today, the discrimination has gone down considerably. We have a few child reporter friends also who are from high caste but they travel with us, share their work with us and play with us.”

“We even wrote messages against exploitation and untouchability on village walls to spread social awareness”, adds Daya Shankar, another 10- year old reporter. “Guess it worked”, he adds with a triumphant smile.

In the interactions during the evaluation team’s field visit in five states, almost all children were enthused about the skills they had acquired and their work as child reporters. Being child reporters provided them with an opportunity to explore their creativity and talent while at the same time they found a platform where they could write about their own problems and on issues plaguing their communities. It won them a degree of recognition not only amongst their peers but also from adults, especially family members and school teachers. In almost all the states, effort was made to make learning a fun exercise, writing easy rather than laborious and tedious and information gathering an exciting, not a boring exchange.

Ajay belongs to Ramchandra Nagar in Fatuha Block, Patna district of Bihar. The one thing that makes him stand out amongst his other peers is the fact that he is a child reporter. In 2007, a liquor shop in his village was becoming a constant cause of concern, especially for women and children. Despite repeated protests, neither the shop owner nor the influential community adults were willing to shut the shop down. Not one to be deterred easily, Ajay gathered a group of children and marched up to the local police station demanding some action be taken against the shop owner. Initially, the children received no response, but they were not ones to give up without a fight. They organized a *dharna* outside the police station till some action was taken. Finally, the police were forced to walk up to the village and put a lock on the liquor shop as most people in the community were against it. The local newspapers also lauded the courage and resolution of Ajay, a dalit boy who was able to achieve what adults in his village had failed do.

A closer look at the state wise implementation of the initiative reveals how smallest of details were thought about. For instance, the exposure visits and training workshops were almost always planned to coincide with the students' school holidays or on weekends. The children were never asked to meet major targets, i.e. produce a certain number of articles per week/month. Instead, they were encouraged to write as and when they felt the need to articulate so as not to create extra pressure on them. In the training workshops, the reporters were asked to not just write about important concerns but also to try and work towards a solution. In hindsight, this has been a significant confidence-building exercise for the children where they were encouraged in diverse ways to realize their own potential. Apart from capacity development workshops, events such as *Bal Melas* or Children's Assembly have been organized in several states from time to time where child reporters have found an opportunity to engage with their peers.

Parents, teachers and adult community members acknowledge the CRI as a first step towards change in the individual child as well as his/her community context. Many parents observed that participation in the CRI had generated confidence among their children and led to improved performance in school. The act of writing and working on a narrative (for

periodic reporting) helped in improving language and articulation skills of child reporters while investigation and analyses of issues enhanced their intellectual abilities. Instances were cited where on a few occasions the child reporters stood up to speak against their own parents because they felt that they were in the wrong or seen as promoting corruption or malpractices within the community. Initially taken aback, many parents have now come to appreciate the honesty and fearlessness that the CRI has instilled in their ward. Some of the teachers interviewed during the evaluation exercise also stated how students who were child reporters, stood out in class and were amongst the most articulate. These reporters have become an example for their peers to look up to.

On a neatly painted wall of the Suniguda New Upper Primary School in Koraput district in Orissa are written names of 10 students in bold. These students are the child reporters from the school and their names on the wall are meant to inspire their peers to want to do something as special as this group of 10 has managed to do- write about the problems faced by their communities in a newsletter for others to know more about. Bhabochandra Devi, a teacher in this school for the last twenty years says that programs like the CRI are a good learning experience for the students-“Through reporting and writing, the children learn about the “why” of a problem. Not just that there is an issue but what is the reason behind the problem. This is a first step towards solution building”.

The school has been extremely supportive of the CRI and in fact would like to expand the program to include more and more children in it. And perhaps in a district like Koraput , where development indicators are one of the lowest in the country and probably these students are the first of the school going generation in their respective families, initiatives like the CRI help instill confidence and skills much needed for the overall development of children. Says the P. Harishchandra Rao, the Headmaster, “These children are from remote areas. Their parents have never stepped out and are too poor to do anything but make two ends meet. This has created a fear psychosis amongst the children as well. That is why we promote programs like the CRI as it helps remove apprehension and inculcates leadership and teamwork amongst these children from an early age.”

The fact that the opportunities provided by the CRI are availed of by the child reporters most of whom belong to socio-economically marginalized communities and that they are being empowered to address some of their concerns adds to its value. Connection between children's lives and children's reports and the attempt to ensure child-friendliness in the CRI can be discerned.

Jairaj Jacob and his son Yakub, live in Yadlapur village, Raichur district of Karnataka. About 6 months ago, Yakub became a child reporter and has since been writing on various important though ignored issues of his village- corruption in distribution of ration cards, lack of a proper road near his school, the high rate of migration affecting his community and so on. How did Jairaj Jacob feel when he saw his 13-year child's critical writings in the wall newspaper stuck at all major meeting places in the village? "It is very good that children write", he says with a hint of pride in his voice, "For instance, I remember that the children once wrote about an ANM not being regular in the village PHC. When the concerned ANM read about it, she was really perturbed. She said to the child reporters that instead of writing against her, they should have spoken to her directly. She was just trying to wash her hands off the whole thing", he continues. Eventually, the ANM, out of shame and embarrassment, became a regular in the health centre.

Jairaj Jacob recalls how, initially when the wall newspapers had been stuck up in the village, many village elders had reacted negatively. "They felt intimidated...like what if some one writes against them tomorrow. Some wall newspapers were also torn up by others." But then the trainers of CRI as well as supportive people like Jacob himself went and addressed the community. "The children said, 'look, this is your problem as well, not just the children's. If there are bad roads, all of us suffer....that is why we write about it.' We explained to the community that the idea is not to single out anyone but to improve our lives and children are making a huge contribution in that direction." Today things are looking up in a big way. The community, once indifferent, hostile even, is encouraging of the child reporters.

"I have noticed a change in my own child over the months. His writing and drawing in school have improved. He also argues and logically tries to work through any problem at

hand. It is a good beginning,” feels Jairaj Jacob, a happy father proud to have a child reporter for a son.

There are positive instances of child reporters negotiating their position beyond the stated role of being a reporter. In some states like Orissa, children who are no longer child reporters have been brought back as advisors to the new batch of child reporters. In others like Rajasthan, child reporters have petitioned state officials on the basis of their findings. But these are exceptions rather than the rule. The question that needs to be asked is whether the CRI can elevate children from being reporters to the executors and designers of CRI or similar initiatives.

There is scope for strengthening children’s participation in the design and implementation of the CRI. Currently, the child reporters are recipients of orientation, skills (viz. writing, drawing and in certain cases visual and audio recordings) and have platforms to express themselves and disseminate social messages to their communities. Moreover, the contents of the orientation and training workshops as well as their media products generally feature UNICEF perspective. They are oriented to the CRC and its articles and the concept of child reporters. While this could be considered an inevitable point of entry, the weakness in seeking a greater role for child reporters in particular and children in general limits the potential of an intervention such as CRI. Probably the view that children have been “over-directed” or guided on the messages¹² needs to be reflected upon.

Children have a limited role in deciding on the media forms and how the information generated through/by them would be disseminated at a wider level. Technical and other constraints prevent the tailoring of an intervention to the needs of each and every child but certain mechanisms could be devised and introduced that enable children to discuss and agree on a media form appropriate for their community contexts.

¹² Telephonic interview with Augustine Veliath, UNICEF Lucknow

There is growing acceptance and acknowledgement of children's voices as being significant for the overall development of the community within UNICEF and also among the implementing partners in various states. Interactions with various stakeholders and UNICEF staff suggests that the recognition of the CRI and the value of children's voices is still in varying degrees confined to the child's immediate surrounding and local community, and among the government functionaries at the district rather than the state capital level.

During the field visits, it was observed that in certain cases the link with the schools was an important point of connect for the CRI, but the contact with the community per se weakened over time. For instance, it might be crucial for the CRI to take into confidence not just the teachers and immediate families of the child reporters, but also have discussions with the Gram Panchayat members about the initiative so that they are in the know of things. Not only will such measures create better understanding of the programme within the adult community, it will also give the child reporters access to more information and probably create spaces for constructive adult-child dialogue.

4.2 Effectiveness

In Uttar Pradesh, three child reporters of Sanora village, Anup, Satendra and Sangeeta gave refuge to a 13-year old girl who was being forced into marrying a 28-year old man. Despite community resistance, the three reporters gave the young girl shelter and support till such time as the marriage was called off. When 11-year old Parvati and Sushmita from Orissa heard about the 16-year old Phulmati being forced into marrying a much older man despite her wishes, they decided to take up the issue with her family. Phulmati was an orphan and was brought up by her grandparents. "We took my elders sister along to counsel the grandparents," recalls Parvati. "We felt that they might not listen to us, given our age, so we took an elder person as well. We explained to her grandparents that marrying a minor girl was against the law. We told them that they would have to pay for such an act as it was illegal." In the face of dire repercussions, the marriage was finally called off and Phulmati remains forever indebted to the young child reporters who gave her new lease in life

In West Bengal, some child reporters have taken up the cause of the Paharia children, an extremely deprived and socially excluded community in the state. These children are trying to get the Pahariya children enrolled in proper, mainstream schools, a small but significant step in trying to address the larger issue of discrimination faced by the community.

Effectiveness of the CRI could be gauged by assessing the evidence of positive change among children, their ability to produce results and comparing actual and anticipated results.

By all accounts, the child reporters have benefited from their association with the CRI in terms of self-confidence, access to information/knowledge, and initiative. Although there was no outlined objective to assess the quality of child reporting, it has largely been seen that the child reporters have worked on the media products in a systematic matter and that the response has been positive.

In certain states like Uttar Pradesh, there has been significant stress on the presentation of the content while in some others like Orissa, emphasis has been laid on outreach for gaining target readerships among other children, their families, community members or even stakeholders in the government departments. Both these strategies have had their positive effects. Packaging of the content well has lent visibility to the media product, while outreach has helped in strengthening links with various stakeholders within and outside the community of child reports.

Design of the Product and Reader Friendly Format: Some states have followed low end yet accessible design formats like wall newspapers or low cost newsletters while others have concentrated on glossy publications that in turn add a visual and reader appeal to the content. Some radio programmes produced by child reporters have also been aired on prominent radio channels like the All India Radio or through campus radios in urban areas as well.

It was also observed that where the media products are high end and sophisticated, the child reporters' role in editing and layout of content is near minimal while they get a relatively free hand in the production of wall newspapers or low quality newsletters. However, it must be

noted that in certain states like Tamil Nadu, children have been encouraged to play with their content design and have been trained to edit their own films. But working on content presentation/design with child reporters is a time intensive exercise in itself and given the fact that the initiative is still young and growing, the partnering organizations are evolving ways of engaging children centrally in this process, in the future. For this more focused trainings and workshops are required with inputs from experienced media persons. Maintaining a balance between presentation of materials for attracting readers or audiences as well as the process of children's participation in their creation is extremely important. It is pertinent to keep the community or local context in mind while designing of such media products so as to ensure that it is accessible and easily available to them.

Relevance of issues represented in the reportage: As discussed earlier, most of the issues reported on have a direct/indirect link to the life of children. The children have been trained to write in a way so as to make their point lucid, without hurting personal sentiments or singling out individuals. The reportage is constructive and positive and helps bring out the hard realities of the communities that the child reporters represent.

Sangeeta of Chandrapur village in Lalitpur district of Uttar Pradesh may look much younger than her 14-years, but is much ahead of her years in strength and courage than her peers. A couple of months ago, she wrote about a school teacher in her village school, who would sleep during classes and when disturbed, beat up the students in rage. "Because of him, our studies were really suffering. My friends would not attend school as they felt it was a waste of time...or that they would be beaten up on the smallest of pretext." Sangeeta decided to take things in her own hands- she drew a caricature of her teacher, dozing off in class and wrote a small, but incisive caption indicating the heart of the problem. "The idea was not to humiliate him. I just wanted him to become conscious of the fact that we as students did not approve his behaviour and suffered because of this." When Sangeeta's contribution was printed in Balwani, it created havoc. Even the Department of Education stepped in to take action against the erring teacher.

Eventually, the school teacher was transferred from Sangeeta's village school, a relief and a

victory for the school students, thanks to Sangeeta's sagacity and courage. "But this is not the solution," says she, "The students in the other schools should also question elders when they are in the wrong." Being a child reporter has instilled insight and power to interrogate in young Sangeeta, something she hopes is infectious so that more of her peers can learn from it.

Dissemination and action taken on the highlighted problems: Circulation, in some states, has been a carefully planned strategy where tie-ups have been made with newspapers or local radio channels to air the child reporters' content. In certain states, though wider dissemination is limited, but specific important community spaces have been utilized to display the content of the reporters such as the Panchayat building or a bus stop and so on, where maximum crowds gather and thus these places offer tremendous potential to invite the attention of readers. For instance in Tamil Nadu, children have periodically screened their own films amongst community members, thus lending visibility and community acknowledgment to their work. In fact child reporters' films and newsletters are used at the district level meetings to inform policy improvement and action from time to time. Attempts are also made to keep the District Collector informed on the CRI, while mainstream media channels are encouraged to screen the reporters films in an attempt to mainstream the program. However, in general, reaching out to government departments within the CRI as a whole is still an area that needs to be worked upon. Even though efforts to deliver the media product to various administrative offices on a regular basis have been made in most states, the response and feedback has not been satisfactory.

Through the trainings and workshops that almost all child reporters have received in various states, their creativity and skills have developed considerably. Basic training and orientation programmes on what it means to be a child reporter, how should one present and write news, how to present facts and talk about events and happenings have been taken into account in the capacity development workshops.

Several constraints to effective implementation of the CRI have been cited:

- The trainings and workshops have been too spaced out, with long time gaps in between. Some implementing partners admit that such long intervals between workshops and training camps breaks the rhythm of the programme.
- Getting good resource people for the trainings due to limited funding for the CRI is another constraint. Generally a pool of people with diverse competencies is brought in to build capacities of trainers and/or child reporters due to the difficulties in finding resource persons with the right mix of aptitude, skills and knowledge.
- A pool of master trainers has been attempted in some states while in some the adult facilitators have been able to develop their competencies over time with experience. Clearly, this aspect needs to be explored more in depth. While there is likelihood of transmission losses in the cascade model of training (i.e. training of master trainers followed by training of adult facilitators, who in turn train children), there is the issue of capacity of adult staff who facilitate the CRI processes.
- Some organizations express the need for staff trainings on children's participation so as to optimize a programme like the CRI. But the biggest challenge remains trying to convince parents to send their children to residential training camps, especially where girls are involved.

Ashwini, though only in class 11, is adept at handling the camera. She is a student of Denkanikottai Government High School in Krishnagiri district of Tamil Nadu. Though keen to pursue her interest in film-making, the young reporter is unsure whether her parents will allow her to follow her heart or not. "When we had to go for the film-making workshop, initially they said no. They said, you go to school to study or what? Do that only. Do not waste your time," she says ruefully. Her school headmaster, extremely supportive of the CRI and some members of Nalanda Way, the implementing organisation in Tamil Nadu, somehow convinced her parents to let Ashwini join the training but she is not sure whether this will work every time. "Problems start because of other village adults," she explains disappointed. "They tell our parents to not send girls after they are 16/17-years old. That the girls will get spoilt. And our parents buckle under the pressure."

Besides orientation and training workshops, various other opportunities for voicing their views to a larger audience have been made available to children. Linkages with the mainstream media like national and regional newspapers have been forged. In certain instances, writings by the child reporters have been published by mainstream newspapers (e.g. in the supplement to a daily newspaper in Orissa or in Maharashtra). Child reporters have shared their experiences in the short films, documentaries and programmes by mainstream television channels like ETV and Doordarshan in Madhya Pradesh, and BBC London, featured in case studies on the CRI and have been photo-documented in various states. Two child reporters from Orissa represented India in an international conference on children in Beijing China in 2006. This has also garnered a genuine interest amongst a disparate set of audience otherwise removed from the process of CRI. However, it is important that the media exposure does not hamper the natural instincts of children and does not interfere with their daily lives. For greater effectiveness of the CRI from children's participation perspective, these linkages need to be thought and incorporated within the work plans.

11- year old Shiv Kumar from Gunrai Village, Hoshagabad district of Madhya Pradesh, is a village hero of sorts. When the Doordarshan crew came to his village to make a short film on the CRI, he, a young reporter himself, became involved in the process. Finally, the crew shot with the reporter and captured his views on camera- "When I initially began to work with the Dalit Sangh (implementing organisation in MP) I never thought a film would be made on me. But when I came on television.....it was big. My parents stared in disbelief- 'is this really our son?'- they said."

The actual measure of effectiveness of the CRI however is the extent to which children's voices have reached decision makers and the success in creating a space for children from marginalized groups (i.e. SC/ST/minorities) to have their voices heard and acted upon. A positive outcome of the CRI has been the creation of a space for marginalized children to articulate issues faced by them and their communities. More than 90 per cent of the approximately 7,454 child reporters belong to one marginalized section or another. In certain significant cases, CRI has managed to take their voices to the right decision makers. Though fighting apathy or patronage has remained a challenge, at times the persistence and

determination of the reporters has borne fruits and they have managed to seek resolution through intervention of administrative authorities.

Prasanta K Das, the District Project Officer of the District Primary Education Program in Koraput District in Orissa, feels that the child reporters are a useful extension of his own work in the area. “I have learnt many things through them- like how it is important for students to learn in their own vernacular language in schools as they struggle with other languages.” His department is now trying to translate books into Oriya so as to make them accessible to the students. “Or why,” he continues, “teachers do not come to school more often. Earlier, we only got the teachers perspective. We thought attendance in schools were low because parents do not send their children to school. Now, after reading and interacting with child reporters, we know that teacher absenteeism is a big problem behind decreasing numbers in schools.”

Adds Padmini Patti, the Gender Coordinator of the department, “Child reporters views, especially those of the girl children really help us at the planning level. We realised that if we have to address the question of girl child education, we have to link it up with other issues as well. We need a synergy between different departments. In 14 blocks of Koraput where the CRI is active, Meena Manchs have been linked with the school cabinets and the CRI.” She continues thoughtfully, “After interaction with child reporters I realised that if the department invests 80% in teachers, only 20% reaches the children. But if we put in 80%in children, about 60% is directly retained by them”.

4.3 Efficiency

In terms of utilization and availability of resources, the CRI has strived to utilize its resources efficiently. The CRI in most states, as stated earlier, has been carried out in the integrated districts of UNICEF. In all these districts UNICEF was already involved in village planning in contrast to its earlier approach of micro planning for different sectors. The

conceptualization of the ‘Integrated District Approach’ led to cohesion of various thematic interventions that UNICEF was engaged with in a district.¹³ The CRI took roots within this backdrop which has had its own advantages and disadvantages.

CRI has been linked directly with the Behavioral Change Communication (BCC)¹⁴ programme carried out under the IDA in Karnataka and Andhra Pradesh while in others states it has been an independent project implemented in collaboration with a partner organization or institution. In Karnataka and Andhra Pradesh, funds were made available to the district administration as the BCC Cell was under its purview while in others states the funds were released directly to the partner by the UNICEF state offices. The CRI acted more or less like an add-on programme and hence acquired a lower priority than other development initiatives of UNICEF.

This is also apparent in terms of the costs of the CRI. In most states the CRI had a very small share in the budget allocation and expenditure compared with other projects of UNICEF. In Uttar Pradesh, Rs 156,516.00 was spent by UNICEF under the head “child documentation” in two years – it was all the money spent on the CRI.¹⁵ The funding for CRI in Andhra Pradesh and Karnataka has been relatively more robust.¹⁶

		Expenditure			Budget
		2006	2007	2008	2009
Andhra Pradesh	Wall newspaper reporter	\$ 4,432	\$ 577	\$ 12,600	\$ 25,000
	Radio reporter	Nil	\$ 4,474	\$ 5,000	Nil

¹³ For more on the IDA, refer to KPMG/UNICEF 2008; Formative Evaluation of Integrated District Approach

¹⁴ Behavior Change Communication or BCC is one of the major outlined activities of the IDA. BCC is intended to support the village planning process by promoting behavior change through the spread of key messages.

¹⁵ E-mail from Augustine Veliath, UNICEF Lucknow. 14th April 2009

¹⁶ E-mail from Vikas Verma, UNICEF Hyderabad. 22nd April 2009

	TV reporters	Nil	Nil	Nil	\$ 20,000
Karnataka	Wall newspaper reporter	\$ 2,500	\$ 4,000	\$ 5,200	\$ 25,000

In view of the resource constraints, the impact of the CRI on the child reporters, or within their immediate community context and at times at the level of social and policy change could be considered significant.

Though each state had different stated objectives for the CRI, the goals laid out in the annual state work plans were achieved. In states where the CRI was carried out in collaboration with local NGOs, decisions and programme strategies were developed by the partner. There was flexibility in design and execution of the initiative given the peculiarities of the diverse local contexts. For instance, certain pockets were conflict ridden, while in others, access to the community was an issue. In Karnataka, Orissa, Tamil Nadu, Uttar Pradesh, Rajasthan, Jharkhand schools acted as a point of contact while in others the partner organisations worked directly through the community. Given these diversity of circumstances, the programme essentially evolved organically according to the demands of the particular context.

There are some areas of concern, which are shared by the implementing agencies as well.

- Staff inputs in terms of capacity development and skill building towards management of child centric programmes has been weak. As stated earlier, children’s rights and participation based programmes like the CRI has been a new experience for most partner organizations. They are expected to support the evolving capacities of the children but their own staff is ill equipped in terms of understanding of the principles and the ways of working with children.
- Continuity of the initiative is disrupted as administrative procedures and work overload comes in the way of smooth functioning. For certain states like Bihar which had undertaken the CRI as early as 2005 or 2006-07, switching from one project phase to another, has been a long, tedious wait. Since each phase end calls for a stock taking of the CRI, fresh concept proposals and budget allocations, precious time is often lost in renewing the programme.

- Often the child reporters lose interest due to the lull in the activities and gradually dwindle away making the task of implementing agencies extremely difficult in reviving the initiative later. In certain states like Karnataka, the new phase of CRI has meant identifying and preparing a completely fresh group of child reporters. Almost no follow up was done with the previous batch of reporters.

Efficiency of any initiative can be assessed reasonably if there are monitoring mechanisms in place, and which are able to draw lessons and inform the functioning of the intervention. All the CRIs across the country lack a standard monitoring mechanism which disallows a critical review of the functioning of the process on the ground. Monitoring by the local partner and UNICEF is regular but generally informal.

Various partner organizations and state offices of UNICEF have applied interesting and practical ways of monitoring in the absence of structured monitoring mechanisms. In states like Orissa, child reporters themselves review and cross-check the content produced by another set of child reporters from the community to prevent fabrication of information, excesses and falsification. In Madhya Pradesh, Bihar and Orissa, child reporters send post cards to the head of the partner organization with information on the events and happenings of their area or use the telephone to convey news. While these ways may work in self-monitoring by the child reporters groups they have limited value at the programme level.

Lack of any formal channels of accountability and stock-taking have been drawbacks in conceptualization and implementation of the CRI. Programme reporting has been inadequate, and reflection on the future of the initiative has been limited. Yet, it needs to be noted that the initiative is still in its early stages for most states and the implementing agencies are learning and evolving with hands-on experience.

“The District Collector calls the child reporters his *vanar sena* (monkey brigade),” shares Shika Wadhwa, Program Officer, UNICEF State Office, Rajasthan. “He allocated the 13th of every month for a meeting with the child reporters since they give him detailed insights about what is happening in the district.”

Like in Rajasthan, child reporters in other states as well, such as Orissa, Madhya Pradesh, and West Bengal are proving themselves to be a useful arm of the local administrative units in the district. Their extensive reach, sharp observations and incisive thoughts and suggestions are helping the concerned government department to bring about changes and make useful interventions in the area.

4.4 Sustainability

The CRI has been an empowering process for the child reporters. Children belonging to marginalized communities have been provided with orientation, skills and opportunities. This, coupled with their interest and curiosity has increased the choices available to them. Child reporters have been instilled with a value system of critical reflection and questioning which will always remain with them. Most child reporters spoke about their experiences as invaluable and that they would not let the learnings diminish as they grow up. There is evident positive impact of trainings, participation in various workshops and interactions with people outside of their own local community contexts, and writing and reporting on issues on the young people. In order to make the initiative sustainable there is a need to further strengthen the support structures and mechanisms of implementation by consistently developing key competencies of all stakeholders involved in the CRI.

“I see myself as a film director who makes movies on the real situation in rural India. Not just making films, I want to empower the rural masses with my films”, says 17- year old child reporter Samuel Venkatesan from Dam Kottapalla, Tamil Nadu. Samuel was selected from the child reporters’ group in Tamil Nadu to represent children’s voices in the J8 Summit. An admirer of Mahatma Gandhi, Samuel hopes to make the world aware of the plight of marginalized children in his country- “There is a difference between the level of understanding between young people from the developed and developing countries. The kids from developed countries already have a good education -- they are thinking about things beyond education like having fun. But the kids from developing countries, they are worried about their education. They have to work to make sure they are getting quality education”.

Trained in filmmaking by Nalanda Way, the partnering organization for CRI in Tamil Nadu, Samuel has made two short films till now, one on sensitizing teachers towards quality education and another confronting superstition and blind faith. “I see myself as a film director who makes movies on the real situation in rural India. Not just making films, I want to empower the rural masses with my films”, he replies confidently when asked about where he sees himself in ten years time. The J8 Summit is a useful platform, feels Samuel as now he can share marginalized children’s experiences, their hurdles and challenges, issues of child rights with leaders of the world, and more importantly, with children from across the globe. “From the start, I wanted to express my experiences where people would listen. It should be the biggest forum possible that can influence decisions. Now I’ve got the chance to talk about what I have experienced”, says Samuel. Being involved with CRI has helped him develop a perspective and a skill through which he now wishes to share his views with others- “I want free, quality education for all kids in developing country children and ensuring rights for girls. Special attention needs to be given to orphans, like me who has lost my father” he concludes with determination in his eyes.

With greater confidence, knowledge levels and exposure, the child reporters can be expected to build on the opportunities provided to them even after the project ceases. Many child reporters have echoed the need to continue as agents of change within their communities in one way or another, even if the CRI is formally wrapped up in their area. The CRI has not been a merely a “project life engagement” for these children, but a value learning experience. The child reporters have acquired media skills through which they can highlight the concerns of their communities in different ways in the future as well. At the same time, their engagement with the initiative has given them self-confidence and courage to raise their voice against social issues that have plagued their society for long.

Rekha Kalindi lives in Jhalda II block of Purulia district with her parents and a sister and three brothers. Jhalda II has female literacy rates of less than 10 percent and high rates of child marriage. Until recently, Rekha used to work rolling ‘beedis’ (indigenous tendu leaf cigarettes), when she was enrolled in a school run by the National Child Labour Project near her home. The school is run by the government’s labour department to rehabilitate

working children and help mainstream them into the education system. With support from the UNICEF, her school has a child rights group that Rekha is a part of. Along with this, she is also a child reporter who writes in a children's newsletter 'Notun Alao' meaning 'New Light'.

When Rekha was nearing 12- years, like her older sister, her parents wanted to get her married off as well, but she resisted. Through her involvement in the CRI, she was aware that the right age for marriage in India is eighteen years. Having made up her mind to revolt against her early marriage, Rekha sought support from her friends, teacher and district labour commissioner who all stood by her. Eventually, in the face of such a strong resistance, her marriage had to be called off.

Her story of courage was covered by district newspapers and by the national wire service, the Press Trust of India. But things really started happening when Hindustan Times, one of the country's leading English dailies covered her story on the front page of its national edition of April 14, 2009. It was then the President of India noticed her story and expressed a desire to meet with her. Soon even the international media like the Times (UK), Christian Science monitor, ABC news (USA) began to highlight her story- an inspiration for many other girls like her, across the world. Rekha's story of courage to defy the traditional and oppressive system of child marriage was subsequently recognized by the Government of India and she was recently made a role model for the National Population Stabilisation Fund under the Ministry of Health & Family Welfare. The ministry has proposed to take care of her educational expenses. This increased visibility and support has encouraged other young girls from West Bengal to say no to child marriage as well.

Yet, the process of engagement needs to last much longer if the positive changes are to permeate into the fabric of the marginalized communities that these children belong to. The increase in the level of confidence, skills and knowledge is considerable if one considers the baseline but still remains short in terms of addressing deep-rooted socio-economic and political inequities. Many implementing organizations as well as UNICEF state offices are of the view that for achieving attitudinal change in society, a longer time perspective (not less than 4-5 years) is required. Breaking up the project into short, defined phases may not always

be the best strategy as it causes time lapses and gaps in the programmes even before the processes are set in motion.

Also important would be critical reflections on the minimal and optimal duration of support, and what factors should guide the disengagement process. With the culmination of partnership with the local partner in Karnataka, the child reporters were left with many questions but no answers. There are also issues regarding children growing up and the need of newer groups for similar opportunities. Investing in a small cadre of children who can guide others and engaging with the older age group are some of the options being considered to strengthen the process and to ensure continuity and inter-generational transfer.¹⁷

One way of dealing with these issues is the creation and strengthening of institutional mechanisms that would continue to support the process beyond the project duration. But there are few states where a permanent platform for the articulation of children's voices is being created. Lack of long-term perspective and planning has been recognized by the implementing organizations.

In most instances, the school is an important point of contact for the selection, training and activities with child reporters. While the linkage with the school helps in facilitating the activities of the CRI, linkages with the community need to be sustained and strengthened over time. Not investing in bolstering community linkages could be limiting for the scope of an intervention like the CRI and force it to remain within the ambit of a mere extra-curricular activity in schools. It becomes essential to focus on both the schools as well as the community as important points of engagement for the CRI to grow holistically.

The sustainability of the intervention is compromised when children remain the beneficiaries and a sense of ownership is not fostered among them. Similarly, other stakeholders need to be engaged so that they can provide the enabling environment and facilitation long after the programme ends.

¹⁷ Interviews with Shadrack Omol, State Representative for Orissa, UNICEF Bhubaneswar

However, mere dissemination and sharing cannot be seen as building awareness or inviting constructive partnerships. Efforts are being made to develop a system that would ensure regular dissemination of the content produced by child reporters to the decision makers at different levels so that they are informed of child reporters' perspectives on local issues. The child reporters could also play an active role in bringing issues to the attention of government officials and to hold them accountable, which would help underscore the efficacy and relevance of CRI and also challenge the stereotypical notions about children.

The need for scaling up of the CRI to more districts is a view that is gaining currency in various state offices as it would help optimize the advocacy potential of the intervention and may lead to greater buy-in. But the contrary view is that getting the right kind of partners and people to work with child reporters are important pre-conditions for meaningful expansion. Both perspectives are valid and any decision on the matter needs to be guided by a wide range of factors, including the role of UNICEF, the availability of human, financial and technical resources and longer-term perspective on children's participation.

In various UNICEF state offices, the role of child reporters in strengthening accountability is being considered. This may entail linkages with the Children's Councils in schools in some states in collaboration with the departments of education and the Sarva Shiksha Abhiyan (SSA). The probability of linkages with the Child Rights Observatory (an independent child rights monitoring institution) in Madhya Pradesh has also been mooted.¹⁸

Even in the best case scenarios, the awareness about the CRI is confined to the district. Conscious attempts are now being made to reach out to the senior officials of the Orissa State government in Bhubaneswar. The local administration has expressed its willingness to take on the CRI in other blocks or to other districts of the state (as in the case of Orissa), which requires concerted effort by UNICEF and its partners.

Indeed, it is increasingly being felt that the CRI can be scaled up and sustained only through active and permanent collaborations with the government. One view is that the CRI needs

¹⁸ Interview with Hamid El-Bashir, State Representative for Madhya Pradesh. UNICEF Bhopal

to be hooked with the government structure as part of the exit strategy.¹⁹ By working from within the system, providing technical and financial support, credibility and long-lasting value could be gained for the intervention. Such linkages are being promoted in Andhra Pradesh and Karnataka. Addressing mindsets and apathy within the government structures may not be easy but the CRI is a fairly young programme which needs time to learn and evolve.

Meanwhile, a critical reflection on promoting children's participation is required. The experiences and learnings of the CRI could be used to direct future discussions of practices involving children and media and other initiatives with a focus on children's participation. The CRI could be used to monitor and document district-level programmes and be linked formally with the *Meena Manches*. Such measures would translate into more exposure and learning for the initiative and create organic connections between diverse themes that UNICEF is working on.

“The biggest challenge for us,” shares Sanjay Sharma of Sarthi, the implementing partner in Uttar Pradesh, “is how to sustain the interest of the children as they grow older in the program.” This is a big challenge for a lot of states where the CRI has been ongoing for about two years. As children grow in age and outgrow the ‘target age-group’ stipulated for the project, how do the organizations keep the older lot of reporters involved, though formally outside the initiative? Importantly, how do they fuel the growing minds as they step into early adolescence from childhood and engage them in meaningful ways in the program?

Organizations are grappling with ways of extending the program beyond its project-like approach. For instance, when plans of expanding the CRI into another block are being discussed in Uttar Pradesh, Sarthi intends to engage the current child reporters as trainers to initiate the new reporters. In Orissa, the older, experienced reporters are being organized into Advisory Boards, so as to assist and guide the newer batches. Sustaining the CRI from within is thus a crucial step that needs to be worked out based on contextual and particular specificities of each state.

¹⁹ Interview with Shadrock Omol, State Representative for Orissa. UNICEF Bhubaneswar

4.5 Impact

Since its inception in 2005, the CRI has influenced the experiences and increased the choices available to child reporters and has contributed to some extent to a more supportive and enabling environment as parents, community elders, local decision making authorities begin to appreciate the positive effects of the CRI on children.

As stated earlier, almost all child reporters albeit school going belong to marginalized sections of society with relatively limited access to avenues of learning and knowledge. The CRI has provided them with a valuable opportunity to interact with people outside their immediate community contexts and has contributed to their confidence, self-esteem, awareness levels and in some instances a potential job option. The impact of a programme like the CRI cannot be tangible because the emphasis is on the process of capacity development and empowerment. What is visible and apparent is the fact the CRI has helped nurture the evolving capacities of children in the most conducive manner.

As discussed earlier, the CRI did not have clear-cut goals and objectives to begin with. The lack of a structured path allowed for a true expression of children to emerge, in keeping with their evolving capacities. Children after being trained and made aware of their rights and entitlements are now becoming self reliant and asking the right questions at least within their immediate community environment and with the passage of time may also influence social and policy change and uphold accountability of the duty bearers. The lack of coercive external pressure to perform led to a situation of work and the spirit of volunteerism amongst these children. This was in consonance with article of 5 of the CRC stressing on evolving capacities of children.

There have been many perceived benefits of CRI from the perspective of children, adults, other community members and even government officials. Child reporters across the board have felt that the CRI has been an invaluable learning. Through their work as child reporters they have been able to see themselves as agents of change within their community settings and are now looking forward to creating wider networks amongst their peers in spreading the idea of working as reporters. A lot of child reporter's work has also translated into

action. The district and local administration has taken cognizance of issues and concerns raised by the child reporters and acted on what was within their means and capabilities. This has had a positive impact on other members of the community as they have now felt and experienced change first hand.

A few children from Baharpur village in Madhya Pradesh and Yedlapur in Karnataka, though miles apart, have a common thread that brings them together. They are child reporters and feel the responsibility of changing things for the better in their own village. As a step in this direction, Kranti and Rukmini (Madhya Pradesh) decided to investigate the issue of non availability of ration cards to the needy in their village. “There was so much corruption. The poor families somehow never got ration cards and could not afford to buy things from the local shop as they were so highly priced,” shares Rukmini.

Almost as if inspired by their example, Yakoob in Yedlapur was struggling with the same concern. “In my village, the poor never get what is rightfully theirs. The Rich dominate over everything...that is why we are still so backward”.

These children tried to meet the Panchayat members to discuss the problem in detail but were initially ignored as being “nosey”. Not one to give up without a fight, they wrote articles after articles about the ration cards and the corruption surrounding the issue. “We spoke to parents, other families, people from other village...finally someone would listen,” says a relentless Kranti.

Finally, Yakoob succeeded in winning over some members of the Panchayat who then sent a delegation to the local Tehsildar to look into the discrepancies. Within weeks, everyone in his village received *tatkal* (emergency) ration cards, something that they are thankful for to the young reporter.

In Kranti and Rukmini’s village, after consistent follow ups, the Panchayat was forced into action and the people are in the process of acquiring new ration card- something that they would never have strived for had it not been for the courage and determination of the two

child reporters. “If we want change, we have to bring it. Not wait for others to dole it out to us...it does not work like that,” says a wise, resolute child reporter, Rukmini.

For instance in a lot of contexts simple issues of sanitation and hygiene have been addressed, child reporters have spoken about their immediate concerns in school like quality of mid day meals, lackadaisical attitude and absenteeism of teachers and so on. These issues have at large been addressed as children raising issues of concern cannot be ignored easily, the community in turn has also applauded these developments and this has made them realize the implicit value of initiatives like the CRI. In many other contexts, the district and local administration have taken notice of issues raised by the child reporters as it becomes hard to ignore children questioning on the basis of what they have experienced on the ground. This kind of acceptance of what child reporters have raised and addressed has had a very constructive effect on the government machinery. The government officials have also used the CRI in certain states to know about ground realities of way things are functioning and what they need to do.

In Tonk district of Rajasthan, an army of child reporters keeps a vigilant eye on the muster rolls of the NREGA scheme. The children were aware that there are provisions under the NREGA to seek accountability from concerned authorities. Initially the village Sarpanch ignored their efforts to check corruption. But the reporters took up a silent way of protesting against injustice. They painted writings and slogans in public spaces, exposing the malpractices in the scheme, all over the village. A somewhat defeated Sarpanch finally buckled under community pressure and was forced to address the discrepancies.

There has been a slow and gradual process of change in mind-set of adults towards children. The impact of CRI needs to be seen in the context of these intangible and latent changes. Even if adult stakeholders may not suddenly change their views and attitude towards children, their perspective on the potentialities of children and what they as children could be capable of contributing is altered. For instance, if through repeated petitions people in a community have not been able to address basic concerns of sanitation and hygiene and children being reporters have managed to do so then there is an altered perspective on

potentialities of children. Subsequently a collective ownership of community issues and sharing of responsibility amongst adults and children as equal stakeholders could be achieved. The CRI has made inroads in this direction, in changing people's attitudes towards position of children in our society.

P. Harishchandra Rao, the Head Master of Suniguda New Upper Primary School feels that CRI has reaped many benefits for his students- "Their presentation, approach to questioning, memory power, leadership abilities, and awareness on general social issues has improved manifold." The Head Master feels that programs like the CRI must be made compulsory in every school. However, he thinks that the age-bracket of child reporters should be higher than what it is currently- "Programs like this in senior classes like class 11 or 12 will be more useful. Here (in Orissa) we are taking younger children only. The program should be expanded to include other classes as well."

Adding to his views, Anita Kumari, English teacher in Gillesgur village feels that, "Journalism, as encapsulated in the CRI, should be made a part of the school curriculum. Villagers here struggle for survival," she adds, "and can really use a program like the CRI to address their own problems. In cities, the CRI might run like a program, but if we want the villages to develop and grow, the CRI has to be seen as a value being instilled in young minds who have the potential to bring about change in their communities."

Ward Members of Suniguda Block in Koraput district of Orissa, Shibo Paraja and Kamaru Paika also express how useful the child reporters have proved themselves to be in overall development of the village- "We are not able to keep track of what is happening in the village. We do not have that much information or awareness about issues ourselves. But recently, the child reporters from our village told us about a bad patch of road that needed repair and also about a tube-well that had become dysfunctional. They also asked us to request Panchayat for funds to repair the same. Today, thanks to them, we have become more active in our blocks" says Shibo Paraja appreciating the efforts of the young reporters. SHG members- Anjali Sukri and Thula Majhi

On a lighter note, 72- year old Kaushalaya Sharma, proud grand mother of a child reporter in Uttar Pradesh feels that “her children have become more articulate, civilised and less naughty since they have become reporters”. Guddi Sharma, mother of Sangeeta and Kranti, both child reporters in their village says, “These children have done so much at their age. We could not so much. They can now teach us adults....we need to learn from them.”

Khushbu, 12- year old child reporter from Suhagpur Madhya Pradesh, wants to be a “bigger journalist” when she grows up. “Thanks to the CRI, we were made aware of our rights- what we deserve as children like right to be heard, right to form a group, right to play and so on. Earlier we were scared of our teachers, now they are wary of us because they know that we keep an eye on them and if they falter, can even write a report on them in our newsletter.”

S.S. Ghanti from NGO SAMUHA, an earlier implementing partner of CRI in Karnataka feels that the child reporters can “Act as a watchdog group over all other government as well as non-government programs. They could help build in accountability and introspection in the implementation of community based programs in the state.”

In measuring the impact of CRI along the lines of perceived benefits from the perspective of children and other stakeholders and evidences of strengthened capacity and empowerment of children to claim their rights, what becomes crucial is also to see if there has been any kind of unintended backlash against children who have participated in the CRI.

Most people interviewed through the course of the study have said that there has been no untoward consequence of children reporting and writing on issues which affects them and their community directly. A child opposing a child marriage in her community in West Bengal was in the media glare for a while but that did not deter her to stand by what she had said. Overall it could be said that there has been no unintended consequence or backlash as a result of children participating in the CRI whether from the community, other children or other varied stakeholders like government officials and so forth. Backlash, if any, have been isolated exceptions.

The Koraput Farmer's Association office in Koraput, Orissa is stacked with postcards written from child reporters from all over the district. "The children cannot meet us regularly so we devised a new way that will help them reach us...that will help the news to travel from their village to us," explains Santakar, an active member of PGCD, a network that helps in implementing the CRI in the district.

"Once we received a call from Narayanpatna block which is a Naxal infected area. We also have some child reporters there but it is difficult to work actively in that belt, given the Naxal fear. I was really taken aback when the person on the other side of the phone confessed that they were Naxals. Why were they calling me? They said they bumped into some children grazing sheep and got talking. The children were our reporters and asked them many uncomfortable questions. They even offered to give them Rs. 25, but to their utter surprise, the children gave it back to them," recalls Santakar. "The naxals were so impressed with the children, with their knowledge and confidence that they decided to call us personally and congratulate us for our program."

Many child reporters call up regularly in the KFA office to give news verbally, over the phone as they cannot afford the time or money to travel on a regular basis. Like Orissa, Dalit Sangh in Madhya Pradesh too, reaps the advantages of postcard writing- the child reporters pen down their content and simply post it to organisation's office. This not only keeps continuity in the program, it also keeps the spirit of the children high and gives them a sense of doing something worthwhile.



SECTION-V

C O N C L U S I O N

5.1 Effective aspects of the intervention

The CRI has successfully managed to create a space for marginalized children and gender composition and inclusion of marginalized and other socially excluded groups as child reporters have been one of the most effective outcomes of the CRI. This has probably been a result of strategic planning and particular selection procedures followed in identifying child reporters.

The quality of media product and content generated by the child reporters has been promising, which could be attributed to the quality and intensity of trainings and workshops that most child reporters have been through. There is, however, scope for improving the quality of reporting (especially orienting them to the variety in audiences), enabling their access to a larger variety of media forms and the frequency of trainings and other capacity building workshops that could help the child reporters find their niches.

The engagement of child reporters' families and school teachers is another favorable aspect of the CRI. But there is space, scope and imperative for strengthening the engagement of other members of the local community within the whole conceptual fold and implementation of the CRI.

As CRI is a young initiative, there is tremendous scope to strengthen aspects of child participation particularly in the planning, design and execution of the program. It must be noted that the enthusiasm, enhanced confidence and abilities of child reporters in terms of being able to document and highlight their own contexts and experiences has been exemplary.

5.2 Scaling-up potential

The implementation of the CRI appears to be better when one or more community-based organization is involved, as they are better able to address and highlight local and contextual issues. However, they need technical inputs from specialist organizations, as most of them are new to the notion of children's participation and in some cases children's media.

Albeit the local administration has been kept informed of the CRI and is now being involved as an implementing partner, there is much greater scope for strengthening linkages with local decision making bodies in terms of orientation, technical assistance and back-up support.

More districts, schools and children need to be brought into the ambit of CRI through extra curricular activities and links with children's associations within and outside the school for scaling up and sustainability. As many children cease to be active reporters once they reach a certain age group, there is a strong case for engaging them in some way or the other (e.g. technical support group or volunteers) while younger children from the same community continue with the work.

5.3 Wider replication or adaptation of the CRI

The CRI can be replicated and adapted in other contexts for reaching out to a much large community of children, provided there is collaboration with organizations that have a presence at the community level, experience of social mobilization, interest and aptitude for working with children, and technical capabilities that can be adapted to meet children's requirements. As it is usually difficult for one organization to possess all these attributes, alliances are useful. But for effective collaboration, clarity of longer-term goals and roles and responsibilities is needed.

Some implementing agencies are already thinking of co-opting the CRI to further their current community-based projects. Available options include: involvement of child reporters in the monitoring and documentation of various field based programmes and engagement of the current batch in planning, execution and training of the new groups.

Stronger collaboration with the local district planning departments in the states is envisaged for widening the scope and spread of the CRI. In some states, child reporters are engaged in delivering important news and status of community issues to the government officials. Such

practices need to be strengthened so that they are taken more seriously and can contribute to other administrative functions.

Partnerships with schools could be utilized to broad-base the initiative and to make it accessible to more children. Even though many teachers support the CRI and voluntarily devote their time and energy, it is difficult to sustain such a commitment especially as the teaching staff of government schools is loaded with many responsibilities.

Some teachers suggest that the CRI could be made a part of teachers' training that are organized periodically. They feel that an initiative like the CRI helps add to the overall development of the students and thus should be accessible to many more children than the current set of child reporters. Formalizing the channels of CRI in the schools should help in mainstreaming and expanding the initiative.

In order to increase community support and acceptance for child reporters' activities in the shorter term and children's participation in long term, the CRI needs to engage with important community institutions (e.g. Panchayats or the self help groups in the village or other local development committees).

5.4 Key lessons learnt in operationalising MTSP Key Result Area 5

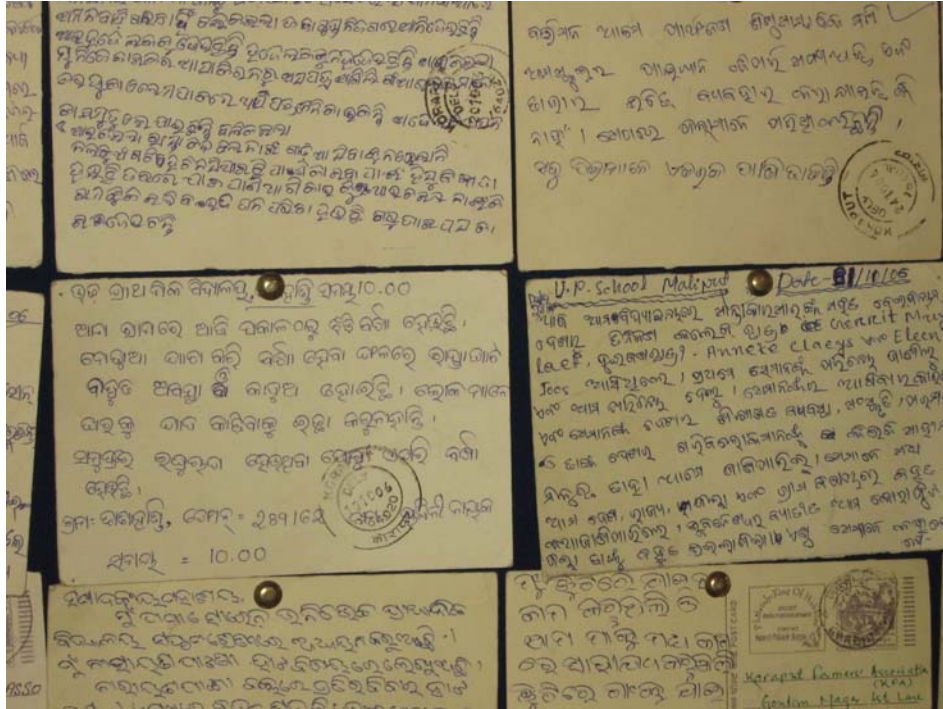
The internal capacity of UNICEF is critical for operationalising the goals pertaining to children and young people's participation. Availability of staff with conceptual understanding and the ability to orchestrate technical assistance to the interventions is important but ensuring that they are able to find time for the CRI is critical.

The capacity of partnering and implementing organizations also needs to be built in terms of conceptual understanding of initiatives like the CRI through orientation and training workshops backed by ongoing coaching and mentoring. More structured interactions with the government needs to be built into the programme so that they are familiar with advocacy strategies right from the beginning. Other kinds of sustained interactions, such as interaction

with media houses and local journalists and individuals who evince keen interest in working with children or have the experience, could also be built in.

The CRIs in most states have been implemented for not more than three years, which is too short a time frame for delivering visible results that could be deemed to be sustainable.

Certain partners and key functionaries have expressed that a period of two to three years is an ideal time to invest in an initiative like the CRI before one could expect any visible results.



SECTION-VI

RECOMMENDATIONS

The following recommendations recognize the strengths of the CRI and the challenges experienced during its implementation and take a short, medium and long perspective for strengthening the enabling environment and building critical capacities of adults and children for media initiatives and participation.

6.1 Short-term

- Strengthen the implementation of the CRI by considering the strengths and weaknesses of the potential partners and negotiating ways of overcoming the constraints by clarifying the objectives, roles and responsibilities.
- Strengthen capacities of school teachers and seek integration of the CRI within the school system.
- Seek diversification in terms of media in order to provide more choices to children.
- Strengthen child-to-child communication through semi-formal processes and channels.
- Promote conceptual understanding of children's participation amongst various stakeholders, especially the implementing agencies.
- Strengthen strategies for dissemination of children's expressions among various stakeholders, particularly the government officials and prioritize government departments based on their direct relevance to the concerns being raised by the child reporters.
- Formulate ethical participation imperatives to work with children in the CRI.

6.2 Medium-term

- Seek a semi-formal or formal organization of child reporters with clearly articulated roles and responsibilities that could engage with other children's groups and community organizations and may ultimately acquire a degree of autonomy.
- Expand the scope and outreach of the CRI by strengthening linkages of child reporters with community-based institutions by involving community leaders and other members of the community in various CRI processes.
- Formulate a structured capacity development strategy for all partnering stakeholders.

- Develop a common platform to enable child reporters from across the states to communicate with each other. For example, various on-line forums and discussion groups for children and youth could be made accessible to the child reporters.
- Devise a structured scaling-up strategy that takes into account the capacities and competencies of partners, and financial and human resource requirements.
- Develop monitoring and accountability mechanisms.
- Identify institutions that could help in providing technical inputs for promoting CRI and children's participation and consider ways of pooling and making available their respective competencies and strengths for the implementing agencies.

6.3 Long-term

- Promote children's participation in different arenas (e.g. homes, schools, institutions, and decision making fora), in sectoral programme areas (such as education, child protection, health and environment) using a life-cycle approach (e.g. early childhood, adolescence) that recognizes the evolving capacities of children and young people.
- Evidence based advocacy of good practices of working with children
- Engage child reporters in a participatory process to evolve a participatory way forward for the initiative. This could be achieved by organizing consultations or close group discussions with child reporters, partnering organizations, community stakeholders and the UNICEF officials.

Annexure I: Terms of Reference

1. PURPOSE

The purpose of the assignment is to evaluate and critically analyze the Child Reporters Initiative implemented by UNICEF through state offices.

2. MAJOR TASKS

- A. To review and document the different Child Reporters Initiatives implemented in State offices from 2005-2007. Special emphasis will be placed on documenting the process adopted in different states for starting and sustaining the initiative (i.e. state typology).
1. What is the profile of children participating in the CRI?
 - a) Numbers of participating children (overall/active/passive)
 - b) Age, gender, background of the child reporters
 - c) Socio-economic status / SC / ST / Minorities
 2. What were the processes used to set up the CRI?
 - a) Identification and selection of child reporters
 - b) Preparation with children, communities, institutional structures
 - c) What was the process of articulation of children's voices?
 3. How was the CRI implemented?
 - a) What was the context within which the engagement with children and the CRI took roots?
 - b) What structures/mechanisms were established through which the child reporters operated?
 - c) What were the issues around which the engagement with children was structured and how were these identified?
 - d) What tools did children develop/use to get informed on the issues of concern to them?
 - e) What role did facilitating agencies play? What was their background and capacity/ experience to do so?
 - f) What have been the inputs in terms of training (participants, content, expenditures)?
- [This will form the introductory part of the report]

- B. To evaluate the initiative in line with the overall goals and objectives, and the UNICEF participation framework. The specific questions/sub-questions to be answered are as follows:
1. How relevant is the Child Reporters' Initiative to promoting child participation?
 - a) Do the children find the CRI to raise issues relevant to them? i.e. linked to their direct day-to-day experience and challenges?
 - b) Was the CRI itself child-friendly? i.e. were clear goals and targets agreed upon with children; were the expectations of children realistic; were ethical considerations in working with children taken into consideration in programme design?
 - c) Do the children's' parents find child participation/CRI to be important or a priority?
 - d) Do communities find child participation/CRI to be important or a priority?
 - e) Did the CRI result in active and meaningful child participation?

 2. How effective is the Child Reporters' Initiative i.e. is the project achieving satisfactory results in relation to stated objectives?
 - a) What was the quality of child reporting?
 - b) What actions, if any, were initiated as a result of the children's voices reaching the right decision makers?
 - c) What media channels/opportunities were available to children for their views and voices to be shared with others (newsletters, films, music, links to mainstream newspapers, regional newspapers etc.)?
 - d) Has the CR I been successful in creating a space for children from marginalized groups (i.e. SC / ST/ minorities) to have their voices heard and acted upon?
 - e) What have been the key factors enabling/facilitating the participation of children? The main challenges and constraints?

 3. How efficient is the Child Reporters' Initiative?
 - a) What were the costs of the CRI and what did they cover (by state typology)?
 - b) Did the CRI achieve the intended coverage as laid out in the annual work-plans?
 - c) Did the Child Reporter's Initiative use its resources in the most economical manner to achieve its objectives?
 - d) Is there an established monitoring system and if so, how are its outputs used?

4. How sustainable is the Child Reporters' Initiative – i.e. are the activities and their impact likely to continue when external support is withdrawn,?
 - a) What links were established with local development activities, decision-making processes, and local authorities?
 - b) In what ways and to what extent have elements of the initiative been adopted by local government for scaling up, integrated in the planning of other initiatives for children etc?
 - c) Is it a project life engagement for children or are there opportunities for continued engagement with their families and communities for their voices to be heard?
 - d) What aspects of the partnerships with facilitating agencies have been significant in terms of the results? What are the implications for sustaining the initiative?

5. What is the impact to date of the Child Reporters' Initiative?
 - a) Is there any evidence of strengthened capacity and empowerment of children to claim their rights and to participate in decisions affecting them in keeping with their evolving capacities?
 - b) What have been the perceived benefits of CRI (from the perspective of children, adults, communities and government officials)?
 - c) What have been the changes in the perceptions and mind-set of adults in the sphere of influence/implementation of the initiative with respect to the potential and contributions of children?
 - d) Is there any evidence of strengthened partnerships between adults and children around child participation and child rights?
 - e) Have there been any unintended results of the CRI such as backlash against children who have participated in the CRI?

[This will form the main body and findings of the report]

- C. To begin developing a knowledge base on 'what works and what does not work' UNICEF's engagement with children and young people.
 1. Which aspects of participation have been most effective and why?
 2. Which aspects of the intervention can be scaled up?
 3. Are there any indications that the CRI will be more widely replicated or adapted?

4. What are the key lessons learnt in terms of operationalising MTSP KRA 5, especially in terms of internal capacity, capacity of partners, time frame for seeing visible results and for mainstreaming child participation?
5. What lessons are comparable to lessons from other, similar initiatives by other agencies?
[This will form the concluding part of the report]

3. **METHODOLOGY**

a) **Desk review**

- Select UNICEF (HQ, Country Offices, State Office) documents and materials, country office annual reports, State Office documentation, studies from 2005-2008.
- Documents, reports, audio visual material related to the initiative from all states, including those produced by the children.

b) **Literature review**

- National and international experience of similar initiatives on child reporters/participation

c) **Key Informant Interviews**

- With other organizations/partners implementing similar initiatives on child reporters.
- With State Representatives/Communication Officers, advisors and agencies involved in the initiative.
- With government officials at the state and district level involved in the initiative
- With community leaders in the districts where the CRI was implemented

d) **Qualitative Survey**

- Visits to select State offices to visit projects. (MP, Orissa, Maharashtra, TN, UP) Site visits will provide primary info on 'voices of children'/child reporters (wherever the initiative is being continued).
- Focus group discussions and participatory collection of data with children from various stakeholders in States where the Child Reporter Initiatives is still in operation and will be visited by agency/consultant.
- Focus group discussions with parents of children
- It is expected that 2-3 focus group discussions are to be conducted per state.

(The assignment has a significant opportunity to involve children and young people in conducting the exercise. This may mean more than interviewing them individually or in a focus group. The researchers will be required to develop an appropriate participatory method that effectively gives a voice to children and youths, involving interactive methods

to gather data from community members, youth workers, teachers, parents, and other duty bearers closely linked to the child reporters' initiative).

- e) **Ethical Considerations:** The researchers will be required to comply with basic ethical standards, derived from the UN Convention on the Rights of the Child in working on research with children and young people. These include:
- Children have rights to be listened to, to freely express their views on all matters that affect them, and to freedom of expression, thought, association and access to information.
 - Children are able to freely express their views and opinions and have them treated with respect. (There are opportunities for children to communicate their views without fear of negative consequences).
 - The roles and responsibilities of all involved (children, adults and other stakeholders) are clearly outlined, understood and agreed upon during the exercise.
 - Children are provided with and have access to relevant information regarding their involvement in the process.
 - Participation should promote the best interest of the child and enhance the personal development of each child.

Note: At the beginning of the exercise, the agency in consultation with UNICEF will finalise a 'fix' on an agreed framework of child participation, indicators for 'quality' of participation, indicators for determining the 'quality of child reporting', criteria for good practice, sustainability etc.

4. **SCHEDULE OF TASKS AND TIMELINE**

1. Detailed briefing, desk review of documents, and literature review - 3 weeks
2. Development of the framework for the evaluation exercise, report outline and finalize the process and timelines for data collection, visits and analysis in consultation with UNICEF (deliverable: inception report) - 3 weeks
3. Developing the protocols about the evaluation exercise and the role of the child reporters for sharing with the child reporters.
4. Developing the tools for interviews, focus group discussions and review of documents. (3&4 can be done within 4 weeks of commencing the exercise)
5. Carrying out the interviews and discussions with stakeholders.
6. Visit to few states for the detailed data gathering from ongoing initiatives- (5& 6 can be accomplished in 4 -6 weeks)

7. Analysis of data
8. Interim report on findings (7&8 can be accomplished in 2-3 weeks)
9. Draft report submission and discussion.
10. Executive summary and power point presentation on the key findings of the study
11. Final report submission and discussion (presentation to UNICEF)

5. DELIVERABLES

1. Inception report
2. Final report on detailed analysis based on agreed format. Total length of a maximum of 50-75 pages. The report will be presented in hard copy (2) as well as in electronic format.
3. Executive Summary of the report and power point presentation on findings.
4. Copies of all reports, electronic reports, news coverage, films etc. reviewed for the evaluation to be submitted to Delhi for the data base.

Annexure II: Conceptual Framework

Recognizing the emphasis on “meaningful participation by children and young people” by Article 12 of the CRC, “inclusive processes” by the Article 25 of the Millennium Declaration, and “the creation of specific opportunities for increasing participation” in para 32 (i) of the World Fit for Children, the CRI would be reviewed using the following indicators:

Indicators	Key corresponding questions	Means of verification
Children’s participation		
<p><i>Capacities of children, adults and organizations</i></p> <ul style="list-style-type: none"> • Orientation and skill development of children • Children’s access to information and skills • Ability of children to negotiate and to control the reporting process • Children’s contribution to the content of the media product • Ability of children to deliver effective media products • Orientation of the adult facilitators • Organizational systems and human, technical and financial resources 	<ul style="list-style-type: none"> • What has been the role of children? Do the design, layout and content reflect children’s creativity or did the adults put it together? If latter then what were children told and how were they consulted on this process? • If children have used the media product on their own – how have they used it, for what purpose and has it had any impact for their lives and at the level of the community? • Do children take decisions or do they take instructions? Do they have the knowledge and say in the allocation of resources, design of project and other related matters? • Which are the specific areas where children were enabled to influence? • Are child reporters confident in sharing their views, interacting with adults, and solving their own problems? 	<ul style="list-style-type: none"> • Review of project documents • Analysis of the media content produced by children • Interviews and group discussions with children and other stakeholders

<p><i>Creation of a wider enabling environment</i></p> <ul style="list-style-type: none"> • Capacity development efforts among teachers and children • (Systematic) Orientation of adults • Facilitation skills among adults • Encouragement within homes and schools • Active learning within classroom and school • Self-esteem, confidence and positive thinking among children • Leadership qualities among children 	<ul style="list-style-type: none"> • Do the teachers and adult community members know about the initiative? What are their views? • Have the decision makers taken children’s opinions into account? • How and what kind/level of decision makers have been engaged/ supportive of the initiative? 	<ul style="list-style-type: none"> • Focus group discussions • Interviews • Testimonies • Observation • Analysis of responses
<p><i>Creation of specific opportunities</i></p> <ul style="list-style-type: none"> • Platforms and avenues available/ created for interaction of children with other stakeholders • Provision of orientation, skills and opportunities for enabling children 	<ul style="list-style-type: none"> • What is the structure and nature of children’s organization? <ul style="list-style-type: none"> - Formal, informal, semi-formal or lack of organization • What specific opportunities have been created for children’s engagement with other stakeholders, especially decision-makers? <ul style="list-style-type: none"> - One-off/many, regular? • Are children guided, facilitated or encouraged in their interactions with adults and institutions? • 	<ul style="list-style-type: none"> • Review of project reports • Interviews/ discussions with children and stakeholders • Review of newsletters

Quality of child reporting		
<p><i>Process of reporting</i></p> <ul style="list-style-type: none"> • Decision making by children in terms of selection of issues and content • Ability to produce the media product with decreasing adult support • Decisions on choice of media and process to be followed in understanding issue and reporting 	<ul style="list-style-type: none"> • Do the issues relate with children's own world view/experiences? • Do the adults corroborate that the issues raised by children are valid and need to be addressed? • Do children have easy access to materials and equipment while producing media products? If no, was this access monitored or regulated? • How has the media product been disseminated? Do children have a role in dissemination? 	<ul style="list-style-type: none"> • Interviews and group discussion with child reporters and adult facilitators • Observation during creative exercises with child reporters
<p><i>Media product</i></p> <ul style="list-style-type: none"> • Expression of children's voices in terms of issues and language • Dissemination and utility of the media product 	<ul style="list-style-type: none"> • What was the specific role of children in the production of media product(s)? • How was the media product disseminated? Who decided to whom it will be disseminated? • How was the media product used, especially by children? 	<ul style="list-style-type: none"> • Review of the media products (analysis of content, and comparison of content from different contexts) • Reports on the use of products • Interviews of children and stakeholders
<p><i>Audience response</i></p> <ul style="list-style-type: none"> • Reaction of the target group to the media product • Demand for the media product 	<ul style="list-style-type: none"> • Who was targeted as the audience? • How was the media product disseminated among the target audience? • Did the media product reach the target audience? • How was the response recorded? 	<ul style="list-style-type: none"> • Discussions and interactions with adult community stakeholders particularly family and teachers of the CRI. • Assessment on the basis of on- field site workshop conducted with the child reporters (as per the media plan)

Criteria for good practice		
<p><i>Relevance</i></p> <ul style="list-style-type: none"> • Connection between children’s lives and children’s reports • Recognition of the issues by adults • Valid project design (logical and coherent process and reasonable inputs and activities for achieving the objectives/ reaching the results 	<ul style="list-style-type: none"> • Is the planning and implementation appropriate to address the needs and expectations of the project constituents? • Were the chosen methods and activities relevant to the needs of child reporters? • Can children relate their experiences with the issues they are reporting on? • Do the adults acknowledge the issues as being important for children in the area? 	<ul style="list-style-type: none"> • Testimonies of children and adults • Observation
<p><i>Effectiveness</i></p> <ul style="list-style-type: none"> • Evidence of positive change among children • Ability to produce desired results • Comparison between actual and anticipated/ planned results 	<ul style="list-style-type: none"> • Have the media products been disseminated effectively? • Can the positive results be attributed to the intervention? • What actions been taken by other stakeholders specially decision makers as a result of the CRI? • Has there been space in the CRI for articulation of concerns of marginalized children in particular? (if that was one the stated objective of the CRI). Were any action oriented steps taken following from this. 	<ul style="list-style-type: none"> • Testimonies of adult stakeholders and children.
<p><i>Efficiency</i></p> <ul style="list-style-type: none"> • Achievement of desirable outputs with the available inputs • Comparison of the results 	<ul style="list-style-type: none"> • Have the available resources been utilized effectively/optimally in the CRI? • How doe the objectives stated in the annual work-plans compare 	<ul style="list-style-type: none"> • Review of documents, viz. programme and financial management data

<p>achieved with input of human and financial resources</p>	<p>with the results?</p> <ul style="list-style-type: none"> • How do the costs compare with the results? 	
<p>Sustainability</p>		
<ul style="list-style-type: none"> • Positive response of the adult stakeholders/ duty bearers • Replication • Replicability • Positive impact on policy • Positive impact on resource allocation at different levels 	<ul style="list-style-type: none"> • Has child reporters involvement been confined to the project or has it extended into a continued engagement? • How do the adults perceive the outcomes of the CRI? Have the local authorities acknowledged/ accepted/ co-opted positive elements or lessons of the CRI • Do they attribute causality of the positive outcomes, if any, to the CRI? • Has the intervention been replicated in other areas? • Has the intervention been expanded? • Is the possibility of the intervention being scaled up being articulated? 	
<p>Impact</p>		
<ul style="list-style-type: none"> • Verifiable evidence of strengthened capacities of children • Increased levels of awareness among children about their rights 	<ul style="list-style-type: none"> • What is the perspective of children/adult community members and government officials regarding the benefits of the CRI? • Is there recognition of issues raised by child reporters within their 	<ul style="list-style-type: none"> • Testimonies of adults and children - specific examples from the children and other stakeholders

<ul style="list-style-type: none"> • Child protagonism • Inclusion (e.g. representation of marginalized children) • Acknowledgement and/or acceptance of children's views by adults 	<p>communities?</p> <ul style="list-style-type: none"> • Is there any evidence of child reporters taking on leadership roles? • Does the CRI provide child reporters new opportunities? • Have the child reporters faced any opposition or backlash? 	
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Annexure III: Evaluation Methodology and Tools

During the evaluation process, an effort was made to combine findings from review of project documents, draw upon the experiences and perspectives of a wide range of stakeholders, including the child reporters, their families, school teachers, staff of the implementing agencies, officials of the district administration, and UNICEF communication specialists or the persons in-charge of the intervention and the State Representatives in five states selected for field work. In addition, telephonic interviews were conducted with all the persons in charge of the CRI in the State Officers that were not visited.

A selection of techniques that were considered appropriate in the given situation as well as desirable in terms of principles and ethics of child-centered research were employed. The practical drawbacks faced by sections of the community in the implementation of the project also became visible through the use of these varied techniques. These methods helped bring to the fore various challenges and lessons learnt in the course of this initiative.

Ethical Considerations: The researchers complied with basic ethical standards on research with children and young people. Effort was made to ensure that children's involvement was volitional and willing and that at no point should they feel the burden of being researched. They were informed about the purpose of the evaluation and the participatory research exercises.

I. Evaluation tools for field work

Questionnaire: A simple questionnaire was circulated amongst the state offices of UNICEF in the early stages of the research to get a sense of the CRI. Information on the profile of children participating in the CRI, implementation details, trainings undertaken and issues worked on in different states, was elicited through these questionnaires. Interacting with children and other stakeholders during the field visits to the five states subsequently corroborated most of the subjective information gathered in this stage. Telephonic interviews were conducted with the Communication Officers of non-field visit states seeking information about the programme, the nature of implementation and processes adopted in their respective States.

In-depth interviews: A list of key informants to be interviewed during fieldwork was prepared. The schedule of these interviews was worked out by the research team in consultation with the local contact points of the field visit states. These included members of the community involved with the

project like parents of child reporters and other community elders as well as members of other agencies like government officials and others who have had an important role to play in the implementation and working of the CR initiative.

Interview Schedules were formulated by the research team. The respective state representatives of UNICEF in the field sites were also scheduled to be interviewed in person along with the communications officers of these states. This method of identifying and interviewing key stakeholders of the project was aimed at encapsulating the personal, lived experience of various stakeholders associated with CRI. At the same time, this method also allowed for an understanding of the fabric of the particular context where the intervention is placed so as to gauge its efficacy and relevance. The personal interview method in a sense had become crucial to assess the information gathered through secondary techniques in the early stages of the study.

Participant Observation: The personal interview method adopted was also complemented by participant observation of the various interviewees' positions and roles in the entire CR initiative. All the people interviewed were met at their respective contexts and this helped elicit accurate, factual data related to the project while at the same time allowing for certain pertinent details and operational patterns to emerge which otherwise remained beyond the ambit of the other methodological tools employed in researching the CRI.

Focused Group Discussions: The personal interview method with various stakeholders was extended by using classical Participatory Rural Appraisal techniques, viz. Focussed Group Discussions (FGD) besides ethnographic elaboration of the project contexts. FGDs were conducted with key informants as well as children associated with the initiative. Few child leaders or and small groups of children took an active part in being the chief initiators of these FGDs. This helped break the ice with children given the presence of outside researchers and helped articulate children's voices in a more conducive manner. The idea of child-to-child communication worked in conducting these discussions. The qualitative aspect of the entire research exercise largely depended on these methods.

Visual Documentation: Still photography and video were employed as tools to help draw attention to first-hand experiences of children associated with the CRI. These tools were used in various ways – to document the process of interaction between the researchers and stakeholders of the CRI, as tools in creative exercises with the child reporters and to document various processes associated with the CRI like the usage of different media forms by different CR groups.

In states like Uttar Pradesh, Karnataka and Orissa, the emphasis of the CR groups is on writing and drawing and by video-documenting relevant creative exercises around these forms the attempt was to highlight the variety of media products that have sprung up in the course of the CRI.

While bringing alive the varied contexts of CRs across the country, video also became a means to collate opinions and views of children from different states regarding the impact of the CRI on their lives and their most valuable lessons from such an initiative. And in states like Tamil Nadu, video became central to the evaluatory exercise. Here, child reporters have been actively working with video and they demonstrated to the research team how they work on video capsules-the different stages involved like writing a script, assigning roles like director-cameraperson-editor to different people in their group, preparing a shot breakdown for shooting, directing the actors, fixing camera positions and treating footage at the editing table. Having been trained in the use of video at the onset of the CRI programme in 2007, the CRs here felt that a video exercise undertaken by them could be a useful means to revise their skills and to practically demonstrate the process behind their work. They decided to create a short video capsule in the presence of the research team, going through all the various stages in the making of a film capsule – writing a script, assigning a director, preparing shot sequences, fixing a shooting location and constructing the scene, as well as actual shooting. The emphasis here was not on the final product, but on the process that such an activity entailed.

II. Child-centric participatory research exercises

Different child-friendly participatory research exercises were conducted to get first hand information from children. They were informed and contextualized by the way each state had worked on the CRI. At each specified project site (as per the feasibility of conditions) attempts were made to directly employ creative tools of self-representation to allow for an articulation of issues and concerns of the children. For instance in contexts where children worked with writing and newsletters, the exercise with children involved writing and drawing. Similarly in other states these exercise varied from involving photography and video to preparing an independent newsletter on their own. These tools were employed with the child reporters in order to encapsulate their personal growth and learning through the project.

Deploying Visual Media: Photography was used in the creative exercises with child reporters. For example, a group of child reporters in Sohagpur in Madhya Pradesh belonging to the Dalit community demonstrated how they identify issues for their writing through an interactive exercise. They identified four themes and took photographs of different things in their village that could

visually represent these themes. Their photographs were used by the evaluation team as a base for discussions on how issues were identified and written about for their newsletter. Photographs thus became a central tool of evincing information from this particular CR group, a medium that they were also comfortable with, as one of their training sessions in the past had included a small photography component.

Exploring writing and reportage skills – Child reporters in Uttar Pradesh and Karnataka have been working on writings and artwork, which is brought out in the form of a newsletter and a wall magazine respectively. Keeping in line with the research team’s attempt to engage children in creative exercises rather than the direct question-answer approach to gather information about the CRI, groups of CRs in both these states were asked to prepare reportage in the form of writing and drawing around topics of their choice and interest. Not surprisingly, CRs here focused on issues of burning relevance in their respective villages – be it the issue of hygiene and sanitation, open defecation or the problem of gambling in their village. Their news-pieces were then carried to other places and shared with children in other states. For example, the news-pieces of the UP group were shared with the Karnataka children for their opinions and to motivate them to express their opinions in the same way, which is what finally happened. The pieces of the UP and Karnataka children were finally shared with the CR group that the research team met in Orissa.

Production of a Newspaper: In Orissa, a half-day workshop was conducted with a group of 14 CRs, who were divided into groups and asked to work on different sections of a newspaper. Different groups chose what sections of the newspaper they would like to work on – events, issues, sports, artwork and a humour section. Having worked on the content for different sections, the groups then brought all their material together and chose an editorial team from among themselves. The editorial team’s responsibility was to design a full-fledged newspaper with all the content that the groups had generated as well as integrate the content generated by the groups in UP and Karnataka into their newsletter. In the end, a special edition newsletter –“Aadarsh” was brought out by the CRs, which was a final culmination of the creative exercises undertaken by the research team in the three states (where CRs worked on writing and drawing).

III. Case Studies of Best Practices and Challenges faced

Ethnographic narratives that throw light on the experiences of children/stakeholders were worked out in the course of the study. Such a method of documentation was useful in presenting a representative overview of certain aspects of the entire initiative. Further, such a method helped understand how the CRI project took shape from its inception to actual implementation in the field,

the nature of hurdles from within and outside the community that were encountered, how capacities of child reporters were built and internalized by the child agents themselves and how certain key issues and concerns were addressed. Narratives of children through everyday instances of what they did in the course of the project made for an interesting comparison amongst the various stakeholders of the project. This method also helped to highlight cultural and social variations within different project sites.

IV. Evaluation Tools for Analysis – Analytical Grids

The key findings derived from the initial questionnaire sent out to the UNICEF state offices to collect basic information on the CRI; telephonic interviews conducted with respective communications officers of the UNICEF state offices; relevant CRI documents collected from different state offices and from field work conducted in five states, viz. Uttar Pradesh, Madhya Pradesh, Karnataka, Tamil Nadu and Orissa were organised in the form of three broad analytical grids which were specifically developed as tools of evaluation and analysis. These grids developed at the stage of the interim report of the CRI study acted as tools to collate and present in a cohesive manner all significant information and data that the research team had collected through the course of the study. The data once organized and presented, following the structure of the analytical grids guided the final analysis of the CRI.

On the one hand, the analytical grids were used to corroborate all observations and insights collected from various stakeholders in the field while on the other they helped present a quick overall understanding of the CRI as it had developed, taken shape and impacted the various stakeholders involved with the initiative – in particular the child reporters and his/her immediate community environment, viz. parents and other community members of the child reporter. The analytical grids as tools of evaluation eventually also led to the formulation of a state typology of the CRI. Since these analytical grids were particularly developed for this study and used for the first time, the research team would appreciate an honest critique and evaluation of these tools to develop it further for other studies of similar nature.

- **Grid 1** presents a broad overview of the child reporters in terms of their profile, selection procedure, media forms they have engaged with and issues they have raised apart from presenting the capacity development interventions they have received.

Analytical Grid I

State Typology – Child Reporters

S t a t e s	No of CR	Profile				Selection Process	Media		Issues			Capacity Develop- ment
		Boys / Girls	Socio- Econo- mic Group	Age Group	% in and out of scho- ol		Media forms worked with	Output	Issues worked on	Relevance	Translation into action	

- **Grid 2** navigates one through the various implementation structures of the CRI. The implementation models of the CRI are varied and diverse and hence make for an interesting comparative analysis of what works for a program. It also helps one to understand the nature of limitations and drawbacks attached with each implementation model.

Analytical Grid II

State Typology – Implementation Structures

States	Implementing Partner				Implementation Prototype	Critical Factors
	Government Agency	Non-Government Organisation	Networks/ Alliances	Individuals		

- **Grid 3** was consciously developed as a specific tool to present responses of various stakeholders from fieldwork. During field work, the research team apart from interacting and engaging with child reporters also met with parents, teachers and other community elders besides interviews

and discussions with the implementing partners and resource people and the respective officials involved with CRI from the UNICEF state offices. The third grid – responses from fieldwork states, was worked out in order to streamline the information, observations, interviews and field notes collected in the course of the field.

Analytical Grid III

Responses of Stakeholders in Field Work States

States	Responses of Primary Stakeholders			Responses of Secondary Stakeholders	
	Child Reporters	Community		UNICEF State Office	Implementing Partner
		Parents	Teachers		

Annexure IV: State Typology of Child Reporters

ANDHRA PRADESH	
Total number of CRs	1559
Boys/Girls	730 boys/ 789 girls
Socio-Economic Group	SC – 395; ST – 48; OBC – 982; Other castes – 94
Age Group	12 – 16 years
% in and out of school	All school going children but work outside school
Selection Process of CRs	Schools acted as an important point of contact for identification and selection of child reporters. The teachers acted as facilitators in the process.
Media Forms worked with	Some 40 CRs have recorded 40 radio programmes since 2007 using digital recorders and given to AIR for broadcast. Other children have worked on wall newspapers which are put up in villages
Output	Radio Programs and Wall Newspapers
Issues Worked on by the CRs	Safe water, sanitation, hygiene, child marriages, iodized salt; immunization, primary education, education of girls, innovative schooling, Children with HIV/AIDS, Snehabala Education Materials
Relevance of the Issues worked on	All these issues mentioned need to be addressed as they present a true picture of how things are and child reporters have managed to bring them alive.
Translation into Action	Child reporters have had 400 case studies where they have been successful in either stopping child marriages or child labour. CRs have been doing radio programmes on the 16 indicators with the help of AIR
Capacity Development of CRs	The child reporters in AP have received training ranging from the concept of child reporters to training on familiarizing them on CRC Convention and its articles besides the child reporters' mela that was organized.

BIHAR	
Total number of CRs	159
Boys/Girls	86 boys/ 76 girls
Socio-Economic Group	89% from socially excluded families
Age Group	11 – 12 years
% in and out of school	All school going
Selection Process of CRs	Child reporters were selected from amongst children who had participated in the Children’s Assembly. There was a group discussion, debate and a field visit report. Gender balance was a significant criteria during selection. Priority was given to students from Govt. schools. Representation of children who had worked as child labourers, as well as out-of-school children was also an important attribute during selection.
Media Forms worked with	Print medium exclusively. But there have also been trainings on photography. They have also used cell phone cameras to send pictures to newsrooms. Some children have learnt video cameras as well.
Output	Azad Bachpan – a children’s newsletter
Issues Worked on by the CRs	Child Protection, Environment, Water and Sanitation Education, Health, Freedom of Expression & Right to Information
Relevance of the Issues worked on	Children have also written about topical concerns such as the 2008 floods in north Bihar, sanitation and hygiene, polio and vitamin A immunisation and as well as on girl child education
Translation into Action	In Navada, children’s courts were held at the district level, supported by the local administration. In Patliputra, the issue of dirty latrines in the school was raised through their newsletter and the school administration took note.
Capacity Development of CRs	Orientation workshop, Exposure visit for report collection & photography, Workshop on story, report writing, cartons and poetry writing Child Reporters meet, Bachhon ki adalat, Orientation workshop on editing, photography and videography

CHHATTISGARH	
Total number of CRs	150
Boys/Girls	75 boys/ 75 girls
Socio-Economic Group	Mostly from rural areas. Exact break up not available.
Age Group	11 – 17 years
% in and out of school	All school going
Selection Process of CRs	Mayaram Suraj Foundation set up a core resource group. These people became principal trainers and program monitors who then went about identifying block level training centers, select block level trainers, conduct orientation programme for them and prepare an action plan, incorporating finalization of teaching tools, final selection of trainee child journalists, training schedule, production and publication schedule etc. then they identified block level trainers after dividing the district into 4 geographical zones and started selecting and training child reporters from all these blocks.
Media Forms worked with	Newspapers
Output	MSF has tied up with Deshbandhu, one of the oldest newspapers in central India, for publication of the material produced by the child journalists. The materials shall be published as a separate issue on a given fortnight day.
Issues Worked on by the CRs	Child Protection, Environment, Water and Sanitation, Education, Health, Freedom of Expression & Right to Information
Relevance of the Issues worked on	Given the political situation of a conflict-ridden state, the issues raised by the CRs have been significant and contextual. CRs have done work on basic development indicators highlighting problems of their state.
Translation into Action	The adults within the partner organisation have been considerably sensitised to the needs of children, in the process. Copies of the CRs content reach the State Education Dept. to be circulated in Higher Secondary Schools across the state.
Capacity Development of CRs	Exposure visit for report collection & photography. Ten day training of trainee child reporters; during these training sessions, child reporters will be trained on the articles of the Child Rights

	Convention (CRC) as well undergo extensive practical exercises in writing and researching for the work. Children will be trained to be fearless, ask difficult questions and meet people across cross section of the society to get their views. A series of 2-day non-residential workshops on a quarterly basis. Mid term visit of resource persons
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GUJARAT	
Total number of CRs	2000
Boys/Girls	1200 boys/ 800 girls
Socio-Economic Group	All from low income groups and rural backgrounds
Age Group	12-15 years
% in and out of school	All school going
Selection Process of CRs	The CRI in Gujarat was also worked through schools where the process of interaction with children focused on action taken by children and information sharing about Nirogi Bal Varsh and indicators. Based on the indicators children prepared posters for sensitizing other school children regarding Nirogi Bal Varsh. Children also prepared plan of action, on what kind of activities could be organized to create awareness on Nirogi Bal Varsh.
Media Forms worked with	Newsletters
Output	Children compiled information (collected through survey, observation etc.) in the form of issue based newsletters/posters.
Issues Worked on by the CRs	Child rights, Girl child education, sanitation and hygiene, children's health, iodised salt and other local problems
Relevance of the Issues worked on	The issues raised by child reporters are extremely contextual and they have had a direct impact on the rural life patterns of people in these villages.
Translation into Action	Children felt confident and played a key role in addressing social issues like eradication of child marriages, health awareness and hygiene for young boys and girls.
Capacity Development of	Workshop on story, report writing, cartons and poetry writing.

CRs	Training of children on child rights and identification of issues; training of children in development of newsletters.
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JHARKHAND	
Total number of CRs	14
Boys/Girls	1 boy/ 13 girls
Socio-Economic Group	Middle Income Group
Age Group	12 – 16 years
% in and out of school	All school going
Selection Process of CRs	<p>Here they followed a procedure of selecting CRs where school children from about 9 to 10 schools in Ranchi were asked to write stories. This competition was divided into two age groups 9-11 and 14-16. These children were first given an orientation on the MDGs and were subsequently given topics to write on. There was a special committee formed to look at their write-ups and the children were judged on language, content and expression. Marks were given for the introduction, how they engaged with the write up, grammar and way of writing.</p> <p>The child reporters were then subsequently selected.</p>
Media Forms worked with	Newspaper
Output	N.A
Issues Worked on by the CRs	Solid waste recycling, Child labour, Education
Relevance of the Issues worked on	Efforts were concentrated on 14 urban children whose individual capacities were built.
Translation into Action	Children were made aware of the needs of the underprivileged and teachers and parents, along with the CRs, were oriented to the MDGs.
Capacity Development of CRs	One-day orientation on Concept of Child Reporters and Millennium Development Goals. (MDG), Media Orientation of CRs, Refresher's Workshop, Field visits to observe and write

KARNATAKA	
Total number of CRs	1143
Boys/Girls	710 boys/ 433 girls
Socio-Economic Group	SC – 275; ST – 292; OBC – 265; Other castes -311
Age Group	12 – 16 years
% in and out of school	All school going children but work outside school
Selection Process of CRs	The selection of CRs in AP and Karnataka have been similar where the UNICEF state office in Hyderabad worked through a collaborative model with the district administration. The Zila Panchayat office in Raichur district issued a directive through the education department that there is a program of selecting and working with child reporters under the BCC cell of the ZPO run in support from UNICEF. After this 25 master trainers were identified who would be responsible for identifying and training the child reporters. These master trainers approached the school headmaster with the official letter from the state education department. The headmaster then attached one teacher who conducted writing tests for children and to gauge the interest of children interested in becoming child reporters. Then from each school, groups of five children from the same village were selected as CRs.
Media Forms worked with	Wall Newspapers
Output	Four wall newspapers. Each in a 15 day period.
Issues Worked on by the CRs	Safe water, sanitation and hygiene; child marriages, superstitions; nutrition, immunization; primary education, girl's education, innovative schooling, Snehabala Education Materials, Children with HIV/AIDS
Relevance of the Issues worked on	The children seemed to have worked on issues that concern them and their villages. Some children have written about problems they have seen or faced but they have also worked on general issues of concern.
Translation into Action	Advocacy by KCRO with the Rural Development and Panchayati Raj department helped to pave way for children's participation in Gram Sabhas. Child reporters have written about the problems of

	their village as well.
Capacity Development of CRs	Training on introducing the concept of child reporters; CRC Convention and its articles. Organised child reporters' mela and have taken child reporters on an exposure visit to Delhi.

MAHARASHTRA	
Total number of CRs	54
Boys/Girls	30 boys/ 27 girls
Socio-Economic Group	Varied backgrounds and children from three districts of Pune, Sangli and Satara are HIV infected
Age Group	14 – 18 years
% in and out of school	All school going
Selection Process of CRs	A process was devised to identify children “who wanted to and would be able to report” in consultation with the Bhartiya Vidya Bhavan, Purulekar Institute of Journalist and the Centre for Youth and Development. Through an essay writing competition more than 48 children were selected from the three integrated districts of Latur, Nandurbar and Chandrapur.
Media Forms worked with	Newspapers
Output	After their training, the CRs produced a special newspaper supplement showcasing articles and poems of the children was published by daily Sakal in Pune and was released in a public programme on 14th November 2007, the Children's Day.
Issues Worked on by the CRs	Child rights, HIV / AIDS, Toilets, Safe water, hygiene, Child Marriages, Vitamin A, Immunization, Primary education, Institutional deliveries, Iodized salt , Girl Child Education, NGP village, Innovative Schooling
Relevance of the Issues worked on	Maharashtra has worked specifically with children infected and/or affected by HIV and AIDS. These children have managed to raise their issue of discrimination.

Translation into Action	CRs have highlighted the issues of the HIV positive children in their newspaper. Sakaal Foundation newspaper, brought out a 2 page supplement with the articles written by these children.
Capacity Development of CRs	After children were selected through essay writing on a theme pertaining to their lives, they were trained through CYDA, which works with young people, and the Purulekar Institute of Journalism. Journalism students were appointed as mentors to groups of children. Child reporters were introduced to the concept of child reporters and the CRC and its articles. A child reporters' mela was organized and they were also taken to Delhi for an exposure visit.

MADHYA PRADESH	
Total number of CRs	105
Boys/Girls	39 boys/ 66 girls
Socio-Economic Group	SC/ST 60% OBC and General 40%
Age Group	7 – 14 years
% in and out of school	All school going
Selection Process of CRs	Selection of child reporters in Hoshangabad was also done through schools of the area. Initial writing tests were organised to identify children with the right aptitude and willingness to be a part of an initiative like the CRI. Once these tests were conducted, children from different villages became child reporters and training were carried out.
Media Forms worked with	Newsletter and Photography
Output	A monthly children's Newsletter – "Bachhon ki Peahal"
Issues Worked on by the CRs	Health, education, Angawadi, Swachhata Abhiyan, Nirmal Gram, violence and abuse on children, panchayat, labour /wage issue.
Relevance of the Issues worked on	Issue of discrimination raised by CRs is pertinent as these children have themselves been discriminated against
Translation into Action	Most child reporters here are dalits and they have been able to articulate their voices and make an impact at the policy level.
Capacity Development of	School contact – writing sample and test to identify children in 10

CRs	<p>schools</p> <p>Capacity building workshop for child reporters</p> <p>2nd capacity building workshop including new child reporters</p> <p>Cartoon kala and press photography</p> <p>Evaluation workshop</p> <p>Exposure visit to press in Bhopal</p>
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ORISSA	
Total number of CRs	1800
Boys/Girls	Boys 810/ girls 990
Socio-Economic Group	Poor and marginalised groups especially tribal communities
Age Group	10 – 14 years
% in and out of school	All school going
Selection Process of CRs	<p>Within Koraput district, the CRI programme has been working through a collaboration between KFA/PGCD, the District Primary Education Programme (DPEP) and schools at the village level. At the onset of the project, directives were sent to school headmasters by the District Project Coordinator, DPEP, stating that their school was to be covered under the CRI and they were to identify 10 children from their school for this purpose. In the first phase in 2005, 100 CRs were identified from a total of 10 schools in 2 blocks of the district. Subsequently, the initiative was scaled up following the same selection process and today there are about 1800 CRs from a total of 150 schools (140 rural and 10 urban)</p>
Media Forms worked with	Newspaper and Newsletters
Output	Bimonthly issue of Ankurodgama and supplement page with state daily called Anupam Bharat.
Issues Worked on by the CRs	<p>Education, Health, Sanitation, Environment, Enhancing enrolment retention and girl child education</p> <p>BCC on health, hygiene & Education</p>
Relevance of the Issues worked on	The concerns of children have taken priority over others. All the issues highlighted by children have been those that they have

	directly felt or seen. They have spoken about immediate, contextual and topical issues through their writings.
Translation into Action	Since the state departments in the district of Koraput are aware of the CRI. The writings of the child reporters have reached the right quarters and there has been a positive impact on the immediate environs of the child at home and in the village after the CRI.
Capacity Development of CRs	District level orientation of child reporters. Orientation program for child reporters. Workshop on Setting Children's Manifesto for Political Parties

RAJASTHAN	
Total number of CRs	100
Boys/Girls	Boys 55/ girls 45
Socio-Economic Group	Different groups including SC/ST/OBC
Age Group	13 – 18 years
% in and out of school	All school going
Selection Process of CRs	The children's parliament in the different schools of Rajasthan acted as training ground for choosing and selecting child reporters. Finally child reporters were selected through an essay writing and debate competition at the school level.
Media Forms worked with	Print medium. Also trained on Photography
Output	Wall Newspapers
Issues Worked on by the CRs	Sanitation, Toilets in schools, Safe Drinking water, Child Marriages, Vitamin A, Immunization, Hand wash, Primary education, Girl Child, Education, Innovative Schooling, HIV/AIDS, Rights of the Child and the issue of Child labour.
Relevance of the Issues worked on	CRs have worked on harmony during the Gujjar agitation in the state and after the bomb blast, which took place in Jaipur. They wrote extensively, made pamphlets and also took out peace rallies in their villages and blocks.
Translation into Action	CRs acted as a point of contact for awareness generation during immunization campaign, gram shakti campaign and NREGA. CRs

	have given memorandums to the village Sarpanch, made representation with the collector and zilla pramukh.
Capacity Development of CRs	<p>Introduction To the Child Reporters concept through a 5 day residential workshop</p> <p>Training on CRC Convention and its articles</p> <p>Child reporters were also oriented on issues that the district administration had prioritized for service delivery.</p> <p>Child reporters mela</p> <p>Refresher 3 day training in the middle of the year.</p> <p>Meetings with representatives of civil society and corporate</p>

TAMIL NADU	
Total number of CRs	170
Boys/Girls	Boys 35% / girls 65%
Socio-Economic Group	Poor, minorities, dalits, physically challenged
Age Group	13 – 17 years
% in and out of school	80% CR in school / 20% out of school
Selection Process of CRs	The initiative began in 2005. Workshops were held with children from schools, Tsunami affected communities, child labour bridge schools and urban slums. School was the first point of contact. The selection of child reporters depended on the media forms that they were to work on- short films, radio jingles and programmes, newsletters or street theatre. The selection camp is normally a half-day activity with the group of children with a group size of around 50. Through interactive games facilitators identify children who are creative, articulate, socially sensitive, writing skills, debating and acting skills. Usually, from each group 4-5 children are identified.
Media Forms worked with	Video and films and writing newsletters as well as radio programs and audio blogs.
Output	<p>Some films produced by child reporters are</p> <p>Kalvettu (a true story of an 8 year old child labour);</p> <p>Mezhugubarthee (how a girls takes on harassment); Mug-up</p>

	<p>Mangamma (lighthearted film on influence of TV/films on children); NallathorVeenai (a film on domestic violence, polygamy, child marriage); Vidiyal (rural children discussing their aspirations) and so on. At the time of this study, the CRs had made 14 such films. CRs have also made a radio capsule for Radio Mirchi 93.5 FM on World Environment day and worked on eight songs along with a monthly newsletter- Vandu Soundu and tabloid size posters- Tappa Writta..</p>
<p>Issues Worked on by the CRs</p>	<p>Alcoholism, Child labour, Sanitation in schools, Quality of learning, Influence of media on children, Child abuse, Relationships between teachers and students, Mid-day meals, Gender discrimination, Addiction to substance abuse and alcohol among school going children, Superstition, Reproductive health, Adolescent health, Domestic violence</p>
<p>Relevance of the Issues worked on</p>	<p>The medium of video has given the children a new insight into working on issues that concern them and child reporters are raising very pertinent issues, which affects not only their environment but also that of others around them.</p>
<p>Translation into Action</p>	<p>These materials used strategically for advocacy with stakeholders and also available in the public domain. Children’s films/ newsletters are used at District level meeting for policy improvement and action. Two examples; After the film Kalvettu, the district administration devised a system including a software to identify out of school children and do a needs assessment of the kids so that the district can take appropriate response- in some cases its granting a house, in some others its getting the family some income generating schemes and in some others widows pension. The school authorities also proactively counsel the parents if they are the cause of the problem. The Menstrual hygiene management programme in schools originated from the film Mezhuguvarthi</p>
<p>Capacity Development of CRs</p>	<p>16-day residential workshop on video broken up into two phases. One ten-day workshops and another six-day workshop. Specific training process and schedule has also been developed.</p>

UTTAR PRADESH	
Total number of CRs	30
Boys/Girls	Boys 11/ girls 19
Socio-Economic Group	SC and OBC
Age Group	8 – 13 years
% in and out of school	All school going
Selection Process of CRs	SARATHI already had an existing community base in the Lalitpur region through its other programmes. As a result of several interventions in schools in the block, teachers and school authorities were already familiar with them and their work. Teachers were asked to identify talented children in their schools- children who were vocal and outgoing as well as those who were slightly introverted. The premise was that if the capacities of these “talented” children could be built, they in turn could come back and influence other children in their school. A group of 30 CRs was thus drawn from about 10 schools in the Talbehat block of Lalitpur district.
Media Forms worked with	Newsletter
Output	They produce a bimonthly newsletter in print called “Balvani”
Issues Worked on by the CRs	Early Child Marriage, Education, School Sanitation, Mid Day Meal, Village Planning, Health, Safe Drinking Water, Sanitation
Relevance of the Issues worked on	These are issues again of immediate nature for the children. They have started talking about what they experience in school
Translation into Action	Currently copies of Balvani are sent to the district administration. Certain problems of road connectivity have been addressed. At community level changes have happened regarding open defecation, health and hygiene.
Capacity Development of CRs	Capacity Building of Child Reporters on: Drawing and Creative writing Effective communication Story writing and how to assess village issue s Creative drawing and media writing; Science Workshop Interpersonal communication skills and interview techniques

WEST BENGAL	
Total number of CRs	170
Boys/Girls	N.A
Socio-Economic Group	In Kolkata children of poor families in slums and victims of trafficking
Age Group	6-18 years in Kolkata and 6-16 years in Purulia; 14-24 year olds in the Youth network
% in and out of school	Some in school and some out of school
Selection Process of CRs	The state has had a multi stakeholder approach to the CRI. Tie-ups with National Child Labour Schools, Jadavpur University and youth networks were explored to identify child reporters who are spread out through Calcutta and Purulia in West Bengal.
Media Forms worked with	Newsletters and Radio
Output	Radio programs, newsletter- You(the) Speak
Issues Worked on by the CRs	Child marriage, labour, trafficking, exploitation, education
Relevance of the Issues worked on	CRs have worked on child centric issues impacting not only their own lives but that of their peers as well.
Translation into Action	Children are getting a platform to articulate their voices through the radio programs as well as the newsletter. Peer to peer change is also made possible through the CRI.
Capacity Development of CRs	Trainings, orientation and skill building workshops were conducted with child reporters to enhance their capacities. Emphasis was also laid on developing their conceptual understanding and technical know-how to produce radio programs.

Annexure V: State Typology of CRI Implementation Structures

ANDHRA PRADESH

Year of Initiation: 2006

Implementing Partners:

- **Government Agencies:** Child reporters doing wall newspaper are under the BCC Cell under the District Collector and the Magistrate
- **Non-Governmental Organisation:** The radio reporters have been worked out through NGO Medvan. The child reporters started producing the Quarterly Magazine in Medak in 2006 trained by NGO SAMSKAR, Nizamabad.
- **Networks/Alliances:** N.A
- **Individuals:** Individuals have played a role in carrying out training and in implementing the CRI viz. Mr. Murli and Mr. Shankar from Medvan

Implementation Prototype: Tripartite collaborative model with an inclusive role for the State. Defined NGO role, specific to training.

Critical Factors of Implementation: A step towards institutionalising the CRI (through State involvement). NGO intervention focused. Individual inputs have been crucial.

BIHAR

Year of Initiation: 2005

Implementing Partners:

- **Government Agencies:** The CRI was implemented in the state in partnership with the Bihar Legislative Council. A Children's Parliament organized jointly by Bihar Legislative Council, UNICEF, and Rashtriya Vikas Evam Samaj Kalyan Parishad (BBA) was held on 24

November, 2004, during which the children put forth a request for publishing their own news paper to express their opinion on a regular basis.

- **Non-Governmental Organisation:** CRI implemented in collaboration with Rashtriya Vikas Evam Samaj Kalyan Parishad – a registered voluntary organization with a network of more than 350 NGOs/CBOs/Youth Groups. The Chairperson of RAVISKALP is a well-known child rights activist as well as the State Coordinator of Bachpan Bachao Andolan/Global March Against Child Labour and a member of the Bihar State Child Labour Commission.
- **Networks/Alliances:** An informal network emerging between the Bihar Legislative Council, RAVISKALP and UNICEF in the working of the CRI.
- **Individuals:** N.A

Implementation Prototype: Working through an organisation yet tacit State support as an official platform was used to execute the CRI at the early stages

Critical Factors of Implementation: State intervention minor yet significant. Such a model could be telling of partnerships where without putting too much onus on the State, one could still derive benefits from the state machinery (e.g- using the state directed Children’s Parliaments in schools as a tool to identify CRs).

CHHATTISGARH

Year of Initiation: 2008

Implementing Partners:

- **Government Agencies:** N.A
- **Non-Governmental Organisation:** Implemented in 2008 through Mayaram Surjan Foundation, a CSR wing Deshbandhu Media House. The CRI has a large outreach, covering many districts of the state. The content is circulated among as many as 5000 people through the Desbandhu network.

- **Networks/Alliances:** No clearly defined network though the Deshbandhu Media House has its own partnering affiliates and networks, which have been tapped into to optimise the CRI.
- **Individuals:** N.A

Implementation Prototype: Interesting model where a mainstream media house has been partnered with to extend the scope and reach of the CRI. Because of this collaborative approach, qualitative inputs as well as scaling up options are wide and varied for the CRI.

Critical Factors of Implementation: Outreach and expanse is broad-based because of the media house network. The adults within the partner organisation have been sensitised to the needs of children in the process. The CRI is also made accessible to the government departments through the existing networks. Copies of the CRs content are sent to the State Education Dept. for circulation in Higher Secondary Schools across the state.

GUJARAT

Year of Initiation: 2007

Implementing Partners:

- **Government Agencies:** N.A
- **Non-Governmental Organisation:** The CRI here has been implemented in partnerships with 4 different organisations with defined roles and functions for each. The NGOs collaborated with are CHETNA – for technical guidance/trainers training and training of children on development of newsletters. Vasundhara Dairy, Valsad – for orientation of children on child rights. Dhruva BAIF and VKVRM, Valsad – for orientation of children
- **Networks/Alliances:** Collaboration with Vasundhara Dairy – a rural dairy cooperative has

ensured a wide reach for the CRI as linkages are forged between various stakeholders across the district through the networks of the cooperative. This in turn has led to the formation of an informal network to tap child reporters across the district of Valsad.

- **Individuals:** Since different organisations from 4 different organisations have been involved in the working of the CRI, various individuals have become a part of the initiative as program coordinators and project directors. This has helped to broaden the understanding of working with children amongst various individuals of the organisation.

Implementation Prototype: A network model, where each partner has well defined roles. The CRI acts as an add-on component for various community based programs thus extending its scope and impact.

Critical Factors of Implementation: The dynamics between various implementing stakeholders and role defining strategy between them is an interesting element to explore. Crucial for the CRI to accommodate the district administration in a key way, especially in terms of dissemination and outreach. Issues of accountability and stocktaking amongst the partners. Extend implementation to overlap and integrate different work approaches of the four agencies involved to realise the larger objectives of the CRI.

JHARKHAND

Year of Initiation: 2008

Implementing Partners:

- **Government Agencies:** N.A
- **Non-Governmental Organisation:** The CRI was implemented in partnership with Child In Need Institute (CINI) and the International Library and Cultural Centre (ILCC). Both these organisations worked together to identify, select and train the selected child reporters.
- **Networks/Alliances:** The two partner organisations formed networks with schools in Ranchi to select the child reporters. The proposed collaboration with the British Council

Library as a centre for the CRI did not materialise.

- **Individuals:** Staff of the media houses and newspapers along with functionaries of the organisations were roped in to impart training and facilitate workshops and field visits to inculcate the spirit of writing articles and questioning amongst the children.

Implementation Prototype: This is a twin collaboration model where one uses the services of two organisations that could complement each other in realising the objective of a broad based community initiative like the CRI. However this has been a learning as the idea of complementing one another did not work rather the interests of both the organisation were of conflicting interests and that hampered the smooth functioning of the CRI.

Critical Factors of Implementation: The question here is to reflect and introspect whether partnerships would always be useful and complementary. The partnership here could be treated as an eye opener if distinct priority areas of different organisations actually clash in the working of a program like the CRI. Also important to keep in mind the nature of focus areas of different organisations before expecting them to work on issues related with children.

KARNATAKA

Year of Initiation: 2007

Implementing Partners:

- **Government Agencies:** The CRI in Karnataka runs in partnership with the BCC Cell which is under the CEO of the Raichur Zila Panchayat Office. No presence of NGO.
- **Non-Governmental Organisation:** Initially in 2007, the CRI worked through a collaboration with an NGO, Samuha. But now this partnership has been discontinued and the BCC cell has taken over the implementation and working of the CRI.
- **Networks/Alliances:** There is no specific role of any network or alliance outside the involvement of the BCC Cell of the Zila Panchayat Office and the presence of the UNICEF District Coordinator placed in the district to oversee the entire integrated district planning

approach carried out through the BCC Cell.

- **Individuals:** UNICEF district coordinator looks after the programme and draws out plans of action with block and cluster level coordinators and volunteers, who play a key role in implementing the CRI.

Implementation Prototype: The links with the government are strong and could be seen as a big positive for the CRI. Also through government involvement, accessing and tapping into the government school network is much easier and an effective strategy.

Both outreach and scaling up, using existing government apparatus is a possibility through an approach like this.

Also, the CRI process here makes the government equally accountable as it does the civil society bodies lending support to CRI.

Critical Factors of Implementation: Schools are an important point of contact for the CRI. Even though the government partnership has its merits, the process has the danger of becoming too bureaucratic and long-winded. It is also crucial that the government officials are sensitised to the needs and voices of children and do not perceive the CRI as a mere child-centric intervention.

Because of the structure of the working model, the community linkages do not figure centrally into the CRI processes. This could be critiqued as a weak area that needs working on.

MAHARASHTRA

Year of Initiation: 2006

Implementing Partners:

- **Government Agencies:** N.A
- **Non-Governmental Organisation:** Bharatiya Vidya Bhavan (BVB), an educational institution and CYDA, a youth organization are the implementing partners for the CRI.

- **Networks/Alliances:** An important collaboration was also sought with the Network of positive people of Maharashtra, a step that went a long way in sensitising children and adults about issues of the HIV infected people. Partnerships with regional newspapers such as the Loksatta and Saakal were developed to ensure wider dissemination of the CRI.
- **Individuals:** Professor Nandkumar of BVB took exceptional interest in the CRI and has been critical to the manner in which the initiative has taken shape today.

Implementation Prototype: A useful partnership model wherein an educational institute, a youth network as well as a marginalised group come together to strengthen and support the CRI. The various inputs are channelized into the making of child reporters and partnering with mainstream newspapers ensures a degree of outreach and dissemination amidst a varied audience. Not only children's issues but of other sections of society also find a platform for articulation. Children's engagement with other groups helps shape a wider world view and knowledge base.

Critical Factors of Implementation: The educational institute has played an important role in training and structuring of the CRI. The youth group has ensured the creation of a wide network and created spaces for dynamic interactions between children and young adults. Inclusion of a vulnerable, marginalised group like Positive people has helped mainstream an extremely important issue while at the same time sensitising children to the needs of such communities.

MADHYA PRADESH

Year of Initiation: 2007

Implementing Partners:

- **Government Agencies:** N.A
- **Non-Governmental Organisation:** Dalit Sangh, an NGO working on issues of discrimination and caste divides in Hoshangabad district of MP has been the implementing agency for the CRI. Currently in its second phase (an expansion from the first phase between 2005-2007), the organisation has been able to use the CRI platform to engage with children on issues of discrimination and untouchability in a significant way.

- **Networks/Alliances:**

- **Individuals:** N.A

Implementation Prototype: An organisation with clearly defined agenda like that of the Dalit Sangh helps add a new dimension to an intervention like the CRI. Even though the NGO had little experience of working with children prior to the CRI, because of its rights-based agenda, the CRs today have imbibed and learnt to counter social evils like caste barriers and discrimination. On the one hand the children, themselves members of victim communities have realised their own voice through the CRI (and the intervention of the Dalit Sangh), on the other front, the community members have begun to respond positively to the social messages that the CRs are trying to spread through their work.

Critical Factors of Implementation: Even though the CRI is shaped around concepts of rights and equality, the understanding of child participation within the organization needs working on. There could be the danger of such an approach becoming too one-dimensional where other key factors of child development and participation might get overlooked. Sustaining and broad basing an initiative like this is also a challenge since there are deep-set biases in society against egalitarian principles that the initiative stands for.

ORISSA

Year of Initiation: 2005

Implementing Partners:

- **Government Agencies:** The District Primary Education Program (DPEP), Sarva Shiksha Abhiyan (SSA) and the Distirct administration of Koraput has been extremely supportive of the CRI and they have issued directives to all the schools to cooperate with all the activities initiated by the PGCD at the district leve. Even other government departments of the district like the Sanitation department have shown interest in merging focus areas of the work of the department and the executing body of CRI, viz. PGCD.

- **Non-Governmental Organisation:** The official partnering organisation for the CRI here is the Koraput Farmer's Association, which is basically an association of all marginal farmers of the district. The collaboration with a mass community based body like the KFA has immensely helped the CRI gain acceptance in the community. The CRI in each block of the district is overseen by a local NGO of that particular block while KFA acts as the supporting mother NGO in the activities of the CRI.
- **Networks/Alliances:** The implementing partner however is a network of individuals called People's Group for Children's Development (PGCD), which is a non-registered forum of civil Society organizations, individuals and child-friendly persons. The PGCD operates through the Koraput Farmers' Association as the secretariat of the CRI
- **Individuals:** Various individuals have got the chance to associate themselves with the activity of the CRI as there is an official platform like the PGCD. Anyone who wishes to do anything for children can become member of this group and this informality of the group has really helped. All individuals of KFA and block level partnering organisations are first members of PGCD. Ch. Santakar – chief Coordinator PGCD is one such individual who founded PGCD.

Implementation Prototype: This is an extremely innovative implementing model where the official partner is an organisation with its requisite requirements while the actual work on the ground is the responsibility of an informal collective like the PGCD. Such a model works very well, as people who are members of PGCD work in a voluntary capacity and these individuals are involved in the work as they volitionally wish to do so. Training and identifying of child reporters becomes easy and efficient as PGCD members are strewn across the state.

Critical Factors of Implementation: The critical factor to be noted here is to ensure that there is never a clash of interests between the two parties involved in the implementation of the CRI as that would be detrimental to the children's interest in the long run. Division of roles and responsibilities in terms of who will collect the news, how will it reach and what dissemination strategy would be deployed need to be sorted out in the beginning and a consensus arrived at. Budgetary allocation needs to be absolutely transparent so that there is no delay in implementation and work of the CRI.

RAJASTHAN

Year of Initiation: 2006

Implementing Partners:

- **Government Agencies:** They used a state directive forming children's parliaments in all schools of Rajasthan to select and identify child reporters.
- **Non-Governmental Organisation:** The approach in Rajasthan was also a collaborative model where Nehru Yuvak Kendra and Rajasthan Public School Sansthan both based in Jaipur and working at the district level were involved in the implementation and working of the CRI.
- **Networks/Alliances:** N.A
- **Individuals:** Individuals played a role as trainers and facilitators from the outside and were not involved directly

Implementation Prototype: The involvement of youth network has its positive fallouts in terms of reach and popularising the context of CRI across various clusters. The collaboration with a public school board could open out many possible windows of similar work with school children in the future.

Critical Factors of Implementation: The network and linkage between a formal body like the school board and a youth collective needs to be explored further to see what other kind of initiatives could be explored for the school going children as well as for the child reporters.

TAMIL NADU

Year of Initiation: 2005

Implementing Partners:

- **Government Agencies:** Linkages with Integrated District Planning project through UNICEF. Also tapped into the gram Panchayat network in the district.
- **Non-Governmental Organisation:** The CRI here has also been implemented through a single collaborative partner with an NGO – Nalanda Way Foundation. They are essentially a group of young individuals whose main focus is on work with children and media.
- **Networks/Alliances:** The NGO Nalanda Way has worked by forging linkages with local schools in the district.
- **Individuals:** Individuals have been involved in an independent capacity as trainers and facilitators of workshop.

Implementation Prototype: The implementing model is singular and focused where responsibility of design, planning and execution of the CRI rests on the same organisation. Such a model reflects the benefits in terms of coherence and structures program design.

Critical Factors of Implementation: The limitation of working through schools as the only point of contact to reach out to children needs to be reconsidered and evaluated. Nalanda Way with the strategic support of UNICEF have formed linkages with local district government, collectors, panchayat leaders, local media, mainstream television channels, FM and AIR, Consulates and other NGOs. To add to it, all these films and other children's productions are available for larger distribution.

UTTAR PRADESH

Year of Initiation: 2006

Implementing Partners:

- **Government Agencies:**
- **Non-Governmental Organisation:** CRI in UP was a part of the integrated village planning project in Lalitpur and was implemented in collaboration with Sarathi Foundation an NGO with a base in the Lalitpur District of UP.
- **Networks/Alliances:** N.A
- **Individuals:** Individuals have been involved at different stages of the CRI. They have contributed largely to capacity building of the CRs introducing elements of video or photography, drawing and so on to the children.

Implementation Prototype: The CRI has been implemented directly through an NGO, otherwise with little experience in the field of children and media based interventions. However, this could be seen as the strength of the program as strategies have evolved organically in the doing of the work rather than as mere theoretical categories of execution. The program could also be seen as enhancing the existing agenda and capacities of organisational staff as the CRI is a novel initiative for them.

Critical Factors of Implementation: The CRs have been limited in number (only 30 currently) and while this might call for a scaling up of the intervention, such a focused approach has qualitatively proved to be beneficial for the individual children involved. One of the main organisational challenges is to sensitise the government officials about the CRI as they currently have no role to play apart from being important end-users of the CRs' content. The dissemination strategy needs to be focused and targeted towards government depts. for the viability and sustainability of the CRI.

WEST BENGAL

Year of Initiation: 2008

Implementing Partners:

- **Government Agencies:** In Purulia, the CRI is implemented in partnership with the Department of Labour. Govt. National child labour schools have been tapped into to identify Child reporters.
- **Non-Governmental Organisation:** In Kolkata , the CRI was implemented through the community radio wing of the Jadavpur University. CRs have been trained to be child radio reporters.
- **Networks/Alliances:** A network of NGOs working with children, CLPOA, has also been involved in the CRI along with the youth network of Sanlaap, an NGO.
- **Individuals:** N.A

Implementation Prototype: Links between a university, government department and civil society networks have been used intelligently to optimise the reach and impact of the CRI. Links with the university have helped to introduce radio to children, who are using it to make their voices heard.

Critical Factors of Implementation: The CRI has been spread across districts through different implementing partners. Media forms and child reporters roles also vary and could be seen as a strength so long as fundamental conceptual linkages between various stakeholders is maintained.

Annexure VI: Evaluation Schedule

04/12/08	Initial discussions with UNICEF India Country Office
05/12/08- 08/12/08	Preparation of the Inception Report
09/12/08	Submission of Inception Report
10/12/08- 23/12/08	Preparation of State Questionnaires
05/01/09	Circulation of questionnaires among state offices
15/01/09- 30/01/09	<ul style="list-style-type: none"> • Collation of secondary material and desk review • Preparation of telephonic interview questions
01/02/09- 15/02/09	<ul style="list-style-type: none"> • Analysis of state questionnaire responses • Desk review continued
20/02/09- 10/03/09	<p>Preparation for Field Work in consultation with UNICEF ICO</p> <ul style="list-style-type: none"> • Drafting guiding questions for the field • Preparation and finalization of format for field notes • Preparation and finalization of participation framework • Sharing field visit plan and methodology with state offices and implementing partners
27/02/09	<p>Telephonic interviews</p> <p>Aditya Malviya, Communications Specialist, UNICEF, Bihar</p> <p>Ajoy Singh, Coordinator, RAVISKALP</p> <p>Rachna Singh, UNICEF, Jharkhand</p> <p>Venkatesh Malur, Education Officer, UNICEF, Chhattisgarh</p>
06/03/09	<p>Telephonic interviews</p> <ul style="list-style-type: none"> • Gurinder Gulati, Communications Officer, UNICEF, Gujarat • Anil Gulati, Communication Specialist, UNICEF, West Bengal
12/03/09	<p>Telephonic interviews</p> <ul style="list-style-type: none"> • Anuradha Chandran Maharishi, Communications Specialist and Shikha Wadhwa, Programme Officer, UNICEF, Rajasthan
13/03/09- 15/03/09	<p>Field Visit: Lalitpur, Uttar Pradesh</p> <ul style="list-style-type: none"> • Participatory Workshop with Child Reporters (CRs) • Focus Group Discussion (FGD) with school teachers of the CRs' schools

	<ul style="list-style-type: none"> • Village visit for FGD with parents of the CRs • Interviews with the concerned local NGO staff on the CRI • Creative media exercises with CRs by the Evaluation Team • Collection of relevant CRI documents available with the implementing partner
16/03/09- 19/03/09	<p>Field Visit: Sohagpur, Madhya Pradesh</p> <ul style="list-style-type: none"> • Participatory media workshop with CRs • FGD with teachers of the CRs • School visits • Visits to homes of the CRs • FGD with parents and adult members of the CRs' community • Interviews with concerned local NGO staff on the CRI • Collection of relevant CRI documents available with the implementing partner.
17/03/09	<p>Personal Interviews by Team Leader: Bhopal, Madhya Pradesh</p> <ul style="list-style-type: none"> • Dr Hamid El-Bashir, UNICEF State Representative • Veena Bandyopadhyay, SPPME Officer
18/03/09	<p>Personal Interview by Team Leader:</p> <ul style="list-style-type: none"> • Geetanjali Master, former Communications Officer, UNICEF, Maharashtra
19/03/09	<p>Personal Interviews by Team Leader: Bhubaneswar, Orissa</p> <ul style="list-style-type: none"> • Shadrack Omol, Chief, UNICEF Orissa Field Office • Prosun Sen, Communication Officer, UNICEF Orissa Field Office • Ch. Santakar, Journalist and member of PGCD, Koraput
20/03/09- 22/03/09	<p>Field Visit: Raichur, Karnataka</p> <ul style="list-style-type: none"> • Participatory media workshop with CRs • Visit to Talukas for FGD with adult community members, parents and CRs • Meetings with the Taluka Coordinators and few master trainers • Schools visits for FGD with teachers on the CRI • Meeting with Chief Executive Officer, Zila Panchayat • Interviews with concerned local NGO staff on the CRI • Collect relevant CRI documents available with the implementing partner
24/03/09- 26/03/09	<p>Field Visit: Krishnagiri, Tamil Nadu</p> <ul style="list-style-type: none"> • Participatory media workshop with CRs • Interactions with CRs • School visit and interview with the Head Master on the CRI

	<ul style="list-style-type: none"> • Interviews with concerned local NGO staff on the CRI
28/03/09-30/03/09	<p>Field Visit: Koraput, Orissa</p> <ul style="list-style-type: none"> • Participatory media workshop with CRs • Meetings and FGD adult stakeholders, parents and teachers of the CRs. • School visits to CRs' schools • Meetings with district government officials • FGD with the partnering NGO officials involved in the CRI. • Interviews and meetings with trainers/resource people involved in the CRI • Collection of relevant CRI documents available with the implementing partner
13/04/09	<p>Telephonic Interview by Team Leader</p> <ul style="list-style-type: none"> • Vikas Verma, Communication Specialist, UNICEF Office for Andhra Pradesh and Karnataka
14/04/09	<p>Telephonic Interview by Team Leader</p> <ul style="list-style-type: none"> • Augustine Veliath, Communication Specialist, UNICEF Lucknow
21/04/09	<p>Telephonic Interview by Team Leader</p> <ul style="list-style-type: none"> • Thomas George, Communication Specialist, UNICEF Tamil Nadu
01/04/09-20/04/09	<ul style="list-style-type: none"> • Collation of filed notes • Developing tools for analysis of CRI data (field notes; questionnaire, telephonic and personal interview responses; CRI documents and secondary material)
25/04/09-15/05/09	Preparation for Interim Report
20/05/09	Submission of interim report
21/05/09-05/06/09	<ul style="list-style-type: none"> • Awaiting feedback on Interim Report from UNICEF State Offices • Preparation of draft Final Report
08/06/09	Submission of the first draft of the Final Report
18/06/09	Submission of Power Point
31/06/09	Submission of the Final Report
	Submission of media product

Annexure VII: List of Informants

Uttar Pradesh

Personal interviews

- Augustine Veliath, Communications Officer, UNICEF, Lucknow
- Akhilesh Kumar Tewari, Director, Sarathi Development Foundation, Lucknow

Field Visit –Lalitpur

- **Group Discussion with NGO**

Sanjay Sharma, Vijay, Devendra Pandey, Dayali Prasad, Kripa Shankar, Vasudev, Manish

- **FGD with Teachers**

Kalpna Swami, Vishal Yadav, Uma Nair (Prathmik Vidhyalaya, Ranipura), Bal Krishna Purohit (Head Master, Junior High School, Ranipura)

- **Creative Exercise with Child Reporters**

Parvesh Kumar, Santosh, Noorie

- **FGD with Parents and Community Elders**

Kusum Sharma, Guddi Sharma, Kaushalya Sharma, Ramitri

- **FGD with Child Reporters**

Babita Yadav, Ramavtar Sharma, Ajay Kumar Jha, Sangeeta Thakur, Kranti Sharma

Madhya Pradesh

Personal interviews

- Dr Hamid El-Bashir, State Representative, UNICEF Office for Madhya Pradesh
- Veena Bandyopadhyay, Social Policy, Planning, Monitoring & Evaluation Officer, UNICEF Office for Madhya Pradesh

Field Visit –Sohagpur

- **Group Discussion with NGO**

Dr. Raote, Ratan Singh, Sunil

- **FGD with Teachers**

M.L. Ahirwal (Head Master, Shaskiya Madhyamik Vidhyalaya), Mansingh Kushwaha (Shaskiya Madhyamik Vidhyalaya)

- **FGD and Creative Exercise with CRs - 1**

Pooja, Kranti Ahirwal, Rukmini, Neetu, Meena

- **FGD with CRs - 2**

Meena, Rajmani, Saroj, Maya, Varsha, Raja, Ranjit, Rahul, Deepak, Rahul, Khusboo, Vandana, Shiv Kumar

- **FGD with CRs (Sapera Community) - 3**

Poonam, Saba, Aarti

- **FGD with Parents of CRs**

Ishwar Kushwaha, Bhagwan Das Meena, Kapura Meena, Krishna Kushwaha, Tara Meena, Preetam Ahirwal

- **Personal Interviews**

Mr. Panwar (Journalist/ Resource Person), Khusboo (CR), Somesh (CR), Kamal Goswami, Anita Goswami (Parents of CR)

Karnataka

Telephonic interviews

- Vikas Verma, Communications Specialist, UNICEF Andhra Pradesh and Karnataka

Field visit – Raichur

- **Personal Interviews**

Mr. Venkatesh (District Coordinator, UNICEF), Mr. Resul (Project Coordinator, BCC), Farzana (Taluka Coordinator), Rekha (Taluka Coordinator), Mr. S.S. Ghanti (SAMUHA), Dr. N.V. Prasad (CEO, Zila Panchayat), Gundappa, Mahesh & Narsimha (Master Trainers, CRI), Jairaj Jacob (Parent of CR)

- FGD and creative exercises with CRs - 1

Yesu, Sidhramesh, Suresh, Viresh, Badesab, Yakub, Mehboob

- FGD with CRs - 2

Nagaraj, Tirumalesh, G.M. Vidhyashree, M. Naleena, Iramma, E. Lingesh

- FGD with Teachers

Laxmi, Sudha, Shivaleela, Anita, A.B. Kulkarni, Radhika (Sarkari Samyukta Padri Purva College, Gillesgur Village)

Tamil Nadu

Field Visit - Krishnagiri

- **Personal Interviews**

Mr. K.Periasamy (Headmaster, Govt. High School, Denkenikottai), Satish & Suri (Nalanda Way), Shafi (Parent of CR)

- **FGD with CRs**

Mohd. Zafarulla, Wasim, Manju Nath, Jai Raj, Prema, Anita, Tilkawati, Chitra, Sukanya, Ashwini

- **Creative Exercise with CRs**

Mohd. Zafarulla, Wasim, Prema, Anita, Sukanya, Ashwini

Orissa

Personal interviews

- Shadrack Omol, Chief, UNICEF Field Office for Orissa
- Prosun Sen, Communication Officer, UNICEF Office for Orissa
- Ch. Santakar, Convener, PGCD

E-mail correspondence

- Lalatendu Acharya

Field visit – Koraput

• Personal Interviews

Prasanta K. Das (Dist. Project Coordinator, DPEP, Koraput), Padmini Pati (Gender Coordinator, Girl Child Education Programme, DPEP), Krishna Rani Majhi (Quality Education Coordinator, DPEP), Biranchi, Sunanda (Dist. Planning and Monitoring Unit, Koraput), Sankuli Biswal (Sanitation Officer, Water and Sanitation Programme, Koraput district), Sarat Kumar Patnaik (Secretary, Koraput Farmers Association), Ch. Santakar (Convener, PGCD), Sarita (Quality Education Manager, DPEP), Bhagwan Panda (Parent of CR)

• FGD and creative exercises with CRs - 1

Md. Adil, Debasmita Mishra, Pushpalata Biswal, Sonali Dandasena, Bishnu Prasad Panda, Laichan Chetti, A. Anu, Basant, Rajesh, Richa Sarangi, Tuni Saha, Aurobindo Banka, Basant Choudhury

• FGD with CRs - 2

Sonali Dhandasena, Janaki Jani, Amita Sunna, Dalimba Paraja, Dhonai Paika, Laichan Chetti, Binod Kondo, Kaliya Kondo, Dasa Jani, Sobha Jani, Purna Macka

• FGD with CRs - 3

Mula Muduli, Bishnuprasad Panda, A. Anu, Borun Kumar Nai, Tiki Gulapi, Kamala Chani

• Discussion with Teachers - 1

P. Harishchandra Rao (Head Master), Bhabochandra Devi, Anjana Mishra, S. Lata (Suniguda New Upper Primary School)

• Discussion with Teachers - 2

Hemlata Kantai, Jagadeshwari Padhi

• FGD with CRs' Parents and Community Elders

Sukhdev Majhi, Shiba Paraja, Kamaru Paika, Anjali Sukri, Saramati Paraja, Thula Majhi, Rajabati Kuldeep

• FGD with PGCD members - 1

Shivani Mishra, Naveen Chandra Gareda, Vimal Chandra Patnaik, Sarveshwar Boroda, M. Harinarayan

• FGD with PGCD members - 2

Balkrishna Patnaik, Santosh Kumar Mohanty, Shivani Mishra

Maharashtra

Geetanjali Master, UNICEF India Country Office, New Delhi (formerly with UNICEF Office for Maharashtra)

Bihar

Aditya Malviya, Communication Specialist, UNICEF Bihar State Office
Ajoy Singh, Coordinator, RAVISKALP

Jharkhand

Rachna Singh, UNICEF, Jharkhand

Chhattisgarh

Venkatesh Malur, Education Officer, UNICEF, Chhattisgarh

West Bengal

Anil Gulati, Communication Specialist, UNICEF, West Bengal

Gujarat

Gurinder Gulati, Communications Officer, UNICEF, Gujarat

Rajasthan

Anuradha Chandran Maharishi, Communications Specialist, UNICEF, Rajasthan
Shikha Wadhwa, Programme Officer, UNICEF, Rajasthan

Tamil Nadu

Thomas George, Communications Officer, UNICEF Tamil Nadu

New Delhi

Technical Guidance and Progress of Discussion

Geetanjali Master, Communication Specialist, UNICEF ICO

Sumaira Choudhary, Project Officer, Monitoring and Evaluation, UNICEF ICO

Information support, Review of Methodology and Overall Coordination

Karuna Bishnoi, Communication Specialist, UNICEF ICO



Frame Works Research and Media Collective uses interdisciplinary practices to explore development issues and social processes using varied research practices and media tools like photography, community radio, film and community art. Besides ethnographic, secondary research and documentary films, Frame Works consciously adopts participatory community-based models of research and media in their work. frameworks.collective@gmail.com