

Orientation Workshop

Date: 6th – 9th January 2015

Venue: St. Vincent Retreat Centre, Gopalpur, Berhampur, Odisha.



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1. Introduction:

The orientation workshop was to build the capacity of Humara Bachpan Campaign Advocates (HBCA) to design and deliver a children leadership training in each child clubs. The specific objectives of the workshop was basic understanding of children leadership based on information, motivation, knowledge of resources, skills and attitudes. Acquire activities to mobilise children to strengthen child clubs and acquire knowledge on CLP.

2. Objectives of the workshop:

The objective of the Humara Bachpan Orientation Workshop was to enable participants to understand the objectives and structure of Humara Bachpan Campaign (HBC). The four day workshop was conducted to enable the Humara Bachpan Child Advocates (HBCA) to develop understanding in various urban renewable polices and schemes, develop communication skills, mechanisms to work with children, learning accounts management, go thorough Participatory Appraisal Tools (PRA), details regarding the concept of Child led planning (CLP) and lastly have extended knowledge on United Nations Child Rights Commission (UNCRC)

3. Overview of the workshop:

The workshop deliberated in line with the objectives to inculcate upon the participants about the important role of children as "Change Makers" and be part of urban governance. In order to fulfil these desirable objectives, the workshop was divided into various sessions facilitated by the HBC staffs on strengthening child clubs, creating child leaders, learn PRA tools and techniques, understanding children perspectives and methods to mobilise children and the community. Thematic and technical sessions gave scope to the participants to have quintessential knowledge about the methods that can be applied in working with children. The workshop followed mechanisms to illustrate the campaign's aims and objectives through sessions that emphasized on experience sharing,



interactive activities, role play and games to learn to create child leaders through such pragmatic approaches.

4. Day 1: Tuesday 6th January 2015 :

The day started with screening of City's Step Child (CSC); a documentary which shows the harrowing issues of the children living in urban poverty. After the completion of the movie a discussion broke among the audience to what they learnt from the documentary. The participants expressed that they understood the power of visuals and how it helps to apprehend the issues pertaining to unfavourable living conditions and how it is deciphered by the children from these neighbourhoods. This was continued by Ms. Preeti Prada, National Campaign Co-ordinator of HBC, who made a succinct introduction of HBC and explained briefly it's major goals in India. The day involved sessions on the structure and concepts of urban governance and various urban policies and schemes in India.

Session 1: Topic - Self Introduction and Ice breaking

Facilitators - Mr. Kiran Sonawane , Western Zone Regional Coordinator.

The ice- breaking introductory session was facilitated by Mr. Kiran Sonawane, West Zone Co-ordinator who conducted an activity to make the group get to know each other. This helped the trainers to build rapport with the HBCAs. The

introductory session influenced greatly the way in which the trainees and the trainers interacted with each other.

All the participants were divided into pairs and given time to know each other and made to resemble the character of their partners. The exercise took place till every participant introduced themselves, thereby making the participants to understand and build confidence to be vocal in raising issues of concern.

Session - 2: Topic – Introduction to Humara Bachpan Campaign(HBC)

Key Message:

Ms.Preeti Prada began the session exhorting on the vision and focus of HBC. She stated that the campaign envisions in making children an active participant in the policy making of urban governance and in urban development. She mentions that HBC focus on the following eight components – water, sanitation, air, power, soil, transport, and housing. Participants were also made to understand that unhealthy living conditions of children living in urban poverty affects the holistic development of children. She narrates about the structure of Humara Bachpan Campaign, which is headed by the National Coordinator and have 4 regional co-ordinators, one communications officer, capacity building officer, administrative officer, documentation officer, accounts officer respectively and the fellows from various regions.

Facilitator - Ms. Preeti Prada, National Coordinator, Humara Bachpan Campaign



“City’s Step Child “a participatory video of the challenges encountered by children living in urban poverty was screened. The objective of the film was to understand, motivate and initiate changing the lives of the children living in urban poverty. The video depicts the plight of the children and ventures into the physical and psychological challenges of children living in urban poverty. It portrays the unawareness of the children on the ill effects of their unhealthy environment. After the screening of the video, she raised several questions to the participants. Basing on the film she raised a question on whether importance should be given to the living conditions of children or in education of the children. Responses differed, while some were of the opinion that education of children is of more importance, others opined that living conditions and education are equally important. The second question raised was whether the participants are aware of governmental policies and schemes allotted to the children. The response from the participants revealed that awareness of these governmental policies and schemes for children was bleak as many were unaware of how much of these benefits were utilised.

Session 3: Topic - Urban Policies, Governance Structure, RAY, Smart Cities and other relevant policies.

Facilitator: Mr. Utsav Choudhury, North Zone Regional Co-ordinator

The session was taken up by Mr. Utsav Choudhury who made presentations regarding the structural division of urban governance systems. He elucidated the key roles and responsibilities of each government nodal agency, policy makers and regarding urban schemes and policies like the JnNURM, Smart Cities, Rajiv Awas Yojna (RAY), City Development Plans (CDP), Detailed Project Reports (DPRs) and City Master Plan.

5. Day 2 - Wednesday 7th January 2015

The second day session began with a recap of the previous day’s session by Mr. Utsave Chourdary.

Key Message:

Mr. Utsav Choudhury started the session by enlightening the participants about the various government policies such as Rajiv Awaz Yojana (RAY), Jawaharlal Nehru National Urban Renewal Mission (JnNURM), Smart Cities. He mentioned about the two ministries through which the governmental schemes and policies are implemented in the country. They are -

- Ministry of Housing and Urban Poverty alleviation
- Ministry of Housing and Urban Development

He detailed about the structure of urban governance, function of the Municipal Corporation and municipality and other important municipal bodies. The facilitator also made a mention of other vital policy mechanisms for effective implementation of government urban policies such as Master Plan, City Development Plan (CDP), Detailed Project Report (DPR) and Geographical Information System (GIS). He also remarked that the children, community, NGO's can act as catalyst of change in ensuring that governmental policies take the perspective of children. He further stated about the role of NGO's in the identification of the children living in urban poverty, community mobilisation, active participation during the formation of CDP's and also for technical and ground support.

After the presentation was made, participants asked queries where they wanted more clarification to help understand the policies more profoundly. Many shared experiences where they have witnessed problems when they approached a concerned department to solve a problem. Their queries were answered by the facilitator.

Highlights:

- The facilitator highlighted that RAY was started in June 4, 2009 with the slogan "Slum Free India". The goal of RAY is to provide central support for slum development and construction of affordable housing. RAY is stated to be different from other governmental policies because it does not discriminate between a "Notified Slum" and "Non-Notified Slum".
- Government recognised slums are "Notified Slums", unrecorded slums are categorised as "Non-Notified Slums".
- Jawaharlal Nehru National Urban Renewal Mission (JnNURM) started in 2005 with a mission of providing affordable housing to all, strengthening municipal government and decentralizing civic bodies.
- Urban governance is structured according to the population of the place: Municipal Corporation: where the population is more than 10 lakhs. Municipality: where the population is more than 1 lakh but less than 10 lakhs. Notified Area Council (NAC): where the population is more than 30 thousand but less than 1 lakh
- He discussed about Master Plans which is a statutory instrument for controlling, directing and promoting sound and rational development and redevelopment of an urban area with a view to achieving maximum economic, social and visual benefits.
- City Development Plan (CDP) focuses on creating economically productive and responsive cities.
- Detailed Project Report (DPR) is a comprehensive document prepared by the state government as an essential pre requisite for development programs like JnNURM and RAY. Since DPR laid importance on community participation the campaign can have significant influence on the formulation of project document.
- Geographical Information System (GIS) is detailed information of every aspect of an area. Therefore HBCA facilitates as a bridge between the stakeholders and the government agencies for the implementation of various government policies and schemes of an area.

The recall session helped the participants to link the previous session with the next session. The day saw presentations made to fine-tune communications skills and techniques, accounting management, networking models and sessions on mechanisms to mobilise children and develop child leaders.

Session 4: Topic - Communications.

Facilitator: Ms. Aishwarya Das Pattnaik, Communication Officer, HBC

Key Message:

The method used during this session was in the format of a power point presentation followed by group discussion. The facilitator began the session by giving an elaborative note on the meaning of proper communication skills needed in order to maximise the impact on the listeners. The session was followed by a prolonged discussion on the importance of body language in order to acquire the trust from the passive audience. She further explained the imperative role media helps for the proliferation of the issues to a large number of people. Communications helps to precipitate an issue to reach far and wide but must be done very carefully as it might trigger problems if a subject is not addressed properly.

The presentation included a series of questions asked by the HBCAs to know more when it comes to communicate to pacify a critical situation in the field.



Highlights:

- | |
|--|
| <ul style="list-style-type: none"> • The facilitator described the types of communication: <ul style="list-style-type: none"> a. Verbal communication: Writing and interactive skills. Approaches for effective speech delivery b. Non verbal communication: Focused on the significance of body language, gestures, eye contact in order to acquire the trust and build rapport with the concerned stakeholders |
| <ul style="list-style-type: none"> • How to interact with the media in the absence of co-ordinators |
| <ul style="list-style-type: none"> • How to address the issue and interact to communicate an issue properly with the community |
| <ul style="list-style-type: none"> • How to communicate with Government officials and other stakeholders at times of crisis |
| <ul style="list-style-type: none"> • Models of presentation skills |
| <ul style="list-style-type: none"> • Ways to engage thorough the social media i.e. Facebook, Twitter, Wordpress; to maximise the reach of the campaign |
| <ul style="list-style-type: none"> • Ways to keep the children engaged through helping them write poems, slogans so that it is achieved and updated on the blog |

Session 5: Topic - Accounts

Facilitator:

Mr Sudhir Kumar Digal, Programme Manager, PREM

Mr Basant Patnaik, Accounts Officer, HBC

Mr L. P. Patnaik, Accounts officer, VASA

Key Message:

This session enabled the participants to acquire knowledge about the account system of HBC. It was an interactive session where various doubts were clarified and several questions raised and answered by the facilitators. The facilitators noted that transparency and accountability is important. They also shared that there is always an interlinking of campaign coordinator of HBC, programme manager of PREM and the accountant of HBC. The facilitators invoked about the role of regional coordinators in submitting account statement. They also made it mandatory that every account details of the HBC Fellows and Partner Organisations should be detailed through the regional coordinators.

Highlights:

- The facilitators asked regional coordinators to enclose at least two photographs of the events or activity when submitting the activity completion report.
- Stressed the importance of bills/vouchers/requisition slips to be submitted to the accounts officers for the efficient functioning of the organisation

Session 6: Topic - Networking Model and Structure

Facilitator: Ms Sradha Sahoo, East Zone Regional Coordinator

Mr Kiran Sonawane, West Zone Regional Coordinator

Key Message:

The facilitators began the session by explicating the networking structure, partner organisations and stakeholders of HBC. The facilitators explained that HBC is headed by a National Coordinator and is further divided into four regional coordinators namely as Northern region, Southern Region, Eastern Region and Western Region. The focused on the eight components

comprising of air, water, sanitation, housing, transportation, open space, power and soil which are the core components on which HBC carries it's work. They explained about children as the major stakeholders. The age group that HBC is mandated to work are children of 0-8 years, because this is the most crucial period of a child in their all round development. The other stakeholders are parents, family, siblings, mothers group, youth group, peer group, anganwadi workers, urban local bodies and the community. The facilitators also shared about the importance of network building so that there is sharing of information among the network partners and developing shared policy positions.

Highlights:

Responsibilities of HBCA
<ul style="list-style-type: none">• Formation of child clubs• Lobbying and networking with ward councillors• Making slum profile and child leader profile• Organize events and activities• Writing and maintaining case studies• Regular core meetings• Sharing of vital information about policies, schemes, budget among the co-ordinators for people living in urban poverty.
Major events and activities of the campaign
<ul style="list-style-type: none">• Slum level events - Days celebration• City level events - Advocacy events• State level - Political conversation before an election• State level - Political conversation before an election• Regional level - consultancy on child friendly components• National level - conferences and consultations• Exposure visit - Police stations, municipal corporations etc

Recommendations on the do's and don'ts while working with children

- Avoid unnecessary physical contact with children

- Be careful about recording images of children and do this only when it is an approved activity.
- Listen to children when they express concern
- Where physical contact is essential for safety reasons, gain Children permission for that contact wherever possible
- Not to misuse in any way your position of power and influence over children
- Disallowed from using any confidential information about a child to intimidate, humiliate or embarrass a child
- No Favouritism
- Under the Child Protection Policy of the Organization If any complain come against HBCA then HBC will terminate his/her service.

Session 7: Topic - Working with children (Understand and mobilize children and develop leaders)

Facilitator: Mrs. Damayanti Rout, Capacity Building Officer, HBC

Key Message:

The session was participatory and the method used was group discussion to understand the expectation and the components needed to enhance while working with children.

The group was divided in four groups and discussed about their expectation and challenges in the present scenario.

Response of the four groups segregated further into four categories:

- **Information** about government schemes, Child friendly components, RAY, slum profiles.
- **Knowledge** regarding CRC, children participation, HBC, DPR, Protection rules, children federation, CLP, Stakeholders, Duty bearers, service providers.
- **Skills on** community mobilisation, communication skills, handle difficult situations, creating trust, formation of child clubs and mobilisation of children living in urban poverty, training, monitoring and evaluations of the own programme.
- **Attitude** should be committed, faithful, honest, empathetic and strong willed to work with the children.



- After the conclusion of the activity a game was conducted which was called as Blind folded train. The objective of this activity was trust building among team members. Trust building is an important criterion when working with children. The participants were blind folded and instructed that the engine of the train will be at the end and only the engine was allowed to see the path/road ahead. They had to develop a common mode of communication among them and disallowed from any form of verbal communication. The teams were given questions for analysis like feelings, ideas and patterns to play the game.

Highlights:

Form a trusting relationship with children

- Go down to their level, sit with them, talk in their language or play with them
- Request them and join in what they are doing
- Show an interest by asking about their friends, School works etc
- Be a friend; empathize with the children so that they begin to trust you

Create a safe, secure and comforting environment for conducting activities

- Do not reprimand even if the child misbehaves
- Do not criticize, humiliate or punish the child
- Give lots of praises
- Celebrate good work or achievements
- Have fun and encourage laughter

Understand the child and be available

- Listen carefully to what the child is saying.
- Look at the drawings and other expressive work of children to understand how they are feeling.
- Respond to questions with accurate information
- Always answer queries even if they are being repeated
- Watch out for non-verbal indications to see how the child is feeling

Address concerns, help the child to work

- Through problems, help the child feel empowered and competent through small achievements and recognition of their positive qualities.
- Address their concerns through activities.
- Highlight the child's effective coping skills or positive qualities.
- Help children to develop a sense of self-worth.

Highlights:

Criteria in the formation of Child Club (open house discussion)

1. Age group – 7 to 18 years
2. No. Of members in each club - up to 40 members
3. No. Of Child Club meetings – Saturday and Sunday
4. Gender parity – equal no. Of boys and girls
5. No discrimination on grounds of caste ,religion, sex , physical disability or education
6. Roles and Responsibilities: Every member should get opportunity to take up the role of leadership
7. Children to determine the time schedule of the child club meetings.
8. Importance of written records of child club members, meetings, resolution and photographs. The same to be submitted to HBC and Municipal Corporation for authentication of the clubs.

With a participatory activity the participants recalled the information received from the previous day's sessions whenever they received the "a magic ball" thrown at them.

After this activity was over a short movie screened called, "Sex kya hota hai?". The purpose for showing the short movie was to make the facilitators to not have prejudice, preconceived notions with those living in urban poverty. This activity also gave essential learnings in terms to know the importance of good communications skills and listening skills. Lastly, the short movie paid heed to the fact that being informed and have detailed information about the causes of community problem is an important tool.

The activity was followed by a session on Understanding core concepts to mobilize children and groom them to become child leaders. The facilitator made notes on the crucial criteria in the formation of child club through an open house discussion.

6. Day 3: Thursday, 8th January 2015

Session 8: Topic: Understand and mobilize children and develop leaders

Facilitator: Ms. Damayanti Rout, Capacity Building Officer, HBC

The session was recalling and recapitulating the previous day's session on working with children.

	Activities
1. Activities for mobilisation/engagement	<ul style="list-style-type: none"> • Games • Group activities/worksheets • Drama and puppet show
2. Activities for formation and Organise child-clubs.	<ul style="list-style-type: none"> • Drawing • Stories on happy memories • Play • Painting
3. Activities for children to understand their own issue	<ul style="list-style-type: none"> • Story session • Question bags • Daily activities
4. Activities for strengthening their groups	<ul style="list-style-type: none"> • Clay modelling • Sharing things • Group works • Role play • Drama • Event arrangement • Interface • Making federation
5. Activities for developing planning	<ul style="list-style-type: none"> • Initiation of children led planning as agreed • Prioritisation of issues based on the situation
6. Activities for taking actions	<ul style="list-style-type: none"> • Organising panel discussion • Organising media consultation • City and state level advocacy workshops • Strengthening of federation through cluster and city level meetings in regular intervals.

Session 9: Topic – Methods to Develop child leaders

Facilitator: Ms. Damayanti Rout, Capacity Building Officer, HBC

The particular session focused on what are the qualities needed to enhance among the children to be a child leader and roles of HBCA to instil these qualities in them.

Highlights:

Qualities of a child leader: A child leader should have the following qualities:

- Have good articulation skills
- Sensitive
- Negotiation skills
- Presentable

- Comprehensible to issues of the community.
- Sound Communication skills
- Informative

Roles and responsibilities of HBCA

- Formation of Child clubs
- Engagement in advocacy programs
- Profound understanding of the children issues in the community
- Strengthen the clubs to strengthen the child leaders

Activities for child clubs

The facilitator also initiated a group discussion about the structure of federation and unanimously agreed on the steps of forming children federation as follows:

- Cluster level

- City level
- State level
- Zonal level &
- National level

Session 10: Topic – Process of turning dreams in to reality

Facilitator: Ms. Damayanti Rout, Capacity Building Officer, HBC

This session began with the screening of a video “whose reality” followed by feedback of the video. The participants responded the imperative need for having sound communications skills particularly while working with children. They also elucidated that one must respect children’s dreams, aspirations and perspectives. While a facilitator must understand the role played by each stakeholders for smoother transition of work. One participant noted that communal participation towards urban policies and schemes is extremely beneficial and utmost needed.

In order to make the aspirations of the children to become a reality, the facilitator mentioned the significance of a ‘child led planning process’ (CLP). She elaborated the magnitude of conducting this process which would be completely led by the children from their respective neighbourhoods. In order to reflect the “Dreams” of the children from urban poverty and make their consolidated voices heard; this process holds worthwhile implications. The children feel empowered and are made to represent adequately in the society so that their perspectives gains cognizance. Equitable recognition given to children is the major jargon of the stated process.

The Dream Mapping process for conducting the CLP is expounded in 10 steps along with the tools required to perform each step.

Dream Mapping process :

Steps	Tools
Step – 1	Secondary data collection
Step – 2	Capacity building

Step – 3	Environment building
Step – 4	Situation analysis <ul style="list-style-type: none"> • Social map • Venn diagram • Mobility
Step – 5	Problem analysis
Step – 6	Problem prioritization
Step – 7	Dream mapping
Step – 8	Presentation
Step – 9	Operationalization
Step – 10	Reflect and review

1. Day 4: Friday, 9th January 2015

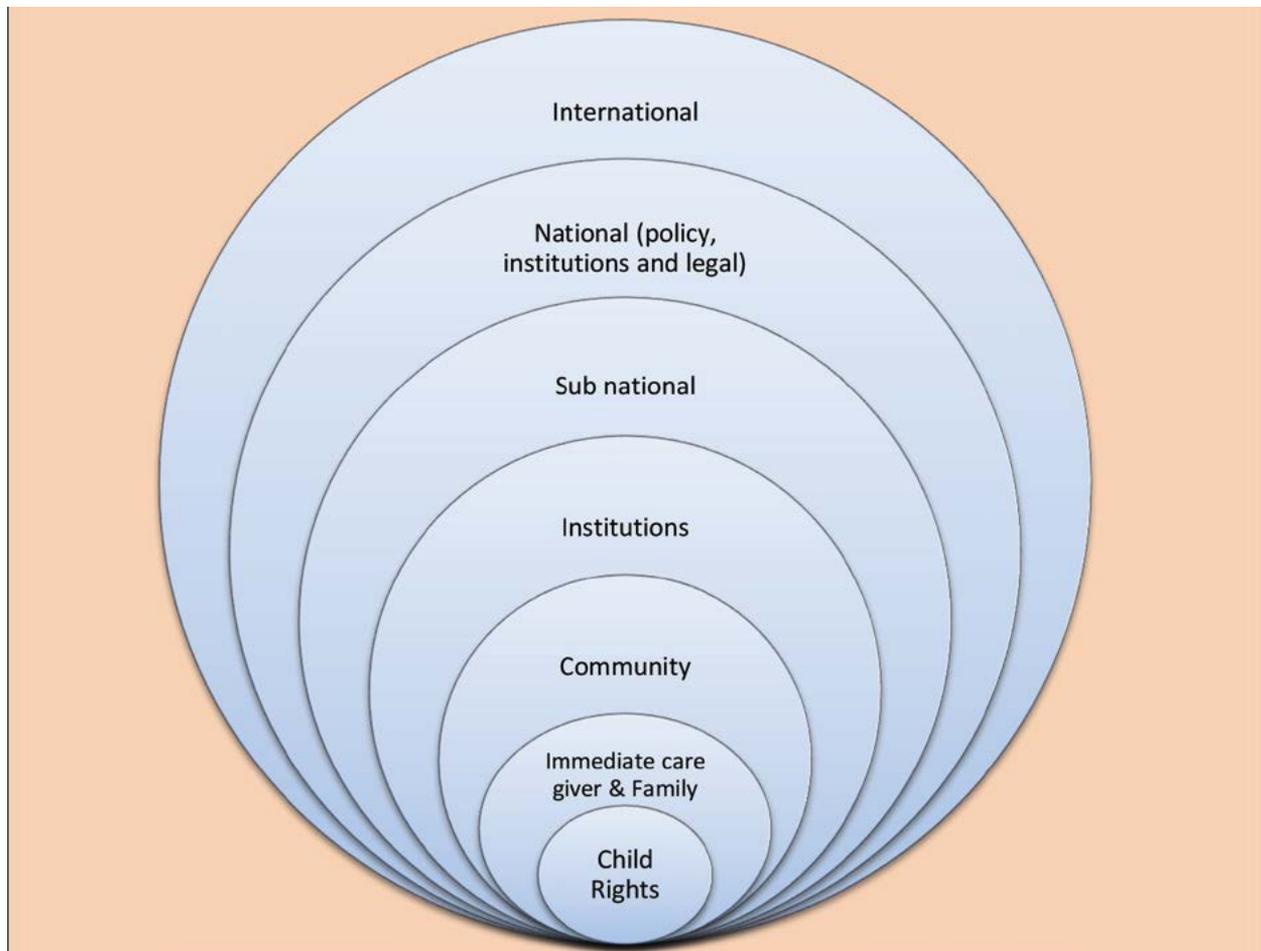
SESSION 11: Topic: Working with children

Facilitators: Mr. Laxmi Narayan Nanda, United Nation Children Emergency Fund (UNICEF)

Key message:

This session saw a resource person Mr. Laxmi Narayan Nanda, Child Specialist with UNICEF conduct a session on the mechanisms for working with children and the various rights and laws that are present in the UNCRC to preserve children’s rights in the society. He shared his knowledge on the relationships of the rights holder and the duty bearers while giving details about the scope of participation required with children playing as major stakeholders.





A chart showing the relationship between the Rights holder (RH) and Duty Bearer (DB).

Highlights:

- Understanding the format of a right; the role played by the holder, the purpose, the obligated institution who are responsible to amalgamate into one strong foundation which would hold justification to contribute to the judicious development of the society, especially that of children
- The facilitator explained about the relationship between the Rights holder (RH) and Duty Bearer (DB) .
- Importance of the UNCRC: Children have specific needs.
 - They are not recognised and accepted as rights holder.
 - Children are a relatively 'invisible' population group.
 - They often do not have the capacity

to protect themselves from abuses and exploitation etc.

- Children's rights cannot be equivocated with the rights of the adults.
- Key Articles of the UNCRC:
 - Part 1 (Article 1-41) sets out a framework of principles, standards and goals of 'children's rights'
 - Part 2 (Articles 42-45) provides the monitoring and the implementation
 - Part 3 (Articles 46-54) these articles discuss how governments and international organisations like UNICEF should work to ensure children are protected in their rights.
- All acts passed in the country should follow the goals and rules set by UNCRC. Eg Child rights to education

- “ Four Baskets” of Rights
 - Survival Rights : Rights to life and importance of basic necessities for child’s existence
 - Developmental Rights : Childrens requirements to achieve in life
 - Protection Rights : Protection from exploitation in all forms
 - Participation Rights : The Universal declaration of Human rights.
- There are four types of participation .
 - Collaboration – Involves children partnering with adults in some capacity through which adults and children work in partnership to make decisions and implement projects
 - Non- participation – Does not consider children as participative
 - Child led – Children are empowered to lead their own projects or initiatives either individually or as part of their organisations, clubs, or parliament. Adults may act as facilitators or offer advice and support children
 - Consultative– Participation involves adults seeking the view of children to increase their knowledge and understanding of childrens lives and the issues affecting them. It recognises children beliefs as well as their expertise but is adult led and managed.
- Ladder of child and youth participation
 - Manipulation – Children and youth don’t understand the project and its aims and objectives
 - Decoration – Adults to perform at events without explanation and details
 - Tokenism – Children and youth are given a choice with a lesser degree and this approach must be avoided
 - In Assigned and Informed: adults decide on the project and children volunteer
 - In Consulted and Informed: projects are designed and administered by adults but

with full understanding and consent of the children

- In an Adult initiated: we find adults initiate the idea and children get involved in planning and implementation.
- In child initiated and directed: children and youth have the initial idea and decide on how to implement . Adults support but do not take over.
- Child Led – It is the best form of participation of children and youth. Children participation should be a voluntary process where the children are well informed and gain meaningful insight in order to foster a adequate participation of children to help to live among safer and protected environs.

Session 12: Topic - Zonal Planning:

Facilitator:

1. **Ms. Sradhanjali Sahoo**
(East zone regional coordinator)
2. **Mr. Kiran Sonawane**
(West zone regional coordinator)
3. **Mr. Utsav Choudhury**
(North zone regional coordinator)
4. **Mr. Vijeesh Kaddukatti**
(South zone regional coordinator)

This session was the final session for the day. The zonal co-ordinators sat with their fellows to chalk out the plan of action of the next six months. After discussion with their teams, the co-ordinators made successive presentations to the Nation Head in everyone’s presence.

Vote of Thanks

The vote of thanks was given by Ms. Preeti Prada, national Head of HBC. She expressed her gratitude for everyone coming for the Orientation Workshop. She also wished luck to the entire team with the hope to expand the campaign and achieve the set target as penned down during the zonal planning. She signed off by calling the fellows to put more efforts so that the muted and often debilitate voices of the children heard far and wide.

2. Day 5: Session 13: Topic - Child Led Planning

Facilitator:

1. Mr. Umi Daniel

Migration Information and Resource Centre, Regional Head Migration Thematic Unit, South East Asia

2. Mrs. Dharitri Patnaik

India Representative, Bernard Van Lee Foundation



Highlights:

- Various questions were raised by the facilitator Mr. Umi Daniel. A key question raised was the difference between working in a village community and those living in urban poverty. While the village setups are homogeneous, it is complex in urban poverty community.
- Basic requirements and necessities of the children living in urban poverty are water, sanitation, housing, playground, transportation, power, air and soil
- Formation of child clubs pertinent to fulfilling the requirements of the children
- Understanding the needs of the children is the best mode of rapport building with them.
- Different forms of showing solidarity and empathy to a situation
- Two important phases in working with children living in urban poverty are Entry Point and Rapport Building Point.
- "Facipulation" a terminology used in reference to discussion, interface and

mapping of the community.

- 1000 days (0-5 yrs) of a child are the most crucial years of all round development.
- Parents are the major stakeholders in the overall development of a child.
- For community mobilisation, a community leader should be influential in speech and in action
- Importance of maintaining journals for future references.

CLOSING FEEDBACK

- Clarity about the history of Humara Bachpan Campaign, information and knowledge of working with children and government policies.
- Clearer understanding of the benefits rendered to the children from the government sector.
- Importance of activities during the communication skill sessions (to be more activity based in the next training program)
- "As a child leader I got involved with child rights from a young age. I am grateful and happy to be associated with HBC as I consider it to be a genuine campaign for children living in urban poverty." Mina a facilitator from Bhubaneswar shared.
- Lipsa, an HBCA shares her experience of how her association with the campaign has helped built her confidence and prospects of meaningful living. Her rapport with the children living in urban poverty is an indicator of it.

Participants list

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Humara Bachpan Campaign

Report by
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