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Strengthening Child Friendly Local Governance in Kerala



Local Plan of Action for Child (LPAC)

Handbook

Kerala Institute of Local Administration
Thrissur

KERALA INSTITUTE OF LOCAL ADMINISTRATION (KILA)
Mulamgunnathkavu P.O. Thrissur - 680581



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Local Plan Of Action For Child (LPAC): Handbook

Chief Editor
Dr. Joy Elamon
Director General, Kerala Institute of Local Administration

Editor
Dr. KPN Amrutha
Assistant Director, KILA

Dr. Monish Jose
Assistant Professor, Public Administration, KILA

Sukanya. K. U
Coordinator, KILA Centre for Sustainable Development Goals and Local Governance

Dr. Amruthraj R M
Specialist in Women Studies, KILA

Contributors
Ann Maria Anil
Dharsana V Radhakrishnan
Elzabeth Minu Mathews
Hemachandran J
Kalidasan M G
Sajeevu K G
Premjith P
K B Madhan Mohan
Maneesh M Nair
R Shiny
Dr Sony P
Devi P Balan
Adv. Bienella Mary Jacob
Daniel Libni

Cover Design & Layout: Rajesh Thanikumdam
Printed at : Co-op Press 9895566621

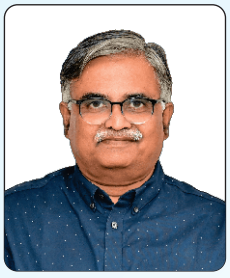
April, 2024

Published by

KERALA INSTITUTE OF LOCAL ADMINISTRATION (KILA)
Mulamgunnathkavu P.O. Thrissur - 680581
Kerala, INDIA
Email: info@kila.ac.in
Website: www.kila.ac.in



FOREWORD



It is with great pleasure and a sense of commitment that I extend my warm greetings to all the readers and users of the handbooks and modules being released in April 2024. These resources have been meticulously prepared as part of the "Strengthening Child-Friendly Local Governance in Kerala" project, supported by UNICEF.

Children are not just the future custodians of our society. They are a vital part of our present one and their well-being is a shared responsibility that extends beyond individual households to encompass the broader realms of government and society. The State of Kerala, known for its pioneering initiatives in local governance, has once again taken a significant stride in ensuring the protection and welfare of children by establishing the Child Welfare and Protection Committee (CWPC) at various levels of the local self-governments including at the ward level.

Apart from legal frameworks that safeguard children's rights, these handbooks and modules also address the various roles and responsibilities of entities such as the Child Advisory Board (CAB), Child Resource Center (CRC), Child Welfare and Protection Committee (CWPC) and allied mechanisms within the LSG, its constituent bodies, other departments, and institutions along with that of the diverse stakeholders. They also include frameworks for training sessions, plan of action, case studies, formats for data collection and vulnerability assessments, integration possibilities, scope of work apart from child-related aspects such as child psychology, role of gender, etc.

As we release these resources, I urge all stakeholders, including elected representatives and local self-governments, to embrace the spirit of decentralization and collaborate effectively in making our local governance child-friendly. I express my gratitude to UNICEF for their valuable support and wholeheartedly commend the dedicated efforts of the team from different departments and agencies in Kerala in developing these essential tools to advance the cause of child-friendly local

governance. Together, let us build a future where every child in Kerala grows up in a safe, nurturing, and empowering environment.

Sincerely

Dr. Joy Elamon
Director General, KILA

PREFACE

The Local Plan of Action for Child (LPAC) Handbook is an essential guide released by the Kerala Institute of Local Administration (KILA). This comprehensive resource has been curated to fortify the mission of Strengthening Child Friendly Local Governance in Kerala in collaboration with UNICEF.

In the pursuit of creating a world that cherishes its children, Kerala has consistently taken strides to prioritize and safeguard the rights of its youngest citizens. This commitment is reflected in various welfare schemes implemented across the state, primarily led by local self-government bodies. Among them, Thrissur district stands as a model, having successfully implemented a district-level action plan to realize the vision of a child-friendly district.

With the support of UNICEF, the Kerala Institute of Local Administration (KILA) has been instrumental in propagating the principles and actions of child-friendliness throughout Kerala. Through extensive training sessions and awareness programs, KILA has guided local governments in embracing the concept of child-friendly villages, contributing significantly to child-friendly local governance. The alignment of these efforts with the ten sectors of the Sustainable Development Goals further amplifies their impact.

This LPAC Handbook is a valuable repository of knowledge designed to facilitate the preparation of local action plans for child survival, development, protection, and participation. It serves as a guide for local self-governing bodies to formulate comprehensive plans that ensure child-friendliness in every aspect.

The handbook covers a wide array of topics, including the concept of child-friendliness, indicators for child well-being, the role of children in local self-government institutions, and the detailed process and methodology for preparing child-friendly plans at various levels – Gram Panchayat, Block Panchayat, and District Panchayat.

The anticipation is that it will serve as a guiding light for all stakeholders involved in local governance, empowering them to create environments where the rights and well-being of every child are not just prioritized but ardently protected.

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Individual Plan Format



Local Plan Of Action For Child (LPAC)

Introduction

Most of the countries around the world have been engaging in various activities to create a world fit for children. Children are considered as the wealth and promise of each country and the investments made for them improve the future of the respective countries. In the industrialized countries of the early 20th century, there were no standards for child protection. It was common for children to work alongside adults in unsanitary and unsafe conditions. Children were subjected to many forms of exploitation. Awareness of the injustices children experience and the importance of their developmental needs have prompted various organizations and countries to move forward to better protect them.

The beginning of child rights in India dates back to the Apprentice Act of 1850s. But this Act also did not provide a special justice system for children. The Madras Children's Act 1920 was enacted on the recommendations of the Indian Jail Committee of 1919-1920. This became the first children's law in India. Being a provincial law, this law was within the limits of the then Madras province. Bengal Children's Act, Bombay Children's Act and many other legislations followed. In 1960, the Government of India enacted the Children's Act. With the enactment of the Juvenile Justice Act, 1986, all the earlier mentioned legislations were repealed. The United Nations Convention on the Rights of the Child came into force in 1989. India signed this treaty in 1992. To date, our country has prepared many laws, policies and schemes for the welfare and progress of children.

Kerala has consistently prioritised protecting the rights of children. Our state has implemented various schemes through different departments for the welfare of children. Most of the welfare activities are led by the local self-government bodies. There are many local self-governing bodies which have already demonstrated exemplary performance. To realise the goal of a child-friendly district, Thrissur district has set a model by implementing the planned and implemented district-level action plan. With the help of UNICEF, KILA has been able to spread the thought, concept and action of child-friendliness across Kerala



through various trainings and awareness. KILA has effectively guided local governments towards the idea and practice of child-friendly villages, thereby contributing to child-friendly local governance. Their organisation into 10 sectors in alignment with the implementation of the Sustainable Development Goals further strengthens the cause. District-level action programs need to be planned and implemented by all districts. Training programs and discussions regarding the same are currently in progress. By transforming all local self-governments into child-friendly LSGs, our state will also achieve total child-friendliness.

Child-friendliness has been given great importance in the guidelines prepared by the government for local self-government bodies. Gram Panchayats, Municipalities and Municipal Corporations may prepare and implement programs for the protection of the rights of every child at the local body level. Many such examples have been created as part of decentralization and decentralized planning. This handbook is designed to assist in the preparation of local action programs for child survival, development, protection and participation. It may aid the local self-governing bodies in forming a comprehensive plan for ensuring child-friendliness.

Child Friendliness

Concept

Child-friendly can be defined as environments, policies, systems and practices that prioritize and promote children's well-being, development and rights in the best interests of children.

The 1989 United Nations Convention on the Rights of the Child is the authoritative document on child rights. The Convention defines the rights of the child through four major rights: survival, development, protection and participation. The 4 general principles articulated in this framework guide the global understanding of the concept of child-friendliness. Anyone seeking to comprehend the essence of child-friendliness should integrate these four principles into their activities. They are as follows.

- **Avoid Discrimination:** Protect the rights of the child and avoid all forms of discrimination on the basis of caste, religion, caste, colour, gender, ethnicity, nationality, disability and political status of the child, their parents or legal guardians.



- **Best Interests of Children:** Ensure that Children's best interests are the primary consideration when making decisions and actions necessary for their welfare.
- **Survival and Development:** Individuals and governments are committed to ensuring the survival and healthy development of children.
- **Respect children's views:** Children have the right to the freedom to express their views and to have their views taken into account in decisions affecting them. It is necessary to recognize the child as a citizen.

Child friendliness is a very broad concept. The first thing that every person who works on this idea must strive for is to become child-friendly themselves. This commitment should be evident in thoughts and actions, beginning with a thorough understanding of common principles and rights. It is imperative to consistently question how to make various fields more child-friendly. By posing such inquiries and endeavoring to view activities from a child's perspective, a child-centered approach takes shape. When this approach involves people and systems within its orbit, the concept of child-friendliness gains more participants and extends into different sectors of society. Progressing from individuals to families and then to communities, collective action holds the potential to actualize the goal of child-friendliness.

Approach

Child-Centred Approaches: A child-centred approach is a must for any individual, institution or organization involved in child-friendly activities. This is one of the core principles of the Convention on the Rights of the Child.

Transparency: Child-friendliness also requires a transparent approach and activities. Open decisions and actions are one of the factors influencing public trust. Transparency will be crucial for knowledge sharing, access, information gathering and decision-making.

Integration: An integrated approach by various government departments, institutions, individuals, organizations and agencies is required to address the multifaceted needs of children and promote their well-being in a holistic manner. Not only the constituent institutions of the local self-government bodies but all the institutions and departments working for this purpose must work together for the achievement of the goal.



Participation and Inclusion: Another approach to ensuring child-friendly local government is participation and inclusion. It should be possible to involve everyone, including children, and carry out future activities by giving special attention to the marginalized.

Purpose

Actions should be planned based on the objective of becoming a child-friendly state through child-friendly local governments. Every person should be able to make child friendly a reality through looks, words, thoughts and actions. Thus, a child-friendly environment should be made possible through individuals and ultimately include even families and society. The ultimate outcome of a child-friendly society is the full development of children in an environment where love, safety and happiness are possible, as indicated in the Convention on the Rights of the Child. It is impossible to ensure child friendship by individuals alone. Child-friendly activities require the cooperation of all departments and systems. In order to realize the goal of a child-friendly local government, rights-based sub-goals and duties should be emphasized.

Child-Friendly State Through Child-Friendly Local Governments

- Provide the opportunity to be born and live a healthy life
- Provide facilities for effective development according to children's wishes and interests
- Provide safe and happy conditions
- Encourage creative growth through participation

Indicators

It is desirable to prepare and plan various indicators for child-friendly local government activities. Indicators should focus on the four rights of children. Along with the general indicators prepared by the central and state governments, the local self-government bodies can also prepare indicators according to their own interest for the welfare of children.





Right	General indicators
Survival	• Underweight children • Antenatal care • Medical examination • Institutional delivery • Breastfeeding during the golden hour • Immunizations • Breast milk for six months • Complementary food • Neonatal mortality rate • Maternal mortality • Diagnosis and interventions • Nutritional status • Early childhood care
Development	• Elementary education • Background facilities • Arts, games and cultural activities • School facilities • Child-Friendly Schools • Study facilities • Travel facility • An inclusive educational environment for all children • Opportunity to study subjects of interest
Protection	• Child-friendly and safe public spaces • Safe travel facilities • Avoid exploitation, harassment and ill-treatment • A society free from child marriage and child labour • Drug-free spaces • Counseling systems • Healthy and safe spaces
Participation	• Forums for expression of opinion • Bala Balika sabhas, Bala Balika panchayat • Representation of children in working groups • Activities of Institutions • Child-Focused Auditor • Participation in public events and organization



Preparation Of Local Action Plan: Process And Methodology

Introduction

In this chapter, we envisage the process and methodology of Gram Panchayats, Municipalities, Municipal Corporations, Block Panchayats and District Panchayats in preparing their Child-Friendly Plan as part of the preparation of a local action plan. Local self-government bodies should prepare their child-friendly master plan on the basis of a child-friendly district plan as well. While carrying out these activities in each local self-governing body, all departments, institutions and organizations under that local self-governing body, working and likely to work with children should be involved in planning, implementation, monitoring and evaluation.

I. Preparation

Before these activities take place in each Local Self-Government, the following preparations should be made.

1. A one-day training for Local Self-Government elected Representatives, Planning Committee Vice-Chairman, Community Women Facilitator (CWF) and People's Plan Campaign Resource Person appointed by the Panchayat under the leadership of DPC.
2. Once the Child Resource Center is formed in the local self-government institutions three-day training will be organized for them under the leadership of KILA.
3. The data obtained from various levels and the data obtained from various departments should be prepared at the DPC level to be given to the local self-governing bodies.
4. In light of the lessons learned, the Local Self-Government Steering Committee should prepare a draft activity calendar for submission to the Governing Body.
5. It would be better if the Steering Committee meets before the Local Self-Government Governing Body to clarify the issues to be presented for further activities.

II. Gram Panchayat/ Block Panchayat/ Municipality/ Municipal Corporation - Governing Body

Before commencing these activities, after training, Gram Panchayat, Block Panchayat Bharana Samiti, Municipality and Municipal Corporation Council should present and discuss the matter and take decisions.



Below are some suggestions for that.

1. Decide to make the local self-government body child-friendly.
2. Determine the composition of the Local Self-Government-level Child Advisory Board (CAB) and set the date for its first meeting.
3. Assign the activities of the CAB to the Welfare Standing Committee or the Health and Education Standing Committee on behalf of the Local Self-Government.
4. Decide the members to be included in forming the Child Resource Center (CRC).
5. Prepare, discuss and approve the activity calendar.
6. Decide on the reconstitution of the Panchayat/Municipal level Child Welfare and Protection Committee (CWPC) if already formed, or initiate its formation if not constituted.
7. Decide to form ward-level CWPCs.

Additionally, for the success of this activity in the respective local self-government institution, other decisions suitable for maximizing the unique style and potential of the LSGI should be made. However, presenting matters to the governing body, including the two, four, six, and seven items mentioned above, and the activity calendar prepared by the steering committee, will contribute to making the activities more accurate.

III. Child Advisory Board (CAB)

It would be advisable to form an advisory board to provide organizational leadership for these activities in the local self-government body. CAB should be formed in Gram Panchayat, Block Panchayat, Municipality and Municipal Corporation. However, the DCAB constituted at the DPC level is deemed sufficient for the district. The composition of the Child Advisory Board is given below.

Chairperson	President/Chairman/Mayor of the LSGI
Vice Chairperson	Chairperson, Welfare/Health and Education Standing Committee
Convenor	Secretary of the LSGI
Joint Convenor	Education Implementing Officer of the LSGI
Members	• Officials of all departments working at the LSGI level (not only constituent bodies but also senior representatives of other departments must attend)



	• One representative from each political party in the local government area • Representatives of social organizations working in local government area • Planning Committee Vice Chairman • One PTA representatives each • Two persons from the Child Welfare and Protection Committee (who are not members of this Committee already) • Four representatives of children (two should be girls) • Kudumbashree Social Development Sub-Committee Convenor • People's Plan Campaign Resource Person

The structure can be amended according to the context of the local self-goverment institution. The Panchayat-level Child Advisory Board has to perform the following responsibilities.

- Lead the organization of planning, implementation, monetary and evaluation activities in the local self-government institution
- Avoid interruptions in activities.
- Find ways to support resource mobilization
- Take the lead to ensure outreach and participation
- Ensure operational coordination
- Envision follow-up actions
- Ensure support for those who ask for it.
- Conduct performance monitoring and evaluation.

The Child Advisory Board must meet once in four months and can meet as many times as needed. At each meeting, the activity report, monitoring report and evaluation report should be prepared, presented and discussed. All such reports are to be prepared by the Child Resource Center. Also, the activities to be done by the CAB for the next four months and the responsibilities of each person should be presented, discussed and decisions must be taken accordingly.

IV. Special Responsibility of the Standing Committee

The Welfare Standing Committee or the Health and Education Standing Committee is responsible for ensuring that all these activities are carried out on



behalf of the Governing Body in the same sense as envisaged and on time. The Local Self-Government governing body can decide which standing committee should be in charge. It is advisable to divide the responsibilities of various functions among the members of the Standing Committee. It will be more helpful if the Standing Committee meets at least once in two weeks to evaluate the activities and move forward. Below are the responsibilities of the Standing Committee in this function.

- Lead these activities on behalf of the Governing Body.
- Ensure timely meetings of the Child Advisory Board, Resource Center and Child Welfare and Protection Committee
- Ensure that reports are received from each level and presented at the appropriate levels. Take the necessary leadership to complete the activities based on it in a timely manner.
- Inform the Steering Committee and the Governing Body of the report of the actions taken in this regard and the actions to be taken thereafter. Ensure the implementation of decisions.
- Make necessary interventions for resource mobilization.
- Ensure that the target is achieved on time.

V. Child Resource Center (CRC)

This system should be formed at the Panchayat, Municipality, Municipal Corporation and Block Panchayat level. The responsibility of the Child Resource Center is to provide academic leadership for all activities undertaken as part of making the respective Local Self-Government child-friendly. A three-day training will be organized to make the operations of the Child Resource Center effective.

Responsibilities/Duties of Child Resource Centre

- Provide academic leadership for all activities in their respective local self-governing areas.
- Organize training in that local government area.
- Collect information for the preparation of this plan and follow-up activities.
- Conduct studies, collate information, analyze data, organize discussions, draft plans and follow-up activities.
- Collect and store all information related to children. Keep information on differently abled and vulnerable groups separately.
- To act as an accessible information and helpline center for any child, parents, organizations and institutions to call upon regarding the needs of children.



- To ensure that monitoring and evaluation of all the activities carried out within the jurisdiction of the local self-governing body are carried out correctly and to collect and collate their reports and submit them to the relevant places.
- Ensure proper integration in project planning and execution and ensure timely completion.
- Provide all necessary academic support in planning and implementation.
- Provide necessary assistance to the activities of the Child Welfare and Protection Committee.
- Conduct awareness and training. Prepare the required module for it.
- Help prepare a child-friendly comprehensive plan along with a personal care plan

While forming a child resource center to realize child-friendliness, priority should be given to those who have experience working in this field, those who are currently working, and those expressing an interest in working.

Structure of CRC

- The Chairperson of the respective Local Self-Government
- Each representative from the departments, institutions and organizations working/experienced in the field falling within that threshold level when constituted in Panchayat, Municipality, Municipal Corporation and Block Panchayat.
- Five resource persons who are volunteers working/experienced in the field
- People's Plan Campaign Resource Person appointed on a temporary basis.
- Community Women Facilitator (CWF) appointed by the Panchayat
- Planning Committee Vice Chairman
- Education Working Group Convener
- Two representatives of children (one should be a girl child)
- Two people with Legal knowledge
- Two persons with counseling experience (one should be female)
- IT Specialist/Expert
- Technical Assistant (TA) of the Local Self-Government institution
- One representative of the Local Self-Government Level Child Welfare and Protection Committee

In this manner, a team not exceeding 25 people should be identified for each local self-government instituion and the governing body should decide and initiate the



proceedings. The Local Self-Government President may serve as the Chairperson, the Planning Committee Vice-Chairperson as Vice-Chairperson, and the ICDS Supervisor as Convenor, with a preference for a Joint Convenor from the People's Plan Campaign Resource Person/Community Women Facilitator (CWF)/ Volunteers. It is recommended to have two people as Convenors.

- While selecting departmental representatives, it should be explicitly mentioned that representatives requested from departments, institutions and organizations other than the constituent bodies should possess working experience in this field. Library Council representatives, Balasabha Resource Persons, Literacy Campaign Promoters etc may also be considered. All representations should be recorded in writing.
- Local Self-Government should identify and appoint 5 volunteers as resource persons, capable of undertaking these activities.
- It is also preferable for the Bala Panchayat to choose two children who are members of the Bala Sabha.
- When selecting individuals with legal knowledge, two points should be kept in mind; one should be a female, preferably with working experience in this field. The Local Self-Government Government institution shall be responsible for finding them.
- Community counselors and school counselors should be considered for positions requiring counseling experience.
- In the case of someone from the IT field, caution should be exercised to find someone with expertise and perspective in this area. The Local Self-Government shall be tasked with finding suitable candidates.

For the proper functioning of this resource center, the local self-government institution should possess a fully equipped office system. The members of the resource team are responsible for performing all activities. However, organizing their work into four groups—academic work, monitoring and evaluation, training, and documentation—will help expedite the activities to some extent. This center should have information about the children of that Local Self Government Institutions, the activities of the departments of the institutions, the schemes, the institutions to be contacted regularly, etc. A sub-committee may be formed as per requirement by including resource persons who are not in this committee, for various activities.



VI. Gram Sabha/ Ward Sabha/ Ward Committee

Before initiating this activity in the Gram Panchayat, Municipality and Municipal Corporation, the Gram Sabha/Ward Sabha and Ward Committee at the respective levels should present and discuss the following matters in a meeting. This will help gather more ideas and feedback, disseminate the concept to a broader audience, and ensure their participation in follow-up activities.

1. What is meant by Child Friendly?
2. The programs to be held in the local self-governing body as a part of it.

This program should encompass presentations, discussion, idea generation, follow-up action planning, issues to be considered, the responsibility of Gram Sabha/Ward Sabha/Ward Committee, things that can be done within the family, problems and solutions faced by children and parents in relation to the fulfillment of children's rights.

There are three objectives to focus on in this program. Firstly, this activity should be accessible to all. Secondly, the responsibility and role of Gram Sabha members should be confirmed. Thirdly, it should mark the initial step in gathering information for further action. Therefore, the child resource center should prepare the organization of this Gram Sabha, the notes for discussion, the topic to be presented, who will present in each Gram Sabha/Ward Sabha/Ward Committee, how the report should be recorded, how the group discussion facilitation should be conducted, and how the discussions can be codified.

VII. Children's Gram Sabha/Ward Sabha

This should be conducted in Gram Panchayat, Municipality and Corporation. Ensure maximum participation of children. The Child Resource Center should make proper preparations. Along with conveying the information about this program to the children, the aim of this activity should be to gather the needs, opinions, problems and suggestions of the children.

- Present what the program aims to be.
- Discuss the children's opinions, needs, problems and solutions they need.

VIII. Awareness Drive

An orientation program for half a day should be held in all the Local Self-



Government Institutions including District and Block Panchayats so that everyone in the Local Self-Government Organization gains a proper understanding of this program.The orientation should cover discussions on children's problems, causes and solutions, the purpose of the program, the role of each participant and the appropriate spaces for implementation. The following individuals or groups can conduct the teaching activities:

- Working group members
- All the employees of all the institutions including the constituent institutions of the local self-government body
- Members of the Planning Committee
- CDS members- ADS and Kudumbashree neighborhood groups under their leadership
- All teachers, PTA, MPTA
- Representatives from all social-based organizations (5 each) and all individuals associated with their respective organizations under their leadership.

This educational initiative should also extend to the lower levels of Kudumbashree, Community Based Organizations, Neighbourhoods and Elderly Associations. It should be conducted before or parallel to the Gram Sabha/Ward Sabha/Ward Committee children's Gram Sabha/Ward Sabha. Discussions on the presented topics should accompany these sessions. This initiative should also serve as a means of information gathering and accountability.

Those who participate in these activities also have equal ownership of the program. They bear significant responsibility for it and should have the opportunity to experience and understand it. Additionally, they should be capable of explaining these concepts to others associated with them. Therefore, after each event, action programs should be implemented to encourage participants to reflect on the presentation and discussion activities in their respective locations.

IX. Data Collection

The objective of data collection should be to comprehend the current status of institutions, systems etc. that contribute to the development, welfare and survival of children up to 18 years of age in the local self-government in various ways. Moreover, this data collection should be participatory and serve as a self-identification program. The Local Self-Government level Child Resource Centre will



oversee the process of data collection, including methodology, planning, preparation, and academic leadership. All the methods outlined below should be employed for comprehensive information gathering.

1) Information of the Local Self Governments collected by the District and State
2) Information from the District Child-Friendly Plan
3) Secondary information obtained from local self-government bodies
4) Institutional analysis (all institutions where children are/are likely to come)
5) Organizational Analysis
6) Local Self-Government and Departmental Plan Analysis
7) National and regional indicators developed as part of the SDGs
8) Focus group discussions
9) Collection of primary information

Information should be collected with special emphasis on - differently abled and transgender people.

What are each of these methods? How and who should do it? Where to get it from? Guidelines on each of these methods should be prepared. The Child Resource Center should develop a comprehensive plan to collect each piece of information. The following are some helpful tips.

1) Information received from district and state

The information collected under the leadership of KILA at the state level, District Child Resource Center at the district level, and DPC should be classified under the leadership of the District Child Resource Center at the local self-government body level and made available to the local self-governing bodies.

2) District Child Friendly Plan

The information, policy, indicators and targets of the District Child Friendly Plan prepared in the district under the leadership of the DPC should be used for local self-government planning. This should be analyzed by the Local Self-Government Child Resource Center and made a part of the local action plan.

3) Secondary data on Local Self-Government

The information collected and stored at the local self-government level and the information in the registers should be taken. Below are some examples of where information can be found. In addition to what is said in this, all the information that can be obtained should be collected.





a)	Schools (1 to 10 and Plus Two/VHSE)	• How many children in which categories are studying in each school and in each standard. • How many boys and girls, how many children with disabilities. • How many boys and girls, children who have shown skill in arts, sports, literature, science, mathematics etc. • Drop-out children in which section, male, female. • How many children using the library - which section, male and female • How many teachers, special teachers- how many in what all subjects • If counseling facility is available how many children have undergone in a year – which section, male and female? • What are the other trainings- how many children participate in it which section, male and female • Children who are members of NCC, NSS, SPC, which class, section, male and female • What extra curricular classes are there, how many members, which class, section, male, female • Children participating in excursions last year–How many children, which class, Male and Female • Participation in other activities • How Many PTA Meetings Held, Participation. • How Many MPTA Meetings Held, Participation
b)	ICDS	• How many Anganwadis - how many are Children coming there Male - Female • How many children in age group 0-6, 7-15, 15-18, male, female within the local goverment area • Adolescent child nutrition: How many children are receiving, male and female • What children's trainings were conducted - how many children participated in each, male and female • How many children are anemic and underweight, male and female • How many categories of differently abled children, male and female? • How many children with low BHM, male, and female



		• How many children are missing, male and female? • Other programs implemented through ICDS – their details • Major activities undertaken, projects, their functioning and participation
c)	Kudumbashree	• How many Balasabhas are there? How many children - which section, the main activities that take place there • How many Children's Gram Sabha were conducted last year, participation in it, organization, management, participation and important things that happened • Details of Kudumbashree programs for children, participation, implementation, benefits and drawbacks • Major problems faced by children, cause and solution
d)	Hospital	• Children's Disease Information - Number of Males, Females, Age, Maternal Deaths • Major diseases encountered • Is there a pediatric department? • Activities done for children, their successes and failures • Matters related to antenatal care • participation in them • Accidental deaths of children, causes • Explains the programs provided by the hospital to the children
e)	Buds School	• How many children- Male and Female, Amount received last year, amount spent, travel facility, availability of learning materials, problems faced by children and that family, cause, solution



f)	Police Station	• Nature of complaints involving children accused, number of cases in a year, punishment and what case • Details of services and programs offered to children • Details of complaints of violence and exploitation against children • Collaboration possibilities
g)	Excise	• Information about complaints and cases involving children as accused • Complaints against children • Program for children – details of last year • Collaboration possibilities
h)	Banks and other financial institutions	• What are the services provided to children and current status? • Collaboration possibilities
I)	Other academic institutions	• What are the services provided to children and current status? • Collaboration possibilities
j)	Road Safety Division, Transport Department	• Programs for children, current status • Collaboration possibilities
k)	Forest Department	• Complaints, cases and programs for children • Collaboration possibilities
l)	Vigilance Committee	• Complaints against girls, reasons and information on Gender Desk in schools
m)	Libraries	• How many children are members, how many regularly borrow books, programs for children, its success or failure

In this way, information should be collected about how many children there are in all the institutions that fall within the boundaries of that local self-government body, the programs for children, the possibilities of participation and cooperation, etc.

4) Institutional analysis

Child Centric Audit should be conducted by the local government office, constituent bodies and other bodies within the boundaries of that local government.



This assessment aims to determine how child-friendly the institution is. When assessing the institution, factors such as the service it provides, the approach of the headquarters and its physical facilities should all be examined. The methodology given below can be used for that. This information should be collected under the direction of the Child Resource Center. Organizations can divide the task among resource team members to complete this task more efficiently. Members of the Planning Committee and members of the Education Working Group should also be brought together for this activity. This work can be done in conjunction with the collection of secondary data from these institutions. Before starting these activities there should be a meeting of the Child Resource Center members, Education Working Group members and Planning Committee members. Also, a meeting of all the heads of the local self-governing bodies under the leadership of the local self-governing body chairman should be held to explain and discuss the activities of child-friendly Kerala and what is going to be done as part of the child-friendly local self-governing body.

1. All schools

- Classroom, children, ratio
- Children, toilet, proportion
- Cleanliness of the washroom
- Cleanliness of Classroom facilities
- Cleanliness and area of the playground
- Sports training facilities including coach/trainer
- Use of lab facilities
- Use of library facilities
- Kitchen cleanliness and amenities
- Children's participation in school activities
- Behavior towards children
- Access to schools and commuting
- Special facilities for girls
- Activities of various clubs
- Arts Festivals
- NCC, SPC and NSS operations
- Other activities for children
- Problems related to uniform, textbook etc
- Nearby shops, establishments, internet facilities, DTP center etc



Several methods should be adopted to collect it. Information can be collected through activities such as talking to teachers, children, parents, shops in the area, people who are regularly seen outside the school, observing things observed by those who are going to collect information, checking documents, etc.

2. Anganwadis

- Check the facilities, equipment, cleanliness etc. of the building, of the toilet, work area, kitchen, play area
- Function of Aaya and Worker
- Facilities for children
- Convenience of road, convenience of travel
- Communication method
- Other activities that take place there, facilities for other activities
- The attractiveness of the building
- Distribution of food and nutrition and so on

These shall be evaluated in the manner mentioned earlier. Here you have to talk to parents, babysitters, workers, people in the area, observe and talk to children.

3. Police Station

- Physical facilities
- Approach to children with problems
- Activities for children
- Distribution of food and nutrition

In this way, all institutions such as excise, forest offices, constituent institutions of local self-government should be subjected to analysis.

Things to keep in mind while doing the analysis:

1. How child-friendly is the physical facility (only if the facility is attended by children)
2. What are the services provided for child-friendly welfare, protection and development and the quality of services
3. Are services provided child-friendly? Its success and failure, reasons.
4. Convergence Possibilities in the follow-up activities

5) Organizational analysis

Community-based organizations (clubs, libraries etc.) operating within local government area should be analyzed as given below.



- Are there special committees for children?
- Are children members of and committees?
- What activities have been done for children in the last year (including SC, ST, differently abled and transgender children) and reasons for its success and failure and suggested solutions
- Convergence Possibilities

To collect this information, prepare a form and ask attendees to come to the meeting in advance (as soon as the invitation to attend the meeting is issued). In this way, there should be a detailed discussion in the meeting held in the panchayat. Question papers and topics should be decided in advance.

How many Bala Sabhas are there in the local self-government body, how many children are there in all the Bala Sabhas, the main activities, how they are organized, the main challenges faced, how much investment has been made so far, how many Children's Gram Sabhas were held last year, the problems faced by the children, causes and solutions - all these should be analyzed based on the rights of the children. Apart from this, if there are other organizations belonging to children, their details should also be collected.

6) Project analysis

How much money has been set aside for the development of children in the last two financial years by the local self-governing body, how much has been spent, what projects have been carried out and its success or failure should be evaluated.

7) Indicators developed as part of the SDGs

National, state and local indicators developed as part of the SDGs should be taken into account. This can be obtained from District Child Friendly Plan or KILA documents. These indicators will help in data analysis and setting targets. Further local indications can also be developed based on available information.

8) Focus group discussions

Focus group discussions are crucial in data collection. They can be organized for data analysis, gap analysis, qualitative data collection etc. To ensure their effectiveness, a few key considerations should be kept in mind.

- Roughly the same category should be called.



- It should not exceed 20 people.
- Proper preparation is required. Matters to be discussed, questions etc. should be prepared in advance
- There should be two people leading the discussion—one to facilitate and the other to record the discussion.
- The need/objective of the discussion should be clearly conveyed to them.
- All comments in the discussion should be recorded.
- If there is something to be presented and discussed in front of them, if there is something to be analyzed, if there is a gap to be filled, then the necessary things should be prepared in advance.
- Everyone should be given a chance to express their opinion
- Separate FGD should be organized for differently abled and vulnerable groups.
- The cause, solution and role of the issue/problem raised should be discussed

The child resource center should decide with whom such discussions should be held. They should be invited by a detailed letter from the Local Self-Government.The number of FGDs required for each category can be decided.

1. Teachers - convene in each school
2. Students - convene in each school, of different ages, in different categories
3. PTA, MPTA - convene in each school, in different sections
4. Anganwadi worker and maids
5. Health workers
6. Religious school teachers/children/parents
7. Other Constituent Employees - May be separately conducted. Some can be done jointly.
8. Police, Excise, Forest and Fisheries Departments
9. Kudumbashree CDS ADS representatives
10. Children in Bal Sabha
11. Children who participated in projects in various programs organized by various groups
12. Hostels - operators, children
13. Scheduled Castes, Scheduled Tribes - children, parents - can also convene in colonies
14. Discussions should be held with transgender and differently-abled children and their parents



In this manner, we can organize discussions with all the sections we need. Questions for discussion should be formulated based on the four elements of children's fundamental rights. In addition, such discussions should address the elements to ensure the sustainability of each program, the elements to ensure participation and shared accountability, and how monitoring and evaluation should be done.

9) Collection of primary information

Preliminary information should be sought only if the information received so far is not sufficient. The activity of collecting primary information should become a public campaign. If there are general neighbourhood groups/clusters formed as part of cleanliness drive in the panchayat, at least five people from Harithakarma Sena should be called from them and trained for the survey. Below are the things that should be done under the leadership of the Child Resource Center before giving this kind of training.

1. Questionnaire should be prepared. While preparing the questionnaire, there should be a clear understanding of why each piece of information is to be collected. A minimum number of questions would be preferable but the necessary questions should not be omitted.
2. It is also beneficial to create an online platform to collect information (e.g. Google Forms).
3. The initial training should be conducted under the guidance of the Child Resource Center. This will help all members to internalize the concepts efficiently
4. The questionnaire to collect information should be prepared and provided.
5. It would be better to organize trainings for surveyors in two or three wards.
6. Plan of Action should be prepared to gather information.
7. An opening and a closing can be planned for data collection Programs should be planned in such a way that activities can be done in parallel so that the data collection activity can be completed in a maximum of one week.
8. Care should be taken to ensure that no child is left out while collecting information
9. While collecting information, some specific descriptions should be written as case studies. Those who are going to





collect information should also record what they see.

10. Special care should be taken to obtain information that can prepare an Individual Care Plan.

As information is collected online, it is codified at the time of collection. Therefore, there is no need for a separate program for new codification.

10) Points to note in data collection in general:

a. The collection of information should be based on the fundamental rights of children.
b. It should be decided that only the necessary information is collected.
c. All institutions and their services under the jurisdiction of local self-government should be included.
d. The message of this action must reach everywhere before the information is collected.
e. Each organization should be able to establish their own responsibility for reporting and follow-up.
f. The following information should be collected. Because these are all factors to ensure child-friendliness:

i) Poverty

ii) Gender Equality

iii) Health and hygiene

iv) Climate change and disasters

v) Good Governance

X. Developing Indicators

In addition to the indicators currently developed at the national, state and local levels based on local government data collection, new indicators that can be developed in the light of the information and analysis received should also be listed. It will help in further measurement of performance, data collection and setting of targets.

XI. Data analysis

We have to analyze the information available to us through various means in the light of indicators and list where we stand, existing problems, possibilities and causes. These listed should be prepared as comprehensive plans and programs



XII. Setting targets

Based on the reasons found in the light of the analysis, comprehensive plans and programs should be prepared and targets should be set for each of them as immediate, short-term, medium-term and long-term targets. Sub-targets within the general targets should be prepared and their timeline fixed. Action programs to reach these targets should be included in the comprehensive plan that we prepare.

XIII. To discuss District Child Friendly Plan

A Child Friendly District Plan should be discussed based on the information, analysis, targets and programs collected so far. Based on that, what should be changed in the district plan should be discussed with the Child Resource Center. The document prepared in this way should be discussed in the Panchayat Organizing Committee, Health & Education Standing Committee, Steering Committee and Panchayat Administrative Committee and the suggestions should be finalized. What can be done in the local self-government body based on the district child-friendly plan must be determined.

XIV. Preparation of Draft Local Self-Government level Child-Friendly Plan

In the light of the documents prepared on the basis of discussion and analysis so far, the draft Local Self-Government Organization Child Friendly Plan should be prepared. Child friendly plan structure is given below. While preparing such a plan, keep in mind the things given below.

1. There should be an individualized care plan – tailored to each child's needs, problems, wishes, vulnerabilities and conditions.
2. In addition to the Vulnerable Child Plan in the general plan, there should be additional intervention targets for special attention and specific actions based on that.
3. There should be a special comprehensive plan for differently abled children. It should be able to prepare individual plans and family plans of children including children and their families.
4. Although the children of the fisheries sector and the children belonging to the Scheduled Tribes are included in the general child-friendly scheme and the scheme prepared for vulnerable children, there should be a special scheme to



include matters that need more attention.

5. There should be a special plan to make institutions, organizations and public places child-friendly.
6. Individual plans should be appended; It should contain detailed information on how to improve the current condition of each child and what can be done about it. The format for its preparation is given in Annexure-1.

All these should be added as sub-projects of child-friendly comprehensive plan.

INTEGRATED CHILD DEVELOPMENT PLAN – STRUCTURE

Integrated Child Development Plan

.....Local Self-Government

..... District

1. Introduction

Provide general information of the Local Self-Government, details about the children, brief overview of the program and a summary of activities carried out so far in the Local Self-Government to prepare this project in the introduction. Ensure the introduction is concise, preferably not exceeding one page.

2. Statistics of children

On the basis of available information, the condition of children should be recorded in terms of basic rights of children and should be explained in the light of figures, charts and diagrams. Analyze the situation in the light of indicators at the national, state, and local levels.

3. Policy, strategy

Explain the Child-Friendly Policy of the Local Self-Government and the strategy devised for its implementation based on the available information.

4. Indicators

National	State	Local	Further developed by local self-government



It should be documented in the above manner. The figures should be analyzed in the light of the indicators prepared at these four levels.

5. General targets

General targets should be listed based on conditions and indicators derived from district plan and local studies.

6. Programme Activity on various subjects

Programme activities should be prepared on various topics focusing on comprehensive plans and programs. Align the plan with individual goals, incorporating common elements. Structure each subject as follows:

- Current status
- Target/objective/sub-objectives
- Programme activities
- Integration possibilities
- Responsibilities

7. Implementation plan

Activities to be performed every month can be outlined in the method given herewith.

Target	Program/ Plan	Activities	Responsibility	Period of execution	Stakeholders to be involved

8. Resource mobilization plan

Explain how activities will be funded, detailing the source of resources, and any programs or means for resource discovery. Include information beyond what can be accommodated in the primary columns.

Activities for one year	Source of resources	Activities/means for resource discovery



9. Monitoring

Describe the monitoring process for activities at the local government body, ward, cluster, and individual child levels. Explain how reports should be delivered and analyzed at each level, outlining the factors to be monitored.

10.Evaluation

Detail the assessment process within the local self-government body - at ward level, Children's Gram Sabha, Gram Sabha, organizations, family levels, etc.

11. Top-down instructions

The following should be recorded precisely:

- Programs to be executed jointly by block and district panchayats
- Proposed amendments to the District Plan
- Assistance to be received from Block, District, Panchayat, DPC Government Departments etc.

Clearly articulate the specifics of each instruction.

XV. Integration Plan

A meeting should be organized consisting of all constituent representatives, representatives of various departments, financial institution representatives, teacher representatives, community-based organization representatives, Child Welfare and Protection Committee representatives and people's representatives at various levels. It should present the following.

1. Key findings and targets based on children's statistics
2. Project program instructions
3. Policy Approach
4. Implementation plan
5. Resource mobilization and its methodology

Discuss and collectively plan each project and program, clearly mapping responsibilities and duties for local self-government institutions, departments, institutions, and organizations at various levels. Before the discussion, accurately list and present the programs and activities to be discussed. Use these elements for monitoring and evaluation after implementation. Based on the discussion, make amendments to the integration chapter in the Integrated Child Development Plans of



the local self-government body, the district child-friendly plan, and the top-level instructions.

XVI. Children's Gram Sabha

Present and discuss the local self-government organization's plan in the Children's Gram Sabha. Based on this, decide the actions to be taken by children in schools, public places, institutions, and families.

XVII. Gram Sabha

Present and discuss the plan prepared by the local self-government body in the Gram Sabha. Engage parents in the discussion and decision-making process, allowing the general public to decide on actions and plan implemented programs.

XVIII. Local Self-Government Level Seminar

The policy, strategy, activities, follow-up activities, action plan, implementation plan and resource mobilization plan prepared by the local self-government body should be presented and discussed in the seminar. Ensure the presence of the following for this seminar -

Local self-government representatives, representatives of other levels, representatives of children, at least 20 people, representatives of constituent bodies, representatives of other departments dealing with children, representatives of financial institutions, teachers' representatives, organizing representatives, CAB members, Child Welfare and Protection Committee members, child resource center members, academic institutions, experts, district level officials, planning committee members, working group members, PTA representatives etc.

Public presentations and group discussions should be organised. Before conducting this seminar, a detailed format including how the presentations should be, how the group should be divided, how the group facilitation should be, how the discussions should be held, how the report should be prepared, about the plenary and the conclusion should be discussed and decided by the Child Resource Center.

In the light of the above discussions, a Integrated Child Development Plan should be finalised and further enforcement action should be considered, clearly outlining the responsibilities of each section involved in the implementation. Also, Gram Panchayats should submit a copy of the plan to the Block Panchayat, District Panchayat and DPC. Municipalities and Municipal Corporations must submit a copy of their child-friendly plan to the DPC.



PREPARATION OF BLOCK PANCHAYAT LEVEL INTEGRATED CHILD DEVELOPMENT PLAN

Name of the Block Panchayat

.....

1. Block Panchayat Administrative Committee

The block panchayat governing body should convene a meeting to discuss the implementation of the program at the block level. In light of that, the following points should be addressed.

1) Block Panchayat Level Child Advisory Board (BCAB) should be established, specifying who should be invited and who are eligible to attend.
2) A meeting can be held at the block panchayat level child resource center to determine the members.
3) Preparation and approval of block panchayat level activity calendar should also be undertaken.

2. Block Panchayat Head Child Resource Centre

All block panchayat level officials must be present. There should be a structure similar to that of local self-government bodies. Their responsibilities will include assisting the Gram Panchayats and supporting the Academy in block level activities. Other responsibilities will be similar to Child Resource Center of Local Self-Governments at the Block Panchayat level.

3. To Block Panchayat Level Child Advisory Board (BCAB)

The structure and responsibilities of Child Advisory Board in Local Self-Government Institutions shall be applied to the block level and the block-level Child Advisory Board must be established.

4. Codification of information

There should be a program to compile the information collected and codified by the gram panchayats that fall within the block panchayat boundaries. Similarly, the information prepared at the block panchayat level must be compiled from the state level, and any additional information needs to be collected at the block panchayat level.



But informative focus group discussions should be organized to bridge the information gap and plan follow-up activities. Care should be taken to adhere to the aforementioned conditions for focus group discussion.

Top level guidelines prepared by Panchayats and Comprehensive Child friendly Plan prepared by Panchayats should be utilized as data collection sources for preparation of block panchayat level plan. These activities should be carried out under the leadership of block panchayat level child resource center. Data collection activities at the block level can commence once Panchayats reach 70% completion.

5. Block Level Seminar

The block level seminar should be held after the Block Panchayat governing body and the Block Panchayat level advisory board discuss and approve the Integrated Child Development Plan. In the block level seminar, 5 persons each from block, district panchayat representatives, gram panchayat steering committee members, gram panchayat and block panchayat planning committee vice presidents, 5 persons each from gram panchayats, child resource center, organizing committee, Child Welfare and Protection Committee, Block Child Resource Center, BCAB and Child Welfare and Protection Committee members. Everyone, representatives of financial institutions, representatives of various departments and institutions working with children, experts, 20 people selected from Panchayat Bala Sabhas as representatives of children, Kudumbasree CDS chairpersons, representatives of academic institutions etc. should participate. In this, the issue should be presented and discussed and the block policy, targets, programs, project implementation plan and resource mobilization potential should be finalized. Also the suggestions on the district plan to be given to the districts should be finalised.





PREPARATION OF DISTRICT LEVEL INTEGRATED CHILD DEVELOPMENT PLAN

.....District

1. District Panchayat Administrative Committee

District Panchayat Administrative Committee should hold a meeting and discuss this program. Further activities should be planned based on that.

2. District Child Resource Centre

The District Child Resource Center (formed under the leadership of DPC) should meet and review the comprehensive plan prepared by the block and gram panchayats of the district, the information collected and the top-level instructions received. All these should be transferred to the district. Along with this, the codified information and suggestions of village, block panchayats, municipalities and municipal corporations should be codified and the changes to be made to the district plan should be done. Based on this, the draft of the District level Integrated Child Development Plan and the draft of the District Child Friendly Plan should be prepared.

3. District Level Seminar

Before the district level seminar, the District Child Advisory Board (DCAB) and the District Panchayat Administrative Committee should discuss and finalize the draft Integrated Child Development Plan and the suggestions for the District Plan. Then it should be presented in the development seminar. District Panchayat members, Block Panchayat steering committee members, Gram Panchayat presidents, district level working group members in charge of education, Child Resource Center and Child Welfare and Protection Committee from each Gram Panchayat and Vice President of the Planning Committee should participate in the development seminar. A development seminar consisting of 20 child representatives and two representatives from the block level Child Resource Center organizing committee and representatives of academic institutions should be organized.

4 Execution

This program should be conducted in such a way that this idea reaches all the members of the district. Also, the participation of institutions, departments and organizations working with children at the district level should be ensured in the implementation.



5. Finalization of Child Friendly District Plan

A workshop should be organized to discuss and finalize the child-friendly draft prepared by the District Child Resource Center. In the workshop, the DPC members, District Child Resource Center members, District Child Welfare and Protection Committee members and District Organizing Committee members should discuss and finalize the draft Child Friendly Plan. Then, DPC also has to give final approval and publish. It should be the document for planning, implementation, evaluation and monitoring of all departments.

While finalizing this, the following points should be noted.

- Information should be up-to-date
- The indicators can be changed based on the suggestion received
- General targets should be modified based on recommendations and local plans
- Necessary changes may be made in the policy
- A change in the support system can be suggested based on local plans.

Integration – Possibilities

Achieving child-friendly local government requires coordination among individuals, institutions, systems, departments and organizations. Let's explore the importance of integrated activities and how they can help make child-friendliness happen faster.

- **Holistic development:** Various aspects of a child's development including physical, emotional, social and intellectual, need to be coordinated. It is imperative that services come together for this. Integral development can be realized through the integration of systems that work together with different rights.
- **Efficiency and Effectiveness:** Integrating child-friendly services and resources can reduce duplication and ensure that children, families and communities receive the support they need in an efficient manner.
- **Comprehensive care:** Children need many services at different stages of development, such as health care, education, social services, and psychological support. Integration ensures that these services are delivered holistically, taking into account the overall needs of the child.
- **Child-centred approach:** Child-friendly processes put the child's perspective and well-being first. The concerned departments may also be integrated to realize them.



- **Emergency interventions:** In cases where children face challenges or difficulties in the life cycle, emergency interventions are essential. The scope of long-term problems is mitigated while enabling a professional approach through integration activities.
- **Consistency:** Different departments and institutions. A higher degree of consistency in approaches and methods is more likely when organizations work together. Continuation of child-friendly activities can also be achieved.
- **Inclusion:** Inclusion ensures that children with disabilities or special needs are part of the child-friendly process. This will also ensure equity and service availability.
- **Effective Communication and Collaboration:** Enables effective communication and collaboration between partners for child-friendliness through integration activities. Communication and cooperation are essential for achieving goals.

Integration is essential for effective implementation of child-friendly activities. Integration activities help ensure that children receive comprehensive services across individuals, departments and systems, that their rights are respected, and needs are met, ultimately promoting their well-being and development.

Scheme/Project/Programme	Target	Activities	Stalkeholders

Support system

Collective activities are necessary to advance the concept of child-friendliness. It is possible to realise this goal only through convergence and through the coordinated activities of individuals, organizations and government departments at various levels of society. Non-discrimination, one of the general principles of child rights, is also fundamental. The concept of child-friendly local government requires the participation of people from all walks of life. Everyone, from children to adults should be a part of it. Everyone has to do their part. Along with this, voluntary organizations, youth organizations, political movements, clubs, libraries, residents associations, Kudumbashree and various departments of the government need to be involved in this activity. The first step is to find those who are likely to cooperate with such activities in the panchayat and who have knowledge on the subject. Panchayats



can also decide in which areas they can be involved for further activities. It would be appropriate to mark activities with individuals, organizations and departments on a rights-based basis.

Right	Activities			
	Person	Organization	Department	Local Self-Government Institution
Survival				
Development Protection				
Participation				

While progressing towards the goal of child-friendly panchayat, each activity needs to be evaluated and guided accordingly. The progress of each rights-based activity should be evaluated in a timely manner and necessary changes and support should be provided for further activities. In this way, progress can be made between activities and planning of follow-up activities can be done.

Right	Activity	Progress	Follow-up Activities	Support Systems
Survival				
Developmen				
Protection				
Participation				



- Prepare a vision for the activities from the district level action plan
- Ensure coordination and collaboration.
- Hold hands throughout the child-friendly activity
- Document the best practices available in the district and share them for introduction elsewhere
- Provide guidelines for activities in the district
- Provide ongoing training to associates throughout operations
- Understand the integration of departments and provide necessary assistance

Monitoring and evaluation

Effective monitoring and evaluation are essential for smooth implementation of child-friendly local government activities. Timely execution of planned activities and their results can be evaluated through this. It also helps identify milestones, indicators, achievements and areas for improvement.

Below is the monitoring evaluation model for operational progress and follow-up. In this way, the format can be prepared for all performance appraisals.

Activities	Current status	Follow up Action
Discussion in the governing body and permission to start child friendly activities		
Assigning responsibility for action		
Formation of necessary committee for operation		
Training and follow-up planning for committee members		
Child Resource Center – Establishment/Operation		
CRC - Number/availability of members with subject knowledge		
Training for CRC members		
Gram Sabha - Functional Explanation, Ensuring People's Participation		
Children's Gram Sabha - Functional explanation, discussion and inclusion of children in the committee		



Activities	Current status	Follow up Action
Current situation study and planning of indicators for data collection		
Data collection- assigning the task		
Information Collection- Measures to inform the public		
Data Collection - Initial Progress Assessment		
Data Collection – Secondary Collection and Integration		
Data Analysis Activities - Committee		
Analytical activities – determining indicators and targets		
Draft plan – discussion and planning		
Draft Plan - Presentation to Children's Gram Sabha		
Draft Plan - Presentation in Gram Sabha		
Panchayat Level Seminar - Plan Presentation		
Plan Consolidation / Negotiations - CRC		
Project Implementation - Plan Preparation		
Project Implementation – Continuity Trainings		
Documentation		

If all subsequent activities and programme can be evaluated in the same way. If in the first column we have envisioned activities, in the second column we have to explain the current status of that activity. Details such as how far the activity has come, the problems faced, obstacles, whether it will be successful in the experience so far should be analyzed and written here. The third column is to explain how to move forward with problems, obstacles, and improving the current situation.



Annexure-1
Individual Plan Format

Name	House no	Ward	Personal situation	Family	Programme







