



TG on Children's Capabilities

Project Why

because it makes that little difference



TG on Participatory Methods

International Workshop
Children's Capabilities and Project Why

New Delhi, India, September 4-9, 2008

Workshop Report



December 2008

Children's Capabilities and Project Why

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Preface

This workshop and research project is based on a co-operative venture between the thematic groups on Children's Capabilities and on Participatory Methods of the Human Development and Capability Association and the New Delhi NGO Project Why.

In November 2007 Alex and Mario came to know Project Why and, as coordinators of the two groups, started to exchange e-mails with Anouradha Bakshi and Project Why, an NGO working with children from low income households through community based programmes. After a few exchanges of ideas we agreed to organize an international workshop just before the Annual International Conference of the Human Development and Capability Association.

Some external funds were obtained from the Human Development and Capability Association, the University of Florence (Lei-Arco), the University College London (Leonard Cheshire Disability and Inclusive Development Centre) and the Cultural Foundation of the Ethic Bank (Italy) which together covered some of the organisational expenses. This motivated us to persevere in organizing the workshop. From the onset we established that, during the workshop, the work of the international participants and of Project Why people had to be on a voluntary basis.

We also ensured that ethical principles we would follow during the research phase were clearly formulated.

The workshop, which took place at the beginning of September 2008, was prepared in the field with the help of Sara Bonfanti from the University of Florence. She did some of the ground work since the middle of July. She worked as a volunteer for the NGO for about one month trying to get to know PW staff, its beneficiaries and history. The immersion phase was also useful for thinking about and implementing activities (i.e. FGDs) with the staff, teachers, children and parents, which were necessary to help develop the tools we intended to apply during the workshop. In this process the support of the staff of Project Why was crucial because it enabled us to shape the tools according to the needs of the community. The logistics for the international workshop were also arranged during the pre-workshop period.

The results of the workshop were presented at the Annual International Conference of the Human Development and Capability Association which took place in New Delhi from 10 - 13 September 2008.

We wish to thank all the contributors to the workshop and to the research, from the children and the teachers to the staff of Project Why. We acknowledge their open and meaningful collaboration with deep gratitude.

We also acknowledge the support of the Human Development and Capability Association, the University of Florence (Lei-Arco), the University College of London and the Cultural Foundation of the Ethic Bank (Italy).

December 2008,
The workshop participants

INTRODUCTION

If the general aim of the international workshop was to improve our understanding of how to apply participatory tools with children within the Capability Approach framework, the workshop had two main explicit objectives:

the first objective was to support the work of Project Why by exploring its impact on the wellbeing of the children benefiting from its programmes and, in particular, for the children with special needs.

The second objective was to strengthen the work of Project Why through the support of their organisational capacity, including empowerment issues.

During the workshop, the international researchers and staff members of Project Why were divided into two groups: those working on the organizational capacity of PW and those involved in the application of the research methods with children. Teachers and staff members as well as children had a fundamental role in the game implementation and research.

The first group was involved in a SWOT analysis, undertaken in order to encourage reflection among staff members of Project Why and to strengthen their management capacity.

The second group explored children's assessment of their realities and the impacts of Project Why on them by investigating the following two main areas:

- The choice, opportunity and ability children have in order to achieve the things they value
- The forces and actors shaping such elements.

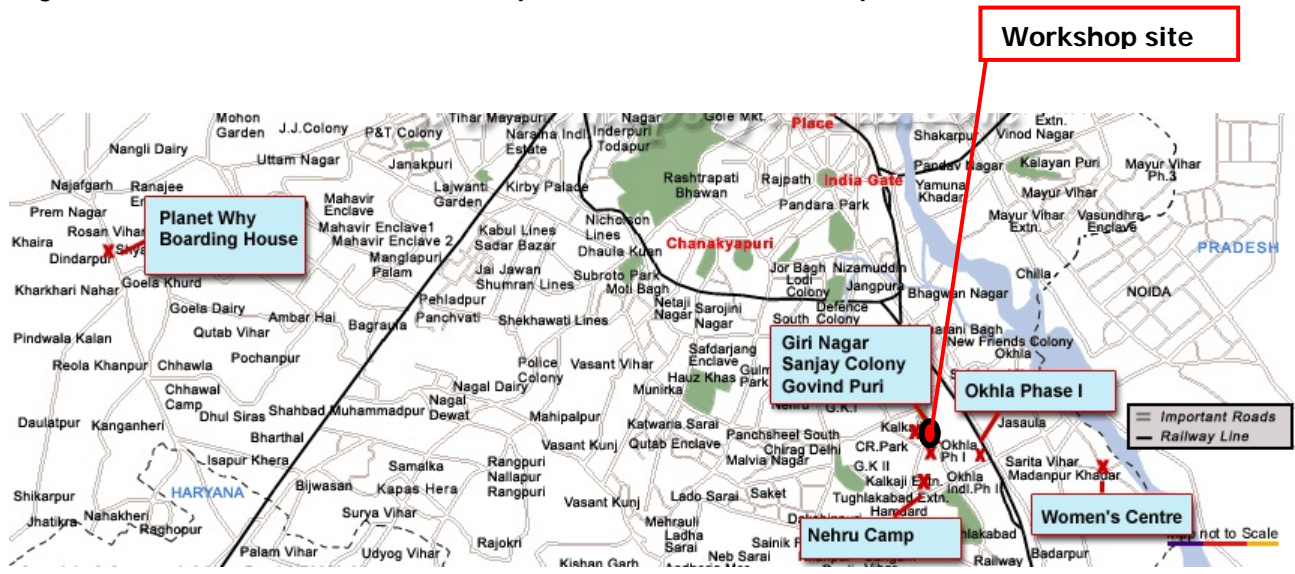
Four different research methods were applied to pursue this goal:

- a photo mapping activity;
- a card game;
- an association game;
- a snake game.

Activities involved children belonging to four different geographical areas (see figure 1.) selected together with PW management in order to cover a variety of socio-economic situations and of different ages. We also involved a control group - i.e. children not belonging to Project Why programmes - which participated in some of the activities. The first two activities involved children older than 11; in the last two games we involved younger children as well. Children were chosen by the teachers themselves during the preparation phase. Almost all the people attending the special need section, regardless of their age, were involved in one of the games, as was suggested by their teacher.

This report is structured into five chapters. Each chapter regards one of the activities, its aims, the implementation procedures and the results. At the end of the report several appendices provide further pictures and information regarding the activities.

Figure 1. Location of the workshop, New Delhi, India, September 4-9, 2008



<http://projectwhy.org>

1. SWOT Analysis

1.1. Introduction

Analysing the Strengths, Weaknesses, Opportunities and Threats of an organization is a well known pattern of organizational analysis, which is meant to design the frame of the organisation and its activities. Generally the final aim is to provide a strategy to improve the quality of the services (avoiding traps and tricks), as well as the efficacy of the management procedures and decisions. These kinds of exercises were initially conceived for business activities (for instance marketing a new product) but, in the last two decades, it has been increasingly applied to non-profit organisations and humanitarian projects. The complexity of the tasks related to these projects requires more articulated ways of understanding, planning and evaluating.

In our perspective a SWOT analysis is more than a situation analysis tool or a planning and evaluating exercise. For we recognise in these structured discussions (i.e. focus groups) the potential for building an open dialogical arena where participants can formulate, exchange and change opinions and ideas about the organisation, projects and, moreover, the relationship between “themselves and the others” (including power relations). In fact each of the participants, along with his/her contribution to the understanding of some particular issues (organisational or project related), is “measuring” his/her own subjective position against the collective dynamics of taking decisions, reflecting upon and sharing information, running activities, and so on.

Therefore, the most important result of such an exercise is the definition of an overused but fundamental aspect of the life of the organization: “participation”. The capacity of the project stakeholders (donors, researchers, planners, managers, staff, beneficiaries) to really influence the definition of spaces of cooperation (dialogical, operational, managerial) is the best insurance for the quality of the impact, relevance, efficacy, efficiency and sustainability (the usual criteria of evaluation) of a social intervention.

There is no other analytical result drawn from SWOT that can stand for the process itself of coming together and debating important issues.

Hence, the results of the SWOT analysis carried out with Project Why should not, in any case, be interpreted as true or false: it is just a temporary picture which represents the outcome of a particular group of people, gathered in a particular space, playing a game with a definite set of power relations, interests, rules, incentives and information. If any of these factors change, we argue that the subjective and collective positions may also change.

Truth is not in the partial and embedded visions, however dominant and consensus-driving they may seem, but in the intensity and seriousness with which the game is perceived and played.

1.2. Process and rules of the game

This exercise was carried out during three different morning sessions (5-7 September 2008) and was facilitated by Renato Libanora and Nicolò Bellanca (both from the University of Florence), while Cécile Pompei (one of the Project Why volunteers) actively supported the process. Between 10 and 12 staff members of Project Why participated. This included managers, and a large group of teachers. This contributed to building that “open dialogical arena” mentioned above. Even though it was clear that the moral guidance of Anouradha Bakshi, the founder of Project Why, was widely

recognized - consciously or unconsciously - by the participants (and facilitators), this fact did not impede a consistent degree of autonomy of judgment and independent (and sometimes critical) statements.

The 12 participants of the first session of the SWOT analysis were: Shamika, Rani, Vinita, Pushpa, Varinder, Sanjay, Deepankar, Vichy, Chandan, Prabin, Darminder and Anouradha¹. In every session participants were asked to think about and write down the issues which they considered as strengths, weaknesses, opportunities and threats. Then, one by one, explained their position to the group, motivating the reasons for their statements. These were then electronically recorded. The list of issues was always visible, as it was projected onto the wall by means of a video projector. When common opinions were raised (duplication of issues is a frequent occurrence after the first participants' declarations), these were not added to the list.



The final composition of the list should record issues which, although presenting some similarities, could be perceived differently either in terms of content or meaning. The final stage was to select among the whole list the most important issues according to each participant's judgment and sensitiveness. We for instance viewed 44 strengths, out of which participants had to select one third, or 15 items. These preferences turned into "votes" which were publicly stated and then processed by the facilitators. Personal evaluation was made possible by letting participants rank all issues, providing a collective assessment of the relevance of the various arguments and opinions. All participants received the list ranked and inferred his/her personal position against (or along with) the aggregate votes.

Before starting a new session the results of the previous one were briefly presented and discussed by the participants. This was particularly important for the last sessions about opportunities and threats as the recognition of strengths and weaknesses was the analytical starting point to formulate future strategies and to identify coping mechanisms.

1.3. Results

This paragraph presents the final results of the analysis ranked according to the relevance gained through the distribution of votes. The colour highlights the fact that half of the assembly reached consensus on that particular issue; the colour highlights the fact that between half and two third of the assembly considered the issue

¹ We apologise for leaving out or misspelling names of group members who were not registered. We take this opportunity to thank everybody who made this collective effort possible and enjoyable.

particularly relevant; the colour highlights the fact that almost the whole assembly (more than two third of the participants) qualified the issue of absolute relevance.

Again we should recall a methodological caution, inviting readers not to underestimate issues which have not gathered general consensus. We suggest to start reading the table from the bottom trying to link some of the less considered issues with the ones that achieved more consensus. In many cases they do have relevance for the analysis (reinforcing trends, specifying problems, showing alternatives, raising criticism) and they may constitute important data for further reflections.

These tables “speak for themselves” and this kind of exercises is meant to give the maximum freedom of interpretation to participants and readers. Therefore, we will not add any comments on the distribution of the personal and collective preferences.

44 STRENGTHS identified and ranked: 15 votes by 12 participants = 180 votes	Score	%
8. Social work gives a feeling of pride. good feeling to help children, people	9	75
6. Good relationship between children and teachers	9	75
21. Flexibility and open management → working with people and not under	8	67
13. Open heart surgery sponsor	8	67
14. We can change lives of people (disabled section), giving them a chance/equality/ being fair to everybody	7	58
23. Project Why as a family, more than a job. possibility to get help	7	58
27. Head of organisation is also very good: she knows her staff, accessible, fully involved,	7	58
39. Mainstreaming school children and make sure they finish their courses	7	58
5. Good communication and good understanding staff/management	6	50
12. PW helps people	6	50
15. Giving every child a chance to access education. good example of success stories	6	50
16. Possibility to change the social status of children	6	50
2. Possibility to teach in different ways, flexibility/variety of the teaching → makes the children happy	5	42
3. Freedom to do activities → makes teachers happy	5	42
4. Good results of the children	5	42
29. Problem solving behaviour	5	42
31. Equality for the whole staff	5	42
32. One good thing everyday	5	42
36. No expectation in return	5	42
20. Building self confidence in the staff	4	33
18. Empathy with children	4	33
28. Personal contact between staff and teachers. Accessibility	4	33
42. Makes everyone aware of their position/role in the society	4	33
44. Taking care of marginalised women	4	33
9. The project is a positive means of changing teachers life	3	25
10. Our responsibility to change government school	3	25
11. All types of persons	3	25
17. Respectable and passionate job	3	25

37. We never stop work, even lack of resources	3	25
40. Managed to get 3 disabled children into foster care centre	3	25
43. Listening to the people	3	25
19. Capacity to reach to unreachables	2	17
24. Direct experience of supporting	2	17
34. Children participation in taking decision about their concern	2	17
35 Good vocational skills	2	17
41. We go toward the children to open the centres	2	17
25. Provide possibility to learn and improve and learn professional	1	8
22. Platform, great opportunity for learning a lot	1	8
30. Actual work in the slums	1	8
33. Sober project, no showing off	1	8
38. Reward the debt	1	8
7. Punctuality	1	8
26. Very good quality of teachers	0	0

31 WEAKNESSES identified and ranked: 10 votes by 10 participants = 100 votes	Score	%
21. Parents are not coming enough the meetings to discuss problems	10	100
3. Lack of accessible playground/parks	7	70
5. Parents don't understand the importance of sending their children to government schools	7	70
22. Head management should go once a week at least to every centre	6	60
30. Not enough participation of the team	5	50
31. Lack of willingness to accept responsibilities, lack of pro active attitudes	5	50
14. Lack of financial resources to support children (uniforms, books)	5	50
1. Lack of cooperation from the disabled parents and caretakers	4	40
7. Not enough community support	4	40
13. Lack of computer/IT equipment in centres	4	40
15. Low level of English for teachers	4	40
26. Not enough responsibility for our work, more accountable to ourselves and to the people	4	40
29. Lack of financial sustainability (short term and long terms)	4	40
4. Not enough space, we cant admit more children, parents are disappointed	3	30
20. Children are not punctual or regular because they have other activities (housework for girls, go to play for boys)	3	30
9. Teachers are not skilled enough, don't know enough methods	3	30
24. Not enough social involvement of teachers, lack of social activists	3	30
11. Lack of motivation/involvement of the team in fundraising activities	3	30
17. Lack of drinking water and electricity in Okhla	3	30
6. Gap between creativity of volunteers and parents expectations/ground reality	3	30
18. Lack of music system in many classes	2	20
2. No proper equipment for the disabled students	2	20
8. Not enough training/skills learning for teachers	2	20
10. Difficulties to communicate between staff and volunteers	1	10
12. Lack of regular medical assistance	1	10
19. No notice board in every centre	1	10

23. Lack of regular funding as an engine	1	10
25. Lack of fully motivated work	1	10
27. Lack of innovative behaviour/attitude	1	10
28. Fragility of the funding system and fundraising model □ puts the attention of the head on fundraising instead of visiting centres	0	0
16. Bad transport situation to reach centres	0	0

24 Opportunities identified and ranked: 5 votes by 11 participants = 55 votes		
	Score	%
13. Revive 1-rupee-a day program	10	91
14. Planet Why as a sustainable solution	10	91
17. Planet Why as a perfect solution for disabled	9	82
24. Empowering staff to replicate the project why model	4	36
16. Using our skills/experience to raise funds (if someone wants to open a centre like this, workshop)	4	36
23. Making children and staff aware of the need to protect environment	3	27
18. We should always accept new ideas and try them	3	27
20. More participatory activities during staff meetings	2	18
22. Giving awareness on civic responsibilities to our children	2	18
9. Organising local people to raise funds and NGOs	2	18
2. Organising more creative activities (theatres, drawings)	1	9
12. Volunteers teaching new skills/strengthening skills of teachers	1	9
4. Having home visit to explain importance for their children to attend / especially for disable children families	1	9
6. Independent structure to manage centres (including fundraising for my own centre)	1	9
7. An English-Hindi permanent teacher (early morning or evening)	1	9
8. Internet campaign to raise donations	0	0
5. Organising visit to the park once a week	0	0
10. Making meetings with the parents more attractive (snacks) and giving parents more power	0	0
11. Motivating the teachers to improve themselves and learn new skills (teachers can exchange in skills)	0	0
15. Contacting other NGO to scale up our teaching capacity	0	0
3. Raising awareness in parallel skills	0	0
1. Organising at least once a month outside activities (sport, playgrounds)	0	0
19. More participation of the team into the fundraising	0	0
21. Having a medical funds for children in medical emergency	0	0

11 THREATS identified and ranked: 3 votes by 11 participants = 33 votes		
	Score	%
10. Financial threat → need for more continuity	9	82
11. Particular worries for the next 2 years (planet why + project why)	9	82
4. Need to raise self confidence in the staff: monthly meetings with head managers with oral reports in front of everybody	6	55
1. Anou mam not here to lead us	3	27

5. Staff should more responsible with our funds (saving more-being more reasonable)	2	18
3. Parents might withdraw their children when creative activities → explain to the parents the advantage of it and raising awareness on the importance of parallel skills	1	9
9. Maximise our use of space and resources	1	9
6. No proper equipment for disabled	1	9
7. Respecting more feelings of the parents	0	0
2. Medical insurance for the teachers / project why should have a policy for insurance (savings and life insurance)	0	0
8. Being aware of the different speeches to give to different groups of people	0	0

1.4. Conclusions

In summary there were 110 general issues raised and 368 preferences expressed in total by the participants. This means that, on average, each participant contributed to the debate with almost 10 original proposals/ideas/opinions and publicly expressed his/her personal view more than 30 times. To reach this level of definition of the main problems and opportunities at stake in the organisational structure and development of the projects, we needed around 180 men/woman working hours (including facilitators) which would account for one person working 8 hours per day for a whole month, except for weekends!



We can conclude that the productivity of these three half days was very high and we can qualify the whole effort of positioning Project Why, its staff and supporters as being very positive. Thus the participants to the SWOT exercise perceived and played their role of “embedded analysts” with intensity, creativity and seriousness. Their behaviour made the “game” meaningful and, with the limitations observed before, a source of reliable comments on the actual situation and possible perspectives of the organisation. Although some tensions were observed at the very beginning (What is this SWOT? Why should we spend all this time doing funny games? What do these people really want from us?), the deployment of the working sessions gained legitimacy and positive feelings rose

among the participants and facilitators². Although it is difficult to say whether the aim of “positioning” him/herself against (or along) the collective thinking and common valuing was entirely achieved by all participants, the comments at the end of the working session showed a general consensus on the relevance of the exercise for day to day interaction among the staff and managers, as well as for future participatory strategic planning. In this regard new (hopefully systematic) sessions of open debate among managers and staff will certify the success of the SWOT analysis held on the first days of September 2008.



The focus group’s discussions identified a great range of important issues such as: motivation, professional skills, personal identity, efficiency, financial sustainability, working environment, community relations, teaching attitudes, managerial attitudes, and operational solutions. In this perspective it can be eventually argued that, regardless the individual contribution of the participants to specific topics, all of them (including the facilitators) had a significant “reflective experience”. In other words, during the SWOT analysis sessions, a kind of “processual knowledge” was generated which may yield fruits after some time, when other events and people will cooperate to define ways to gain from shared information, common awareness and self perceptions.

² See also the note posted by Anouradha Bakshi in the Project Why Web site (11/09/08), where she states about the SWOT analysis that: “We discovered things about ourselves and others and above all saw how much we shared in common. It was a priceless experience for all

2. Photo Mapping Exercise

2.1. Introduction

It is already a well recorded process that uses pictures for the mapping of communities, from a physical perspective. Cameras are distributed to participants and then a map is put together to illustrate people's perceptions of different areas in their community. However this workshop aimed at understanding mapping less from a built environment perspective, and more as a sociological tool to examine how children perceive the society around them with the goal to assess the impacts of Project Why in their lives. This chapter will describe how the activity was shaped, reveal some reflections that rose through practice and provide reflections on the impacts of Project Why on children's well-being.

2.2. Design

The activity was designed with the aim to let the children take an active role in the process of data collection and analysis. Data is here understood from a qualitative perspective, which incorporates images and interpretations of images, children's perceptions, their reasoning and opinions. The steps for this activity were:

- a) *Preliminary Research*: the work done by Sara Bonfanti in getting to know the students and teachers was fundamental for the preparation and implementation of this activity. By living at the Foster Care Centre, Sara Bonfanti acquired the necessary trust to have the good will of all the actors involved in this process. Four groups were formed with male and female children with various levels of abilities.³ The groups containing eight children in each were: the Women centre boys, the Women centre girls, the Govindpuri boys, the Govindpuri girls. In order to generate interest from the children to attend the activity and to gather some initial information, a form was prepared to collect their name, age, 'abilities' and basic household information.
- b) *Distribution of Cameras*: Disposable cameras were bought in a local market and a meeting was arranged with each group. In this meeting the main goals of the workshop were presented to the children, while also the children were also encouraged to get familiar with their cameras. Activities to familiarize themselves included:
 1. Before even distributing the cameras, ask children to make a square with their hands and frame a certain object in the room where they are. Ask them to take an imaginary picture and then explain to the group why they chose that object.
 2. Two questions were asked: How can we make the object larger in the picture? How can we fit a tall object into the picture? The first question encourages the children to think that the distance between photographer and object will influence the size of the object in the picture. The second encourages the children to think about horizontal and vertical positioning of the camera.
 3. The cameras were then distributed. Holding position was explained, so that fingers are not in front of the lens or flash. The basic information needed for taking a picture was explained in steps: 1) roll the film until you hear a 'click';

³ The groups included children with 'special needs'. One girl had 'Down's Syndrome' while a boy and a girl were unable to use oral language. However, with encouragement from the researchers and teachers, the three 'special needs' children were able to articulate their ideas very clearly through the use of pointing and sign language.

2) press the flash bottom and wait until the flash light comes up; 3) focus on the topic of the picture; 4) take the picture.

Finally children were asked to take pictures of positive and negative aspects of their communities. A brain storming was carried out with them on how to proceed. Then they were separated into 5 categories: places, activities, people, environment and feelings.

- c) *Taking Pictures:* Children were given three days to take the 27 pictures of one disposable camera. This stage was totally un-controlled by the researchers, children were left totally free to do what they liked with the cameras.
- d) *Analysis of Pictures:* The cameras were collected and the pictures were developed. Facilitators returned to the groups with the pictures and different approaches were taken for the group discussion.
1. The first approach consisted in displaying all the pictures and in asking children to choose the six most important pictures: three representing positive and three representing negative aspects about their community. Then, each child was asked to explain why these pictures were chosen.
 2. The second approach consisted in asking children to choose four pictures (two positive and two negative) and put them in two different bags, one representing the positives and the other representing the negatives. Then they were asked to pick a picture. The child that took that picture would then explain why the picture was taken.
 3. The third approach was similar to the previous one, but instead of asking the photographer to talk about his/her picture, everyone was asked to participate in the description, having a discussion on why they think that picture was taken. Finally the photographer was asked to give his/her reason.

After this initial activity, a card with Project Why drawn on it was displayed in the middle of the circle where the discussion was taking place. The children were then asked to choose from their important pictures the ones that have some connections with Project Why. They were then asked to elaborate on how these pictures relate to Project Why.

- e) *Recording and analysis of information gathered:* discussions were led by one facilitator while two others were recording the information. They were making notes according to the comments and discussions generated in the group. They were also related to the pictures, which were numbered to facilitate their analysis. There was also a translator, which had great impact on the dynamics of the activity. The negatives of the pictures were scanned and files were saved according to the group, name of photographer and number of the picture (which corresponded to the notes). Different strategies for preparing the information for analysis were proposed, but the most useful was to create an excel sheet with the name of each child and the number of the pictures selected. Notes were introduced according to the discussions that took place. The pictures that were associated with Project Why were highlighted as well as the reasons why this link was established. From this sheet, qualitative information could be developed, but if there had been enough groups, also quantitative information could have been generated. At the end of the workshop the pictures were given back to the children.

2.3. Process

The main issues underlying the process of this activity are linked to concepts of participation and to the capability approach.

a) Concepts of Participation: There is an interesting element of participation in this exercise. Children are given the freedom to collect information, identify the main topics for analysis, and interpret the information they gathered through their pictures. The researcher is truly “handing over the stick”. To generate constructive material, the process needs to be done with preparation and planning. The preliminary contact with the children and the activity before cameras are distributed are crucial for developing the awareness necessary for the implementation of the activity.

b) Links to the Capability Approach: Crucial during the discussions are the questions that were asked to the children. They were encouraged to elaborate on the reasons why pictures were taken. In this manner, follow-up questions intended to examine dimensions of well-being and contextualize them. If we were discussing religion, how is it important for them? If we were talking about education, what type of education? Very personal answers provided immense insights about what children value and why. Children were elaborating not only on the links between resources and the dimension of well-being, but also on the conversion factors of how such resources can or cannot be transformed in achievements. Furthermore, children automatically expanded on the linkages between different dimensions of well-being, thus elaborating on the instrumental value of capabilities.

2.4. Results

This section presents the results related to Project Why of each of the discussions that took place during the workshop and then overall reflections are elaborated.

a) Govindpuri girls: The comments from the girls were associated with the lack of opportunity faced by other children to attend Project Why. Therefore, while acknowledging the importance of Project Why, the coverage level is indirectly criticised as many children around them do not have the same opportunity to join Project Why. (see appendix 2.1 for pictures)

b) Women centre girls: The library and facilities of the Women’s Centre were the main focus of the analysis of the children. This shows the great impact of the Women’s Centre library on the children. But there was criticism regarding the lack of toys for older children. Also mentioned was the positive impact of the exposure to foreign volunteers (see appendix 2.2 for pictures)

c) Govindpuri boys and Women Centre boys: This group was the one that made the most reference to Project Why. Pictures of garbage were associated with Project Why for example, as kids are taught not to throw garbage in the street. All issues discussed were to do with the content of teaching. It shows that children like the classes and acknowledge the wide variety of topics taught at Project Why (see appendix 2.3 for picture).

Due to logistical reasons, the discussion of the boys from the Women’s Centre and Govindpuri were done together.

All comments from the groups were associated with the facilities or the teaching of Project Why. Even the community pictures chosen by the boys’ group were related to what children learn in the classroom. There is no reference to Project Why intervening

in the community more widely. Impact is experienced inside their classrooms, and not in the streets, therefore limiting the dissemination of knowledge outside Project Why. These results show that children cannot see the impact of Project Why on parents, neighbours and other children outside the organisation. In this sense there is a danger that Project Why might be too focused on the particular children attending the classes, therefore being palliative, reacting to circumstances and not being pro-active, fostering systemic change and not having the wider impact on society that it aims to have. What was apparent from the result of the activities, is that Project Why clearly expands the abilities of children, however it has a more limited effect on the opportunities of children to pursue the things they value. Recommendations that can be made out of this exercise is for Project Why to extend its impact in the community, reaching out to parents and trying to get children to engage with activities that will disseminate some of the knowledge gained at Project Why. This can be done in different ways. Other communitarian schools have published communitarian magazines, where children talk about the issues that need to be addressed in their community, or about the latest information and events. Plays are also another means to reach out to the community and address communitarian issues. Children can do games that involve going to houses and asking questions about relevant local issues, which could make people reflect and question their realities. Cultural festivities involving different religions and beliefs could also offer a way to involve people outside Project Why. There are many local constraints that limit the application of these recommendations, however the main objective here is to recognise children as agents of change and encourage Project Why to support the process of change not only inside their classrooms, but in the streets and households of the communities where Project Why works.



3. Card Game

3.1 Introduction

The card game aimed both at exploring the dimensions of wellbeing that children value and Project Why's impact on them.

The methodology applied was based on the children choosing between cards with drawings representing people, places, possible feelings, and activities familiar to the children. Such a tool and process allowed children to express their opinions spontaneously and to talk about current events in a playful manner

3.2 Design

Preparatory phase

The pictures on the cards used were drawn by a teacher, in consultation with Sara. The themes on the cards were based on the information collected through some FGDs carried out with teachers, parents and children. These FGDs aimed to explore various dimensions of children's well-being and to establish the link between these and their daily life. In the appendix there is a table summing up the main findings of the FGDs: next to each of the twelve dimensions of wellbeing identified is the description of the card prepared to illustrate it. Particular attention was paid to gender and disability aspects.

Four groups of children older than 12, including a control group made up of kids not participating to PW, and one group of children with special needs, were selected to take part in the game.

Playing session

First of all the children were showed the set of 30 cards and asked to collectively select 13 cards among them.



Secondly they were asked to collectively interpret each card, while encouraged to express individual dissenting opinions.

The last step consisted in inviting the kids to put each card in one of the three boxes which were prepared beforehand: the one with a smiling face, the one with a sad face and the one with a neutral face. The choice was meant to reveal the children's opinion about the situation represented on the card.

3.3 Process

We tried to take into account the limited attention span of children by asking them to focus on 13 out of 30 cards and to comment on them, using questions which would help them to verbalize their first reactions on seeing the cards.

The process seemed to be quite successful even though it was more difficult for some groups to understand the game and to interact with others, especially during the part concerning the choice of the box: some children didn't express their feelings about the scene on the card but identified themselves with the people represented on it. This process is rather complex for children as it requires some capacity for abstraction.

Considering the difficulty to apply the same methodology with the disabled people, whose ability to interact is in some cases weaker, the children were involved in an individual game: each participant was asked to select, interpret and evaluate two cards.

3.4 Results

Results concerning 4 groups: Giri Nagar boys and girls, Women Centre boys, Control Group

The analysis of data collected during the four sessions shows a certain consistency in children's choices, associations and interpretations.

Actually four cards were selected by all groups and located in the same box.

The cricket field card and the one representing a man praying in a temple were chosen by all groups and put in the smiling box (only a group of girls preferred the neutral face box for the first card because they thought they were too old to play cricket).

Similarly the card with two parents quarrelling in front of their child was selected by all children and received a common negative evaluation: most of the children commented that parents should not fight in front of their children especially because it might reflect negatively also on their studies.



The card representing two children cursing a disabled boy impressed all children negatively. They argued that such behavior would reflect negatively on the person. Children were able to notice some specific details about the pictures such as how poorly dressed the disabled child was.

Other cards were chosen by 3 groups out of 4. The one representing a girl writing a diary was put in the smiling box by all groups revealing children's need of their own space and privacy, as already conveyed by the FGD with some children.

The choice of the card representing the water tanker surrounded by people lining up to get water can be explained by the familiarity of the scene. Children gave us interesting

information about the dynamics triggered by the water shortage in their community. All children appeared to be aware of the problems linked to the lack of water especially of drinkable water and to be worried about not wasting it.

The card showing a boy watching TV received children's attention mainly because they interestingly noticed something we didn't mean to emphasize: the child sat too close to the television. Children consider TV a leisure time activity but they seem to have internalized some rules associated with it.

Two more cards, concerning education, were selected by 3 groups: the one representing a tidy, well furnished class, received a positive evaluation by all children who highlighted the difference between the situation shown in this picture and condition of their classes in the government school.

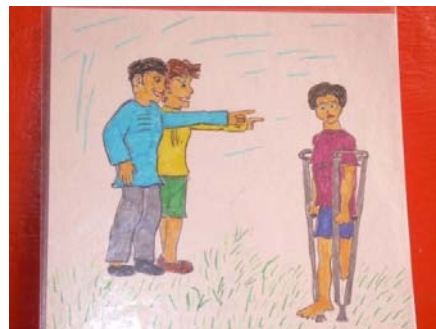
The class portraying some students interacting in a class was interpreted as a situation in which some children were disturbed by others while studying and, therefore, negatively judged. The discussion about the card fostered an interesting comparison between PW and the government school studying environment: PW classes are appreciated as places where children can concentrate and study quietly, a situation far different from the confusion typical of the government school.

Results concerning the activity with the special section people

Out of seven people participating in the game, only four (Anjali, Raju, Umesh and Anurak) seemed to be able to interpret the cards chosen and express their feelings about them.

Anjali interestingly selected two cards about disability putting in the smiling box the one showing an example of integration between a special needs child and another boy and in the sad one the card representing the disabled child laughed at by two boys.

The other participants were able to distinguish some of the elements in the picture but not to catch its overall meaning.



The card game was a useful for several reasons.

First of all it enabled us to identify which dimensions of wellbeing, among the twelve selected during the FGDs) are considered more relevant by children: education, social relations, leisure time, love and care, respect, spirituality, mental well-being.

Secondly thanks to this game we were able to identify some of the themes and problems children are more aware and sensitive about, often because of the particular importance these issues are given by PW teachers. Among them we can list environmental pollution problems, shortage of water and disability.

Actually, although this activity didn't highlight relevant differences between PW and CG children, the former ones seem to be more familiar with issues related to disability than the latter. This is more true for the children studying in Giri Nagar centre than for the Women centre boys probably because the first ones live close to the PW special need section. PW children also showed a greater facility in interacting, probably because they have known each other for a longer time than the control group children.

As far as the assessment of the PW impact on children's lives is concerned, the results of the game suggest that it influences mainly their education, offering them a good environment where they can studying in a calm place, without fear of being judged.

4. Association game

4.1 Introduction

This simple game, based on drawn cards, was conceived to allow children of different ages (including children below 11) and of different abilities to participate individually and express their feelings regarding identified wellbeing dimensions by associating these dimensions with some main scenarios (places/people) of their lives.

The game was implemented with Giri Nagar boys and girls, with the special needs kids, with the Women Centre boys and with the children in a Control Group.

4.2 Design

We prepared four cards representing some of the wellbeing dimensions identified during the FGDs with children.

We focused both on positive (expansion) and negative (deprivation) dimensions:

- Love and care (positive);
- Education (positive);
- Body insecurity: child beaten by someone outside the picture (negative i.e. deprivation of body security);
- Lack of respect: adult shouting to someone (negative i.e. deprivation of respect).

These cards had to be associated with scenarios (places/people) corresponding to four cards we drew:

- Public school
- Local street (with shops)
- Home
- Project Why

4.3 Process

The game started by discussing with children the four cards on the capability dimensions. Then, each child was asked to enter a different room and individually associate each card about the capability/feeling with the scenario cards placed on the floor.

Children were expected to allocate all cards but they were free not to use some of the scenario cards. The aim of the activity was to understand which institution children associate with the different dimensions of wellbeing.

To avoid confusion, the control group children (from the same area) were not showed the scenario representing Project Why, while disabled children did not have the government school card since they do not attend it.



32 children of Project Why participated in the activities (including 8 disabled children). They were divided into four groups (as mentioned above). There were 9 children in the control group.

4.4 Results

The game was enjoyable for all children mainly because they could express their feelings individually, quickly, freely, and without speaking. It is important to note that a few children had difficulties in associating the two negative cards with the scenarios.

Through this game we gathered information about where children get the expansion or deprivation of capability dimensions. On the other hand we received information on the impact of Project Why, the government School, life on the street (local community outside home) and the relationship between their home and their wellbeing in the capability space. We discovered that disabled boys and girls from Project Why get most of their capabilities from Project Why. Actually, two thirds of the children relate education and love and care (emotional capability) with Project Why. The negative aspects i.e. violence and lack of respect (shouting) relate to street and home scenarios but also to Project Why, possibly because of the relationship with some of the other children.

It was difficult for two children to interpret the card drawings.

The results for the other three groups of children from Project Why are reported in the following table (in percentages).

SCENARIOS	CAPABILITIES DIMENSIONS			
	Education	Love and care	Violence	Lack of respect
Project Why	66.7	4.2	0.0	12.5
Local Street	0.0	16.7	0.0	29.2
Home	0.0	66.7	25.0	29.2
Govern. School	33.3	12.5	75.0	33.3

It is quite clear that the main impact of Project Why is on education. All these children go to a government school but they recognize that Project Why has a significant role in their capability to be educated. Most of them get their emotional support and care from home, but some of them feel that friends and teachers in government school, on the street and at Project Why play a relevant role for them. Three fourths of the children associate government school with violence. The remaining children associate violence with their home. None of them relate violence with Project Why.

The lack of respect (shouting) is again associated mainly with the government school and with home scenarios, but also with the street and marginally with Project Why.

It is evident that capabilities such as education have an intrinsic but also an instrumental value because they positively influence other children's capabilities and functionings.

Boys and girls from the control group get their educational opportunities from the government school. Most of them get their emotional support and care from home, but some of them recognize the importance of people they meet in the government school and on the street.

Children associate violence mainly with home, in the second place with government school and in third place with the street. Structural violence in school among classmates and by adults is quite frequent and determines the deprivation of capabilities such as body integrity and respect (see Ballet et al 2004).

The lack of respect (shouting) is again associated in this order with the street (45%), then with home (33%) and lastly with government school (22%).

5. Snake game analysis

5.1 Introduction

The objective of the snake game was not to provide information regarding the evaluation of PW but much more to assess the beings and doings that children value.

The methodology applied consisted of a set of questions addressed to children regarding different aspects of their life in the context of a game. This methodology allowed children to feel comfortable while answering challenging questions.

5.2 Design

The game was informed by dimensions of wellbeing identified by Sara Bonfanti in the weeks preceding the actual workshop in discussion with PW participants. Five themes (gender, age, work and money, aspirations and accessibility) were identified. These themes were informed by the 12 dimensions of wellbeing.

Based on the five themes, questions were elaborated in focus group discussions including teachers and one facilitator from the research team. For each team, 20 questions were identified and then rephrased to adapt to children's capacity of understanding and in some cases the number of questions was reduced. All questions were translated into an accessible Hindi on cards which the children would pick and could read themselves.

The physical design of the game was a drawn snake on the floor. This snake was divided into an average of 15 boxes, in which we included:

- questions boxes;
- project why boxes;
- and game boxes, which would enable the group to play a fun game if someone landed on it.

The games were the following:

- races with lemons held between the teeth with a spoon;
- bag race;
- dance in couple with a ball between foreheads;
- passing the ball until the music stops;
- skipping with ropes.



Small prizes were awarded to the winners of games. Games were adapted for children with mobility limitations.

We did not assign specific questions to specific boxes, as we wanted children to answer questions in a given order. Yet, for the children, the game appeared totally random.

Using PW boxes aimed at determining whether the children would value the contribution of PW to a given dimension of their life. This appeared

to be complex and the PW has been used only a few times in this way with the older children.

A large box size dice was prepared and the children had to throw it to move from box to box.

5.3 Process

A certain number of principles were followed in the process. We tried to be as participatory as possible in every single activity, involving both the children and the teachers wherever we could. We tried to relate activities to their everyday environment relying on the feedback of teachers to do so. We took into account the attention span of children by moving as fast as possible through the game and introducing fun activities at regular intervals. The process was successful as the children participated very well and with great enthusiasm. The groups composed of girls were usually more participatory and more focused.



5.4 Results

The first game was done with a group of 9 to 11 years old girls on gender. The picture that emerged was of eagerness to complete their studies in which they have the support of their mothers. Nothing should jeopardize this objective, like an early marriage. They all want to get married in their mid twenties or thirties. They help at home with chores but not when they are studying. They feel uneasy about living with maternal uncle.

The second game was done with a group of boys between 8 and 11 years old about age. The perception of age appropriate activities is clear and consensual, whereas the boundaries are not. For instance, they estimate that childhood varies between 10 and 15. When asked why they used this boundary, none was able to elaborate. Their response was that childhood is the ability to play, adulthood is the responsibility to work and old age is the right to seat without stress and talk to passers by while others look after all your needs. The main element of their boyhood is the freedom to move around with friends, which they don't recognize for girls. One respondent said his mother was scared that he would be abducted and does not have that freedom. His answer surprised the other boys of the group. Children showed a general understanding and acceptance of cultural norms and social values. For instance, they all help and find it normal to do so grandparents in the fieldwork or in their other activities when they go and visit them. They also find it normal that grandparents would be consulted in family decisions, and sometimes have the final say. They showed surprising insight into the fears of old people of disease, the inability to move freely, and death.

The third game was done with a group of 8 children not part of Project Why on the theme of money and work. When asked about what types of profession children would like to follow later, many quoted well respected professions in India such as doctor, teacher or engineer. Girls mainly mentioned teachers, whereas boys mentioned doctors, engineers or policemen.

Asked about what they would do if they had a lot of money, they wanted to have a nice house, and toys. One said he wanted to have painting and another one whatever his friends have, he wanted the same.

The fourth game was done with a group of 8 boys from 8 to 11 years old about aspirations. The group was quite coherent about the aspiration to have a good profession. They mentioned being a doctor, teacher, policeman, and shopkeeper. If they would receive money, it would go primarily towards that aim as well as to secure a comfortable livelihood: build a house, buy toys. They were also aware of the needs in the community and they wanted to respond to them. Therefore, they would also spend money to help others, especially poor people. When asked "my dream for the future is...", they responded "to be successful"! And they all believe they will be successful in the future, by having an interesting job, or making money. Only one child said he wanted "to touch the sky and the stars", meaning he wanted to achieve something great. The heroes they mentioned are mostly Bollywood stars and the people that inspire them are above all good people. Most of them said they would like to be like their mother or father or like someone else. Most are concerned about being happy more than famous or rich when grown-up. And similarly, they are afraid of being unhappy firstly, then lonely as a second choice, more than poor.

The last game was done with girls between 7 and 17 from the special needs section. The theme chosen was accessibility. During the game isolated comments about the



improvement of accessibility emerged: there should be a zebra line for crossing the street safely, sidewalks and roads should be level roads, better community toilets, cleaned gutters. Yet, children have an overall positive perception of their environment maybe because of the so called process of

the adaptive preferences.

In spite of their disability, children participated in the game in a very active way to the game and were able to express their dreams. When asked about a fantasy to be a superhero, one of the children said: "to be able to walk".

CONCLUSIONS

The highly collaborative environment during the workshop provided an opportunity for everyone to learn. We also made some progress towards the operationalisation of the Capability approach through participatory methods. The participatory tools enabled us to fully involve children in the workshop research and capture their interest through participation. Moreover, by means of some of the games we used we were able to fully involve the special-needs children.

The games were designed in a dynamic way and, according to all the children, they were highly enjoyable. Children were able to concentrate and happily and freely express their opinions (“normally nobody is interested in our opinion”).

The implementation of the designed tools produced material which brought insight into children’s wellbeing and into the impact of PW activities. The analysis of the results revealed that PW effectively influences children’s education, their capacity to interpret life events and circumstances as well as their self-esteem and their agency (for instance their attitude towards disabled children, information/action on sanitation issues or environmental care). This emphasizes the importance of promoting a critical mind in children, asking their opinions, feelings and perceptions, in order to build a better society.

The SWOT analysis was much appreciated by the NGO staff because it showed the importance of strengthening the dialogue between management and teachers as well as the need to foster individual and collective processes of developing self-esteem and encouraging the development of responsibility by all staff.

Our hope is that the communities where Project Why operates would not just appreciate the activities of Project Why with some of their children, but that they would become increasingly more involved in the work of Project Why.

At the same time, the work of Project Why will be increasingly strengthened if they could reach out to parents and to other children in the communities where they work.

Appendices

Appendix 2.1: Pictures from Govindpuri Girls



Appendix 2.2: Pictures from Women Centre Girls



Appendix 2.3: Pictures from Govindpuri Boys and Women Centre Boys



Appendix 3.1 Wellbeing dimensions

WELLBEING DIMENSION	ASPECTS OF DAILY LIFE RELATED TO THAT DIMENSION	CARDS
EDUCATION	<ul style="list-style-type: none"> • Parents guidance: school attendancel, stationary, checking homework's, bath and clean clothes to go to school, school fees, • Tuition classes, individual support • Government schools should have smaller classes and be more efficient in general. • English and computer 	<ol style="list-style-type: none"> 1. Card with stationary and books 2. Card with a computer 3. Card with clean class, in a good size with good chairs and tables.
LOVE AND CARE	<ul style="list-style-type: none"> • Lack of parents' interest in their children life because of the heavy workload (especially fathers) or carelessness: little time spent with them (especially leisure time outside home), little attention to their hygiene and clothes, no discipline/timetable (fair division between leisure- TV- and study time). • Lack of affection, kindness, support in case of difficulty • Parent's support in understanding the reality surrounding children (link with their literacy). • Violent atmosphere at home (alcoholism) • Importance of parents being honest with their children 	<ol style="list-style-type: none"> 4. Card with an angry mother or father quarrelling 5. Card with a family trip 6. Card with a family meal.
PHISICAL HEALTH	<ul style="list-style-type: none"> • Quality of food (lack of vegetables, fruit, milk) • Medicines and medical care • Dangerous 2 Km road to reach the government school (this is interesting, we would need a card for it as well) 	<ol style="list-style-type: none"> 7. Card with a shop selling vegetable fruit, milk and a disabled child buying them. 8. Card with an ambulatory.
SOCIAL RELATIONS	<ul style="list-style-type: none"> • Misleading companies, • More time with friends • Being accepted by non disabled people 	<ol style="list-style-type: none"> 9. Card with a group of boys smoking and drinking 10. Card with a group of friends around a child
SHELTER AND ENVIRONMENT	<ul style="list-style-type: none"> • Very small houses no space to do homework and concentrate, no private space where keeping personal belongings, arranging personal staff. No privacy for parents: fights in front of the children. Lack of water and electricity (impossible 	<ol style="list-style-type: none"> 11. Card with dirty slum streets 12. Card with a big house 13. Card with a very small slum house. 14. Card with a park

	<p>to study after the sun set),</p> <ul style="list-style-type: none"> • Unhealthy environment: garbage, bad smell because of the absence of a sewage system and of a adequate number of toilet (closed at night) • No parks, trees, flowers, too much noise. • Violent environment: people using abusive words • Lack of space to play 	<p>15. Card with a toilet area</p> <p>16. Card with a playground.</p>
TIME AUTONOMY/ CHILD LABOUR	<ul style="list-style-type: none"> • Reduced by house works (getting the water from the tanker which can arrive at any time during the day, looking after younger brothers, cleaning, cooking), too busy with studying 	<p>17. Card with a tanker and children getting water</p> <p>18. Card with a girl busy in housework</p>
RESPECT	<ul style="list-style-type: none"> • Girls' willingness to study is often not taken into consideration, especially after a failure (Is this encouragement?). • Right to fail and to receive a calm explanation when they are naughty, • Respecting the other to be respected • Being respected by non disabled people 	<p>19. Girl with unhappy face, exam in her hand, with a very low mark, and teacher supporting her.</p> <p>20. Card with a disabled child being laughed at and abused by other kids.</p>
LEISURE ACTIVITIES	<ul style="list-style-type: none"> • Outdoor games (cricket, badminton), group games, relax time, small parties, dancing, singing, making drawings • Writing a diary, • Going out from delhi with friends, visiting historical sites, chemical experiments • Playing with nice toys (balls), watching TV 	<p>21. Card with children playing cricket</p> <p>22. Card with a child playing with toys</p> <p>23. Card with a child watching TV</p>
MOBILITY	<ul style="list-style-type: none"> • Freedom reduced, especially for girls, because of the lack of safety (both during night and day) and some prejudices about some kinds of girls (bad company) - The aspect would be girls walking at night. • - Any aspect related to accessibility, disability and mobility? 	<p>24. Card with a group of girls walking in street</p>
MENTAL WELLBEING	<ul style="list-style-type: none"> • Possibility to express themselves: singing, dancing, making drawings, taking pictures • Writing a diary, spending time alone, • Having pets, helping poorer people 	<p>25. Card with a child singing .</p> <p>26. Card with a girl writing her diary</p> <p>27. Card with a child taking care of his/her dog</p> <p>28. Card with a child distributing food to beggars</p>
RELIGION	<p>Praying for poorer children and beggars</p>	<p>29. Card with a child praying in a temple</p>

Appendix 5.1 List of questions used for the snake game

1. Gender theme

Descriptive questions

1. What games can girls not play?
2. What is girls work in the house?
3. What kinds of problems do girls experience
4. How many people leave in your house?
5. What are the difficulties for girls to complete school?
6. Do you know of a girl who travelled on her own?
7. What age do you think you will get married?

Detailed questions

1. How does boy feel when he plays cricket? 1b How do girls feel when they see boys play cricket
2. How does a girl feel when mother tells about work when she is reading
3. When girl has problems which persons she would like to share (the problem)? (go to Project Why house)
4. Which person you like in the house?
5. What does girl feel when she incompletes exams for several times and then parents to stop her studies?
6. How does girl feel when she travels alone?
7. How does girl feel when parents married the girl forceful before age 18?

Fun/game

General questions

1. How does girl feel in the holiday?
2. In what kind of situations do girls feel uncomfortable?
3. Who gives girls guidance or suggestions or advice? (go to Project Why house)
4. What do girl think about boy classmate?
5. How does a girl feel when she stays with maternal uncle far from parents?
6. Are they times when you feel unhappy?

2. Age theme

1. Do you live with your grandparents?
2. At what age is a person old?
3. At what age are you a child?
4. Do you think it is good to be a child?
5. Do you help your grandparents at home?
6. When you see old people crossing the road, what do you do?
7. Do you think that children's opinions are respected within their families? Why?
8. What do you like about being a child?
9. What do you think should a child do during his/her free time?
10. Are you allowed to do things on your own, what are these things?
11. If your parents have to take a decision, do they involve your grandparents? How?
12. When you need to talk to an adult, do you go to grandparents or to other people in your family?
13. Do you think there are positive aspects in being old? If yes, can you tell me at least three of them?
14. Do you think that children and old people's behaviour is similar?
15. Is it true that old people forget everything?
16. Do you think children are safe in the area where you live? Why?

17. How do you think should children help their families?
18. Please tell me 3 things children really enjoy.
19. Please tell me 3 things old people are afraid of.
20. Please tell me 3 things children are afraid of.
21. Please tell me 3 things old people enjoy.
22. How do you feel in front of begging children? What would you like to do for them?

Final list

1. Do you live with your grandparents?
2. At what age is a person old?
3. At what age are you a child?
4. Do you think it is good to be a child?
5. Do you help your grandparents at home?
6. When you see old people crossing the road, what do you do?
7. Do you think that children's opinions are respected within their families? Why?
8. What do you like about being a child?
9. What do you think should a child do during his/her free time?
10. Are you allowed to do things on your own, what are these things?
11. If your parents have to take a decision, do they involve your grandparents? How?
12. When you need to talk to an adult, do you go to grandparents or to other people in your family?
13. Do you think there are positive aspects in being old? If yes, can you tell me at least three of them?
14. Do you think that children and old people's behaviour is similar?
15. Is it true that old people forget everything?
16. Do you think children are safe in the area where you live? Why?
17. How do you think should children help their families?
18. Please tell me 3 things children really enjoy.
19. Please tell me 3 things old people are afraid of.
20. Please tell me 3 things children are afraid of.
21. Please tell me 3 things old people enjoy.
22. How do you feel in front of begging children? What would you like to do for them?

3. Aspirations theme

1. Act or show what work you would like to do when you grow up. Others must guess.
2. You are Superman, and you can do anything. What will you do?
3. Someone gives you 1 million Rupees. What will you do with it?
4. You are a photographer. What kinds of photos will you take?
5. Complete the sentence: My dream for the future is.....
6. There is a beggar on the street. What are the things that went wrong in his life?
7. India is a growing country, where there is development. What will your role be in the future India?
8. Make a 1 line poem on your future.
9. Do a dance to show how you feel about your future.
10. My hero is...
11. Boys: what will you do when you are a famous cricketer? Girls: When you are like Sariameeza, what will you do?
12. You are an Indiavidol. Sing us a song.
13. Do you want to be like your father (b) or your mother (g) or different?
14. In my life I want to use the computer to...
15. When you are as old as your grandparents, what do you want your life to have been like?
16. Place the following in order of priority: I want to be rich, happy or famous.

17. Place the following in order of priority: I am scared that I shall be poor, unhappy or lonely.
18. I want others to think of me as...
19. I see myself as successful or not successful.
20. The people who inspire me to do my best are

4. Theme Accessibility

Activity with Disabled Children

1) Playground:

Where do you play?

How often do you play?

Can you use the playground?

Can you use the playground every time you want to use it? If no, why not?

What kind of games do you play? Is it different from the games other children play?

2) Transport:

If you want to go far away alone, how do you go?

When you walk for the shop, what are the difficulties you encounter?

How often you get help in the streets?

How would a nice road look like?

If a wheelchair is stuck in a hole, what happens?

If your wheelchair (or aid equipment) breaks, what happens?

3) Toilets:

Is there any special toilet for the handicap?

If you want to go to the toilet and you need help, does somebody help you?

How difficult is it to go to the toilet?

Where is the toilet and how you get to it?

Do you go alone or with the help of somebody?

4) Education:

How do you reach the school?

Do government school accept you there?

How do you feel going to a normal school?

Do you prefer a normal school or special school for people with disabilities?

At school, does the teacher treat you in the same way as other kids, or they make fun of you?

In school functions (party, festivities, events) are you allowed to participate? If not, why?

How would you make your school more comfortable for you?

5) Health:

How do you feel when you are in the line waiting for treatment and a doctor asks you to come first than the others?

Have you ever used your disability to get something done?

How do you get to the doctor?

Does anybody go with you to the doctor when you need?

Does the doctor talks to you in a clear way about your disability?

Give three positive things about the doctor? And three negative things.

6) Love & Care

Are you treated in the same way than your brother and sister? If yes, how?

How are you treated by your friends?

Do other children want to be your children?

Final list asked to disabled children

1. Where do you play?
2. How often do you play?
3. What kind of games do you play?
4. If you want to go far away alone, how do you go?
5. How would a nice road look like?
6. If you are in the street and you need help, do you have to ask or people come to help you?
7. Do you have difficulty with toilets at home or at school?
8. Do you have problem at school?
9. How would you make your school more comfortable for you?
10. Do you have any problem when you are the doctor?
11. If you are superman what will you do?
12. What do you like and not like at home?
13. What would you add in the school?

5. Theme work-money

Descriptive questions

1. How many members of your family are working?
2. Do you think your family has enough money to fulfil all children's needs
3. Are you happy with your parents' job?
4. How do you help your parents in their job?
5. What are the economic conditions of your family compared to those of your neighbours?
6. If you have lots of money how would you utilize them?
7. Is there any fights between your parents for money issues?

Detailed questions

1. Do you think female members of your family should work if they want and can?
2. How can they do it? How could they improve this situation?
3. Can you explain your parents' job and why you are or are not happy with them?
4. What do you prefer: helping them or concentrating on studies?
5. Why do you think so?
6. Why are these things so important to you?
7. How do you think these problems can be solved?

General questions

1. What kind of job do you prefer for your future (GO TO PROJECT WHY HOUSE)
2. Do you feel your parents are satisfied with their own works?
3. What do you think if you see a friend of yours living a better life style than yours?

Final list

1. How many members of your family are working?
2. What do you think is missing at home?
3. Do you think papa's job is good? Do you think mamma's job is good?
4. Do you help your parents in their job?
5. If you have lots of money how would you utilize this money?
6. What do rich people have?
7. Do your parents fight about money?
8. Do you think female members of your family should work if they want and can?
9. Do you have enough time for homework, or do you have other tasks? What are these tasks?

10. What kind of job do you prefer for your future? Do you think PW is helping you for that? In which way?
11. Do you feel your parents are satisfied with their own works?
12. What do you think if you see a friend of yours living a better life style than yours?
13. Do you think disabled people can have a job?
14. Do you think a child should leave school to work?
15. Do you think parents are taking care of all the needs of their children? Or do you think some children have to take care of themselves?

Little Pooja and Radha are not playing a mindless game! No sir.



They are proud participants of an international workshop held under the aegis of the Human Development and Capability Association Thematic group on Participatory Methods a group of the Human Development Capability Association (HDCA) being held in New Delhi this week.

The workshop was held from 5 to 8 September and had two main objectives: 1 - Strengthen the organizational capacity of Project Why 2 - Explore the impacts of Project Why on beneficiaries of their work with children. The results are awaited and we all, and I in particular, wait with bated breath for the outcome.

But this post is not about whether or not we passed the litmus test, or what measures need to be taken to strengthen our capacities, this blog is about the other side of the workshop, the tiny moments that may have escaped many, the backstage angst, the fleeting moments of pride, the surreptitious phone calls to assert that all is going well, the furtive gestures to ensure that nothing is missed and more.

For 4 whole days project why was on its toes though we did try to put up an equable face. A plethora of different activities were scheduled at different times and places. It was impossible to keep an eye on all as we would have liked to as most of us (teachers and the management team) were part of a SWOT exercise that took a large chunk of time. I must confess that when we were told about having to spend nine hours (3x3) in a room the reactions of everyone were to say the least noteworthy: raised eyebrows, perplexed faces, vigorous shakes of the head and total bewilderment. The motley crew that makes up the extraordinary project team was in a quandary. They all knew that we were to play hosts to a dozen eminent academics from the world over and every one felt diffident. Would we come up to the expectations?

Moreover the past few weeks had been marked by furious preparations with the help of Sara who had come a month earlier to help prepare the workshop. The activities had to

be meticulously planned: children identified, parents informed, teachers assigned, transport organised. Props needed to be made, translations done keeping in mind the ground and social reality. Then it was time to explain it all to the team and I guess our own nervousness must have added to theirs in quantum leaps.

D Day dawned after a sleepless night. We all felt like debs on the even of their coming out ball. For the first time we were to be showcased to those that mattered and that would in many ways define our future. We were aware of the fact that in spite of all our careful planning there would be many slips and glitches but decided to put our best foot forward.

The workshop began and we were carried in the whirlwind of activities barely having time to think. We simply moved from one activity to the other and one day to the next. In between we fed our curiosity on the bribes of phrases we heard along the way. As the participants visited some part of the project or finished one particular activity we devoured the "the children are great" ; "what nice answers"; "stunning pictures" ; "interesting debate" that we overheard. It seemed we had come out winners or at least been accepted warts and all!

The frightening SWOT went off like a breeze thanks to the wonderful professor who steered it. We sheepishly recalled how scared we had been and how apprehensive we had felt about the whole matter. Renato was extremely warm and managed to make even the quietest teacher not only speak but share his or her inner most feelings. We discovered things about ourselves and others and above all saw how much we shared in common. It was a priceless experience for all.

We now await the official results but I was made privy to some. The subtle and even anodyne games were powerful tools that helped delve into the children's mind and bring out their aspirations and hope. It also brought out what project why had taught them and that was a matter of great pride: some children selected the library as their most precious option while others took pictures of places of worship other than theirs to show that they had understood the importance of respecting each other. Many children wanted their friends to also join pwhy and that alone made our hearts swell with pride.

I could have waited for the official results before writing about the workshop, but the excitement was too much and somehow I felt this candid account would better showcase what I felt. It is the moment to express my indebtedness: to all those who made this workshop a reality - Mario, Renato, Nicolo, Sara, Alex, Jean Francois, Jim, Francesco, Sara, Ina - by coming and spending their invaluable time with us, to the PW team without which none of this could have been possible but above all to the children of project why who are a living proof of the indubitable reality that every child, no matter how deprived, has a right to dream and we are blessed to be those who are entrusted with the challenging task of making these dreams come true.

Anuradha Bakshi



POST SCRIPTUM

Dear Project Why family,
we appreciated very much the collaboration of the children, teachers and staff of Project Why and we really enjoyed your enthusiasm and friendship during our stay at Project Why in New Delhi.

Our warm thanks to Anou Bakshi, all the PW Staff and a special thanks to ...



all PW children!!

Yours sincerely,

The participants

The international participants together with PW people



Alexandre Apsan Frediani - University College London (England)
Nicolò Bellanca - University of Florence, Lei-Arco (Italy)
Mario Biggeri - University of Florence, Lei-Arco (Italy)
Sara Bonfanti - University of Florence (Italy)
Francesco Burchi - University of Roma Tre (Italy)
Ina Conradie - University of the Western Cape (South Africa)
Renato Libanora - University of Florence, Lei-Arco (Italy)
Cristina Lomi - Associazione Raggio di Luce (Nepal Office)
James McAteer - University of Ulster (North Ireland)
Cecile Pompei, University of Sorbonne Paris (France and stager at PW)
Jean-François Trani - University College London (England)
Sara Vicari - University of Roma Tre (Italy)

The *Thematic Group on Children's Capabilities of the Human Development and Capability Association* is an interdisciplinary network of development economists, economists, anthropologists, demographers, philosophers, statisticians, sociologists and psychologists. It focuses on children with the aim to develop a bottom up framework based on the capability approach to address theoretical and practical issues related to children human development. We try to organize two meetings per year. Part of the TG group meets monthly at the University of Florence (Italy).

The *Thematic Group on Participatory Methods of the Human Development and Capability Association* hopes to create a space where ideas and experiences can be exchanged when using Participatory Methods to apply the Capability Approach. Members of the group come from different backgrounds but with similar questions: How can the use of participatory methods contribute to a better understanding of people's capabilities? Can we identify functionings and capabilities through participation? What kind of participatory activities can be used to capture the changes in capabilities? Should participatory methods be aimed at expanding people's capabilities? How do participatory methods impact on people's capabilities?

This workshop report is the fruit of the joint effort and collaboration of all participants. In particular, Mario Biggeri, Sara Bofanti and Ina Conradie edited the report. Chapter 1 was edited by Renato Libanora, Chapter 2 by Alexandre Apsan Frediani, Chapter 3 by Sara Bofanti, Chapter 4 by Mario Biggeri, Chapter 5 by Jean-François Trani.