

CITIES4KIDS

SMALL CHILDREN, BIG CITIES

HANDBOOK ON CHILD-LED PLANNING FOR INCLUSIVE CITIES



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TOOLS TO ENGAGE WITH CHILDREN

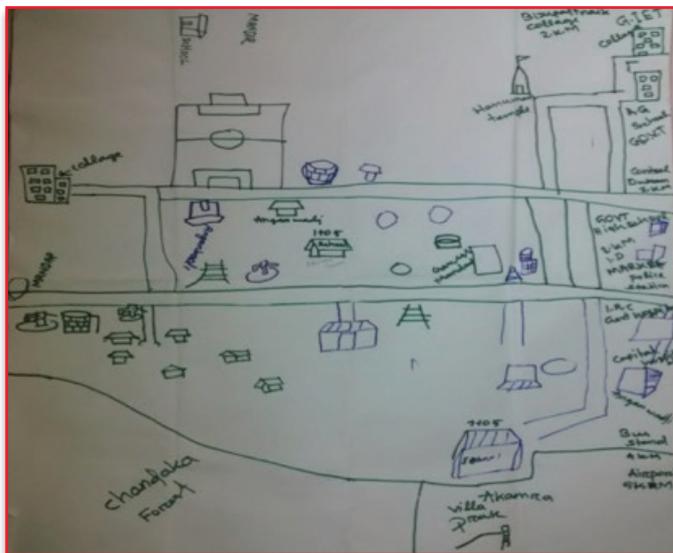
The following are some participatory tools that can be used while engaging with children to understand issues

they face, aspirations they have and how they prioritise the same with regard to resources of urban infrastructure.

1. Participatory Resource Mapping

About the tool

A community map is a map showing important places in a community—for example health services, schools, temples, ration shop, playground, market, shops, police station etc. The resource map can be the basis for subsequent discussions on issues and aspirations relating to each issue.



Helps identify services and resources available in the community

Helps identify spaces and resources that children get access to as well as identify which is important to them

Helps identify their issues

Provide a non-threatening way to start a discussion about issues which otherwise cannot be asked straight up

Materials required

Locally available materials like sticks, wood, leaves, stones etc., different colours of sketch pens and chart paper

Uses

It helps children and planners generate broader spatial understanding on various facilities and spaces for children in the respective locations

Time taken

1.5 hours

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Using the Tool

Step 1: The FACILITATOR starts a discussion about geographical characteristics of the area.

Step 2: The FACILITATOR requests the children to make/draw a map of the location on the floor/Chart paper.

Note: The FACILITATOR ensures that a suitable place is identified to draw the map. (Group working on a map)

Step 3: They are requested to mark roads, footpaths, houses of all the families in the locality, public institutions, drainage, drinking water sources, drinking water supply channels, markets, shops etc., that exist in the locality (A recreated map based on earlier photograph where some of the spaces appear as interactive medium)

Notes for Facilitators

It is to be noted that all the children are physically involved in creating their map.

It is recommended to facilitate the exercise with boys and girls together and ensure that girls are not excluded from the mapping/discussion.

Each resource map can cover the slum as a whole or each of the individual spaces based upon the aim of the exercise

If the above process is done on the ground it is important that the map is copied on to a large sheet of paper, taking the effort to include all details that the children have presented.

It is important to mark the directions (north, east, south west) on the corner of the sheet as per the actual direction presented on the floor.

Details such as name of the location, names of the children who made the map and gave information; date on which the map is made have to be written on the map as it is a database, which can be referred to later.

Map should also show index (legend) with symbols at one corner of the sheet, for each item presented in the map, such as drainage, houses, roads, toilets, various institutions etc.

Probe Questions (Only indicative, not exhaustive. Please use with discretion)

House

How many houses in the location – how many Kacha or pucca?

What is the number of families that own a house and that live on rent?

How many rooms do most houses have?

Water

What are the various sources of water or the water points at the household and community level?

What is the distance to the various water points and how much time is spent in collecting/fetching water?

Uses

To identify and understand the issues faced by children with access to services and spaces in the area.

To explore community's concern about their community and what they would like to change

To get suggestions from the community on solving the issues

Materials required:

Cards and markers

Time taken

1 hour

Using the Tool

Step 1: Facilitate discussions on issues and problems faced by children in the area, referring to the spaces located in the community map (image of group discussion same as above)

Step 2: Request the children to write them down on flash cards using one card for one issue, so that it is easier to read and easier to move around

Step 3: Facilitate discussion with the participants to understand reasons for each of the issues and requests them to suggest measures to improve the situations and address the issues.

Probe Questions (Only indicative, not exhaustive. Please use with discretion)

House

What is the condition of the houses – space, ventilation, weather resistant? How safe do you feel are the houses?

Water

How is the quality of water? What other problems are faced in accessing water?

Who goes to fetch water? When? Where do they have to go? When is water available? What happens when it is not available?

Sanitation

What is the condition of drainage system, pipes? Is there regular cleaning? Who maintains the toilets and drainage systems? What problems are faced with regard to this? What problems are faced because of the absence of bathing spaces within the house? What are the alternative arrangements for the same?

Play Spaces

Do boys and girls go to play? When? Where? If no, why not? What are the alternative spaces? Where do they play? What other activities can be/are carried out in open spaces?

Education

Do you like to go to school? If not, why not? What facilities are there at school? What facilities are absent? Who drops out from school? Why? What are the problems faced in going to school?

Air and Soil

Are there any direct problems associated with air and soil/environment? What are these? Have you faced any of these? Why? What happens?

Road and Transport

What transports are available? Who uses these? What do the others do? What do people do during emergencies, especially during the night? When is it difficult to access roads or transport? What are the alternatives at those times?

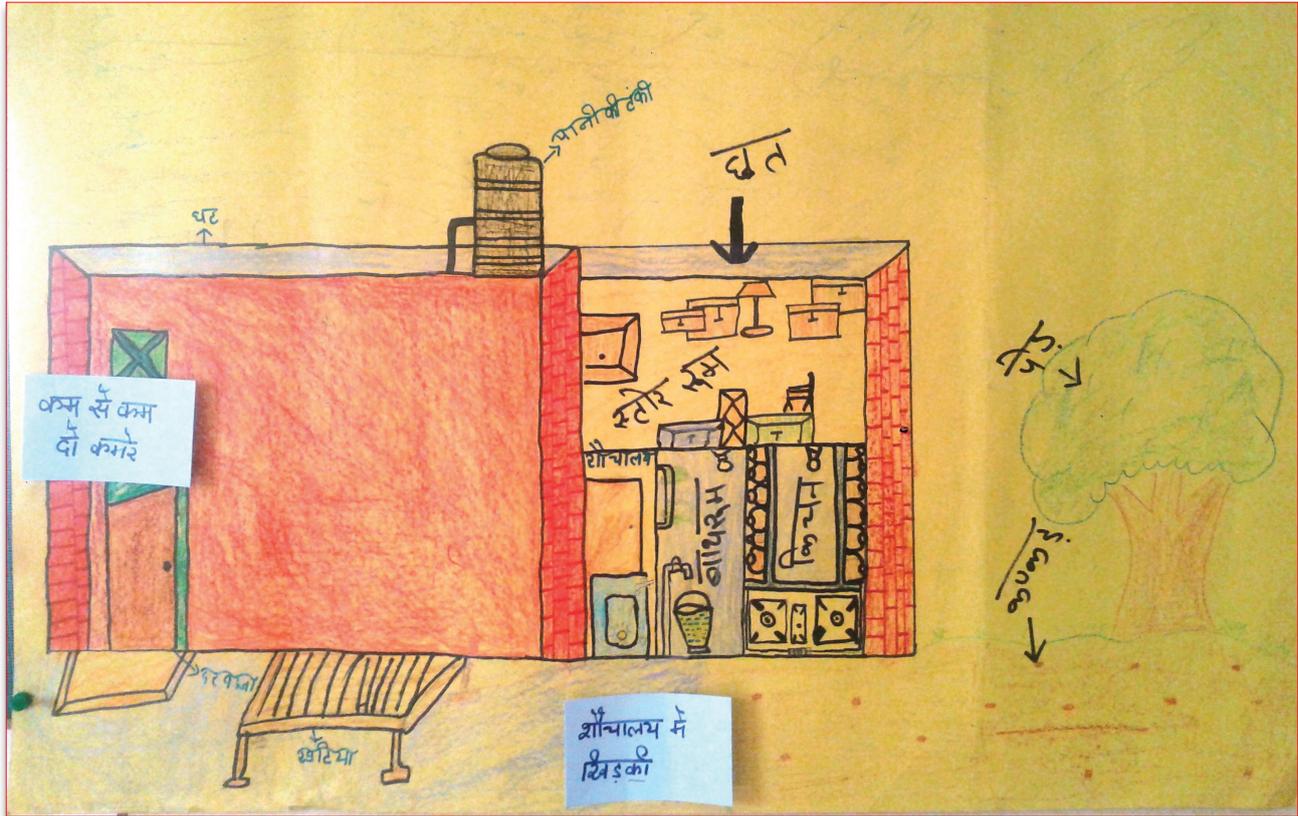
Power

How often are power cuts there? What problems do you face because of this? How high are the electricity wires? How and where are transformers placed in your locality? Do these pose a problem? To whom? Discuss

3. Aspiration Mapping

About the tool

Aspiration mapping is a tool that lets a group share an alternate plan/future dream that is then prioritised based on available resources. Through the tool, children can come up with solutions to problems they may encounter in any given situation



Uses

To identify and understand aspirations of children with regard to any issue that they faced

To give children the space to come up with solutions to problems they may face

To come up with alternative forms of situations/plans that are inclusive and creative

Materials required:

Cards and markers

Time taken

1 hour to 1.5 hours

Using the Tool

Step 1: Using the issue map, ask children to come up with alternate solutions or dreams that can help solve the problems (image of group discussion same as above)

Step 2: Request the children to juxtapose the issue with their aspirations

Step 3: Against the aspirations, ask children to prioritise them by using a ranking method, where they give ranks to each aspiration to identify which are must-haves and which good-to-haves

Step 4: Children may be encouraged to illustrate their dream space or their aspirations

Notes for Facilitators

Note down on cards each and every aspiration of children that come from the participants, no matter how realistic or not they are

Encourage children to share their inputs

During prioritisation, encourage children to give reasons for a particular order of ranking

Encourage children to rethink their rankings once they have looked at it. This helps them revisit their choices and alter them if necessary

Probe Questions (Only indicative, not exhaustive. Please use with discretion)

House

What are aspects that will make a house safer?

Which is most important to you? Why?

Water

What facilities need to be made with regard to water? How can steps be taken to maintain these?

What needs to be kept in mind?

What solutions are there to the issues discussed?

Sanitation

How can the issues be dealt with?

What is an ideal sanitation space? How would you like to prioritise these solutions?

Play Spaces

What changes can be made for an ideal play space?

Who should be using the space and how can it be safe?

What infrastructure related changes can be made?

Which are the most urgent changes required?

Education

What specific facilities need to be added to make school desirable?

Which of these may be considered most prominent?

Why?

Air and Soil

Are there any solutions to the problems faced with regard to air and soil pollution?

Which of these changes relate to infrastructure?

Which are most feasible in terms of available resources?

Road and Transport

What are factors of improvement of infrastructure in roads and transports?

How can these be made safe for everyone, especially children like you?

Power

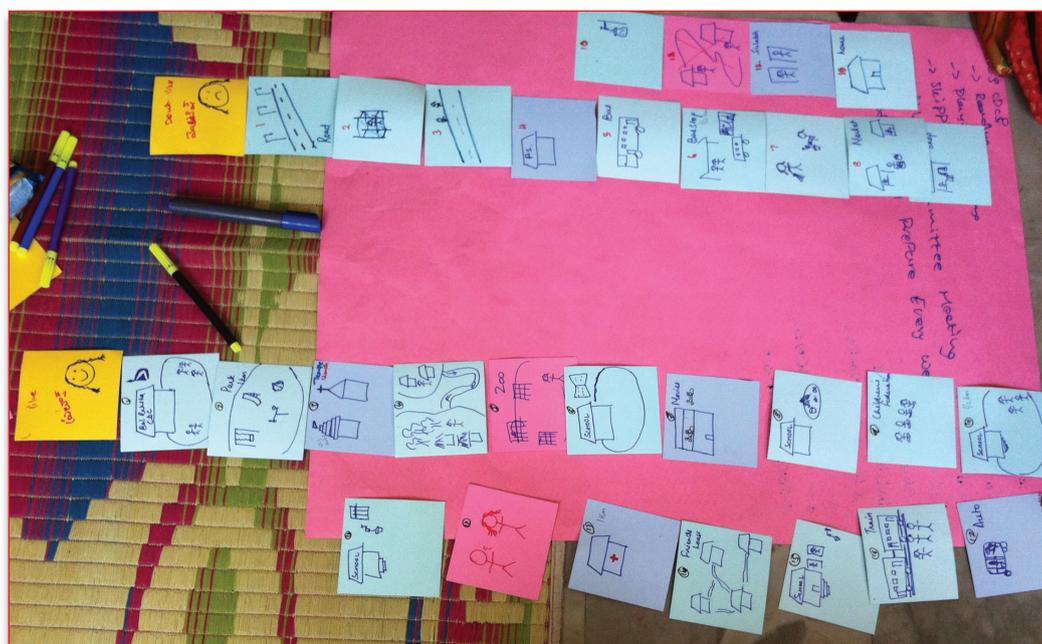
What are the solutions to problems posed by poor power infrastructure?

Which need to be carried out on priority basis and why?

4. Prioritisation

About the tool

Prioritisation can be done by a number of tools. The two options that are detailed here are ranking and scoring.



Uses

To understand how issues, aspirations, resources, etc are prioritised by the children

To give children the space to decide which issue/aspiration/resource is most important to them and why

To enable the participants to look at feasibility within the context of aspirations

Materials required:

Locally available materials like stones, or sketch pens and cards

Time taken

45 minutes

Using the Tool

Step 1: The facilitator repeats the issues/aspirations/resources which have been identified and will be prioritised

Step 2a: For ranking, the facilitator asks the children to arrange them in order of importance while discussing the reasons and logic for according each a particular rank

Step 2b: The facilitator revisits the rankings along with the group, so that changes are incorporated if any and reasons are noted. Cards may be moved around during the discussion to revise ranks

Step 3a: For scoring, the children are given a pre-decided number of stones/paper chits which they are asked to distribute among the issue/aspiration/resource while discussing why each is given a particular score

Step 3b: The facilitator revisits the rankings along with the group, so that changes are incorporated if any, and reasons are noted

Notes for Facilitators

It is important to note down the discussions around the reasons for assigning a particular rank or score

Instead of importance, the rankings or scorings can be based on different parameters.

There must be a common understanding of the scoring/ranking process as well as of the parameters being used in the exercise to enable informed participation

There should be space for revising one's score/rank in each stage as well as reasons for change is best noted down by the facilitator

Facilitator must be careful not to suggest or push certain kinds of ranks or scores

Tips for Facilitators

Dos	Dont's
<ul style="list-style-type: none">❖ Gradually move from 'What they know' to 'What they may not know'❖ Use analogies they identify with or generally judge – Good Filmstar v/s Bad Filmstar; Good Food vs Bad Food❖ Acknowledge every that comes from them – acknowledging is valuing their opinion and it will motivate them❖ Create games that have a meaning – story cubes❖ Acknowledge them as owners of the information they have generated	<ul style="list-style-type: none">❖ Do not become a 'child' when engaging with children – one has to just respect their opinions, becoming one might be patronising❖ Do not restrict them to expressing "dreams"; allow them to decide on priorities and make them a part of the solution❖ Do not challenge their judgements – Ask them to explain only to understand their thought process and not for them to change their opinion❖ Do not talk down – Respect their opinion and acknowledge that they are living the experiences that they are talking about

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HOUSING



Introduction

According to the 2011 Census, housing conditions in India were congested with 71.2% of the slum households having between four and nine (or more) members. Housing structure shows that one-fourth of the houses were semi-permanent

in nature and 30% of the slum dwellers lived in rented houses. About half of the households (47%) lived in only one room, with poor window and poor ventilation and 14.3% households shared with another family. Despite specific norms laid down in housing schemes, the reality is quite different.

Issues

To understand the issues faced by children, the following tools may be used.

Tools Used	Optional Tools
<ul style="list-style-type: none">❖ Resource mapping❖ Card sorting and prioritisation❖ Materials needed - Cards, markers❖ Time needed - One hour at least (For steps, refer to the Tools Manual)	<ul style="list-style-type: none">❖ Participatory video of issues and aspirations❖ Materials needed - Cards, markers, video camera and accessories or mobile phone with video facility, video editing software❖ Time needed - At least two days (For steps, refer to Interactive Manual)



Based on participatory exercises done with children in different parts of the country, the following issues were listed.

- ❖ No washrooms within the house
- ❖ Sizes of the houses - rooms too cramped, low ceilings, too few rooms
- ❖ Ventilation - Due to absence of ventilation, smoke from kitchen enters the rooms and stale air makes children sick; While food is being cooked, they have fits of coughing and watering of eyes; It also affects mothers the most
- ❖ Poor condition of building - Steps in dilapidated condition so there is the fear of accidents, absence of railings in higher floors,
- ❖ Poor condition of house - Leakage and water seepage during rains as roofs are weak; Walls develop cracks when nails are hammered in, windows are weak

- ❖ Electricity issues – Open sockets, live wires

Case Stories

Several instances and examples related to housing came up through interactions with children. Some of them are given below:

- ❖ Children in Andhra Pradesh, said makeshift bathing spaces were unsafe as there have been incidents when girls have been watched while bathing. Also, there is no proper drainage, leading to water stagnation and mosquito breeding
- ❖ Children in Delhi, Chennai and Hyderabad mentioned the small and cramped nature of houses. 'We have to sleep on the floor.' 'We find it difficult to study as the television is also on at the same time in the same room.' 'When relatives visit, there is no space for all of us.' 'The house is ideal for two adults, not children.' 'Our house is so small,

that we spend most of the time either on the street or in school'

- ❖ In one case in Moosaram Bagh, Vadara Basti in Andhra Pradesh, a wire from the ceiling fan fell on a woman and she suffered injuries
- ❖ Children in Chandrababu Naidu Nagar in Andhra Pradesh mentioned how carrying

water up narrow staircases without railings had led to accidents were children fell down and suffered fractures.

- ❖ Boys in Swarnim Nagar, Ahmedabad, said the walls were so weak that they broke with the hammering of nails. The window panes also shattered with heavy winds

Aspirations

To understand the aspirations of the children, the following tools may be used.

Tools Used	Optional Tools
<ul style="list-style-type: none"> ❖ Aspiration mapping and prioritisation ❖ Materials needed - Cards, markers ❖ Time needed - One hour at least (For steps, refer to the Tools Manual) 	<ul style="list-style-type: none"> ❖ Participatory video and participatory story telling ❖ Materials needed - Cards, markers, video camera and accessories or mobile phone with video facility, video editing software ❖ Time needed - At least two days (For steps, refer to Interactive Manual)



Recommendations

During participatory exercises facilitated with children in different parts of the country, some of the following aspirations were listed.

- ❖ The house would include a bathroom, hall, kitchen and bedroom. Two separate and spacious rooms for parents and children since the children would eventually grow up and require a separate room for themselves
- ❖ Rooms should be at a height of at least 10 feet – this would ensure a safe distance from the fan.
- ❖ Ventilation (windows) for the rooms with cross ventilation and adequate light and air
- ❖ Bathroom and toilet with proper ventilation, running water supply
- ❖ Kitchen with adequate ventilation to ensure the smoke gets out and doesn't choke children
- ❖ Terrace with proper boundary wall so that children don't fall over. Railings and parapet walls for houses on the first floor and above
- ❖ Store room
- ❖ Greenery around the house
- ❖ Sitting space outside the house where the family can enjoy the winter sun and celebrate functions
- ❖ Everybody should be able to own a house which is built well with concrete
- ❖ There should be a study area according to some children
- ❖ Pucca houses with all facilities including electricity with proper wiring, toilets and bathrooms.
- ❖ The water collection space and toilets should not be close to each other

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SANITATION



Introduction

Sanitation comprises access to toilets, bath and drainage facilities, maintenance of sewer lines and garbage collection by the local authorities. Sanitation and hygiene are key to child survival, development and growth. Improved sanitation has yet to reach 2.6 billion people in the developing world – almost 980 million of which are children under 18 years of age. The result is not surprising and yet it is shocking: millions of children die each year from preventable diseases. As per the census 2011, at country level, there is no drainage

facility in 48.9% households, while 33% households have only open drainage system. National Family health Survey-3 (2005-2006) reported that 41% of the households still have no latrine within household premises, with 24.2% of them depending on public latrines and other 16.8% practising open defecation.*

*Source

S.Ganesh Kumar and Nitin Joseph, **Drainage and sewerage system in urban India: Need for action**, Indian Journal of Occupational and Environmental Medicine 2012 Sep-Dec; 16(3): 150-151

Issues

To understand the issues faced by children, the following tools may be used.

Tools Used	Optional Tools
<ul style="list-style-type: none"> ❖ Resource mapping ❖ Card sorting and prioritisation ❖ Materials needed- Cards, markers ❖ Time needed - One hour at least (For steps, refer to the Tools Manual) 	<ul style="list-style-type: none"> ❖ Participatory video of issues and aspirations ❖ Materials needed - Cards, markers, video camera and accessories or mobile phone with video facility, video editing software ❖ Time needed - At least two days (For steps, refer to Interactive Manual)



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Based on participatory exercises done with children in different parts of the country, the following issues were listed.

- ❖ Poor Maintenance
- ❖ Absence of Drains
- ❖ Absence of Fencing
- ❖ Electrical Hazards
- ❖ Overflow of drains

Detailed Issues:

- ❖ Bathing space is either separate from toilet or absent
- ❖ Unclean
- ❖ Poor maintenance – broken doors, latches
- ❖ No water inside toilets, especially in public toilets
- ❖ Size of the toilets – very small and cramped
- ❖ Fear of young children falling into the pit
- ❖ Toilet seats
- ❖ Fear of abuse, especially among girls - Sexual harassment, verbal abuse
- ❖ High usage cost for toilets

- ❖ Inadequate toilets
- ❖ Inaccessibility of toilets – distance, timing, disability
- ❖ Diseases caused by insects carrying germs from open drains
- ❖ Absence of fences/covers on drains
- ❖ Fear of death by drowning in drains
- ❖ Overflowing drains
- ❖ Missing manhole covers
- ❖ Electrical hazards especially when wires hang close to drains, etc

Case Stories

- ❖ Usharani from Humara Bachpan talked how she thinks and demanded for a better water and sanitation facilities. The problem of water is high, it is tough to find clean water, and during monsoons water gets highly contaminated, forcing people to buy water. She demanded the right of every individual to get clean water. There should be tanks in every house to provide water facilities in toilets, kitchen, etc.

- ❖ Children in Swarnim Nagar, Ahmedabad, and Mumbai, said a foul smell emanated from the toilets. Sometimes, it was so bad that they feared it would choke them
- ❖ Girls in Mumbai as well as in Vadara Basti, Andhra Pradesh, said they were afraid of boys who harassed them. They were also scared of lizards in the toilets
- ❖ Boys and girls in Pattinampakam, Chennai, pointed out that only girls and women used

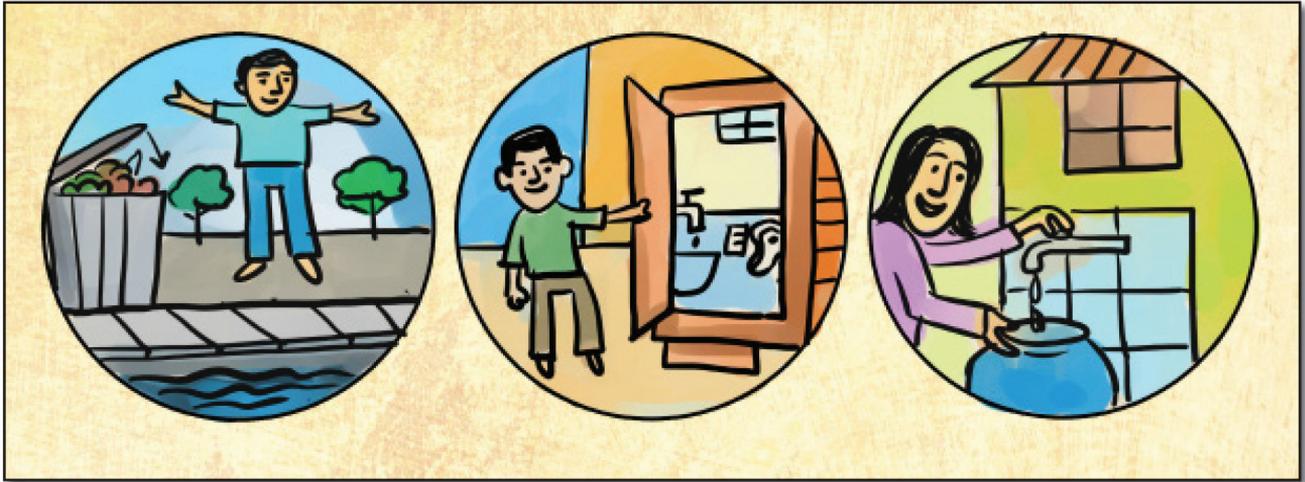
the public toilets there. The boys and men used the beach. They said there were cases of children being washed away by the sea when they went to relieve themselves on the beach

- ❖ Children in Delhi pointed out that the public toilets were badly maintained, with broken doors and latches being absent. They also suggested having western commodes that would be useful for people with disability

Aspirations

To understand the aspirations of the children, the following tools may be used.

Tools Used	Optional Tools
<ul style="list-style-type: none"> ❖ Aspiration mapping and prioritisation ❖ Materials needed- Cards, markers ❖ Time needed - One hour at least (For steps, refer to the Tools Manual) 	<ul style="list-style-type: none"> ❖ Participatory video and participatory story telling ❖ Materials needed - Cards, markers, video camera and accessories or mobile phone with video facility, video editing software ❖ Time needed - At least two days (For steps, refer to Interactive Manual)



Recommendations

During participatory exercises facilitated with children in different parts of the country, some of the following aspirations were listed.

- ❖ There should be community tanks and they should be cleaned regularly
- ❖ There should also be dustbins- green (easily dissolving), yellow (for recyclable waste), red (for harmful waste)
- ❖ There should be rain water harvesting
- ❖ Drains should be covered and underground
- There should be covered dustbins in every house so that they do not pollute air/soil
- ❖ Gas pipes should be present in all houses.
- ❖ There should be western toilets
- ❖ There should be toilets within the houses
- ❖ Community toilets should have proper lights, maintained properly and have regular water supply.
- ❖ There should be bathing spaces within the households

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WATER



Introduction

Urban development has been a focus for some time now as it has been prioritised in planning by successive governments. But are slum communities a priority in the process of planning? Even if they are, whose interests in the slum gets attended to? Access to clean water and regular water supply are among the foremost factors related to a healthy living. Yet, in urban slums approximately, 50 percent of

child mortality is the result of poor sanitation and lack of clean drinking water. For children who survive, repeated episodes of illness often result in chronic malnourishment that impacts both their physical and cognitive development. This makes it imperative to look at the role of water in the life of children and their specific aspirations revolving around the issue.

Issues

To understand the issues faced by children, the following tools may be used.

Tools Used	Optional Tools
<ul style="list-style-type: none"> ❖ Resource mapping ❖ Card sorting and prioritisation ❖ Materials needed- Cards, markers ❖ Time needed - One hour at least (For steps, refer to the Tools Manual) 	<ul style="list-style-type: none"> ❖ Participatory video of issues and aspirations ❖ Materials needed - Cards, markers, video camera and accessories or mobile phone with video facility, video editing software ❖ Time needed - At least two days (For steps, refer to Interactive Manual)



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There are provisions to ensure that water is available to be accessed by all, including children, as are there assertions of its importance to healthy and disease-free living. But several problems exist in implementation and lack of sensitivity and people's participation. These issues can be understood through an interaction with children using participatory exercises.

Based on participatory exercises done with children in different parts of the country, the following issues were listed.

- ❖ Broken Pipes, taps, cisterns, tanks
- ❖ Missing school as water has to be fetched from public tap
- ❖ Fighting over water
- ❖ Irregular water supply
- ❖ Lack of water makes toilets dirty- community, school, public toilets, homes
- ❖ Water point seen with fear as access to it is far or lonely

Case Stories

- ❖ Children in Seemapuri, Delhi, said the supply of water in the locality was oriented

around water tanks. Some lanes had a water tank to themselves; some others to share one with another lane. Water availability was a big problem, especially in summers. Piped water came just twice a day and it was the major problem faced by them. Taps did not work and they were located far from places of residence. This to and fro travel from the water supply was not safe, especially for girls.

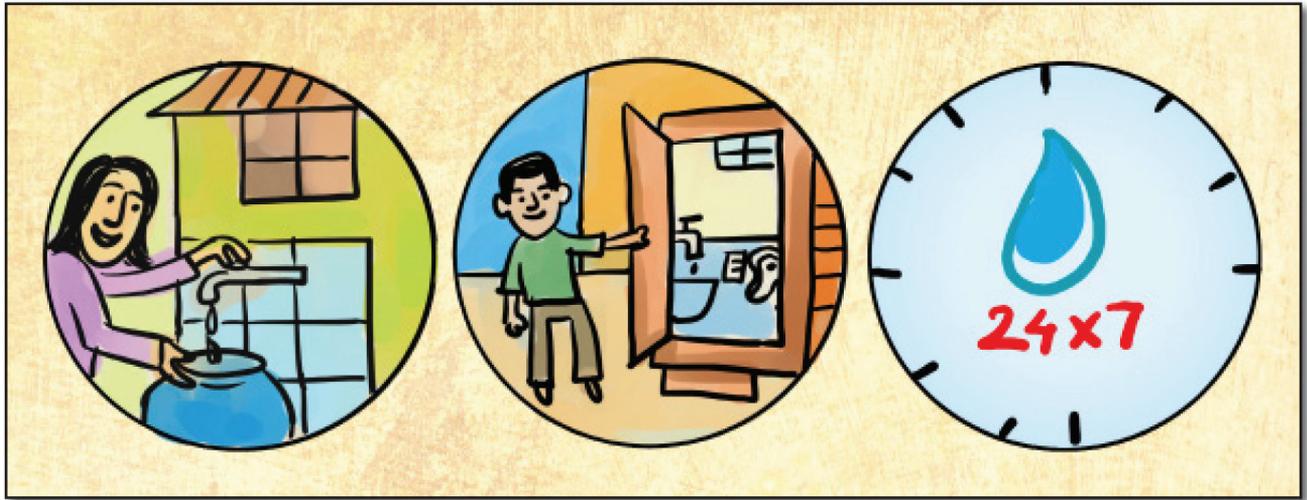
- ❖ In Pattinapakkam, Chennai, children stated that municipality water is not clean and they had to buy water bottles
- ❖ In the PV done with children from different areas in Delhi, it exhibited that due to lack of drinking water, children are required to stand in long queues for hours (specify whether it is in morning or evening, number of hours) which make them bored and they miss out their studies as well.
- ❖ Moreover, children, especially girls, had to spend hours to stand in the queue to fill water.
- ❖ There were also cases of physical fights over water.

- ❖ Similarly, participants from Orissa cited that during floods, water enters into well and makes water unsuitable for drinking. This causes many health related problems in the society. Children from Delhi pinpointed the issue of wastage of water due to leakages in water pipes. They feel that prudent use of water is necessary as sometimes due of tiffs among people water keeps on flowing and this results in wastage of lots of water.
- ❖ Some times children had to get up very early in the morning to fetch water.
- ❖ No water connections near bathroom and toilets. Girls during a process said that “We feel embarrassed when we have to go and fetch water from outside to go to the toilet.”
- ❖ Children in Swarnim Nagar, Ahmedabad, said they bought water packets as the toilets did not have water.
- ❖ Taps do not function properly; hence children need to travel to and fro and this raises the issue of girls’ safety.
- ❖ Complaints regarding small size of water tanks and irregular water supply are common. On the top of it, the water supply in the locality is oriented around water tanks.
- ❖ 74% of slum household use the tap water, only 45% of slums households has access to tap water within the premises and 28% of slum households have to walk 100 metres or more to collect water.
- ❖ In Bawana (Gurgaon, Haryana), drinking water was not safe or hygienic. It was supplied through a pipe bored into the ground.

Aspirations

To understand the aspirations of the children, the following tools may be used.

Tools Used	Optional Tools
<ul style="list-style-type: none"> ❖ Aspiration mapping and prioritisation ❖ Materials needed- Cards, markers ❖ Time needed - One hour at least (For steps, refer to the Tools Manual) 	<ul style="list-style-type: none"> ❖ Participatory video and participatory story telling ❖ Materials needed - Cards, markers, video camera and accessories or mobile phone with video facility, video editing software ❖ Time needed - At least two days (For steps, refer to Interactive Manual)



Recommendations

During participatory exercises facilitated with children in different parts of the country, some of the following aspirations were listed.

- ❖ Integrated water management system
- ❖ Setting up and audit of free drinking water points in city
- ❖ Regulated water tariffs
- ❖ Per capita water availability
- ❖ Drinking water facility in park, schools, playgrounds
- ❖ Rainwater harvesting programme
- ❖ Regular cleaning of tanks, repairing of pipelines
- ❖ Structure of water tanks should prevent breeding of mosquitoes and pollution and keep water cool
- ❖ Water purification methods
- ❖ Steps to contain wastage of water
- ❖ Storage tanks for storing water for houses, toilets, schools, hospitals, government shelters
- ❖ Community taps to fill drinking water through the day
- ❖ Water points in community and shared toilets
- ❖ Water points in every house with regular and clean supply of water.

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OPEN SPACES



Introduction

Children living in cities are exposed to different spaces in their childhood - home, playground, streets, bye-lanes, schools, ICDS centres, parks, bus and railway stations, markets, residential homes and many more. The quality and environment of spaces play a crucial role as it determines the level of participation in and interaction with the space. Children often feel excluded in public spaces, due to non-inclusive architectural design,

absence of safety standards, and general fear of abuse or crime. Adults too perceive these conditions of lack of safety and often restrict children from those perceived unsafe spaces, as it is easier than trying to make those spaces safe. Restricting children from entering spaces not only harms their physical development and social skills but also limits their participation in the community.

Issues

To understand the issues faced by children, the following tools may be used.

Tools Used	Optional Tools
<ul style="list-style-type: none">❖ Resource mapping❖ Card sorting and prioritisation❖ Materials needed – Cards, markers❖ Time needed – One hour at least (For steps, refer to the Tools Manual)	<ul style="list-style-type: none">❖ Participatory video of issues and aspirations❖ Materials needed – Cards, markers, video camera and accessories or mobile phone with video facility, video editing software❖ Time needed – At least two days (For steps, refer to Interactive Manual)



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Based on participatory exercises done with children in different parts of the country, the following issues were listed.

- ❖ Lack of parks
- ❖ Parks and playgrounds built and used for relaxation of adults
- ❖ Lack of play materials in parks
- ❖ Poor maintenance of parks and playground
- ❖ Playgrounds are being encroached for urban development
- ❖ Playgrounds used as dumping yards
- ❖ Parks and playgrounds near crowded roads and out of community
- ❖ Restriction and discrimination in access to parks to playground
- ❖ Parks many a times are inaccessible to girls
- ❖ Parks are unsafe for girls to play

- ❖ Playgrounds and parks act as meeting points for unwanted activities
- ❖ Distance between the house and parks
- ❖ No grass in the playgrounds – cemented structures leading to children getting hurt

Case Stories

- ❖ Children in Seemapuri, Delhi, said the that they could not play in certain kinds of public parks, referring to incidents where they had been asked to leave certain public parks once the guards found out that they belonged to slums.
- ❖ Children from Seemapuri, Delhi said that the Girls and boys cannot play together as it did not look good so it was necessary to have two parks with swings, see-saw, etc.
- ❖ Children from Seemapuri, Delhi said that the area had 4 parks, out of which 2 had

been turned to be a dump yard while in the other two parks only the boys played. So the girls usually did not have a place to play, so they usually made of the busy roads to socialise.

- ❖ Children from Pattinapakam, Chennai, said that they have a fear of drunken people around the place.
- ❖ Parents from Vadar Basti, Hyderabad, said that there would be one park particularly for the younger children
- ❖ Children from Mumbai said that girls over 10 years were not allowed to go to nearby parks. Boys of all ages played there and teased girls who came into the park. Older Boys and Men also Gambled in the garden
- ❖ Children from Chandra Babu Naidu Nagar, Andhra Pradeh said that There were two playground one within and one outside Prashant Nagar community both were accessed only by the boys. Girls played in the lane outside their homes. They played games such as blind-fold as well as other games such as kho-kho and catch that usually required a large space.
- ❖ Children from Chandra Babu Naidu Nagar in Andhra Pradesh mentioned that boys had all the freedom to play where they wanted to and when they wanted to. Girls were not allowed to play anywhere apart from in front of the houses. The girls were not allowed to play once they attained puberty and moreover, girls did not have the time to play as they helped with household chores .The boys only helped once in a while with fetching water.
- ❖ Children from Fatehwadi, Ahemdabad mentioned that there were not too many trees for shade and it was very hot to play there. The ground itself was strewn with garbage, had several pointed stones and got slushy when it rained. One of the parks required the children to cross a road with a lot of traffic so the younger children were scared of getting hit by a truck or bus or some other moving vehicle.
- ❖ Children from Kannagi Nagar,pointed that there were no play materials in the park.

Aspirations

To understand the aspirations of the children, the following tools may be used.

Tools Used	Optional Tools
<ul style="list-style-type: none"> ❖ Aspiration mapping and prioritisation ❖ Materials needed- Cards, markers ❖ Time needed - One hour at least (For steps, refer to the Tools Manual) 	<ul style="list-style-type: none"> ❖ Participatory video and participatory story telling ❖ Materials needed - Cards, markers, video camera and accessories or mobile phone with video facility, video editing software ❖ Time needed - At least two days (For steps, refer to Interactive Manual)



Recommendations

During participatory exercises facilitated with children in different parts of the country, some of the following aspirations were listed.

- ❖ Big playground for children where boys and girls were allowed to play.
- ❖ Play ground with provision of all facilities like hockey, cricket, football, volleyball, table-tennis, kho-kho and swimming pool with equipment that was of good quality
- ❖ Separate parks for Girls
- ❖ Parks with porous boundaries so that children feel safe, yet feel that they are being watched over
- ❖ There should be security guards who should be responsible for the safety of the children
- ❖ Sufficient lighting – street lighting
- ❖ Parks should be created that would not only cater to the demands of children- abled as well differently abled, but elders as well every individual
- ❖ Toilets
- ❖ Drinking water facility
- ❖ Dustbins placed in every corner
- ❖ Swings and seesaw for Toddlers



CITIES4KIDS

SMALL CHILDREN, BIG CITIES

EDUCATION



Introduction

Various surveys of slum areas show that only over half the children are in school. It also shows that a high over-age and dropout ratio exists among slum children. The quality of available schooling options in poor urban areas is another issue

to consider. Over-crowding and a lack of appropriate facilities such as toilets are among the factors that undermine the quality of education. Access to education for poor and marginalised children, including the provision of quality schooling in informal settlements, is of paramount importance.

Issues

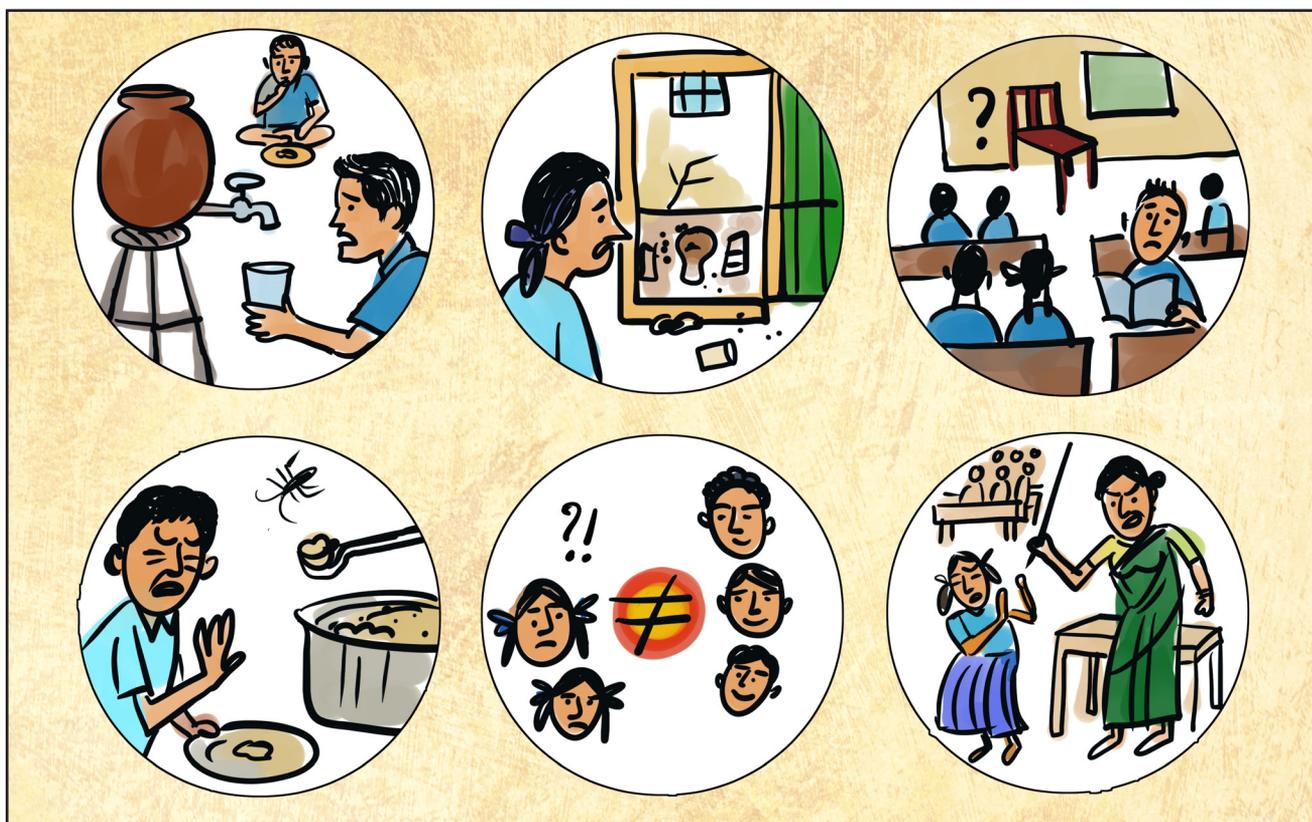
To understand the issues faced by children, the following tools may be used.

Tools Used	Optional Tools
<ul style="list-style-type: none"> ❖ Resource mapping ❖ Card sorting and prioritisation ❖ Materials needed- Cards, markers ❖ Time needed - One hour at least (For steps, refer to the Tools Manual) 	<ul style="list-style-type: none"> ❖ Participatory video of issues and aspirations ❖ Materials needed - Cards, markers, video camera and accessories or mobile phone with video facility, video editing software ❖ Time needed - At least two days (For steps, refer to Interactive Manual)



PRAXIS

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Based on participatory exercises done with children in different parts of the country, the following issues were listed.

- ❖ Lack of drinking water in schools
- ❖ Toilets are not clean.
- ❖ Teachers do not come to take classes
- ❖ No proper infrastructure in school like fans, lights and seats.
- ❖ No water connection in toilets
- ❖ Insufficient number of teachers
- ❖ Food given in school is not appropriate.
- ❖ Way to go to school is not safe and has potholes.
- ❖ Discrimination between girls and boys
- ❖ Teachers beat students
- ❖ Drop out issue

Case Stories

- ❖ Groups of children in Ahmedabad felt no fear in Madarsa however they shared the condition of roads as the road to the mosque

had several potholes and the compound was also uneven so if they went running, they often fell down and got hurt. In addition, there were sometimes stray dogs in the vicinity that they were scared of and in the monsoons, there were snakes.

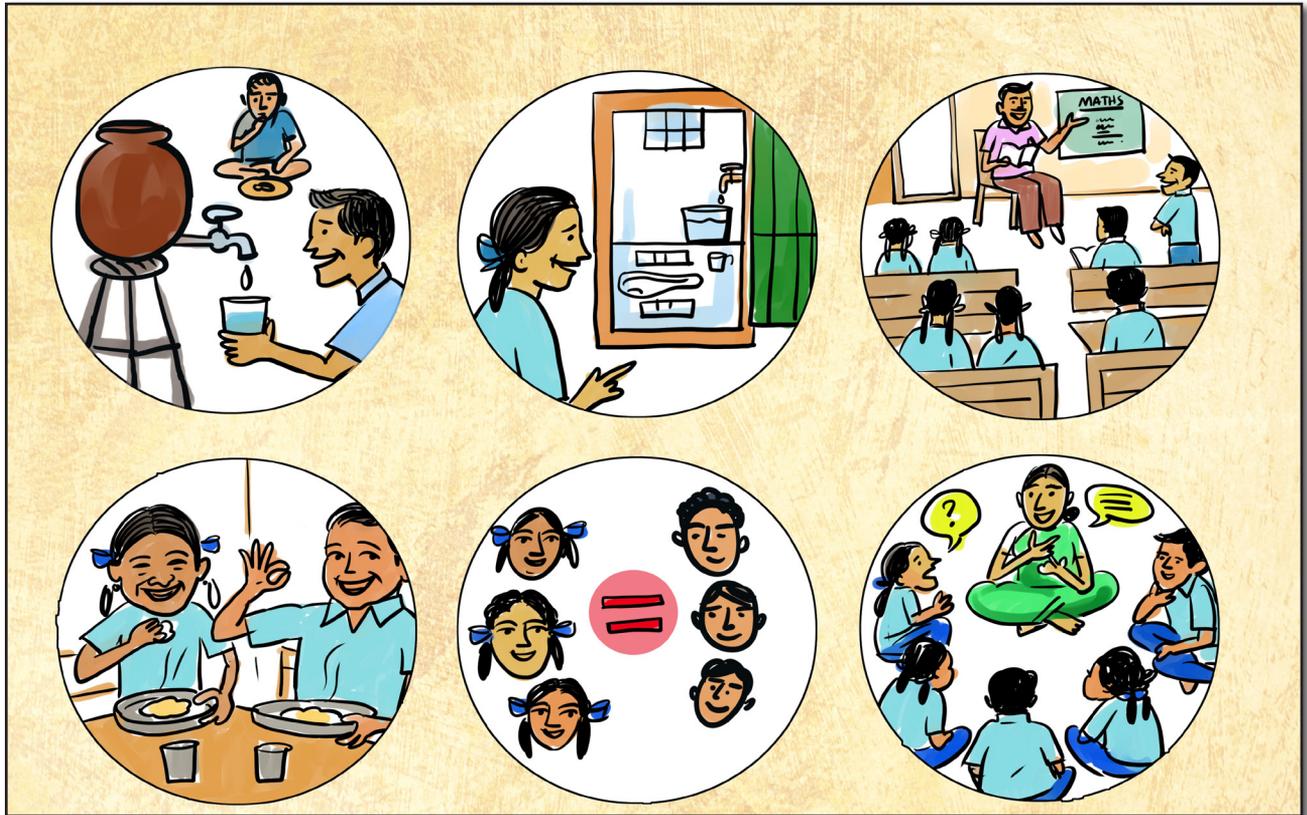
- ❖ Similarly, girls' participants mentioned that they felt very safe in the madarsa and the only time they got a bit scared was when they did not complete their homework or any other project work assigned to them, as the teacher would hit them with a stick.
- ❖ Many problems were stated by participants from Andhra Pradesh like the space was not enough to accommodate all the children who wanted to play. Sometimes the food was not well prepared and lack in quality. Also, children left the eating area dirty which could cause other exigencies. Similar to it, in one school the children were not provided midday meal (private school)

- ❖ Moreover, children also complained about not getting safe filtered drinking water at school. No electricity connection was another problem faced by the children in the school
- ❖ Children stated that they did not have water in the toilet during summer. Also, toilets were not always clean. These problems were also quoted by
- ❖ Children in participatory video and digital story telling made by them.
- ❖ While the boys had the right to study as much as they wanted, the boys usually dropped out of school after 10th. The girls were not asked if they wanted to study further and were asked to drop out after 8th. The children also mentioned that there were times when the boys had to drop out due to financial constraints in the family. But the girls countered and said that since the boys had the freedom to study as much as they wanted if there were no financial constraints.
- ❖ Girls from Chandrababu Naidu Nagar, Andhra Pradesh shared incidences on discrimination faced by them. They quoted that girls were hit more often by their parents than boys and In addition to it, boys were being sent to private schools while the girls were sent to government schools
- ❖ Boys did not study and they played around and disturbed the place is a major issue for participants from Pattinapakkam, Mulliamanagar, Chennai.
- ❖ In Kannagi Nagar, Chennai, participants echoed that there were few classrooms with no library, walls, toilets, kitchen, etc. The number of teachers was also limited.
- ❖ Participants narrated that eve teasing was also very common in the area that hampered the girls' mobility. For example, going to school, boys teased them.
- ❖ Children from Seemapuri shared that the teaching standards were really low and narrated that one teacher was there at our school who insulted girls on regular basis by stating that they were into making boyfriends. Furthermore, even girls took out girls' personal diaries and read out loud in front of everybody.
- ❖ In Participatory Video developed by children in Delhi stated that schools should be near the place they live in.
- ❖ In Digital Story Telling created by the children in Delhi, problems like teachers do not come to class, class do not have basic infrastructure like fans, lights, desks to sit that cause inconvenience to the students.

Aspirations

To understand the aspirations of the children, the following tools may be used.

Tools Used	Optional Tools
<ul style="list-style-type: none"> ❖ Aspiration mapping and prioritisation ❖ Materials needed- Cards, markers ❖ Time needed - One hour at least (For steps, refer to the Tools Manual) 	<ul style="list-style-type: none"> ❖ Participatory video and participatory story telling ❖ Materials needed - Cards, markers, video camera and accessories or mobile phone with video facility, video editing software ❖ Time needed - At least two days (For steps, refer to Interactive Manual)



Recommendations

During participatory exercises facilitated with children in different parts of the country, some of the following aspirations were listed.

- ❖ Nice classrooms, with basic infrastructure like fans, lights, desks, chairs, blackboards, notebooks, etc
- ❖ Proper water facilities
- ❖ Proper ventilation – number of windows, ventilators
- ❖ Sick room
- ❖ Safety and cleanliness of environment and infrastructure
- ❖ Separate toilets for boys and girls
- ❖ School close to residence
- ❖ Study centres
- ❖ Some aspirations went beyond infrastructure. These are:
- ❖ Various institutes and colleges like Arts college, Engineering college
- ❖ Evening coaching classes
- ❖ Nice friends, Nice teachers, Regularity of teachers in class



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ROAD AND TRANSPORT



Introduction

India is home to several bad roads be it in the metropolises, cities or villages. As of 2011, 54 percent – about 2.53 million kilometres – of Indian roads were paved.¹ However, the unmaintained roads, with pot holes, open drainage, lack of pavements, dysfunctional traffic lights, lack of zebra crossing, affects both the people traveling by foots and those by public or private transports. Additionally, the public transport system, although very extensive suffers from severe under-capacity and lack of maintenance. In a

report by the Indian Orthopedic Association in India it has been stated that 1,20,000 people die and 12,70,000 sustain serious injuries every year in Road Traffic Accidents. Children form a significant part of the casualties in road accidents. A RTI study conducted by a prominent organization working on road safety has found that death while going to school rose by 39.25% in 2012.²

¹National Highways Development Project: An Overview" (PDF). Government of India; p. 1-2.

²More school children dying in road accidents in India (2014), UCAN India

Issues

To understand the issues faced by children, the following tools may be used.

Tools Used	Optional Tools
<ul style="list-style-type: none"> ❖ Resource mapping ❖ Card sorting and prioritisation ❖ Materials needed- Cards, markers ❖ Time needed - One hour at least (For steps, refer to the Tools Manual) 	<ul style="list-style-type: none"> ❖ Participatory video of issues and aspirations ❖ Materials needed - Cards, markers, video camera and accessories or mobile phone with video facility, video editing software ❖ Time needed - At least two days (For steps, refer to Interactive Manual)



PRAXIS

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Based on participatory exercises done with children in different parts of the country, the following issues were listed.

Road

- ❖ Harassment by hooligans
- ❖ No Street lights
- ❖ No Zebra Crossing
- ❖ Dysfunctional traffic lights
- ❖ Lack of pavements
- ❖ Open Drains
- ❖ Dark Subways
- ❖ No Dividers
- ❖ Congestion
- ❖ Absence of Traffic police
- ❖ Parking problems
- ❖ Inability to cross roads
- ❖ Broken and uneven roads
- ❖ Lack of overbridges

Transport

- ❖ Crowded buses
- ❖ Harassment by hooligans
- ❖ Bus stops are located far off
- ❖ Metro stations are located far on
- ❖ Pollution
- ❖ Traffic Jams
- ❖ Unruly driving
- ❖ In metro sensors are not used
- ❖ There is absence of parking
- ❖ The roads constructed are not good
- ❖ There is less service availability of petrol pump
- ❖ There is no proper service available by police station
- ❖ The access to railway station or the entry point to railway station is narrow
- ❖ Roads have potholes
- ❖ As buses do not have lights, there is increased probability of thefts and teasing
- ❖ Vehicles use petroleum which tends to pollute the environment
- ❖ Absence of foot over bridge

Case Stories

- ❖ Children in Seemapuri narrated that lack of proper roads and transportation facilities causes problems to the dwellers of the area
- ❖ Many children have fallen into open drains in the road. One boy also narrated that a child died after falling in the drainage
- ❖ Lack of proper maintenance of the roads have led to several accidents
- ❖ Lack for designated pathways for children
- ❖ Lack divider causes chaos and traffic jams
- ❖ Absence of traffic lights and zebra crossing makes it difficult to cross roads
- ❖ The buses are crowded, which is harmful especially for the girls who get harassed by the miscreants travelling in these buses
- ❖ The metro station is locate very far, which children find difficult to access
- ❖ Children in Swarnim Nagar, Ahmedabad, said there were cases of children being kidnapped from the main road
- ❖ Children in Swarnim Nagar Ahmedabad, pointed out that in summers, the experienced dizziness while commuting on buses and suggested fans to ease their problem
- ❖ Children in Maharashtra Nagar, Mankhurd, said as the roads were uneven and dark, many of them fell down while fetching water from the public tap
- ❖ Many children have fallen into open drains in the road. One boy in Delhi also narrated that a child died after falling in the drainage. Children in Vadara Basti, in Andhra Pradesh, also mentioned how three to four children had fallen into an open drain along the road
- ❖ Children said while filming the participatory video that there were no designated pathways for children, dividers and traffic lights, leading to accidents, especially for children
- ❖ Children said while filming the participatory video that overcrowding in buses offered hooligans scope to harass girls. Similar experiences were shared by children in Swarnim Nagar, Ahmedabad, as well as Vadara Basti, Hyderabad
- ❖ Children in Kannagi Nagar, Chennai, ranked buses and roads as the most unsafe among spaces they accessed

Aspirations

To understand the aspirations of the children, the following tools may be used.

Tools Used	Optional Tools
<ul style="list-style-type: none"> ❖ Aspiration mapping and prioritisation ❖ Materials needed- Cards, markers ❖ Time needed - One hour at least (For steps, refer to the Tools Manual) 	<ul style="list-style-type: none"> ❖ Participatory video and participatory story telling ❖ Materials needed - Cards, markers, video camera and accessories or mobile phone with video facility, video editing software ❖ Time needed - At least two days (For steps, refer to Interactive Manual)



Recommendations

Based on participatory exercises facilitated with children in different parts of the country, some of the following aspirations were listed.

Road

- ❖ Dividers on the road, or at least a painted dividing line to be present
- ❖ Sidewalks/footpath for the children to walk easily on the roadside
- ❖ Foot over-bridge so that children could easily cross the road during traffic
- ❖ Better drainage on the road so that water does not get accumulated and children could easily access the road
- ❖ A traffic signal on the road to control traffic
- ❖ A lift to reach foot over-bridge which can be used by differently abled children
- ❖ Guards stationed on the main road
- ❖ Wide roads for vehicles to pass easily along with a traffic signal to monitor traffic
- ❖ The railway station should have three gates and it should be bigger in structure to accommodate a larger crowd.
- ❖ There should be a zebra crossing
- ❖ Street lights on the side of the road for visibility after dark
- ❖ There should be sensors in front of the

metros to prevent accidents, suicides

- ❖ Walking/Cycle-paths
- ❖ Benches with shade on the footpath
- ❖ Well-lit footpaths
- ❖ Roads in the slums should be wide enough for ambulance to rush through

Transport

- ❖ The buses should have light, fan and a person who monitored theft and eve-teasing
- ❖ All vehicles should use CNG so that there was a decrease in the amount of carbon dioxide emission into the environment
- ❖ Good public transportation as it would reduce emission because more people will use it
- ❖ Metro Station and Bus station to be located nearby
- ❖ A parking zone for people to park cars, scooter and children to park their cycle
- ❖ Child-specific seating on buses
- ❖ Increased frequency of buses to manage crowds
- ❖ Special buses for children
- ❖ Shared rickshaws for children

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SMALL CHILDREN, BIG CITIES

SOIL AND AIR



Introduction

Children are more susceptible to contracting diseases due to exposure to air pollutants and hazardous chemicals, ingesting contaminated water, food and soil. These problems are magnified due to lack of access to safe drinking water and sanitation, haphazard disposal of hazardous and bio-medical wastes. A growing number of diseases in children have been linked to environmental exposures. Ruth A. Etzel, in her

article on household air pollution, refers to the World Health Organization estimate that 24% of the global disease burden and 23% of all deaths can be attributed to environmental factors. Among children 0–14 years of age, the proportion of deaths attributed to the environment can be as high as 36%.¹

¹ Ruth A Etzel, Household air pollution: a cause of lung disease among children; Living conditions: the influence on young children's health; 2012; Bernard van Leer Foundation

Issues

To understand the issues faced by children, the following tools may be used.

Tools Used	Optional Tools
<ul style="list-style-type: none"> ❖ Resource mapping ❖ Card sorting and prioritisation ❖ Materials needed - Cards, markers ❖ Time needed - One hour at least (For steps, refer to the Tools Manual) 	<ul style="list-style-type: none"> ❖ Participatory video of issues and aspirations ❖ Materials needed - Cards, markers, video camera and accessories or mobile phone)



PRAXIS

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Based on participatory exercises done with children in different parts of the country, the following issues were listed.

- ❖ Factory smoke
- ❖ Smoke from vehicles
- ❖ Smoke from chulhas, burning of food, fossil fuels for various functions
- ❖ Fumes due to burning of plastic, burning of wires
- ❖ Radioactive material like mobile phones also cause air pollution as mobile towers give off radioactive signals as well
- ❖ Noise pollution from traffic and fireworks
- ❖ Diseases
- ❖ Open defecation
- ❖ Use of DDT

- ❖ Garbage – leeching into soil
- ❖ Soil erosion
- ❖ Cities and cementing, plastering, limit water recharging

Case Stories

Several instances and examples related to air and soil were recorded during discussions with children. Some of them are given below:

- ❖ In New Seemapuri, Delhi-one of the respondents added that people had started using the parks as dust bins. Also, even if they used dust bins they preferred to throw garbage outside it which resulted in trash all over the road. Littering everywhere made the place filthy, and made it susceptible for harmful diseases to thrive. Moreover during the rainy season, the condition worsened a lot, as the garbage

spread all over and started to rot. It resulted in spreading of foul smell. The burning of the wires near the area also released harmful toxics polluting the environment.

- ❖ Waste was dumped, animal defecated and roamed freely around in the playground- PV in Jhamghat, Delhi
- ❖ Children normally defecated on the pavement along which a heavy traffic was present- PV in Jhamghat, Delhi
- ❖ Children in Bhubaneswar said that in many

areas there were no dust bins or spaces for collection of wastes

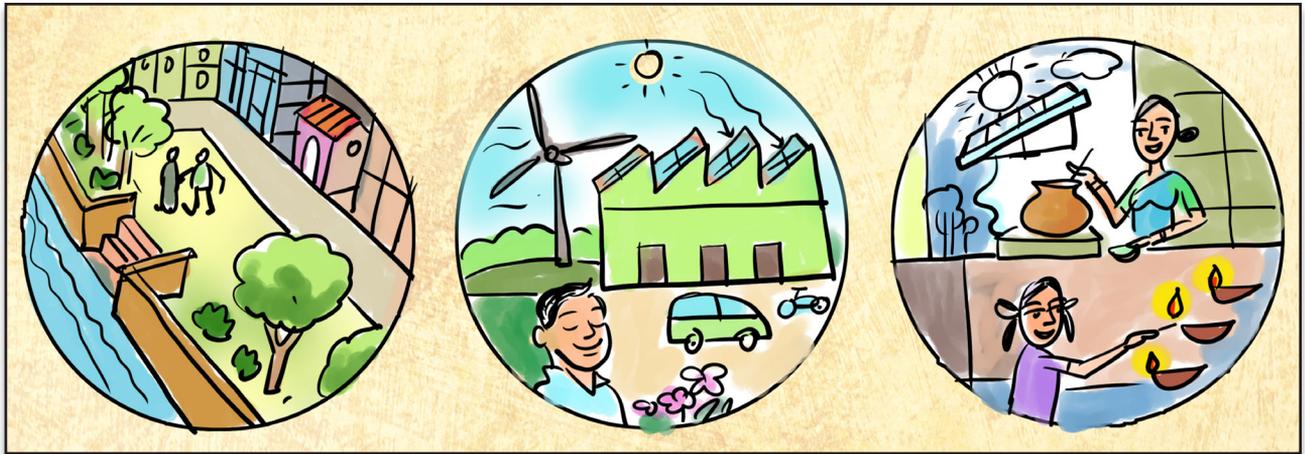
- ❖ Children in Bhubaneswar said the trees along the roadside were being felled. This left big holes in the ground in which water collected. People threw trash into these and this led to soil contamination
- ❖ Children during the participatory video process said that there was increase in air pollution because of the number of vehicles and factories spewing venomous gases

Aspirations

To understand the aspirations of the children, the following tools may be used.

Tools Used	Optional Tools
<ul style="list-style-type: none"> ❖ Aspiration mapping and prioritisation ❖ Materials needed - Cards, markers ❖ Time needed - One hour at least (For steps, refer to the Tools Manual) 	<ul style="list-style-type: none"> ❖ Participatory video and participatory story telling ❖ Materials needed - Cards, markers, video camera and accessories or mobile phone with video facility, video editing software ❖ Time needed - At least two days (For steps, refer to Interactive Manual)





Recommendations

Based on participatory exercises facilitated with children in different parts of the country, some aspirations were listed. These are:

- ❖ Soil retention by plantations
- ❖ Plantations – green areas, preferably not landscapes
- ❖ Engagement of children with respect to soil in open spaces
- ❖ Ventilation
- ❖ Chimneys in kitchen to ensure smoke goes away
- ❖ S-pipes in toilets to ensure odour goes away
- ❖ Waste segregation and disposal plan
- ❖ Rehabilitation should not be close to factories, landfill sites as it causes health problems
- ❖ Unpaved open spaces
- ❖ Reduction in vehicular pollution by encouraging people to use public transport
- ❖ All vehicles to be installed with CNG units as it would have a less damaging impact on the environment.
- ❖ Pollution check centres should be built at regular intervals to keep a check on pollution.
- ❖ Chemical and toxic substances should not be dumped into open spaces where they find their way to accumulate into water resources and the soil
- ❖ Avoid the use and dumping of plastic and encourage the use of cloth bags
- ❖ There should be more forest area for peaceful existence of man and animal
- ❖ Every house should have at least two plants

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SMALL CHILDREN, BIG CITIES

POWER



Introduction

Every 10th child in a non-notified slum area doesn't have access to electricity. As per the 2011 census there are as many as 138 lakh slums in India, their number only increasing each year. Of these, 11% of the non-notified slums don't have access to electricity.¹ The percentages of non-notified slums has almost doubled from 2008-09 to

2011-12 according to the National Sample Survey Organisation. States like Rajasthan, MP and UP have the highest percentages of slums without electricity. Even when electricity is there, the supply is irregular. At other times, infrastructure related to power like overhanging wires pose a high security risk, especially to children.

Issues

To understand the issues faced by children, the following tools may be used.

Tools Used

- ❖ Resource mapping
- ❖ Card sorting and prioritisation
- ❖ Materials needed- Cards, markers
- ❖ Time needed - One hour at least (For steps, refer to the Tools Manual)

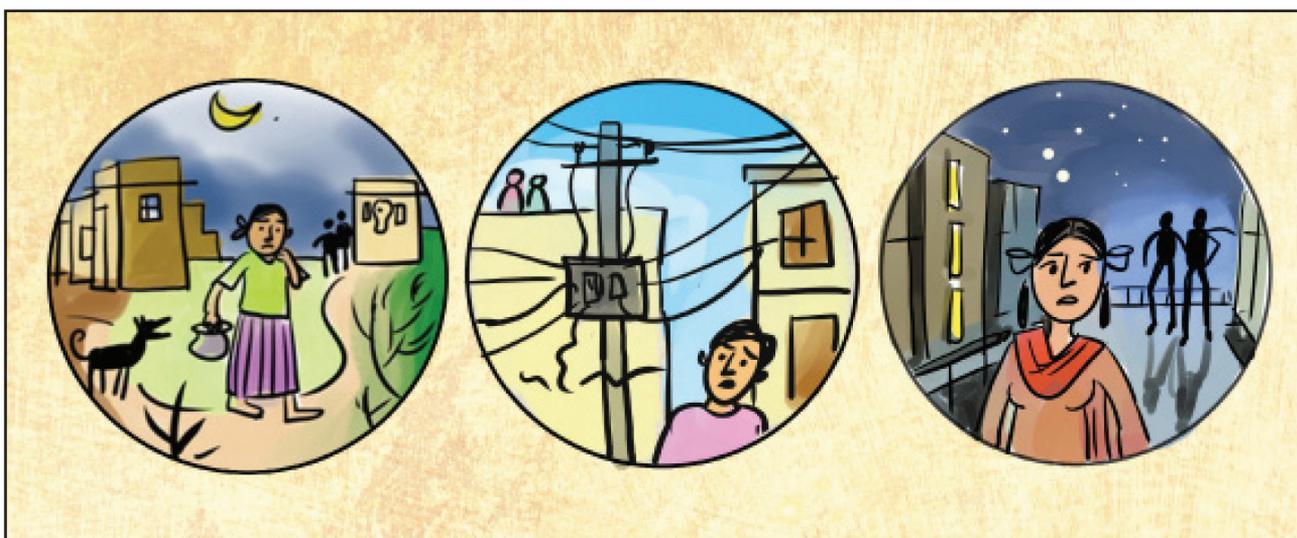
Optional Tools

- ❖ Participatory video of issues and aspirations
- ❖ Materials needed - Cards, markers, video camera and accessories or mobile phone with video facility, video editing software
- ❖ Time needed - At least two days (For steps, refer to Interactive Manual)



PRAXIS

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Based on participatory exercises done with children in different parts of the country, the following issues were listed.

- ❖ Irregular, no supply to electricity at school, homes, health centres,
- ❖ Limited access to clean cooking fuel
- ❖ No/limited access to electricity for recreational and developmental needs.
- ❖ No access to communication infrastructure
- ❖ Limited street lighting causing safety concerns
- ❖ Safety issues (causing electrocution, posing threat of electric shock)
- ❖ Proximity of electric infrastructure (like transformers) to house
- ❖ Low-hanging wires
- ❖ Open connections, sockets within the house
- ❖ Transformers often located in spaces where children play
- ❖ Rising cost of cooking fuel
- ❖ Rising cost of electricity – making it unaffordable
- ❖ Pollution from use of non-renewable energy sources
- ❖ Unhealthy food habits caused by frequent power cuts – food in refrigerators spoil

Case Stories

- ❖ Erratic or lack of power in healthcare centres, government dispensaries and hospitals deprive us of proper and timely medicare facilities.
- ❖ In schools, we are forced to study in discomfort as there are power cuts. We can't devote sufficient time and energy to studies at home either as the rooms are too dark or stuffy during power cuts.
- ❖ Children in Swarnim Nagar, Ahmedabad said the power irregularity during extreme weather conditions, like severe winters or summer spelt further physical discomfort for as electrical devices like fans or room heaters could not be used.

- ❖ Electrical poles and connections were laid out in an unorganized way. This created extremely unsafe conditions.
- ❖ In Seemapuri area in Delhi, the electrical wires hang very low near the homes and electric connections are left open, triggering hazards. There have been electrocutions and accidental fires.
- ❖ Some children New Seemapuri, Delhi, and in Andhra Pradesh narrated an incident where live wire had caused fire that burnt down their houses. Fire breakouts due to short circuit in the cramped slum areas are of common occurrence and the infants and children are the most affected due to their limited mobility.
- ❖ Due to ill-maintained drainage system, floods and live wires created a deadly combination. In one case, the transformer box got filled with rainwater, and the whole area became electrified, grounding the people for many days.
- ❖ Wall sockets, open connections pose a danger of electrical shock or burn injuries. Loose live wire are seen passing through the rooms increasing the risk of children getting shocks and resulting injuries.
- ❖ Illegal and improper installations of electrical poles, low hanging live wires and open transformers pose life threatening environments forcing children to grow up in a fearful environment.
- ❖ Power thefts are very common in any urban setup. As these connections were unauthorised, they lacked the safety norms as per the government standard, required for installation of poles and power lines and distribution of electricity.
- ❖ Some children said their families had to buy power from the housing board department by paying bribe to the officials.
- ❖ The number of children falling sick due to consumption of spoiled food is very high in slum settlements, especially in Swarnim Nagar in Ahmedabad.

Aspirations

To understand the aspirations of the children, the following tools may be used.

Tools Used	Optional Tools
<ul style="list-style-type: none"> ❖ Aspiration mapping and prioritisation ❖ Materials needed- Cards, markers ❖ Time needed - One hour at least (For steps, refer to the Tools Manual) 	<ul style="list-style-type: none"> ❖ Participatory video and participatory story telling ❖ Materials needed - Cards, markers, video camera and accessories or mobile phone with video facility, video editing software ❖ Time needed - At least two days (For steps, refer to Interactive Manual)



Recommendations

Based on participatory exercises facilitated with children in different parts of the country, some of the following aspirations were listed.

- ❖ Uninterrupted electricity supply
- ❖ Proper installation of electrical connections and fittings
- ❖ Electric connections to be made legal
- ❖ Installation of electric meters at subsidised rates in the poor settlements by government authorities
- ❖ Installation and maintenance of street lamps
- ❖ Focus on use of renewable energy sources – wind, solar, biogas, hydro, etc
- ❖ Use of solar lights and lanterns
- ❖ Connecting solar energy to the grids – this will require large-scale resources, planning and time
- ❖ Converting garbage into power
- ❖ Community participation in energy generation
- ❖ Relooking at accessible sockets, switches. These need to be made child-friendly
- ❖ Barricading installations like transformers to avoid accidents
- ❖ Ensuring wires do not hang loose
- ❖ Ensure open spaces required for electric lines passing overhead, etc do not become risky play spaces
- ❖ Breaking down power infrastructure