Pictures For Life (PFL)
Phase 2
23 Sept. 2006 to 1 Oct. 2006

Waves Communication

Contents

List of Tables

List of Figures

1. Introduction

This represents the second phase of the Pictures For life project. The first phase, a three week session held in September, 2005, focused on the development of the principles of social equity audits within the participant group and the conduct of an extensive study which has been the subject of several reports, presentations, and an exhibition held in Delhi.The second phase, conducted over a week during the latter half of September, 2006, was designed to monitor the impact of the first phase, survey ongoing services, and the determine the way ahead.

The original project design, comprising six phases over three years, envisaged that phase 4 would have been conducted at this stage. The reality that we are conducting Phase 2 is tied to two key reasons. The first, is the late start of the project and the second is, that during the summer of 2006, the project partner could not offer dates for the project. It is in this context that the future design of the project needs reconsideration.

2. Objectives

The objectives of this Phase were to:

1. Establish the level of retention by the children of Social Equity and its implications.

2. Identify learnings internalised by the participants from the PFL 1 activities and experiences.

3. Conduct a Social Equity Audit Survey and assess new services that may have been provided or old services that are continuing.

4. Determine the children's views on how the project should be taken forward or whether it should be closed.

5. Obtain feedback on the contents for a possible publication on the PFL project.

6. Conduct PFL community based exhibitions in two villages.

3. Overview of Workshop

Participant Group: Twenty nine children from 10 villages took part in this Workshop. Of these 8 were new participants.

Venue: Village Kallar in Nagapattinam, Tamil Nadu, India.

Duration: 25 September, 2006 to 1 October, 2006

4. Activities

4.1. Background

Several activities were conducted with the children with a view to ascertaining if any attitudinal and behavioural change had occurred in their lives over the past one year; estimate the degree of retention of information provided a year ago; realize the project objectives, and finally to see how and if the project should be taken forward.

The focus of answers is often reflective of the learnings that have been imparted through an instructional process and apparently cemented by the survey process. In order to ensure a context for the participants reflections, it may be of value to understand the salient points of the issues that we attempted to transfer to them. Some of the issues may appear to be complex given the educational background of the children, and we ourselves are surprised by the extent to which much of that content has been internalized by most of the children, given the nature of the feedback. Translation, particularly real time translation, has been a challenge on both occasions, and the competence and sincerity of Ms. Esther Roche in both phases has been a godsend, not merely as a translator but as an effective interface to the children.

4. Activities

4.1.1. Instructional Content

This instruction content was primarily delivered during the three week workshop in September, 2005 and briefly reviewed in the early stages of the PFL Phase 2 workshop. The salient points of the content were:

1. The differences between needs and wants

2. Human needs - of the individual, family and society

3. Identifying providers of needs

4. Identifying the characteristics of those who are "like me"

5. Identifying the characteristics of those who are "not me"

6. The impact of ignoring the needs of the "not me" population, and, understanding discrimination

7. The issues underlying equal rights and equitable responses in the event of a natural disaster

8. The concept of vulnerable groups

9. Individual profiles in the context of Maslow's hierarchy of needs and the higher echelons of self actualization, and helping others to achieve self actualization.

10. The reinforcing loop of harmony in a community of diverse needs.

11. The role of Time and Energy for development as criteria for measuring nett developmental gain and assessing the role of harmony in a reinforcing loop

12. The impact of discrimination in favour of a single group within a society in terms of nett developmental gain

13. The impact of discrimination against one group in terms of nett developmental gain; the primary outcomes of loss of harmony and confusion of status; the secondary outcomes of complaints and retaliation as symptoms of conflict.

14. Identifying and managing conflict.

15. The relationship between conflict and nett developmental gain

16. The principal concepts behind Social Equity Auditing - equitable distribution of resources, sampling, and validation of equitable distribution.

17. Determining indicators for a Social Equity Audit of a Tsunami event

18. The tools of SEA - survey, analysis and feedback.

19. Elements of survey design - designing questions and answer options; specifying the survey population including vulnerable groups and non beneficia-

ries.

20. Mechanisms of the survey - planning, managing time, respecting respondent views, fidelity of recording of respondent feedback, and photographic capture of representative processes.

21. Understanding derived outcomes of the survey.

4.1.2. Individual exercise and Group presentations on Three Issues

Participants were asked to break into four groups and discuss their views on the three issues, and round that off with a presentation. The issues specified were:

1. What was the single most important thing you learned in Phase 1

2. How can these learnings be applied

3. Why should NGOs invest in Social Equity Audits

Synopsis of Presentations

Issue 1: What was the single most important thing you learned in Phase 1

The participants talked about understanding the concept and role of gender equity. This was obvious when one compared the ease with which they mixed across the sexes during this last course and the discomfort they had had with any form of proximity with the other sex on the initial days of PFL Phase 1. They noted the value of learning how to handle digital cameras and of having some of their work put on the website. They talked of the confidence acquired in handling difficult tasks and understanding their innate capacities. We saw significant changes in Phase 2 in both measures. They expressed how they valued the understanding of Social Equity Audits and the need for equitable sharing, not only in terms of understanding the role of REAL-Plan but also in understanding themselves and their communities. These specific sentiments are repeated in later exercises. Some of them referred to the learnings derived from the processes of SEA surveys, while others talked of the value of knowing about child rights, and, of the need to respect the rights of others. Some talked of the value of learning how to discern, how a service should be provided, and others expressed their pride in being able to achieve recognition through the website created for the project (www.picturesforlife.org)

Issue 2: How can these learnings be applied

The participants suggested that they could help in making adults participate, presumably in the community, and of being able to help others to help. This addresses the impact of self actualization and helping others to achieve self actualization as cited under Section 4.1.1. They talked of the potential of a society in which children would be able to play a meaningful role in providing assistance, particularly in future disasters. They cited the value of harmony

in community development and the need for children in other societies to learn the same lessons, showing evidence thereby of internalizing the taught content. Finally, they cited the value of this work in providing a model for other NGOs, besides REAL-Plan to evaluate their own work - a theme that Plan could build upon.

Issue 3: Why should NGOs invest in Social Equity Audits

Participants expressed that only through this project had they understood the concept of child rights. We infer from that that if an NGO is committed to child rights, it may also consider being committed to SEA. They also mentioned the value of NGOs going beyond the scope of their work generally to help individuals within communities to understand their rights. They maintained that their understanding of the value of equitable distribution would lead them to facilitate equitable distribution in other disasters, and we infer that this could be of value to NGOs who wish to validate the quality of their distribution to the donor community. Finally, they mentioned that the Government had no time to conduct such programs so it should be left to NGOs.

4.1.3. Participant's views on suggested content for a potential PFL Book

The participants were asked to put down their thoughts on this, and a synopsis of their views is included below:

The book should be child-oriented and describe life in the communities before the Tsunami, and include a historical overview of the villages. It should be illustrated with photographs of the participants and should include their work in terms of short stories and poems as well as factual data. It should explain the ideas of Social Equity Auditing and how communities can have equitable distribution of resources. The survey process should be described in detail and provide information on how participants overcame their problems, and what were the final conclusions and findings. The Rights of the Child and the means for addressing violations should be included. The book should explain how conflict wastes valuable time, energy and effort, and how participation in community development is vital. Finally, it should provide case studies of children who were affected by the Tsunami.

Based on this feedback, participants were given tasks consistent with their expressed views to provide additional information. This included:

1. Drawing village maps.

2. Providing a brief description of their village - Appendix.

3. Taking pictures of village landmarks.

4. Volunteer video testimonies of their PFL experience - Appendix

4.1.4. Exhibitions

The first of the two community exhibitions was organized in Kallar village on 27 Sept., 2006. The displays were put along the main entrance of the village. The Village Temple was chosen as the spot for a makeshift stage from which a cultural program was to be organized to attract the villagers. This would also have been an opportunity for the participants to share the details of, and learnings from, the PFL project, in addition to explaining the rationale for

the exhibition and survey results. The program was to be attended by the management and field staff of Plan India, Plan International and REAL-Plan. Unexpected rainfall however washed out the whole event. Some pictures were taken which demonstrate the extent of planning that had gone into the event.

The second Community PFL Exhibition was conducted on 30 Sept., 2006. The community center at Kallar village was turned into the venue for the PFL exhibition to which the Panchayat members and village elders were invited. The event was opened with traditional welcome songs, followed by PFL participants elaborating the idea of PFL and the activities they had undertaken. Each of the picture panels were explained by different participants along with the survey results. The efforts were lauded by the Village Panchayat members. The event lasted about one hour fifteen minutes.

5. Survey and Findings

After a relatively brief review of the previous years work in the context of social equity and the need for conducting a social equity audit, the participants were once again taken through the processes by which the survey would be conducted. The eight new participants were brought to some degree of familiarity through interaction with the larger body of participants who had been there a year ago.

5.1. Survey Codes

The survey was conducted mainly on the 28th and 29th of September, 2006. Table 1 lists the 11 villages that were covered during this survey along with the codes used in the analysis of results. .Table 2 lists the Services surveyed and the Abbreviations used in the analysis.

Participants were required to interview a selection of beneficiaries and non-beneficiaries of the service, with certain specific categories being mandatory. Of the 430 respondents

5. Survey and Findings

Table 1: Villages surveyed and Numeric Code for village

Code	Village
1	Ariyanattu Street
2	Chinnakottaimedu
3	Kallar
4	Nalliyan Thotam
5	P.R.Puram
6	Pandaga Salai
7	Pattinacherri
8	Seruthur
9	Silladi
10	Tharangambadi
11	Manalmedu

Table 2: Services surveyed

Code	Service
CCC	CHCDC/CCC
CPDPS	Children's participation in Design of Permanent Shelters
LandReclamation	Land Reclamation
ChildrensActivities	Children's Activities
HealthInterventions	Health Intervention activities
BNEIBI	Boats,Nets,Engines,Icebox, boat registration and insurance

272 were beneficiaries, 141 were non-beneficiaries and in 17 cases, the status was not filled in by the interviewer or could not be interpreted. In addition the selection of mandatory respondent attributes included Vulnerable groups. Codes were assigned as shown in Table 3. The code for non-beneficiaries was determined by adding 100 to the beneficiary category.

5.2. Profiles

5.2.1. Gender Profile

A total of 430 respondents provided information of which 235 were female and 194 were males. In one case, the necessary information could not be derived from the questionnaire data. There is an understandable preponderance of female respondents in all services except BNEIBI, where the nature of the service reverses this pattern.

5.2.2. Respondent Profile

1. No respondent was cited as having responded to more than one questionnaire.

2. The respondent age profile against the service being surveyed is Indicated below:

Table 3: Beneficiary/Vulnerable categories

Father	Mother	Child	Male	Female	Teacher	Panchayat Member	
0	15	30	45	60	75	90	General
1	16	31	46	61	76	91	SC/ST/Poor
2	17	32	47	62	77	92	Handicapped
3	18	33	48	63	78	93	MinReligon
4	19	34	49	64	79	94	Illiterate
5	20	35	50	65	80	95	Pol.Weak
6	21	36	51	66	81	96	Old
7	22	37	52	67	82	97	Wealthy/HiCaste
8	23	38					Single
9	24	39					0-5 yr child
10	25	40					6-10 yr child
11	26	41					11-18 yr child
12	27	42					Orphan

Table 4: Respondent Gender Profile across services surveyed

Count of Access	Service						
Respondent (Male/Female)	BNEIBI	CCC	Children's Activities	CPDPS	Health Interventions	Land Reclamation	Total Result
Female	4	69	66	18	55	23	235
Male	47	31	36	11	49	20	194
(empty)			1				1
Total Number of respondents	51	100	103	29	104	43	430

Table 5: Respondent Age Profile across services

	Age Groups (Years)						
Service	No info	<12	12-17	17-35	35-60	>60	Total Result
BNEIBI			3	12	28	8	51
CCC	3	2	14	63	17	1	100
ChildrensActivities	4	1	39	40	19		103
CPDPS	1	3	12	3	7	3	29
HealthInterventions	1	6	11	40	29	17	104
LandReclamation	4		12	10	13	4	43
Total Result	13	12	91	168	113	33	430

Table 5 shows a reasonable spread of respondents by age segments mainly centred around the 17-35 age group with the exception of child related services where the tendency is towards lower age groups.

5.3. The Survey

The survey was designed, as with last year, to determine the status of services provided against six criteria which were derived from a questionnaire submitted to Plan's senior management and whose results discussed with the participants in September, 2005. These six services are represented by the six headers of the subsections below. The status of each service is represented by three choices in each question. These choices were used to frame the options for the survey questions. The choices can be categorized as:

Choice 1: Strongly supports positive dimension of the criterion. For the Access criterion this would imply that this choice implied, more than any other choice, the perception of equitable access. For Consultation, this would imply that widespread consultation took place prior to the service being offered.

Choice 3: Strongly supports negative dimension of the criterion. For the Access criterion this would imply that this choice implied, more than any other choice, the perception of access not being equitable. For relevance, this would imply that the service provided was not perceived as being relevant to the need for that service.

Choice 2: This implies an intermediate perception.

Under each criterion in this section, there is a table which indicates for each service, across all villages, the frequency for each of the choices, in terms of absolute values. The number of counts varies with the services, as all services are not provided in all villages. Land Reclamation was provided in only one village which had not been surveyed in the past, but which was chosen due to the novelty and recency of the service. To the right of this table, in each row, there is a graphical representation of the same values, but it assumes that the figures shown under Total Results equate to a 100%. The value of Choice 1 is shown in blue; Choice 2 in red; and Choice 3 in yellow.

5.3.1. Evaluation Criterion for Performance Alert

In evaluating this data, the specification for a Performance Alert (PA) criterion, or poor performance, is that Choice 1 has been selected by respondents less than 33% of the time, and in addition, Choice 3 has been selected more than 33% of the time for any particular instance being considered. In general terms it implies for any particular instance, that too few (less than one third) have made the choice which supports the most positive dimension of the criterion and therefore represents the most desired performance, and too many (more than one third) support the choice which indicates the most negative dimension of the criterion, and therefore represents the most undesired performance.

We must clarify that this represents an arbitrary criterion, but some criterion is helpful in understanding complex results. In statistical terms, a treatment has been applied in terms of the provision of 6 services, and one would expect some improvement over the normal distribution which would apply to a purely random phenomenon. We have adopted the flattening of the frequencies in the normal distribution as a means for indicating a performance alert. This could be taken to mean that more than one-third of the respondent population was unhappy with the outcomes of the treatment and less than one third was happy with it, when a PA is cited.

Table 6: Respondent Choices across All Villages and All Services

| | Criteria - All Villages and All Services | | | | | | | | | | | | Total | Av. %age |
| | Access | | Relevance | | TimelyProvision | | PerceivedValue | | Consultation | | Dignity | | Counts | |
Choice	Count	%age	Count	%age	Count	%age	Count	%age	Count	%age	Count	%age	Count	%age
1	209	49%	101	24%	240	56%	240	56%	163	38%	30	7%	983	38.52%
2	139	33%	177	42%	130	31%	138	32%	186	44%	246	58%	1016	39.85%
3	77	18%	145	34%	56	13%	48	11%	76	18%	149	35%	551	21.63%
Total	425	100.00%	423	100.00%	426	100.00%	426	100.00%	425	100.00%	425	100%	2550	100%

5.3.2. The Broad Brush

Table 6 leads to the following inferences based on the Evaluation Criterion cited for performance:

1. As the last column shows the broad brush picture does not meet the performance alert criterion.

2. The PA is generated by the following criteria across services and villages:

   a) Relevance of the service

   b) Preserving Dignity of the receiver of the service

3. It is possible that this is due to the fact that there was no clear demarcation of the relief stage from the rehabilitation stage. Preserving the dignity of the receiver is a necessity within the relief stage when traumatized victims of the disaster are being attended to. In point of fact, this was the most consistent positive indicator during the SEA of 2005. It is possible that the expectations of priority persist when in fact, priorities need to be re-stated in the rehabilitation stage.

4. The issue of relevance is a greater consideration here, in particular as it correlates with low scores on the Consultation criterion, which was also a low performer during the SEA of 2005.

In the following paragraphs we will look at each criterion individually and where needed study the PAC on a village by village basis.

5.3.3. Access

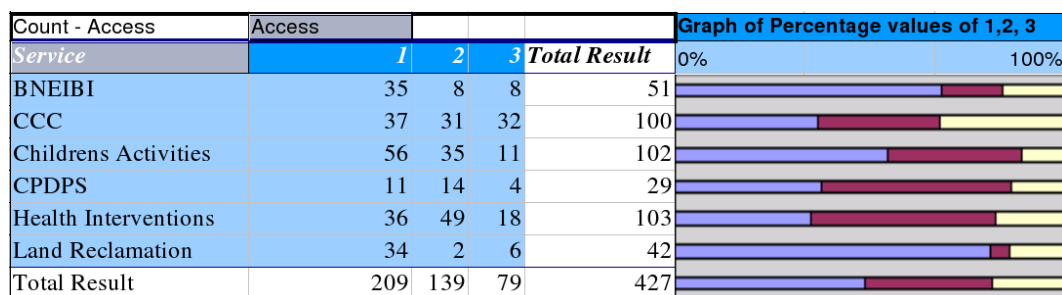| Count - Access	Access				Graph of Percentage values of 1,2, 3
Service	*1*	*2*	*3*	*Total Result*	0% 100%
BNEIBI	35	8	8	51	
CCC	37	31	32	100	
Childrens Activities	56	35	11	102	
CPDPS	11	14	4	29	
Health Interventions	36	49	18	103	
Land Reclamation	34	2	6	42	
Total Result	209	139	79	427	

Figure 1: Respondents views across all villages in terms of the Access to services

Table 7: CCC - Access: Percentage of each choice against Village code

Village by code	1	2	3	4	5	6	7	8	9	10	11
Choice 1	0.7	0.5	0.78	0.3	0.5	0.2	0.27	0.1		0.4	0.4
Choice 2	0.2		0.22	0.4	0.2	0.3	0.55	0.1	0.8	0.3	0.3
Choice 3	0.1	0.5		0.3	0.3	0.5	0.18	0.8	0.2	0.3	0.3
Total Result	1	1	1	1	1	1	1	1	1	1	1

Results   The results show Choice 1 averages out to just under 50% for all services which would appear to be satisfactory. The worst case or border line situation seems to be for the CCC service which is analysed further by village in Table 7. This shows that the relatively poor scores are primarily a result of respondent feedback in the village of Seruthur (8) and Pandaga Salai(6) which generate the PA.

5.3.4. Relevance

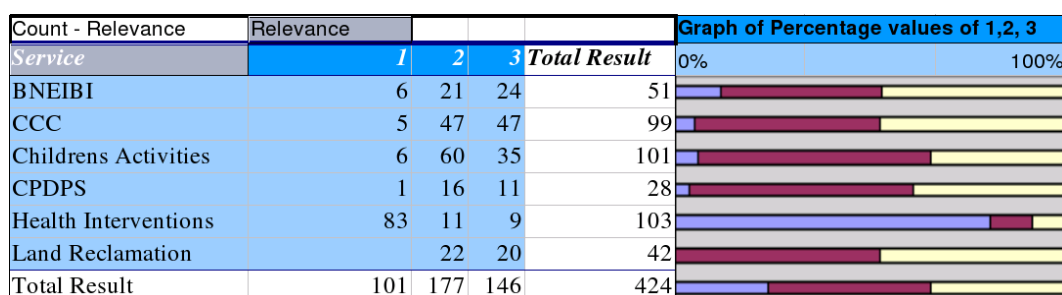| Count - Relevance	Relevance				Graph of Percentage values of 1,2, 3
Service	*1*	*2*	*3*	*Total Result*	0% 100%
BNEIBI	6	21	24	51	
CCC	5	47	47	99	
Childrens Activities	6	60	35	101	
CPDPS	1	16	11	28	
Health Interventions	83	11	9	103	
Land Reclamation		22	20	42	
Total Result	101	177	146	424	

Figure 2: Respondents views across all villages of Relevance in terms of services

14

Figure 2 appears to indicate a void in terms of every service except Health Interventions. In particular, the three services involving children seem low on selection of Choice 1 and high on selection of Choice 3. Land Reclamation was offered in only one village and apparent rejection of its relevance seems hard to understand.

Table 8: Children's Activities - Relevance: Percentage of each choice against Village code

Village by code	1	2	3	4	5	6	7	8	9	10
Choice 1	0.11	0.09		0.1				0.27		
Choice 2	0.22	0.73	0.6	0.4	0.9	0.4	0.91	0.27	0.44	1
Choice 3	0.67	0.18	0.4	0.5	0.1	0.6	0.09	0.45	0.56	
Total Result	1	1	1	1	1	1	1	1	1	1

Table 9: CCC - Relevance: Percentage of each choice against Village code

Village by code	1	2	3	4	5	6	7	8	9	10
Choice 1				0.11	0.1	0.2		0.1		
Choice 2	0.2	0.6	0.67	0.44	0.1	0.4	0.45	0.6	1	0.3
Choice 3	0.8	0.4	0.33	0.44	0.8	0.4	0.55	0.3		0.7
Total Result	1	1	1	1	1	1	1	1	1	1

Table 10: CPDPS - Relevance: Percentage of each choice against Village code

Village by code	3	4
Choice 1		0.06
Choice 2	0.6	0.56
Choice 3	0.4	0.39
Total Result	1	1

Between these three services, every one of the villages except Manalmedu seems to perform poorly on this criterion. All villages taken together violate the PA criterion for at least one service.

Results Relevance of services seems to be generally poorly perceived across all villages except for Health Interventions. Land Reclamation which is a service provided only in Manalmedu village seems particularly ill-served on this score. CCC, Children's Activities and CPDPS also seem generate a PA. Taken together these dictate a need for the provision of more relevant services or of services more closely attuned to the needs of the population, particularly in the context of services which are child based.

5. Survey and Findings

Table 11: Health Interventions: Percentage scores for Choices of Timely Provision

Health Interventions	Villages										
TimelyProvision	1	2	3	4	5	6	7	8	9	10	Total Result
1	0.6	0.3	0.8	0.3	0.73	0.2	0.2	0.22	0.64	0.08	0.41
2	0.4	0.7	0.1	0.3	0.18	0.5	0.4	0.44	0.09	0.75	0.39
3			0.1	0.4	0.09	0.3	0.4	0.33	0.27	0.17	0.2
Total Result	1	1	1	1	1	1	1	1	1	1	1

Table 12: All Services: Percentage scores for choices of Timely Provision

	Villages											
TimelyProvision	1	2	3	4	5	6	7	8	9	10	11	Total Result
1	0.79	0.39	0.71	0.51	0.81	0.57	0.56	0.25	0.65	0.53	0.57	0.56
2	0.14	0.59	0.25	0.33	0.13	0.27	0.21	0.34	0.23	0.41	0.36	0.3
3	0.07	0.02	0.04	0.16	0.06	0.17	0.23	0.41	0.13	0.06	0.07	0.13
Total Result	1	1	1	1	1	1	1	1	1	1	1	1

5.3.5. Timely Provision

Count - TimelyProvision	TimelyProvision				Graph of Percentage values of 1,2, 3	
Service	1	2	3	Total Result	0%	100%
BNEIBI	33	13	5	51		
CCC	59	26	15	100		
Childrens Activities	69	22	11	102		
CPDPS	13	14	2	29		
Health Interventions	42	40	21	103		
Land Reclamation	24	15	3	42		
Total Result	240	130	57	427		

Figure 3: Respondents views across all villages of Timely Provision of services

All services are rated at more than 40% for Choice 1, although Health Interventions seem to be on the border for Choice 1 while rating a maximum frequency for Choice 3 (ca. 20%).

Table 11 highlights the role of Villages 4 and 7 in contributing to the low level of Choice 1 for Timely provision of services relating to Health Interventions. These would constitute the villages of (4) Nalliyan Thotam and (7) Pattinacherri

Table 12 shows the role of the village of Seruthur in contributing to poor scores for Timely Provision in respect of all services taken together.

16

Table 13: BNEIBI: Percentage scores for choices of Perceived Value

Perceived Value	3	7
1		0.18
2	0.54	0.18
3	0.46	0.64
Total Result	1	1

Results The results for this criterion are fairly satisfactory with the exception of a few villages.

5.3.6. Perceived Value

Count - PerceivedValue	PerceivedValue				Graph of Percentage values of 1,2, 3
Service	1	2	3	Total Result	0% ... 100%
BNEIBI	6	28	17	51	
CCC	53	39	8	100	
Childrens Activities	72	25	5	102	
CPDPS	21	8		29	
Health Interventions	63	22	18	103	
Land Reclamation	25	16		41	
Total Result	240	138	48	426	

Figure 4: Respondents views across all villages of Perceived Value of services

Perceived value seems to be generally satisfactory except for the Boats, Nets, Engines, Icebox, Boat Registration and Insurance service where the results are as shown in Table 13

Results Generally high perception of perceived value of all services across villages except for the BNEIBI service particularly in villages (3) Kallar and (7) Pattinacherri where the PA conditions are reached.

Table 14: CCC: Percentage scores for choice of Consultation criterion

	Villages										
Consultation	1	2	3	4	5	6	7	8	9	10	Total Result
1	0.5	0.5	0.11			0.1	0.09	0.1	0.7	0.2	0.23
2	0.3	0.4	0.78	0.2	0.5	0.7	0.73	0.3	0.3	0.8	0.5
3	0.2	0.1	0.11	0.8	0.5	0.2	0.18	0.6			0.27
Total Result	1	1	1	1	1	1	1	1	1	1	1

5.3.7. Consultation

Count - Consultation	Consultation				Graph of Percentage values of 1,2, 3
Service	*1*	*2*	*3*	*Total Result*	0% 100%
BNEIBI	18	29	4	51	
CCC	23	50	27	100	
Childrens Activities	55	29	18	102	
CPDPS	11	17	1	29	
Health Interventions	40	38	25	103	
Land Reclamation	16	23	3	42	
Total Result	163	186	78	427	

Figure 5: Respondents views across all villages of Consultation in terms of services

The only service that is relatively low on Choice 1 and high on Choice 3 would appear to be the CCC service.

Results   As Table 15 shows the primary contribution for the PAs on this criterion emanate from the response in the villages of (4) Nalliyan Thotam, (5) P.R.Puram, and (8) Seruthur

5.3.8. Dignity

Count - Dignity	*Dignity*				Graph of Percentage values of 1,2, 3
Service	1	2	3	Total Result	0% 100%
BNEIBI	3	31	17	51	
CCC		51	49	100	
Childrens Activities	1	68	33	102	
CPDPS	15	14		29	
Health Interventions	9	58	36	103	
Land Reclamation	2	24	16	42	
Total Result	30	246	151	427	

Figure 6: Respondents Views across all villages in terms of preserving the dignity of the receiver of services

Table 15: CCC: Percentage scores for Choices of Preserving Dignity

Dignity	Villages										Total Result
	1	2	3	4	5	6	7	8	9	10	
2	0.5	0.6	1	0.5	0.2	0.6	0.18	0.2	1	0.4	0.51
3	0.5	0.4		0.5	0.8	0.4	0.82	0.8		0.6	0.49
Total Result	1	1	1	1	1	1	1	1	1	1	1

In contrast to the results of last year's survey, there is a strong reduction in the Choice 1 selection of this criterion. To an extent this is to be expected with the altered economic perspective of respondents and due to the shift away from the relief stage of dealing with traumatized individuals, to the rehabilitation stage of working with partners in enabling communities. One of the least positive cases is represented by the CCC service as shown in Table 15. In this case, there is no instance of any village selecting Choice 1; in three villages more than 80% have chosen Choice 3; in an additional 3 villages the respondent population's selection of Choice 3 is between 50 & 60 percent as shown in Table 15

Results The results show a fairly consistent disbelief in the positive direction of the criterion and this appears to be sustained across services and across villages.

6. Future Direction

6.1. An exercise

The participants were asked whether the project should continue. They appeared to be unanimous in their belief that it should be. They were then advised that we would want to know the answers to two questions, the first of which related to the "why" of continuation, and the second to what new direction the project should take. On the participants advice they worked on it in groups of 4 or 5, and the sentiments expressed are communicated here.

Issue 1: The "Why" of continuation

Much of the feedback focused on the needs for building capacity in children so that they can be more fully integrated into society to shape its developmental future. Much reference was

focused on the need to spread social equity principles within their communities and within communities with whom they interact. The dilution of conflict and discrimination were cited as desired outcomes. The need to have a more comprehensive understanding about social equity and survey processes including deriving outcomes so that this knowledge could be imparted to others, during what was cited as an otherwise wasted period of school holidays, was expressed. Complementary to this was the felt need for generating a film during the next phase which would facilitate this process of transferring this knowledge to other children. Less often cited was the need to have a better understanding of child rights, and the role of photographic skills in creating career opportunities.

Issue_2: The new direction the project should take, if it is to be continued.

There were three major areas that were cited. The first one which was most frequently mentioned in different terms was the need to extend the reach of the PFL project to other children. Various strategies were recommended including street plays, using children's clubs during holidays, and theatrical performances. The second area related to PFL providing a platform for social and developmental work to address social ills, where participants mentioned child labour and child marriage and one participant mentioned the need to create systems to allow the inclusion of children in handling future disasters. The third area related to building further capacities in children. A few suggestions focused on further developing photographic and video skills and in helping the children discover their own talents.

6.2. Follow up

At the conclusion of the presentations, we asked the participants, that given the strongly expressed view that other children should be brought into the PFL net, whether there would be scope for the current group to undertake this task of teaching others about the three areas of social equity, transparency and active participation in community management. Eighteen participants felt that they were competent to conduct such sessions while seventeen said they would be willing to do so in their summer holidays. We ourselves are of the view that they would need help as knowing something is not the same as being able to help others to know it.

7. Conclusions

There are two principal perspectives from which the workshop can be viewed. To begin with, there are the perspectives of the children and the impact on the children. Indeed, the PFL project was designed to build capacities within these children. However, the medium for doing this became the implementation of a Social Equity Audit. The generation of understanding in the SEA domain, and the survey itself were the mechanisms by which capacity was sought to be generated. Hence, the first perspective which informs our judgement of PFL has to be the expressions of the children and how PFL has changed them. The second perspective has to be the outcomes from the SEA survey which serves the pragmatic objective of identifying areas for further investigation in the provision of services to the village communities.

7.1. The impact on the participants

The participants showed excellent recall with internalization of concepts introduced a year ago, which is what permitted so much to be accomplished in the 7 day period. Needless to say, this could not have achieved much for the new participants who never-the-less showed great motivation as they appeared to have heard, before coming, of the PFL experience, and looked forward to this opportunity. The enthusiastic participation of last years attendees during this workshop appeared to be reinforced by their understanding of their potential to play a meaningful role in society, and by the persistence of skill sets e.g. for surveys acquired a year ago.

The most persistent demand that was articulated by the participants was that the PFL experience must be extended to other children and they would wish to be a part of that process.

7.2. The SEA survey

It would appear that the criteria of "relevance of the service" and the "preservation of dignity of the receiver while rendering a service" seem to the prime areas where efforts should be undertaken to determine the causes underlying unfavourable response. The primary services that are the result of negative respondent feedback tend to be the child based services, particularly CCC and Children's activities, as well as BNEIBI. The villages of Nalliyan Thottam and Seruthur seem to have a generally poor respondent profile which extends across multiple services and multiple criteria. Services are generally well regarded for timely provision and to a lesser extent, for consultation. The criterion of Perceived Value of the service has elicited a generally positive response except for the BNEIBI service, while access has been similarly well received except for the village of Serathur. The Access criterion has also obtained a generally positive response except for the CCC service in Pandaga Salai and Seruthur.

On a wistful note, due to the short duration of the workshop it was not possible to conduct the analysis and discuss the findings with the participants. This implies a learning experience that could not be properly concluded.

8. Recommendations

8.1. Perpetuating the skill sets

In responding to the persistent demand from participants for extending the PFL experience to more children, we are of the view, that not to do so would make PFL a wasted experience as opposed to realizing its potential for continuing social development. The participants have expressed on more than one occasion that a critical mass within their peer group has to be similarly empowered by the PFL experience for them to be able to transform their communities - which is a potential they clearly envisage.

It is clear that the participants have acquired valuable skill sets that can be used to evaluate any service, not merely NGO based services. Participants appear to have the capacities to express their views with conviction and credibility, as they have done during the exhibitions. This in itself can be a powerful developmental tool. However, these skill sets have to be perpetuated if meaningful impact is to be made. We make the following recommendations within that context.

1. Processes should be documented, trainers trained, and mechanisms for automatic generation of reports developed, if these skill sets are to remain within the village communities.

2. If PFL graduates are to continue to fulfill a meaningful role, there must be some organizational space within which such work can be conducted and developed. Support services are vital to the conduct of social equity audits and in the absence of an appropriate space, there is no mandate for such provision.

3. Children's time is limited to the holiday segments. Effective leadership within an organizational space will be needed to ensure that this time can be effectively used to make the holidays an enriching experience for interested participants.

8.2. The PFL Book

Participants have expressed excitement and volunteered material, in addition to providing structure for a potential PFL Book. Given the unique nature of what appears to be the first instance of the conduct of a Social Equity Audit conducted by children, and authenticated by photographic evidence, there are learnings for others worldwide who may choose to go down this road. We are therefore of the view that such a book would render a significant service to developmental education.

8.3. Generating a versatile model

The conduct of an SEA with children during PFL has led to many learnings, both for us and for the children who walked that road with us - all of us for the first time. The documentation of such a process and the creation of tools through which SEA understandings can be transferred, surveys conducted and evaluated, and learnings and recommendations identified is one part of developing a versatile model that can be applied by others in similar situations. The second part is conducting a second PFL in a different location, ideally in the aftermath of a different type of natural disaster, to validate and fine tune such a model. We advocate the development of such a documented model.

Appendix

A. Descriptions of Participant's villages

A.1. Ariyanattu Street

My village is Ariyanattu Street. There is a beautiful Kali temple in our village. People always come to the harbour to see the beautiful sea waves, the ships and catamarans anchored there. There is a tall light house in our village.

Next to our Kali temple is St. Thomas Primary School. There is a railway bridge between the temple and the school. Next to the main road there is a church for "Oosi Matha". People from all religions visit this church. There is a beautiful fish market to market the fish which our men catch from the sea. Children play on the golden shores. We also play in the sea. In our street there is a "Raman Madam". Pooja is offered to Lord Aiyappan six times a day.

A.2. Chinnakotaimedu

My village is called Chinnakotaimedu as it used to have small houses, few people and sand dunes. There is a historic bridge in our village. This bridge was constructed using teak wood and strong iron. This bridge had survived rain, storm and rust for years. This bridge was very useful for the people. Unfortunately, part of the bridge collapsed due to the deadly tsunami.

There is a small river next to our village. This river is very helpful to us. Our villagers catch fish and also sell them. On both sides of our village there are beautiful bamboo forests. The cashew orchards and other trees yield tasty fruits for the people. These trees saved our village from the tsunami. Everyone is grateful for these trees. Clean drinking water can be found everywhere in our village. There are 64 families in our village. Half of these families are literate and the others are illiterate.

A.3. Kallar

Our village has 108 ponds and is adjacent to South Poigainallur, where the father of "Siddha Korakar" was born. We are the children of the fishermen who go to sea for fishing. The leave early morning with the rooster's call. There are many coconut trees around our village. If a picture of our village is taken from a distance then one will only be able to see coconut trees. In our village there is a mosque which is a replica of the Taj Mahal. Hundreds of people come to this mosque during the "Kanthuri" festival. There are numerous sand dunes in our village. There are many blackberry, cashew and mango trees around our village.

A.4. Nagappattinam

Nagappattinam is very famous as the Nagore Darga is located in its north, Sikka Singar Velar Temple towards the west while the east is home to the famous Velankanni Shrine. Nagappattinam is very special for the religious harmony that exists amongst its people. Once in 20 months, Kanthuri festival is celebrated in which beautifully decorated Boats and Santhanakoodu are dragged along the road from Nagai to Nagore. The church at Velankanni is world famous and people visit it from all parts of the world. It is also a big tourist attraction.

The Deity in Singara Velar Temple was carved our of a single stone. The Lord Vinayagar statue is 32 feet tall and is the tallest statue in Tamil Nadu.

Nagappattinam harbour is very busy because of export and import from Sri Lanka. The lighthouse located here is 125 feet high. At night, it provides direction to fishing boats and ships. A new park has been constructed along the seashore. It was inaugurated by Mr. Radhakrishnan, our former District Collector, who worked for the rehabilitation of the people affected by the Tsunami. Many people come to the park to the enjoy the sea breeze.

Kaayorogana Temple is the largest temple in Nagai district. Once a year, the Adinayakanar festival is celebrated here. The annual "Golden Fish Catching" festival is also very special.

A.5. Pattinacherry

There are approximately 1200 houses in our village. All are engaged in fishing business. More than half the people are illiterate. All are affected by the Tsunami and now live in temporary shelters. In our village, Kanthuri festival is very special and grand. All the people from Nagai to Nagore come to participate in this festival. There is a tower by the name Nagore Andavar Manavaraa which is about 75 feet high and a great tourist attraction. The Lord Shiva temple is also very famous. A big harbour was contracted in the sea at 3 kilometers from the shore. Everyday petrol is exported through ships. When we see the ships from the bridge they look very big. Many people come to the harbour to see the ships. A new bridge is being constructed in place of the old bridge.

In our village there are many facilities like the bus-stand, hospital, schools, temples, railway station. During our temple festival, many film actors and some famous personalities are invited to grace the occasion.

In our village, there are plenty of blackberry trees. Hence our village is called "Nagore" which is also the local name for blackberry.

A.6. Silladi

The name of my village is Silladi. "Sill" means cool and warm and "adi" means to flow. As gentle breezes always flow on the seashore, our village is called Silladi. The Nagore Darga in our village is very special. The five minarets of the Darga are very famous. During festival season, tourists and foreigners gather in great numbers on the seashore. The chips and peanuts sold there are very tasty. Our village's seashore is a very good spot for sun-bathing. Our village has a railway station. Some of the trains are air-conditioned. Our village is very good for boating.

A.7. Seruthur

My village is called Seruthur. Our village is located on a river bank. There is a beautiful church near the river. There is also a beautiful school constructed by PDA. The name of the school is Panchayath Union Middle School. There are totally 629 houses in our village. People say that our village is beautiful. There is a temple called Sri Elaiammal Kovil. My village is full of rabbits and monkeys. There was a huge sand dune in our village which was about 4 kilometers in length. Due to the Tsunami, this sand dune was partially washed away and now its length is only 1.5 kilometers.

B. Video - Personal expressions of the PFL experience

Video filming of the children who volunteered, was conducted to ascertain how the PFL project had impacted them on a personal basis. Seven children offered to share their views. One child finally decided against the idea. The translated transcripts are provided here.

Asai Pandi: In PFL we did surveys. So we had to go to the people. When we interacted with them we learned about the problems of our community. Now we understand that children too are capable of doing many things.

Deivanai: I would like to share the problems we faced while carrying out the survey. When we conducted the survey, we made many mistakes. We corrected those mistakes by re-conducting the survey. In Manalmedu and Silladi, some people asked unnecessary questions. They did not offer much support. This was due to the mindset of the adults which finds it difficult to accept the views expressed by children. During the surveys we took with us digital cameras. Some adults inquired how we had got those and tried taking them from us. When we went out to conduct the survey, a list of respondents was given to us. It took a lot of hard work, to find the right respondents to conduct the survey.

Jayakumar: In PFL, I did some surveys. I learned about the camera. I made a lot of friends. We all play, sing and dance together. We went to beach and had a bath. I am very happy to be here.

Packya: Before, I thought that the world only consisted of my home, school and friends. But after PFL, I understood what the outside world really is. I live in a community where there is a lot of discrimination. But after PFL I understood that there should not be any discrimination and that all are equal. In the PFL training, I expressed my views very well, hence I was extended many opportunities to speak. For example, I was asked to take the lead role in many programs conducted in our village. Through this, I came to know more about my own self.

Rajshekar: In the PFL workshops we learned that in any society, all the people need to be treated equally. Child Rights should not be violated, children should be given equal role, then only can any society move on the path of development. First, we will like to share the learnings with the other children of our village and with the members of our Children's Club. Then with the help of our Village Council we will organize a community meeting to share our learnings with the villagers. Through street-plays and wall posters we will educate our society about the importance of children. Then with the children trained through PFL workshops, we will produce a short film and propagate the learnings within the larger society.

Shobanath: I will share what I have learned through PFL. Through PFL we learned that within any society affected by any disaster, the relief provided should be equitably distributed in consultation with the community. It should be provided at the right time and without offending the dignity of the people. For evaluating the services offered by REAL-Plan we used social equity audit as a tool. Hereafter, if there is any disaster, we children have the confidence and courage to provide relief distribution in an equitable manner. Across the globe, we were the first children who conducted a social equity

audit and we are very proud and happy about the fact and this is the biggest reward for us.