

# Annual Project Review Report 2012-13



## Childhood Enhancement through Training and Action (CHETNA)

# CONTENTS

## A. Introduction

## B. Project Information

## C. Purpose of Annual Review

## D. Workshop Methodology

## E. Project Progress Analysis

## F. Setting the stage

## G. Reflecting on Project Progress

- Understanding different Intervention points: Review of Project Activities
- Field visits : stakeholder consultations
- Successes and improvement areas

## H. Review Recommendations

- Possible programmatic adjustments
- Possible improvement in relations to beneficiaries, project stakeholders (incl. Police)
- Possible improvement related to actors involved in the project (CHETNA, HOPE, CSC).

## I. Financials 2012-2013(Audit Report).

## J. Partners 2012-2013.

## K. About The Trustees.

## **A. Introduction**

CHETNA is an NGO working towards the Empowerment of Street and Working Children (SWC) in a participatory approach. In Hindi, Chetna means 'awareness' **stands for** 'Childhood Enhancement through Training and Action' (CHETNA). Chetna's vision is to create a child friendly society ensuring fundamental rights to survival, protection, development and participation. Central to this vision is to enable the children to participate in their own development to ensure protection and promotion of the rights of children working and/or living on the street.

For Chetna protection and participation are the two key principles with respect to street children. It includes immediate protection from danger, abuse, and exploitation, but also covers more long-term, proactive approaches designed to promote development of children's skills and knowledge, build support structures for children, and lessen their vulnerability.

Chetna's work with Street working children began during 2001 by way of providing enabling environment to children develop understanding of their situation, their rights and opportunities in Delhi. Chetna's methods of work include the active participation of children, working with them to begin to address key protection issues. Over a period of time Chetna with active participation of children has designed programs and activities based on their needs and perception. In this backdrop, Chetna believes children are the protagonists, and while they are the catalysts.

Participation is a human right with particular significance for street children, who live alone or more usually in groups or with parents/guardians, and are thus the key source of information on their situations and needs. They are most knowledgeable about the factors that send children to the street as well as about the difficulties of and strategies for survival on the street. This makes it essential to listen to children and encourage their participation during intervention design, implementation, and evaluation.

Over a period of time Chetna's approach towards working with the street working children has evolved into a **three pronged strategic** approach to address the protection and promotion of the rights of SWC. These include **direct-action with children, stakeholder sensitisation and advocacy**.

For interventions to be effective they must be framed within local ideas about the roles of children and the nature of family relationships, as well as being sufficiently flexible to meet the varied and changing needs of individual children. Each of these strategic approaches is aimed to implement specific interventions to address the protection and promotion of the rights of SWC.

Direct-action with children is primarily centred on contact point activities including offering services such as non-formal education, advice and guidance, specialized therapy, general counselling, health services and others. Stakeholder sensitisation actions include supporting SWC to establish their rights through ensuring representation and facilitating forming and strengthening SWC group – Badthe Kadam (BK), raise awareness on SWC issues, networking and lobbying with stakeholders and civil society etc.



Advocacy related actions are aimed to create children friendly environment through up-scaling UBR, providing training to police, representing children in court cases etc. These strategic approaches are essentially inter-related and provide focussed interventions to address effectively protection and promotion of rights of SWC.

## **B. 'Realizing Rights' Project Information**



HOPE and CHETNA have partnered to implement a program that will have a positive impact on the lives of 8,200 street and working children in North of India covering seven districts namely West Delhi, South Delhi, Noida, Agra, Mathura, Gwalior and Jhansi between 2011-2014 for a period of three years.

In order to develop a detailed proposal Chetna has conducted a baseline (Baseline Survey-2012, CS Datamation Research Services Pvt. Ltd). Apart from this Chetna also conducted desk research in collaboration with Consortium of Street Children which also helped to shape the project proposal.

Meaningful participation is central to Chetna's work and SWC played a critical role in the design of the project. Children were extensively consulted who members of street working children federation are called Badthe Kadam (BK) and also children who are not members yet. The results of these consultations have informed the design of the project. In addition, Chetna also ensured consultation and engagement of all stakeholders including parents, employers, police, schools, medical facilities; government officials also informed the design of the project.

### **Target group**

Under this project it was agreed to target those children and youth who will benefit are:

- Street and working children affected by substance misuse
- Street and working children not in education
- Street and working children affected by stigma and persecution
- Street and working children suffering from poor physical and mental health
- Children newly arrived on the street
- Street and working children living in cities of NCT

### **Target areas:**

The target areas are categorised into seven zones namely West Delhi, South Delhi, Noida, Agra, Mathura, Gwalior and Jhansi. In which 82 contact points have been established for children while West Delhi and Agra has maximum number of contact points (16 each) and other zones 10 each.

### **Outcomes of the Project**

The project has five outcomes. These include:

- SWC in the target areas will have access to education (formal and informal)
- SWC and stakeholders will have increased awareness of children's rights to access government services
- Improved protection of SWC in target areas
- SWC have a voice and stand for their rights
- SWC have improved physical health

## **Indicators for outcomes**

Project has 13 key indicators to measure the outcomes.

Outcome 1: SWC in the target areas will have access to education (formal and informal)

- Number of SWC receiving non-formal education
- Number of SWC mainstreamed into formal education
- Literacy level among target group

Outcome 2: SWC and stakeholders will have increased awareness of children's rights to access government services

- Increased level of awareness about child rights amongst SWC
- Parents ready to send children to formal schools and contact points
- Increased level of awareness about child rights amongst stakeholders

Outcome 3: Improved protection of SWC in target areas

- Increased level of awareness of child protection issues among parents
- Increased level of awareness of child protection issues among police
- Increased level of awareness of child protection issues among other stakeholders
- No of Children who experience reduced persecution and stigma.

Outcome 4: SWC have a voice to stand for their rights

- BK membership increases
- Increase in SWC's level of self-worth and self esteem

Outcome 5: SWC have improved physical health

- Number of SWC rehabilitated from drug abuse
- Reduced cases of morbidity
- Increased awareness on health and hygiene

### **C. Purpose of Annual Review**

The review was commissioned by Chetna to identify the major factors that have facilitated or impeded the progress of the project in achieving the intended outputs, outcomes and impact, paying particular attention to identify key successes and challenges faced and recommend corrections if any for further improvement of project implementation.

### **D. Workshop Methodology**

Workshop methodology adopted was to critically reflect on actions during implementation in a participatory approach and allow participants to stop, take stock of what has been happening, look at data, look at performance questions and make collective decisions about what each person/group can do to improve the project's performance next year. Workshop methods are predominantly, group work, presentations, and discussions.

Prior to the workshop key project documents were reviewed including two informal meetings were held with key staff and Project Director to assess and frame workshop agenda (see annexure 1).

Key documents were reviewed includes:

- Grant start up form
- Annual narrative and data report 2012
- Baseline Survey 2012
- Sample project monitoring and visit formats/reports
- Job descriptions of key project staff
- Child Protection Policy

Accordingly a three day workshop including half a day field visits in Delhi to consult communities on the project was organized.

The review of the documents and informal meetings threw light on there is a considerable gap on understanding of the project among the team members, its outcomes and indicators and targets vs. achieved. Many of them aware of their part of the job but not about the overall project and how other team members work are contributing to the project. Helping the staff to see the big picture is point of entry for the workshop to conduct the review and enable them to recognise the strengths of the project as well as areas for improvement.

## E. Project Progress Analysis

Project annual narrative and data report was prepared and submitted to Hope for Children, UK on 18<sup>th</sup> December 2012. It was reported that the project was supposed to commence in mid-November 2011, but this did not happen due to delay in the disbursement of the grant. The project actually started in February 2012. This has resulted in 20% under spent. The under spent is also attributable to suspension of some activities which has happened during the rainy season. Hence the progress reporting period is for ten months only. In this backdrop targets versus achieved were looked into.

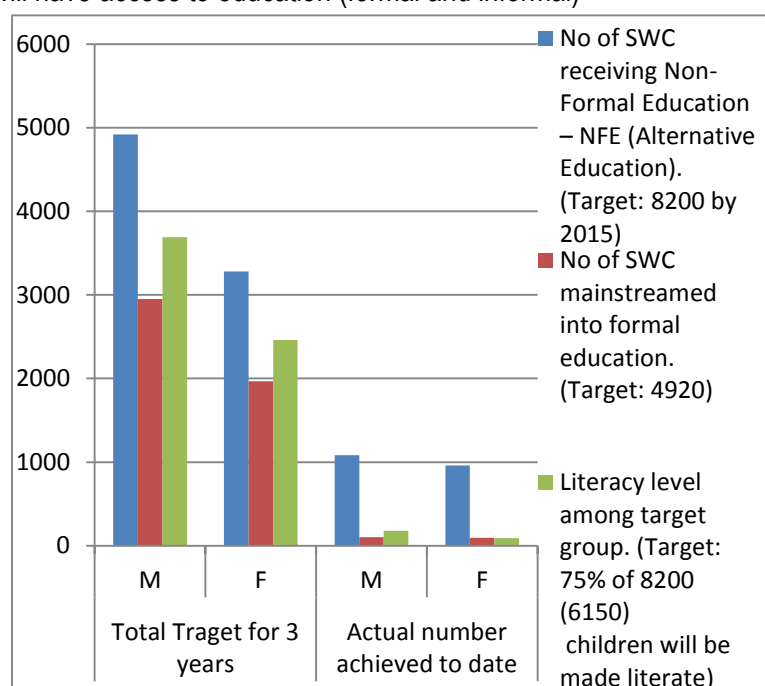
### Targets Vs. Achieved

Based on the annual narrative and data report targets versus achieved were looked into outcome wise to see how far the project progressed.

#### Outcome 1: SWC in the target areas will have access to education (formal and informal)

Under this outcome 8200 SWC will receive non formal education and 4920 SWC will be mainstreamed into formal education during the project period. By end of the first year only 25% (Male 1083, Female 961) were enrolled in non- formal education.

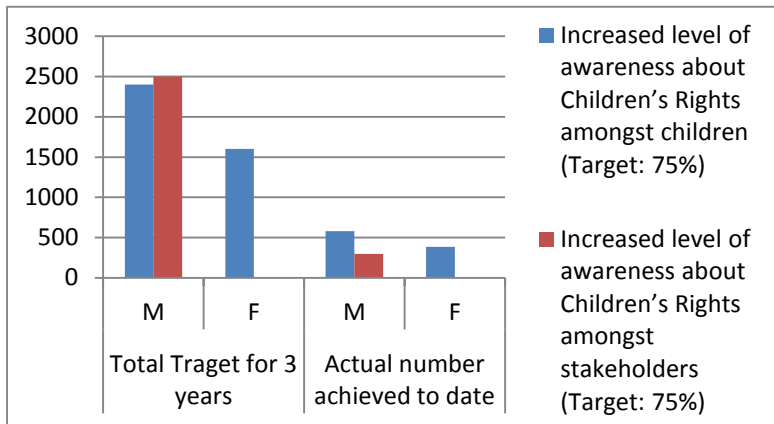
Only 4% SWC (Male 103, Female 94) were mainstreamed into formal education while 4.4% SWC



achieved literacy level. It appears the target achieved during the first year. Most of the targets are fallen behind and needs relooked into especially SWC mainstreaming into formal education and achieving literacy levels.

Outcome2: SWC and stakeholders will have increased awareness of children's rights to access government services.

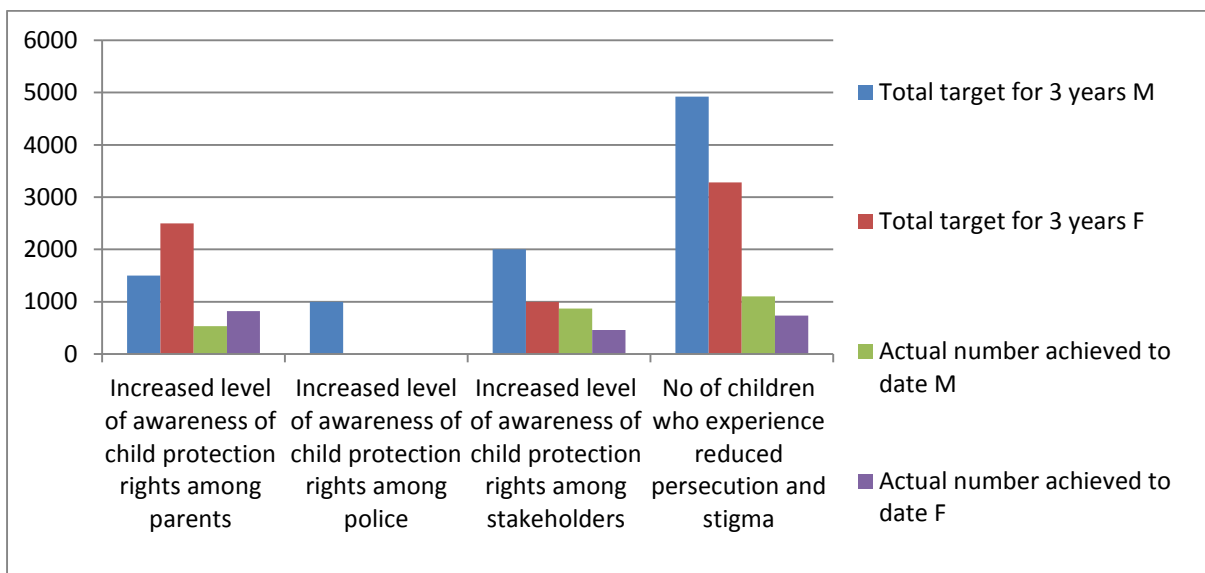




Increased level of awareness about child rights among SWC has reached only 12% during the first year and similar percentage was achieved for stakeholders. Please note that there is no breakup available for male and female for stakeholders whose

awareness increased about children's rights.

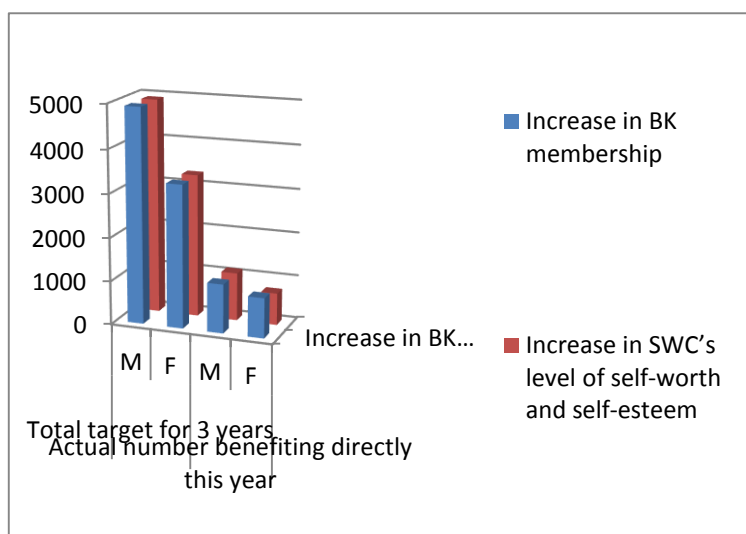
### Outcome3: Improved protection of SWC in target areas



33.7% of target parents have increased level of awareness on child protection rights while 78% target police have increased level of awareness. Please note there is no breakup of male and female available for police. 44.2% stakeholders have increased awareness about child protection. 22.3% children have experienced reduced persecution and stigma.

Outcome4:SWC have a voice to stand for their rights

25% of membership achieved among SWC against the three year target. 22% SWC reported increase in level of self- worth and self-esteem.



**Outcome5:** SWC have improved physical health

So far during the first year it was reported in the annual narrative and data report that two de-addiction centres were established. Despite late start of the project the overall, progress under each outcome need to be relooked to reach desired

speed to achieve the overall targets for three years. As this is only a first year (only 11 months) project review - project outcomes or project impact cannot be discussed in great detail.

## F. Setting the stage

Three day workshop began with welcoming the participants and consultant by the Project Director, Chetna. A total of 26 participants participated in workshop. Breakup wise Project Director (1), Project Coordinator (2<sup>1</sup>), Human Resource (1), M&E coordinator (1), District Coordinator (3), Assistant Project Coordinator (6), Education Coordinator (1), Assistant Education Coordinator (2), Street Coordinator (6), Counsellor (2) and Accountant (1).

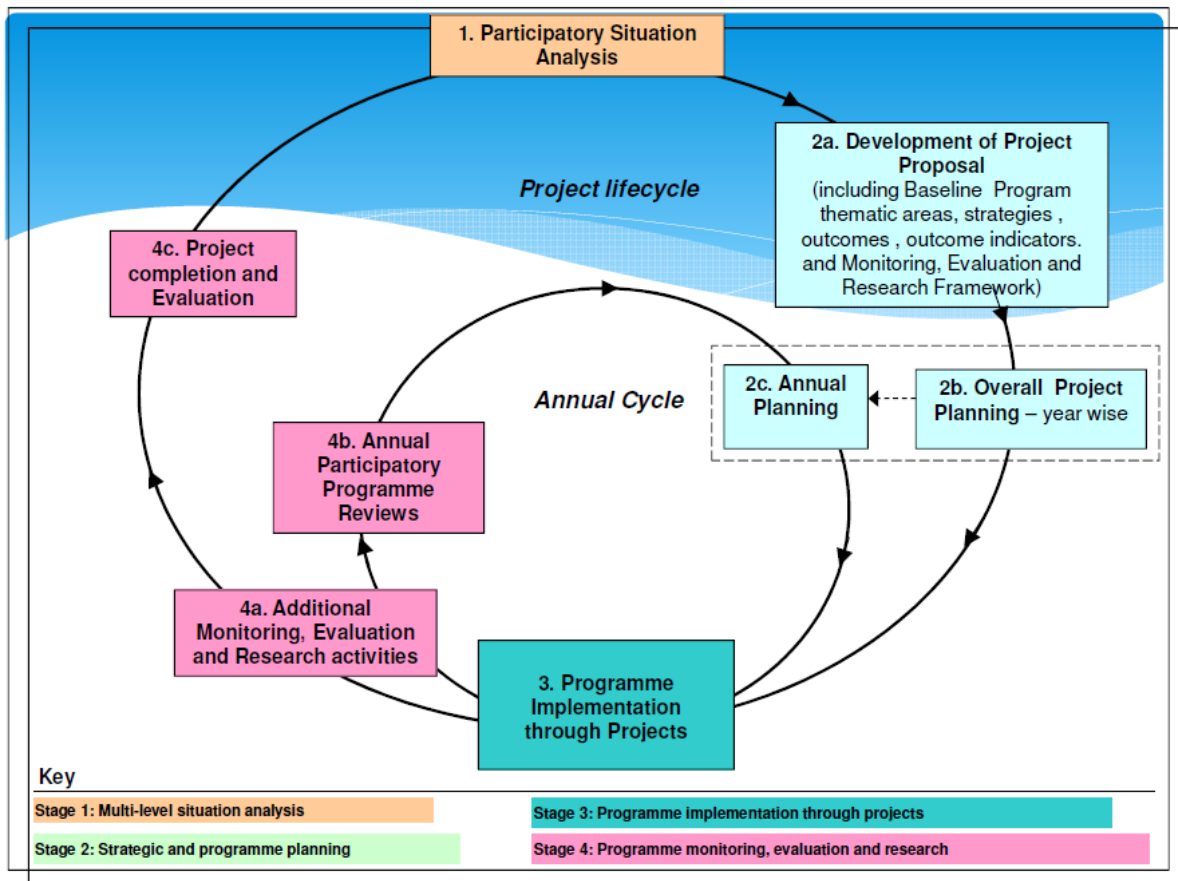
After the self-introductions participants were asked to do an exercise called 'Bingo' (Annexure 3). The exercise is intended to make the participants aware of what their fellow participants on the various issue related to children including about the current review project. Each participant was asked to approach other participants and read the statements mentioned in Bingo sheet and if they are aware then write their name and designation under each statement.

The statements include 'Is aware of child rights', 'has read and understood the project 'Realizing Rights', 'Has suggestion specific areas for further improvement of the project', 'Is aware of ICPS and its components' 'can recommend additional trainings needed to implement the project', 'know the work of BK and can explain its relevance to the project' etc. The purpose of the exercise is to enable the

<sup>1</sup>This includes one Project Coordinator responsible for the 'Realizing Rights' project.

participants to aware what their fellow participant know about the issues of children and the current project. Intention is not to verify whether they actually aware of these issues or not.

Post the exercise participants were briefly introduced to the importance of annual review exercise as part of 'Project Cycle Management'.



This has enabled participants to realise the importance of annual review in the back drop of project cycle management.

### G. Reflecting on Project Progress

Participants were made to understand the outcomes and Indicators of the project and respective three year targets. As expected none of them had any idea what were the overall targets for the project but they are aware of their zone specific activity level targets. Once they realised the overall targets to be achieved they saw the importance of the project duration and work to be done. Against the three year targets consultant displayed and explained the graphs of target achieved so far as per the annual narrative and data report for each indicator under the five outcomes of the project.

For example they recognised that they have fallen behind in achieving the targets for mainstreaming SWC to formal education, literacy level and many of the targets they have set for themselves couldn't reach. Understanding the project outcomes and indicators and its relevant targets is critical for the project team to see the big picture rather relegated to activity level targets. Explaining each indicator outcome wise and relevant overall targets enabled the participants to appreciate the linkages among outcomes, indicators and specific activities planned in the project.

- **Understanding different Intervention points: Review of Project Activities**



Understanding project activities in relation to the strategic approaches and project outcomes is critical for effective implementation of the project. In order to review activities and their relationship with strategic approaches and outcomes a three step process was adopted.

As a first step participants were divided into groups and were asked to map and write the name of the each activity they are currently implementing as per the project proposal on a stick note. Three display charts were provided in the workshop representing each of the three strategic approaches.

Second step was to categorise the activities according to which strategic approach they are related to and stick them on one of three charts according to approach. Once the exercise completed all groups were asked to take out duplication of activities as each group worked separately to arrive at final list of activities under each approach currently being implemented.

Third step was to again link specific activities to specific outcomes they contributing to achieve. During the exercise participants found there are overlaps to decide which approach they belong to. Especially those activities could be related to sensitising stakeholders and advocacy approach. Similarly participants also realised that there are certain non- budgeted activities that were not part of actual project proposal. Non-budgeted activities generally referred to those activities which require time and

effort of the project staff but have no budget implications. These included for example identification and organizing places for exposure visit, seeking appointments with doctors for health camps, Media coordination, regular rapport building with Govt. officials, NGOs, communities, schools, etc.

- **Field visits: stakeholder consultations**



As part of the project review half a day field work was organised in Delhi for the participants to consult the children, parents and other stakeholders in the community to seek their views on the project in three specific aspects. These include a) relevance b) participation/ownership of the project c) Any change they have witnessed

after the 11 months of the implementation. Participants were divided into groups and allotted a specific contact points to conduct FGDs with children, parents and other stakeholders. Participants were quickly oriented on dos and don'ts of the FGDs.

FGDs with children, parents and other stakeholders revealed many positives the project brought in the communities. A total of 9 FGDs were conducted in 6 contact points (**WestDelhi**: Raggubir Nagar and Chanchan Basti, **SouthDelhi**: Sarojini Nagar and Kabadi Basti, **Noida**: Sector 82 and Bhangel.

A good FGD requires an experience moderator and consistency across FGDs. Despite the time constraints and limitations of project staff these FGDs have certainly provide a reasonable idea on the relevance, participation and any indicative changes that have occurred during the project implementation.

## Children:



Children felt that the project gave them an opportunity to play and study. In a way the contact point gave them a daily routine. Children also informed that they stopped quarrelling among themselves. When asked what activities apart from contact point they have participated. Children felt the exposure visits such going to zoo, PHC etc. were good and they confidently told that the

visiting police station and interacting with police was memorable. Further they asserted which telephone number to call for any emergency help (1098, 100).

Their active participation is evident in the project activities. In all the FGDs children appears to be happy and enthusiastic to involve in the activities and shown pride in participating in centre activities. Contact points certainly providing a strong bond among the children a means to express their problems and suggest solutions as well. Children are highly motivated to study. They were extremely enthusiastic and were demanding that adequate attention be paid to them.

Children when asked what the best thing about the contact point is they replied studying. **We too want to become something when we grow up** ('Hum bhi kuch ban na chahte hain') a child replied with a ray of hope in her eyes. The B.K membership has also brought some sense of security to the children ("The slips are use full and police personnel also recognize it" Aniket, 12 years). It appears children do find clearly the relevance of the projects actions and their active participation is an evidence of that.

## Parents:

FGDs with parents are of mixed response. Their participation and ownership of the project as a group seems to be minimal at this stage except many of them are willing to send the children to the contact points. However there are some specific examples in certain contact points where individual parents took lead to support the centre activities such as providing space for centre or safety of female counsellor in the area so that nobody in the community mistreats her. Many parents do participate in the regular parents meetings and have been explained about child rights, birth registration and other

issues. They did mention about the changes in children after attending contact point such less quarrelsome and helping more in household chores.

All of them agree that the children should be in school and wish better life for their children than theirs. Few parents who were involved in the project actions have displayed pride overtly in the seeing their children either going to contact point or to a formal school. No parents cited any irrelevance of the project actions and agreed this is indeed a need. Their active participation may increase as project progresses over a period time. Many of the contact points are newly established and rapport with the community to improve relationships and trust building might take time. This may vary from one slum community to the other given local situations and socio-economic conditions as well.

**Other stakeholders:**

Other typical stakeholders involved in the project are local leaders, prominent members of the community, employers, shopkeepers, vendors etc. FGDs with them also showed mixed response similar to parents. One key activity for this group is called change maker meeting in which various aspects of child-rights, such as the concept of child rights, grievance redressal mechanism for child rights, sensitization of stakeholders towards SWC children, basic information about various government agencies accountable for the welfare of children in difficult circumstances, such as CWC, shelter homes, juvenile officers, Childline.

Their participation in the project so far minimal at this stage as a group (Though there are some specific examples of individual efforts) while it is recognised efforts to empowering the stakeholders does take time. Please note here we are referring to only community level stakeholders only. However they do show the signs of awareness and knowledge on child rights, about the services available for them and their children. Similar to parents this group also confirmed visible change among the children who are participating in the project such as being more disciplined, less fighting and quarrelling among the children and supporting parents in household chores or taking care younger siblings.

- **Successes and improvement areas**

Post the field visits participants were back to workshop venue to present their findings of the FGDs and in doing so were asked to identify success and improvement areas. After detailed deliberations and discussions participants identified

## Successes:

- Children's involvement and their active participation in the project actions
- Community level sensitization on the child rights, importance of education and bringing awareness on public services available in the area for them.
- Establishing working relationship with stakeholder such as police, JJ officers, CWC members, Childline and other government functionaries. The stakeholders were extremely responsive to the cooperation being sought by the project staff. The sustainability of interventions also gets facilitated through the active work with stakeholders.
- Media sensitisation has led to increased willingness to report on SWC issues time to time.

## Improvements:

- Increase active participation of parents and community level stakeholders to buy in the project actions and to enable them to play an active role in the decision-making processes and take certain responsibilities leading to strengthen "*ownership*" and "*sustainability*".
- Strengthen mainstreaming education actions and develop strong linkages with school authorities in the area.
  - Handholding children who were mainstreamed into regular schools to avoid any dropouts due to varied reasons.
- Quarterly project reviews not only enable all key staff to review the progress and take up corrective measures but also encourages cross learning and improvement of the overall project.

## Feedback on the workshop

"Learnt about strategies, outcomes and indicators"

"Understood project cycle, outcomes and indicators"

"Now I know the targets"

"Understood where we are now, where we need to go"

Going to field (FGDs) is important and has enabled me to what children, parents and other stakeholders saying and realised a lot more needs to be done"



“Realised the gaps in implementation”

“Not able to see the gaps while implementing”

“Understanding the role of every team member”

## **H. Review Recommendations**

There is great commitment of project team and the project is reaching its intended targeted group but needs more efficiently planned activities to meet project timelines and achieve the programme outcomes.

Following recommendations are only suggestive and not necessarily cover all aspects of the project.

- **Possible programmatic adjustments**

Investing in staff development

Chetna does conduct various trainings for the staff on regular basis but there is a need to review and assess the capacity gaps as a team comprehensively and develop a **capacity development plan** with prioritising those required specific trainings to enable the team to implement the project actions more effectively with “downward” training to the field level.

In addition review existing in house training materials for the staff developed by Chetna and need to be in sync with capacity development plan.

### **Some key pointers:**

- Training project staff in counselling especially those staff that interacts with SWC on daily basis to shed their own inhibitions and there after begin to work with children with a sound knowledge base. Badhte Kadam could also have an important role to play in this since children may find themselves more comfortable talking about these issues with their compatriots.
- Increase awareness on various government schemes and programs to project staff. The awareness not only should include what a specific scheme or program is about, who are eligible but also whom to contact and their phone and address responsible for the

scheme/program in the local area. For example many staff during workshop identified that they need awareness on ICPS and its components.

- The street educators would need some more training on facilitating community level meetings to enhance the role of community in the project actions.

### **Roles and Responsibilities of the Project Team**

After reviewing the project organogram and JDs of some the staff it appears that there is need to review the same to bring more clarity among the staff to establish the formal relationships among Project Director, Project Coordinator, the project team members, the organization, the project, beneficiaries and other project stakeholders.

The organization chart has a limited functionality; it only shows the hierarchical relationship among the team members but does not shows how the project organization will work, it is for that reason that the design should consider factors that will facilitate the operation of the structure; these include communications, information flows, coordination and collaboration among its members.

### **Program Monitoring and Evaluation:**

Chetna yet to develop a M&E framework and needs to strengthen its program monitoring by moving forward from a focus on project activities and budget monitoring to that of monitoring and analysing program quality.

Given this is a three year project there is also need for mid-term evaluation to enable mid-course corrections. In addition there should be annual rapid KAP surveys for stakeholders to measure (qualitative indicators) the change in the awareness and sensitisation on various issues mentioned leading to corrective measures if required and to document evidence based project progress.

There is monitoring at the field level at the different levels. But good co-ordination needs to be brought in to:

- See positive findings and help in the growth
- See gaps and discuss corrective measures

There is draft version of M&E framework available but needs fine tuning. It is currently incomplete in terms of year wise targets and then zone wise targets and over all targets for the project duration.

While these are in different excel sheets there needs to be one excel document for monitoring and evaluation purpose at Project level.

### **Reports:**

Formats such as visit reports, contact point monthly reports do need fine tuning. For example visit reports have different names sometimes it was mentioned as 'Feedback/Action Report', 'Report on visits' or just 'report'.

Visit reports need standardisation covering aspects like purpose of the visit, who did the visit? Whom they talked to? Which location (s) they have visited? What are the key observations? What are the key recommendations? What are the follow up actions for next visit? ; Including the date and time of the visit.

Monthly progress reports such as contact point and district wise are quite elaborative covering various aspects predominantly quantitative data on the project actions. However none of the reports mentions what was planned for the month and what was achieved against the targets set. Further various month wise meetings conducted as per the project requirements with various stakeholders at community level such as parents, other stakeholders, core committee, and support group are also included.

But the content of the meetings especially those of sensitisation and awareness meetings need to be mentioned and what methods the facilitator used to explain specific topics such as on child rights, UBR etc. The challenges faced by the facilitator to explain and suggestions for improvements or support if any needed.

- **Possible improvement in relations to beneficiaries, project stakeholders (incl. Police)**

Some key pointers

- Community and other stakeholders' mobilisation are central to the project. A clear strategy needs to be developed how to sustain and engage stakeholders to bring ownership and active involvement in the project actions.

Community Involvement:

- It is advisable to have stakeholder analysis and engagement framework for each location. Further there is a need to bring increased awareness and understanding at community level about the project information and its outcomes. This is not only very critical to avoid

any false hopes community may have but also pay way to their involvement in the project actions.

- Community mobilisation and participation needs more effort leading to ensuring that duty bearers such as the Department of Education, Women and Children etc are 'keeping their promise' to street children. There is an urgent need to develop community level pressure groups such as parents and other stakeholders. Participation can enable stronger communities and encourages advocacy to the concerned authorities to address structural causes of the street working children phenomenon. Participation is the involvement of key stakeholders in all aspects of the programme cycle (Assessment, design, implementation, monitoring and evaluation).
- Contact points are available for all age group of children below 18 years and children across all age groups are a part of the contact point interventions, the interventions need to be age specific. For example for older children who are working there is a need to link them with vocational training.
- Past experience of Chetna towards vocational training was not encouraging given that it is not their expert area. Further vocational training without links to some level of non-formal and/or formal education and life skills would be futile. Chetna needs to explore possible collaboration and linkages with those agencies that have expertise in vocational training including placements and follow ups. For example Chetna's another funding partner Plan India does this kind of work in Delhi would certainly help.

Education related interventions:

- Non-formal education and its linkages with NOIS and formal education linkages needs to be relooked to identify key gap areas given the current success rate of children completing NOIS is low and those children mainstreamed to regular schools. There needs to be special emphasis of girl child education.
- **Possible improvement related to actors involved in the project (CHETNA, HOPE, CSC)**

## **HOPE and Consortium of Street Children**

There is a need to assist Chetna in the monitoring and evaluation of their interventions, and to allow them to train staff and continuously increase their professionalism. Hope and CSC can bring in their international experience to provide technical support to Chetna. Given the partnership is directly with Chetna without any intermediary agency the funding agencies involvement in support functions increases.

Support to lobbying, advocacy and networking is also needed and to give a stronger voice to street children themselves. Finally, donors can encourage institutional cooperation by supporting municipal, multi-agency development programs with street children as one of the components. Supporting to strengthening the specific CWCs in the operational area or JJ act is one such example.

Three years is too short time to exact the change HOPE and CSC can provide technical support for exploratory and participatory research for developing better approaches towards improved services for street children is the need of the hour. Given the strong participation of children in the project Chetna can explore conducting social audits with children on the project actions to provide feedback leading to corrective measures.

Encourage and provide exposure for Chetna to share its street children experience at international platforms.

## I. Financials 2012-2013.

### B. MITTAL & COMPANY CHARTERED ACCOUNTANTS

#### AUDIT REPORT

To,  
The Board of Trustees,  
Childhood Enhancement through Training and Action  
L-56 B, 1st Floor; Malviya Nagar; New Delhi -110017

We have audited the annexed Consolidated Balance Sheet and the Income and Expenditure account of CHILDHOOD ENHANCEMENT through TRAINING and ACTION [ A Public Charitable Trust] ; as on 31st March 2013 and report that:

1. Accounts are maintained on cash system of accounting.
2. We have obtained all the information and explanations, which to the best of Our knowledge and belief were necessary for the purpose of our audit
3. In our opinion, proper books of account as required by law have been kept by the Trust, so far as appears from our examination of those books.
4. The Consolidated Balance Sheet and Income & Expenditure Account referred to in the report are in agreement with the books of account.
5. In our opinion and to the best of our information and according to the explanations given to us the said accounts give a true & fair view:
  - (a) In the case of Consolidated Balance sheet, of the state of affairs of the trust as at 31<sup>st</sup> March,2013
  - (b) In so far as it relates to the Income & Expenditure Account, of the Income and Expenditure of the trust, for the year ended on that date.

Place: New Delhi  
Dated: 25-07-2013



For B. Mittal & Company  
Chartered Accountants

A handwritten signature in blue ink, appearing to read "Rakesh Mittal".

(Rakesh Mittal)  
Partner  
M. No. 76783

**B. MITTAL & COMPANY**  
CHARTERED ACCOUNTANTS

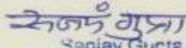
**CHILDHOOD ENHANCEMENT THROUGH TRAINING AND ACTION**  
L-56 B FIRST FLOOR MALVIYA NAGAR, NEW DELHI-17

CONSOLIDATED INCOME & EXPENDITURE ACCOUNTS FOR THE YEAR ENDED 31st MARCH 2013

<u>EXPENDITURE</u>	<u>AMOUNT</u>	<u>INCOME</u>	<u>AMOUNT</u>
<b>Expenses on the objects of the Trust</b>			
<b>LOCAL A/C</b>			
Charities Aid Foundation	335902.00	<b>Local Contributions</b>	
Childline India Foundation	1283787.00	Charities Aid Foundation	298819.00
Gen. Donation	55278.00	Childline India Foundation	1290955.00
Plan International (India Chapter)	7549794.00	Gen. Donation	171269.00
Dreams on Wheels		Plan International (India Chapter)	7782081.00
		Dreams on Wheels	
<b>FCRA A/C</b>			
Charities Aid Foundation	304372.00	<b>Foreign Contributions</b>	
Gen. Donation	94293.00	Charities Aid Foundation	282500.00
Hope for Children	15319774.00	Gen. Donation (HFC, UK)	36536.00
I Partner (Dilkhus Foundation)	584012.00	Gen. Donation(Kirei, UK)	21000.00
I-Partner (Pakhar Foundation)	841755.00	Hope for Children	15339310.00
Plan International(India Chapter)	369947.00	I-Partner(Dilkhus Foundation)	632730.41
Save the Children (SCBR)	2414279.00	I-Partner(Pakhar Foundation)	872471.91
Terre des hommes	34435.00	Plan International(India Chapter)	342500.00
Interest on TDS	180.00	Save the Children (SCBR)	2736930.00
		<b>Interest from Bank</b>	
		FCRA	191675.00
		Local	88822.00
<b>Excess of Income over expenditure transferred to Balance sheet</b>	<b>899791.32</b>		
<b>Total Rs.</b>	<b>30087599.32</b>	<b>Total Rs.</b>	<b>30087599.32</b>

Place: New Delhi  
Dated: 25-07-2013

For CHILDHOOD ENHANCEMENT  
THROUGH TRAINING AND ACTION

  
 Sanjay Gupta  
 Managing Trustee



For B. Mittal & Company  
Chartered Accountants

  
 (Rakesh Mittal)  
 Partner  
 M. No. 75783

A-13, M.I.G. COLONY, INDORE 452 008 (M.P) INDIA  
 TEL: 2566403, 2702657 FAX: 91-731-2564580  
 Email: rmittal99@hotmail.com

Financials 2012-2013 con.....

**B. MITTAL & COMPANY**  
CHARTERED ACCOUNTANTS

CHILDHOOD ENHANCEMENT THROUGH TRAINING AND ACTION  
L-56 B FIRST FLOOR MALVIYA NAGAR, NEW DELHI-17

CONSOLIDATED BALANCE SHEET as on 31.03.2013

**LIABILITIES**

**CAPITAL FUND**

As per last Account	570335.00	
<b>Add:</b> Transferred during the year	<u>382280.00</u>	
	952615.00	
Less: Assets written off as per Board of Trustees Resolution No. BOD/2012/10 & 11 dated 26-12-2012	<u>255481.00</u>	697134.00

**ACCUMULATED FUND**

As per last accounts	2460236.80	
<b>Add:</b> Excess of Income over expenditure transferred during the year	<u>899791.32</u>	
Less Depreciation on CHETNA Childline Assets	3360028.12	10349.00
		3349679.12

**AMOUNT PAYABLE**

F.C. Account(TDS)	85713.00	
Local Account (TDS)	18698.00	

**Total Rs.** 4151224.12

**ASSETS**

**FIXED ASSETS**

As per last account	753802.00	
<b>Add:</b> Purchased during the year		
Local Account		NIL
FC account	<u>382280.00</u>	
	1136082.00	
Less: Depreciation On Childline Assets	<u>10349.00</u>	
	1125733.00	
Less: Assets written off As per Board of Trustees Resolution No. BOD/2012/10 & 11 dated 26-12-2012	<u>255481.00</u>	870252.00

**CLOSING BALANCE**

FCRA Account	1796417.72	
Local Account	1484554.40	3280972.12

**Total Rs.** 4151224.12

Place: New Delhi  
Dated: 25-07-2013

For CHILDHOOD ENHANCEMENT THROUGH TRAINING AND ACTION

*Sanjay Gupta*  
Sanjay Gupta  
Managing Trustee



For B. Mittal & Company

Chartered Accountants  
*Rakesh Mittal*  
Rakesh Mittal  
Partner  
M. No. 76783

A-13, M.I.G. COLONY, INDORE 452 008 (M.P) INDIA  
TEL: 2566403, 2702657 FAX: 91-731-2564580  
Email: rmittal99@hotmail.com



## **J. Partners 2012-2013**

All achievements could be made possible only because of the key supporters who strengthened.

### **Key Supporters 2012-2013 are;**

- Comic Relief, UK
- Hope for Children.UK
- Plan India
- Save The Children India
- AVIVA.
- I-partner, India
- Charity Aid Foundation, India
- Microsoft
- Childline India foundation, Ministry of Women and Child Development
- KIREI, UK
- Individual donors

## **K. About The Trustees**

### **Ms. Dr. Vikas Goswami-Chairperson**

Vice President Cooperate Social Responsibility Indus Tower Limited. Unique blend of academic, policy and implementation experience in CSR space. Dr. Vikas Goswami has more than 15 years of experience of advising, influencing business on the practical and strategic choices of CSR. Member of Government of India instituted Disclosure Framework committee to design an e-Form under MCA 21 by the Ministry of Corporate Affairs, to take the agenda of Inclusive and Sustainable Growth forward in India.

### **Ms. Bharti Sharma-Member**

An eminent scholar, policy maker and social activist who has also served as chairperson of the Child Welfare Committee and Nirmal Chaya, Delhi.

### **Mr. Ved Prakash-Member**

An engineering and management professional with vast experience in the international and domestic industry sector, is the Managing Director of the Mosaic House Ware.

### **Mr. Jaideep Singh Bhisht-Treasurer**

One of the founder members of the organisation CHETNA is currently working as a development officer at LIC, Dehradun.

### **Mr. Sanjay Gupta-Managing Trustee**

One of the founding members of the organisation CHETNA, a devoted social activist with 18 years of experience in the field of developmental work and who takes care of the day to day activities of the organization and is a part of many government/non-government committees responsible for taking care of children's rights.



## **Childhood Enhancement through Training and Action**

**Head Office: 40/22 Ground floor, Manohar Kunj, Gautam Nagar  
New Delhi-110049**

**Phone Number: 011-41644470/71, Fax-011-41644470  
Email: chetnacncp@gmail.com.**

**Website: [www.chetna-india.org](http://www.chetna-india.org).**