

## 0801. Application for Children's Programme in Independent village CSUs – VASS Format (July 2004)

Please complete all questions on this form. If you have not previously applied for VASS funding, an Organisation Profile (VASS 1) must be sent with this application.

<b>GENERAL INFORMATION</b>		
1	<b>Date</b>	March 2004
2	<b>Name of your organisation</b>	Save the Children, New Zealand
3	<b>Address</b>	Post Box 6584 Te Aro 3rd Floor, Williams & Adam's Building 72 Taranaki Street Wellington
4	<b>Main contact person and position</b>	John Bowis, Executive Director
5	<b>Phone number fax number and email address</b>	
6	<b>Project Title</b>	Schooling & Supplementary Education for 9,341 Coolie Children
7	<b>Project Locality</b>	232 villages of North Kolar District in Karnataka, South India
8	<b>Project Sector Category</b>	Children & Youth

9	<b>Name &amp; Address of partner organisation in the developing country responsible for the project</b>	Agricultural Development & Training Society, ADATS Campus, Bagepalli 561 207, Kolar District, Karnataka India	
10	<b>Relationship of this organisation to your NGO</b>	<ul style="list-style-type: none"> <li>• Project Partner implementing a Community Sponsorship Programme for the past 7 years</li> <li>• Implemented 2 VASS Programmes</li> </ul>	
11	<b>Name &amp; Position of contact person in recipient country</b>	Ram Esteves Project Director	
12	<b>VASS funds requested</b>	NZ\$ 450,000	
	<b>Administration Component</b>		
	<b>Subtotal</b>		
	<b>GST</b>		
	<b>TOTAL</b>		
<b>PROJECT INFORMATION</b>			
13	<b>Amount requested is to fund a: (tick one box)</b>		
	<b>(a) Whole project</b>	<b>(b) Specific part of a project</b> ✓	<b>(c) Unspecified contribution to a project</b>
14	<b>Length of funding proposed in years: (tick one box)</b>		

	1	2	3 ✓	4	5	Other (specify)
15	<b>Which year of the multi-year project is this application seeking funding for? (tick one box)</b>					
	1	2	3	4	5	
16	<b>Project Timetable:</b>					
	<b>Start date</b> April 2004			<b>Finish date</b> March 2007		
17	<b>Has this <u>partner</u> received VASS funding before? (tick one box)</b>				<b>YES</b> ✓	<b>NO</b>
18	<b>Has this <u>project</u> received VASS funding before? (tick one box)</b>				<b>YES</b>	<b>NO</b> ✓
19	<b>If YES, give details on funding, funding date(s) and reports due/submitted in the past five years.</b>					
	<b>Amount of VASS grant received:</b>					
	<b>Funding ratio (tick one box)</b>		1:1	2:1	3:1	4:1
	<b>Date(s) Funds Received:</b>					
	<b>Date(s) Report(s) to VASS PSC Due:</b>					
	<b>Date(s) Report(s) Sent to VASS PSC:</b>					

20	<b>Project goal:</b>	Coolie Children are Groomed and Readied to Benefit from Emerging Socio-economic Opportunities
21	<b>Background and rationale for the project</b>	<p>In view of the vast socioeconomic changes sweeping India, small and middle peasant families (Coolies) organised into the Coolie Sangha realise that unless their children are equipped to meet the challenges of tomorrow with self-confidence and equanimity, the very institutions they have built against all odds will be in vain. Past experience gives the Coolies the conviction that unless a Children's Programme is started up, their children will grow up in the same mould as they have. Without a basic education, their children will lack self-esteem and courage to question their plight and proactively seek a change for the better.</p> <p>Although ADATS has been able to attract substantial funding support for its major thrust in peoples' organisation and income/asset creation, children's education has lagged behind, in spite of it being an area of major concern.</p> <p><b>ARGUMENTATION TO JUSTIFY THIS PROJECT</b></p> <ul style="list-style-type: none"> <li>• Educating Poor Rural Children</li> </ul> <p>There is an inherent and inarguable value in supporting the schooling of rural children from under-privileged families in a caste-class dominated society. They need to break out of both, economic poverty as well as caste poverty. The combination of these 2 forms of poverty ordains Coolie children to ascribed roles of subservience and lack of human status and dignity.</p> <p>Left to themselves, or even to the professed benevolence of State efforts, Coolie children will never be able to resist the pull &amp; push factors of scorn and discrimination in village schools, child labour job availability, and even sheer hunger.</p> <ul style="list-style-type: none"> <li>• Self-Effort of the Coolie Sangha</li> </ul> <p>The role played thus far by the Coolie Sangha is nothing short of heroic. They have been able to use their socio-political presence and sheer clout in providing protection to thousands of their children and seeing them through school.</p> <p>The numbers are very high at 18,694 children in 535 villages. 92% of school age children (i.e. 6-15 year age group) from</p>

		<p>Member Coolie families are in School</p> <p>Through sheer political will, self-discipline and persuasion, they have fundamentally altered the sex ratio of school attendance. 50% of primary school children are girls, 46% in middle school, and 43% in high school.</p> <p>57% of these children are Harijans and Tribals. 18% belong to intermediary castes like barbers, washerfolk, weavers, shepherds, Muslims and the like. 25% are from the very poor belonging to upper castes. All the Coolie Sangha appointed/paid <i>Balakendra</i> Teachers are young girls from their own caste-class background.</p> <ul style="list-style-type: none"> <li>• Need to Supplement</li> </ul> <p>But the glaring truth that stands out is that all this is not good enough. Merely ensuring school retention, however impressive and laudable, is still paltry and rudimentary. The self-effort of the Coolie Sangha needs to be supplemented.</p> <p>We need to initiate a process whereby the security, protection, development and participation of small and poor peasant children is guaranteed in the Coolie Sangha, and effective instruments are established to translate this assurance into a sustainable practice.</p>
22	<p><b>List the project's objectives and the activities and expected results which will achieve these.</b>  <i>All Objectives should be SMART (Specific, Measurable, Achievable, Relevant, Timebound)</i>  <i>e.g "Reduction of waterborne diseases in rural Becos to no more than one incident per 100 villagers per year by 2003"</i></p>	
	<p><b>Objective 1:</b></p> <p>Sub Objectives:</p> <p><b>Activities:</b></p>	<p><b>A. Gender Equity Established for the 4,483 Girl Children &amp; Disadvantaged Groups</b></p> <ul style="list-style-type: none"> <li>☒ Maintenance of a 50:50 Sex Parity in Primary, Middle and High School classes</li> <li>☒ Maintenance of 60:20:20 Caste Parity between SC/ST, Middle &amp; Upper Castes in Primary, Middle and High School classes</li> <li>☒ ALL Physically Challenged Children in regular or special Schools</li> </ul> <p><b>Maintaining Gender Equity</b></p> <p>A.1. Admitting Girl Children into School when they are</p>

	<p><b>Expected Results:</b></p>	<p>6 years old</p> <p>A.2. Counselling families and retaining 1,028 Girl Children in High School</p> <p>A.3. Preventing early marriage</p> <p>A.4. Listing ALL Physically Challenged Children and admitting them in regular and special Schools</p> <p>A.5. Providing special career counselling for 1,130 High School Girls</p> <p>A.6. Monitoring cases of discrimination against Minority Groups, Girls, and Physically Challenged.</p> <p>A.1. Proportion of Girls not withdrawn from School at puberty</p> <p>A.2. Zero cases of marriages of Girls below the age of 18</p> <p>A.3. 50% Attendance of not-in-school over-12-year-old Children in NFE classes</p> <p>A.4. Zero drop-out of Physically Challenged Children from regular/ special Schools</p>
	<p><b>Objective 2:</b></p> <p><b>Activities:</b></p> <p><b>Expected Results:</b></p>	<p><b>B. Government School Infrastructure Improved</b></p> <ul style="list-style-type: none"> <li>• <b>Improving 232 village Government Schools</b></li> </ul> <p>B.1. Surveying 232 Government Schools for availability buildings, blackboards, and teaching material</p> <p>B.2. Arranging temporary and/or permanent solutions for Government Schools without adequate infrastructure</p> <ul style="list-style-type: none"> <li>• <b>Improving 232 Anganwadi Centres</b></li> </ul> <p>B.3. Solving genuine grievances and improving performance of 232 Government appointed <i>Anganwadi</i> Teachers</p> <p>B.4. Preventing misuse of food grains and material supplied to 232 Government run <i>Anganwadis</i></p> <p>B.1. Each Std. has it's own adequately furnished classroom</p> <p>B.2. Each and every School has it's own Playground</p> <p>B.3. Drinking Water available in each and every School</p> <p>B.4. Number of Schools with kitchens for the Mid Day Meals Scheme</p> <p>B.5. Number of Schools with toilets for Girls</p>

	<p><b>Objective 3:</b></p> <p>Sub Objectives:</p> <p><b>Activities:</b></p> <p><b>Expected Results:</b></p>	<p><b>C. Quality of Teaching Improved</b></p> <ul style="list-style-type: none"> <li>☞ Syllabus Adherence</li> <li>☞ Teacher Competence</li> <li>☞ Teaching Material</li> </ul> <p>• <b>Improving Quality of Government School Teaching</b></p> <p>C.1. Identifying Government Schools with adverse Teacher : Student ratio, and getting additional Government Teachers appointed</p> <p>C.2. Ensuring regular attendance by 232 Government School Teachers</p> <p>C.3. Sensitising 232 Government Teachers on special needs of special groups</p> <p>C.1. Extent of portions/syllabus covered</p> <p>C.2. All exam questions attempted by Children</p> <p>C.3. Increasing trend in average total marks of School exams</p> <p>C.4. Opinion direction of School Children</p>
	<p><b>Objective 4:</b></p> <p><b>Activities:</b></p> <p><b>Expected Results:</b></p>	<p><b>D. Parent Participation Improved</b></p> <p>• <b>Improving Parent Participation</b></p> <p>D.1. Coolie Sangha Representatives contesting School Betterment Committee elections</p> <p>D.2. Involving parents in School activity monitoring &amp; support</p> <p>D.3. Constant vigil and pressure from 232 Mahila Meetings</p> <p>D.1. Authentication of School/Student Records by School Betterment Committees</p> <p>D.2. Increased School attendance rates</p> <p>D.3. Decreased drop-out rates</p> <p>D.4. School Teacher attendance rates</p>
	<p><b>Objective 5:</b></p> <p><b>Activities:</b></p>	<p><b>E. Range of Extra-curricular Activities in Government Schools Increased &amp; Implemented</b></p> <p>• <b>Extra-Curricular Activities in Government</b></p>

	<p><b>Expected Results:</b></p>	<p><b>Schools</b></p> <p>E.1. Enforcing implementation of Time Table bound sports/games activities in Government Schools</p> <p>E.2. Organising <i>Shrama Dhan</i> Camps for clearing grounds for sports activities</p> <p>E.3. Constructing Stadium/ Sports Complex in all High School villages</p> <p>E.1. Hours-per-week of Government School organised playtime</p> <p>E.2. Hours-per-week of Government School organised debates, elocution, etc.</p>
	<p><b>Objective 6:</b></p> <p>Sub Objectives:</p> <p><b>Activities:</b></p>	<p><b>F. Children Retained in Government Schools</b></p> <p>☞ Assured rent-free Delivery of all Government School benefits to 4,694 Primary School Children</p> <p>☞ Assured Timely Delivery of Uniforms, Clothes, Books, Fees, Bus Fares, etc. to 2,125 Middle School and 2,286 High School Children by the Coolie Sangha</p> <p>• <b>Admitting and Readmitting Children in Government Schools</b></p> <p>F.1. Collecting 9,341 marks cards/progress reports and updating Database</p> <p>F.2. Identifying out-of-school Children and updating Database with new admissions</p> <p>F.3. Counselling families to readmit drop-out Children; Updating Database with readmissions</p> <p>• <b>Giving Scholarship Benefits</b></p> <p>F.4. Generating 232 village-wise lists, preparing distribution lists, and making cost forecasts</p> <p>F.5. Obtaining books and clothes for 4,694 Primary School Children from 232 Government Schools</p> <p>F.6. Making Sangha Funds allocations to give scholarship benefits to 2,125 Middle School and 2,286 High School Children</p> <p>F.7. Distributing scholarship amounts to 2,125 Middle School and 2,286 High School Children</p> <p>F.8. Supporting 234 Coolie Children in College</p>



	<p><b>Expected Results:</b></p>	<ul style="list-style-type: none"> <li>• <b>Conducting Special Coaching Classes for 671 X Std. Children</b></li> </ul> <p>F.8. Identifying 570 Children who are weak in studies and need extra coaching for facing X Std. Board exams</p> <p>F.9. Recruiting 7 Temporary Teachers for 2 months each year</p> <p>F.10. Orienting Temporary Teachers on content and methodology of intensive coaching</p> <p>F.11. Conducting 45 days Coaching classes for 144 children in the 1st year, 172 in the 2nd year, and 254 in the 3rd year, as per the set schedule and time table</p> <p>F.12. Ensuring logistic of food, stay and security during the coaching camps</p> <p>F.1. Reduction in Girl drop-out rates</p> <p>F.2. Zero cases of Physically Challenged Children out-of-School</p> <p>F.3. Extent of rent seeking by Government School Teachers and Block Education Officials</p> <p>F.4. Zero cases of School days lost due to punishment for not bringing books to class</p>
	<p><b>Objective 7:</b></p> <p><b>Activities:</b></p> <p><b>Expected Results:</b></p>	<p><b>G. Individuality and Self Assertion Improved in Coolie Children</b> <i>(in a competitive world where they have traditionally been left behind)</i></p> <ul style="list-style-type: none"> <li>• <b>Improving Individuality &amp; Self Assertion</b></li> </ul> <p>G.1. Introducing competitive indoor &amp; outdoor games</p> <p>G.2. Conducting contests – Words &amp; Ideas, Numbers &amp; Patterns, Logic</p> <p>G.3. Encouraging Coolie Children to discuss and take stands on socio-political issues of their choice</p> <p>G.4. Introducing mock parliament &amp; mock media events</p> <p>G.1. Average marks obtained by Coolie Children higher than Taluk average</p> <p>G.2. Pass percentage of Coolie children in X Std. board exams higher than District average</p> <p>G.3. Cases of leadership qualities displayed</p> <p>G.4. Cases of Children taking Initiative and finding unique child-centric solutions to their problems</p> <p>G.5. Cases of community service &amp; contribution</p>

	<p><b>Objective 8:</b></p> <p><b>Activities:</b></p> <p><b>Expected Results:</b></p>	<p><b>H. Coolie Children Learn to Learn at Balakendra centres through Creative Approaches</b></p> <ul style="list-style-type: none"> <li>• <b>Training and Follow-up of 232 Balakendra Teachers</b> <p>H.1. Sharing project purpose &amp; objectives and bringing 232 <i>Balakendra</i> Teachers into the discipline of this Project.</p> <p>H.2. Monthly training for 232 <i>Balakendra</i> Teachers</p> <p>H.3. Implementing the core curriculum syllabus</p> <p>H.4. Visiting <i>Balakendras</i>, clarifying doubts, and enhancing teaching skills</p> <p>H.5. Visiting <i>Balakendras</i> and sorting out village specific problems</p> </li> <li>• <b>Equipping 232 Balakendras</b> <p>H.6. Repairing 232 buildings used to conduct <i>Balakendras</i></p> <p>H.7. Procuring basic furniture and teaching material for 232 <i>Balakendras</i></p> <p>H.8. Furnishing 232 <i>Balakendras</i> and supplying teaching material</p> <p>H.9. Procuring indoor &amp; outdoor games and toys, books, comics, crayons, paints, etc.</p> </li> <li>• <b>Conducting 232 Balakendras every single Evening</b> <p>H.10. Holding <i>Balakendra</i> activities for 2-3 hours every single evening</p> <p>H.11. Implementing a Time Table with outdoor games, creative activities and academic learning</p> </li> <li>• <b>Holding Annual Sports Events</b> <p>H.12. Conducting outdoor sports every day in each <i>Balakendra</i></p> <p>H.13. Selecting Cluster level teams</p> <p>H.14. Conducting annual Inter-Cluster competitions in each Taluk</p> </li> </ul> <p>H.1. Extent of participation by Children in creative learning and extra curricular activities</p> <p>H.2. Frequency of daily practice for games &amp; sports in the <i>Balakendras</i></p> <p>H.3. Proportion of Coolie Children competing at Taluk</p>
--	--	--

		level sports events H.4. Proportion of Coolie Children competing at District/State level events																																			
	<p><b>Objective 9:</b></p> <p><b>Activities:</b></p> <p><b>Expected Results:</b></p>	<p><b>I. Health and Wellbeing of Children Assured</b></p> <ul style="list-style-type: none"> <li>• <b>Ensuring regularity, timing &amp; supply of food at Anganwadis and Mid Day Meal Scheme</b></li> <li>• <b>Conducting Annual Health Check-ups</b></li> </ul> <p>I.1. Contracting 3 Doctors, one for each Taluk I.2. Conducting health check-up of all 9,341 Children I.3. Dispensing simple medicines for minor ailments and following up on longer prescriptions I.4. Taking Children with serious ailments to hospitals for follow up treatment</p> <p>I.1. Zero cases of Children with less than 2 meals-a-day I.2. Zero cases of unattended ailments I.3. Reduction in School days lost due to sick leave</p>																																			
23	<p><b>Who will benefit from the project, how were these beneficiaries identified and how will they participate in it? (Please answer all three areas fully including qualitative and quantitative data).</b></p> <p><b>IDENTIFICATION OF BENEFICIARIES</b></p> <p>ADATS and the Coolie Sangha support the schooling of a total of 18,694 children from 535 villages in 5 taluks of North Kolar district.</p> <ul style="list-style-type: none"> <li>• 5,535 children from 138 villages benefit the SCNZ Community Sponsorship scheme which is in place for the past 7 years.</li> <li>• 13,159 children are from 397 non-SCNZ supported villages and they hitherto benefited from what we term as the self-efforts of the Coolie Sangha, financed by their own Sangha Funds – i.e. there is no external funding for these children.</li> </ul> <table border="1"> <thead> <tr> <th rowspan="2">Taluk</th> <th colspan="2">CSU Own Efforts</th> <th colspan="2">VASS Programme</th> <th colspan="2">SCNZ Programme</th> <th colspan="2">Total</th> </tr> <tr> <th>CSUs</th> <th>Children</th> <th>CSUs</th> <th>Children</th> <th>CSUs</th> <th>Children</th> <th>CSUs</th> <th>Children</th> </tr> </thead> <tbody> <tr> <td>Bagepalli</td> <td>34</td> <td>980</td> <td>83</td> <td>3,533</td> <td>67</td> <td>2,628</td> <td>184</td> <td>7,141</td> </tr> <tr> <td>Chickballapur</td> <td>73</td> <td>1,535</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>73</td> <td>1,535</td> </tr> </tbody> </table>		Taluk	CSU Own Efforts		VASS Programme		SCNZ Programme		Total		CSUs	Children	CSUs	Children	CSUs	Children	CSUs	Children	Bagepalli	34	980	83	3,533	67	2,628	184	7,141	Chickballapur	73	1,535	-	-	-	-	73	1,535
Taluk	CSU Own Efforts			VASS Programme		SCNZ Programme		Total																													
	CSUs	Children	CSUs	Children	CSUs	Children	CSUs	Children																													
Bagepalli	34	980	83	3,533	67	2,628	184	7,141																													
Chickballapur	73	1,535	-	-	-	-	73	1,535																													

<b>Chintamani</b>	39	820	90	3,482	-	-	<b>129</b>	<b>4,302</b>
<b>Siddalaghatta</b>	19	483	59	2,326	8 <sup>1</sup>	327	<b>86</b>	<b>3,136</b>
<b>Gudibanda</b>	-	-	-	-	63	2,580	<b>63</b>	<b>2,580</b>
<b>Total</b>	<b>165</b>	<b>3,818</b>	<b>232</b>	<b>9,341</b>	<b>138</b>	<b>5,535</b>	<b>535</b>	<b>18,694</b>

While there is a crying need to support all 13,159 children, this is just not possible with available resources.

- As a first step it was decided to limit the Project to just Bagepalli, Chintamani and Siddalaghatta taluks.
- The next step is what we at ADATS are particularly proud of. Uniformly poor families belonging to the lowest caste-class grouping, and reeling under the effects of 4 years of continuous drought, used 3 unsparing criterion that will put most “developed” communities to shame:
  1. The total number of children per village had to be sufficient to justify the appointment and training of a *Balakendra* Teacher. Village *Balakendras* with a higher number of children got priority over those with less.
  2. Coolie parents should already have made a commitment to send their children to school. CSUs were ranked according to the percentage of school-age-children in school (which was already very high at 92%).
  3. There should be a demonstrable emphasis on the Girl Child. A minimum of 35% of Middle and High School children being girls was decided upon as the cut off figure.

These were tough conditions and there was much grumbling. But the Coolie Sangha was adamant that one of the Project Objectives was not to “educate” parents and “instil” in them the need for a new child consciousness. Instead it was to recognise, reward and further enhance a genuine self-effort that already existed in very many CSUs.<sup>2</sup>

### **PROFILE OF BENEFITTING CHILDREN**

In this manner, a tough decision was taken to scale down support to 9,341 children in 232 villages for the next 3 years through this VASS/SCNZ Project.

A gender analysis of selected children shows that 59% of these children are Harijans and Tribals. 19% belong to intermediary castes like barbers, washer folk,

<sup>1</sup> Though part of Bagepalli Taluk, these 8 villages have been shifted to Siddalaghatta for administrative purposes

<sup>2</sup> 48 village CSUs who passed the first 2 criterion were dropped for failing in the third!

weavers, potters, smiths, shepherds and Muslims. 23% are from the very poor belonging to upper castes. 48% are girls and the remaining 52% boys.

#### Gender Analysis of Children in this Project

	Children		Boys	Girls	SC/ST	Middle	Upper
<b>Primary School (1<sup>st</sup> to 5<sup>th</sup> Std.)</b>	4,694	50%	50%	50%	60%	19%	20%
<b>Middle School (6<sup>th</sup> to 7<sup>th</sup> Std.)</b>	2,125	23%	51%	49%	60%	19%	21%
<b>High School (8<sup>th</sup> to 10<sup>th</sup> Std.)</b>	2,286	24%	55%	45%	55%	19%	26%
<b>Pre University</b>	218	2%	68%	32%	49%	17%	34%
<b>Degree</b>	13	0%	77%	23%	38%	38%	23%
<b>Diploma/Other</b>	4	0%	100%	0%	0%	0%	100%
<b>NFE Classes</b>	1	0%	100%	0%	0%	0%	100%
<b>Total</b>	<b>9,341</b>	<b>100%</b>	<b>52%</b>	<b>48%</b>	<b>59%</b>	<b>19%</b>	<b>23%</b>

95% of School Age Children (i.e. 6-15 age group) from Normal families in these 232 village CSUs are in School, and will thereby benefit from the Project.

#### COOLIE PARTICIPATION IN PROJECT PLANNING

This Project proposal has been in the making since early 2003. Through extensive village level discussions and specially organised workshops/consultations, the first proposal was readied by July 2003.

2 participatory evaluations were conducted to serve as inputs into the strategic planning exercise. The first was on the ongoing SCNZ supported Community Sponsorship Scheme.

<http://www.adats.com/studies/studies/books/0821>

The second was on the self-efforts of the Coolie Sangha.

<http://www.adats.com/studies/studies/books/0822>

Every single village CSU discussed their willingness and ability to introduce a Child Focus in the functioning of the Coolie Sangha.

A final workshop was conducted for secondary stakeholders in March 2004, to incorporate earlier plans and recommendations/business advice into a single project document.

<http://www.adats.com/studies/studies/books/0824>

24	<p><b>How will gender issues be addressed in the planning of this project?</b></p> <p>ADATS and the Coolie Sangha have a clearly articulated Gender Policy which clearly spells out our strategy of positive discrimination in favour of women, Harijans, and ethnic minorities. Project interventions are viewed as instruments for the empowerment of victims of multiple exploitation/ oppression and sexist/casteist stereotyping.</p> <p><a href="http://www.adats.com/documents/book7/books/0701">http://www.adats.com/documents/book7/books/0701</a></p> <p>ADATS and the Coolie Sangha both have a professed and practiced feminist organisational culture which emphasises on total and exception-less transparency in all matters including personal lifestyles and finances, openness and a woman friendly atmosphere.</p> <p><a href="http://www.adats.com/staff/work">http://www.adats.com/staff/work</a></p> <p>This Project planning exercise, with it's special emphasis on the girl child, Harijans, Tribals, and physically challenged children, was no exception. Their participation was ensured to the extent possible, and clear and articulated commitments in their favour was continually obtained.</p>
25	<p><b>How will gender issues be addressed in the implementation of this project?</b></p> <p>Through sheer political will, self-discipline and persuasion, the Coolie Sangha has fundamentally altered the sex ratio of school attendance. 50% of primary school children are girls, 49% in middle school, and 45% in high school. In college, their proportion drops to a very low 23-32%.</p> <p>Similarly, Harijans &amp; Tribals constitute 60%, 60% and 55% in primary, middle and high school classes. This is slightly higher than their presence in the Coolie Sangha where they constitute 58% of CSU membership.</p> <p>Both these gendered figures have to be viewed against the situation just 10-15 years back when not a single Girl went into High School and not a single Harijana child went beyond Primary School. Even today, in this day and age, these are enviable results that even huge child sponsorship schemes with unlimited US\$ budgets are unable to attain.</p> <p>We are certainly proud of achievements which border on accomplishments, specially since they have been sustained, for the past 14 years, by the self-efforts and self-finance of the people themselves. But we are not satisfied till we attain a 50:50 parity at all 3 levels of School and in College. With this in mind, many concrete measures have been planned and incorporated into the Project design and strategy.</p> <p>Other contributors will include:</p>

	<ul style="list-style-type: none"> <li>• The feminist organisational culture of ADATS and the Coolie Sangha</li> <li>• Overt and unabashed pro-Harijan pro-Muslim stance of the Coolie Sangha</li> <li>• The fact that village Mahila Meetings have total control over all the moneys of the Coolie Sangha</li> <li>• Project staff composition with 100% of <i>Balakendra</i> Teachers being women.</li> </ul>
26	<p><b>How will this project increase the capacity of the local community or organisation? (Indicate involvement of expatriates, if any.)</b></p> <p><b>AIDS &amp; BARRIERS ANALYSIS</b></p> <p>There are 4 bigger reasons why this Project ought to be implemented, and these constitute the higher Project purpose:</p> <ul style="list-style-type: none"> <li>• Coolie parents now have the ability to care for their children. This is a vital contributor to success in any work with children.</li> <li>• Child socialisation and child rearing practices have dramatically changed in the Coolie Sangha. Parents desire to develop an individuality in their children. The scope for accompanying this change is vast and boundless.</li> <li>• The sheer efficiency of the Coolie Sangha begs for it's functional unity to be used in implementing a serious effort with ambitious goals.</li> <li>• Children need a powerful community for their development, and to avail services provided by the State. Inter-alia, the Coolie Sangha needs these activities in order to establish itself as a body seriously engaged in the service of it's membership.</li> </ul>
27	<p><b>What are the key factors that will impact on sustainability of project benefits and how will these be managed during implementation of the project?</b></p> <p>Sustainability will be impacted by 2 key factors:</p> <ul style="list-style-type: none"> <li>• Continued generation of Sangha Funds</li> <li>• Continued Child Focus by parents and their mass organisation</li> </ul> <p>41% of Project expenses will be financed by parents of benefiting children. This Total to a staggering Rs 9.4 million in terms of scholarship benefits, repairs to buildings, and essential furniture.</p> <p>The mechanism for generation of Sangha Funds is a 10 year old effort, quite inde-</p>

pendent of this Project initiative. It has steadily and constantly grown in the number of participating Coolie families as well as volume of funds generated. These Sangha Funds have, in the main, been used to support the social sectors of education and health. So there is nothing new or untested that this Project demands by way of beneficiary contribution.

Since this Project is designed to support a 12 year old self-effort of people themselves, there is a reasonable assurance that it will continue even after this brief, but highly enriching, intervention during which time a Children's Policy will evolve and be put in place in the Coolie Sangha.

28

**What provision has been made for monitoring and evaluation of this project?**

The present Project Application is for the first 3 years of a 9 year support plan.

- Daily diaries and specially designed Registers will be maintained by the *Balakendra* Teachers. This information will be fed into the ADATS/Coolie Sangha Intranet by Case Workers.
- Extension Workers will give weekly reports to the ADATS senior management team.
- Implementation details will be monitored on a continuous basis by the weekly Cluster Meets and monthly Taluk Coolie Sangha Meetings.
- Half-yearly Narrative Reports and annual Audited Financial Statements will be prepared by ADATS.

ADATS will also comply with any other reporting requirements of SCNZ and VASS.

**BUDGET INFORMATION**

29

**Provide a detailed budget for the project in \$NZ only: (GST-exclusive)**

INCOME		EXPENDITURE	
SOURCE	AMOUNT	ITEM	BUDGET
VASS Funds			



<b>Sought:</b>			
<b>Your NGO contribution:</b>			
<b>Other donor income (itemise):</b>			
<b>Local contributions:</b>			
<b>TOTAL</b>			
30	<b>Provide details of funding for this project from NZODA sources other than VASS, in any:</b>		
<p>Note 1: Please enclose evidence of your organisation's matching funds (approved grants cannot be paid out until this is received) and a copy of your organisation's bank account deposit slip (If your application is approved, payment can then be made quickly by direct credit.)</p> <p>Note 2: If your application is approved, the VASS funds are to be disbursed quickly in the same financial year they are received. If this is not possible, or if there are any problems in the implementation of the project, the Project Selection Committee must be notified immediately.</p>			
<p><b>Signed:</b></p> <p><b>On behalf of:</b></p> <p><b>Date:</b></p>			

## 16. PROJECT PLANNING MATRIX

INTERVENTION LOGIC	OBJECTIVELY VERIFI- ABLE INDICATORS	MEANS OF VERI- FICATION	ASSUMPTIONS
<b>DEVELOPMENT GOAL</b>			
<ul style="list-style-type: none"> <li>❑ Coolie Children are groomed and readied to benefit from emerging socio-economic opportunities</li> </ul>	<ul style="list-style-type: none"> <li>○ Agreement on clear and articulated Child Policy in the Coolie Sangha</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Participative Impact Assessment (PIA) involving Children</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>○ Increased self esteem &amp; self confidence in Coolie Children</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Focus group discussions and interviews</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>○ Self-financed Children's programme sustained in all village CSUs beyond the life of this Project</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Children continue to receive adequate scholarship benefits even after April 2007</li> <li>⇒ Post 2007 audited Coolie Sangha accounts statements</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>PROJECT PURPOSE</b>			
<ul style="list-style-type: none"> <li>❑ All Coolie Children gain 10 Years of School Education.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 95% Enrolment of school-age Coolie Sangha Children in village Schools</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Database</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Retention of under 16 in School increased to 100%</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Database</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Proportion of total drop-outs re-admitted to School exceeds 90%</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Extension Worker Records</li> <li>⇒ Attrition rate register</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>PROJECT OUTPUTS</b>			
<ul style="list-style-type: none"> <li>A. Gender Equity established for the Girl Child &amp; disadvantaged groups</li> <li>↳ Maintenance of Sex Parity in Primary, Middle and High School classes</li> <li>↳ Maintenance of Caste Parity in Primary, Middle and High School classes</li> <li>↳ All Physically Challenged Children in regular or special Schools</li> </ul>	<ul style="list-style-type: none"> <li>A.1. Proportion of Girls not withdrawn from School at puberty</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Database</li> <li>⇒ School Records</li> </ul>	<ul style="list-style-type: none"> <li>• Gender sensitised village CSUs and Mahila Meetings</li> </ul>
	<ul style="list-style-type: none"> <li>A.2. Zero cases of marriages of Girls below the age of 18</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Mahila Meeting Minutes</li> </ul>	
	<ul style="list-style-type: none"> <li>A.3. 50% Attendance of not-in-school over-12-year-old Children in NFE classes</li> </ul>	<ul style="list-style-type: none"> <li>⇒ <i>Balakendra</i> Records</li> <li>⇒ NFE exam results</li> </ul>	
	<ul style="list-style-type: none"> <li>A.4. Zero drop-out of Physically Challenged Children from regular/ special Schools</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Database</li> <li>⇒ School Records</li> </ul>	

B. Government School Infrastructure Improved	B.1. Each Std. has it's own adequately furnished classroom	⇒ Physical verification	• Coolie Sangha controls Panchayat Raj Institutions and ensures proper utilisation of Government budget allocations
	B.2. Each and every School has it's own Playground		
	B.3. Drinking Water available in each and every School		
	B.4. Number of Schools with kitchens for the Mid Day Meals Scheme		
	B.5. Number of Schools with toilets for Girls		
C. Quality of Teaching Improved ⇨ Syllabus Adherence ⇨ Teacher Competence ⇨ Teaching Material	C.1. Extent of portions/ syllabus covered	⇒ End-of-term records of <i>Balakendra</i> Teachers	• Coolie Sangha has the clout to influence Government School performance
	C.2. All exam questions attempted by Children	⇒ Sample Exit Survey	
	C.3. Increasing trend in average total marks of School exams	⇒ End-of-year compilation of marks sheets	
	C.4. Opinion direction of School Children	⇒ Participatory Assessment Workshops at High School centres	
D. Parent Participation Improved	D.1. Authentication of School/Student Records by School Betterment Committees	⇒ Minutes & Records of School Betterment Committee Meetings	•
	D.2. Increased School attendance rates	⇒ School Records	
	D.3. Decreased drop-out rates	⇒ Database	
	D.4. School Teacher attendance rates	⇒ <i>Balakendra</i> Teacher Register	
E. Range of extra-curricular activities in Government Schools Increased & Implemented	E.1. Hours-per-week of Government School organised playtime	⇒ <i>Balakendra</i> Teacher Register	•
	E.2. Hours-per-week of Government School organised debates, elocution, etc.		

<p>F. Children retained in Government Schools</p> <p>⇒ Assured rent-free Delivery of all Government School benefits to 4,694 Primary School Children</p> <p>⇒ Assured Timely Delivery of Uniforms, Clothes, Books, Fees, Bus Fares, etc. to 2,125 Middle School and 2,286 High School Children by the Coolie Sangha</p>	F.1. Reduction in Girl drop-out rates	⇒ Database	•
	F.2. Zero cases of Physically Challenged Children out-of-School	⇒ Extension Worker Records	
	F.3. Extent of rent seeking by Government School Teachers and Block Education Officials	⇒ Corruption Survey	
	F.4. Zero cases of School days lost due to punishment for not bringing books to class	⇒ Mahila Meeting Minutes ⇒ <i>Balakendra</i> Teacher Register	
<p>G. Individuality and self assertion improved in Coolie Children (in a competitive world where they have traditionally been left behind)</p>	G.1. Average marks obtained by Coolie Children higher than Taluk average	⇒ Compilation of marks cards	• New forms of child socialisation & child rearing practices established in the Coolie Sangha
	G.2. Pass percentage of Coolie children in X Std. board exams higher than District average	⇒ Published exam results	
	G.3. Cases of leadership qualities displayed	⇒ 6 month Progress Reports	
	G.4. Cases of Children taking Initiative and finding unique child-centric solutions to their problems		
	G.5. Cases of community service & contribution		
<p>H. Coolie Children learn to learn at <i>Balakendra</i> centres through creative approaches</p>	H.1. Extent of participation by Children in creative learning and extra curricular activities	⇒ Physical observation ⇒ Qualitative interviews with Children ⇒ <i>Balakendra</i> Teacher Records	• Replacement <i>Balakendra</i> Teachers found when incumbents marry and leave the village
	H.2. Frequency of daily practice for games & sports in the <i>Balakendras</i>		
	H.3. Proportion of Coolie Children competing at Taluk level sports events		
	H.4. Proportion of Coolie Children competing at District/State level events		

I. Health and wellbeing of Children assured ⇒ Regularity, timing & supply of food at <i>An-ganwadis</i> and Mid Day Meal Scheme	I.1. Zero cases of Children with less than 2 meals-a-day	⇒ External Evaluation ⇒ Sample Survey ⇒ Qualitative interviews	• There is no serious drought or crop failure
	I.2. Zero cases of unattended ailments	⇒ VHW interviews	
	I.3. Reduction in School days lost due to sick leave	⇒ Teacher interviews & perusal of School attendance registers	

<b>ACTIVITY</b>	<b>PROJECT COST : DETAILS</b>	<b>AMOUNT</b>	<b>SOURCE</b>	<b>ASSUMPTIONS</b>
<b>A. Maintaining Gender Equity</b>				
A.1. Admitting Girl Children into School when they are 6 years old				•
A.2. Counselling families and retaining Girl Children in High School				•
A.3. Preventing early marriage				•
A.4. Listing ALL Physically Challenged Children and admitting them in regular and special Schools				•
A.5. Providing special career counselling for High School Girls				•
A.6. Monitoring cases of discrimination against minority groups, Girls, and Physically Challenged.				•
<b>B. Improving Government School Infrastructure</b>				
<b>∑ Improving 232 village Government Schools</b>				
B.1. Surveying 232 Government Schools for availability buildings, blackboards, and teaching material				•
B.2. Arranging temporary and/or permanent solutions for Government Schools without adequate infrastructure				•
<b>∑ Improving 232 Anganwadi Centres</b>				
B.3. Solving genuine grievances and improving performance of 232 Government appointed <i>Anganwadi</i> Teachers				•
B.4. Preventing misuse of food grains and material supplied to 232 Government run <i>Anganwadis</i>				•

<b>C.</b>	<b>Improving Quality of Government School Teaching</b>				
C.1.	Identifying Government Schools with adverse Teacher:Student ratio, and getting additional Government Teachers appointed				<ul style="list-style-type: none"> <li>Coolie Sangha prevents antagonism to Project initiatives by Block Education Offices</li> </ul>
C.2.	Ensuring regular attendance by 232 Government School Teachers				
C.3.	Sensitising 232 Government Teachers on special needs of special groups				
<b>D.</b>	<b>Improving Parent Participation</b>				
D.1.	Coolie Sangha Representatives contesting School Betterment Committee elections				•
D.2.	Involving parents in School activity monitoring & support				•
D.3.	Constant vigil and pressure from 232 Mahila Meetings				•
<b>E.</b>	<b>Extra-Curricular Activities in Government Schools</b>				
E.1.	Enforcing implementation of Time Table bound sports/games activities in Government Schools				•
E.2.	Organising <i>Shrama Dhan</i> Camps for clearing grounds for sports activities				•
E.3.	Constructing Stadium/ Sports Complex in all High School villages			Government	
<b>F.</b>	<b>Retaining Children in School</b>				
$\Sigma$	<b>Admitting and Re-admitting Children in Government Schools</b>				
F.1.	Collecting 9,341 marks cards/progress reports and updating Database				

F.2.	Identifying out-of-school Children and updating Database with new admissions				
F.3.	Counselling families to readmit drop-out Children; Updating Database with readmissions				
$\Sigma$	<b>Giving Scholarship Benefits</b>				
F.4.	Generating 232 village-wise lists, preparing distribution lists, and making cost forecasts				
F.5.	Obtaining books and clothes for 4,694 Primary School Children from 232 Government Schools				
F.6.	Making Sangha Funds allocations to give scholarship benefits to 2,125 Middle School and 2,286 High School Children	Texts, note books and Clothes for 4,411 Children, for 3 years, as per Coolie Sangha support table	7,676,550	Coolie Sangha	
F.7.	Distributing scholarship amounts to 2,125 Middle School and 2,286 High School Children				•
F.8.	Supporting 235 Coolie Children in College	Scholarship support for 235 College students	235,000	Coolie Sangha	•
$\Sigma$	<b>Conducting Special Coaching Classes for 570 X Std. Children</b>				
F.8.	Identifying 570 Children who are weak in studies and need extra coaching for facing X Std. Board exams				
F.9.	Recruiting 7 Temporary Teachers for 2 months	Stipends for 7 Temporary Teachers at Rs 2,500 for 2 months a year x 3 years	105,000	SCNZ/VASS	
F.10.	Orienting Temporary Teachers on content and methodology of intensive coaching				
F.11.	Conducting Coaching classes for 570 Children for 45 days every year, as set schedule and per time table				



F.12. Ensuring logistic of food, stay and security during the coaching camps	Food costs for 45 days Tuition for 570 X Std Children (144 in 1 <sup>st</sup> yr; 172 in 2 <sup>nd</sup> yr; 254 in 3 <sup>rd</sup> yr – i.e. 25% of class strength) @ Rs 30 per day per child	769,500	SCNZ/VASS	
<b>G. Improving Individuality &amp; Self Assertion</b>				
G.1. Introducing competitive indoor & outdoor games				
G.2. Conducting contests: - Words & Ideas - Numbers & Patterns - Logic				
G.3. Encouraging Coolie Children to discuss and take stands on socio-political issues of their choice				
G.4. Introducing mock parliament & mock media events				
<b>H. Conducting 232 Balakendras every Evening</b>				
<b>Σ Training and Follow-up of 232 Balakendra Teachers</b>				
H.1. Sharing project purpose & objectives and bringing 232 Balakendra Teachers into the discipline of this Project.				
H.2. Preparing Balakendra Teachers' Monitoring Formats/Registers				
H.3. Integrating data monitoring functions into the ADATS/Coolie Sangha Intranet				
H.4. Monthly training for 232 Balakendra Teachers	232 sets of workbooks and teaching material @ Rs 500 p.a. Food costs for 2 days training every month x 30 months Bus fares for 232 Balakendra Teachers @ Rs 50 per trip x 30 months Training material and disposables	348,000 417,600 348,000 180,000	SCNZ/VASS SCNZ/VASS SCNZ/VASS SCNZ/VASS	
H.5. Implementing the core curriculum syllabus	Stipends for 232 Balakendra Teachers @ Rs 500 p.m. x 36 months	4,176,000	SCNZ/VASS	

H.6.	Visiting <i>Balakendras</i> , clarifying doubts, and enhancing teaching skills				
H.7.	Visiting <i>Balakendras</i> and sorting out village specific problems				
$\Sigma$	<b>Equipping 232 <i>Balakendras</i></b>				
H.8.	Repairing 232 buildings used to conduct <i>Balakendras</i>	Repair costs, fitting doors, locks, etc. for 232 <i>Balakendras</i> @ Rs 5,000	1,160,000	Coolie Sangha	
H.9.	Procuring basic furniture and teaching material for 232 <i>Balakendras</i>	Steel trunks, storage racks, blackboards, etc. for 232 <i>Balakendras</i> @ Rs 1,500	348,000	Coolie Sangha	
H.10.	Furnishing 232 <i>Balakendras</i> and supplying teaching material				
H.11.	Procuring indoor & outdoor games and toys, books, comics, crayons, paints, etc.	Play, study and reading material for 280 <i>Balakendras</i> @ Rs 2,000 p.a. x 3 years	1,392,000	SCNZ/VASS	<ul style="list-style-type: none"> <li>Children are involved in making lists and purchase decisions</li> </ul>
$\Sigma$	<b>Conducting 232 <i>Balakendra</i> Classes</b>				
H.12.	Holding <i>Balakendra</i> activities for 2-3 hours every single evening	Rent for 189 <i>Balakendra</i> buildings @ Rs 200 p.m. x 36 months Electricity/gas filling charges for 232 <i>Balakendras</i> @ Rs 50 p.m. x 36 months	1,360,800 417,600	SCNZ/VASS SCNZ/VASS	<ul style="list-style-type: none"> <li>Children are genuinely attracted by activities that include drawing, painting/ colouring, singing, playing, sports, picnics, nature walks, etc.</li> </ul>
H.13.	Implementing a Time Table with outdoor games, creative activities and academic learning				
$\Sigma$	<b>Holding Annual Sports Events</b>				
H.14.	Conducting outdoor sports every day in each <i>Balakendra</i>				
H.15.	Selecting Cluster level teams				
H.16.	Conducting annual Inter-Cluster competitions in each Taluk	Food and travel costs to bring 10 Children per village to their Taluk headquarters for Annual Sports Day = 2,320 Children @ Rs 50 per child x 3 years Field preparation costs, prizes, etc. @ Rs 20,000 per Taluk x 3 Taluks x 3 years	348,000 180,000	SCNZ/VASS SCNZ/VASS	

<b>I.</b>	<b>Conducting Annual Health Check-ups</b>				
I.1.	Contracting 3 Doctors, one for each Taluk	Consultancy for 3 Doctors for 2 months x 3 years @ Rs 3,000 p.m.	54,000	SCNZ/VASS	
I.2.	Conducting health check-up of all 11,122 Children				
I.3.	Dispensing simple medicines for minor ailments and following up on longer prescriptions				
I.4.	Taking Children with serious ailments to hospitals for follow up treatment	Disposition Funds to give follow-up treatments @ Rs 50,000 per Taluk	450,000	SCNZ/VASS	
<b>Others</b>					
1.	Recruiting and orientating 3 Extension Workers, 1 Teacher Trainer and 6 Case Workers	3 years Salary for: 3 Extension Workers 1 Teacher Trainer 6 Case Workers	756,000 126,000 756,000	SCNZ/VASS	
2.	Project travel	Cost of 6 motorcycles Fuel & Maintenance costs of 6 motorcycles for 3 years	300,000 432,000	SCNZ/VASS SCNZ/VASS	
3.	Administration	5% Admn. Costs	645,825	SCNZ/VASS	
<b>BUDGET TOTAL</b>			<b>9,419,550</b>	<b>13,562,325</b>	
			41%	59%	