

0807. 2nd VASS SCNZ Progress Report (Aug 2005)

Year 1 of 3 Year project

Reporting on funding year 01/01/2005 **To** 31/07/2005 *(complete dates)*

1	Date	August 2005
3	Project Title	Schooling & Supplementary Education for 9,341 Coolie Children
	SCNZ Project Code (as quoted on the Funding Agreement)	
4	Detail and explain any changes to key project details since last reporting period?	No change
5	Funds received: Rs 8,814,137	plus Bank Interest Rs 26,366
	Date(s) received:	Rs 4,267,105 on 05/07/2004 Rs 4,547,032 on 10/06/2005
	Funds expended:	Rs 4,513,386 as on 31/07/2005

PROJECT INFORMATION

6. Project goal:

DEVELOPMENT GOAL

Coolie Children are groomed and readied to benefit from emerging socio-economic opportunities

PROJECT PURPOSE

All Coolie Children gain 10 Years of School Education.

7. Objectives and Activities:

- *Restate each objective*
- *Restate each activity as outlined in current year workplan and give dates or timeframe that activity was implemented (if relevant)*
- *Report on progress against this activity*
- *If activity was not fully implemented state why and if and when it will be carried out.*

Where activity involves data on numbers of people trained ,enrolled etc, please sex disaggregate where possible.

A. GENDER EQUITY ESTABLISHED FOR THE GIRL CHILD & DISADVANTAGED GROUPS**A.1. Admitting Girl Children into School when they are 6 years old**

Our staff did not need to do anything special. This has become an automatic process. Parents, on their own, admit their sons and daughters. That is why we have 92% of school age children attending.

A.2. Counselling families and retaining Girl Children in High School

Though the overall mood has changed, there are still a few odd families who listen to Caste/Religious leaders. But the force of the Mahila Meetings was very strong in the case of 28 such families.

A.3. Preventing early marriage

Most CSU Members themselves encourage late marriages for their daughters. But in 5 cases, Mahila Meetings found out and forced parents to stop preparations for under-age marriages.

A.4. Listing all Physically Challenged Children and admitting them in regular and special Schools

At the start of the new academic year in June and July 2005, Case Workers met with the families of 25 physically challenged children and convinced them to re-admit their children to school. Case Workers also played a role in motivated these 25 children to overcome any feelings of inferiority and attend school. In few cases, however, parents did not agree in spite of best efforts.

A.5. Providing special career counselling for High School Girls

While conducting career counselling sessions during the year-end Coaching Classes Extension Workers observed that 12 girls were not interested in further education. They patiently convinced them on the value on continuing.

A.6. Monitoring cases of discrimination against minority groups, Girls, and Physically Challenged

There was an issue In Hurulugurki village of Chickballapur taluk where CSU Members got into a situation with local Ryots. They were severely beaten up. The origin of the problem lay in a political grudge. The Extension Worker and Case Workers made sure that the children of those who were admitted to hospital were taken care of during their parents' absence.

B. GOVERNMENT SCHOOL INFRASTRUCTURE IMPROVED**B.1. Surveying 232 Government Schools for availability buildings, blackboards, and teaching material**

Once again, the Case Workers did not themselves make a formal survey of 198 government schools that programme children attend. Instead, they continued to depend on information pieced together from the diaries of *Balakendra* Teachers.

B.2. Arranging temporary and/or permanent solutions for Government Schools without adequate infrastructure

In 30 villages where this was not done in the previous 6 month period, CSU Members arranged private land for children to play on. They also arranged temporary kitchens to run the schools' mid-day meal schemes.

B.3. Solving genuine grievances and improving performance of 232 Government appointed Anganwadi Teachers

No cases came to light during this 7 month period.

B.4. Preventing misuse of food grains and material supplied to 232 Government run Anganwadis

In Kanappanahalli village of Siddalaghatta taluk, CSU Members noticed that the Anganwadi Teacher was siphoning off food grains meant for the Under-5 Crèche. They got together and put a stop to it.

B.5. Data collected from *Balakendra* Teachers

As already mentioned, Case Workers depended on live data collected/maintained by the Teachers on prescribed formats. They pored through these records during the monthly BT Training Sessions and Case workers and got a good picture of the status of 198 government

schools in the programme villages.

B.6. Conducting Shramadana

CSU Members joined school children to clean up their school playgrounds in Ammagaripalli and Sonnenahalli of Siddalaghatta taluk.

C. QUALITY OF TEACHING IMPROVED

C.1. Identifying Government Schools with adverse Teacher:Student ratio, and getting additional Government Teachers appointed

Case Workers and *Balakendra* Teachers identified 12 government schools where there were not enough Teachers to handle the child strength. They have given applications to the Block Education Officers and are awaiting government action.

C.2. Ensuring regular attendance by 232 Government School Teachers

All *Balakendra* Teachers, without exception, are maintaining secret attendance registers on the truancy of government school teachers. In fact, this has become one of the first items on the agenda of each and every evening *Balakendra*. Children come and report on which teacher was absent. CSU Members who have been elected to the School Betterment Committees follow up on cases of truancy. In some cases, the *Balakendra* Teachers themselves visit the schools and discuss with errant government teachers.

C.3. Sensitising 232 Government Teachers on special needs of special groups

Nothing has been done in this regard during this reporting period.

C.4. Data collection from *Balakendra* Teachers

Already reported under an earlier activity.

C.5. Enquiring with children about government teacher attendance

As already reported, this has now become a standard operational procedure in all 229 *Balakendras*.

D. PARENT PARTICIPATION IMPROVED

D.1. Coolie Sangha Representatives contesting School Betterment Committee elections

No elections were held to SDMCs during this reporting period.

D.2. Involving parents in School activity monitoring & support

Most CSU Members who have been elected to the SDMCs from 178 villages are markedly more active in monitoring government school activities.

D.3. Constant vigil and pressure from 232 Mahila Meetings

No major issues have come up during this reporting period.

D.4. Creating awareness on Role and responsibility of SDMC members

Extension Workers spoke in the monthly Taluk Coolie Sangha Meetings on the role and responsibilities of CSU Members elected to the School Development & Monitoring Committees. Apart from this general awareness implanting, 13 specially organised training sessions were held during this reporting period on the subject

E. RANGE OF EXTRA-CURRICULAR ACTIVITIES IN GOVERNMENT SCHOOLS INCREASED & IMPLEMENTED

E.1. Enforcing implementation of Time Table bound sports/games activities in Government Schools

Since these past 7 months of this reporting period were exam preparation, annual exams, holidays and fresh admission time, we could not insist on the implementation of time-table bound sports.

E.2. Organising Shrama Dhan Camps for clearing grounds for sports activities

Only in 13 villages did school children and CSU Members conduct Shrama Dhan camps for clearing sports grounds.

E.3. Constructing Stadium/ Sports Complex in all High School Villages

No action

E.4. Cross verifying with children regarding school performance - time-table bound sports and games, etc

Case Workers did ask children from 199 *Balakendras* about the implementation of time-table bound sports in their government schools. In some of the villages there were no space to play and CSU Members arranged private land. But, as just explained, these were not congenial months to take up any sports/play related issues.

E.5. Enquiring with children on time table bound govt school teaching

The introduction of annual lesson plans by the government was very useful. Most of the 229 *Balakendra* Teachers could find out from children as to how many lessons had been covered.

Some newly appointed Balakendra Teachers were not able to do this because they were themselves confused. They have not yet understood the philosophy behind a Child Rights approach and the need to ensure that government schools function properly.

F. CHILDREN RETAINED IN GOVERNMENT SCHOOLS**F.1. Collecting 9,341 marks cards/progress reports and updating Database**

In May 2005, village-wise child lists were printed out and given to *Balakendra* Teachers who asked parents themselves to collect marks cards and progress reports. Wherever they faced problems, the *Balakendra* Teachers themselves visited schools and got promotion lists. These were entered into the database by all ADATS Field staff.

Since there was a delay in getting board exam results, this exercise took till May end. College children's results could be entered only in the month of June 2005.

F.2. Identifying out-of-school Children and updating Database with new admissions

As mentioned in the beginning of this report, there was high degree of spontaneity in admitting children into school. But the computer revealed that that 268 fresh children need to be admitted into school for the very first time, and 162 re-admitted.

However, *Balakendra* Teachers and Case Workers identified only 54 children in the category during this reporting period. These parents were singled out for convincing.

F.3. Counselling families to readmit drop-out Children

In some villages, Case Workers visited the homes of dropped out children and convinced parents to re-admit them. A few children themselves were not interested in continuing studies.

F.4. Generating 232 village-wise lists, preparing distribution lists, and making cost forecasts

Once the admission, readmission, updating of marks cards process was over, village lists were generated by the computer and cross-checked in the *Balakendras*. These lists showed how much money was needed by each village CSU to give out scholarship support.

F.5. Obtaining books and clothes for 4,694 Primary School Children from 232 Government Schools

As on 31 July 2005, 3,646 of the 4,168 children who are presently in primary school classes have actually got free books and free clothes from the government. We are sure that the remaining will also get them in the next weeks and months. This has been an unprecedented result, made possible due to a massive education campaign undertaken by the Coolie Sangha to ensure rent-free delivery of benefits.

Case Workers made a list of all that had to be supplied by government school teachers at the start of each school year. This list was shown to the Block Education Officers who made corrections and additions. 5,000 copies of a pamphlet, drafted in simple language that

children themselves could understand, was printed and distributed to all the functioning village CSUs.

Block Development Officers at each taluk welcomed the move to make everything so simple and transparent. They understood that this would prevent any attempt by school teachers to siphon off benefits meant for children.

F.6. Making Sangha Funds allocations to give scholarship benefits to 2,125 Middle School and 2,286 High School Children

There were intense discussions in each and every CSU and Mahila Meeting to find moneys to give scholarship support to 2,451 Middle, 3,842 High School and 896 College children. A staggering total of Rs 4,123,600 had to be found for 8,146 children.

Finally, Rs 2,258,900 was spent from Sangha Funds (i.e. the Member Coolie families' own moneys and Rs1,288,800 from the Icco-EED-EU Consortium Programme. Since this is the second year that we are forced to give out top-up grants, we have come to the conclusion that it is well nigh impossible for the village CSUs to meet their entire bill for scholarship support by themselves.

The computer generated lists that analysed the Sangha Fund position of each village CSU. Projections were made on how much would be available for child support after keeping moneys aside for community and referral health, paying VHW stipends, meeting the transaction costs of the CSUs, etc. for the rest of the financial year.

F.7. Distributing scholarship amounts to 2,125 Middle School and 2,286 High School Children

A total of 8,146 children were eligible for scholarship support as per a table adopted by the Coolie Sangha. Of them, 712 (9%) could not be given anything since their parents had CCF Overdue and the CSUs were strict and unsparing on the matter.

Of the remaining 7,434 children, 6,993 were given scholarship support totalling to Rs 3,547,700. The remaining 441 children are yet to receive their amounts at the time of reporting.

Children were called in batches to their respective taluk headquarters where massive distribution exercises were conducted. We are very proud to state that everything went through without a single glitch.

The programme target has been overshoot by 1.58 times and this places a very serious strain on Sangha Funds, as we have just commented.

F.8. Supporting 235 Coolie Children in College

Of the above mentioned number of children who received scholarship support, 896 were College students. They too were given their scholarship amounts in July 2005.

We have overshoot the programme target by 3.8 times and this has a serious financial implication on Sangha Fund availability.

F.9. Identifying 570 Children who are weak in studies and need extra coaching for facing X Std. Board exams

Most *Balakendra* Teachers conducted tests for children about to appear for their 10th Std. board exams. They then made a list of 379 children who had not fared well enough, and gave it to their Case Workers.

F.10. Recruiting 7 Temporary Teachers for 2 months

Children from Chickballapur taluk came to the 18 day long Coaching Class that ADATS ran for the SCNZ supported children at Bagepalli. So they did not recruit any Temporary Teachers.

6 Temps were recruited at Siddalaghatta taluk and another 3 Temps at Chintamani to run in-house residential Coaching Classes for 27 and 25 days respectively in those 2 taluks.

F.11. Orienting Temporary Teachers on content and methodology of intensive coaching

6 special sessions were conducted to orient these 9 Temporary Teachers. Extension Workers and Case Workers explained exactly what they expected of them and together prepared a

Time Table for the Coaching Classes. In a separate session, Extension Workers helped them prepare a Question Bank to be administered to the students.

F.12. Conducting Coaching classes for 570 Children for 45 days every year, as set schedule and per time table

As just mentioned, 40 students from Chickballapur, 52 from Siddalaghatta and 44 from Chintamani attended Coaching classes.

This works out to only 36% of those identified by *Balakendra* Teachers and is definitely a negative result. We are quite disappointed that more could not be convinced.

F.13. Ensuring logistic of food, stay and security during the coaching camps

This was the very first time that in-house residential coaching was held in Siddalaghatta and Chintamani taluks for 27 and 25 days respectively.

There was some anxiety about taking responsibility for 52 and 44 children, respectively. However, everything went really smooth. As an extra precaution, local doctors were contracted to visit the children every single day and make sure they did not have any problems.

F.14. Creating awareness in CSU about Corruption in schools

13 camps were conducted during this 7 month reporting period to create awareness about corruption in government schools. These were held in villages where the CSUs underestimated their capacity and were shy to take on the government.

G. INDIVIDUALITY AND SELF ASSERTION IMPROVED IN COOLIE CHILDREN

G.1. Introducing competitive indoor & outdoor games

Most *Balakendra* Teachers conducted outdoor games like kho-kho, kabbadi, cricket, volleyball, etc. on an every evening basis. Girls were encouraged to participate in all these sports. A few *Balakendras* did not have enough space to play outdoors. They made ingenious arrangements.

G.2. Conducting contests (Words & Ideas, Numbers & Patterns, Logic)

Teacher Trainers taught all the *Balakendra* Teachers to conduct contest in words and Ideas, numbers and patterns, logic, etc. But only 46 *Balakendra* Teachers conducted these activities and reporting in their monthly training sessions. In a few more villages, *Balakendra* Teachers are trying, but they just aren't able. Case Workers assist them to learn and implement.

G.3. Encouraging Coolie Children to discuss and take stands on socio-political issues of their choice

Extension Workers conducted special sessions on corruption and gender sensitisation in 31 *Balakendras* where there are a large number of high school children.

G.4. Introducing mock parliament & mock media events

No action

G.5. Conducting leadership training sessions

12 leadership training sessions were conducted for *Balakendra* Teachers. They, in turn, held sessions with high school children in their respective villages.

H. COOLIE CHILDREN LEARN TO LEARN AT BALAKENDRA CENTRES THROUGH CREATIVE APPROACHES

H.1. Sharing project purpose & objectives and bringing 232 *Balakendra* Teachers into the discipline of this Project

We did not detect any slack in the resolve of *Balakendra* Teachers. Moreover, they were constantly being pepped up during their monthly training sessions. So the Project Director did not hold any special sessions with them during this reporting period.

H.2. Preparing *Balakendra* Teachers' Monitoring Formats/Registers

All the *Balakendra* Teachers used 4 common formats to monitor Effects. This brought in uniformity and made their work more efficient.

H.3. Integrating data monitoring functions into the ADATS/Coolie Sangha Intranet

Many more web pages were made to give quality information for Case Workers and *Balakendra* Teachers to use on a day-to-day basis. Other pages had to be used for the CSU and Mahila Meetings to forecast Sangha Fund positions and allocate for spending on child scholarships.

Some database design changes also had to be implemented.

And finally, during this month long 2nd Effects Monitoring exercise conducted in July 2005, the entire structure of data entry and collation had to be redesigned based on our earlier experience. IT helped this process tremendously.

H.4. Monthly training for 232 *Balakendra* Teachers

17 monthly training sessions for *Balakendra* Teachers were conducted during this 7 month reporting period. During the first half of this reporting period, in anticipation of fast approaching annual exams, Teacher Trainers concentrated on implementing lessons according to government schools syllabus.

Sessions were also conducted on leadership training and gender sensitisation. Extension Workers and Case Workers continued to evaluate Effects on a monthly basis. Results were pondered upon and short-term follow-up actions decided upon.

They listed the weakness and strengths in teaching skills of *Balakendra* Teachers and they were, accordingly, divided into 3 groups. Teacher Trainers were asked to use different approaches to train each group.

H.5. Implementing the core curriculum syllabus

Government school lesson plans were distributed all *Balakendra* Teachers. But in order to not imitate or repeat what had happened in school, teaching methods were activity based. *Balakendra* Teachers entered their day's experiences in diaries that were monitored by Case Workers and reviewed during the monthly training sessions.

H.6. Visiting *Balakendras*, clarifying doubts, and enhancing teaching skills

Case Workers, during their daily visits to the *Balakendras*, assisted *Balakendra* Teachers to use their new play material. In a few cases, Case Workers assisted in the preparation of teaching material. They arranged for college going Coolie youth to teach English and math wherever the *Balakendra* Teacher was not capable, negotiated rents for *Balakendra* buildings, etc. They also followed up on books and clothes distribution by government school teachers.

80 special visits were made during this reporting period by the Extension Workers to solve a variety of problems that the Case Workers could not handle.

H.7. Visiting *Balakendras* and sorting out specific problems

Extension Workers visited and solved some major issues in the villages. These included motivating private land owners to give their plots for playgrounds, convincing headmasters to send children to our in-house coaching classes, etc.

They held discussions with the Deputy Director of Public Instructions and Block Education Officers to get permission for 10th Std. students to attend coaching class. When Case Workers failed to convince parents to send children to coaching classes, the Extension Workers stepped in to convince them of their children's safety and care.

A few parents were reluctant to send physically challenged children to Special/Regular schools. Extension Workers spent quality time to make them understand the importance of education for these children.

H.8. Repairing 232 buildings used to conduct *Balakendras*

No repair works were carried out during this reporting period.

- H.9. Procuring basic furniture and teaching material for 232 *Balakendras***
221 sets of teaching material was purchased centrally by ADATS.
- H.10. Furnishing 232 *Balakendras* and supplying teaching material**
188 sets of these teaching material was distributed by the Case Workers to individual *Balakendras*. These included long books, note books, black boards, charts, attendance registers, boxes of chalk, answer sheets, etc.
- H.11. Procuring indoor & outdoor games and toys, books, comics, crayons, paints, etc.**
Case workers distributed 212 sets of indoor and outdoor games to the *Balakendras*. Some villages were not supplied because they paid their Sangha Tax late and the Clusters decided to "punish" them for their laxity. A few villages could not get these goodies because of frequent and unjustified change of *Balakendra* Teachers.
- H.12. Holding *Balakendra* activities for 2-3 hours every single evening**
More than 90% of the every evening *Balakendras* were conducted very regularly during the 7 months of this reporting period.
- H.13. Implementing a Time Table with outdoor games, creative activities and academic learning**
Most *Balakendra* Teachers implemented the time-table. But in a few villages where the *Balakendra* Teachers were not skilled enough to conduct these activities, it was ad hoc gatherings of children.

Some *Balakendra* buildings are cramped and do not had enough space to play even indoor games. In a few villages where there were too many primary school children, a single *Balakendra* Teacher just couldn't conduct proper outdoor games. In many such cases, the Case Worker negotiated with Coolie youth to volunteer.
- H.14. Conducting outdoor sports every day in each *Balakendra***
Most *Balakendras* had 1 hour of fixed play time. Children were encouraged to play kabbadi, kho-kho, cricket, volleyball, etc. *Balakendra* Teacher had been taught to avoid gender discrimination in play activities. In a few villages there was no space to conduct outdoor games. In some villages, *Balakendra* Teachers took their children to the government school playgrounds.
- H.15. Selecting Cluster level teams**
This activity was not carried out since it was exam season during this reporting period.
- H.16. Conducting annual Inter-Cluster competitions in each Taluk**
This activity was not carried out since it was exam season during this reporting period.
- H.17. Supplying Play Material**
Most of the *Balakendra* Teachers were collected Play materials from their Extensions. Some of the *Balakendra* Play materials were not distributed because of late tax paid by CSUs .in Few villages *Balakendra* teacher were changed ,New Teacher were not selected. while distributing play material
- H.18. Sharing project purpose & objectives in Cluster Meets**
Extension Workers regularly use the weekly Cluster Meets to discuss VASS project purpose and objectives, clarify doubts, etc.

In addition to this, 48 special meetings were held at the Cluster level during this reporting period for this explicit purpose.

H.19. Conducting Effects Monitoring meetings

20 special meetings were held in July 2005 to gather/collate data for this 2nd Effects Monitoring Report. Balakendra Teachers were called in, Area wise, to share their data and draw conclusions. This is the reason why the Activities (reported by Case Workers) do not perfectly tally (as indeed they shouldn't) with Effects or Results reported by *Balakendra* Teachers.

However, it would be misleading to suggest that Effects Monitoring was left for the last month of the reporting period. It wasn't. We are slowly introducing a culture whereby all the secondary stakeholders reflect on Results every single month, during their monthly training sessions.

I. HEALTH AND WELLBEING OF CHILDREN ASSURED**I.1. Contracting 3 Doctors, one for each Taluk**

Just as last time, a Public Health Nurse visited all the *Balakendras* of Chintamani taluk during this reporting period also. She went with the respective Case Workers to conduct health check-ups.

I.2. Conducting health check-up of all 11,122 Children

3,438 children from Chintamani taluk were checked up.

I.3. Dispensing simple medicines for minor ailments and following up on longer prescriptions

314 cases were given simple medication on the spot for minor ailments.

I.4. Taking Children with serious ailments to hospitals for follow up treatment

Of the 88 referred cases, only 10 patients have been taken by the Case Workers and Mahila Trainers as on 31 July 2005.

I.6. Collecting food grains for hungry children

7 CSUs identified children who were going to school hungry. The parents of 21 children from Chintamani and Chickballapur taluks were given food grains collected in their village. Another 22 children from Siddalaghatta have not yet been assisted.

8. Beneficiaries:**8.a. Who are the beneficiaries of the project?**

11,368 Coolie children from 223 villages. This represents a rise of 1.63 times when compared to 7 months back. 92% of school age children (i.e. 5-16 age group) from Normal Member families in 223 village CSUs are now in school. Their gender break-up is as under:

	Children	Boys	Girls	SC/ST	Middle	Upper	
Primary School (1 to 5)	4,168	37%	49%	51%	64%	15%	22%
Middle School (6 to 7)	2,451	22%	50%	50%	61%	17%	22%
High School (8 to 10)	3,842	34%	55%	45%	60%	17%	24%
PUC	582	5%	61%	39%	54%	12%	34%
Degree	264	2%	73%	27%	61%	11%	29%
Diploma/Other	50	0%	86%	14%	50%	16%	34%
NFE	1	0%	0%	100%	0%	0%	100%
Total	11,368		53%	47%	61%	16%	23%

8.b. How has the project met the needs of the intended beneficiaries?

We give below an extract from our 2nd Effects Monitoring exercise undertaken in July 2005. Baseline details reflect Results reported 6 months back, in January 2005. Results are grouped under Sub Effects Indicators found in the original project application, under each of 8 project Objectives.

A. GENDER EQUITY ESTABLISHED FOR THE GIRL CHILD & DISADVANTAGED GROUPS

SUB EFFECTS INDICATOR	BASELINE	RESULTS (as on 31 July 2005)
A.1. Proportion of Girls not withdrawn from School at puberty	<ul style="list-style-type: none"> ▪ Readmitted to school = 40 Girls ▪ Mahila Meeting could not prevent dropout = 28 Girls ▪ Could not readmit (parents not agreed) = 14 Children ▪ Could not readmit (child beyond learning) = 11 Children ▪ Fresh drop-out during the reporting period = 40 Children ▪ Enrolled in government NFE programme = 1 Child ▪ Attending only <i>Balakendra</i> = 4 Children 	<ul style="list-style-type: none"> ▪ Readmitted to school = 16 Girls ▪ Could not readmit - Parents not agreeing = 2 Girls ▪ Mahila Meeting could not prevent dropout = 1 Girl ▪ Could not readmit - Child beyond learning = 7 Girls
A.2. Zero cases of marriages of Girls below the age of 18	<ul style="list-style-type: none"> ▪ Mahila Meeting prevented under-age marriage = 9 Marriages ▪ Mahila Meeting could not prevent under-age marriage = 1 Marriage 	<ul style="list-style-type: none"> ▪ Mahila Meeting prevented under-age marriage = 5 Marriages ▪ Over 18 yr old girl studying in college = 101 Girls ▪ Over 18 year old unmarried girl not studying, but at home = 94 Girls
A.3. 50% Attendance of not-in-school over-12-year-old Children in NFE classes	<ul style="list-style-type: none"> ▪ Over-age children attending NFE Classes = 23 Youth ▪ Over-age children attending only <i>Balakendra</i> and not NFE = 52 Youth 	<ul style="list-style-type: none"> ▪ Over-age children attending NFE Classes = 4 Youth ▪ Over-age children not attending NFE Classes = 9 Youth ▪ Over-age children attending only <i>Balakendra</i> and not NFE = 37 Youth
A.4. Zero drop-out of Physically Challenged Children from regular/ special Schools	<ul style="list-style-type: none"> ▪ Admitted/ re-admitted Physically Challenged child to Regular School = 24 Children ▪ Admitted/ re-admitted Physically Challenged child to Special School = 2 Youth ▪ Need to go to Special School but parents not agreeing = 8 Children ▪ Not concerned with physically challenged children = 1 CSU 	<ul style="list-style-type: none"> ▪ Admitted/ re-admitted Physically Challenged child to Regular School = 15 Children ▪ Admitted/ re-admitted Physically Challenged child to Special School = 1 Child ▪ Failed to re-admit physically challenged children = 10 Children

B. GOVERNMENT SCHOOL INFRASTRUCTURE IMPROVED

SUB EFFECTS INDICATOR	BASELINE	RESULTS (as on 31 July 2005)
B.1. Each Std. has it's own adequately furnished classroom	<ul style="list-style-type: none"> ▪ Classrooms adequately furnished = 61 Schools ▪ Applied to government = 170 Applications ▪ Applied for government teacher = 47 Applications 	<ul style="list-style-type: none"> ▪ Applied to government for classrooms = 8 Applications ▪ Classrooms under construction = 20 Rooms ▪ Application rejected by government due to less student strength = 39

	<ul style="list-style-type: none"> ▪ Classrooms are under construction = 9 Classrooms ▪ Applied for furniture = 18 Applications ▪ CSU not interested in challenging Government = 2 CSUs 	<ul style="list-style-type: none"> ▪ Applications ▪ Applied for classrooms but government is delaying = 67 Applications ▪ Applied for a government School = 2 Applications ▪ New classroom constructed during this reporting period = 18 Classrooms ▪ Classroom adequately furnished = 5 Classrooms ▪ New class room constructed during this reporting period = 7 Classrooms ▪ New class room sanctioned, but construction not started = 2 Classrooms ▪ Appointed New teachers = 1 Teacher ▪ Classroom adequately furnished = 15 Schools
B.2. Each and every School has it's own Playground	<ul style="list-style-type: none"> ▪ Well maintained playgrounds = 136 Schools ▪ School does not have play ground = 22 Schools ▪ Applied to government = 30 Applications ▪ Play ground arranged by CSU = 23 Schools 	<ul style="list-style-type: none"> ▪ School got land for playground through government efforts = 2 Playgrounds ▪ Villagers/ CSU arranged private land for playground = 27 Playgrounds ▪ Applied to government for playground = 3 Applications ▪ Well maintained playground = 53 Playgrounds ▪ Applied but government is delaying = 9 Applications
B.3. Drinking Water available in each and every School	<ul style="list-style-type: none"> ▪ Well maintained drinking water facility within school campus = 113 Schools ▪ No water facility = 18 Schools ▪ Newly constructed Drinking water facility within school campus = 8 Schools ▪ CSU arranged water drums = 16 Schools ▪ Applied for drinking water facility = 24 Applications ▪ Water facility under construction = 11 Schools 	<ul style="list-style-type: none"> ▪ Water facility under construction within school compound = 11 Schools ▪ Villagers/ CSU bringing water for children = 14 Schools ▪ Applied to government for water facility = 17 Schools ▪ Water facility arranged within school compound during reporting period = 38 Schools ▪ Applied, but government is delaying - children using public tap = 19 Applications ▪ No water facility = 2 Villages
B.4. Number of Schools with kitchens for the Mid Day Meals Scheme	<ul style="list-style-type: none"> ▪ School having separate kitchen = 48 Schools ▪ Applied for separate kitchen = 87 Applications ▪ No kitchen facility = 26 Schools ▪ Arranged by CSU = 5 Kitchens ▪ Kitchen under construction = 20 Kitchens ▪ Kitchen built during this reporting period = 14 Kitchens ▪ Cooking in temporary shed = 27 Schools 	<ul style="list-style-type: none"> ▪ Applied to government = 16 Applications ▪ Kitchen under construction = 27 Kitchens ▪ Well maintained separate kitchen = 69 Kitchens ▪ Villagers/ CSU made temporary arrangement = 7 Kitchens ▪ Government sanctioned, but construction not started = 9 Kitchens ▪ Applied, but government delaying = 19 Applications
B.5. Number of Schools with toilets for Girls	<ul style="list-style-type: none"> ▪ School has separate toilet block for girls = 83 Toilets ▪ No toilets block = 21 Toilets ▪ Applied for toilet block = 75 Toilets ▪ Toilet block under construction = 21 Toilets 	<ul style="list-style-type: none"> ▪ Applied to government for a toilet block = 8 Applications ▪ Toilet block sanctioned/under construction = 17 Toilet Blocks ▪ Not interested with the girl child = 3 CSUs ▪ Toilet block well maintained = 38 Toilet Blocks

- Applied, but government is delaying sanction = 39 Applications
- Application rejected by government due to lack of space = 4 Applications
- Sanctioned, but construction work has not started = 1 Toilet Block
- Toilet block built during reporting period = 4 Toilet Blocks
- Toilet block disused because there is no water = 2 Toilet Blocks

C. QUALITY OF TEACHING IMPROVED

SUB EFFECTS INDICATOR	BASELINE	RESULTS (as on 31 July 2005)
C.1. Extent of portions/ syllabus covered	<ul style="list-style-type: none"> ▪ 100% syllabus completed = 148 Schools ▪ 100% syllabus completed = 27 Schools ▪ Below 75% syllabus completed = 29 Schools ▪ No information = 2 Schools ▪ 75% syllabus completed = 2 Schools 	<ul style="list-style-type: none"> ▪ 100% syllabus completed = 159 Schools ▪ 75% syllabus completed = 39 Schools
C.2. All exam questions attempted by Children		<ul style="list-style-type: none"> ▪ <i>Balakendra</i> Teacher asked children, but did not monitor = 75 BTs ▪ New <i>Balakendra</i> Teacher did not even ask the children = 32 BTs ▪ <i>Balakendra</i> Teacher not interested in children's academics = 13 BTs ▪ Over 90% questions attempted = 66 <i>Balakendras</i> ▪ Between 60% to 90% questions attempted = 33 <i>Balakendras</i> ▪ Below 60% questions attempted = 2 <i>Balakendras</i>
C.3. Increasing trend in average total marks of School exams		<ul style="list-style-type: none"> ▪ <i>Balakendra</i> Teacher count of children getting higher marks = 160 Children ▪ <i>Balakendra</i> Teachers collected marks cards, but did not monitor = 120 BTs
C.4. Opinion direction of School Children		<ul style="list-style-type: none"> ▪ Children direct Mid Day Meal Scheme details = 26 Schools ▪ Children arranged their own tour/ picnic = 1 Outings

D. PARENT PARTICIPATION IMPROVED

SUB EFFECTS INDICATOR	BASELINE	RESULTS (as on 31 July 2005)
D.1. Authentication of School/Student Records by School Betterment Committees	<ul style="list-style-type: none"> ▪ SDMC/ Parents checking school records = 177 Schools ▪ SDMC/ Parents not checking school records = 33 Schools ▪ Apolitical and disinterested = 1 CSU 	<ul style="list-style-type: none"> SDMC/ Parents checking school records = 159 Schools SDMC/ Parents not checking school records = 15 Schools Insufficient CSU strength to influence SDMC = 14 Schools
D.2. Increased School attendance rates	<ul style="list-style-type: none"> ▪ Over 90% attendance = 58 <i>Balakendras</i> ▪ Between 75% & 90% attendance = 137 	<ul style="list-style-type: none"> ▪ Between 80% and 90% attendance = 43 <i>Balakendras</i> ▪ Below 80% attendance = 3 <i>Balakendras</i> ▪ Over 90% attendance = 155

	<ul style="list-style-type: none"> ▪ Balakendras ▪ Below 75% completed = 8 Balakendras 	Balakendras
D.3. Decreased drop-out rates		Readmitted to school = 1 Child <ul style="list-style-type: none"> ▪ Failed to readmit = 1 Child
D.4. School Teacher attendance rates	<ul style="list-style-type: none"> ▪ Over 90% attendance = 129 Schools ▪ Between 75% & 90% attendance = 57 Schools ▪ Reluctant to challenge government staff = 8 CSUs ▪ Not regular = 3 Schools 	<ul style="list-style-type: none"> ▪ Over 90% attendance = 397 Govt Teachers ▪ Between 75% and 90% attendance = 131 Govt Teachers ▪ Below 75% attendance = 7 Govt Teachers ▪ Reluctant to challenge government staff = 3 CSUs

E. RANGE OF EXTRA-CURRICULAR ACTIVITIES IN GOVERNMENT SCHOOLS INCREASED & IMPLEMENTED

SUB EFFECTS INDICATOR	BASELINE	RESULTS (as on 31 July 2005)
E.1. Hours-per-week of Government School organised playtime	<ul style="list-style-type: none"> ▪ 1 period every day = 183 schools ▪ 2 periods every week = 6 schools ▪ No play time = 5 schools ▪ Have play time, but not organised = 9 schools 	<ul style="list-style-type: none"> ▪ 1 period every day = 181 Schools ▪ 2 periods every week = 12 Schools ▪ No play time = 1 School ▪ Have play time, but not organised = 5 Schools
E.2. Hours-per-week of Government School organised debates, elocution, etc.	<ul style="list-style-type: none"> ▪ 1 debate period every week = 151 schools ▪ Primary school does not have debate period = 35 schools 	<ul style="list-style-type: none"> ▪ 1 debate period every week = 106 Schools ▪ Debate period not held = 8 Schools ▪ Primary school - does not have debate period = 86 Schools

F. CHILDREN RETAINED IN GOVERNMENT SCHOOLS

SUB EFFECTS INDICATOR	BASELINE	RESULTS (as on 31 July 2005)
F.1. Reduction in Girl drop-out rates		
F.2. Zero cases of Physically Challenged Children out-of-School	<ul style="list-style-type: none"> ▪ Admitted/Readmitted Physically challenged child in to regular school = 2 Children 	<ul style="list-style-type: none"> ▪ Admitted/ re-admitted to regular school = 9 Children ▪ Needed special school admission but parents are not agreeing = 3 Children
F.3. Extent of rent seeking by Government School Teachers and Block Education Officials	<ul style="list-style-type: none"> ▪ Negligible = 1 cases 	<ul style="list-style-type: none"> ▪ Rent seeking cases not found = 108 Villages ▪ Rent seeking cases caught & stopped = 13 Schools ▪ CSU not interested in challenging corruption = 1 CSU
F.4. Zero cases of School days lost due to punishment for not bringing books to class	<ul style="list-style-type: none"> ▪ Punished for 1 week = 18 Children ▪ Punished for more than 1 week = 5 Children 	<ul style="list-style-type: none"> ▪ Punished for 1 week = 1 Child ▪ No such cases = 48 Villages

G. INDIVIDUALITY AND SELF ASSERTION IMPROVED IN COOLIE CHILDREN

SUB EFFECTS INDICATOR	BASELINE	RESULTS (as on 31 July 2005)

G.1. Average marks obtained by Coolie Children higher than Taluk average		<ul style="list-style-type: none"> Child got more than 90% average marks = 206 Children
G.2. Pass percentage of Coolie children in X Std. board exams higher than District average		<ul style="list-style-type: none"> Passed Std X exams in first attempt = 184 Children Failed Std X exam/ dropped-out of school = 133 Children Children who scored more than 90% marks = 17 Children
G.3. Cases of leadership qualities displayed		<ul style="list-style-type: none"> Exceptional - issues concerning whole village = 4 Cases Very Good - issues concerning children = 2 Cases Leadership qualities not displayed = 19 Cases
G.4. Cases of Children taking Initiative and finding unique child-centric solutions to their problems	<ul style="list-style-type: none"> Very good issue concerning an individual child = 1 Issue 	<ul style="list-style-type: none"> Very Good - issues concerning an individual child = 3 Cases Children took up issues concerning mid day meal scheme details = 2 Cases
G.5. Cases of community service & contribution	<ul style="list-style-type: none"> Issue concerning the whole village = 34 Issues Issue concerning their Balakendra/ School = 101 Issues Wider events = 5 Issues 	<ul style="list-style-type: none"> Children took up issues concerning the whole village = 69 Cases Children took up issues concerning Balakendra/ School = 121 Cases Wider events = 19 Cases

H. COOLIE CHILDREN LEARN TO LEARN AT BALAKENDRA CENTRES THROUGH CREATIVE APPROACHES

SUB EFFECTS INDICATOR	BASELINE	RESULTS (as on 31 July 2005)
H.1. Extent of participation by Children in creative learning and extra curricular activities	<ul style="list-style-type: none"> Very good = 75 Balakendras Good = 119 Balakendras Not good = 24 Balakendras 	<ul style="list-style-type: none"> Very Good = 92 Balakendras Good = 41 Balakendras Not interested/ frequent change of Balakendra Teacher = 10 Balakendras
H.2. Frequency of daily practice for games & sports in the Balakendras	<ul style="list-style-type: none"> Play every day = 191 Balakendras No play materials = 4 Balakendras Balakendra Teacher not interest = 14 BTs No space to play = 4 Balakendras 	<ul style="list-style-type: none"> Play every day = 189 Balakendras No space to play = 29 Balakendras No play materials = 6 Balakendras
H.3. Proportion of Coolie Children competing at Taluk level sports events	<ul style="list-style-type: none"> Participated in taluk level events = 138 Children 	<ul style="list-style-type: none"> Participated in Taluk event = 1 Child
H.4. Proportion of Coolie Children competing at District/State level events	<ul style="list-style-type: none"> Participated in District/ State level events = 13 Children 	

I. HEALTH AND WELLBEING OF CHILDREN ASSURED

SUB EFFECTS INDICATOR	BASELINE	RESULTS (as on 31 July 2005)
I.1. Zero cases of Children with less than 2 meals-a-day	<ul style="list-style-type: none"> ▪ Identified in CD&S and not assisted = 46 Children ▪ CSU not bothered with this problem = 24 CSUs 	<ul style="list-style-type: none"> ▪ Identified in CD&S and assisted = 21 Children ▪ Identified in CD&S but no action was taken = 22 Children
I.2. Zero cases of unattended ailments	<ul style="list-style-type: none"> ▪ Diagnosed and treated/ being treated = 28 Children ▪ Diagnosed but not treated = 2 Children 	<ul style="list-style-type: none"> ▪ Diagnosed and treated/ being treated = 1 Child
I.3. Reduction in School days lost due to sick leave	<ul style="list-style-type: none"> ▪ Missed school for more than 5 days = 9 Children 	<ul style="list-style-type: none"> ▪ Missed school for more than 5 days = 1 Child

8.c. How have they confirmed that they have benefited from the project?

By monitoring Results through a participative and bottom-up Effects Monitoring exercise conducted, for the 2nd time, in July 2005.

9.a. How did the beneficiaries participate in project implementation?

Covered in previous Progress Report.

9.b. How did the beneficiaries participate in project monitoring and/or evaluation?

10.a. Describe any gender issues in the project and how they are being addressed?

Covered in previous Progress Report.

10.b. How did women/ girls participate in and benefit from the project?

11. How have children participated in the project? (if not answered)

12. What strategies does the project apply to ensure protection of children either directly or indirectly involved with the project?

Covered in previous Progress Report.

13. How has the project contributed to increasing the capacity and self reliance of the beneficiaries and/or the community they live in?

Covered in previous Progress Report.

14. How has the project contributed to increasing the capacity of local partners/ organizations? (state specific capacity building activities done as well as an analysis of how capacity has been built.)

Covered in previous Progress Report.

What are the capacity building needs of your partners in the next funding period and how will these be addressed?

No new or unplanned measures are needed.

15. What strategies are being applied in the project to work towards sustainability of project activities and benefits?

Covered in previous Progress Report.

Does the project have an exit strategy in this current funding period? If so, briefly describe that strategy and the progress towards that.

If this is the final year of the current funding period summarise future plans for the project and/or your organizations plans for continuing to work towards the projects goal and objectives

Not Applicable

16.a. Describe what monitoring and evaluation activities have been carried out.

This 2nd Effects Monitoring exercise was undertaken for 2 weeks in July 2005. We deliberately chose 31 July as the cut off date since we wanted to complete vital project activities like admitting children in the new school year, give out of scholarship amounts, get free benefits from the government, etc. and include them in this report.

This exercise was carried out without any hiccups due to experience gained last time, and also because Results were foremost on the minds of all the secondary stakeholders (Extension Workers, Case Workers and *Balakendra* Teachers) throughout the 7 month reporting period.

Balakendra Teachers have been recording in their diaries and "long books", on an every day basis, Results they obtain in the villages. They use specially designed monitoring formats to communicate these observations during the monthly training sessions.

In the second week of July 2005, special day-long sessions were held for *Balakendra* Teachers from each of the 8 Areas. Extension Workers and Case Workers noted down their grassroots recordings and entered them into our database using a specially designed webpage. Everything got automatically collated into Area, Taluk and Super Reports on Baseline and Results.

Another source of primary data was our computerised database. Various activity processes like admitting children, giving them scholarship benefits, recording their marks cards and progress reports, participation in games and sports, attendance at training sessions, etc. are all automated. They generate time-line primary data which is automatically collated and analysed using time-tested algorithms to generate Online Reports that ADATS Staff use in their day-to-day work. We drew extensively from these InfoNeeds Reports for this Effects Monitoring exercise.

After that, it was the Case Workers' turn to record various activities that led to the Effects that *Balakendra* Teachers had reported. These were also recorded into our database and got automatically collated.

16.b. How effective was the project monitoring and evaluation system? How could it be improved?

Once again, this Effects Monitoring exercise has contributed to honest reflection on project goal and purpose. There is a quiet sense of pride and achievement in all the project Staff. This is something very positive.

Every time we conduct such an exercise, we learn something new. This time around, we observed that facts and figures on Effects and Activities, provided by *Balakendra* Teachers and Case Workers respectively, did not perfectly tally in this Progress Report.

It took us a while to figure out that, indeed, they should not. In the logical framework approach, Sub Effects or Results cannot have specific Activities associated to them. There is a very sound reason for this which we will illustrate through an example:

Paraphrasing the Project Purpose of this project could well read "All Coolie Children Schooled". There would be a plethora of Project Activities to admit and retain children in school, learn, play and fare well in their studies.

A Sub Effects Indicator to measure this Main Effect could be "Good Marks obtained in Annual Exams". If we were to attach Activities to the Sub Effects Indicator (instead of to the Main Effect or Purpose in our example) the obvious one that come to mind are:

- > obtain the question paper by fair means or foul
- > distribute question paper a month before the exams

> mug up the answers and reproduce them on the exam date
 Except in hopeless duffs and dullards, this should ensure a Result far exceeding mere "good marks". But does it mean that the Project Purpose has been achieved?

The above example is not as ludicrous as it sounds. This is the precise malady that many a State sponsored programme suffers from; they fidget with the Indicators by attaching Activities to Sub Effects. Tampering with reservations for women, for example, promotes tokenism and does little to alter gender discrimination...

Moreover, Effects are not the sole and exclusive products of Project Activities alone. Many outside environmental factors contribute to the creation of Effects, and the Outcome of project activities often act only as enablers or catalysts. So while a Case Worker would assert that he counselled the parents of only 6 physically challenged children, *Balakendra* Teachers would swear that 16 of them got admitted to regular and special schools – or *vice versa*.

16.c. What contribution did it make to achieving project objectives? (changes made or planned?)

Project objectives have stayed unchanged.

16.d. What monitoring and/or evaluation activities are planned for the next funding period?

Ideally, the 3rd Effects Monitoring exercise should be carried out only after 1 year, in June 2006. However, this will depend upon contractual obligations with VASS and SCNZ.

16.e. If SCNZ visited your project this year please give feedback on that visit

Not Applicable

17.a. Summarise the positive changes which have occurred as a result of the project

7 months is too soon to add anything new to what we have already stated in the previous Progress Report.

17.b. Summarise any adverse or unexpected effects that have occurred

None

17.c. Summarise enabling factors (things that helped the project go well)

17.d. Summarise constraining factors and how they were addressed (difficulties – things that may have negatively affected progress)

A major constraint that we encountered during these past 7 months was the lack of political will/resources with the government. The number of applications that CSU Members have made for toilet blocks, class rooms, playgrounds, etc. is quite staggering. But so many have not been acted upon.

Parents being aware of their rights and making demands was just the first step. They also needed to have the continued interest and attention span to ensure that what they demanded was actually delivered.

Otherwise, struggles against the government will merely provide a momentary thrill and everything will once again revert back to *status quo*.

18. Have there been any risks to the project in the reporting period? If so what affect have they had and how were they managed?

Everything we said 7 months back is as valid now as it then was. However, an uncompromising emphasis on introducing a Results oriented management culture has kept us on the right track.

What risks may there be to the project in the coming funding period? How will these risks be avoided/ minimized or managed?

Being a questioning organisation that is unafraid of self-criticism, we would like to add a new challenge that we recognise – the need to maintain quality.

When stripped of its fancy definitions and trimmings, Quality entails a commitment to settle for boring and repetitious tasks that standard operational practices (SOP's) demand. The

question is whether Case Workers and *Balakendra* Teachers, who are used to the excitement of ushering in brand new practices, will settle down to the routine and mundane humdrum that Quality demands.

There are a hundred seemingly petty jobs and tasks that need to be performed on an everyday basis – visiting the villages every single day, ensuring that *Balakendras* have sufficient lighting, repairing doors, changing locks, supplying good quality chalk, repainting blackboards, filling water drums and cleaning the tumblers, sweeping, swabbing, *et al.* are just some of them.

Will the Case Workers and *Balakendra* Teachers pay continued attention to these? Indeed, will we as an organisation appreciate and support the non-exciting activities that quality and maintenance demand?

19. What experiences from this project has/will your agency use in planning further activities? (lessons learnt)

2 big lessons seem to be emerging:

- The “VASS Programme approach” of supplementing the self efforts of independent village CSUs, emphasising on Child Rights, and pressurising the government to function holds the seed of a model for the entire Coolie Sangha’s child related activities. Perhaps it could be the one that we can follow in the community sponsorship supported villages of Gudibanda and Mittermari after our withdrawal in 2007.
- We definitely need to find resources to implement a Coolie Youth Programme for which we have already done some initial planning and gained preliminary experience through pilot activities carried out these past 1-2 years.

20. Please make any comments you wish to on SCNZ’s role in supporting this project (re. communications, funding, relationship etc)

ADATS and SCNZ should together draw development learning from the implementation of this and all partnerships that SCNZ is engaged in.

Specific examples from this bilateral relationship between ADATS and SCNZ could be the power of ownership and role of CBOs, self-finance, caste-class struggle and altered power balance at the village/regional level, etc.

We suspect that this is already happening in an unstructured manner through inter-personal exchanges. This may be structured and formalised. As a first step, mutual learning could be articulated and publicised using instruments like the SCNZ website. This would invite debate and valuable contribution from other NZ as well as Indian development workers.

21. Could SCNZ support you in your work better in any way?

Is there any specific help/support you would like from SCNZ in the implementation of this project?

In our last Progress Report, we had suggested that NZ Volunteers could help us in specific areas. We sincerely appreciate that a start has already been made in this regard.

21. Please provide a summarized workplan for the next funding period indicating any activities not implemented in current period and carried over and any new activities (not included in original proposal)