

0514. Children's Programme in the Independent village CSUs (Jul 2004)

1. APPLICANT ORGANISATION

Agricultural Development & Training Society (ADATS)
Bagepalli 561 207,
Kolar district, Karnataka,
India.

2. LEGAL STATUS

Registration No: 97/78-79 under the Karnataka Societies Registration Act, 1960.
Union Home Ministry Number: 094570001 under the Foreign Contributions Regulations Act, 1976.

3. BANKERS

A/c No: 3314 with Canara Bank, Bagepalli branch.

4. PROJECT TITLE

Supporting the Coolie Sangha's Children's Education Efforts

5. DEVELOPMENT PROBLEM BEING ADDRESSED

In view of the vast changes sweeping the country, 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.

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.

6. SITUATION IN WHICH THE PROJECT IS PLACED

6.1. Location & Geography

ADATS has built up the Coolie Sangha in 5 taluks of North Kolar district of Karnataka State, South India. We have a presence in 64% of the 1,300 villages and a coverage of 24% of the total population of the 5 taluks that comprise North Kolar District.

Though located in Kolar district of Karnataka state, and in spite of being so close to Bangalore, the region skirts the southern border of the Rayalaseema desert belt and shares the same language, culture and social structure, as also the stark poverty that afflicts southern Andhra Pradesh.

The region is a semi arid drought prone one with low, erratic and spatial rainfall. The dust brown rocky terrain is severely undulating, with small hill ranges and outcrops that stud the topography. There is no mineral wealth and only a very thin and fragile soil cover.

6.2. ADATS & the Coolie Sangha

ADATS has been working with 30,547 Coolies families in 836 villages for the past 25½ years. Strong village level Coolie Sangha Units (CSUs) were built up using an intervention strategy comprising of non-material and material inputs. These included an adult literacy effort, support to issues and struggles, the building up of a decentralised village level credit system, and the implementation of various economic programmes, including a dry land development project.

Special attention was given to the problems of Coolie women and a separate fora called the Mahila Meetings was built up in each and every village. The village CSUs have helped enhance the socio-political and economic position of small and poor peasant families in 5 taluks.

6.3. Coolie Children, their Schooling & Education

ADATS started working with Coolie children from the very beginning of our work. Separate classes were conducted in each village so that they did not “disturb” the adult literacy classes. These separate classes soon evolved into a full fledged ActionAid supported child sponsorship programme for about 3,000 children from 1979 to 1992.

We enrolled children into government schools in their villages and provided scholarship support for them. *Balakendras* were conducted in all the villages and supplementary education was imparted. Activities included indoor and outdoor games, drawing, colouring, painting, nature walks, picnics, tours, science camps, songs, skits, plays, etc. We also implemented a core curriculum for school going as well as drop out children. As a result of all these activities conducted on an intense and everyday basis, Coolie children got a positive visibility that they never had before, forcing everyone to reflect on their existence and take positions with regard to their development.

When we first started, not a single Coolie child attended government school. The situation was a shade worse in Harijana colonies and Lambadi *thandas*. Poverty was only one of the reasons. A total lack of self esteem without any belief whatsoever in a better future was the main cause of this neglect and seeming disregard for children.

As a result of 25 years of intense work with children, tangible changes have taken place in the lives of children as well as in child rearing practices. The situation is not as pathetic as it once was. Today most Coolie families manage to send their children to primary school, with moral and material assistance from their village CSUs. They overcome huge financial hurdles to put a few through middle school and make big efforts to get a free seat in a government hostel and educate some through high school. There is hardly any imbalance between boys and girls in the primary, middle and high school classes.

Young Coolies who were once in this Children's Programme play a major role in the Coolie Sangha, especially in the older CSUs. An obvious reason for this is because many of them are now young men and women who have a greater say in family matters. But the other more important reason is that they are markedly better equipped to deal with life than their parents. They are more knowledgeable, liberal, ready to question established practices, take risks, and use the Coolie Sangha (rather than caste and established social custom) as the normative base in their search for options.

This has led to a big change in the manner in which today's children are viewed and treated by their parents. It is almost as if Coolie parents have discovered a potential that they were earlier ignorant of. New child socialisation possibilities have led to a new child rearing practice in the CSUs – one where the emphasis is more to develop an individuality in the child rather than make her conform to caste-class and village based stereotypes.

We still find the old situation of absolute poverty and an apparent lack of interest in the future of their children in some of the newer villages where Coolie Sangha building is still in the formation and formalisation phases. But even there, the situation is not as bleak as it was 25 years back.

6.4. Organisational Experience with Children's Programmes

From 1979 to 1992, an ActionAid Child Sponsorship programme was run in Bagepalli taluk benefiting 3,000 children, their families and communities. From a situation where Coolie children hardly ever went to school, a new culture was introduced, positively affecting their child socialisation concepts and child rearing practices. This programme was withdrawn in 1992, when ActionAid restructured and rationalised its partner-based projects in India and decided to implement its own programmes.

Since then, the village units of the people's organisation, the village Coolie Sangha Units (CSUs) have themselves been self-financing a limited children's programme for the schooling of 13,413 children in 425 villages.

This is a bare-bones activity, limited in its monetary/material aspects to the once-a-year paying of school fees, books, clothes and bus passes to the poorest of their children. But in non-monetary terms the village CSUs and Mahila Meetings have achieved what many NGO programmes could not.

Save the Children New Zealand (SCNZ) was impressed with this self-effort of extremely poor families in a semi-arid drought prone region, and with overall Coolie Sangha building efforts of ADATS. In April 1997 SCNZ decided to support fresh Coolie Sangha building efforts in 60 new villages of Gudibanda Taluk. This programme was exactly identical to all previous Coolie Sangha building efforts undertaken by ADATS, except for a special emphasis and focus on children.

In April 2000, SCNZ extended their support to another 57 villages in southern Bagepalli Taluk, but this time with the main objective of supporting the self-effort of already established village Coolie Sangha Units. As on today, SCNZ's total support is for 3,921 Coolie children in 117 villages.

8. ARGUMENTATION FOR THE NEED OF THE PROJECT

8.1. Educating Poor Rural Children

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. Left to themselves, or even to the professed benevolence of State efforts, Coolie children will never be able to resist the pull & push factors of scorn and discrimination in village schools, child labour job availability, and even sheer hunger.

8.2. Need to Supplement the Self-Effort of the Coolie Sangha

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.

Their effort, excluding the SCNZ programme, covers a total 9,443 children in 308 villages. 65% of school age children (i.e. 6-15 year age group) from Member Coolie families are in School

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, 48% in middle school, and 43% in high school. 97% of the CSU appointed/paid *Balakendra* Teachers are young girls from their own caste-class background.

Gender Analysis of Children in this Project Application

	Total Children		Boys	Girls	SC/ST	Middle Castes	Upper Castes
Primary School (1 to 5)	4,284	45%	50%	50%	62%	17%	21%
Middle School (6 to 7)	2,436	26%	52%	48%	64%	17%	20%
High School (8 to 10)	2,499	26%	57%	43%	57%	19%	25%
PUC	209	2%	64%	36%	47%	16%	37%
Degree	14	-	64%	36%	29%	36%	36%
Diploma/Other	1	-	100%	-	-	-	100%
Total	9,443	100%	53%	47%	61%	17%	22%

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.

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.

9. AIDS & BARRIERS ANALYSIS

We have just stated that there is an inherent and inarguable value in supporting the schooling of rural children from very poor families. Additionally is the obvious fact that the paltry, yet impressive, self-effort of the Coolie Sangha needs to be supplemented.

However, there are 4 bigger reasons why this Project ought to be implemented, and these constitute the higher Project purpose:

- Coolie parents now have the ability to care for their children. This is a vital contributor to success in any work with children.
- 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.
- The sheer efficiency of the Coolie Sangha begs for its functional unity to be used in implementing a serious effort with ambitious goals.
- 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 its membership.

9.1. Support the Coolies' new found ability to Care for Children

Caring for children calls for the ability of parents, extended families and immediate communities to act like capable adults; as protectors, nourishers and developers. Children are very sensitive to roles played and positions occupied by adult family members.

The substantial status and dignity giving work that ADATS has put in provides just the right backdrop for initiating a solid and meaningful effort with poor children. An endeavour in which parents can participate as capable adults.

Positive identity provided by the Coolie Sangha places parents in an extremely congenial role *vis-à-vis* their children. We consider this to be a most vital contributor for successful work with children. It would be a shame to miss this opportunity. Otherwise, however well meaning our activities are, they will have that element of a detached externalism which impairs the effort.

At the same time, we do realise that this cannot be a precondition since so many poor families who cannot afford the luxury of showing affection towards their children will then be left out. We subscribe to the view that children have rights of their own, quite independent of adult positions and concerns. But when the two can meet, this is definitely the healthier option.

9.2. Develop the Child in order to ensure the Posterity of the Coolie Sangha

A socio-political and cultural intervention like the Coolie Sangha makes little sense unless it is sustained over a considerably long period of time. This requires not just the establishment of permanent structures and mechanisms that can guarantee posterity, but also a continued sense of identity and the practice of ongoing participative contribution. Such contribution cannot be static and repetitive since the Coolie Sangha is a dynamic strategic response to a rapidly changing political economy. It cannot stagnate with the next generation imitating the same roles that their parents played. The Coolie Sangha would then be reduced to a mere survival strategy which leaves little scope for change through the actualising of new opportunities.

Enabling the Coolie child to develop an individuality can become the most important instrument by which the future of the Coolie Sangha gets guaranteed, since it is through the continual questioning and even changing of the structures and emphasis of the mass organisation itself that it can live on.

Childhood is normally seen as a transient stage whose chief function is to prepare the next generation for adulthood. This is termed as child socialisation and leads to particular child rearing practices. Recent literature has commented on how unfair this is to the child. But few have pondered on the tragedy that society seems to have a latent desire to merely perpetuate itself and cyclically repeat all that has once gone wrong, over and over again.

Coolie parents, on the other hand, have dared to recognise this trend and question the danger. They have categorically stated that, given a choice, they do not wish their children to grow up in their spitting images. They do not want them to develop the same subservience, helplessness, casteist feelings and all that goes with deprivation and the culture that sustains it.

This aspiration has to be understood as different from similar sentiments expressed by the poor the world over. Generally the poor, while rejecting a continuation of their mode of existence, subconsciously adopt the dominant role model as one that they wish their progeny to emulate. But in this case their desire to change is based on an alternate vision where they implicitly trust and encourage the development of a positive individuality in their children. The scope for accompanying this change is vast and boundless.

9.3. Use the Efficiency of the Coolie Sangha

The Coolie Sangha has evidently been a socio-political effort which believes in the restructuring of power equations in favour of the poor. But the manner in which this agenda was realised brought in an implementation efficiency and managerial proficiency which far surpassed many NGOs who claimed to only set up service delivery mechanisms.

The Coolie Sangha has never been the run of the mill type of radical endeavour which draws its sustenance merely from a verbose commitment to the cause of the oppressed. The desire to transform society has always been whetted with a concern to transform their own position within an unjust order of things. In the place of a purist rhetoric against capitalism has been an attempt to alter the manner of its entry into the countryside and etch a vantage point for themselves within the emerging political economy. The slogan has never been to boycott elections and the struggle has always been moral and non violent.

It is true that this implementation efficiency is more strongly placed in the NGO than in the people's organisation. But what we are convinced of is that even the political struggle of the Coolies was flavoured with a drive to get the job done. This drive can now be used to implement a serious effort with ambitious goals.

9.4. Place this Project Application in the Perspective of the Coolie Sangha

Coolies believe that child related activities are valuable in themselves. Children need a powerful community for their development and the poor need a genuine grassroots initiated activity which enables them to avail education and health services provided by the State. *Inter-alia*, the Coolie Sangha needs these activities in order to permanently establish itself as a body seriously engaged in the development of it's membership. ADATS shares the Coolies' position that the two are inseparable and is therefore prepared to support their venture.

10. DEVELOPMENT GOAL

Coolie Children find a Secure Future of their Choice

11. PROJECT GOAL

All Coolie Children gain 10 Years of School Education

12. PROJECT DESIGN & STRATEGY

On the basis of previous experience and careful grassroots planning in village CSUs, ADATS and the Coolie Sangha have concluded that the following 6 Project Outputs will constitute the basic strategy to achieve the short term Project Goal, which will substantially contribute to the achievement of the long term Development Goal.

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

Girl Children admitted and retained in school till their X Std.; Sex parity maintained at all 3 levels of schooling; Early marriage prevented; Caste parity maintained with positive discrimination for Harijan and Tribal Children; Physically challenged Children cared for.

B. CHILD EDUCATION INFRASTRUCTURE IMPROVED

Village schools improved; *Anganwadi* Centres made to function properly; Project Staff located and developed.

C. INDIVIDUALITY AND SELF ASSERTION IMPROVED IN COOLIE CHILDREN (IN A COMPETITIVE WORLD WHERE THEY HAVE TRADITIONALLY BEEN LEFT BEHIND)

9,443 Coolie children admitted/readmitted in schools; Scholarship benefits given; Coaching classes held for 1,225 Children.

D. COOLIE CHILDREN LEARN TO LEARN THROUGH CREATIVE APPROACHES

308 *Balakendra* Teachers trained; Buildings equipped and every evening *Balakendra* classes held; Annual sports events held at each Taluk.

E. CHILDREN'S NUTRITION & HEALTH IMPROVED

Annual Health Check-ups of 9,443 children conducted; Serious cases treated at hospitals; Food problems of destitute families solved.

F. CHILDREN RECEIVE VOCATIONAL TRAINING OF THEIR CHOICE

30 batches of 25 school-completed Youth trained and placed in factory jobs.

13. PROJECT IMPLEMENTATION PLAN

13.1. Protecting the Girl Child & Disadvantaged Groups

The Girl Child

- Case Workers and *Balakendra* Teachers to counsel families and readmit Girl children dropped out on reaching the age of puberty; Extension Workers to deal with the more difficult cases.
- Extension Workers to counsel girl children entering puberty on Health and Psychological problems.
- Mahila Meetings to keep a strict vigil on and prevent under-age marriages, betrothals, etc.

Harijan and Tribal Children

- Extension Workers to ensure that gender break-up of supported children conforms to caste break-up of CSU Membership, with positive discrimination in favour of Harijans and Tribals.

Physically Challenged Children

- Extension Workers to personally identify Physically Challenged Children and make special arrangements for their schooling.

13.2. Improving Child Education Infrastructure

Improving village Schools

- Village CSUs to list what the government schools lack in terms of tables, chairs, blackboards, charts and cupboards, etc., represent to the respective Block Education Officers and Taluk Panchayats and rectify glaring deficiencies.
- Village CSUs to identify schools where the ratio is more than 30 students per Teacher, and use the socio-political clout of the Coolie Sangha to pressurise the BEOs to appoint additional Teachers.

Improving Anganwadi Centres

- Mahila Meetings to discuss with government *Anganwadi* Teachers, find ways by which their performance can be improved, and implement concrete strategies to solve genuine grievances.
- Mahila Meetings to simultaneously prevent misuse of material supplied to the Under-5 Crèches.

Locating and Developing 16 Project Staff

- To recruit 4 Extension Workers (1 for each Taluk), 2 Teacher Trainers (to be placed in the already established and running ADATS Training Centre) and 10 Case Workers (1

for every 1,000 children/30 villages), impart Project orientation, and post them in 4 taluks.

- To share Project Goals and Objectives, and clarify the role of other ADATS Staff (Area Field Workers, Mahila Trainers, etc.) and Coolie Sangha functionaries (elected Cluster Secretaries, Women's Committee Members, and Village Health Workers) who are vital stakeholders in the success of the Project.

13.3. Sending Coolie Children to School

Admitting and Readmitting Children in Schools

- Case Workers and *Balakendra* Teachers to collect Marks Cards and Progress Reports from the village schools;
Extension Workers to update the database by promoting/failing existing children who availed benefits in the previous year.
- Case Workers and *Balakendra* Teachers to identify out-of-school children in the 6-10 years age group;
Extension Workers to update the database with new admissions into primary school.
- Case Workers and *Balakendra* Teachers to counsel families and readmit dropped out children;
Extension Workers to update the database with these readmissions

Giving Scholarship Benefits to 9,443 Children

- Extension Workers to generate village-wise child lists with class-wise break-up, prepare distribution lists and make cost forecasts.
- Village CSUs and Mahila Meetings to obtain school books and clothes for 4,156 primary school children as per prevailing government scheme norms.
(*Primary school children do not get scholarship benefits from the Coolie Sangha*)
- Village CSUs to put aside sufficient Sangha Funds in order to enable 4,859 middle and high school children procure 2 pairs of uniforms, text and note books, pencils, geometry boxes, bus passes, etc.
- ADATS Accounts Staff to distribute scholarship amounts to 4,859 middle and high school children, as per village distribution lists prepared by the Extension Workers.
- Mahila Meetings to ensure regular attendance of all – School Teachers, *Balakendra* Teachers, as well as Children.

Conducting Coaching Classes for 1,250 X Std. Children

- Extension Workers to recruit 7 Temporary Teachers and appoint them to work in the already established and running ADATS Training Centre for 2 months every year.
- Teacher Trainers to orient Temporary Teachers and familiarise them with content and methodology of special intensive coaching.
- *Balakendra* Teachers to identify a maximum of 325 weak children in the 1st year, 400 in the 2nd year, and 500 in the 3rd year (half the current class strength) who need extra coaching for their X Std. board examination.
- Temporary Teachers to intensively coach selected children for 45 days and nights.
- Extension Workers to ensure that logistic arrangements of food and stay function smoothly.

13.4. Conducting 308 *Balakendras* every single Evening

Training and Follow-up of 308 *Balakendra* Teachers

- To conduct participative training sessions and bring 308 *Balakendra* Teachers, already selected by their respective village CSUs and working for the past 6-12 months as CSU paid volunteers, into the purview and formal discipline of the Project.
- Teacher Trainers to train 308 *Balakendra* Teachers, in batches of 77, for 2 days every month at the already established and running ADATS Training Centre.
- 308 *Balakendra* Teachers to implement the core curriculum syllabus already developed by ADATS and presently being implemented in 117 SCNZ supported villages.
- Extension Workers to visit the *Balakendras* on an every evening basis, clarify doubts, give practical tips and enhance teaching skills needed for implementing the core curriculum.
- Case Workers to compulsorily visit the *Balakendras* twice every week and sort out village specific problems.

Equipping 308 *Balakendra* Buildings

- Case Workers to repair the existing 60 CSU owned community halls and 248 rented buildings used to conduct *Balakendras*.
- Extension Workers to procure basic furniture and teaching material like charts, maps, reference books, etc. for supply to 308 *Balakendras*.
- Case Workers to furnish all 308 *Balakendras* with steel trunks, storage racks, charts, etc. and supply teaching material.
- Extension Workers to involve children and make a list of indoor and outdoor games and toys, books, comics, crayons, paints, etc.

Conducting 308 *Balakendra* Classes

- *Balakendra* Teachers to start regular and structured *Balakendra* activities for 2-3 hours every evening at a time that mothers and children agree upon. These activities to include drawing, painting/colouring, singing, playing, sports, picnics and nature walks, etc.

Holding 12 Annual Sports Events

- *Balakendra* Teachers to implement a timetable that includes quality time for outdoor games, creative activities, as well as academic learning.
- Case Workers to select Cluster level teams for various identified sports and events, subject to a maximum of 10 children per village.
- Extension Workers to conduct annual inter-Cluster competitions in a central village of their respective Taluks.

13.5. Conducting 3 Annual Health Check-up for 9,443 children and giving Follow-up Treatment

- To contract 4 Doctors, 1 per Taluk, and Case Workers to take the Doctors to their respective *Balakendras* to check-up all 9,443 children.
- Village Health Workers to dispense simple medication for minor ailments and follow up on longer prescriptions.
- Case Workers to take children with serious ailments to government and Church hospitals for follow up treatment.

- Village CSUs to take proactive steps to identify destitute families and solve their food problems.

13.6. Implementing Skill Training and Placing 750 Youth in Jobs

- To negotiate with Bangalore based NGOs to accommodate Coolie children who have finished their schooling.
- Extension Workers and Case Workers to negotiate trainee contribution at approximately Rs 500 per youth.
- To supplement this with a maximum Project contribution of another Rs 1,000 per trainee, and send batches of 25 trainees every month for training in various factory skills like garment making, etc.
- Extension Workers to iron out accommodation and other problems faced by youth in their new urban environment.

14. PROJECT MANAGEMENT & EVALUATION PLAN

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

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.

15. PROJECT BUDGET

	Sangha Funds	DONOR
1. Core Curriculum		
1.1. Stipends for 308 <i>Balakendra</i> Teachers @ Rs 500 p.m. for 3 years		5,544,000
1.2. Cost of workbooks and teaching material for 308 <i>Balakendra</i> Teachers @ Rs 500 p.a. for 3 years		462,000
1.3. Food costs for training 308 <i>Balakendra</i> Teachers for 2 days every month @ Rs 30 p.d. for 30 months		554,400
1.4. Bus fares for 308 <i>Balakendra</i> Teachers @ Rs 50 p.m. for 30 months		462,000
1.5. Training material, disposables, etc. for 120 sessions (77 teachers per session x 4 sessions every month x 30 months) @ Rs 2,000 per session		240,000
2. Balakendras		
2.1. Cost of repairing 308 <i>Balakendra</i> buildings, fitting doors and locks, etc. @ Rs 1,000 (once off)		308,000
2.2. Cost of steel trunks, storage racks, blackboards, etc. for 308 <i>Balakendras</i> @ Rs 1,500 (once off)		462,000
2.3. Cost of play, study and reading material for 308 <i>Balakendras</i> @ Rs 2,500 p.a. for 3 years		2,310,000
2.4. Rent for 248 rented <i>Balakendra</i> buildings @ Rs 100 p.m. for 3 years		892,800
2.5. Electricity/Gas filling charges for 308 <i>Balakendras</i> @ Rs 50 p.m. for 3 years		554,400
3. Scholarship Benefits		
3.1. Texts, Note books and Clothes for 5,159 middle and high school children as per CSU support table for 3 years	8,398,350	
4. Coaching & Special Classes		
4.1. Food costs for 45 days Tuition for 325 X Std children (half the strength) in the 1st year, 400 children in the 2nd year, and 500 children in the 3rd years @ Rs 30 per day per child		1,653,750
4.2. Stipends for 7 Temporary Teachers at Rs 2,500 for 2 months p.a. for 3 years		105,000
5. Annual Sports		
5.1. Food and travel costs for bringing 10 children per village to the respective taluk headquarters for annual sports day; 3,000 children @ Rs 50 per child for 3 years		450,000
5.2. Field preparation costs, prizes, etc. @ Rs 20,000 per taluk x 4 taluks for 3 years		240,000
6. Health Check-up		
6.1. Consultancy for 4 Doctors/Registered Medical Practitioner for 2 months each @ Rs 3,000 p.m. for 3 years		72,000
6.2. Disposition funds to follow up on monthly check-up of children @ Rs 50,000 per taluk p.a. for 3 years		600,000
7. Skill Training & Placement		
7.1. Project contribution to train 250 school-completed youth in Bangalore based NGOs every year, @ Rs 1,000 per trainee for 3 years		750,000

7.2.	Incidental expenditure to find accommodation and settle each batch of trained youth in rented houses near their work places in Bangalore @ Rs 5,000 per batch x 30 batches		150,000
8.	Salaries & Stipends		
8.1.	4 Extension Workers @ Rs 6,500 p.m. for 3 years		936,000
8.2.	10 Case Workers @ Rs 3,000 p.m. for 3 years		1,080,000
8.3.	2 Teacher Trainers @ Rs 3,000 p.m. for 3 years		216,000
9.	Running Costs		
9.1.	Cost of 10 motorcycles @ Rs 50,000		500,000
9.2.	Fuel & Maintenance for 10 motorcycles @ Rs 2,000 p.m. for 3 years		720,000
9.3.	5% Admin costs		963,118
3 year Total		Rs 8,398,350	Rs 19,262,350
		30%	70%

16. PROJECT PLANNING MATRIX

INTERVENTION LOGIC	OBJECTIVELY VERIFI- ABLE INDICATORS	MEANS OF VERI- FICATION	ASSUMPTIONS
DEVELOPMENT GOAL			
<ul style="list-style-type: none"> □ Coolie Children find a Secure Future of their Choice 	<ul style="list-style-type: none"> ○ Visible and Manifest Space for Children plus a Child Focus in day to day activities of Coolie Sangha 	⇒ Participative Impact Assessment (PIA) involving Children	•
	<ul style="list-style-type: none"> ○ Change and Variety in Programme Activities and Emphasis within Coolie Sangha 	⇒ External Evaluation on Socio-political and Economic Relevance	•
	<ul style="list-style-type: none"> ○ Reduction in Average Age of Coolie Sangha Membership 	⇒ Database	•
	<ul style="list-style-type: none"> ○ More than 1,000 Schooled Coolie Youth have Jobs with Monthly Incomes that Match their Families' Annual Income 	⇒ Extension Worker Records	• Spin Effect benefits more than those trained through the Project
	<ul style="list-style-type: none"> ○ Increased Self Esteem & Self Confidence in Coolie Children 	⇒ Focus Group Discussions and Interviews	•
	<ul style="list-style-type: none"> ○ Self-financed Children's Programme continues In all village CSUs 	<ul style="list-style-type: none"> ⇒ Children Receive Adequate Scholarship Benefits ⇒ Audited Coolie Sangha Accounts Statements 	•
PROJECT PURPOSE			
<ul style="list-style-type: none"> □ All Coolie Children gain 10 Years of School Education. 	<ul style="list-style-type: none"> ▪ 85% Enrolment of School-age Children in village Schools 	⇒ Database	•
	<ul style="list-style-type: none"> ▪ Retention of under 16 in School increased to 95% 	⇒ Database	•
	<ul style="list-style-type: none"> ▪ Proportion of total Dropouts Re-admitted to School exceeds 90% 	<ul style="list-style-type: none"> ⇒ Database ⇒ Extension Worker Records 	•

PROJECT OUTPUTS			
A. Gender Equity Established for the Girl Child & Disadvantaged Groups	A.1. Maintenance of Sex Parity in Primary, Middle and High School classes	⇒ Database	•
	A.2. Proportion of Girls not Withdrawn from School at Puberty	⇒ Database ⇒ School Records	•
	A.3. Zero Cases of Marriages of Girls below the age of 18	⇒ Review of Mahila Meeting Minutes Books	• Gender Sensitised village CSUs and Mahila Meetings
	A.4. Maintenance of Caste Parity in Primary, Middle and High School classes	⇒ Database	•
	A.5. All Physically Challenged Children in Regular or Special Schools	⇒ Extension Worker Records	•
	A.6. 50% Attendance of Not-in-school Over-12-year-old Children in NFE Classes	⇒ Balakendra Records ⇒ NFE Exam Results	•
B. Child Education Infrastructure Improved	B.1. Congenial Teacher : Student Ratio and adequate Physical Amenities in village Schools	⇒ Interviews with School Teachers ⇒ Physical Observation	• All village CSUs have Socio-political Presence and Clout
	B.2. High Attendance by Government School Teachers	⇒ School Portions / Syllabus completed ⇒ Perusal of issues recorded in minutes books of Mahila Meetings	• Mahila Meetings exert Socio-political Pressure
	B.3. Regularity, Timing and Supply of Food in <i>Anganwadis</i>	⇒ Qualitative Interviews with Working Mothers	• Determined Mahila Meetings
	B.4. Rent-free Delivery of ALL Government Scheme benefits to 4,156 Primary School Children	⇒ Qualitative Interviews with Mahila Meetings ⇒ Extension Worker Records	• The Taluk Coolie Sangha has Socio-political Presence and Clout to Prevent Leakage
	B.5. Timely Delivery of Clothes, Books, Fees, Bus fares, etc. to 5,159 Middle and High School Children	⇒ Qualitative Interviews with Children ⇒ Extension Worker Records ⇒ Audited Coolie Sangha accounts statements	• Village CSUs have Sufficient Sangha Fund balances

C. Individuality and Self Assertion Improved in Coolie Children <i>(in a competitive world where they have traditionally been left behind)</i>	C.1. Average Marks obtained by Coolie Children Higher than Taluk Average	⇒ Compilation of Marks Cards	•
	C.2. Pass Percentage of Coolie children in VII & X Std. Board Exams higher than District Average	⇒ Published Exam Results	•
D. Coolie Children Learn to Learn through Creative Approaches	D.1. Effective Participation by Coolie Children in Creative Learning and Extra Curricular Activities	⇒ Physical Observation and Qualitative Interviews with Children ⇒ Extension Worker Records	<ul style="list-style-type: none"> • Young Girls have not been Perfunctorily Appointed by their CSUs merely to Grab Benefits • Vigilant Mahila Meetings • Replacement <i>Balakendra</i> Teachers found when young Girls Marry and Leave the Village
	D.2. Enthusiastic Daily Practice and Participation at Taluk level Sports and other Events	⇒ Interviews with Children ⇒ Progress Report	
	D.3. Proportion of Coolie Children Participating in District and State level Competitions	⇒ Extension Worker Records	
E. Child Nutrition & Health Improved	E.1. Coolie Children get 2 Meals per Day	⇒ External Evaluation ⇒ Sample Survey ⇒ Qualitative Interviews	<ul style="list-style-type: none"> • There is no serious Drought or Crop Failure • Mid Day Meal Schemes of the Government runs Properly
	E.2. Zero Cases of Unattended Ailments	⇒ Health Records	
	E.3. Reduction in School Days lost due to Sick Leave	⇒ Teacher Interviews and Perusal of School Attendance Registers	
F. Children Receive Vocational Training of their Choice	F.1. 90% Pass Percentage of Youth attending Skill Training Programme	⇒ Test Results & Certification	•
	F.2. 90% of successfully trained Youth retain their Jobs for 2 months	⇒ Salary Certificates	•

ACTIVITY	PROJECT COST : DETAILS	AMOUNT	SOURCE	ASSUMPTIONS
A. Maintaining Gender Equity				
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 & Special Schools					•
B.	Improving village Schools & Anganwadi Centres					
Σ	Improving village Schools					
B.1.	Listing what government Schools Lack and Rectifying Glaring Deficiencies					•
B.2.	Identifying Schools with Bad Teacher : Student Ratio, and getting Additional Teachers Appointed					•
B.3.	Ensuring Regular Attendance of School Teachers and Children					•
Σ	Improving Anganwadi Centres					
B.4.	Solving Genuine Grievances and Improving Performance of Anganwadi Teachers					•
B.5.	Preventing Misuse of Material Supplied to Anganwadis					•
Σ	Locating and Developing Project Staff					
B.6.	Recruiting and Orientating 4 Extension Workers, 2 Teacher Trainers and 10 Case Workers	3 years Salary for: 4 Extension Workers 2 Teacher Trainers 10 Case Workers Cost of 10 motorcycles Fuel & Maintenance costs of 10 Motorcycles for 3 years	936,000 1,080,000 216,000 500,000 720,000	Donor Donor Donor		•
B.7.	Sharing Project Goals & Objectives and Clarifying Role with other Stakeholders					•
C.	Sending 9,443 Children to School					
Σ	Admitting and Re-admitting Children in Schools					
C.1.	Collecting Marks Cards/Progress Reports and Updating Database					•

C.2.	Identifying Out-of-school Children and Updating Database with New Admissions				•
C.3.	Counselling families and Readmitting Dropped-out Children; Updating Database with Readmissions				•
Σ	Giving Scholarship Benefits				
C.4.	Generating Village-wise Lists, Preparing Distribution Lists, and making Cost Forecasts				•
C.5.	Obtaining Books and Clothes for 4,156 Primary School Children from Government School Teachers				•
C.6.	Making Sangha Funds allocations to give Scholarship Benefits for 5,159 Middle and High School Children	Texts, Note books and Clothes for 5,159 Children, for 3 years, as per CSU Support Table	8,398,350	Coolie Sangha	•
C.7.	Distributing Scholarship Moneys to 4,859 Middle and High School Children				•
Σ	Conducting Special Coaching Classes for 1,250 X Std. Children				
C.8.	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	DONOR	•
C.9.	Orienting Temporary Teachers on Content and Methodology of Intensive Coaching				•
C.10.	Identifying 1,225 weak Children who need Extra Coaching for their X Std. Exams				•
C.11.	Coaching 1,225 Children for 45 days and nights	Food costs for 45 days Tuition for 1,225 X Std Children (half the class strength) @ Rs 30 per day per child	1,653,750	DONOR	•
C.12.	Ensuring Logistic of Food and Stay				•
D.	Conducting 308 Balakendras every single Evening				
Σ	Training and Follow-up of 308 Balakendra Teachers				

D.1.	Sharing Project Purpose & Objectives and bringing 308 <i>Balakendra</i> Teachers into the Discipline of the Project.				•
D.2.	Monthly Training for 308 <i>Balakendra</i> Teachers	Workbooks and Teaching Material	462,000	DONOR	•
		Food Costs for 2 days Training every month for 10 months	554,400	DONOR	
		Bus Fares	462,000	DONOR	
		Training Material and Disposables	240,000	DONOR	
D.3.	Implementing the Core Curriculum Syllabus	Stipends for 308 <i>Balakendra</i> Teachers @ Rs 500 p.m. x 36 months	5,544,000	DONOR	•
D.4.	Visiting <i>Balakendras</i> , Clarifying Doubts, and Enhancing Teaching Skills				•
D.5.	Visiting <i>Balakendras</i> and sorting out village specific Problems				•
Σ	Equipping 308 Balakendras				
D.6.	Repairing 308 Buildings used to conduct <i>Balakendras</i>	Repair costs, Fitting Doors, Locks, etc. for 308 <i>Balakendras</i> @ Rs 1,000	308,000	DONOR	•
D.7.	Procuring Basic Furniture and Teaching Material for 308 <i>Balakendras</i>	Steel Trunks, Storage Racks, Blackboards, etc. for 308 <i>Balakendras</i> @ Rs 1,500	462,000	DONOR	•
D.8.	Furnishing 308 <i>Balakendras</i> and Supplying Teaching Material				•
D.9.	Procuring Indoor & Outdoor Games and Toys, Books, Comics, Crayons, Paints, etc.	Play, Study and Reading Material for 308 <i>Balakendras</i> @ Rs 2,500 p.a. x 3 years	2,310,000	DONOR	• Children are involved in making lists and purchase decisions
Σ	Conducting 308 Balakendra Classes				
D.10.	Holding <i>Balakendra</i> activities for 2-3 hours every Evening	Rent for 248 <i>Balakendra</i> Buildings @ Rs 100 p.m. x 36 months	892,800	DONOR	• Children are Genuinely Attracted with Activities that include Drawing, Painting/ Colouring, Singing, Playing, Sports, Picnics, Nature Walks, etc.
		Electricity/Gas Filling Charges for 308 <i>Balakendras</i> @ Rs 50 p.m. x 36 months	554,400	DONOR	
D.11.	Implementing a Timetable with Outdoor Games, Creative Activities and Academic Learning				
Σ	Holding Annual Sports Events				

D.12. Conducting Outdoor Sports every day in each Balakendra				•
D.13. Selecting Cluster level Teams				•
D.14. 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 = 3,000 Children @ Rs 50 per child x 3 years Field Preparation costs, Prizes, etc. @ Rs 20,000 per Taluk x 4 Taluks x 3 years	450,000 240,000	DONOR DONOR	•
E. Conducting 3 Annual Health Check-up for 9,443 children and giving Follow-up Treatment				
E.1. Contracting 4 Doctors / Registered Medical Practitioners, 1 for each Taluk	Consultancy for 4 Doctors for 2 months x 3 years @ Rs 3,000 p.m.	72,000	DONOR	•
E.2. Conducting Health Check-up all 9,443 Children				
E.3. Dispensing Simple Medication for Minor Ailments and Following up on Longer Prescriptions				
E.4. Taking Children with Serious Ailments to Hospitals for follow up Treatment	Disposition Funds to Give Follow-up Treatments @ Rs 50,000 per Taluk	600,000	DONOR	
F. Implementing Skill Training and Placing 750 Youth in Jobs				
F.1. Negotiating with Bangalore NGOs				•
F.2. Negotiating Trainee Contribution				•
F.3. Supplementing with Project Contribution	Project Contribution to Train 750 School-completed Youth @ Rs 1,000 per Trainee	750,000	DONOR	•
F.4. Sending Batches of 25 Youth every month for Skill Training				•
F.5. Solving Accommodation and other Settling-down Problems	Disposition Funds to find Accommodation and Settle 30 Batches of Trained Youth in Rented Houses @ Rs 5,000 per Batch	150,000	DONOR	•