

Annual PROJECT REPORT FORM (for SCNZ supported projects)Year 1 of 3 Year projectReporting on funding year 1/7/2004 To 31/12/2004 (complete dates)

1	Date	February 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?	Not Applicable – 1st Report
5	Funds received: Rs 4,267,105	
	Date received:	Rs 4,267,105 on 05/07/2004
	Funds expended:	Rs 2,981,993 as on 10/02/2005

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

ACTIVITIES

A.1. Admitting Girl Children into School when they are 6 years old

In most villages, parents themselves admitted school-age children to school. In a few villages, birth certificates were a problem since most parents had not recorded the birth of their children. However, Government school teachers were convinced to adjust and admit them.

In some cases, Balakendra Teachers had to collect child lists from the Anganwadis (Under-5 Crèches) and identify children who were not in school. They informed the Mahila Meetings who put pressure on parents to make fresh school admissions.

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

Balakendra Teachers identified girls who were withdrawn from school when they "came of age" and informed the Mahila Meetings. Mahila Meetings were able to pressurize parents and readmit many of them. In spite of Mahila Meeting pressure being "successful", a handful of girls lost out on this 2004-05 academic year because they were too late – wrangling with parents had taken far too long.

>> A couple of girls who could not be readmitted were sent for tailoring training at Bangalore.
>> 4 girls are at home because there are no Urdu High Schools nearby and their parents cannot afford travel expenses.

But an unexpectedly large number of girls could not be sent back to school with the girls themselves unwilling to continue schooling. They gave lame excuses saying they had no proper dresses, could not do well in studies, felt insecure about travelling, etc. Mahila Meetings could not find (often financial) solutions within their limited means.

A handful of CSUs were unmindful of the problems of girl children.

A.3. Preventing early marriage

In a few stray cases, Balakendra Teachers noticed parents making arrangements for under-age marriages. These 9 cases were immediately discussed in Mahila Meetings and parents persuaded not to get their daughters married till they were 18 years old.

These were few and far between. Due to long indoctrination in the Coolie Sangha, most parents opposed early marriages in any case.

>> In just 1 village, an under-age marriage could not be stopped because the 15 year old girl was already pregnant.

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

Very few Physically Challenged children were found to be out of school. The respective Mahila Meetings took up this issue, convinced parents and succeeded in admitting them to regular village schools.

Special sessions were conducted in August 2004 to sensitise Siddalaghata Balakendra Teachers on the needs of Physically Challenged children. At the end of it, they were asked to go back to their villages and make lists of out-of-school Physically Challenged children in their villages. 2 cases were identified and readmitted through this extensive exercise.

0804 - Nov 04

Village Health Workers and Mahila Meetings were even more confused. They were not sure as to who should be considered as Physically Challenged. Should they, for example, include patients with accident injuries? Such confusion even led to unnecessary squabbles with District health authorities who had to issue certificates. The Siddalaghata Field Assistant (who doubled as VASS

B. GOVERNMENT SCHOOL INFRASTRUCTURE IMPROVED

ACTIVITIES

B.1. Surveying 232 Government Schools for availability buildings, blackboards, and teaching material

Case Workers did not conduct the survey at the beginning of the VASS Programme because they were busy with various other setting up activities. They visited all schools and collected detailed information which was fed into our computerised databank only at the time of writing this first Effects Monitoring Report, in January 2005.

Instead, an ad hoc approach was taken by individual Balakendra Teachers who visited government schools, found what was lacking, and took action at the village level.

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

During their daily village visits, Case Workers made it a point to visit government schools where programme children were studying. They found some schools using firewood instead of LPG gas stoves to cook mid-day meals. There was a clear provision in the government mid-day meal scheme to use LPG gas stoves which are cleaner and safer. Case Workers encouraged village CSUs to take up the issue and ensure that government School Heads got LPG connections.

Irregularities in the supply of mid-day meal provisions were identified by various CSUs. Most village CSUs went about rectifying these wrongdoings on their own. But in some villages, Case Workers had to embolden CSU Representatives to approach Block Education Officers at their respective Taluk headquarters for timely supply of provisions, etc. For some weeks after problems were solved, Case Workers continued to keep vigil on the quality and quantity of food supplied in these "politically weak" CSUs.

In another 17 "politically weak" village CSUs, Case Workers had to pressurise School Development & Monitoring Committee (SCMC) members to arrange water drums in the schools as a stop gap measure till the government made permanent arrangements.

In villages where government schools did not have their own playgrounds, Case Workers joined Balakendra Teachers and CSU Members to negotiate with friendly Ryots and arranged for children to play on private lands during non-crop months.

In a few cases, Case Workers had to themselves threaten School Heads that they would complain to Block Education Officers when they found toilets kept locked and used only by women Teachers. These were common toilets built by the government for girl students as well as women Teachers.

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

In a majority of the villages, Anganwadis functioned properly. However there were stray case where Balakendra Teachers and CSU Members had to warn irregular Anganwadi Teachers.

Balakendra Teachers were more or less free in the day time when children went to school. They befriended Anganwadi Teachers and helped reduced their work load. They assisted them to prepare for cultural activities, make surveys, ask parents to bring their babies themselves when Ayahs were absent, etc.

Some Balakendra Teachers went so far as to check medical records of children in Anganwadis - whether they were genuinely maintained or just perfunctory. They informed women about food grains they were eligible to get from Anganwadis when pregnant, and even educated pregnant women on the need to take timely injections.

Balakendra Teachers discussed with Primary School Teachers and made temporary arrangements to cook in the school compound wherever Anganwadi buildings were in a very bad condition.

C. QUALITY OF TEACHING IMPROVED

ACTIVITIES

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

When Case Workers found that they could not immediately get additional Teachers appointed to government schools, they motivated educated youth and Balakendra Teachers to voluntarily teach in Primary Schools.

Case Workers helped Balakendra Teachers write requisitions for additional teachers and obtained signatures of CSU members as well as non-CSU parents. Since the Case Workers were stationed at the respective Taluk headquarters, it was easy for them to regularly visit the Block Education Officers and pester/ follow-up on these applications.

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

All but a handful of Balakendra Teachers maintained secret daily attendance registers on government school Teachers and keep their respective Mahila Meetings informed. The exceptions were newly appointed (replacement) Balakendra Teachers and a few young girls who were too scared to question government school authorities.

The newly introduced trimester system with its own monitoring system by Block Education Officers has also helped. But unless there is a village level translation of intent and policy, nothing happens:

>> Some Teachers had the habit of declaring holidays to suit their personal convenience.

>> This was stopped. In some other cases, CSU Meetings helped Teachers find proper houses to stay in the village itself instead of travelling daily.

>> Irregular teachers were not spared. CSU and Mahila Meetings complained to School Heads. Many problems were solved at the local level through stern warnings.

>> When prompt action was not taken, the School Development & Monitoring Committee complained to BEOs. They forced the BEO to visit schools where the situation was bad. In 1 village the villagers have locked-up the school till the BEO took action.

>> In 691 Seetharamapuram, CSU Members & SDMC Members complained to BEO and got the Head Master changed.

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

No activities were carried out during this reporting period.

RESULTS (as on 31 Dec 2004)

Monitored this Effect	181 Villages (80%)
Successes	160 Villages
Partial Successes	21 Villages

The greatest impediment to quality of teaching is the apathy of government school Teachers. There has been much improvement in the situation these past 6 months, and credit has to be attributed to constant vigil and agitation by secondary stakeholders of the VASS Programme.

>> Teacher : Student ratio now stands at an acceptable 1:32.

>> Children from 160 villages reported that lessons were taught on time, against 86 before the start of the VASS Programme.

D. PARENT PARTICIPATION IMPROVED

ACTIVITIES

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

One of the VASS Extension Workers obtained official information (i.e. gazette copies and departmental circulars) on the role and responsibilities of School Development & Monitoring Committees. He shared this information with VASS Staff and they, in turn, informed Balakendra Teachers, CSU Meetings and Mahila Meetings. Armed with good information, CSU Members dared contest SDMC elections and be a part of School Betterment Committees.

Some government schools with bad Teacher attendance were identified by Balakendra Teachers. Cases were discussed in CSU Meetings and applications submitted to the respective Block Education Officers through SDMCs.

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

Balakendra Teachers ensured that School Development & Monitoring Committee (SDMC) members conduct regular meetings and check school records. SDMC members later shared their findings in CSU Meetings. Balakendra Teachers closely monitored the construction of additional school rooms, toilets for girls, etc.

About half the government schools have CSU Members elected to SDMCs. In some villages, Case Worker along with Balakendra Teacher personally wrote applications, collected signatures of CSU Members and applied to BEO to re-elect SDMCs because there were no CSU Members in these SDMCs in spite of they being the majority among parents. A handful of Balakendra Teachers themselves attended SDMC meetings.

Balakendra Teachers in Siddalaghatta taluk educated parents on what a Progress Card was. Parents were advised to scrutinise these cards carefully before signing and returning to school Teachers.

>> In 303 Ankanagondi, the Balakendra Teacher persuaded CSU Members in the SDMC to unseat the irresponsible President. An active CSU Member was elected to the post.

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

Issues regarding government school functioning were a regular agenda in all the weekly Mahila Meetings. The performance of children and Teachers was continually monitored, albeit in an informal manner, using native home grown indicators.

The implementation of the school mid-day meal scheme without caste discrimination was the top priority of most Mahila Meetings. They also put pressure on SDMC Members in villages where Teachers were irregular to school.

>> In 1 village, children told Balakendra Teacher that their teacher was abusing them. The Mahila Meeting complained to the School Head and solved the problem.

>> In another village, the Mahila Meeting got a retired Teacher to conduct classes in school to temporarily fill up a vacancy for 2 months.

>> In 683 Nagendrahalli Colony they severely warned an irregular government school Teacher.

>> In 946 Venkatarayanakote, the Balakendra Teacher noticed that the government school Teacher was not verifying children's notebooks and homework, and immediately informed the SDMC.

RESULTS (as on 31 Dec 2004)

Monitored this Effect	185 Villages (82%)
Successes	222 Govt School Teachers from 118 Villages; 160 CSUs; 2,726 Children from 56 Villages
Partial Successes	132 Govt School Teachers from 52 Villages; 2,777 Children from 118

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

ACTIVITIES

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

Balakendra Teachers collected information on extra-curricular activities conducted in schools, from programme children. They complained to their respective School Development & Monitoring Committees (SDMCs) and insisted that Time Table-bound extra-curricular activities were conducted in government schools.

Sometimes, Balakendra Teachers had to stop children from doing their home work during games period. In other cases, they wrote applications to the BEO to appoint separate Physical Education Teachers. Some Balakendra Teachers motivated local youth who were good in sports to assist government school Teachers.

In many villages, CSUs arranged playgrounds by negotiating with friendly Ryots to allow children to play on their fields during non-crop months.

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

For inter-Cluster sports events, venues were identified by Coolie Sangha functionaries. Shramadhan camps were organised where Balakendra Teachers, children and Cluster functionaries cleared rocks and shrubs to level the fields. They took the help of government Physical Education Teachers and village youth to prepare tracks and courts.

Very many other Shramadhan camps were organised where CSU Members and children cleared playgrounds for annual sports events.

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

Since the Karnataka State Government hardly functioned during this reporting period, no activities were carried out in this regard.

RESULTS (as on 31 Dec 2004)

Monitored this Effect	182 Villages (81%)
Successes	304 Schools from 180 Villages
Partial Successes	8 Schools from 8 Villages
Failures	22 Schools from 22 Villages

In spite of pressure, support and sincere efforts, Balakendra Teachers and Mahila Meetings could not achieve as much as they would have like to, with regard to government school functioning. Results for this Effects Indicator are less dramatic.

>> At the start of this Programme, 144 of the 288 government schools had play time of one period per day. There are now 169.

>> 132 schools had a debate period conducted once a week. There are now 137.

F. CHILDREN RETAINED IN GOVERNMENT SCHOOLS

ACTIVITIES

F.1. Collecting 9,341 marks cards/progress reports and updating Database

The primary tasks of actually collecting Marks Cards and Promotion Lists from School Heads was done by Balakendra Teachers. They got records for each and every child from programme villages and made countless trips to the taluk headquarters to enter these records into our computerised database. This was an exhaustive and time consuming task that commenced in May and went on till July 2004.

Extension Workers coordinated. There was much confusion with children's names misspelt and even mis-written, entire family histories missing from our 27 year-old database, etc. Each problem was an individual case that needed effort to settle.

Balakendra Teachers took Child List print-outs from our computerised database. They then asked parents to collect Marks Cards from the respective schools. In some cases, Balakendra Teacher personally collected Marks Cards and Promotion Lists. Extension Worker verified and updated the database.

Balakendra Teachers then took fresh Child List print-outs and re-checked for errors.

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

Balakendra Teachers went house by house to recheck whether there were any children left out. They took stragglers to government schools and admitted them. At first, in some villages, School Heads were reluctant to make new admissions. In a rare case it was due to blatant caste bias with the Teacher wondering aloud as to why the Coolie caste-class needed to send their children to school in the first place. The CSU ensured that he was dismissed. In other cases it was due to inadequate infrastructure – they argued that they did not have enough classrooms and teachers. But a Government Order was issued categorically stating that no new admission should be refused.

New admissions were updated into our computerised database by Balakendra Teachers. This took place mostly in June 2004 but spilt over into July also.

In some cases, it was found that children were actually studying in residential schools (school-cum-hostels run by charitable institutions) outside the project area. Appropriate MoVs were collected and our database updated accordingly. A few cases of genuine drop-outs were discussed in the Mahila Meetings and children readmitted to school.

Siddalaghatta Case Workers took out-of-school children to the government sponsored CRC (Cluster Resource Centre) - month long exercises to gauge the aptitude of out-of-school children and recommend class of re-admission. Balakendra Teachers made sure that children attended.

Many over-12 year old children were persuaded to attend Balakendra when no government run NFE class operated close by.

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

In some villages, Balakendra Teachers counselled children who wanted to stop going to school and convinced them to continue. They specially emphasized on girls in high school. As a precautionary measure, many Balakendra Teachers conducted general counselling for Coolie women in Mahila Meetings, even when there were no cases of drop-out in their villages.

Mahila Meetings recommended Sangha Fund disbursements to solve serious financial problems faced by some children.

>> In 947 Guttapalya, a mentally challenged child was retained at home. Balakendra Teacher sensitised parents and children in Balakendra. The child now attends Balakendra regularly.

G. INDIVIDUALITY AND SELF ASSERTION IMPROVED IN COOLIE CHILDREN

ACTIVITIES

G.1. Introducing competitive indoor & outdoor games

Balakendra Teachers were trained to conduct indoor and outdoor games during their monthly meeting/ training sessions.

The every evening Balakendras started with outdoor games like cricket, kabaddi, kho-kho, volley ball, etc. Girls were encouraged to play games that normally only boys played. In many villages there was no space for children to play near the rented Balakendra building. Yet they managed to find grounds to play.

Later in the evenings, inside the rooms, Balakendra Teachers conducted subject based learning games for confidence building, memory improvement, listening and effective communication. Balakendra Teachers kept a close tab on every child to pay attention to the weak and shy.

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

Balakendra Teachers were taught teaching and play methods in their monthly meeting/ training sessions. They learnt some more from their respective Anganwadi Teachers. Quiz, debate and other competitions were conducted in a handful of Balakendras on Independence Day. CSU Members contributed to give prizes.

Case Workers and VASS Teacher Trainers checked the daily diaries of Balakendra Teachers every month to monitor creative activity exercises conducted in the Balakendras.

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

High School children debated on social issues like dowry, alcoholism, personal hygiene and casteism in most Balakendras. They were encouraged to collect newspaper clippings. In a few villages, High School children performed street-plays on social issues.

Some Balakendra Teachers took membership in taluk libraries and borrowed books to improve their own knowledge base.

G.4. Introducing mock parliament & mock media events

Nothing systematic was done in the past six months with regard to this activity.

However, some Case Workers did conduct 30 minute sessions in some selected Balakendras on environmental issues for a month during Dasara holidays. After that, children were motivated to organise camps to clean playgrounds and drains, plant saplings in their school compounds - the shramadhan camps.

RESULTS (as on 31 Dec 2004)

Monitored this Effect 66 Villages (29%)

Successes 1 Case from 1 Village; 76 Events from 65 Villages

Since the VASS Programme is only 6 months old and there have been no Board examinations, we cannot communicate any concrete Results on this indicator. Once again, only 29% of programme villages have been monitored.

9804 B Nov 04
>> But it is painfully apparent that there has not been sufficient child focus in these 226 village to even consider the possibility that children could display leadership qualities, take initiatives to find solutions, etc.

>> Balakendra Teachers and Case Workers have made a small start by encouraging children to hold camps for community service and contribution

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

ACTIVITIES

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

The very first activity conducted under the VASS Programme was to translate the LogFrame into Telugu, print a thousand copies and distribute to all the villages.

The Project Director and Assistant Project Director personally sat with groups of secondary stakeholders (project delivery personnel) from 25-30 villages for one whole day. Each village was represented by a Balakendra Teacher, a Village Health Worker, the elected woman CSU Representative and 5 concerned women.

Through 8 such exhaustive full-day sessions, the Goal, Purpose, Objectives, Indicators, Activities and Budget of the VASS Programme was made clear and transparent to each and every CSU Member and even to their village adversaries.

Sustainability was the concept drummed into everyone's consciousness - that the VASS Programme would, in a real sense, be only an "enabler". Activities would be catalysts for CSU Members to do things by themselves, and ensure that government schemes worked/ reached.

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

Once it was crystal clear as to what needed to be monitored, all the Balakendra Teachers and Case Workers together designed apt formats and registers during their monthly meeting/ training sessions. This information was pored through every month and collectively analysed by them, as a group. The writing of this Effects Monitoring Report is a true continuum of that exercise.

ADATS had, right in the beginning, given a blanket assurance that there would be no male interference and male CSU Members would not be allowed (even through the backdoor of manipulated/ stage managed Mahila Meetings) to interfere with this relatively new cadre of all-women Balakendra Teachers. Even difficult corrective measures like the censoring/ dismissal of incorrigible Balakendra Teachers, were taken by them collectively during their monthly meeting/ training sessions.

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

InfoNeeds, our intranet, is designed to capture raw data, convert it into information, and meet the diverse day-to-day information needs of Staff and Functionaries, enabling them to monitor development Processes and measure Results.

At the very inception, a new module to track the VASS Programme was added to the InfoNeeds portal by our IT Professionals.

Web pages were added to admit children, readmit, enter marks card, promote/ fail, give scholarship benefits, supply Balakendra material, meet Balakendra running costs, train Balakendra Teachers, conduct sports, and health check-ups. These activity Processes were digitized following near similar (but not identical) procedures as in the ADTATS/SCNZ Gudibanda Programme.

Mid-way through this reporting period, we started taking digitized photographs of each and every family member in every Member Coolie household. At this time, data was once again updated:

>> New births were recorded and the names of daughters-in-law added.

>> Dead family members, distant relatives, sons and daughters who had got married and moved out, and not-in-village children whose names had been included merely to take scholarship benefits were removed.

In January 2005, additional web pages were added for Effects Monitoring. Balakendra Teachers,

I. HEALTH AND WELLBEING OF CHILDREN ASSURED

ACTIVITIES

I.1. Contracting 3 Doctors, one for each Taluk

Instead of contracting 3 temporary Doctors, one for each taluk, we instead appointed a single full-time Public Health Nurse for all 3 taluks and spread the health activity throughout the year instead of holding just sporadic check-up camps.

She camped at Siddalaghatta for nearly 1 month, 15 days at Chickballapur and 2 months at Chintamani before taking emergency leave due to a health emergency at home. The Public Health Nurse is now back at Chintamani at the time of writing this Effects Monitoring Report.

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

Case Workers took the ADATS Public Health Nurse to all the villages on their motorcycles and actually assisted them in conducting health check-up of programme children. But 10 villages in Chintamani Taluk could not be covered during this reporting period because the Public Health Nurse herself had a health emergency at home and went on leave.

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

Balakendra Teachers identified children who had fallen sick and immediately informed their Village Health Workers, who rendered first-aid treatment and took a few to hospitals in the Taluk headquarters. In any case, most VHWs visited the Balakendra on an every day basis.

However, some VHWs were not as prompt as they should have been, and needed several reminders...

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

Case Workers, along with the respective ADATS Mahila Trainers, negotiated with hospitals for subsidised treatment of children identified for follow-up treatment. They assisted parents to take children to hospital and helped make arrangements for attendants to stay near their wards during treatment.

Hundreds of children were referred to the Medical Camp run by MS Ramaiah Hospital for various ailments like ENT, heart, skin, dental problems, asthma etc. Most children were diagnosed and treated on the spot. A handful of children with serious ailments have been referred to the mother Hospital for further treatment. Some children with epilepsy were referred to another specialised hospital in Bangalore.

>> Most children in and around 982 Vaddahalli were found to have scabies. CSU Members soaked neem leaves in water and pasted it on the children. 4 Government Doctors suspected it to be a possible epidemic and camped in the village for 4 days.

>> A special case that needs mention is again from 982 Vaddahalli CSU. 3 children were orphaned when both their parents died of HIV/AIDS during this reporting period. The Case Worker took the children to Kolar and got them tested for HIV. Fortunately, all 3 tested negative. The Mahila Meeting made arrangements for the children to be looked after in the village by the entire CSU.

RESULTS (as on 31 Dec 2004)

Monitored this Effect	60 Villages (27%)
Successes	23 Children from 18 Villages
Failures	48 Children from 28 Villages
Attitudinal Problems	20 CSUs

The Coolie Sangha has had a long tradition of caring for the weak and hungry. But, quite

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

6,960 children from 6,228 small and poor peasant families in 226 villages. Their gender break-up is as under:

	Children	Boys	Girls	SC/ST	Middle	Upper	
Primary School (1 to 5)	2,763	40%	50%	50%	64%	15%	21%
Middle School (6 to 7)	1,621	23%	51%	49%	65%	16%	19%
High School (8 to 10)	2,159	31%	57%	43%	61%	15%	24%
PUC	297	4%	64%	36%	58%	10%	32%
Degree	106	2%	78%	22%	72%	8%	20%
Diploma/Other	11	0%	100%	0%	45%	27%	27%
NFE	1	0%	100%	0%	100%	0%	0%
Total	6,958		53%	47%	63%	15%	22%

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

Yes. Please see the nine "Results (as on 31 Dec 2004)", under each project objective, in para 7 of this reporting format to gauge the extent to which these needs have been met.

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.

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

226 *Balakendra* Teachers, who implemented a major chunk of project activities, are young women from the very same families that the project benefits. Many among them owe their own schooling to self-financed child activities run by their respective village CSUs.

Weekly Mahila Meetings are forums of 1 woman from each Member Coolie household. Collectively, they were secondary stakeholders in their respective villages, who implemented various project activities.

Village CSUs as a whole took part in struggles to attract government investment and set right problems in the running of government schools that programme children attended.

Schooled Coolie youth, who too owe their education to the self-financed child activities run by their respective village CSUs, assisted in outdoor games and sports events.

And finally, there were many project activities implemented by the children themselves. The range was from the evident (like creative learning in their respective *Balakendras*) to unique (like monitoring the attendance/ regularity of their school Teachers, extent of portions taught, etc.).

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

Children and Balakendra Teachers (primary and secondary stakeholders) participated in an exhaustive 1½ month long Effects Monitoring exercise wherein they themselves recorded the Baseline and (tentative) Results obtained.

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

The project focuses on Issues of sex parity, caste discrimination and disability. Please see "A. Gender Equity Established..." under para 7 of this reporting format for a fuller description.

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

The project design is to strengthen Coolie women (mothers). Please see "D. Parent Participation Improved" under para 7 of this reporting format.

Girls are the primary stakeholders and there is sex parity in the proportion of project benefits that boys and girls received. Moreover, special problems that concern themselves only with girl children – withdrawal from school at the age of puberty, early-age marriage, toilets, etc. were areas that the project focuses on.

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?**

The objectives and activities of this project concern themselves exclusively with the nurturing, development, participation and protection of children.

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

The project has been designed to strengthen already existing and self-financed CBO activities with their own children.

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.)

Yes. ADATS capacity has been enhanced through serious work put in the pre-project exercise and also during project implementation and monitoring.

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?

The concept of Sustainability is inbuilt in the project design. The VASS Programme is only an enabler and activities serve as catalysts for the CBO to do everything on its own. Substantial project inputs are possible only when the CBO ensures that government schemes reach/ work.

41% of the budget is met by the CBO from contributions that Member Coolie families make to their Sangha Funds.

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

We believe that this project should continue for a minimum of 5 years – i.e. 2 more years beyond the present 3 year sanction – for sustained impact to be made.

After that, the largely enhanced/ improved self-financed child activity of village CSUs will continue by itself.

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.

A 1½ month long Effects Monitoring exercise was carried out in January and February 2005.

1st Step

>> 9 Project Outputs from the LogFrame were identified as the main Effects Indicators.
>> 35 Output Indicators from the LogFrame became the Sub Effects Indicators to actually measure Results.

2nd Step

226 *Balakendra* Teachers recorded the Baseline and Results obtained in their respective villages for each of these 35 Sub Effects. 8 Case Workers did the same for Area level objectives.

We tried our best to obtain Census Data (i.e. covering all children/ *Balakendras*/ village CSUs/ government schools) as opposed to Sample Data but this did not uniformly happen. Over 80% of *Balakendra* Teachers participated to monitor 5 Effects, but only about 25% of them monitored 3 other Effects.

3rd Step

Balakendra Teachers and Case Workers provided Primary Data for this Effects Monitoring exercise. Additionally, we had a wealth of Secondary Data that datamined from our computerised databank. Very good triangulation was possible for some Sub Effects. For some others, secondary data was the sole source of information.

4th Step

Once this exercise was completed, Baselines and Results were digitally collated and compiled for 3 respective Taluks. 3 Extension Workers fleshed out the numbers/ information with more analysis and elaboration.

Baseline and Results were agreed upon as "sounding true and valid" by all the secondary stakeholders (project delivery personnel/ groups). After that, it was back to the villages to collect details on the actual Activities that led to these Results.

5th Step

Activities for each Project Output (now termed Effects in this exercise) are, once again, found in the LogFrame. A vital point to note that it is not each Output Indicator (now termed Sub Effects) which has Activities listed under it. That would make the LogFrame mechanical rather than logical.

(That was the problem we faced in May & June 2004, when we attempted an Effects Monitoring exercise. After weeks of struggle, we had to revisit the Problem Tree and retrofit the LogFrame for the then just completed 3rd Icco/ EED Consortium Programme.

Before that, in October 2003 we faced an identical problem when evaluating the then just completed VASS DLDP Programme for Chintamani Taluk.

This time around, the VASS LogFrame was not a rush job to merely communicate the project concept and design. As mentioned in para 16.b. this Report, we had made a big pre-project investment in Strategic Planning and thoroughly checked the logic.)

In the VASS Programme LogFrame, Project Output/Main Effect "A. Gender Equity Established..." has, for example, 6 Activities which should lead to 4 Sub Effects (Output Indicators).

Main Effect "F. Children Retained...", on the other hand, has a whopping 12 Activities which should lead to a mere 4 Sub Effects.

>> The first task was to differentiate between Results and Activities. *Balakendra* Teachers and Case Workers had to, in a sense, describe their Activities without looking at their Results. Otherwise, for e.g. they would have simply said "Conducted 9 Mahila Meetings" as the Activity to support the Result that read "Mahila Meetings stopped 9 under-age marriages". Instead we asked them to enumerate all that they had expended time and energy on in the past 6 months.

>> This immediately led to another problem. Our second task was to differentiate between Activities and Tasks. We were not asking for an enumeration of the various Tasks that they performed. Tasks were explained to be in the private domain of each secondary stakeholder. The minute details on **How** she actually managed to "admit" or "counsel" or "prevent" or "list" or "survey" or "arrange" or "solve" or "prevent" or "ensure" was really her own affair. Unless, of course, some other *Balakendra* Teacher wanted to know. Monitoring in its true sense!

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

We are pleased with the rigorous pre-project preparatory exercises we undertook to make the Problem Tree and Objectives Tree. We find a lot of logical (Cause : Effect) consistency in the LogFrame.

However, this is the first time that we conducted a systematic, bottom-up and participative Effects Monitoring exercise was conducted on our own. No external Consultant was involved. We have a long way to go and now need a whole lot of constructive criticism from consultants, gurus and other practitioners on the final product.

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

Project objectives have stayed unaffected.

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

The Effects Monitoring exercise will be conducted in January 2006.

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

No

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

Implementing this project in such a wide geographic region has put the seal on the directional changes that ADATS and the Coolie Sangha have been making for the past 4-5 years. It is now crystal clear to everyone – Staff, functionaries as well as outsiders – that Management by Objectives is here to stay and that the emphasis will continue to be on Results. ADATS never was conceived as a traditional NGO that just doled out benefits to the poor. However, any danger of such a perception, even if it loomed in the shadows, has been destroyed.

The old cadre of Village Health Workers (VHWs), elected CSU Representatives and Cluster Secretaries have a proven track record of struggle that altered the power balance in village society. Now a new cadre of young women *Balakendra* Teachers is emerging in the villages. By deliberate design, did not induct them as mere “village level staff” of the VASS Programme.

They are going to exert a totally different influence on the thinking and functioning of the Coolie Sangha as a whole. This new cadre was born (often times in a literal sense) *after* the establishment of the Coolie Sangha. They thereby refuse to bask in past glory and have a better understanding of contemporary realities and requirements. Tempered, but not overwhelmed, with a sense of history, they can bring in a new synergy.

In a similar vein, a new cadre of young and “professionalized” Case Workers have been inducted into ADATS. Though they too are young people from the same caste-class background, born and educated in these parts, they approach problems in a refreshingly different way from our senior and established colleagues – the Area Field Workers. Here too is a new synergy that has to be tapped.

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

None

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

Village CSUs and their functionaries.

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

None

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?

The single biggest risk in any service delivery programmes run by an NGO-CBO combine is unsure coverage and fluctuating membership. Benefiting families, in this model, are not traditional “beneficiaries” who will humbly take all that is doled out to them. They truly are “Customers” who by definition are difficult and always retain the option to boycott. If they are not satisfied with the “Product” for whatever reason, real, perceived or whimsical, or the manner in which the product is “delivered” they will simply opt out.

This is the future of NGO work, albeit a still distant future. Development workers, through their professed objective of promoting a secular and gender-just democracy, intrinsically create this paradox wherein they cannot live in benevolent and patronising social worker/ voluntary agency paradigms of the past.

There is no easy way out. **Relevance** is the only trick that will work. To be relevant is the most difficult of all tasks. Rhetoric has to be replaced with Results. Past experiences cannot be analysed merely to discern the constant. We cannot afford to plan for an unchanging future. It demands that development workers are always on top of the flux in society and rapidly adjust to changing times. It requires colloquial and vernacular communication, and a culture/ infrastructure that fosters constant two-way communication between primary and secondary stakeholders, Openness and exception-less transparency have to be the givens. And at the same time, here comes the *really* tough part, there can be no compromise on agreed upon objectives or the manner in which they are pursued.

Since the Coolie Sangha is a membership based organisation where Member families renew their membership every single year, we development workers continually live with a nail biting anxiety as to whether parents would continue to run their CSUs or just drop-out. Individual Member Cancellation and *en mass* village drop-out immediately translates into particular children and entire *Balakendras* ceasing to be in the programme.

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

These are early days with the nascent VASS Programme just having crossed the setting up stage. Involving each and every single *Balakendra* Teacher (young women from their own villages) and Village Health Worker (active CSU Members selected by the respective Mahila Meetings) in the just completed Effects Monitoring exercise definitely helped set parameters for future work.

In fact we are convinced that Strategic Planning and Managing by Objectives – with accompanying tools of Problem Tree, Objectives Tree, 4x4 LogFrame, Stakeholder Analysis, Process Mapping, Effects Monitoring *et al* – will maintain the level of involvement and participation that is needed to sustain efforts and continue on the quest for relevancy.

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

Even in just 6 months, implementing this project once again shows the vital inter-linkage between good and healthy CBO at the village level and efficiency/ effectiveness in a service delivery programme. If the village CSUs are weak, there is no way by which children's education can take place, even if supported with heaps of goodwill and huge resources.

It is a fallacy to presume that poor people will get together, over long periods of time, merely in order to receive benefits. It is true that a limited functional unity is often forged by economic compulsion. But the variety of cohesion needed for effective implementation of a programme of this sorts is not born from pressing needs alone. Rather, it is a product of conscious choice. Service delivery mechanisms cannot be an "entry point" for building communities. Instead, it is our experience that only strong communities can handle the implementation of value based and long term service delivery programmes.

Coolie Sangha building is not directly in the "job descriptions" of Case Workers and Extension Workers. But they realise that the coming months have to be spent in emboldening "politically weak" CSUs and correcting "attitudinal problems".

While these are still early days, experiences from this project will give us a good inkling of our post-withdrawal role in the SCNZ supported Gudibanda and Mittermari Programme.

A major Effects Monitoring exercise, covering all 832 villages of the Icco/ EED/ EU Consortium Programme, is slated for March/April 2005. This Effects Monitoring exercise has provided great learning for all Staff and functionaries of ADATS and the Coolie Sangha.

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

Very good

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

As they always have in the past – in a spirit of partnership, showing a genuine interest in developments at ADATS and the Coolie Sangha as a whole, acting as a sounding board, putting us in touch with concerned NZ citizens, etc.

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

Long term unpaid volunteers who would like to set up/ operate English teaching courses

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)