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***EQUIP1/ World Education  
Pilot Study Annual Report***



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## **Introduction**

The Girl-child laborers school in Kuchinerla, a small village located in the Mahbubnagar district of Andhra Pradesh, India, was founded by the Center for Applied Research and Extension (Care) in May 2000 with support from the National Child Labor Policy (NCLP). The school provides a one-year basic education program for 100 girls aged 7-14 from Kuchinerla and surrounding villages, some of whom have been working in the cotton seed industry and other forms of child labor prior to being admitted to the program. The main objectives of the program at present are to provide girls with a healthy living environment and an accelerated educational program with the aim of transitioning them into the formal educational system.

In November 2003, the Center for Applied Research and Extension (Care) and World Education (WE) signed a memorandum of understanding for a three-year collaboration that focuses on five elements related to improving the quality of education for out-of-school girls. These elements are:

- providing immediate attention to personal safety, health and nutrition issues;
- enhancing parental and community involvement in decision making about girls' education;
- linking what is learned in school to life skills that girls will be able to use throughout their lives;
- improving teacher training on the integration of life skills into the general education curriculum and improved pedagogy; and
- enabling girls, parents, teachers and communities to participate in policy development.

Over the past year, World Education has been working with the management and staff of Care, communities and other stakeholders in developing strategies for improving the quality of education in the Kuchinerla School. As per the mandate of the USAID's EQUIP-1 grant, the pilot study engages teachers, communities and other stakeholders in the design and implementation of a training and reflection process to improve the quality of education offered to girls studying in the Kuchinerla twelve-month transitional education program. The process includes working with teachers as researchers to ascertain how improvements in nutrition and personal health, increased curriculum relevance, use of more child-centered and child-friendly teaching/learning methods, and parents /community engagement in education can result in positive educational outcomes. The process is designed to provide frequent and timely information that documents the processes for developing quality education in the microcosm while tracking outcomes over three cohorts of girls while they are at the school and after their graduation from the program.

## Research Design and Methodology

A pre-post design was used to focus on learning outcomes within three cohorts of girls—each cohort participating in the twelve-month educational program. Girls’ nutritional status and health status will be documented at least twice in each cohort. The study will also document teacher engagement and performance in all aspects of the development, and implementation of the quality of education process. This will include interactions between the school (teachers and students) and communities, and will also assess the school’s success in mainstreaming girls from the program into government schooling options. Application of life skills will be documented for girls continuing with their education as well as with girls who opt not to continue their schooling, after completing the transition program. In addition, the study will document the evolution of the relationships between the school and outside catalysts over the course of the three-year study.

Based on the activities proposed by World Education and Care the implementation schedule, and the resources available, the Pilot Study Coordinator and members of the World Education team decided that the evaluation in Kuchinerla will utilize a before and after one-group design, with follow-up interviews over a four-year period. As Figure 1, in Appendix A, indicates, all cohorts will be evaluated before exposure to the intervention (in the beginning of the academic year) and 11 months later, after the completion of the one-year program at the school. WE will also compare cohorts’ performance over time and evaluate the impact of different levels of interventions (as specified in the boxes below and in Appendix A). It is expected that girls’ academic performance, overall health status and advocacy/parental involvement in education will improve as activities that focus on those topics become the central aspects of WE and Care’s intervention.

The plan to implement all World Education proposed activities is under way and full implementation is anticipated to take place gradually, over a three-year period. The activities proposed for Cohort 1 have been partially implemented during the 2004-2005 academic year. It is expected that during the 2005-2006 and 2006-2007 academic years, the proposed activities for Cohort 1 will be fully implemented. In addition, all activities proposed for the current (2005-2006) and next year’s cohort should be implemented in a timely fashion.

### Cohort 1 (2004-2005) – Implementation of Nutritional/health Activities and Preparation for Future Activities

Revision/implementation of new school menu to address the nutritional needs of girls and teachers Doctor’s visits and appropriate medical treatments Planning/initial training of teachers Initiation of curriculum development activities Planning and initial execution of more efficient mobilization activities Planning and initiation of more effective ways to engage parents in their children’s education
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### Cohort 2 (2005-2006) – Consolidation of Teacher Training in Primers 1 & 2 and Life Skills

Full implementation of nutrition/health related activities  
Teacher training implemented in the classroom (Primers 1 & 2 and new nutrition/health modules)  
Utilization of new modules  
Mobilization activities are implemented  
Activities to engage parents in their children's education implemented  
Additional Life Skills Curriculum

### Cohort 3 (2006-2007) – Consolidation of All Program Components

Full implementation of nutrition/health related activities  
Teacher training implemented in the classroom (Primers 1 & 2 and new nutrition/health modules)  
Utilization of new modules  
Mobilization activities are implemented  
Activities to engage parents in their children's education implemented  
Utilization new life skills modules

## **Description of the Project--School Characteristics and Activities**

### *Nutrition*

Children come into the school with several nutritional deficiencies and in poor general health. The limited NCLP budget of Rs.5.50/per child per day is not enough to provide anything beyond rice and grains on a daily basis. World Education and Care are prioritizing the provision of nutritious foods and routine hygienic practices that would help improve children's health condition.

As a first step, assistance of nutrition experts from the National Institute of Nutrition (NIN) was sought to:

- assess the nutritional status of the children in the school;
- assess the diet and nutrient intakes of the children at the school; and
- identify locally-available food items that could be useful to improve the health and nutritional deficiencies of the children.

Based on the pre-nutritional and dietary analysis conducted, NIN recommended several changes to children's dietary intake and school practices. Many of those changes were adopted by the school in October 2004 and then discontinued because of budgetary cuts

from NCLP. One of the recommendations from NIN was to initiate a kitchen garden with vegetables that could supplement the existing diets of the children. A school kitchen garden was initiated and currently has around 200 drumstick plants, among several other vegetables. Other green leafy vegetables, rich in vitamins, minerals and fibers will soon be grown and provided to the children along with milk, eggs, pulses and meat to increase the iron content of their diets. In addition, World Education is working with Care staff in integrating critical information on nutrition and hygiene into the existing curriculum.

Community meetings were also held during the 2004-2005 academic year to help parents understand the impact of poor nutrition on their child's overall well-being, as well as that of the family, in the long run. By engaging parents in understanding the importance of nutrition, the school hopes to create an enabling environment for children to follow better diets throughout life.

### *Health*

Initially, due to limited resources, the school was unable to attend to various medical needs of the children on a regular basis. Many girls were suffering from skin infections, mainly scabies, folliculitis and other diseases associated with poor hygiene practices. A local doctor was hired to conduct an annual medical check-up of the children in the school in 2004-2005. Medicines were prescribed although there were insufficient financial and human resources to properly administer these medicines on a regular basis. In addition, until September 2004 the camp only had access to water from a nearby well, which was not sufficient to meet the needs of 100 children and school personnel. Since then, a bore well has been dug and a water storage tank has been built and the school does not face any water shortage. Additional bathing facilities and toilets will be built to improve health and hygiene in 2005/2006.

World Education proposed to identify and take necessary steps to include information on hygiene in the curriculum and during teacher training. This would increase children's and teacher's awareness of health and hygiene and improve hygiene practices on a regular basis. During the 2004-2005 academic year, the school and WE staff concluded that a doctor should visit the school and examine the girls and teachers once a month to ensure that they are maintaining good health and having access adequate treatment for common diseases. In case of emergencies, the school has adequate transportation to take the child to the nearest government hospital or Public Health Center (PHC).

### *Academic Structure and Curriculum*

Once the girls enroll in the program, a standard placement test is administered by school teachers to place girls in the appropriate grade level. The school grade structure and competencies expected at each grade level are presented in Table 1. During the year, the girls are given weekly tests to assess their performance within the grade they are in. After girls master at least 60% of the curriculum for the grade they are attending, they are promoted to the next grade. It is not uncommon for a girl to pass through several grades in a one-year period. At the end of the school year (June), all girls take a standardized internal test in the school to find out how many of them are prepared to take the government school entrance exam that will place them in the formal school.

Table 1--School Grade Structure and Level of Competencies at the Kuchinerla School

<b><i>GRADE IN KUCHINERLA SCHOOL</i></b>	<b><i>FORMAL SCHOOL EQUIVALENT</i></b>	<b>COMPETENCIES</b>
Grade 'A'	1 <sup>st</sup> Grade	no knowledge of alphabets
Grade 'B'	2 <sup>nd</sup> Grade	some knowledge of alphabets
Grade 'C'	3 <sup>rd</sup> Grade	Ability to read words, sentences and have knowledge of numerals up to 1,000
Grade 'D'	4 <sup>th</sup> Grade	Ability to read and write, do additions, subtractions, multiplications and divisions

Girls are expected to master the NCLP prescribed bridge school curriculum (Abhyasa Deepika 1 & 2), which has been developed by the State Council for Educational Research and Training (SCERT). The Deepika program is divided into two sections – a starter kit focusing on basic literacy skills (Telugu, English and numeracy), and a second unit focusing on general and social sciences. Upon completion of the Abhyasa Deepika 1 & 2, the children are introduced to formal school textbooks. As per the NCLP and District Primary Education Project (DPEP) norms, children are supposed to be mainstreamed at the end of one year. This means that in a span of one year children are expected to learn the contents of the Deepika 1 & 2 and to develop the ability/capabilities to join formal schools.

World Education conducted an initial needs assessment among the children and the teachers to gauge the curriculum capacity to meet its learning objectives and its relevance to local conditions and needs. The needs assessment was conducted through interviews and discussions with students (both current and graduates) and staff, and by examination of recorded levels of achievements. Based on the findings, a specific work plan was designed, which identified gaps and areas in need of strengthening. Several activities were proposed: revision and adaptation of existing curriculum, identification of additional training materials (both locally-available as well as materials developed for WE projects elsewhere), and development of training materials catering to local needs and conditions.

In addition, an important aspect of the curriculum development and enhancement process that was discussed was the inclusion of content relating to life skills. Everyday life skills include knowledge about health and hygiene, verbal ability, math, critical thinking, decision-making, social skills, and the ability to work effectively in a team. The inclusion of references and activities aimed at enhancing these skills often makes taught curriculum not only more relevant and enjoyable to students, but also leads to higher levels of academic achievement.

The specific curricular issues and activities addressed by World Education during the 2004-2005 academic year have been as follows:

- *Sensitization of Care staff on the materials development process:* At the outset discussions were held on the lessons currently being taught from the Abhyasa Deepika. The content of the lessons in the text books and the teaching methods were discussed. The teachers expressed their concern about the insufficient information contained in the lessons and lack of proper orientation on how to teach the lesson content.
- *Review and enhancement of existing curriculum:* Various materials on child education developed by different organizations have been collected from different sources. The materials collected include:
  - MV Foundation – Bridge course materials (Telika Telugu Vachakam, workbook on General Science, Malli badiki podam)
  - Bhavith Child Labor School UNDP-Kurnool – Bridge course materials
  - District Primary Education Program Mahbubnagar (Residential Bridge Course Material) – Bridge course materials and teacher’s guide
  - National Institute of Nutrition (NIN) – books on recommended dietary allowance, Indian Foods, and related handouts
  - Andhra Pradesh Mahila Samata Society – posters on health and nutrition awareness
  - Hyderabad Book Trust – Orient Longman, NCERT, CBSE and SCERT texts of classes 1 to 7.
  - Animal Husbandry Department – management of milk producing animals

These materials have been analyzed for relevant content and appropriate methods for teaching children.

Development of Materials: Supplementary materials have been developed keeping in mind the topic, content, layout, and presentation and facilitation methods. First draft of materials for primers and teacher’s guide are complete.

- Twelve supplementary lessons with teacher’s guide have been developed.
- Initial discussions on second draft of materials have started.
- The supplementary lessons developed so far have been tested in the school. The lessons have been tested with children in Grades ‘B’ and ‘C’ and ‘D’. The feedback from the teachers is being taken and incorporated. Use will start in 2005-2006 academic year.
- Each lesson has been designed to incorporate activity based learning which involves small group activities, discussions, learning by doing, recap, and ways of sharing the learning with their peers and community.
- The facilitator guide includes lesson objectives, rationale, indicators, and teaching process.
- We have started to establish contact and share the processes in materials development with other organizations working in the field of child education. This we believe will be mutually rewarding in learning innovative ideas and methodologies. Recently, World Education staff have attended a workshop at Nizamabad conducted by MORE (Movement for Rural Emancipation), an NGO

based in Madanapalle. We found the workshop very useful as it helped us to learn many new ideas relevant for our work.

Library: A library has been set up at the school. World Education staff assisted the school staff in purchasing books and in organizing the library. One of the teachers has taken the responsibility for the upkeep of the library and all teachers were encouraged to make use of the library as a way to supplement the lessons taught. Children borrow books on Saturday evening and read them on Saturday and Sunday. The library has some compact discs (CDs) on rhymes and riddles. These are shown on Sunday evenings. There are books for children in all grades. Even a child who knows only few letters of the alphabet can find illustrated books to develop her literacy skills.

Forty posters on various topics have also been purchased and several interior and exterior murals have been created on subjects chosen by the children with the assistance of a poster designer. Teachers were trained on how to use posters when teaching specific lessons. The posters are mainly on:

- environmental science – Anatomy, planets, various systems in a human body;
- maps – India, Andhra Pradesh, Mahbubnagar district;
- road safety,
- good manners,
- balanced diet,
- animals (wild animals, domestic animals).

Square Foot Gardening: World Education staff attended a training session on square foot gardening and an organic vegetable garden module will be developed to take forward the nutritional component of the current curriculum. By learning how to start a vegetable garden, girls will learn about science, the nutritional value of the foods available in the region and will gain the necessary skills to grow vegetables necessary to maintain good nutrition/health.

#### *Teacher Training and Classroom Performance*

The government sponsors teacher training workshops once a year. Only two teachers from every bridge school in the region are selected to attend the workshops and to disseminate what they learned to the other teachers in the school. The NCLP training focuses on teaching the lessons in the *Abhyasa Deepika* and life skills<sup>1</sup>. Care staff who have participated in these training programs express dissatisfaction with the way the training is carried out and claim they are unable to understand and apply the content of the two day training in the classroom.

In 2004-2005, World Education proposed to provide ongoing assistance and support to teachers to build their awareness on:

- concepts and practice of nonformal education approaches and techniques;
- preparation of teaching units and activities;
- inclusion of everyday life skills in taught curriculum;

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<sup>1</sup> The NCLP definition of life skills is limited to vocational skills such as embroidery, tailoring, candle making, etc.

- Specific life skills (agricultural and non-agricultural) training teaching methodology and use of peer education;
- interpersonal communication; and
- social mobilization, health care, administration, and other areas identified as the project progresses.

The first official WE training with teachers happened in June 2005. Teachers' level of involvement in the curriculum development and training, and the rapport with WE field staff has grown considerably over the last year and teachers are now being engaged in a process of self-reflection to understand the use of supplementary materials in the classroom and the transference of knowledge to different classes/subjects they teach.

### *Student Performance and Mainstreaming*

Students' performance is currently measured through a series of tests administered by the school and the government of Andhra Pradesh. Children take weekly tests to determine whether they understand the material taught each week. Once a girl masters 60% of the curriculum for her grade, she is promoted to the following grade. In addition, at the end of the year, girls take a standardized internal test to determine how many of them are prepared to take the government school entrance exam that will place them in 5<sup>th</sup> grade of the formal school. Children are mainstreamed into the formal school in one of the following ways:

1. Children who master Grades C or D curriculum seek admission into grade 5 in the formal school system. Children are granted seats according to their performance in the government exam and their caste. Caste is an important criterion to ensure admission into a school with hostel facilities. Girls who belong to lower castes, such as Scheduled Castes (SCs) and Scheduled Tribes (STs) are given preference in the admissions process even if they perform worse in the exam than their counterparts from other castes (OC) and backward castes (BC). Once girls are mainstreamed, they take another test a month and a half after they entered the government school. That test determines whether they can move up to grades 6 or 7.
2. Children seeking admission below grade 5 in the formal school are not required to take an entrance examination. They can apply for a seat in any government school (generally without hostel facilities) and admission can be procured.

Most girls want to enroll in the World Bank funded Velugu school or at other Andhra Pradesh Social Welfare Residential Schools, which provide free education, room and board. Those schools generally have very good infrastructure and residential facilities. However, the limited number of seats available forces children to: 1) enroll at local government school without residential facilities; 2) stay at the Kuchinerla School; or 3) drop out of school altogether. At this point, parents play a key role in deciding whether the child continues her education or drops out.

Student performance during and at the end of the year primarily determines whether the child is successfully mainstreamed into the formal school. However, even after the child is mainstreamed into the formal school, the challenge remains to ensure school retention. Previously, Care staff was unable to keep track of girls mainstreamed into the formal school and retention rates. As part of the new activities implemented in the school, WE staff and teachers will be monitoring the number of girls who are mainstreamed and their retention in government schools every six months until the end of the Pilot Study. Follow-up interviews will also be conducted with girls over a period of time after they leave the school to gain a better understanding of how the Kuchinerla School has impacted them.

The school staff is currently being trained on how to maintain a record of the mainstreamed girls and to keep track of the girls after they are mainstreamed to find out how many stay in school and for how long. For girls who drop out, the staff will attempt to obtain information on the reasons why the child left school. During the past year, staff have visited various schools in the district and discussed with the school authorities how to address the high dropout rate among girls in the district. In most of the government schools there is 60% drop out rate. The main reasons are inadequate hostel facilities, distance between the school and girls' homes, and poor quality of education.

#### *Social Mobilization and Parental Involvement*

Initially, the primary focus of the social mobilization activities conducted by the Care staff was to increase school enrollment. On a periodic basis, older children would join teachers in visiting the neighboring villages and raise awareness among the parents on the hazards of child labor and the need to send their child to school. Initially, the most common approach was the door-to-door mobilization activities, where teachers would engage parents individually. Kalajatas (street plays), processions/rallies, role play, dramas and songs, traditional story telling, and house visits by staff and students were also strategies used to raise awareness on child labor and education within the community.

Over the past year, World Education has worked with school staff in further expanding their social mobilization drives and strengthening linkages between parents, children and the local communities, and by channeling local support among authorities and policy makers, such as Gran Panchayats (mayor) and village heads, local government teachers, youth groups, and women's groups. The children also become active in the social mobilization activities through their participation in raising awareness among community members and especially parents on the importance of education.

Currently, the school uses different forms of mobilization to involve parents in their children's education. Their involvement is being monitored through their participation in community/parent meetings (only one has taken place so far) and through school open

days<sup>2</sup> (three have been carried out last year). Parents have been visiting the school to learn more about the activities that have been carried out, such as composting, maintaining nursery, poultry, etc. NIN has also conducted community meetings to discuss issues of health and nutrition with parents in two villages. Those parents agreed to share that information with other parents who were not able to attend the general meeting. In addition, we know through anecdotal accounts that parents have also been participating in parent-to-parent mobilization to recruit girls to school. Approximately, 20 children have been enrolled in the school as a result of parental involvement in social mobilization.

World Education and Care staff have proposed the use of a social mobilization chart which will be used by the teachers in monitoring the frequency of social mobilization activities and the reasons for parents not to allow their children to attend school. Data on social mobilization will be collected every time a social mobilization activity is carried out.

Some of the future activities proposed for the social mobilization strategy include:

- Collect data of the child laborers in various villages in the Gattu Mandal from the NCLP Project Director;
- Identify villages with high incidence of child laborers;
- Identify villages where child laborers are more exposed to hazardous conditions of employment
- Visit villages often;
- Involve local school teachers and village education volunteers in identifying the child laborers and mobilizing them to the Kuchinerla School.
- Request parents of mainstreamed Kuchinerla School children in convincing parents of child laborers to send their children to the Kuchinerla School
- Meet the stakeholders in the village. Conduct meetings with the village heads, teachers, youth, and women's groups to discuss with them issues such as:
  - ✓ Effects of hazardous working conditions on health
  - ✓ Significance of education to lives of girls
  - ✓ Activities taking place in the school
  - ✓ Significance of the life skills that are taught in the school
- Implementation strategy
  - ✓ Kalajatha - Girls in the school are trained to sing songs or perform plays to build awareness in the community on the evils of child labor

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<sup>2</sup> Open Days were are periodic meetings between teachers, children, parents and local community representatives to review school programs and progress and to create a public space for discussing issues of child labor and education.

- ✓ Distribution of pamphlets, write slogans on the walls
- ✓ Visit village and conduct meetings with stake holders at a common place
- ✓ Share with the village communities the child-friendly activities being undertaken in Kuchinerla School.

### **Role and responsibilities of the Social Mobilizer:**

The Social Mobilizer will take lead in:

- Building awareness in the community about Kuchinerla School activities;
- Mobilizing child laborers from different villages;
- Spreading the message of the school in the villages across the mandal;
- Following up with the parents of drop-out girls and trying to persuade them to send their girls back to school;
- Keeping track of the children mainstreamed from the Kuchinerla School;
- Keeping in touch with parents of mainstreamed children to encourage them to maintain their children in the formal school;
- Conducting school day activities and mobilizing parents and other village persons to attend the event;
- Collecting data on the school environment of formal schools in the area;
- Interacting and maintaining friendly relations between Kuchinerla School and other mainstream schools in the area;
- Maintaining a record of the mobilization activities and outcomes
- Maintaining a good rapport with the government officials in the departments of education, revenue and police;
- Building children's awareness of kitchen garden, vermi-compost, compost preparation, and poultry; and
- Bringing the groceries and the vegetables from the market regularly.

### *Infrastructure*

Initially, the school consisted of a one-room residential facility which served as classrooms during the day and sleeping facility at night. Some classes were conducted in the open, under a tree. A separate, yet smaller room was used by the teachers as a residential and food storage facility. A cooking facility, where the food is prepared daily, is located on the opposite end of the classrooms. The school has one bathroom with bathing facilities for 10-12 children at a time. The initial lack of toilet facilities has prompted the school to construct those facilities to encourage better hygiene practices and to reduce the possibility of illness among children.

Classrooms were equipped with the basic essentials, like blackboard and chalk. Every child used slate and chalk (including younger children), notebooks and textbooks in the class. Although a few posters and pictures had been posted on the walls for some time, they were rarely used by teachers in teaching their lessons. Children also have been using tin trunks to keep their books and personal belongings.

Since July 2004, several infrastructure improvements have taken place. An additional room was built for better accommodations. A nursery has been set up at the school where various kinds of plant saplings are being raised to educate children on the process of sowing and growing seedlings. Some of the plants grown in the nursery are being distributed to parents and community members to better educate families on growing plants and using them appropriately in their food.

A hen house has been constructed to breed hens. The animals are fed everyday and given vaccines periodically. The children have been showing active interest in the development of poultry in the school. They have observed all the processes of preparation of the hen house and the vaccination process.

On the recommendations of NIN, the Care staff initiated a kitchen garden within the school premises, where vegetables such as okra, green chillies, cabbage, eggplant, tomato, beans, green leafy vegetables etc are being grown, and used in the daily diets of the children. In order to engage children, the school has initiated square-foot gardens which will be maintained by the children and will grow essential vegetables to be consumed in the school. That activity is being carried out on a plot of land immediately adjacent to the school.

#### *Summary of School Characteristics and Activities in 2004—2005*

Several activities proposed for Year 1 of the Pilot Study have taken place in 2004—2005. However, a decrease in funding from NCLP and increase in infrastructure investment within the school delayed the implementation of important aspects of the project. For example, although there was a revision/implementation of the new school menu to address the nutritional needs of girls and teachers, several important food items were eliminated from governmental budget in 2005, which forced World Education and Care to draft a new strategy to supplement children's diet in 2005—2006. To address sustainability, the two organizations are investing more on a kitchen garden that will provide many of the vegetables that should be consumed by the girls.

Doctor's visits have taken place and appropriate medical treatments were prescribed. However, school staff was not fully prepared to follow doctors' instructions, and for great part of the year (until May 2005), did not engage in all health practices necessary to ensure girls' health. Only toward the end of the 2004—2005 academic year girls were engaged in activities to improve sanitation activities, such as properly disposing of garbage and maintaining overall cleanliness in the school. With the implementation of new modules on health, nutrition and hygiene, as well as with better infrastructure and access to clean water, the percentage of girls falling ill seem to be decreasing. Data to be

collected in the next academic year will determine whether teachers and girls are engaging in healthy practices within the school.

Planning/initial training of teachers and initiation of curriculum development activities have been carried out and new teaching techniques and curriculum will start to be used next year. Teachers are very engaged in the process and enthusiastic about using what they have learned and the materials they have developed in the classroom.

Finally, the planning and initial execution of more efficient mobilization activities and more effective ways to engage parents in their children's education have started to be implemented. A system to document those efforts is being developed and major changes/findings should be reported by the end of 2005-2006 academic year.

## Girls' Characteristics in 2004—2005

Basic information about girls' characteristics was obtained through a basic information survey. The survey was used during an individual structured interview with girls upon their enrollment. Although most girls could not report their age accurately and there were no birthday records for most of them, the National Institute of Nutrition (NIN) estimates suggest that girls' mean age was 9.2 (SD=1.6), and ranged from 7-14. Girls' family information suggests that most girls came from underprivileged backgrounds. Approximately 52% belonged to backward castes (BC), which are comprised of socially and economically marginalized sections of society. 19.4% belonged to scheduled castes (SC) and 13% belonged to scheduled tribes (ST). Both groups have a history of extreme social exclusion and poverty in India and are comprised of individuals who were categorized as *untouchables* in the past. Currently, the constitution of India prescribes safeguards for scheduled castes (SC), scheduled tribes (ST), and other socio-economically weaker groups,<sup>3</sup> such as backward castes. Girls who belong to those groups are given priority in admission into residential schools. Only 15.7% of girls in the school belonged to other castes (OC), which include the "higher" castes in Indian society.

Table 2 reveals that the most common occupation among girls' parents is agriculture. In Andhra Pradesh, due to extended periods of drought, agriculture is not a reliable form of income, and families are forced to migrate during the dry season to seek employment in other regions. Family migration influences how long a girl will stay in school.

Table 2 --Parents' Occupation

<b>Parental Occupation</b>		
<b>Occupation</b>	<b>% Mothers (n=87)</b>	<b>% Fathers (n=97)</b>
Agriculture/Laborer	<b>83.9</b>	<b>82.5</b>
Bangle Business	1.1	1.0
Business (unspecified)	3.4	2.0
Deceased	2.3	2.1
Housewife	8.0	--
Tailor	1.1	--
Shepherd	--	2.1
Weaver	--	1.0
Carpenter	--	3.1
Mechanic	--	2.1
Dobhi	--	1.0
Hotel	--	1.0

Girls also reported that 70.1% of their brothers had not attended school at all. An even higher percentage of girls in the family had received no education. The difference in level of school attainment between boys and girls and mothers and fathers among

<sup>3</sup> Rasheeduddin Khan (1995). *Democracy in India: A textbook in political science for class XII*. New Delhi: National Council of Educational Research and Training

Kuchinerla School students' families can be further evidenced by the mean number of years of school attended by each group, displayed in table 3.

Table 3 -- Family size and Number of Years of Education by family member

<i>Family Characteristics</i>					
<b>Characteristics</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Standard Deviation</b>
Family Size	107	2	10	5.97	1.7
Mother's Education	106	0	10*	.60	1.8
Father's Education	94	0	10*	1.67	3.1
Sisters' education	94	0	10*	.87	2.1
Brothers' education	82	0	10*	2.9	3.2

\* years

Parents were largely responsible for the decision to send their daughters to school (87.4%). Only a small percentage of girls said their grandmother/grandfather, sibling or uncle made the decision about their education (12.7%). The main reason to enroll girls at the Kuchinerla School was school quality (44%). The other main reason was the social mobilization campaign carried out by the school, having friends and/or sisters in school, and realizing the importance of education (8%). Seven percent of girls mentioned that they joined the school because they did not have anything to do at home.

The overall characteristics of girls and their families suggest that the population attending Kuchinerla comes from large families with very underprivileged backgrounds. However, for a variety of reasons, parents and other girls' relatives decided to allow girls to pursue an education. The challenge for teachers, the school director and World Education is to keep those girls in school so they can surpass their sisters' and mothers' level of education, and hopefully attain a better social and economic standing than their families in the future. Family migration poses a strong threat to girls' educational achievement. However, providing high quality and relevant education is the first step in decreasing drop out and improving attainment. If parents believe that their girls will be safe and are learning something useful at Kuchinerla, they are more likely to leave girls in school, even if they are forced to migrate. An important factor associated with staying in school, according to girls' responses, is convincing parents that providing girls with an education is a better investment than sending them work. Many of the activities proposed and carried out by Care and World Education have that goal in mind.

## Nutritional Status of Kuchinerla School Children

The main objectives of addressing the nutrition component at the Kuchinerla School in the 2004-2005 academic year were as follows:

- To assess children's diet and nutrient intake;
- To assess the nutritional status of children in the camp through anthropometry, prevalence of clinical signs of malnutrition, and haemoglobin estimation;
- To identify locally available foods to improve children's health and nutritional status;
- To measure the change in children's nutritional status over the year; and
- To develop an adequate menu for children attending the school.

### Results

The diet assessment conducted by NIN in pre—and post test has shown that the food and nutrients intake has decreased considerably at the Kuchinerla School during the 2004-2005 academic year. Table 4 shows that girls' current overall calorie intake is comparable to the mean calorie intake of rural Andhra Pradesh households in 2002, which is below the recommended (RDA) calorie intake. Similarly, the intake of micronutrients is below RDA recommendations for all age groups. The main cause for the deficiency in nutritional intake is the change in menu that took place in January 2005, due to NCLP budgetary restrictions. Prior to January, girls' nutritional intake was higher than the amounts specified below.

Table 4 – Girls' Nutritional Intake at the Kuchinerla School in Comparison with Andhra Pradesh (AP) Rural Households in 2002 and RDA amounts by age group.

Nutrients	7 – 9 yrs Children				10 – 12 yrs Children				13 – 15 yrs Children			
	Pre test	Post test	AP Rural 2002	RDA	Pre test	Post test	AP Rural 2002	RDA	Pre test	Post test	AP Rural 2002	RDA
Energy (Kcal)	1639	1434	1418	<b>1950</b>	1992	1549	1713	<b>1970</b>	2219	1976	1951	<b>2060</b>
Protein (g)	42.1	34.9	32.7	<b>41</b>	49.3	37.1	40.4	<b>57</b>	52.0	46.9	42.6	<b>65</b>
Fat (g)	19.5	10.4	15.2	<b>25</b>	21.5	10.8	16.4	<b>22</b>	23.1	12.9	19.1	<b>22</b>
Calcium (mg)	297.3	140.5	237	<b>400</b>	320.5	145.1	263	<b>600</b>	344.2	174.3	379	<b>600</b>
Iron (mg)	7.6	7.3	6.8	<b>26</b>	8.7	7.5	7.9	<b>19</b>	9.7	9.4	9.1	<b>28</b>
Vitamin A (µg)	219.2	126.3	105	<b>600</b>	226.7	130	102	<b>600</b>	284.0	178.7	96	<b>600</b>
Thiamin (mg)	0.7	0.6	0.5	<b>1.0</b>	0.8	0.6	0.6	<b>1.0</b>	0.8	0.7	0.6	<b>1.0</b>
Riboflavin (mg)	0.6	0.4	0.4	<b>1.2</b>	0.6	0.5	0.5	<b>1.2</b>	0.7	0.5	0.5	<b>1.2</b>
Niacin (mg)	9.6	9.5	7.9	<b>13</b>	11.7	10.1	9.9	<b>13</b>	13.1	13	10.8	<b>14</b>
Vitamin C (mg)	25.2	23	24	<b>40</b>	29.0	24.7	27	<b>40</b>	35.0	31.3	24	<b>40</b>
<b>Folic Acid (µg)</b>	44.9	35.6	27.6	<b>60</b>	50.8	37.1	32.1	<b>70</b>	59.3	46.2	35.1	<b>100</b>

Although NIN observed a decline in the intake of all micronutrients, the intake of macronutrients such as carbohydrates, proteins and fats are 70% above the RDA level. This might have contributed to the decrease in malnutrition symptoms, such as anemia and stunting among girls in the school during the 2004-2005 academic year. Factors such as clean and regular meals, better personnel hygiene, participation in physical activities, better housing conditions, safe drinking water, better health care, and social interaction with other children might also have played a role in the positive changes observed during the year. According to teachers, children were developing physically, mentally and socially.

Anthropometry revealed that 18.2% of girls showed stunting (inadequate height for their age), although that percentage represents a decrease from the first data collection carried out in September 2004 (20.2%). Girls were also tested for hemoglobin levels. The overall percentage of girls with anemia declined from 90% to 80%. Severe anemia showed decline from 8.7% to 4.5%.

In September 2004, out of 94 children examined, 11.7% showed signs of Vitamin A deficiency (Bitot spots), 5.3% had goiter, and 12% had B-complex deficiency signs. In June 2005, during post-test, out of the 77 children examined for nutritional deficiency signs, 10% had Vitamin A deficiency (Bitot spots), 8% had Goitre (Iodine deficiency) and 5% had B-Complex deficiency signs.

Given the results obtained during pre-test and post-test, NIN made a series of recommendations to be followed during the 2005—2006 academic year, which include:

- Deworming should be done at the beginning of the academic year and 6 months after girls' enrolment in the school.
- Intake of rice is almost at the recommended level. Ragi should be added to children's diet to supply Calcium, Iron, B-complex vitamins and fiber.
- The intake of Green Leafy Vegetables (GLV) is very low in the camp. GLV is inexpensive, easily cultivable in the kitchen garden and available all through the year. It is advised to include at least 50g of GLV daily in one's diet.
- Well-planned and spacious kitchen garden should be developed to supply vegetables to children on a daily basis.
- It is strongly recommended to include at least 200ml of milk in children's diet.
- Earlier, the children were given a banana every alternate day. But due to the financial constraints of NCLP, fruits are not being provided. It is recommended to include fruits in the diet.
- It is advisable to include jaggery in children's diet, as a good source of Iron.
- It is suggested that the use of oil be increased. Palm oil, which is cheaper and a good source of vitamin A, may be used.
- During pre-test, children were eating one egg every other day. Inclusion of egg in the diet will supply amino acids, which are very important for children's health.
- Iodized salt should be used to decrease the incidence of goiter.

NIN's pre- and post-nutritional and symptoms analysis generated a series of recommendations associated with dietary changes and other school practices, such as

deworming. Although many of NIN's suggestions are being incorporated by Kuchinerla staff into their daily practices, full implementation is susceptible to budgetary issues and scarcity of other resources available to the school. The decline in funds from NCLP, for example, has had major impact on girls' nutritional intake since January 2005. The challenge for Care and World Education staff is to find creative and sustainable ways to follow NIN recommendations without putting additional financial strain on the school.

### **Children's Health Status**

Children at the Care-NCLP school have undergone two medical examinations in 2005—the first in January and the second in April. Both were conducted by government doctors who examined, identified and recorded children's signs of illness. A detailed presentation of girls' symptoms can be found in Appendix B. The doctors also prescribed medicines to treat health problems that children were facing. Health records with the data presented in this report is kept by the teachers in the school.

During the medical examinations conducted in January and April 2005, 82 and 75 children were examined, respectively, by two different doctors. A summary of the findings made during these medical examinations and possible preventive measures that could be undertaken in the future are presented below.

#### *Hygiene and General Cleanliness*

Health records analysis reveals that the most common illnesses among children are scabies and other skin infections, abdominal pain, indigestion and diarrhea.

Scabies is caused by small ticks and is easily spread by casual contact. Its occurrence is mostly related to poor hygiene habits. Once a child has been diagnosed with scabies, one needs to take immediate precautions to ensure that treatment is provided and that it does not spread to other children. Based on the examinations that were conducted, the following observations were made:

- Five out of ten children who were diagnosed with scabies in January still had scabies in April. Four of the remaining five children were not examined again in April, which means that they could still have the disease.
- Sixteen girls were diagnosed with scabies in April. Fourteen of them had exhibited no symptoms in January, which indicates that there were 14 new cases of scabies in the school. Of the remaining 2 cases, one girl had scabies in January and continued to exhibit symptoms in April. The other was diagnosed with scabies in April, but had not been examined in January, which means that she either became ill in the school or she had already been sick when she joined the school sometime after January, when the examination took place. According to medical records, there was a substantial overall increase in the number of children with scabies in the school, from 12.2% to 21.1% over a three-month period.

Abdominal pain was common during pre and post examinations (20.7% and 17.1%, respectively). The prescriptions for abdominal pain issued by the doctor (deworming or

anti-parasitic medicines) indicate the presence of worms or parasites within the stomach or intestine – which is also related to the issue of hygiene. Effective and economic deworming medicines should be given to the children periodically, although maintaining hygienic routines, like cutting nails, washing hands; etc. may better ensure a healthier lifestyle.

- The number of cases of abdominal pain decreased from 17, in January, to 13, in April. However, a closer look at the health records will reveal that about 38% of the children who complained of stomach ache in the initial round of examinations, had recurring complaints in April.
- Although the number of specific cases of indigestion and diarrhea are low, they may be related to gastrointestinal health issues.

Deworming practices have been implemented with all children who have entered the school in August 2005. It is expected that the systematic use of deworming medication will decrease the overall number of children with abdominal pain, indigestion, and diarrhea. In addition, hygiene lessons, facilitated by World Education, have been introduced through the curriculum to girls and teachers in March 2005. It is expected that learning about hygiene practices will contribute to a decrease in new cases of gastrointestinal diseases.

Some children seem to have folliculitis, which is the inflammation of hair follicles most commonly caused by dirt that clogs pores of the hair follicle. This can be best treated by washing and brushing the hair on a regular basis. Other skin infections, such as pyoderma, white patches are mostly fungal infections and require immediate attention and care to control its spread to other parts of the body and to other children.

- In January, there were 7 cases of Pyoderma reported during the examination.
- In April, although there were no cases of Pyoderma reported, there were 4 cases of Folliculitis and other fungal infections.

#### Urinary Tract Infections (UTI)

- In January, there were no cases of Urinary Tract Infection reported.
  - Whereas in April, five children have been diagnosed with UTI.
- This again is related to children maintaining good hygiene routines, like bathing regularly, wearing clean clothes, etc.

#### 1. Caries

- There were no reports of dental caries during the first round of medical examinations. There is a possibility that children were not examined for dental problems, but from the NIN data, collected in September 2004, there were around 4 children who had caries.
- In April, the doctor reported 6 cases of caries.

Given the results obtained during pre-test and post-test, a series of health-related recommendations should be followed during the 2005—2006 academic year, which include:

- Accessibility to reliable and adequate information on health and health services must be provided to children and teachers in the school. Based on medical examinations carried out during the 2004-2005 academic year, teachers have not had enough information and/or resources to meet the health needs in the school. Training workshops (which have already been initiated) for all teachers to provide information on diagnosis, treatments, and prevention of some common illnesses are needed. This would address the immediate concerns of the children and prepare teachers to play an important role in overcoming health problems.
- Child-to-child participation in maintaining overall health in the school should be encouraged. Information on health should be made easily available to the children, through the existing curriculum so illnesses can be identified at an early stage. In addition, awareness campaigns should reinforce the messages contained in the curriculum. Children can become active agents in monitoring each other's health and ensuring that certain hygiene routines are followed among themselves.
- Additional toilets should be built to ensure proper hygiene.
- Reproductive health discussions should be carried out with older girls to prepare them for puberty.

## **Teachers at the Kuchinerla School – Experiences and Reflections**

The teachers' baseline data collected for the Pilot Study intended to answer two research questions:

- 1) How do Kuchinerla teachers describe and understand the curriculum, quality of education, and professional development provided at the Kuchinerla School?
- 2) What are the ways in which Kuchinerla teachers describe and make sense of their own feelings and demonstrations of self-efficacy?

To answer those research questions, a team of three interviewers, already known by the teachers, went to the school and conducted in-depth open interviews with them (interview protocols can be found in Appendix C). Each interview was tape-recorded, transcribed and translated for analysis. Because of the small number of teachers in the school (eight) and the length of the interviews (45 minutes, on average), all data was coded and analyzed manually.

Although all teachers participated in the interview process, not all teachers answered all questions. When questions required a more elaborate explanation of their perceptions and opinions, many teachers could not (or would not) fully articulate their views. As a result, not all questions listed in the interview protocol (see attached) were answered to our satisfaction. The information obtained through teachers' interviews is being used to guide World Education Program Staff in selecting the most appropriate interventions and promoting the desired changes in the school.

This chapter presents the data collected through teachers' interviews. It reports on teachers' description and understanding of the curriculum, the quality of education, and professional development provided at the Kuchinerla School. It also reports on how teachers describe and make sense of their own feelings and demonstrations of self-efficacy.

In addition to the in-depth interviews, a team of World Education Program Staff also conducted one formal classroom observation during which they used a Classroom Observation Checklist. The Classroom Observation Checklist tool (Appendix D) was developed and tested in another teacher training project in Thailand and then adapted and tested in India. Two Program Staff members observed each class and filled out the checklist. After class, they met to verify the rate of agreement in their responses (over 90%). Throughout the year other informal classroom observation sessions took place to determine what needed to be addressed during World Education teacher training.

### *Teachers' Views and Experiences at Kuchinerla*

#### *Teachers' Characteristics*

The Kuchinerla School has a total of eight full-time teachers (five females and three males) who reside at the school. In addition to teaching, they play a variety of roles in

the daily school program. To maximize the scarce resources available, teachers work as cooks<sup>4</sup>, counselors, general caretakers, school administrators and leaders in the community outreach programs. Although they accumulate several functions within the school they all described their experience in the school as being very positive. One female teacher commented: “I feel enthusiastic about being close to the girls and teaching them. I feel good when they respond actively. Because they are innocent, we have to take more time and teach them well and stay close to them in class.” A male teacher reported that he felt that working in the school was an opportunity to impart knowledge onto others and also to learn from them. These were common views shared by all teachers in the school.

Although the majority of teachers reached a 12<sup>th</sup> Standard grade level, (the equivalent to 12<sup>th</sup> grade in the American educational system), two of the eight teachers interviewed only completed 10<sup>th</sup> Standard (the equivalent to 10<sup>th</sup> grade). The School Director, who in addition to his administrative tasks also shares the responsibility for teaching higher grades, has a post-secondary degree (B.Sc. and B.Ed.). In addition to the overall low-educational levels of teachers, five out of the eight teachers interviewed had very limited professional experience as teachers (12 months or less). In fact, for seven teachers, Kuchinerla was their first teaching experience. According to the World Education professionals involved in teacher training and curriculum development, teachers’ profile at Kuchinerla is representative of the overall population of teachers at other NCLP schools in Andhra Pradesh. A summary of teachers’ educational level and professional experience is presented in Table 5.

In addition, all teachers at the Kuchinerla School live in the school premises, which makes their contact with children continuous. Female teachers sleep in the same room as the students. Male teachers sleep in a separate room attached to the main building. Although all salaries are paid by NCLP, Care supplements their salaries by 100 Rupees.

When talking about their relationship with other teachers in the school, all teachers agreed that getting along is an essential aspect of running the school well. However, a couple of teachers admitted that teachers argue among themselves. Teachers’ responses suggest that they all recognize an ideal way in which teachers should behave, but that ideal is not always met. A teacher commented that “a teacher over here should be friendly with everyone and should not [be angry?] with others. She should understand her responsibilities and in this way be an ideal to others.” There was also at least one teacher who was seen as a mentor to others: “There is one [teacher] who doesn’t talk much and works calmly. I’m trying to be like that. She works well [she] doesn’t talk unnecessarily to anyone. She always keeps reading or writing something. She tells the children stories. So I want to be like her.” The identification of at least one clear role model within the small school boundaries suggest that it might be possible to improve teachers’ relationships and teaching practices by fostering the leadership skills of the teacher(s) considered to impart good behavior upon other teachers. Furthermore, it is

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<sup>4</sup> Although the school normally hires a professional cook, it is not uncommon for the teachers to be asked to assist the cooks in their daily chores.

encouraging that teachers recognize the need to keep a harmonious environment within the school.

Table 5 -- Educational Level and Professional Experience of Teachers at the Kuchinerla School

<b>Gender</b>	<b>Educational Level</b>	<b>Experience as a Teacher</b>	<b>Time at the Kuchinerla School</b>
Female	12 <sup>th</sup> Grade (Inter)	12 months	12 months
Female	12 <sup>th</sup> Grade (inter)	5 months	5 months
Female	12 <sup>th</sup> Grade (Inter)	4 months	4 months
Female	10 <sup>th</sup> Grade (Standard)	10 months	10 months
Female	12 <sup>th</sup> Grade (Standard)	11 months	11 months
Male	12 <sup>th</sup> Grade (Standard)	3 years	3years
Male	10 <sup>th</sup> Grade	5 years	5 years
Male	B.Sc. and B.Ed.	2 years and 10 months	10 months

*Teachers’ Views on the Curriculum and Teaching Methodology*

Children classified under Grades – A, B, & C (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades) are taught the bridge school course material (Abhyasa Deepika 1& 2) developed by the State Council for Educational Research and Training (SCERT). On completion of Abhyasa Deepika 1& 2 (six months duration), they are introduced to formal school text books. The subjects covered in the bridge school material are Abhyasa Deepika 1 (Telugu, and Math), Abhyasa Deepika 2 (Telugu, General Science, and Social Studies), Abhyasa Deepika 2 (Math, and English). As per the National Child Labor Project (NCLP) and District Primary Education Project (DPEP) norms, children are supposed to be mainstreamed at the end of one year. This means that in a span of one year the children will have to learn contents of the Deepika 1&2 and develop the ability/capabilities to join mainstream schools in class 4 or 5 or 7. However, children need to be mainstreamed into age appropriate classes. So at times they are retained for longer stay, .i.e. more than a year.

Teachers were able to describe their teaching practices with different levels of detail and depth. Most teachers’ narrative tended to focus on one aspect of the curriculum. When asked if they could briefly describe the curriculum, they emphasized specific techniques they have been using to make students understand the topics being taught in the books. One teacher summarized her role by saying that “We teach what’s in the book.” Based on teachers’ specific description of the curriculum, lessons on Telugu consist mostly of identifying the alphabet and pronunciation—using key word system to identify objects around them while practicing reading, writing, and speaking simultaneously. Repetition

is seen as a method to better learn both Telugu and English, which is also taught through sentence formation. One teacher reported making use of poems and songs to teach Telugu. Story reading is also used to increase the understanding of word meaning and sentence construction.

Teachers' approach to teaching the math curriculum apparently relied on more interactive forms than the methodology used to teach literacy skills. Those who teach math, which, according to the teachers, encompasses addition, subtraction, multiplication and ascending/descending order, use flash cards, draw pictures, and play games to "improve competitiveness among children." The science curriculum, according to the teachers, was comprised of lessons on the human body, plants, health, and hygiene. None of the teachers mentioned the existence of lessons on civic education, which is also part of the curriculum used in the school.

Although not all teachers wanted to share their personal opinions about the curriculum being used, two teachers praised specific parts of the curriculum, such as the stories used to teach Telugu (Ramachiluka, Konte Krishna, Malupu and Kavitravayam). On the other hand, four teachers mentioned that the curriculum should be made easier for children to learn. According to one of them:

"the lessons...there are pictures, but they are not clear for the children. Some lessons have complete details. Some don't have them...Since the children are from remote villages, they don't understand [the pictures]. If pictures were clearer and in greater number, if there were charts—more detail, [the curriculum] will be at a level they [the children] can study."

Two teachers, including the school Director, mentioned that each chapter should contain more information. When asked about what should change in the curriculum, five out of six teachers mentioned that more models and charts should be introduced to help students learn faster. The idea that students should be able to learn faster is a recurrent theme among teachers, probably because of the limited time children have at their transitional school. Most teachers requested teaching aids to teach languages (Telugu and English) and math (especially the concepts of ascending/descending order). Such resources, some of them believe, will speed up the learning process. When asked if there were ways in which *they* [teachers] could change the way the curriculum is being delivered, only one teacher, suggested that by "cross-questioning them [the students], [she] can understand whether they have been able to understand whatever was taught." She also mentioned that "sometimes [she] adopts the procedure of dividing students into two groups and in turn they will pose questions to each other. [She] writes on the blackboard and explains to them once again with the help of a diagram." However, most teachers mentioned that repetition is the most common way to deliver the curriculum.

Classroom observations were used to triangulate some of the data obtained through in-depth interviews. Teachers' practices during observations revealed that all teachers demonstrated an understanding of the material being taught. They communicated accurate relevant information to the students and were clear on what the lesson objectives

were. Similarly, they were able to address the topic of the day and stay focused throughout the lesson. All teachers initiated class with an introduction and a clear objective to the day's lesson and asked relevant questions. Only one teacher initiated class by recapping the previous lesson. Seven out of eight teachers ended the class by summarizing the day's lesson.

All classes made use of and had access to blackboard/chalk, writing slates, notebooks, and textbooks. However, according to the School Director, those resources are not always readily available to children and the school does face shortages from time to time. Teaching aids such as posters, flash-cards, sticks, were not always used in the classes observed. In fact, reports from World Education program staff revealed that although many of the teachers make regular use of teaching aids, they do not always understand why and when to use supplementary materials in the classroom. Teachers have difficulty in transferring knowledge from one situation to another and tend to rely mostly on the mechanical use of the materials available.

Classroom observations also revealed that all teachers attempted to create a learning environment where children actively participated in classroom discussions. This child-centered environment encouraged children to volunteer to help other children to learn and to volunteer in class activities. Teachers also asked questions to develop student thinking by asking students to explain their responses, motivated students to think using timely hints and prompts, and provided feedback that encouraged most children to think further. In all classrooms, some children asked questions about the lesson being taught. However, at times, the classroom environment caused children to be distracted by their friends and surroundings.

Two of the teachers used games during class to reinforce the lesson taught. However, the majority (six out of eight) relied exclusively on written assignments. To assess students' understanding, teachers asked students to explain their responses, reformulating the questions when students did not understand him (her). Children answered questions through choral responses or volunteered individually (to respond orally or to write the response on the board). In addition, three out of eight teachers assigned homework to the entire classroom.

### *Teacher Training*

Most teachers in the school only received teacher training from the Government of India's National Child Labor Project (NCLP), before and during their short careers as teachers. NCLP conducts teacher training once a year with a limited number of teachers from each school. It is the responsibility of the trained teachers to then disseminate what they learned to their colleagues in the schools. The NCLP training covers the contents of *Abhyasdepika*, but does not include techniques on the use of teaching aids in the classroom. In general, during the interview, teachers expressed their dissatisfaction with the quality of the training provided by the NCLP:

“The lessons were read; they did not demonstrate anything.”

“Proper training was never provided. Whatever I know, I read and with [that help] I am imparting education onto my students. Still, sometimes I’m in a dilemma on how to teach properly.”

“There was only one training. Very few things were taught. The remaining had to be assumed.”

Teachers expressed a strong desire to receive better training on teaching techniques, focusing more on application of knowledge than theory, using play as a teaching method, learning how to use charts, models, blocks, etc. They also expressed the need to receive guidance and to “learn from others”: “I would like to gather some more information and seek some guidance from learned people like you [the interviewer]. If I learn some more, I think they [the children] can understand better.”

In addition to requesting more training and resources for teaching, most teachers also expressed a desire to acquire new skills in the future. One teacher shared that “in the near future, teachers should be taught about gardening, poultry, stitching, embroidery.” Although gardening and poultry are topics addressed by World Education and Care, stitching and embroidery are topics being addressed by NCLP to make learning more practice oriented and to supplement the lessons being covered by the NCLP curriculum. Another teacher expressed a desire to receive training on how to counsel children who miss their parents and want to leave school: “I want training to make the children “forget” their parents and stay here. They should feel that the teacher will treat them well and without favoritism.” School evasion is one of the many challenges faced by the school. Teachers expressed interest in learning how to make children feel “at home” and learn. Another teacher expressed his concern about children’s adaptation to the school and the way the school copes with that challenge: “Once we bring them here, we are taking care of them in all ways. They have come here to learn...after seeing the [other] children, the teachers, the TV, the games, they feel good.”

In sum, the teachers’ interviews and classroom checklist analysis suggests that there is a prescriptive way in which teachers are expected to teach the current curriculum and very little teacher training to support them. Nevertheless, most teachers demonstrate an understanding that what is available to them in terms of the curriculum and professional development is not enough for them to perform their job well. Teachers have expressed need and willingness to receive more training involving new teaching methodologies and an openness to possible solutions to the daily problems faced by the school, such as providing emotional support for girls who miss their parents. In addition to learning how to better teach the official curriculum, teachers are eager to learn about extra-curricular activities that are relevant to the lives of girls and teachers in the region.

### *Quality and Relevance of Education*

Teachers recognize the limitations of a one-year program. However, they all emphasized the importance of teaching children skills that will help them earn a livelihood. They also emphasized the importance of learning about health and hygiene and nutrition in addition

to learning to literacy and numeracy skills. As one of the teachers pointed out: “The students stay here for one year. Besides their studies, they should be taught about cleanliness, caring about health, as it plays an important role in one’s life.” Another teacher added that children should learn skills to help them earn a living later on: “Most children are involved in child labor. ...They might be able to study up to 10<sup>th</sup> standard and later discontinue [their studies]. So if they learn how to earn a living, it will be good for them.

Currently, the curriculum addresses issues of health, hygiene and nutrition superficially. In addition there are also lessons on life skills—vermicompost, and gardening. Although teachers recognize they need assistance in learning how to teach those topics better, one of the teachers pointed out that the Kuchinerla School is different from other schools:

“We are not teaching just this [reading, writing, and math]. We are teaching life skills, which will be useful in their daily life. Now we have the nursery and we are teaching them how to grow plants, how to graft in plants. We are teaching them vermicompost, which they can sell in the market. We teach how vermicompost is useful—as these are sandy fields. We tell them that adding vermicompost helps to retain moisture for a longer period.”

Although most teachers saw at least some relevance of girls’ education and their life after they leave school, one teacher expressed concern about reaching all girls equally: “The students who are here belong to two groups. The ones who have already gone to school and some who are totally new. For the ones who have already been taught to, the teaching is repetitive and boring. The other ones pick up slowly.” When asked if they believed all children are capable of learning, six out of the eight teachers revealed that some students have learning difficulties or, as one teacher stated, “don’t have fast minds.” Only half of the teachers mentioned that by using different methods “slow” children would be able to learn. Teachers were able to cite the “methodology” that they believe would make it possible for children to learn: using charts, pictures and models, spending time with children individually to explain new concepts, using the key-word system of learning languages/words, reading lessons and understanding word-meaning, repetition, using stories, songs and recapping lessons. Most teachers emphasized the importance of working closely with students who cannot follow a lesson: “After the school hours, in the evening when we meet, they are taught the lesson once again or take the help of students who understood the lesson.” “I will make them sit close to me and ask what they didn’t understand. After they tell me, I explain it again so that they understand. [I use] a story or an example from their house and try to get out of them what they are learning....I have been successful. By showing persistence in teaching girls who do not understand a lesson, teachers try to overcome the learning difficulties of students’ underprivileged backgrounds. Nevertheless, it was not clear through their answers whether they thought they could influence all girls’ learning, irrespective of their backgrounds. That ambivalence suggests that teachers’ sense of self-efficacy could be reinforced by the training provided by Care and World Education.

Teachers saw Care, World Education and NIN's interventions as positive and as a necessary supplement to their regular teaching activities. Teachers all agreed that learning more about nutrition would improve children's overall health and the health of their parents, as children pass on the information they gain in the school to their families. Teachers also agreed that they could influence children's learning about nutrition by including more information on nutrition in the textbooks already in use, using charts and diagrams, teaching children how to prepare nutritious foods, growing a vegetable garden in the school to address nutritional deficiencies in children's diets, and by using examples from children's own experiences in eating nutritious foods and explaining how changes in eating habits can dramatically affect one's health. As a result of teachers' needs, several of teachers' suggestions have been implemented during the first year of the program. "Charts are shown to them. We have a small garden where vegetables are grown and shown to them [the children]. The World Education team has provided books [to the school library] which deal with food, health, nutrition and cleanliness. It's a good book." Simultaneously, teachers are facing difficulties in translating the teaching of nutrition into practice: "Students don't eat all kinds of vegetables. The children show interest while the subject is being taught, but if they are served the vegetables, they won't eat at all."

Similarly to nutrition, all teachers recognized the importance of implementing a series of changes related to health and hygiene in the school. Although all teachers seem to be personally involved in ensuring children's hygiene in the school (trimming nails, teaching children to wash clothes, providing them with coconut oil, etc.) only one teacher seemed to incorporate health and hygiene into the lessons: "...[in the lesson] I show the example of a clean girl and an unclean girl. I tell what diseases come because they are unclean and how one can be healthy by being clean. [...they understand.]. A couple of teachers suggested that to have information on health and hygiene, children first need information on basic literacy. They also suggested that the first lesson needs to be on the human body and its parts and that information on personal health should be included with the lessons on food, nutrition and health.

### *Parental Involvement*

Teachers' discourse suggested that parents should be involved in their children's education, but the depth of their involvement was not always fully articulated. All teachers agreed that parents' involvement is vital in ensuring children's persistence in school as parents can create an enabling environment to sustain learning and to change attitude and behavior in the household. As ways to involve parents in the school life, teachers suggested fairs, parent-teacher meetings and other occasions for parents to visit their children and to understand what they have learned while in the school. As one teacher put it, "involvement is necessary. If parents cooperate and help, it's good. Otherwise, it's quite difficult." Another teacher suggested: "authorities, parents and staff should hold a meeting once every two or three months. Children cannot do anything without encouragement from the parents. Recently, parents took away a girl for a marriage in the family. At such times, what can we do?" Although there seems to be consensus around the importance of involving parents and suggestions to do so, teachers

did not elaborate on the depth of such involvement. One teacher, however, qualified that “[parents] should be told how much of their presence and involvement is necessary.”

Convincing parents that girls should be in school is probably one of the biggest challenges faced by teachers. When asked how teachers convince parents, a teacher explained that they use several arguments with parents:

“If the child goes to work, your poverty will not go away. The 20 Rupees she brings will be spent on her. Here [at the school] we give her food three times a day, give her clothes and books. She is bearing her expenses and not causing you any burden...we tell that it will be useful for the girls’ future, if she gets educated. We teach them life skills. Moreover, if you send her to cotton fields she will get diseases, particularly during delivery...Some of them [parents] agree, but some are just stubborn.”

Another teacher described children themselves as major players in influencing parents to allow them to go to school. “Children see other children and convince their parents by saying ‘see how that girl has changed, they give clothes in the school, they will teach tailoring...we can get educated’.”

Although parental involvement in children’s education and school life is part of teachers’ discourse, it is unclear how much parental input and participation would be acceptable to teachers. Their statements about parental (and community) involvement related mostly to convincing parents to allow a child to attend school. There is also a consensus that parents should see what is being done in the school. “Open Days” open the school to the community, but that is not, at the moment a continuous/regular process. The school is in the process of developing a concrete strategy that would engage parents on a continuous basis.

### *School Leadership*

The school leadership at Kuchinerla is actively involved in girls’ daily activities, teaching, and school management. According to the school founder, Dr. T. N. Reddy, the idea of the school started ten years back, when he observed a number of young girls working in the cotton seed production extensively. Farmers were spraying the cotton fields with pesticides that came in direct contact with girls’ bodies. Those observations stimulated him to work with that population. When talking about his primary role in the school, Dr. Reddy states that building children’s and parents’ awareness about the dangers of working in the cotton fields, providing education and livelihood training are his main goals. Based on his own observations, he concluded that education/literacy, by itself, does not necessarily improve girls lives, as many of them return to their homes a few years after they join the educational system in their villages. To Dr. Reddy, an essential component of the Kuchinerla School is the incorporation of life skills, such as nutrition, agricultural practices and health into the curriculum. He also envisions the school “as a resource centre not only to the children, but also to the parents and then to

the community at large.” When talking about the teachers at the school, Dr. Reddy stated that the Kuchinerla teachers share his ideas and are supportive of his Mission: “the teachers who are working in the school ...are from neighboring villages They strongly believe the mission & the ideas expressed by the directors...not because they are ‘higher’ persons...they do realize the importance of the various ideas that need to be translated to the ground. Once a common decision is taken in consultancy with them, they are the people who are following the process.”

Similarly to the teachers at Kuchinerla, the school Director (Camp-in-Charge) carries out several administrative and teaching activities simultaneously. When asked about his role in the school, the Director listed an impressive list of activities that ranged from school and teacher administration to caring for sick children and managing a nursery. At the time of the interview, he had held the Director position for ten months, although he had a two-year experience as a teacher in a regular school prior to joining Kuchinerla. He also has the highest educational qualifications (a B.Sc. and B.Ed.) in the school. Those qualifications allow him to teach math and science to higher grades and to be an important resource for other teachers. He summarized his experience at the school in the following way: “I feel happier than I felt at the place I worked before [because] being a Director carries responsibilities. I do my best and the things I don’t know, I ask the teachers who have been working here for about 4 years. I feel happy.”

Although the Director felt that “teaching poor children is much better than working in a formal school”, he stated that “not all the children are able to perform well because some children are weak and some are fast and [the teachers] teach with the average child in mind. They [the children] are not able to learn efficiently but even if they learn 60% I feel that we should be happy.” For those children who do not understand a lesson, he mentioned that evening classes are held and girls are encouraged to ask questions and to participate. Furthermore, the Director recognized that it is difficult to bring the children into the school: “Even if we [the teachers] motivate the parents, they are not changing into our way. They only wish that their child works and earns 2000/- a month. So they don’t send the child and the child’s studies are affected by this.” His statement resonates with teachers’ concerns over convincing parents about the importance of education and keeping girls in schools. Similarly to the other teachers in the school, the Director emphasized the importance of using different resources to teach children basic skills and life skills that will help them after they leave the school.

## **Girls' School History, Achievement and Transition into Formal Schools**

The Kuchinerla school has the capacity to enroll 100 new children each year. However, it is not uncommon for the school to exceed that limit. During the 2004-2005 academic year, there were 127 girls enrolled in school at different times throughout the year.

Sixty three percent of the girls reported having attended formal school in the past. The main reason associated with dropping out of government schools was having to work (41.4%). The most common jobs undertaken by girls were caring for siblings (15.4%), working in cotton fields (13.8%), tending cattle (9.2%) and other unspecified work (3%). The second most common reason for dropping out was related to the poor quality of education in government schools (35.3%), including poor teaching quality and having irregular teachers. The third most common cause for dropping out was family migration (15.4%).

The low-quality of formal government schools can be evidenced through the placement test results obtained upon girls' enrollment. Among the 69 girls who had previously attended formal schools, 89% reported having attended grade 2 or higher. However, the great majority of them (93.4%) had to enter first or second grade at Kuchinerla. There was no correlation between the number of years in the public school system and performance in the NCLP Standard Placement Test at the beginning of the school year.

Girls' academic progress over a one-year period is being measured in three different ways: 1) through weekly and monthly tests (after a girl masters at least 60% of the material covered in the grade she is attending, she is promoted to the next grade); 2) through the percentage of girls who pass the internal standardized NCLP test that will determine who is qualified to take the final external government to enter grade 5; and 3) through the percentage of girls who were mainstreamed into a higher grade than the grade they were admitted into after taking the initial Kuchinerla placement test at the beginning of the academic year. Table 6 shows girls' academic progress by displaying the grades in which girls' were placed upon admission at Kuchinerla and grades into which they were mainstreamed one year later. Academic performance improvement was also observed among girls who were not mainstreamed during the 2004-2005 academic year. All 13 girls who were not mainstreamed were admitted into grade 1 upon entrance at Kuchinerla. After one year in the program, only one of those girls remained in grade 1. Six girls moved to grade 2 and five moved to grade 3.<sup>5</sup>

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<sup>5</sup> For the remaining two girls, no data on the grade in which they were placed upon admission were collected. At the end of the academic year, both girls were in grade 2.

Table 6—Grades in which girls’ were placed upon admission at Kuchinerla and grades in which they were mainstreamed one year later

Mainstreaming Grade	Kuchinerla Admission Grade 1 (n=56) (%)	Kuchinerla Admission Grade 2 (n=7) (%)	Kuchinerla Admission Grade 3 (n=3) (%)	Kuchinerla Admission Grade 4 (n=1) (%)
3	22.4	--	--	--
4	25.4	4.5	1.5	--
5	23.9	6.0	1.5	--
6	10.4	--	1.5	1.5
7	1.5	--	--	--

All the children take a common pre-qualifying test before they take the final government test. The test consists of questions on the following subjects: Telugu (alphabet, write two or three letter words, write combination of words), Math (write the numbers, do additions, subtractions, multiplications, write tables), English (write the alphabet in 4 forms, write two or three letters words). Out of 94 girls who were enrolled at the school, 60 qualified to take the exam. Among those, 31 were admitted into residential schools.

Among all 127 girls enrolled in the school, 26.8% dropped out before the end of the academic year. In contrast, 10.2% stayed at Kuchinerla after spending one year at the transition program. The main causes for staying at Kuchinerla were lack of academic readiness to be mainstreamed, joining the school late in the year, or not being able to enroll in the residential government schools because they did not fulfill the caste requirement imposed by the government. Only 8% of the girls left the school without being mainstreamed after one-year. It is unknown whether those girls will go back to their homes to work, will get married, or decide to join other schools later on.

Overall, 56.7% of girls were mainstreamed into the formal school system in 2004-2005. Among those, 43.1% was admitted into a residential school, thus increasing their chances of staying in school longer. The remaining girls entered non-residential programs that are perceived to provide lower quality education.

It is evident through girls' progression across grades that the Kuchinerla School is contributing to increase girls' learning. However, the extent to which their academic performance influences retention is unknown. Data reveal that the Kuchinerla School staff and WE need to improve girls' retention. Although the drop out rate at Kuchinerla is low, in comparison to government schools, it is necessary to address the causes of drop out among students. There is also indication that girls who are not mainstreamed into residential schools have a higher chance of dropping out. It is important to provide adequate incentives for girls to stay in school, especially when their school does not offer room and board.

## Conclusion

The first year of the Care-World Education partnership to improve the quality of education in the Kuchinerla School has focused on establishing a positive relationship between school staff and World Education trainers and to establish the needs of teachers and students. Many of the activities proposed for the pilot study were carried out adequately, but some had to be postponed or revised because of a decrease in budget from the NCLP and lack of adequate initial staff engagement in the implementation process. Although school staff demonstrated a lot of interest in the activities being carried out, their work load and lack of previous adequate training proved to be a major obstacle in carrying out all activities. For example, one of the first activities proposed for year 1 of the Pilot Study was the revision/implementation of new school menu to address the nutritional needs of girls and teachers. In January 2005, due to budgetary cuts, the menu recommended by NIN was changed to adjust to the new financial realities of the project. It took more time than expected for Care and World Education to develop sustainable mechanisms to ensure that girls' diets meet NIN requirements even in the face of budgetary constraints.

Similarly, doctor's visits and appropriate medical treatments were scheduled to take place during the 2004—2005 academic year. Although doctors were hired and visited the school twice, medical treatments and preventive measures were not fully adopted until May/June 2005. During most of the year, World Education staff focused on training teachers on issues such as proper hygiene, which were not properly carried out and caused most of the diseases found among children in the camp.

In contrast, the planning/initial training of teachers and the initiation of curriculum development activities happened on a timely fashion and were carried out, for the most part, without any major problems. The activities carried out with teachers during the year and the level of engagement they demonstrated indicate that the program is progressing adequately and that activities scheduled for Year 2 are likely to be fully implemented and consolidated.

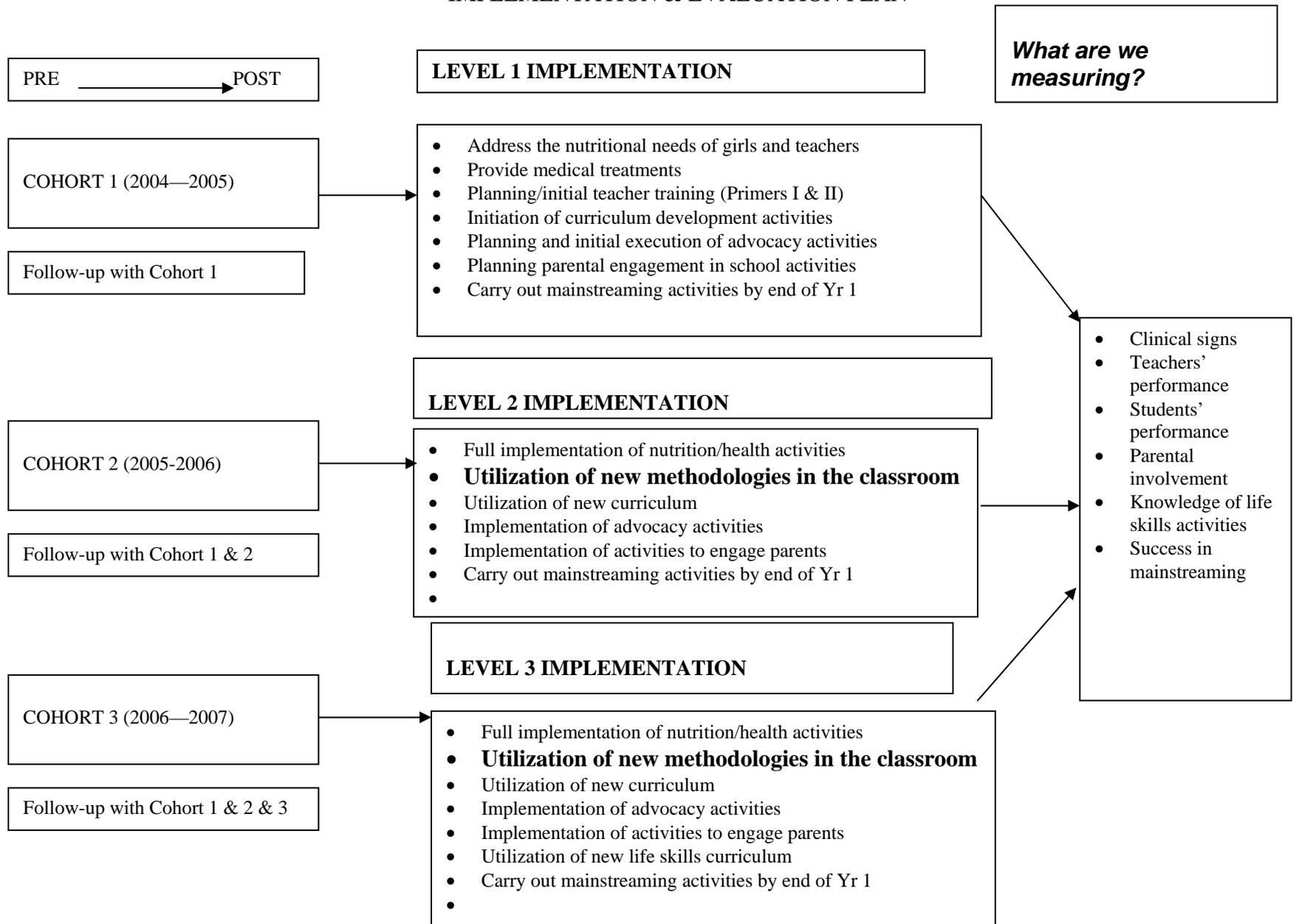
Planning and initial execution of more efficient mobilization activities and more effective ways to engage parents in their children's education are under way. Mobilization activities are being properly monitored and parental involvement has increased from previous years. The school has started a series of activities that open the school to parents and communities as a way to promote girls' education and the relevance of what is learned in the school to the everyday life of people living in those communities.

Finally, the first year of the Pilot Study engaged management and staff of the program, as well as the communities and other stakeholders in the design and implementation of a training and reflection process to develop the school's strategy for improving the quality of education offered to girls in the twelve-month long transition program. The process included working with teachers as researchers to ascertain how improvements in nutrition and personal health, increased curriculum relevance, use of more child-centered and child-friendly teaching/learning methods, and community engagement in education and

the school's program can result in positive changes in educational outcomes. The process has provided frequent and timely information that documents the processes for developing quality education in the microcosm while tracking outcomes over three cohorts of girls while they are at the school and after their graduation from the program. In year 1, the study presented monitoring and evaluation findings as they relate to educational outcomes, and the potential applicability of the system for other educational development projects. In years 2 and 3, WE will also compare cohorts' performance over time and evaluate the impact of different levels of interventions. It is expected that girls' academic performance, overall health status and advocacy/parental involvement in education will improve as activities that focus on those topics become the central aspects of WE and Care's intervention.

**APPENDIX A**

**IMPLEMENTATION & EVALUATION PLAN**



**APPENDIX B****DOCTOR'S DIAGNOSIS DURING PRE-AND POST- SURVEYS FOR COHORT 1**

Symptoms	Pre (no. of cases) N=82	Pre (%)	Post (no. of cases) N=75	Post (%)
Well	14	17.1		
Scabies	10	12.2	16	21.1
Abdominal pain	17	20.7	13	17.1
Headache	18	22.0	14	18.4
Cough	8	9.8		
Breathlessness	4	4.9		
Pyodermia	7	8.5		
Cold	4	4.9		
Anemic	3	3.7		
Loss of Appetite	2	2.4		
Stomatitis	4	4.9		
Fever	2	2.4		
Lower leg pain	1	1.2	4	5.3
Pterygium	1	1.2		
Diarrhea	2	2.4		
Vomiting	1	1.2		
Tongue infection	1	1.2		
Tonsilitis	1	1.2	2	2.6
Body pain	1	1.2		
Conjunctivitis	2	2.4		
Facial Edema	1	1.2		
Giddiness	1	1.2		
Indigestion	1	1.2		
General Weakness	1	1.2	6	7.6
White patches			2	2.6
Eye strain			2	2.6
Ear pain			2	2.6
Leg pain			4	5.3
Abcess			1	1.3
Caries			6	7.6
Urinary Tract Infection			4	5.3
Cheolitis			2	2.6
Aphthous			1	1.3
Vit.B Deficiency			2	2.6
Sore throat			1	1.3
T-formi fungal infection			1	1.3
Nose erosion			1	1.3
Ear Wax			1	1.3
Folliculitis			4	5.3
Migraine			1	1.3

## APPENDIX C

### TEACHER INTERVIEW

Date: \_\_\_Month\_\_\_ Year\_\_\_\_\_ Interviewer's Name: \_\_\_\_\_  
Interviewee #: \_\_\_\_\_ Time Started : \_\_\_\_\_ Time Ended: \_\_\_\_\_  
\_\_\_\_\_

#### **I. Opening Questions:**

1. How long have you been a teacher?
2. How long have you been teaching at the Kuchinerla School?
3. What's your level of education?
4. What classes do you teach (A, B, C, and D)?
5. What's it like to be a teacher at your school?

#### **II. Curriculum Development**

1. Can you please briefly describe the curriculum you are using?
2. What are your views on the curriculum being used now?
3. Which parts work well, which parts need to be revised? Please give examples.
4. What do you think should change? WHY? What should stay the same? WHY?
5. What changes would you suggest to improve the current curriculum? WHY?
6. Are there ways in which you can change the way the curriculum is delivered? Examples?

#### **III. Quality and Relevance of Education**

1. What do you think a child should learn during the one-year program at Kuchinerla? WHY?
2. How relevant do you think the curriculum is to the needs of the girls?
3. Do you believe all children are capable of learning?
4. In what ways do you think you can impact a child's level of learning? How? Examples of successes? Examples of challenges?
5. If you were to enroll your child into a school, what qualities of education would you look for in a school to instill in your child?
6. As you may know, Care, WE and NIN, are trying to implement several nutritional changes in the food provided by the school. These organizations are trying to incorporate more information about nutrition into their curriculum. How do you think children will benefit from that knowledge?
7. How can you influence children's learning about nutrition? Can you provide a few examples?
8. What barriers do you face in doing this? OR What is hard about doing this?
9. Similarly, Care and WE are trying to implement a series of changes related to health and hygiene in the school. Are you familiar with those changes?
  - How do you feel about those changes?
  - Do you think those changes are important? Why?
10. In what ways, if any, do you think you can, personally, impact children's knowledge about health and hygiene?
11. Where do you think this information should go in the sequencing of the curriculum?
12. What do you understand as "life skills"? What is it useful for?
13. In your opinion, how can girls use those life skills after they leave the school?
14. Are there places in the taught curriculum where life skills could be added?

**IV. Teacher's Professional Development (Teacher Training)**

1. What kind of training do you currently receive as a teacher? How do you feel about these? What's helpful? What do you feel could be more helpful, if anything?
2. What kind of training did you receive in the past?
3. How do you think teachers can become role models for their students? Why? Examples?
4. How do you think teachers can become better teachers? Why?
5. What skills/training do you wish to acquire in the future? What do you think would be helpful to other teacher?
6. How do you think teachers become an inspiration for other teachers? Why? How do you think that would work?
7. How do you think teachers meet the psychological needs of the child who is staying away from home?

**VI. Teacher's Involvement with Families and Community (Social Mobilization/Advocacy)**

1. How do you think teachers can involve the community in working with the school?
2. Do you think it is important for parents to participate in (support) their children's education? Why? How can you help parents get more involved in their children's education?
3. Most children in Kuchinerla come from underprivileged backgrounds. Many suffer from malnutrition and some have had very traumatic experiences in life. Given their background, do you think you can influence their learning?
  - Do you think all children can learn irrespective of their background? How?

**VII. Closing Questions:**

1. What suggestions/changes would you recommend for the Kuchinerla School to make education more relevant for the children and their families in the future?
2. Is there anything else you would like to say about the school/ the students/ your role in the school?

## APPENDIX D

### Checklist for Teaching and Classroom Observation

Date \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_ Observer's Name \_\_\_\_\_ Time \_\_\_\_\_  
 Duration of the class \_\_\_\_\_ Name of Teacher \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ Subject \_\_\_\_\_ No. of students in the classroom \_\_\_\_\_

CLASSROOM TEACHING OBSERVATIONS:		YES	NO	SOMETIMES
<b>1.</b>	<b>Teacher's understanding of Subject material</b>			
1.a	Teacher communicates accurate information to the students			
1.b	Teacher is very clear on what the objective of the lesson is and stays focused			
1.c	Teacher integrates the life-skill component effectively within the lesson (Clarify: Need to specify the life-skills components that needs to be included in the teacher training and the curriculum development process)			
<b>2.</b>	<b>Lesson Preparation:</b>			
2.a	Addresses the topic for the day			
2.b	Demonstrates a logical flow while teaching the lesson, which may include: <i>(Circle all that apply)</i>			
	1. Recap of the previous lesson    2. Introduction to the day's lesson    3. Presentation			
	4. States a clear objective(written/oral) for the day's lesson    5. Asking relevant questions			
	6. Summarizes the day's lesson			
	7. Any other comments on teacher's understanding and lesson preparation? →Please specify			
<b>3.</b>	<b>Learning Environment (Resources)</b>			
3.a	Does the class (teachers-students) have access to resources, like: <i>(Circle all that apply)</i>			
	1.Blackboard/Chalk                      2.Writing Slate                      3.Notebooks			
	4. Text-Books                      5. Teaching aids like posters, videos etc			
	6. Other- Are there alternative/additional resources besides those mentioned above? →Please specify			
<b>4.</b>	<b>Learning Environment (Children-centered)</b>	<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
4.a	Does the teacher create a learning environment in the class, where children:			
	1. Actively participate in classroom discussions?			
	2. Volunteer to help other students understand better?			
	3. Volunteer in class activities?			
	4. Are distracted by their friends or their surroundings?			
	5. Other →Please specify			
<b>5.</b>	<b>Class Management:</b>			
5.a	Do the students seem attentive to the teacher?			
5.b	Please Comment →			
<b>6.</b>	<b>Lesson Presentation:</b>	<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
6.a	Has an introduction or warm-up session for the students			
6.b	Connects the previous lesson to present lesson			

6.c	Explains the objective of the lesson			
6.d	Teacher asks questions to develop student thinking			
6.e	Motivates students to think using timely hints and prompts			
6.f	Provides feedback that encourages children to think further			
6.g	Children ask questions for further clarification			
6.h	Teacher responds to students' questions			
6.i	Students talk among themselves in class ( Is that part of new methodology/ teacher training?)			
6.j	Teacher has applied more than one technique or method			
6.k	Writes down notes on the board (anything that explains the content of the lesson)			
6.l	Teacher summarizes lesson			
6.m	Teacher helps students summarize lessons			
6.n	Teacher transitions smoothly from one activity to another			
6.o	Uses time efficiently			
6. p	Other → Please Specify			
<b>7.</b>	<b>Reinforcement of the lesson</b>			
7.a	What kinds of activities/resources are used by the teacher to reinforce the lesson taught in class? ( <i>Circle all that apply</i> )			
	1. Games    2.Written assignment    3. Oral assignment- Individual    4.Oral Assignment- Small Group discussion			
	5. Oral Assignment- Large Group discussion    6.Use of visual aid (Posters, Videos etc)			
	7. Activities that provide experiential learning (visiting the nursery to study plant life, etc)			
	8. Other    →Please specify			
<b>8</b>	<b>Teacher-Student Interaction:</b>	<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
8.a	Teacher addresses the students by name			
8.b	Teacher moves around the class to look at students' work			
8.c	Teacher treats students with respect			
8.d	Students ask questions			
<b>9.</b>	<b>Teacher's Assessment of Student's Understanding</b>			
9.a	Does the teacher ask questions to assess the students' understanding? (Does she ask the student to explain their responses- For e.g.; "how", "why"?)			
9.b	Does the teacher ask the same question in a different manner, if necessary?			
9.c	Do the children answer questions by: ( <i>Circle all that apply</i> )			
	1. Choral Responses    2. Raising hands    3. Volunteering individually(orally)			
	4. Volunteering individually (write on the board)    5. Asked by teacher to answer questions(oral/written)			
	6. Any other forms of assessment used by the teacher? Please Specify→			

**ADDITIONAL COMMENTS:**