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Educational Quality Improvement Program
Classrooms ▪ Schools ▪ Communities

Reaching and Educating At Risk Children (REACH India)

For the period of October 1, 2004 to September 30, 2005

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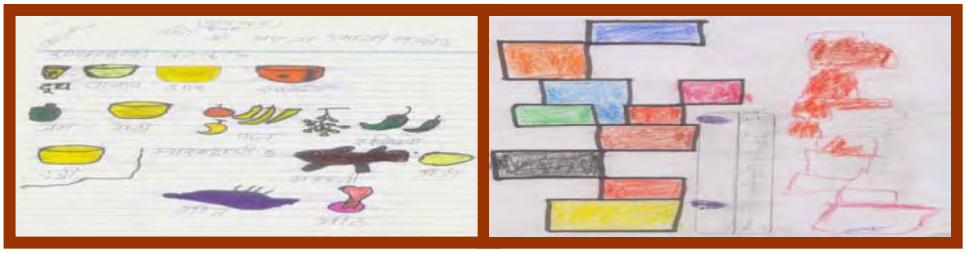

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List of commonly used abbreviations

1. DIET: District Institute(s) for Education and Training
2. DCCW: Delhi Council of Child Welfare
3. DDA: Delhi Development Authority
4. DISE: District Information System for Education
5. EGS: Education Guarantee Scheme
6. EQUIP: Educational Quality Improvement Program
7. FCRA: Foreign Contribution Regulation Act
8. IGNOU: Indira Gandhi National Open University
9. MCD: Municipal Corporation of Delhi
10. M&E: Monitoring and Evaluation
11. MIS: Management Information System
12. MMC: Mumbai Municipal Corporation
13. MTA: Mother Teacher Association
14. NCERT: National Council for Education Research and Training
15. PMP: Performance Monitoring Plan
16. PTA: Parent Teacher Association
17. SSA: Sarva Shiksha Abhiyan (Indian equivalent of Education For All)
18. SCERT: State Council of Education Research and Training
19. SLD: Specific Learning Disability
20. SHG: Self Help Group
21. SPSS: Statistical Package for Social Scientists
22. TA: Technical Assistance
23. TLM: Teaching-Learning Materials
24. ToT: Training of Teachers
25. UEE: Universal Elementary Education
26. VEC: Village Education Committee

Executive Summary

I. Executive summary

Tell me and I will forget
Show me and I may remember
Involve me and I will understand

-- Confucius

The first performance evaluation of the Project has found that REACH India exceeded its targets during the reporting period.

Two years since the Project got the green light, and 11 months since the first grants were disbursed, a data analysis of REACH India-funded initiatives demonstrates that programs are on track, and in some cases, surpass expectations. We highlight some of the findings below:

- REACH India project interventions have exceeded enrollment targets by more than 50 percent.
- REACH India interventions are retaining students in their current programs as noted by the low dropout rates and high rates of continuation.
- REACH India interventions are generally serving the target children set for the project.
- A majority of the students enrolled in REACH India-funded interventions are in Jharkhand.
- Students are being served through six types of educational interventions, although the majority is enrolled in bridge courses.
- Around 51 percent of students enrolled in the programs are girls.
- Over 80 percent of the students belong to a scheduled caste, scheduled tribe, other backward classes or to a minority group.

The one area where REACH India underperformed was in transitioning students into formal schools. A possible reason for this is that bridge programs are six to 12-month courses and children were not expected to transition this year, as programs were initiated within this first reporting period.

Two things that emerge clearly from the report are: 1. The brisk pace at which partner NGOs are implementing interventions is making it possible for us to exceed targets and 2. The most vulnerable children in the country – from tribal children in remote hamlets in rural areas to children of sex workers and differently abled children in urban areas – are benefiting from this project.

Indeed, a review of the reports of the partners reveals both diverse and complementary strengths to the program, making them a powerful resource group.

Together, REACH India partner NGOs currently collectively impact more than 140,000 children in the four geographical areas where grants have been disbursed.

Undoubtedly, our biggest achievement as we look back on the last year has been the expansion and maturing of the REACH India network from seven to 28 so far (20 Direct Service; 8 Capacity Building grantees). We started with seven partners in Delhi, added on four more in Jharkhand, a further five in Kolkata, another five in Chhattisgarh and then, seven in Mumbai. The Capacity Building grantees have proposed working with 55 sub-grantees; of these, 42 sub-grantees have received approval. Beyond expansion, the advantages of a network such as REACH India have become more manifest as exemplified in the recent National Conference as well as in technical assistance seminars and workshops.

With partners in place, the project's assistance initiatives to ensure a smooth implementation for partner organizations have picked up pace. Training workshops in performance monitoring, financial management, educational quality, organizational development and dissemination planning have been held. Partners have provided input towards enhancing our educational quality checklists and baseline survey templates. We have developed assessment tools in the various areas, and information from these will guide our Technical Assistance (TA) activities during the project period. Many partner NGOs have already sent us their monitoring and dissemination plans, and financial quarterly reports.

While TA forms a substantial portion of the current reporting period, we are still in the process of expanding the network; the North Karnataka proposals are being short-listed and site visits will be done in October.

While interactions with government still need to be intensified, the Project's cooperation with government agencies has been critical to ensuring that our programs truly support and complement Sarva Shiksha Abhiyaan (SSA). Our first Advisory Board meeting saw substantial discussion around this issue, and we received some insightful guidance from the members. The project also organized its first national conference this year to facilitate networking among partner NGOs, government and other agencies involved in education; more than 200 persons participated in the three-day event including representatives from more than 60 partner NGOs.

Project background

The aim of the REACH India project is to attract and retain disadvantaged children in quality educational programs by strengthening the capacity of Indian NGOs[1] in selected urban and rural areas. The project complements the Government of India's SSA *or* Universal Elementary Education (UEE) program.

The first facet of the implementation approach is to improve service delivery of a core group of NGOs while the second facet supports the efforts of established NGOs to build the capacity of smaller and less experienced NGOs to provide basic education services to vulnerable children.

The project will provide grants (totaling US $11.2 million over the project period i.e., 2003-2007) and technical assistance to NGOs that provide educational services to address the basic education needs of at-risk children -- defined for this purpose as children (especially girls), between the ages of four and 14 years of age, who are either out of school or are in school but in danger of dropping out.

Key Accomplishments

II. Key accomplishments

Below we highlight some of the major achievements during the reporting period.

1. Grants have been disbursed to four areas – Delhi, Jharkhand, Kolkata and Chhattisgarh – and we now have 70 partner NGOs (including 42 sub-grantees) in the network with project implementation accelerating in the last nine months.

2. The process of grant selection has been completed in five of the six geographical areas. In Mumbai, seven Direct Service delivery grants have been approved and a grant agreement meeting will soon be held. The Karnataka rollout process has been initiated; 49 proposals have been reviewed by the staff and a site visit to the short-listed NGOs is expected to be held in October.

   With the approval of Mumbai organizations in September, REACH India now has 20 approved Direct Service partners and eight approved Capacity Building partners.

3. REACH India's partner NGOs have launched their projects, and are at various phases in implementation: from setting up office, recruiting staff, identifying and selecting sub-grantees to finalizing centers for educational programs, liaising with government and community, and getting out-of-school children into school.

4. REACH India's TA efforts have picked up pace and have been geared toward supporting partner NGOs' implementation of their projects. TA on project formulation begins as early as during the rollout process, when all potential grantees are provided guidance and assistance to prepare their project proposals. However, once the grantees come on board, the nature of the assistance changes and gets less general and more focused. Technical assistance was provided to NGOs in Delhi, Jharkhand, Kolkata and Chhattisgarh on financial management systems, preparation of monitoring and evaluation plans, dissemination planning etc.

5. The Student Tracking Tool was finalized and training was provided to grantees and sub-grantees on using the tool. Results have started coming in and are being compiled by the project staff.

6. The first of a series of serialized workshops focusing on improving the quality of education in the classroom was held in Delhi and Jharkhand. Participants included heads of NGO educational programs and teaching staff responsible for ensuring educational quality. The three workshops focus on curriculum enrichment, improving teaching-learning strategies and promoting active assessment.

7. The first individualized workshop emerging from the stated needs of a partner organization was held. The workshop was on reflective practices and the organization

was Delhi Direct Service partner, AADI. The two-day workshop was aimed at assisting AADI staff better apply and systematize reflective practices.

8. The Advisory Board was constituted and met for the first time in February to provide guidance for implementing the program. Several issues were addressed by members of the group. Some highlights that emerged from the day-long meeting were: the importance of recording cumulative change; the necessity of monitoring and evaluation to focus on processes, and not numbers; learning during the granting process; meaningful mainstreaming; system strengthening; defining NGO roles that complement the government; suggestions on different ways of delivering TA; and guidance on networking and dissemination. Many of these issues were amplified into full-fledged sessions at the REACH India national conference.

9. The REACH India dissemination plan was approved by USAID. All the dissemination activities as detailed in the respective NGO dissemination matrices will be incorporated into this plan so that a master matrix can be created, reviewed and adjusted as needed.

10. The REACH India Performance Monitoring Plan (PMP) was approved by USAID. Months of intensive work went into preparing the plan. The approval has now made it possible for the REACH India monitoring and evaluation (M&E) staff to realistically discuss targets and related activities with the NGO partners and potential partners in the areas where the grants have not been given out yet.

11. The REACH India website was launched during this reporting period. It has links to the EQUIP 1 site as well as to various other educational sites which would be of interest to the NGO partners as well as to the elementary education community; and to the sites of the NGO partners. A desk calendar was made and distributed as part of REACH India dissemination activity. The calendar is dedicated to the girl child and provides some information and facts related to education for the girl child.

12. A quarterly print newsletter was launched in August and distributed to participants at the national conference as well as other stakeholders. E-newsletters to partner NGOs focusing on project updates and sharing of resources such as tools and publications is also sent out periodically.

13. The first REACH India National Conference was held in Delhi. It provided an opportunity for all 63 partner NGOs to engage with a wide range of people and organizations on current issues in mainstream elementary education and learn about new initiatives, identify common ground and find like-minded people for validation of strategies. The three-day conference was attended by over 200 people from all over the country.

Programming Activities

14. A 29-minute film on REACH India's partner NGOs was premiered at the National Conference. The film captures the work that the NGOs are doing in providing education to vulnerable children.

III. Programming activities

1. Project implementation

The progression of this project can be divided into three stages: 1. initial phase of rollout and grant decision making; 2. a transitional phase where project implementation and rollout/grant decision making are entwined; and 3. the final phase where all partners are in full-fledged implementation mode and receiving project-facilitated TA to support implementation.

We are currently in the last leg of the transitional phase; during the first year, much of our work focused on laying the foundation for implementation of the project. As we moved into the second year, we had to straddle dual responsibilities: 1.) Rolling out the project in the three remaining regions and 2.) Supporting selected partner NGOs in implementing programs. While we have completed rolling out the project in five of the six regions, North Karnataka NGOs will be funded in the first quarter of Year 3.

We now have 28 partner NGOs spread across five geographical regions – Delhi, Kolkata, Jharkhand, Chhattisgarh and Mumbai -- and more than 40 approved sub-grantees in the first three locations. The staggered approach to grant selection and disbursement was necessitated by the Project's limited staffing resources. The approach had the advantage of ensuring that the quality of proposal evaluation remained even since the same team was involved, but it meant varying implementation periods for grantees; consequently, partner NGOs in Delhi, the first region for grant selection, received nearly three years for implementation; Jharkhand partners, 33 months; Kolkata partners, 32 months; Chhattisgarh partners, 26 months; and Mumbai NGOs, 23 months.

Given the variances in implementation periods (for instance, North Karnataka NGOs will get less than two years for this project), a no-cost extension proposal is under consideration by USAID so that all partner NGOs get close to three years to implement their project.

The Capacity Building grantees are using the REACH India model in the sub-granting process including identifying sub-grantees using a transparent and objective process, using REACH India-based templates for crafting criteria, pre-grant and grant applications, and grant agreements, and holding workshops to assist potential sub-grantees in proposal development.

The project has also provided Capacity Building partners with a set of guidelines for the sub-granting process.

We describe project TA activities in the section following partner NGO activities. Much of the assistance revolved around enabling partners to set up operations and commence implementation of educational activities smoothly.

1.1. Partner NGO activities

Below we reproduce highlights of activities from partner NGOs with most of them fully engaged in program implementation i.e., getting out-of-school children into quality educational programs, transitioning them into school and supporting the formal school system in enhancing school quality and that way, enabling greater retention of vulnerable children.

We have 28 approved grantee NGOs across five geographical areas.

PARTNER NGOS AT A GLANCE

Delhi	Jharkhand	Kolkata	Chhattisgarh	Mumbai*
Direct Service: 1. AADI 2. CEMD 3. Disha 4. Katha 5. SARD **Capacity Building:** 6. Deepalaya 7. Prayas	**Direct Service:** 1. Badlao Foundation 2. Banvasi Vikas Ashram 3. CWD **Capacity Building:** 4. NBJK	**Direct Service:** 1. IPER 2. Manovikas Kendra **Capacity Building:** 3. CINI Asha 4. CLPOA 5. Vikramshila	**Direct Service:** 1. AASHA 2. Lokshakti Samajsevi Sanstha 3. Vanvasi Chetna Ashram **Capacity Building:** 4. Digdarshikha 5. Naandi Foundation	**Direct Service:** 1. Avehi Abacus 2. Aga Khan Educational Society 3. Door Step School 4. Sahaara Charitable Trust 5. Save the Children 6. Shelter Don Bosco 7. Ummeed

**Since the approval of Mumbai grantees falls on the cusp of Years 2 and 3, details on the region are in the project rollout section.*

Delhi

Since Delhi was the first region for rollout, partners here have had the longest run in terms of implementation time – nearly a year -- and judging from the performance reports, a lot has been achieved. In all, the REACH India Delhi NGO network comprises 19 partner organizations including the twelve sub-grantee organizations of our Capacity Building partners, Deepalaya and Prayas.

The seven partner NGOs in Delhi were chosen not only for their superior projects and organizational work, but also for reasons of complementarity. For example, AADI was selected for its focus on inclusive education, Disha for its work with the Mayapuri slum children and children of sex workers, CEMD for its work with the government system, SARD for its community mobilization abilities with some of the most disenfranchised, and Katha for its pedagogy and outreach to street children. By doing this, REACH India was able to cover all three Intermediate Results (IR). Besides this, the expectation was that these NGOs would support each other through their core competencies.

Direct Service partner AADI lobbied long and hard with the UEE Mission in Delhi to gain permission to work in five government schools on inclusive education – and finally succeeded in its endeavor in May this year. AADI also transitioned a section of its school (earlier only for differently abled children) into an inclusive education institution and opened its doors to abled children early this year.

Our other Direct Service partner, CEMD, which supports the UEE Mission, spent the summer conducting its Foundation Course training in Hindi and Math to teachers in government schools in its project catchment area (district Southwest A).

Disha is involved in establishing slum committees as well as parent-teacher associations while Katha is working on a new educational theme which will underline all subjects taught at their school and centers. Katha has also set up its learning centers in the Sangam Vihar slum colony. SARD has completed its review of SCERT textbooks used from standards I to V in Hindi, Math, Environmental Sciences and English.

Apart from initiating their educational interventions, SARD and Disha have been engaged in community awareness programs with the latter using puppet shows to effectively communicate the value of education for the girl child. Katha conducted a workshop on "Educating the Imagination" which showcased, through experts in the field, the multiple careers available to young adults including IT, book binding, Madhubani painting and journalism.

On the capacity building front, Deepalaya held a workshop in June with its sub-grantees to discuss the monitoring and evaluation (M&E) framework as well as the quality education checklist. Our other Capacity Building partner, Prayas is assisting sub-grantees in conducting their baseline surveys. Both have disbursed the first installment of grant money to their respective sub-grantees.

REACH India was also invited to become a member on the Executive Committee of the SSA in Delhi. The invitation was extended by the former director of the UEE mission, who shared the REACH India belief that closer co-ordination between REACH India and the UEE Mission will help in synergy and avoid duplication of effort.

The grant agreement workshop was held in October with seven partner NGOs. A second workshop was held to discuss dissemination, organizational development and finance. In other target regions, the dissemination planning and introduction to organizational development was rolled into the grant agreement workshop so that partner NGOs could begin charting out their action plans in these areas.

A. Action for Ability Development and Inclusion (AADI)

[Direct Service grantee]

a. Project summary: The program focuses on providing inclusive education via five government demonstration schools in Delhi as well as transforming the AADI school into one that serves both abled and differently-abled children. The project aims to reach 4400 children directly. Other activities include community-based educational services for out-of-school children with disabilities and action research.

b. Key accomplishments

- Recruited staff for demo schools, alternative education centers and action research.
- Created training calendar and began capacity building exercises with staff including exposure visits to agencies such as Bodh Shiksha Samiti in Jaipur.
- Opened the AADI inclusive school (preschool).
- Started work in two of the five government schools.
- Launched dissemination activities related to inclusive education with street plays and distribution of pamphlets.
- Drafted curriculum and purchased new Teaching-Learning Materials (TLMs).
- Finalizing approval for the AADI school curriculum.
- Began cluster services for South Delhi.
- Initiated baseline survey of government schools and AADI school.
- Converted formats such as progress report and AADI school rules and regulations into Hindi.

c. Project update highlights

Mainstream demonstration school: Orientation of the staff included familiarization with the project proposal, strategic planning, a field trip to Bodh and visits and interactions with Pratham sites in Delhi, the Navyug School, and the Rural Community Based Rehabilitation Program of AADI in Haryana. These visits and interactions widened the understanding of the structure of government schools. Following this, a needs analysis was done from which areas for capacity building emerged.

This prep work gave AADI a good foundation to start its intervention in government schools, but approval from the UEE Mission was slow in coming, and turned out to be a bigger challenge than envisaged; AADI had to hold more than seven meetings with different offices of the Department of Education (DoE) before approval was granted.

In May, AADI conducted its first workshop with all the five approved government school principals and representative of different offices of the DoE. The objective of the meeting was to introduce AADI and the project, and have principals define the issues at their respective schools. A panel of people with disabilities shared their viewpoints on inclusive education. The workshop concluded with each school drawing a simple action plan for the issues faced by their school.

The workshop was followed up with meetings at each of the schools; AADI is also providing ongoing training support in the schools' primary sections through two educators. Two trainings for capacity building were organized where discussions were held on effective ways of functioning in government school, curriculum differentiation, review of the SCERT books and the importance of monthly planning.

So far, the staff has facilitated the admission of nearly 50 out-of-school children into the government schools.

AADI school: The AADI school transitioned its preschool section into an inclusive education unit, and both differently abled and abled children have been admitted to the nursery and kindergarten sections. To ensure that the transition be as smooth as possible, all staff participated in a workshop aiming at linking the school's objectives to the daily activities in the school. Two staff members also visited the National Association for the Blind to learn about strategies and materials used for teaching young children with visual impairment.

A class conference for nursery and KG classes was held to discuss issues like grouping, physical layout of classes after the renovation, feedback on the adaptations made in the toilets, TLMs, play equipment etc. It was decided to make a play corner in each of the classes for independent play and a reading corner in the library.

The team had meetings to review curricula of different organizations like Bodh Shiksha, NCERT etc. In formulating AADI's curriculum in Hindi, the best elements from these existing resources were used.

Two meetings were organized with parents with the objectives being bonding in small groups and to share information with parents about the larger activities of AADI as an organization.

Alternative educational services: During the reporting period, 249 out-of-school children with disabilities accessed these community-based services. An innovative strategy to enhance quality of service delivery has emerged in the form of group sessions. In April, cluster services began in the South zone, as data analysis revealed that the South zone and Najafgarh had the maximum density of out-of-school children with disabilities. Cluster services are envisaged as services on a regular basis for a group of ten to fifteen out-of-school children with disabilities -- in collaboration with parents and community resources. Cluster services provide the children transportation, aids, adaptations and the required educational equipment and material. Comprehensive service plans for each child are being developed.

Around 11 children are beneficiaries of the cluster services program. The parents have played an inherent part in designing and organizing cluster services, and feedback from parents has been positive.

Research and documentation: The two main components to be researched are the transformation of a special school into an inclusive school and the changes occurring in the government schools due to the intervention. A meeting with experts in the field of education was organized in April, and the project team presented the status and future steps of the research component. Modifications were made to the draft based on feedback from participants.

Meetings have been organized with all the staff involved in AADI's interventions for the Project to orient them to action research. In addition, action research review meetings are held on a monthly basis with respective staff from each of the components. These meetings are designed to be both reflective as well as problem solving in nature.

A committee was set up to finalize the tools developed for the project including a participatory research tool and one to gather parent feedback. Interview guidelines for teachers, parents, children and principals were also developed for the school baseline of the AADI school and government schools. An agency, ORG, was appointed to conduct the baseline survey of the catchments areas in and around the schools to identify out-of-school children -- disabled and non-disabled. Over 7000 households have been covered under the survey until now. The baseline survey of the AADI school and the two government schools has begun.

***Establishing linkages with the Government of India/Delhi*:** AADI was invited by CEMD to the State Perspective Planning meeting with the UEE mission of the Delhi Government. The project director later gave written inputs for the plan, which were incorporated in the draft plan.

The organization also gave feedback to the Human Resources Department, Government of India, on its plan for inclusive education via a focus group discussion. The discussion, which included three non-AADI representatives as well, generated many comments and suggestions which were recorded by the ministry representative.

d. Challenges

- High attrition rate resulting in trainings being repeated for new staff and delays in achievement of various targets.

- Government school teachers have extensive trainings; thus the training modules need to focus on creating an environment where they can practice the skills which the majority of the teachers already have.
- The challenge will be to retain the children whose admissions AADI has facilitated in the government schools because many of the children admitted had dropped out because of poor quality education.
- Unsatisfactory process documentation directly affecting the quality of empirical data available for collation and analysis.

e. Future steps

- Finalize government school profiles.
- Develop customized modules for each school
- Organize parents into a pressure group.
- Finalize curriculum.
- Increase effective participation of volunteers and parents.
- Finalize baseline survey reports.
- Continue analysis and collation of data.

B. Center for Education Management and Development (CEMD)

[Direct Service grantee]

a. Project summary: The project proposed for REACH India will be undertaken in partnership with the Department of Education and UEE Mission of the Delhi State Government, and involves working to improve the quality of education provided in the formal school system in one district, Southwest A, as well as enhancing achievement capacity of the UEE cell by expanding its "management bandwidth." The project will impact 16,560 children.

b. Key accomplishments

- Assisted UEE cell and Mission Director with the planning, implementation and monitoring requirements of the UEE program.
- Helped develop UEE annual report.
- Provided support in development of the Delhi UEE Mission’s Perspective Plan (2004–2010) and manpower planning.
- Held workshops for district planning.
- Participated in networks such as the Academic Support Group, a think-tank for development of strategies to improve teaching-learning in Delhi Government Schools.
- Completed baseline survey for state-level intervention.
- Held a Foundation Course for government school teachers in Hindi and Math.
- Held network meetings of teachers.
- Conducted basic education management course for heads of school focusing on capacity-building for enrollment, retention, quality and equity.

- Organized state-level workshops and meetings to support completion of district annual plans and state annual plan for project management of UEE.

c. Project update highlights

CEMD was appointed project consultants under the REACH India program to the UEE Mission for the duration of three years in 2004. They were assigned a series of tasks to be completed within a month: Annual Report, Perspective Plan, manpower plan, recruitment and selection, and ensuring entry of Distict Information System for Education (DISE) 2003 data. The CEMD team was told that upon completion of these assignments on a war-footing, consultative processes could be undertaken at all levels as per SSA requirements.

CEMD began its work in the government schools of District Southwest A – the project area – this year and focused on improving quality of teaching of Hindi and Math at Class VI level. The Foundation Course for teachers focused on activity-based pedagogies for basic concepts, sensitization of teachers to students at risk, and instructional effectiveness in curriculum, teaching-learning, and assessment. Sustained interaction with these teachers is expected to lead to increased understanding of students and improved student performance. It is expected that three to four teachers in this group will evolve into resource persons for the district.

The basic education management course helped heads of 39 schools understand the goals of UEE – enrollment and mainstreaming, retention, quality, equity – and identify issues standing in the way of achieving those goals. The participants worked with the district annual plan and identified strategies for implementation of the plan towards fulfilling UEE goals. They were especially interested in understanding data analysis. Guidelines for retention strategies were developed for testing out in the schools.

CEMD has also started the process of networking with NGOs to identify areas of commonality, synergy and learning. Visits were made to Prayas and Katha to understand their interventions. Both AADI and Prayas were invited to participate in workshops for development of the Perspective Plan and the district plan. Special focus group NGOs including AADI, Butterflies, CASP-Plan and SARD were invited to workshops on the district annual plans.

Responding to an urgent requirement of the UEE, CEMD facilitated a partnership between Ernst and Young and the Computer-Aided Learning project. The relationship has evolved into a true partnership with meaningful dialogue and shared problem-solving.

As the project has evolved into an attempt to create replicable and scaleable models for the mainstream school systems, the project team is working increasingly in "r & d" mode. A great deal of emphasis is being put on conducting action research to produce packages for teachers' professional development and administrators' professional development – all aimed at improving quality and retention in government schools.

d. Challenges

The leadership changes at the UEE Mission and the education directorate has meant that a period of rapport-building has to be factored in, and this has caused setbacks to the UEE project management component. It is still unclear whether the new appointees have the same commitment to decentralization of education planning and capacity building of systems' administrators.

Data gaps have proved to be the greatest obstacle to planning and monitoring of SSA in Delhi. DISE 2003 data was initially not available, and when available turned out to be incomplete and unusable. DISE 2004 data also appeared to be flawed and incomplete. District level data and disaggregated data were not available, so the Perspective Plan and district plans are based on very limited data. Lack of time-series data has made it impossible to calculate retention, transition and completion rates.

e. Future steps

- Work to ensure quality of processes for decentralizing data gathering and data entry at district level to ensure accuracy and completeness of data, which are essential to planning meaningfully for UEE goals.
- Hold teacher network meetings monthly to provide support for implementation of learnings.
- Initiate curriculum development for the advanced course in education reform.
- Continue emphasis in District Southwest A on teacher and head of school professional development through training and network meetings.
- Use advocacy to generate complementary resources for creating "model" cluster resource centers to overcome constraining SSA norms as well as system's hiring constraints.
- Build up project team to meet additional requirements such as training of teachers in science and social studies
- Strengthen relationships with new Mission Director to build awareness of need for capacity-building of officials for implementation of UEE.

C. Disha

[Direct Service grantee]

a. Project summary: Disha proposes to work with 3500 vulnerable children i.e., street children, working children and children of sex workers, in six slum clusters of the Mayapuri industrial area (Phase II) in Southwest Delhi. Activities include developing need-based strategies like alternative education centers, bridge courses, transit classes, remedial classes and camp schools for vulnerable children for access, retention, quality and linkage with the formal education system. They also incorporate puppetry, storytelling, theatre, mime and photography in their pedagogy to make it relevant and innovative.

b. Key accomplishments

- Selected, recruited and oriented staff and teachers.
- Provided training in preparing contextualized TLMs and using existing materials for effective teaching.
- Set up 20 Alternative Education Centers with 868 children who attended regularly.
- Met with officials in various government agencies to strengthen linkages.
- Mainstreamed 660 children into eight government schools.
- Completed baseline survey and compiled report.
- Conducted training of slum and ward level committees to enable their participation in the educational program.
- Set up parent-teacher committees, slum education and ward level committees comprising teachers, parents and community dwellers.
- Held meetings with trade and employer unions for enlisting support.
- Developed and displayed puppet shows to communicate various issues.

c. Project update highlights

Apart from pedagogical training, teachers also received training in perspective building on SSA including problem analysis and understanding the target groups, roles and functions of different functionaries under SSA, school, community, state and national level linkages, the Education Guarantee Scheme (EGS), teacher training interventions through distant education and project monitoring and evaluation. The resource persons for this training were from the National Council for Education Research and Training (NCERT) and Indira Gandhi National Open University (IGNOU).

Disha also developed a puppet show based on UNICEF's "Meena Ki Kahani" on education for the girl child using rod puppets. In all, 30 puppet shows, including for environment building were presented in the area. Large crowds witnessed the shows and the result of the evaluation revealed that people retained the key messages and their knowledge about the importance of educating girl children increased by 75 percent. On average, around 150 people attended each show.

Disha's mobilization techniques and sustained meetings with the various stakeholders have paid off: school authorities who were initially reluctant to admit Disha's children relented, and the organization has so far mainstreamed more than 600 children into neighboring formal schools; parents now have access to schools, teachers and principals, and they are taking an active interest in sending their children to school; children are keen to go to school and working children pooled in money to pay for their admission fees in the formal schools. Disha had to provide some of the children a set of uniforms to enable them to attend school.

Disha also organized outings for the children and a theater workshop, in which forty children participated. Two groups of workshop participants later presented performances.

d. Future steps

- Continue mobilizing community to play an active role in the education of their children.
- Assess resources for sustainability and for holistic development of children.
- Decide on a theme for action research.
- Work on organizational development and advocacy issues.
- Consider inclusive education as a component.
- Scout for resources to provide nutritional support to children.

D. Katha

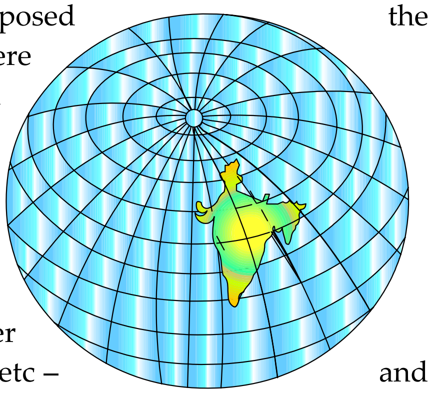
[Direct Service grantee]

a. Project summary: Katha works in three camps in the Govindpuri slums in South Delhi and targets 12,840 vulnerable children through a spectrum of initiatives including community bridge schools, full alternative programs, library on wheels, remedial classes for formal school students and sharing of the NGO's renowned teaching materials and pedagogy with teachers in the formal schools.

b. Key accomplishments

- Completed assessment of the catchment areas.
- Recruited teachers and started 10 community schools with 800 children in different slum clusters.
- Enrolled 650 at-risk children into Kathashala, the organization’s full alternative school.
- Enrolled 800 vulnerable children into learning centers; mainstreamed 260 into formal schools.
- Involved children’s parents in constructing a room for the school.
- Got community leaders to provide space to run the centers.
- Provided training for teachers in pedagogy and lesson planning.
- Began the school on wheels program at 10 street junctions with 6 teachers, two computers and child-centered TLMs.
- Began the library on wheels program in 20 clusters with story-telling sessions.
- Conducted workshop on “Educating the Imagination.”
- Conducted teacher training program for 45 teachers; involved faculty from NIIT, Jamia Millia Islamia University, National Science Center, NCERT etc in the workshops.

c. Project update highlights



***Kathashala main school*:** For the last year, the children have learned all subjects through the lens of The Great Arc Route and the Heretic Route. The Great Arc established a base for mapping the entire Indian subcontinent. The Heretic Route exposed the children to women of extraordinary courage who were passionate campaigners for social and political rights, and seekers of spiritual truth. The teaching-learning methodologies used were varied depending on the age group and the subject being taught. Art was also integrated into the curriculum.

The children's projects spanned a number of subjects -- water conservation, garbage recycling, community plan redesigning etc – and they used both the library and Internet as resources for completing these projects.

The children learned to use the Handycam and recorded the community's water problems. They also made a PowerPoint presentation to highlight the problems faced by the people and showed it to Delhi Chief Minister Ms. Sheela Dixit and members of the Delhi Jal Board. A group of 50 teenagers came together to form the Bal Sabha, which works as a mock parliament.

Katha community schools: Katha has opened community schools in ten locations with no schools in the vicinity. The population in each of these areas is significantly different from the other. It was found that in one camp, the families were mainly Banjaras from Rajasthan; the men worked as ironmongers or laborers, the women worked as domestic help in the DDA colony next door and only 50 per cent children went to school. In another camp, the residents were migrants from UP and Rajasthan; most parents worked in the Okhla Industrial area and about 60 per cent children were going to school. In Sangam Vihar, there were migrants from Bihar and UP, mostly Muslim, with hardly any girls going to school. In Rori Bajari camp, there were migrants from Madhya Pradesh with 80 percent of the children working.

Katha has conducted training sessions for the teachers, who all hail from the community. The baseline survey identified the at-risk children in the area; around 800 have been enrolled into the centers, and regular classes are being held using Katha's story pedagogy. The children are showing improvement in their performance and attendance. The teachers have developed flash cards, board games, and other TLMs.

***Katha School on Wheels*:** Ten road crossings were identified as areas with vulnerable children; to carry out this project, five teachers were deputed to the identified areas in two vans equipped with books, art and craft materials and computers. Through this intervention, Katha is able to reach children who otherwise had no access to school; some of the children in the program had dropped out while in their villages, and have now been able to resume their studies. The teachers have been able to encourage the children to study, to read storybooks, take up art and craft and use computers. The children were also taken to Kathashala for skills training.

So far, more than 600 children have enrolled in this program and nearly half have completed their bridge course program. Some 64 children have been transitioned to formal schools and are being provided with tutorial support to ensure retention.

E. Society for All Round Development (SARD)

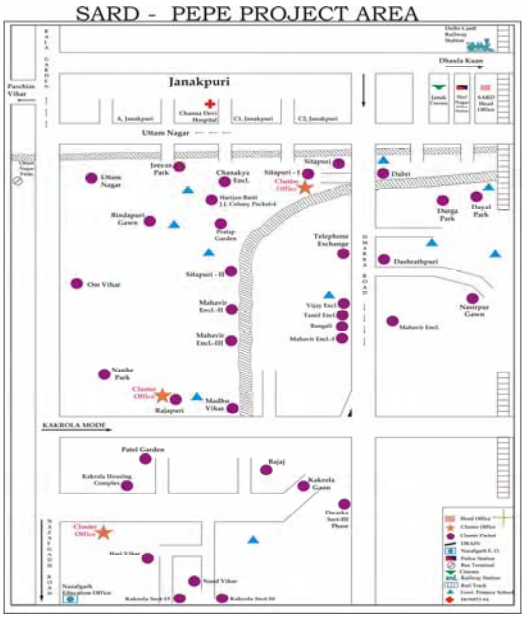
[Direct Service grantee]

a. Project summary: The program will benefit approximately 10,200 vulnerable children aged 3-14 years who live in 30 resettlement colonies in Southwest District that fall within the Najafgarh zone of the Municipal Corporation of Delhi (MCD). SARD's interventions include bridge schools, remedial classes, balwadis, training and sensitization of teachers in the formal schools in the area and community mobilization to ensure that children go to school.

b. Key accomplishments

- Recruited and oriented project staff and teachers.
- Established three cluster offices, effectively coordinating the activities of 10 colonies each in their respective clusters.
- Built ties with the Delhi UEE Mission, Municipal Corporation of Delhi and Delhi Council of Child Welfare (DCCW).
- Set up 10 quality education centers in target clusters.
- Developed teacher training kit and curriculum for centers.
- Carried out baseline survey.
- Organized initial capacity building exercises for staff including exposure visits.
- Carried out resource and area mapping.
- Documented case studies.
- Initiated parent-teacher committees.

- Trained more than 300 teachers.
- Enrolled 240 children in balwadis, of which 45 have been mainstreamed.
- Enrolled 770 children in bridge program centers, of which 248 have been mainstreamed.


SARD - PEPE PROJECT AREA
Delhi Cantt Railway Station
Dhaula Kuan
Paschim Vihar
Janakpuri
A. Janakpuri
Channa Devi Hospital
C1. Janakpuri
C2. Janakpuri
Janak Cinema
SARD Head Office
Uttam Nagar
Jeevan Park
Chanakya Encl.
Sitapuri - I
Sitapuri
Cluster Office
Uttam Nagar
Harijan Basti J.J. Colony Pocket-4
Bindapuri Gaon
Pratap Garden
Telephone Exchange
Dabri
Durga Park
Dayal Park
Dashrathpuri
Sitapuri - II
Om Vihar
Mahavir Encl.-II
Mahavir Encl.-III
Vijay Encl.
Tamil Encl.
Bangali
Mahavir Encl.-I
Nasirpur Gaon
Mahavir Encl.
Dwarka Road
Nanhe Park
Cluster Office
Rajapuri
Madhu Vihar
KAKROLA MODE
Patel Garden
Kakrola Housing Complex
Bajaj
Kakrola Gaon
Dwarka Sect-III Phase
Cluster Office
Hari Vihar
Najafgarh Road
Nand Vihar
Najafgarh Education Office
Kakrola Sect-15
Kakrola Sect-16
Head Office
Cluster Office
Cluster Pocket
DRAIN
Najafgarh E.O.
Police Station
Bus Terminal
Cinema
Railway Station
Rail Track
Govt. Primary School
HOSPITAL

c. Project update highlights

SARD has been busy conducting several teacher training workshops focussing on enhancing quality of teaching-learning materials and pedagogy. They also conducted a workshop for selected teachers on using puppetry as a teaching technique as well as one to train teachers for teaching English. Trainings will be held monthly to reinforce the concepts related to pedagogy and quality education.

All the teachers and the centers' staff also got together to review the SCERT textbooks (classes 1 to 5) that are in use in the municipal schools.

Two agencies to provide training were identified: Bodh Shiksha Samiti and Central Institute of Education. The program staff was introduced to the concept of Quality Education Centres (QECs) at SARD's Bharatpur program and at Bodh. The teachers were trained on how to deal with classrooms which had students of different levels and grades, and a heterogeneous group of students in terms of age, education, gender and social background.

The area map of the project was made with community participation and helped SARD in getting to know important facts such as the connectivity of the area, resources and facilities available in the community along with the identification of landmarks. Approximately 35-40 children are coming regularly to each QEC.

To avoid duplication, a series of meetings with SSA officials was held. A list of learning centers run by various NGOs in each Kshetra was obtained for the SARD target area. Officials from the State Council of Education Research and Training (SCERT) and the District Institute for Education and Training (DIET) have agreed to become members of the Program Steering Committee. In relation to the selection of schools for remedial education classes, meetings with principals of various government schools were held. In addition, Ms. Indira Yadav, Director (Education), Municipal Corporation of Delhi (MCD), was briefed about the list of government schools where remedial classes could be started. Meetings were also held with DCCW for referral services for children with special needs.

Parent-teacher committees have been formed in all the clusters where learning centers are functioning. Parents have started realizing the importance of education for their children as well as the role parents can play in monitoring the centers.

Summary of Capacity Building grantees

F. Deepalaya

[Capacity Building grantee]

a. Project summary: The project proposes to build the capacities of six NGOs to enable them to better deliver educational services to a total of 3000 disadvantaged children in North, Northwest, West and Southwest Delhi.

b. Key accomplishments

- Selected and received approval of REACH India for six sub-grantee NGOs, after due process of publicity, short-listing and site visits.
- Launched capacity building programs for sub-grantee NGOs and completed nine modules on Training of Trainers (ToT) for para teachers, where two to four personnel from each sub-grantee NGO were trained to train their teachers.
- Disbursed first installment of funds to all the six sub-grantees following which program implementation began.
- Reviewed the performance of two sub-grantees which were earlier given only preparatory support for six months, and approved continued support for the entire program period in consultation with REACH India.
- Organized capacity building programs to enhance the knowledge and skills of thee to four personnel of each sub-grantee in project management, monitoring and evaluation etc.
- Monitored and rendered one-on-one assistance to sub-grantees through visits and discussions.

G. Prayas

[Capacity Building grantee]

a. Project summary: Prayas proposes to work with smaller, grassroots NGOs to strengthen their organizational capacities and scale up their educational services for mainstreaming out-of-school children; through the REACH India grant it also aims to improve the quality of education in schools, and form a network for advocacy on educational issues for at-risk children. Through the sub-grantees, Prayas will target 3900 disadvantaged children.

b. Key accomplishments

- Recruited new staff.

- Identified six NGOs as potential sub-grantees based on the eligibility criteria developed, proposal review and site visits.
- Held workshop for short-listed NGOs to assist them in proposal development.
- Developed links with the UEE Mission and kept them updated about the project.
- Finalized the project proposals and budgets of the six sub-grantees.
- Supported sub-grantee organizations in carrying out baseline surveys to identify at-risk children.
- Held a series of capacity building workshops for sub-grantees.
- Released the first installment of funds to the sub-grantees.
- Prepared a teacher's manual during the curriculum development workshop with the sub-grantees. This manual helps teachers to transact the government school textbooks with the children in a shorter time period.

c. Project update highlights (both Prayas and Deepalaya)

Both Prayas and Deepalaya held training programs with their respective sub-grantee NGOs to orient them to the various project requirements: from proposal development, implementation planning, baseline surveys, financial systems and M&E.

Prayas conducted workshops on curriculum with the teachers and the program managers of its sub-grantees where a comprehensive curriculum was developed which covered all the textbooks up to the primary level. During the training, the teachers were taught how to assess the aptitude and the vocabulary of the children coming to their centers.

Deepalaya organized a training program on class management and role of the teacher for selected teachers, supervisors and program coordinators of its sub-grantee NGOs. The training dealt with the following topics: need for and components of class management; reports and records to be maintained; how to prepare a lesson plan; aspects to be taken care of while teaching children of different age groups; roles and responsibilities of teacher etc. Exposure visits were also organized for the staff of the sub-grantees to the NCERT-run nursery school and the Katha school to demonstrate innovative approaches to teaching children.

A challenge that both organizations have experienced is staff turnover and finding experienced candidates to fill vacancies.

d. Future steps

Both organizations plan to organize exposure program for sub-grantees to Bodh Shiksha Samiti, Jaipur.

Deepalaya

- Organize workshop on documentation for sub-grantees.
- Hire staff to fill vacancies.

- Step up monitoring visits to learning centers of sub-grantees.

Prayas

- Organize workshop on project sustainability strategies for sub-grantee organizations.
- Hold workshop on distance learning as a mode of alternative education for sub-grantee organizations.

Jharkhand

Program implementation in the recently formed state of Jharkhand began in December 2004, following the grant agreement meeting. While four of the five NGOs recommended to USAID for grants received funds from REACH India, a fifth NGO was rejected following an evaluation by REACH India. It is clear that each of the partners here has taken a different but organizationally consistent approach to enhancing access and retention among disadvantaged children in their respective field areas.

All three Direct Service partners – Banvasi Vikas Ashram (BVA), Badlao and CWD – have begun their education programs; Badlao has identified 72 locations for learning centers, and has begun classes. Badlao has also constituted an Education Advisory Board comprising experts from various fields including child psychology, M&E, and innovative learning and pedagogy development to provide guidance for the NGO's educational interventions. Badlao has also been engaged in conducting a phased skills-building training for its teachers.

The inauguration meeting of the BVA project, which focuses on a residential bridge facility for young girls, saw glowing testimonials from parents whose daughters had attended the residential bridge camp in previous years. BVA says it has already seen an improvement in the performance of its current batch of girls from their baseline evaluation test. Banvasi Vikas Ashram, has held two camps – health and vocational skills -- for the 100 adolescent girls in its residential bridge program.

CWD has recruited and trained staff for its various interventions including running its 55 balwadis and strengthening the formal school system by adding a teacher to ten single-teacher schools in the district. Given the remote corners of Rania block where they are working, CWD CWD has faced substantial challenges in finding, and then retaining teachers, in these extremely under-developed tribal hamlets.

Our sole Capacity Building partner, NBJK, has received approval for all its 10 sub-grantees, and they are in the process of collecting baseline data. NBJK has also completed two workshops for its sub-grantees: one on finance and the other on monitoring and evaluation. Through their sub-grantees, we will be reaching some of the most underserved districts in the state such as Giridih, Palamu and Garhwa.

The highlights of work done by the grantee NGOs in this region during the current reporting period is recorded below.

A. Badlao Foundation

[Direct Service grantee]

a. Project summary: The project aims at enrolling and retaining at-risk children, especially girls, through bridge programs and age-specific and tribe-specific interventions in the districts of Godda, Pakur, Sahebganj and Dhumka. The program also includes a supplementary teaching component in the formal schools as well as after-school coaching programs to support retention of mainstreamed children. The agency works through Mahila Sabhas which are entrusted with the task of developing the communities. The program aims to impact more than 3000 children.

b. Key accomplishments

- Identified 72 education centers in six blocks of four districts for starting alternative education centers namely the Bal Vatika (early childhood centers) and Lok Shikshan Kendras (education centers for children between 6-14 years).
- Enrolled 2946 children (1473 girls and 1473 boys) in the education centers.
- Introduced multi-grade teaching in all centers.
- Completed baseline survey; data analysis in progress.
- Formed education Advisory Board for Badlao Foundation.
- Held a three-phased skill building workshop for educational instructors; more than 130 teachers trained.
- Held Training of Teachers (ToT) workshop.

c. Project update highlights

More than 10 workshops were held in the last 10 months to build capacities of project personnel and forge a common vision. A one-day orientation workshop on convergence strategies for three projects of Badlao Foundation supported by different organizations -- REACH India, ICCO and PACS -- was organized early this year. Around 24 participants belonging to all the three projects deliberated on ways and means of strengthening synergies between all the three projects. The workshop concluded with participants clearly identifying areas of common interest and defining strategies for collaboration.

Necessity is the mother of invention

When Badlao Foundation decided to recruit “education activists” and instructors from the local area, it encountered numerous problems largely due to the abysmally low literacy rate in the intervention area where it operates. Since it decided to recruit at least 50 percent female education instructors (i.e. 72 out of 144), identifying suitable female candidates was a serious challenge as the literacy rate among women is even lower. After the first round of interviews, Badlao decided to lower the educational eligibility criteria for women candidates, and instead focus on alternative skills such as temperament, ability to sing, communicate and playact. This bore positive results and they were able to recruit women instructors.

Another workshop focused on developing teaching and learning materials. The languages in which materials were developed included the Santhali and Paharia dialects.

Badlao's criteria for selection of education centers were:

- Villages/hamlets with no school.
- Places with no preschool/childcare centers.
- Villages where there are at-risk children.
- Community participation and/or participation of parents/Mahila Sabha.
- Villages where teachers are available for providing education in the native language of children.

Criteria were then developed for identification of at-risk children based partially on meetings with the communities. This was followed by a door-to-door survey for identification of at-risk children using the established criteria. Mahila Sabha members were instrumental in helping Badlao Foundation staff, animators and village volunteers in identifying at-risk children in all the 72 identified locations where education centers are to be started. A total of 3335 children were identified including 1569 girls and 1766 boys.

Apart from this, an educational baseline survey was conducted in the catchment areas. The data has been compiled and is currently being analyzed.

Choto learns to read and write -- despite all odds

Jitpur is a tribal village situated in Sundarpahari block of Godda district in Jharkhand. The village is 15 km from the block headquarters and 35 km from the district headquarters. The 70 Santhal tribal families, who reside in Jitpur, depend on farming and wage labor for sustenance. Badlao Foundation started its education center in the village in the month of March 2005.

One of the children in this center is 13 year-old Choto Murmu. Choto has three brothers and a sister and is a first generation learner in his family.

Choto is physically disabled, and so for him, schooling poses greater challenges than for other first generation learners; Choto lost the use of his legs when he was a child, and uses his hands to crawl to school.

A diligent student who is always in school on time, Choto has learnt the Hindi alphabets and has started reading and writing two lettered words. He also counts and writes from one to hundred. Choto can also recite the multiplication tables from two to five.

Choto regrets that he can't play with his friends due to his disability, but his parents are happy that their son is learning to read and write; they are convinced that education is the only way for Choto to make his future.

A six member Education Advisory Board was constituted in order to provide a fillip to the efforts of the NGO towards imparting education to vulnerable children through innovative techniques. Members of the Board include experts from the fields of child psychology, monitoring and evaluation, innovative learning and pedagogy development and networking and lobbying. The role of the Board was defined as providing guidance on:

- Capacity building of the project team.
- Primer development and development of learning materials.
- Providing inputs for conducting action research.

d. Future steps

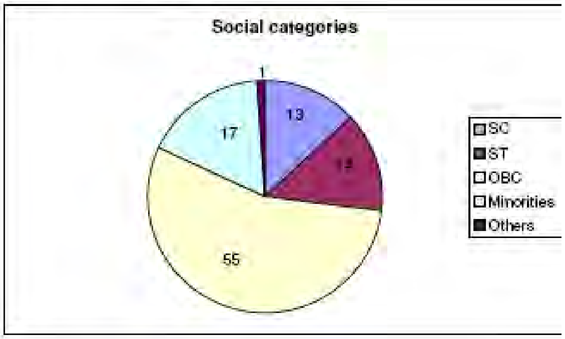
- Complete data analysis of baseline survey to better focus the interventions.
- Conduct a social audit of the interventions i.e., the Bal Vatika and Lok Shikshan Kendras, and involve parents and Mahila Sabha members and use learnings to improve project outcomes.
- Produce primers in Santhali and Paharia languages after field-testing the primer developed during the workshop.
- Institutionalize student tracking system and quality education parameters.

B. Banvasi Vikas Ashram

[Direct service grantee]

a. Project summary: Banvasi's residential bridge camp for disadvantaged girls aims to develop a successful pilot model for the schooling of at-risk children within the state of Jharkhand. The project aims to provide 300 out-of-school girls primary schooling and mainstream these girls to formal schools at upper primary levels during the project period. BVA also plans to enroll around 500 children into government schools through community mobilization initiatives.

Social Status of girls

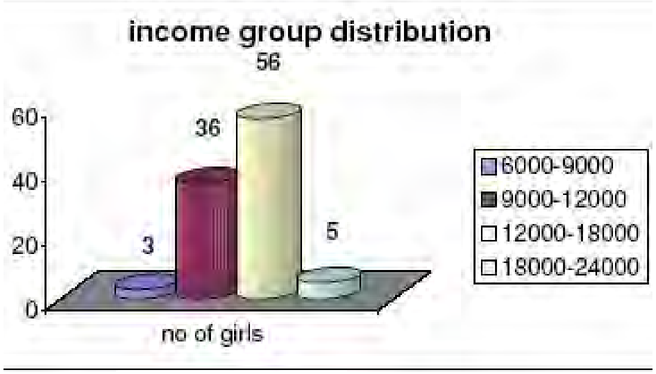


The residential bridge camp has been structured into three 11-month academic sessions during the project period:

Key components of the project include:

- Selection of 100 out-of-school girls for every academic session.
- Primary schooling of class 1 to 5 within the academic session.
- Final evaluation and mainstreaming of successful girls into formal schools at age-appropriate levels.

Economic status of families



The learning activities are based on NCERT-approved Minimum Levels of Learning, in which the approved syllabus has been structured into five sessions. The text books used at formal schools in Jharkhand are also followed.

b. Key accomplishments

- Continuation of 99 out of the 100 girls in the residential bridge camp.
- Succeeded in getting all the girls to clear semester III and move into semester IV.
- Enrolled 350 out-of-school children in government schools
- and/or EGS centers; the majority have been enrolled in
- EGS centers.
- Published fifth edition of students newsletter '*Ujale ki Aur*'
- (towards light); the newsletter is prepared by students
- with the help of their teachers.
- Selected beneficiaries and launched bridge camp.
- Constituted a multi-stakeholder taskforce.
- Organized parent-teacher meetings.

c. Project update highlights

The first evaluation of the girls showed that 17 of the 100 girls were poor performers in all subjects: Language, Math and Environmental Sciences. Extra tutorial support was provided to these girls and 16 of them passed the subsequent evaluation test, and were moved to the next class.

BVA has also undertaken exposure-based learning activities. For instance, the girls are taken to a plant nursery, the local hospital and the local police station. They are then asked to recap their excursion through essays which hones their observation and analytical skills.

Students also participated in a two-day event organized by the Directorate of Field Publicity, Ministry of Information and Broadcasting. The events included polio and HIV/AIDS awareness contests, rallies, etc. The participating girls received certificates from the organizers.

A task force was constituted with representatives from different sections i.e., teachers, social workers, NGO representatives, block level officials, government training institutions and District SSA officials. The task force has been involved, among other things, in helping to draw up the dissemination plan and provide inputs for improving teaching methodologies at the bridge program.

A father's story

"It was very difficult to send our girls to formal schools as there were no formal schools in the locality at the time. By the time the schools came, my daughter, Rukmini, was overage. Some friends suggested that we send her to the residential bridge program at Bagodar (BVA). Today, Rukmini has successfully passed class 5 in a period of one year, and she is now studying in class 6 at Bandkaro High School with her peers.

--Dharmdeo Mahto, small farmer

C. Center for Women's Development (CWD)

[Direct Service grantee]

a. Project summary: The project will focus on providing a good educational foundation to pre-elementary school children aged between three and six years of age through balwadis in 55

villages of Ranchi district. These children will then be mainstreamed into the formal elementary schools. The program envisages strengthening the formal school system by adding a teacher to ten single-teacher schools in the district as well as providing after-school coaching programs to enhance retention in the formal schools. The number of children to be impacted by the project is around 13,000.

b. Key accomplishments

- Completed baseline survey.
- Launched all project interventions: 55 balwadis, 15 coaching centers and 10 additional teachers.
- Held training programs and refresher training programs for balwadi teachers.
- Provided teaching materials to all new balwadis.
- Initiated incentive program whereby stickers will be given on a monthly basis to students with good attendance. These stickers will be counted at the end of the year and those with the most stickers will be given prizes.
- Begun the process of building relationships with the local education officials. For instance, the block education officer was invited to inaugurate one of the training programs organized for teachers.
- Formed Village School Committees (VEC).
- Received some local press on the project.

c. Project update highlights

One of the biggest challenges rural NGOs face is student absenteeism during certain seasons e.g., harvesting, planting etc. To counter this, CWD organized awareness programs in many villages on “seasonal absenteeism from school” and used a street play on the topic in Sadri (the common language of communication between the tribes here). Three to four centers in each vicinity were clustered together and scripts and some guidance was given. All the teachers (balwadi staff, tutors, school teachers) participated; Self Help Group (SHG) members and children of the villages were also involved in the play. Entertainment-starved villagers thronged the program, and it was declared a success based on the huge numbers in the audience! After the play the teachers conducted a reflection on it through questions, and it was found that many people were deeply affected by the play’s message as evidenced by the anecdotes below:

- In one hamlet, after the awareness program, a lady in the audience began weeping. She said “If I had been aware earlier, I would not have taken my child with me for seasonal work. Now my child has missed studies”.

- In another village, the teacher of the single-teacher school was generally drunk and inside his house most of the time. He was told by the village women to come to school regularly as it was affecting the studies of the children. Now he comes to school daily.

The NGO learned that new ideas and solutions to problems can come from teachers themselves, provided they are given the freedom and support e.g., the tutor in Birta shared at the monthly meeting that he has an entertainment program once a week at which only the children who have been regular in attendance are allowed to perform. This has helped the regularity of attendance. Based on that, other centers are also trying out a similar approach.

d. Challenges

- In some of the balwadi centers, attendance went down because mid-day meals were being provided for the children in a nearby school. The children used to go to the school for the midday meal instead of coming to the balwadi, because in certain months there is no lentils and rice left in their houses. CWD is now trying to overcome this problem by providing a snack of sprouted gram and jaggery to 22 balwadis.
- While it is a joy to have large numbers of children in the coaching centers it also causes a problem. For example in one hamlet, the number of children is 100. It is difficult for a single tutor to guide every child. Also the two lanterns that are provided to each center are not enough for these huge numbers. CWD is planning to solve this problem by appointing an additional tutor from the village, paid for by the village itself, and providing a third solar lantern.

Precision not a virtue

CWD faced a number of difficulties and obstacles with its baseline survey. This was the first time the village teachers had even heard of a baseline survey let alone implement it and so mistakes were made. These were then corrected laboriously by the supervisory staff, either by contacting the teacher or by cross checking in the files, registers and lists with CWD. Communication with the teachers for this was difficult as the villages are scattered and remote.

Also in villages, precision is less valued. When asked the age of a child, the answer might be “Oh! She must be six” or “She was born when X was married/when the Mahua trees flowered 2 years ago” etc.

Regarding the land they own, responses are typically: “I have 2 fields” -- the fields can be of different sizes! The teacher who knows the village has to gauge the amount of land the person owns.

e. Future steps

- Conduct workshops for 40 elementary school teachers.
- Streamline the monitoring of the centers including the role of the VECs.
- Request villages with coaching centers (which are packed to capacity) to hire an extra teacher to help the tutor.
- Hold year-end meetings in all the villages with CWD centers to discuss the progress of work, and get feedback.
- Conduct awareness programs in each village among the parents regarding issues concerning their children.

- Give small prizes on Children's Day to children at the centers who have been regular in their attendance.
- Take the four "trainers" for an educational exposure program. Adapt and use what is learnt during this exposure for the training and refresher programs.

D. Nav Bharat Jagriti Kendra (NBJK)

[Capacity Building grantee]

a. Project summary: The program will mentor and build the capacities of 10 smaller NGOs across 10 districts of Jharkhand including underserved ones such as Palamu, Garhwa and Latehar. The NGO will focus on enabling sub-grantee NGOs to improve both their administrative and organizational capabilities as well as their educational delivery. The project aims to impact approximately 15,000 children in the 10 districts (averaging around 1500 per target area.)

b. Key accomplishments

- Disbursed grants to 10 sub-grantees.
- Conducted workshops for sub-grantees on curriculum development.
- Conducted training for sub-grantees on baseline survey.
- Ensured that all sub-grantees' centers are functioning.
- Completion of baseline data by most sub-grantees.
- Developed teachers manual.
- Networked with government departments.
- Organized workshop on finance and administration for sub-grantees including providing them training on Tally 6.3.
- Held grant agreement meeting.

c. Project update highlights

NBJK's sub-grantees have been so successful in sensitizing the local communities on the importance of education that villagers have not only agreed to provide space for the centers, but have also come forward to help in putting a roof over the centers.

The organization has developed a curriculum for the bridge course centers and this draft was presented at a workshop which was attended by NBJK's sub-grantee NGOs as well as various educational experts in the region. A workshop was also held to introduce the baseline format to sub-grantee NGOs. In terms of data collection, it was decided that it should be collected at the family level, village level and block level.

Before finalizing its sub-grantees, NBJK met with identified NGOs to assist them in proposal development as well as ensure that they understood the project requirements. Apart from NGOs, regular contact is maintained with the state SSA office in Ranchi and concerned district officials.

d. Future steps

- Monitor activities of the ten sub-grantees.
- Conduct the baseline survey.
- Build capacities of the sub-grantees in implementing educational programs efficiently.
- Develop TLMs.

Kolkata

Project implementation in Kolkata began in January 2005 following the disbursement of the first installment of the grants to five Kolkata partner NGOs.

The project has three Capacity Building grantees (CINI Asha, CLPoA and Vikramshila) in the city and they have shown the way on how collaboration can be practiced on the ground; all three grantees jointly held a workshop to go over the pre-grant application with potential sub-grantee NGOs. CINI Asha and CLPoA also jointly hosted a workshop for potential sub-grantees where they introduced the proposal template and provided TA for proposal development.

At this pre-grant application meeting, partners decided that any potential sub-grantee organization could apply for a sub-grant only from any one of the three capacity building NGOs. This decision was taken in order to avoid duplication of efforts and more importantly, to ensure that organizations' program strategies had a philosophical fit with the three Capacity Building NGOs. Keeping this in mind, a common pre-grant application form was developed using the REACH India pre-grant application template.

It has also been encouraging to note that partner NGOs have been networking closely with government officials and sharing their project designs and plans with the education department. The education department officials have also responded positively to the introduction of the REACH India project in Kolkata. The state Principal Secretary (School Education) and the SSA Chairman have been immensely supportive of project activities, from attending workshops organized by partner organizations to facilitating the process of getting sub-grantees FCRA numbers.

The NGOs have also invited each other to attend and participate in their training activities and other events as a way of sharing and learning from one another. Kolkata has been the first region to embrace the REACH India network concept and turn it into reality. *(More on that in the dissemination and networking section.)* Vikramshila recently hosted a seminar on the National Curriculum framework and extended invitations to REACH India partners in Kolkata as well as Jharkhand; all Kolkata partners as well as two from Jharkhand attended the meeting.

It is our hope that these relationships will be further nurtured and cemented as the project progresses, and that Kolkata becomes the model for NGO coalition building across the country.

The two Direct Service Delivery grantees, IPER and Manovikas Kendra completed their baseline surveys by July, and have since, begun organizing teacher training workshops for field staff.

The Capacity Building organizations finalized their sub-grantees in May, and between them, they have 22 approved sub-grantees. Proposals for two more sub-grantees (of CINI Asha) are currently being reviewed by the REACH India project team, and should be approved soon. The capacity building organizations have provided assistance to their respective partners in finance, monitoring and evaluation, implementation planning and project management. They are now beginning teacher training activities.

A. CINI Asha

[Capacity Building grantee]

a. Project summary: The project proposes to reach out to 30,000 vulnerable children in and out-of-school. These children would be mainstreamed and/or retained in formal schools by replicating best practices and innovative need-based strategies. The project will primarily be implemented by 10 sub-grantee NGOs whose capacities will be enhanced in organizational and programmatic areas through continuous mentoring, training, monitoring and technical support. The project will focus on primary and upper primary age groups. It will conduct a one-year pilot program with 1000 upper primary age-group children for translating lessons from the ground to the sub-grantees.

The project will be implemented in the Kolkata Municipal Corporation area and will focus on the most deprived wards and pockets of the city including slums/squatter colonies and red light areas.

b. Key accomplishments

- Recruited staff from within and outside of the organization.
- Finalized 12 sub-grantees.
- Held trainings for sub-grantees on administrative and financial issues, baseline survey, student tracking system etc.
- Submitted the first draft of the three-year work plan, M&E plan and dissemination plan to REACH India.
- Saw the appointment of a nodal officer by SSA to coordinate the activities between the agency and CINI ASHA under the REACH India project
- Prepared formats for sub-grantee usage such as appraisal format, baseline format, reporting format etc.
- Prepared a software package for student tracking for sub-grantees.
- Launched a children’s education program newsletter.

c. Project update highlights

CINI Asha sub-grantee NGOs have set up their office, recruited staff, conducted baseline surveys, identified schools and finalized centers for implementing educational programs.
In the last quarter, CINI Asha has been focusing on building capacities of its sub-grantees in the areas of finance and administration, baseline survey, student tracking and project implementation strategy.

CINI Asha has also conducted workshops to strengthen ties between the government and its sub-grantee NGOs. At a one day meeting in May, CINI Asha invited school inspectors, SSA officials, and representatives of sub-grantee NGOs. In this meeting, issues related to education of children in Kolkata were addressed. This meeting also gave sub-grantees a platform for sharing their organizational work with government officials. In fact, SSA has appointed a nodal officer to coordinate the activities between SSA and CINI Asha under the REACH India project.

d. Future steps

- Train sub-grantees on running quality bridge and base courses.
- Orient sub-grantees to the concept of the Results Framework.
- Provide support for operating Tally 7.2 to sub-grantees.
- Install student tracking system for sub-grantees who will be implementing this strategy.
- Prepare a training calendar highlighting future events.
- Make revisions to the work plans of sub-grantees.
- Conduct an organizational needs assessment exercise among sub-grantee.
- Share the quality education checklist with sub-grantees and orient them on its use; compile information.
- Launch a newsletter to highlight the work of sub-grantees in the project.
- Design training modules for future capacity building exercises.
- Conduct a review and planning exercise with key persons in the sub-grantee organizations.
- Promote networking between the organizations.
- Organize a workshop on reporting and documentation.
- Establish a Web presence for the Kolkata REACH India network (REACH Educational Network) for all partners and sub-grantees.

B. City Level Programme Of Action for Street and Working Children (CLPoA)

[Capacity Building grantee]

a. Project summary: The project will raise capacities of five sub-grantee organizations and in turn will: 1. Run 100 coaching centers to assist 2500 out-of-school children for admission into formal schools and 2. Extend after-school support to 1000 already mainstreamed children so that they remain in formal schools. The project will raise capacities of NGO personnel in the areas of project management, financial management, M&E, survey and data compilation and academic training of coaching teachers.

b. Key accomplishments

a. Selected project staff.
b. Screened 25 pre-grant applications and selected 10 sub-grantees.
c. Educational interventions begun by sub-grantees.
d. Conducted training workshops for sub-grantees.

c. Project update highlights

Soon after receiving approval, CLPoA's five sub-grantee organizations opened coaching centers with 25 students in each. However, a few difficulties were faced during the opening of centers. In most cases, parents wanted to send younger children (below five years of age) to these centers.

CLPoA has also begun its capacity building activities; training was provided to each of the sub-grantee organizations in financial management, Student Tracking Tool and baseline survey and data compilation.

C. Vikramshila Education Resource Society

[Capacity Building grantee]

a. Project summary: The Vikramshila-QUEST project will extend its quality interventions to selected middle schools to ensure completion. An alternate forward linkage from primary education i.e., the Rabindra Mukta Vidyalaya (National Open School), will also be explored in this project.

As a result of the continuous process of capacity building, the NGO-run centers will not only enroll, retain and prepare children for admission to public schools, but will also act as resource centers and model schools that exemplify 'best practices'. In addition Vikramshila will select ten government schools, where the selected five NGOs will provide school-based quality interventions with support from Vikramshila.

For their quality intervention, Vikramshila will focus on three domains: a) participatory teaching-learning methods (to guarantee learning achievement); b) introduction of education technology (to bridge the digital divide) and c) Life Skills education – a holistic add-on curricular component (to bridge the gap between learning and livelihood issues).

A total number of 11,400 children will benefit directly from the program.

b. Key accomplishments

- Recruited project staff and allocated office space.
- Provided technical assistance to sub-grantees on baseline survey, student tracking and other record keeping activities.
- Oriented sub-grantees to the use of the K-Yan community learning device.

- Held a one day workshop on Concentrated Language Encounter method.
- Organized five-day training for teachers in teaching-learning methods and overview of issues in providing quality education
- Initiated the process of forming a 'knowledge network.'
- Held periodic meetings with district and state-level education officials.
- Organized three major seminars in the last few months; representatives of sub-grantees attended all events.
- Initiated a dialogue with Tata Council for Community Initiatives to set up a corporate volunteer program.
- Facilitated community meetings through partner organizations.
- Circulated the quarterly teacher's magazine among teachers of all sub-grantee organizations.

c. Project update highlights

In selecting its partners, Vikramshila had kept two key parameters in mind: first, they would try and select a diverse group of organizations in order to maximize the value added to the entire partnership of six organizations, including Vikramshila. Secondly, during evaluation, Vikramshila would place more emphasis on the objectives, and strategies that were being adopted by potential partners, rather than the certification requirements, as it was felt that it would be more important for partners to have a mindset of innovation, which would help them in further evolving their education programs, and the attainment of certification requirements would become a part of Vikramshila's capacity building of the organization.

As a result of the two parameters, the five sub-grantee NGOs represent a range of strategies -- all geared towards meeting the overall goals of quality education and strengthening of government systems – but three of them did not have FCRA numbers, which posed some challenges for implementation.

Activities for capacity building have had to be staggered, and are being completed according to a revised timeline -- one that matches the FCRA approval dates, grant disbursal and subsequent appointment of project personnel among Vikramshila's partners. Of the three organizations, two have recently received FCRA approval; however, one is yet to receive approval and is thus unable to appoint staff as of now.

As a result, Vikramshila is conducting most workshops in a decentralized mode, spending time one-on-one with each organization as and when they are ready for the various programmatic, organizational and financial capacity building efforts. Consequently, those activities that necessarily have to be centralized, such as the baseline survey report, which must include data from the entire QUEST project operational area has been delayed.

However, what is noteworthy is that although the three organizations without FCRA numbers experienced severe budget constraints, they were able to mobilize resources (through volunteer efforts or alternative funds) in order to keep up with the urgency of the academic cycle that was commencing in May; all *five* organizations began their educational activities in May itself.

D. Institute for Psychological and Educational Research (IPER)

[Direct Service grantee]

a. Project summary: The program proposed for REACH India focuses on ensuring quality management of 40 primary schools in the project areas and running 20 community-based learning centers including eight community resource centers to improve access to all vulnerable children in the project area -- 1800 students (of which 60 percent are girls) will be direct beneficiaries.

c. Key accomplishments

- Recruited new staff.
- Oriented staff about the project.
- Developed tools and provided training on baseline survey and social research methodologies.
- Completed baseline survey in seven wards.
- Opened community learning centers; classes started in 20 centers.
- Set up eight community resource centers.
- Prepared learning materials.
- Defined minimum learning skills for different grades and developed materials for the learning boards.
- Organized capacity building program for community teachers and quality management team.
- Begun selection of forty formal schools.
- Set up School on Wheels program.
- Kicked off activities by the visual presentation unit e.g., street plays etc.
- Formed a Consultative Committee for the project with the Principal Secretary (School Education), Government of West Bengal as chairperson, and Kolkata SSA Project Chairman as co-chair.
- Appointed MIS personnel and installed a child-tracking system.

Coming to school and learning…

Chandni Khatun, a 12- year-old girl resides in Mollahati slum. Her father is a rickshaw puller and her mother, a maid servant. She says she dropped out of her earlier school -- the Mollahati primary school -- as she was disillusioned by the school atmosphere. Students used to quarrel among themselves and could leave the school premises without permission. Teachers would also hit the students badly, and often spend time away from the school.

Now Chandni is a student at IPER's learning center where she is a regular student. She is progressing well and is enjoying her classes.

c. Project update highlights

IPER has, through a variety of community mobilization strategies, found community-sponsored spaces for its learning and resource centers. In fact the resource centers are run by facilitators from the community itself.

On completing the baseline survey, some interesting findings emerged *(see box)*. Much of the last quarter was dedicated to quality of education issues. In this respect, several workshops were organized including a 10-day training on the teaching-learning process for primary education which was conducted by eminent educationist, Prof. A. K. Jalaluddin.

Highlights of IPER's baseline survey results

1. More boys (54.5%) than girls were found to be out of school. This could perhaps be due to the increasing awareness among the population of the need to educate girls. Another reason could be that the boy child is sent to work and is often, the preferred bread earner of the family.

2. Majority of the children were from Hindu families and a few were from Muslim households. Only ten percent of the children belonged to scheduled castes. This is in keeping with the ratio of the scheduled castes population in Kolkata which is less than seven percent.

3. The survey identified the reasons for which children were found to be vulnerable. These were

- Children from single parent families: **13.5 %**
- First generation learners: **11.3 %**
- Orphans: **1.5 %**
- Disability: **1.88 %**
- Migrant children: **13.6%**

4. Reasons for which children were out of school

- Poverty: **31.00%**
- Sibling care: **8.56%**
- Child labor: **8.88%**
- Failure in class: **2.19%**
- Distance of school : **3.34%**
- Non-suitability of timings :**4.60%**

IPER has used the services of a professional theater group to deliver a series of street plays on education in and around the project area. The play narrates an incident among three slum families – two Muslim and one Hindu - that underlines the need to send children to school irrespective of gender. The drama was avidly watched by those who lived and/or worked in the community and passersby. The response was encouraging and at the end of the play, even adults enquired if there was any provision for them to be educated in the community learning centers.

IPER also held focus group discussions with parents of children in the learning centers. The objective was to understand the parents' view on the education of their children as well as their perspectives on the education system. The good news from this focus group was that a majority of parents were convinced about the need for education. One parent declared, "A person who has the goddess of learning, *Saraswati*, with him has everything." On probing reasons for children dropping out from school the major factor was expenses involved. Parents said that though education is free there are hidden costs such as uniforms, exercise books, pencil, rubber, crayons, and the like. Private tuition is a major expense that has to be borne by the parents as without coaching children find it difficult to cope, given that they get no help from their parents. Teaching in the schools is also, in many cases, poor and students find it hard to comprehend what's taught increasing their dependency on private tuitions. Parents have to spend nearly Rs. 800-1000 per month per child for schooling and this is a prohibitive cost for many poor families.

d. Future steps

- Share data with different stakeholder groups.
- Conduct trainings for quality management team, community teachers and government teachers.
- Survey school facilities and services in the target area.
- Develop supplementary materials.
- Adopt 40 government schools and six demonstration schools.

E. Manovikas Kendra: Rehabilitation & Research Institute for the Handicapped

[Direct Service grantee]

a. Project summary: The project proposed for REACH India will focus on 900 children (in 2 batches) with Specific Learning Disabilities (SLD) aged between 10 and 14 years from 22 schools and help retain them in formal and alternative systems of education in the greater Kolkata area. The project activities consist of preparation of awareness materials, awareness generation, short workshops and teacher training programs. Besides the 900 direct beneficiaries, there will be residual impact on the other children in schools with the intervention.

b. Key accomplishments

- Developed survey forms for identification of schools.
- Selected 20 schools for interventions.
- Prepared dissemination and advocacy materials i.e., leaflets, handbook, posters on Specific Learning Disability (SLD).
- Sensitized the government and community on SLD.
- Finalized behavioral checklist for screening of students with SLD.
- Identified and trained teachers.
- Completed documentary film on SLD.

c. Project update highlights

Manovikas flagged off the project with a sensitization workshop that was attended by multiple stakeholders including the state Principal Secretary (school education), SSA Project chairman and other government officials. Also invited were teachers of the schools initially surveyed and some parents of children with SLD from these schools.

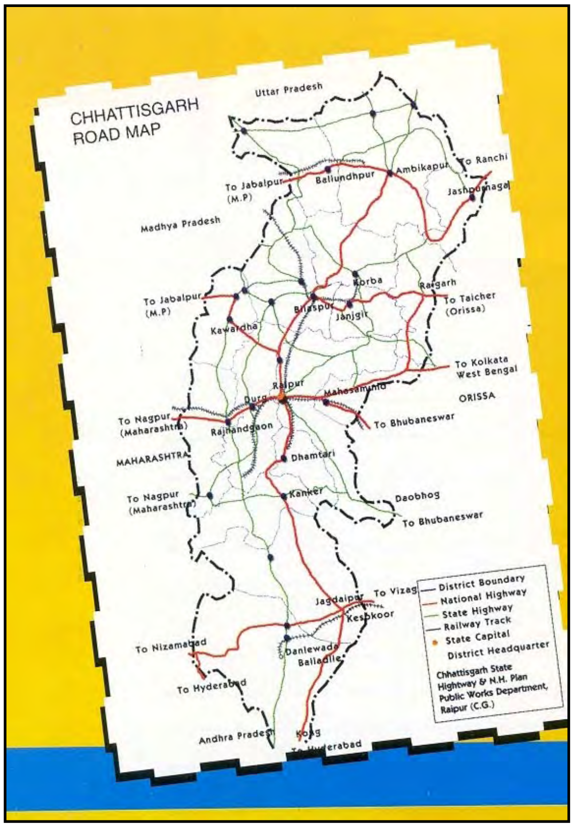
The identification of the SLD children started initially with the assistance of class teachers, who were required to complete a behavioral checklist of those students who had recorded poor performances in the last two consecutive half yearly examinations. Manovikas professionals were then brought in to test the 3686 (1939 girls) “poor performers” for IQ and compile an individual case history. Based on these evaluations, 600 odd students were identified as the first group of recipients for remedial teaching in the respective schools.

Manovikas has conducted training programs on the causes, problems and remediation of the types of disabilities that make up SLD – dyslexia, dysgraphia and dyscalculia -- for teachers in the government schools.

d. Future steps

- Group students in the school by the particular type of SLD.
- Develop individualized remedial education plans for each student.
- Impart remedial teaching to the identified SLD students.
- Print a quarterly news bulletin on SLD as part of an ongoing dissemination strategy.
- Hold parents'/guardians' awareness workshops.
- Organize large group discussions in the Chambers of Commerce, Rotary Clubs and Lions Club to sensitize the private sector.
- Organize child-centered learning programs in the Manovikas school for students with SLD and their parents on weekends.

Chhattisgarh


CHHATTISGARH ROAD MAP
Uttar Pradesh
Madhya Pradesh
To Jabalpur (M.P)
Baliundhpur
Ambikapur
To Ranchi
Jashpurnagar
Korba
Raigarh
To Taicher (Orissa)
To Jabalpur (M.P)
Bilaspur
Janjgir
Kawardha
To Kolkata West Bengal
ORISSA
Raipur
Durg
Mahasamund
To Nagpur (Maharashtra)
Rajnandgaon
To Bhubaneswar
MAHARASHTRA
Dhamtari
To Nagpur (Maharashtra)
Kanker
Daobhog
To Bhubaneswar
Jagdalpur
To Vizag
Keshkoor
To Nizamabad
Dantewada
Bailadila
To Hyderabad
Andhra Pradesh
Konta
To Hyderabad
District Boundary
National Highway
State Highway
Railway Track
State Capital
District Headquarter
Chhattisgarh State Hightway & N.H. Plan Public Works Department, Raipur (C.G.)

Project implementation in Chhattisgarh began in June 2005 when the first installment of the grants was disbursed to five partner NGOs; three direct service delivery partners -- AASHA, Vanvasi Chetna Ashram, Lokshakti Samajsevi Sanstha -- and two capacity building ones – Digdarshika and Naandi Foundation. Both Naandi and Digdarshika are from outside the state: Naandi from Hyderabad in Andhra Pradesh and Digdarshika from Bhopal in Madhya Pradesh.

Most of the past work done by the local NGOs centered on community empowerment and village self government with health and education added on as components out of necessity. Very few NGOs here began with a vision for improving educational services for disadvantaged children. This is probably because the area that is now Chhattisgarh (once a part of Madhya Pradesh) has historically been wrestling with far more basic issues like land rights, food security and livelihood and health. Education was always seen as less of a priority.

Add to this the fact that much of the state is hard to access -- 40 percent of Chhattisgarh is covered with forests -- and it is clear why delivering education in these remote parts is and will continue to be a huge challenge. The naxal movement in the state also appears to have gained ground in recent times.

Despite these obstacles, most of the partner NGOs here have forged ahead with their programs, and in fact, all three direct service partners – Vanvasi Chetna Ashram, AASHA and Lokshakti Samajsevi Sansthan – have initiated their educational interventions. Both Vanvasi and Lokshakti have completed their baseline surveys in the catchment areas. Capacity building partner Digdarshika has selected five sub-grantee NGOs and has forwarded their proposals to the REACH India project team for approval.

The highlights of work done by the grantee NGOs in this region during the current reporting period is recorded below.

A. Asha Association in Sarguja for Human Advancement (AASHA)

[Direct Service grantee]

a. Project summary: The project aims at enrolling and retaining at-risk children, through bridge programs and balwadis in seven Panchayats of Mainpat districts. AASHA is upscaling their existing educational program to a new geographical area, which has traditionally been hard to access and hence, neglected. The program aims to enroll and retain children between three and 14 years of age by mobilizing and empowering the community. The program also focuses on capacity building of schoolteachers, preschool workers and other educational workers to promote quality and child-centered learning programs.

b. Key accomplishments

- Held the first introductory meeting of Panchayat leaders in the catchment area.
- Prepared a baseline survey schedule.
- Finalized selection of the project team i.e., animators, supervisors and teachers.
- Trained field staff on baseline survey, especially issues around participatory rural appraisal**.**
- Began balwadis in five hamlets.

c. Project update highlights

Implementation of this project began with a series of awareness campaigns on education including door to door canvassing, street plays and rallies in the catchment villages and hamlets. The community's participation was sought at all levels, and it is evident from the increased enrolment of children in the formal schools this year that the message was successfully conveyed. This has actually become a bit of a change since it has become difficult for these single-teacher schools to manage the increased number of students. They have requested AASHA to provide some teaching support for the children.

d. Challenges

- Geographical distances and remoteness of villages.
- Reluctance of Panchayat members to share activities with the rest of the community.
- Irregularity of government school teachers and lack of educational quality discouraging parents from sending children to school.

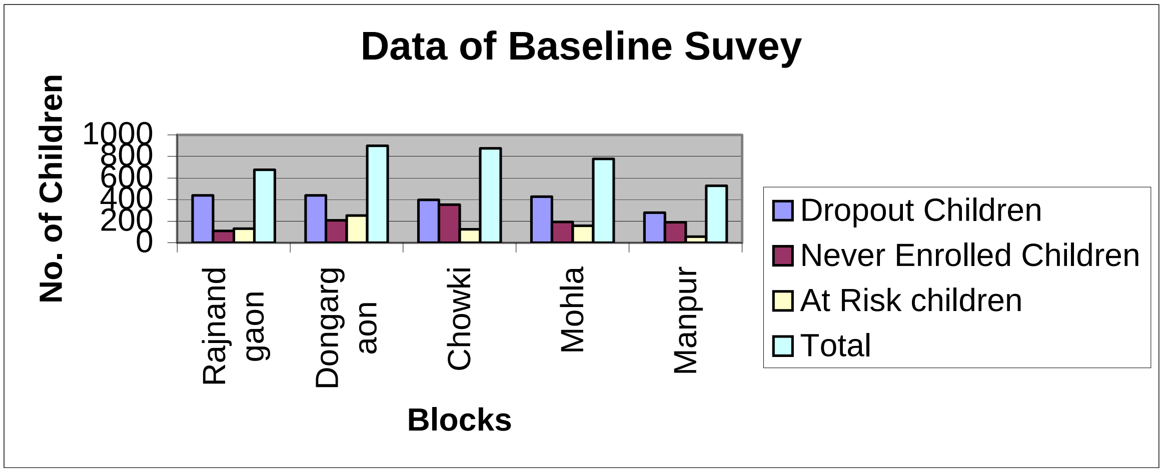
e. Future steps

- Launch bridge course classes for dropouts and never enrolled children; enroll ten percent of the children involved in animal grazing in the evening classes.
- Open remaining balwadis.
- Analyze baseline survey reports; the results will be shared with the communities, Panchayats, schoolteachers and government officers.
- Train animators and supervisors on community mobilization and child-centered teaching methodologies, especially for bridge courses.
- Establish links with block educations offices
- Work with teachers to understand the skill gaps and then, organize appropriate trainings.
- Conduct regular meeting with communities and village education committees.

B.Lokshakti Samajsevi Sansthan

[Direct Service grantee]

a. Project summary: Lokshakti's Shiksha Kiran project covers 250 villages in Rajnandgaon district. The project aims to mainstream and retain 5000 children in schools over the project period. The project focuses on the re-enrollment of dropout and enrolment of children who have never been to school. The program also seeks to improve the quality of education in the formal schools and thus ensure the retention of mainstreamed and at-risk children.



b. Key accomplishments

- Completed recruitment of staff.
- Established project office as well as field offices in the five blocks.
- Oriented staff on the REACH project and its components.
- Held a press conference which was well attended; the resulting media coverage of the project ensured wide dissemination of the project scope and goals.
- Conducted baseline survey in all villages.
- Set up 60 bridge schools in the project area.
- Initiated parent teacher associations (PTA) and mother teacher associations (MTA). Enrolled 109 first-time school goers into formal schools.

Kidnappings, a part and parcel of life here….

A Lokshakti project facilitator organizing a meeting in one of the villages found himself interrupted by Naxalites who told him, "If you educate all the people here, then who will come with us." They kidnapped the facilitator and kept him all night. The facilitator was released the next day, but the incident made him decide to quit his job. It was very difficult to find a replacement because the kidnapping had created so much fear. After much effort, another facilitator was recruited.

c. Project update highlights

Linkages are being strengthened with the local government; the project coordinator met with the district collector, district education officer and the block education officers to inform them about the REACH India project and ask for their support in working with the formal schools.

The organization has formed 24 bal sansads, a group that includes both out-of-school children and those in school with the aim of peers motivating those not in school to enroll in school.

As one can see from the baseline survey graph most children in the five blocks that comprise the project area are dropouts. Of the 1000-odd children who have never been enrolled, ten percent have been admitted into formal schools following an intensive canvassing campaign. Community-based organizations, PTAs, MTAs and VECs, were tasked with deciding the location of the school, its timings, and recruitment of teachers. Most of the bridge schools are run in the evening from 6.00 to 8.00 p.m.

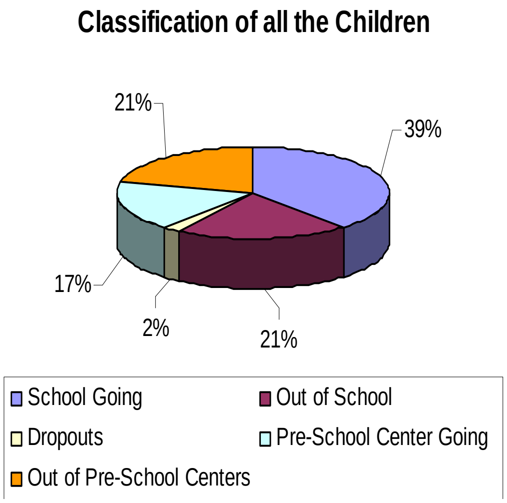
d. Future steps

- Set up 75 more bridge schools.
- Conduct teacher training programs.
- Assess children's performance in bridge schools.
- Promote development of learning materials in local language.
- Organize an exposure visit of project staff.
- Establish a community bank.

C. Vanvasi Chetna Ashram

[Direct service grantee]

a. Project summary: The project is serving tribal children in 22 remote villages in Dantewada block in the Bastar region. The project aims to enroll children between the age groups of 4 to 14 years in primary schools and pre-school centers. The project also focuses on strengthening the capacity of teachers to provide quality education. Additionally, Vanvasi will also run bridge camps for the dropout children and then mainstream them to formal schools.



b. Key accomplishments

- Completed selection of field-level staff, village - level motivators and para teachers.
- Completed baseline survey.
- Held a series of workshops and orientation programs for incoming para teachers, village-level motivators, preschool teachers and SSA volunteers.
- Organized Participative Rural Appraisal (PRA) meetings in 19 villages; completed social mapping of the villages and identified homes of at-risk children.
- Enrolled more than 250 children in schools; out of these, 69 children enrolled at the government alternative education centers (Vaikalpik Shikshan Kendras).
- Set up two bridge schools.

c. Project update highlights

The baseline survey showed that out of 6478 (of which around half are girls) children in the project area, around 56 percent were attending some type of school. Around 42 percent were out of school and only two percent were dropouts.

So far, Vanvasi has enrolled 253 children into schools. Additionally 33 dropout children have been motivated to restart school.

d. Future steps

- Finalize selection of resource agencies such as Eklavya (Bhopal), Bodh (Jaipur), Vidya Bhawan (Udaipur) to conduct teacher trainings to improve the quality of education and enhance childrens' performance levels.
- Conduct fortnightly trainings for para teachers.
- Develop an in-house resource team for the training of para teachers.

- Form a network of Panchayati Raj institution members in all villages in the project area to lobby on education issues with the government.
- Form bal panchayats (children's clubs) in the schools.
- Hold weekly review cum monitoring meetings of village level motivators and parent-teacher associations.

D. Digdarshika Institute of Rehabilitation and Research

[Capacity building grantee]

a. Project summary: The project titled "Training and Education for Access to the Mainstream (TEAM)" focuses on educational interventions for 3000 children with disabilities by building capacities of four to six smaller NGOs. In the first phase the project will implement and develop a model of intervention for easy replication by the sub-grantees. A special component of the project is the concept of Vishesh Acharyas - a community trained teacher for a group of disabled children. The NGO hopes to create awareness and sensitize the community to the education and life skills needs of children with disabilities. Through the program, Digdarshika seeks to network and advocate with the Chhattisgarh government for recognition and implementation of schemes for children with disabilities.

b. Key accomplishments

- Held workshops for identification and short-listing of partner NGOs.
- Recruited project staff.
- Selected five partner NGOs after site visits and organizational appraisals.
- Sent partner NGOs' proposals for approval to REACH India.
- Organized workshops to finalize strategy to enhance capacities of sub-grantee NGOs.

c. Project update highlights

A list of potential partner NGOs were received from various sources following which they were short listed on the basis of the following criteria:

- Years of experience working with PWD (Persons with Disability)
- Linkages with community
- Track record
- Organizational capability
- Geographic location

Based on the criteria, site visits and interactions with organization staff, five NGOs were selected as Digdarshika's sub-grantees. Digdarshika has sent the proposals to the REACH India staff and the review process is underway.

The organization also conducted a workshop on developing materials on inclusive education in Hindi. Participants included twelve rehabilitation professionals including clinical psychologists and special educators. The materials developed during the workshop will soon be published.

d. Future steps

- Conduct baseline survey.
- Organize assessment camps for identification/assessment of children with disability in schools.
- Publish reading materials.
- Hold capacity building workshops for sub-grantees.
- Identify community workers.
- Conduct awareness programs.
- Organize trainings for the Vishesh Acharyas.

E. Naandi Foundation
[Capacity building grantee]

a. Project Summary: The project focuses on improving the quality of elementary education in government schools through direct capacity building activities with Panchayats, PTAs and teachers on the one hand and building the capabilities of selected NGOs to do the same in their respective areas.

b. Key accomplishments

- Set up project office in Jagdalpur, Bastar district.
- Recruited project staff.
- Held mmeetings with potential NGO partners in Bastar and Dantewada.
- Refined Naandi proposal to align it with ground realities; the revised version has been sent to REACH India.

c. Project update highlights

Naandi has hired a new education director who is, among other things, responsible for the REACH India project in Chhattisgarh. The director visited Chhattisgarh to understand the educational scenario in the project catchment area, and concluded that Naandi would need to refine its proposal to address some of the realities on the ground. The revised proposal is currently being reviewed by REACH India. In the meantime, Naandi is engaged in a dialogue with government and other stakeholders to facilitate their participation in the project.

1.2. REACH India components

The Technical Assistance in Year 1 dealt mainly with proposal writing; now that NGO grantees are in place, the focus has shifted to improved delivery of educational services; training was provided to partner NGOs on performance monitoring, educational quality, dissemination planning, financial management and organizational development.

We also had to formulate a strategy for elasticising our lean staff to meet all the program objectives of providing need-based technical assistance; monitoring and evaluating the partner NGO activities; documenting workshops, meetings and other interactions; building ties with multiple stakeholders – Government, other NGOs, educationists, private sector etc.; forging collaborations among partners through networks and other forums; and sharing knowledge through a variety of dissemination activities.

In an effort to deliver effective and meaningful assistance to partners, it was decided that some of the assistance e.g., educational quality, will be outsourced. Consultants and agencies were identified for providing training to partner NGOs.

Also, given the different levels of competencies among our NGOs, it will be a challenge to see that the assistance we provide is responsive to each NGO's needs, and is usable and substantive. We hope to resolve this by providing a gamut of support activities: ranging from one-on-one interactions (including meetings, phone calls, e-mail, directing NGOs to relevant resources etc) to workshops and exposure visits.

Building bridges: Apart from TA, we also worked on strengthening ties with government educational agencies and broader educational schemes. In this regard, visits were made to the SSA implementing agencies in Delhi, Jharkhand and Mumbai; the offices of the state Education Secretaries for Jharkhand, West Bengal, Chhattisgarh and Karnataka; and municipal offices in Mumbai, Kolkata and Delhi. Most officials we met with welcomed the REACH India grant opportunity, but cautioned us to ensure that we were complementing SSA, and not duplicating it.

The team has also had interactions with donor agencies and NGOs outside the REACH India network including UNDP, UNESCO, UNICEF, Azim Premji Foundation and Pratham. REACH India team members also attended workshops organized by some of these organizations.

We have also made small inroads in reaching out to the private sector. We have had exchanges with the social development unit of Federation of Indian Chambers of Commerce and Industry (FICCI) as well as meetings with the education officials at ICICI's Social Initiative Group. The latter is working in Chhattisgarh, and we see tremendous potential for some form of partnership which we hope to explore further in the coming months.

A. Educational quality

Educational quality, being a relatively new and dynamic area, remains a challenging concept for organizations across all regions to deal with. Perceptions vary widely and so workshop sessions to introduce the term "educational quality" resulted in a wide listing of definitions ranging from good infrastructure in schools to effective teaching-learning processes, student assessment, community participation and education management.

a. Assessing educational quality: As part of the first in the series of M&E technical assistance workshops in Delhi (January 2005), Jharkhand (February, 2005) and Kolkata (February 2005), a session was held on educational quality with special focus on assessment of quality of educational services in the formal schools as a result of NGO interventions[1]. The input from participants' at the workshops greatly helped in the formation and refining of the checklists developed to assess educational quality.

Two checklists have been developed for the purpose:

- The quality education checklist *(Annexure Va)* seeks to first measure effectiveness and quality of teaching-learning processes, school and classroom environment and school-community linkages in formal schools. Over time, (the checklist will be administered annually) the responses will be used to assess the enhancement in school capacity as a result of teacher training, whole school development or any other academic support provided through the NGO interventions in the formal schools. An assessment framework with scores assigned to the core areas has also been developed in consultation with partner NGOs.

- The technical capacity checklist[2] *(Annexure Vb)* focuses on NGO-run educational interventions except full alternative schools which are considered formal schools, and hence will be assessed through the quality education checklist. The checklist will serve two purposes: 1. To assess the needs of the technical capacity of partner NGOs in the quality of educational services delivered. 2. To assess the progressive change in the same area over the project period.

These checklists were piloted with some organizations in Delhi and Jharkhand, and feedback was incorporated to finalize the checklists. The questionnaire, to be self-administered by partner NGOs, was then sent to all partner NGOs in Delhi, Jharkhand and Kolkata in May along with directions for use. Completed checklists have begun coming in from the three regions, and the project staff is in the process of collating the information. *(Annexure V)*

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[1] The REACH India results framework comprises of the 3 intermediate results that follow from the three objectives of the project. IR 3 focuses on enhancing school capacity through NGO interventions. Focus on improving quality of education that will result in improved retention in the formal schools is seen as a means of enhancing school capacity.

[2] IR 2 also focuses on enhancing NGO capacity and enhancing organizational technical capacity in education forms a part of it.

The checklists were also shared with partner NGOs in Chhattisgarh in June; they are expected to begin administering it in September after NGO programs are in the implementation phase.

The two checklists, especially the technical capacity checklist, serve as a needs assessment tool. The data that will emerge in the areas that need improvement forms the basis for technical assistance that will be provided in these areas through workshops; exposure visits for partner NGOs to effective educational models within and outside the REACH India network; and through individual visits to grantee NGOs.

b. Technical assistance: The technical assistance plan developed by REACH India focuses on three modes of technical assistance delivery in the area of quality education - exposure cum training activities, workshop and as needed, one-to-one interactions.

i. Exposure visits (includes perspective building): We plan to expose project partners to a variety of programs that will help them in enhancing the quality of their educational interventions. Exposure visits would include trips to model programs run by other NGOs (both in and outside the REACH India network) as well as training programs run by resource agencies such as Bodh Shiksha Samiti in Jaipur and Rishi Valley Satellite Schools, Andhra Pradesh.

An NGO's feedback on the Bodh training

1. **Good experience**: The trip was a good exposure to see and understand the functioning of an organization working for many years solely on education for disadvantaged and deprived children. The fact that Bodh is working in both rural and urban areas, in and outside government schools, with the government system and without it provides it with a rich repertoire of experience.
2. **Training**: The training provided by the resource persons was not only child centered, interactive and experiential but also had strong conceptual components. The activities and teaching aids used to teach mathematics were well thought out and explained concepts like area, decimal point, fractions etc clearly to the children.
3. **Composition of group:** Our group from four organizations in Delhi was quite heterogeneous in terms of understanding the organizations. Some of us were teachers while some were managers and supervisors. The training was teacher oriented and an all teacher group would have benefited more from it.
4. **Monitoring:** The managers in the group were interested in knowing how Bodh manages its vast educational program. What is the line of authority? Who monitors the teachers? Who checks their lesson plans? etc. The training provided by Bodh to the teachers is very intensive and child focused. How does the organization ensure that every teacher is actually able to explain all the concepts to the children, as they should be? These elements were missing from the training.

--Prayas, Delhi

Jharkhand and Delhi partner NGOs were the beneficiaries of the first exposure cum training visit made to Bodh in July. It was decided to cluster NGOs by region for the Bodh training activities so that training could be hands on, allow for plenty of small group work and for individualizing responses to each NGO's specific concerns. Each NGO was represented by as many as five persons to maximize benefit, and facilitate the percolation of the training organization-wide.

The five-day program comprised two distinct strands for partner NGOs: 1. Visiting the urban and rural Bodhshalas (schools) to understand the organization's work and the way methodologies were practiced in the field and 2. Attending a workshop where Bodh resource persons demonstrated the use of teaching-learning materials in multi-grade classrooms; presented math and language-related concepts; and shared strategies on community participation and government school engagement.

On the final day, each NGO was tasked with charting an action plan based on learnings from the workshop, which they then shared with the larger group. *(Annexure VII.)*

Bodh training observations: The highlight of the Bodh training was the demonstrated use of a syllabus that was created with input from the children and community, ensuring a buy-in from the most critical stakeholders in the education process i.e., the child and community.

The fact that many factors together play a role in impacting learning was made clear during the Bodh training session. In Bodh's intervention, a number of strategies are at play including the teacher's daily visit to the community after school; involvement of the mother teachers; use of stories, plays, songs and dance as an integral part of the curriculum; use of numerous TLMs, worksheets and assignments to reinforce the learning of concepts; emphasis on clarifying basic concepts rather than rote learning; and the children's and community's contribution and inputs to the curriculum. All these activities together consolidate the organization's effort to keep the child at the centre of the intervention.

The mixed nature of the audience in the training (in terms of the different levels of educational expertise among the partner NGOs) remains a challenge. The project staff hopes to iron out some of the issues arising from this through follow-up visits to each partner NGO.

ii. Workshops: Three broad areas were identified as areas for assistance based on a combination of proposal reviews, site visits and informal talks with partner NGOs in Delhi, Jharkhand and Kolkata; the three areas for support are curriculum enrichment, improvement in teaching-learning strategies and assessment.

Based on this, the REACH India staff contracted with a senior educational consultant to develop and conduct a training series that would address the three need areas. The set of three workshops, titled "The Learning Classroom Series," will be conducted over 15 days spread over three months.

The month's gap between each workshop is designed to provide participants time to practice in the field what they learned in the workshop, and return to the next workshop with feedback on real world application of workshop learnings. Thus, the entire period of three months has been visualized as a 'learning laboratory' where learning and practice will go hand in hand. Apart from supporting NGOs in enhancing educational quality on the ground, a product of the set of workshops will be a training kit that can be used by a wider audience.

The first workshop in the series was held for Delhi and Jharkhand partner NGOs in late September. Workshop participants included heads of NGO educational programs and teaching staff working on educational quality strategies. REACH India has requested that NGOs commit to sending the same core group of individuals to each of the three workshops, thus helping develop a cadre of staff in each NGO committed to assisting their organizations in developing an internal strategy for improvements in educational programming.

Below are the objectives and desired outcomes of each of the three workshops.

Workshop 1: Enriching the Relevance of the Core Curriculum

Desired outcome: By the end of the four to five-day workshop on strategies for creating greater relevance in the core curriculum, NGO educational personnel will be able to adapt concepts, attitudes and practices developed in the workshop to their own organization's efforts to make the core curriculum more relevant to the needs of at-risk children in their programs.

This workshop will:

- Introduce sufficient practical content and processes on curriculum review, adaptation and revision to inform future decision making on the development and integration of relevant learning activities into the core curriculum in NGO education activities supported by REACH India,
- Provide opportunities during the workshop for participants to practice with current practices and new concepts, skills and attitudes related to curriculum improvement,
- Engage NGO partners in developing an organized and systematic approach to 'reflection as practice' that focuses attention on the linkages between workshop content and skills developed and NGOs' current strategies for improvements in the core curriculum,
- Involve NGO partners in the development of an action plan that outlines how they will make use of what they have learned about curriculum improvement strategies to their own organization, and
- Foster an understanding of the role of REACH India in follow-up on action plans as part of REACH India's approach to training and capacity building.

Workshop 2: Teacher training to support more active learning strategies for at-risk children

Desired outcome: By the end of the four to five-day workshop on teacher professional development, NGO educational personnel and teacher trainers will be able to adapt concepts, attitudes and practices developed in the workshop to their own organization's efforts to introduce and institutionalize more learner-centered and active teaching methods and techniques that support improvements in the core curriculum and evolving quality of education strategies.

The workshop will:

- Introduce sufficient practical state-of-the art content and processes related to more active teaching methods to inform NGO decision making on teacher development strategies in education programs supported by REACH India,
- Provide opportunities during the workshop for participants to practice active teaching methods that promote more active participation by learners in the educational process,
- Engage NGOs in developing an organized and systematic approach to 'reflection as practice' that focuses attention on the linkages between knowledge of more active teaching methods and teacher training skills developed in the workshop and NGOs current teacher development strategies,
- Involve NGO partners in the development of an action plan that outlines how they will make use of the teaching methods and approaches they have practiced in the workshop in the teacher development strategy for their own organization, and
- Foster an understanding of REACH India's role in follow-up on action plans as part REACH India's approach to training and capacity building..

Workshop 3: Promoting active assessment procedures in the classroom

Desired outcome: By the end of the three-day workshop on assessment of learning and teaching, NGO educational personnel and teacher trainers will be able to adapt concepts, attitudes and practices developed in the workshop to their own organization's work to better align the methods and procedures used to assess learning and teaching outcomes.

The workshop will:

- Introduce sufficient practical, state-of-the art content, processes and procedures on more active assessment of learning and teaching outcomes in order to inform future NGO decision making on the assessment strategies used in education programs supported by REACH India,
- Provide opportunities during the workshop for participants to design practice active assessment procedures and methods that promote increased participation by learners and their parents in the assessment process,
- Engage workshop participants/NGOs in developing an organized and systematic approach to 'reflection as practice' that focuses attention on the linkages between assessment skills developed in the workshop and participating NGOs' current strategies for assessing learning and teaching outcomes,
- Involve workshop participants/NGOs in the development of an action plan that outlines how they will make use of the more active assessment procedures and approaches they have been exposed to in the workshop in the teacher and student assessment strategy used in their own organization, and
- Foster an understanding of REACH India's role in follow-up on action plans as part of REACH India's approach to training and capacity building.

iii. One-to-one interactions: The project staff anticipates visiting workshop participants to provide follow-up support. This would include reviewing use and application of materials and methodologies that were shared at the workshop, and guiding NGOs in modifying these materials for use in the context of their work and environment.

c. Site visit observations: Site visit observations have revealed varying levels of quality education interventions in the rural and urban areas. While some organizations are running excellent education programs, some need to develop better curriculum, enhance teaching-learning processes and develop better community mobilization and participation strategies. Some of the factors that are affecting education quality:

- Some interventions are targeting children from very poor and deprived backgrounds.
- Some interventions are targeting children in extremely difficult circumstances.
- The remoteness of the geographical area results in poor availability of adequate resources (both material and teachers).
- Lack of proper space for running education centers.
- Weak community participation.
- Lack of technical expertise in education within the organization in curriculum development and teaching - learning effectiveness.
- Poorly qualified teachers at the centers.
- Impact of teacher training conducted by the organizations does not get translated effectively on the ground.
- Lack of exposure to effective educational models.

B. Dissemination and networking

The REACH India dissemination plan, which was approved by USAID in January 2005, was created with two major objectives: 1. To ensure that the information disseminated helps stakeholders in reaching decisions, making changes, or taking other specific actions designed to improve the outcomes of their programs. In short, we will aim to ensure that the information disseminated is usable and can improve the project's effectiveness in reaching its goals. 2. To bring stakeholders together on common platforms and create channels of communication and collaboration among them that remain long after this project has ended.

a. Dissemination products

i. Organized the REACH India 2005 national conference:

In February this year, the REACH India Advisory Board met for the first time to provide guidance for implementing the program. Several issues came up during the day-long discussion including the importance of recording cumulative change, the necessity of monitoring and evaluation to focus on processes, and not numbers, meaningful mainstreaming, defining NGO roles that complement the government etc. It was a spirited and passionate debate, and one that laid the ground for many of the focus areas at the National Conference.

The objectives of the national conference were:

- To showcase the work of our NGOs to a broader audience comprising representatives from government, donor agencies, policy and research groups and the private sector.
- To expose partner NGOs to new and relevant information on policy, quality of education, monitoring and evaluation, models of delivery, partnership and sustainability.
- To bring stakeholders together on a common platform – representatives from NGOs, Government, educational/academic institutions, donor agencies, private sector – and facilitate a dialogue between the various parties.
- To increase awareness of stakeholders to REACH India activities, and that way, enhance their interest in supporting REACH India-type initiatives.

The primary target audience for the conference was the project's partner NGOs in four geographical areas: Delhi, Kolkata, Jharkhand and Chhattisgarh.

The conference agenda was structured around specific themes: Day 1 focused on the education sector in general and moves on to specific delivery models and approaches; Day 2 focused on quality of education issues including mainstreaming, teaching-learning methodologies and tracking of children; and Day 3 focused on issues around networking, sustainability and public participation in governance.

The conference brought together some of the foremost thinkers and practioners in the field of elementary education for vulnerable children. The conference was inaugurated by Union Minister for Petroleum and Natural Gas, and Panchayati Raj, Mr. Mani Shankar Aiyar, who stressed the role of the Panchayats in ensuring quality education for all.

More than 150 people attended the conference including two members from each partner NGO and one from each sub-grantee; representatives from other NGOs, Government (both national and state), private sector, donor agencies, and educational/academic institutions; and members of our Advisory Board and Grant Selection Committees.

NGO guests included representatives of established "education oriented" NGOs that function outside the REACH India network as well as those which focus upon related issues such as gender and children's rights.

Almost all partner NGOs were represented as panelists for the various sessions at the conference. Also, a special display area was carved out for partner NGOs to showcase their work and materials. Paintings, charts, workbooks, and crafts created by the NGO's children festooned each kiosk; each NGO's project summary was blown up into 20x30 posters which were displayed in the exhibition area.

One of the tangible outcomes of the conference was a spontaneous decision by those present to sign an appeal requesting that the government make the draft Right to Education bill public. More than 80 participants signed the memorandum following a panel discussion that highlighted the need for the bill to be debated before being passed into law.

ii. Printed first quarterly newsletter: The project timed the release of its first print newsletter with the conference to ensure the widest possible dissemination. The newsletter featured contributions from partner NGOs on their practices. For instance, the August newsletter had pieces on using puppetry for pedagogy and the use of a teacher diary as a reflective practice.

Besides being part of the conference kit, the newsletter was sent to representatives of the corporate sector and media to engage them in issues around education as well as emphasize the good work being done by partner NGOs.

iii. Produced a film on REACH India: "Alphabet Dreams," is a 30 minute film that documents the work of partner NGOs in four geographical regions. The film was premiered at the REACH India national conference. Copies of the film were given to the chief guests and key note speakers at the conference.

iv. Launched REACH India website: The website was launched in December 2004 and is intended to serve three broad purposes:

- An information resource on elementary education for vulnerable children.
- A knowledge sharing platform that showcases success stories, articles, experiences and innovations in elementary education.
- A networking platform that helps NGOs connect with each other through online forums.

The website has project summaries of each of partner NGOs with links to their websites. These pages are dedicated to the NGO, and partners are encouraged to submit items e.g., presentations, papers, pictures, tools, formats etc that can be added to their "mini-site."

The site has an important interactive component in the form of online discussion forums. While there is little activity at this point of time, we expect that by setting some sort of ritualistic mechanism, these forums will, in time, be used by REACH India partners and other concerned citizens, especially those involved in education for disadvantaged children in India.

We have also suggested that partner NGOs designate a person within their organization to galvanize their team to participate in these forums or act as a resource/collection point.

While we will be soliciting articles, good practices and case studies from partner NGOs, we have also collaborated with developmental news organizations such as Indiatogether.org to reproduce articles on education.

Besides serving the purpose of knowledge sharing, the website is also coming into good use for pragmatic reasons: we have put the narrative template, monitoring format, checklists, pre-grant and grant application packet online so that interested NGOs can download the materials. Materials that we have presented and/or distributed at workshops such as PowerPoint documents, concept papers and definition of terms are online. Details about the national conference – pre and post event – have also been posted on the site.

Website show and tell: In order to galvanize partner NGOs into using the online discussion forums, it was decided to combine the dissemination plan review with a show and tell of the website offerings, especially the discussion board. One of the challenges that emerged during this show and tell was that at least a quarter of partner NGOs have extremely slow connection speeds (14.4) and older versions of Explorer (5.0 and below). It was recommended that they upgrade their Internet connection since the cost increase would be marginal and the benefits quite huge.

It was also observed that while many partner NGOs said they wanted a discussion forum (from the needs assessment), none of them use it. A casual survey as to why saw responses ranging from the mundane e.g., lack of time to the complicated e.g., have to walk two kilometers to access a computer. We intend to do a deeper analysis of reasons behind lack of usage, and perhaps, modify the mechanism to encourage greater use. One idea is to link the physical networks to the online one, so that members of a regional network can link up with each other online on a monthly basis.

v. E-newsletter: Periodic e-newsletters are sent to all 21 partner NGOs in Delhi, Jharkhand, Kolkata and Chhattisgarh to share project-related news and information. The first e-newsletter went out in March. Subsequent ones followed in May and July. The e-newsletter's focus on project updates complements the more education information orientation of the printed newsletter.

We will also use the e-newsletter to send out relevant resource material. For instance, in the last dispatch, we e-mailed partners a CINI-Asha report on child tracking and an article by a University of Cambridge faculty member on inclusive education.

vi. Girl child calendar: The 2005 calendar-planner was created to serve as a broad and usable dissemination tool, and was dedicated to the girl child. The calendar-planner was intended to serve as a reminder to stakeholders to keep the needs of the girl child foremost in mind when developing and implementing educational initiatives aimed at achieving the goal of Universal Elementary Education.

We distributed the calendar to multiple stakeholders including partner NGOs, members of our Advisory Board and Grant Selection Committee, central and state-level Education Government officials, academicians at NIEPA and NCERT, media representatives, heads of Corporate Social Responsibility divisions and donor agency heads.

b. Needs assessment

A protocol was created to gather information regarding the NGO's current capabilities and practices in the areas of dissemination, advocacy, networking and action research as well as understanding the NGO's needs in this area (as expressed by them). We have so far administered this tool to partner NGOs in Delhi, Jharkhand and Kolkata. The data, collated from the interviews, will be used to inform assistance activities.

c. Technical assistance: Dissemination planning and review

We have used a PowerPoint module to introduce REACH India's dissemination plan to partner NGOs as well as to provide guidance on creating their own dissemination plans.

Almost all partner NGOs in three regions – Delhi, Jharkhand and Kolkata – have sent in their plans. Chhattisgarh NGOs are expected to send their plans in October.

Given the widely varying levels of partner NGOs with regard to dissemination capabilities and experience, we have undertaken a one-on-one approach towards reviewing their dissemination plans. Most of them seem to have understood the fundamental principles behind REACH India's dissemination plan and have incorporated activities targeted to their specific program objectives. We have until now reviewed the plans of nine partner NGOs. Visits were made to these organizations to discuss their plans, and provide feedback. The meeting was followed up with an e-mail that documented the discussion and recommendations.

The project has encouraged some of the partners to be more strategic in their planning and structure their dissemination activities in a way that positions them as thought leaders in areas where they have proven expertise. In this regard, the project has recommended that partner NGOs create a list of "in-house products and resources" using a simple format that was provided. These "assets" need not just be written documents, but also pictures, CDs, films, posters, audio tapes etc.

The project has also suggested that they think of efficiencies in materials development. For example, a puppet show could be captured on video and disseminated as tapes. The art of putting up a puppet show could be documented as a step-by-step "how-to" text and video manual.

While partner NGOs have begun refining their plan based on these discussions, the next step for REACH India is to create a master matrix to plot the various dissemination activities of partner NGOs. That matrix will be tweaked and re-tweaked during the life of the project.

Observations

Our site visits have been extremely useful in helping us understand how partner NGOs are dealing with issues related to dissemination and documentation.

The information collected has revealed certain specific issues that are worthy of further investigation and discussion. There are two specific ways in which our NGOs can be categorized: Capacity Building versus Direct Service grants; and urban versus rural.

One observation that was true for most NGOs was that they had not budgeted for a person dedicated to dissemination and documentation and as a result, felt that they could only target a limited number of activities in their dissemination plan. It was explained that it was not the volume but the focus of the activities that was important, and that by planning their dissemination work and building in it efficiencies for material creation and/or reuse, NGOs would automatically be more effective in targeting objectives, and this would in turn, build organizational sustainability.

Capacity Building and Direct Service Grantees: The Capacity Building grantees tend to be larger, more established organizations. They have reached a stage in their development where they are ready to share that experience with other less developed NGOs. As a result, it may be a challenge to affect the methodologies and practices of Capacity Building partners. The potential for influencing the practices of relatively smaller NGOs is greater due to their smaller size and the relatively flexible nature of their administrative structure.

Also, capacity building NGOs often did not use the dissemination plan to better reflect their role in building the capacities of their partners to become strong, professional players who can independently sustain their activities at the end of the project. It was suggested that empowering sub-grantee NGOs to own community-based activities will create a strong base for building out future dissemination activities involving other stakeholders.

Rural and urban grantees: The NGOs in the city are, by and large, more media savvy, more proficient in English as a language of communication and further ahead in the incorporation of IT in their work. In contrast, the NGOs from rural areas are constrained in their use of technology given the reality of life in small villages i.e., electricity cuts, poor Internet access etc. While ensuring that the project does not fall prey to stereotyping or cubby-holing partner NGOs by these categorizations, this classification does provide some broad indicators that any interventions or support mechanisms that REACH India provides must be sensitive to the kinds of grants being discussed as well as the geographical location of the grantee organization.

Another thing that became clear was that the NGOs that are a part of the REACH India project have specific strengths that can be leveraged by REACH India to help the overall project. For instance, Banvasi Vikas Ashram in Jharkhand with its experience in curriculum development can offer training and support to other NGOs involved in similar activities.

Networking

While NGOs have been informally connecting with each other through the various workshops and the national conference (*for more on the conference see section on dissemination)* during the last 18 months, the project has begun the process of facilitating the setting up of regional networks. Our broad recommendations for network practices is that it promote sharing of resources, good practices, tools and help bring together a collective voice that can impact policy. The first regional network was initiated by Kolkata NGOs, who have had a long history of collaborating with each other. The meeting was hosted by IPER, a partner NGO, and attended by two representatives of each of the five Kolkata grantees. The first meeting focused on the expectations of members; laying out the objectives of the REACH Education Network (REN) (as they decided to call it); establishing some ground rules such as rotating the hosting of the meetings; determining its frequency (quarterly); and discussing some elements of an effective network. The two hour meeting concluded with members outlining next steps for follow-up including the creation of a newsletter and a matrix that would identify government schools that each of them was working in.

At the Kolkata meeting, some members felt that a network coordinator would help the group function more effectively. A few others disagreed, saying they would prefer that coordination functions be rotated, and that often, having a full time coordinator meant that members would require to be less involved in the network. It was finally decided that the assistance of consultants would be taken from time to time to complete certain tasks, and the need for a full time coordinator could be revisited as the network grew in scope and size.

Benefits of being part of the REACH India network

A direct result of CWD's partnership with REACH India is that they have been invited to participate in a national level meeting on "Education for the Marginalised." CWD's representative met the organizer of the meeting during the REACH India national conference. On hearing of the educational work CWD was doing under REACH India, he felt that others too could be inspired by this.

--CWD, Jharkhand

Being part of the REACH India network has provided us a wider interface, with diverse types of organizations both programmatically and geographically. It has given us the chance to get to know their work in-depth, share our own work and exchange ideas. The strength of any network lies in its numbers, and this was made evident during the REACH India National Conference in New Delhi, when as an outcome of the first day's panel, all who were present signed the petition to make the latest draft of the Education Bill public. Being a part of this partnership has given us the opportunity to meet grass roots organizations working in the remotest villages, at the same time, it has brought us face to face with many individuals, especially academics and administrators, who are usually removed from the world of NGOs, and whom we know only through their published work. These opportunities herald possibilities that may bring theoreticians, practitioners and administrators together, so that they may start looking at education from a more synergistic perspective.

--Vikramshila, Kolkata

Being part of REACH India network has benefited us in taking up advocacy at the larger platform for increased coverage of children. It has facilitated linkages at state and central level.

-- Disha, Delhi

The project endeavor is to encourage these networks to be sharply focused – zone in on access and quality of elementary education -- but possess a broader mandate by actively promoting the participation of the various players in the sector, especially those from government and private enterprise. One way of implementing this vision will be to invite guest speakers from other NGOs, donor agencies, government, academia and the corporate sector. What has been stressed as a key element to successful networks is the ability of the group to address both the individual organization's self-interest as well as the collective interest.

The project is also facilitating entries into existing networks. For example, we have spoken to CLPOA, which is both a state network as well as a partner, to include all Kolkata partner NGOs in its network (some of them are already members.) Similarly, we have asked the SSA nodal agency in Jharkhand, the Jharkhand Education Project Council, to include non-member partner NGOs into the State Resource Group, and they have agreed to do so.

In assessing current network participation and REACH India's nascent efforts towards strengthening this component, a short questionnaire was developed and e-mailed to partner NGOs. The questionnaire attempted to understand the following:

- What was the current status of the NGO's participation in education-related networks? i.e., membership, quality of participation, network achievements etc.
- What was the status of the NGO's participation in a non-education network?
- Has the NGO started a new network or re-activating a dormant one since REACH India funding?
- What role has REACH India played, if any, in facilitating linkages among NGOs and among NGOs and government at the state and national level?
- Has the NGO benefited from being part of the REACH India network? If so, how?
- What kind of associations has the NGO had with government departments, bilateral agencies, semi-autonomous institutions etc. since REACH India funding?
- Has the NGO established new or reactivated links with the private sector?

The NGO responses were categorized into six broad heads: 1. Belongs to an education network; 2. Belongs to a non-education network; Belongs to a REACH India regional network body; 4. Belongs to a network that the NGO initiated or reactivated; 5. Belongs to some kind of government advisory committee; 6. Initiated links with the private sector.

A look at the networks matrix *(Annexure VII)* shows that most partner NGOs are currently on some kind of government (national and state) advisory committees and/or working groups. Almost all are members of national and/or state education networks. A few have actually revived regional and district-level NGO alliances following the REACH India grant. This is perhaps the biggest area of success i.e., enabling and/or catalyzing active collaboration among NGOs. In Year 3, we will delve more into the reasons for why networks succeed; what triggers off reactivation; and whether REACH India has made a difference to quality of partner NGO network participation.

In rural areas, more attention needs to be paid to bolstering relationships between partner NGOs and block and district level education officials. Another thrust area should be towards improving NGO linkages with the corporate sector.

C. Monitoring and evaluation

REACH India will be responsible for assisting partner NGOs to improve their ability to monitor the results of their interventions and to use the monitoring information for improving service delivery. This will be accomplished through monitoring and evaluation modules in REACH India workshops that focus on three different aspects of monitoring and evaluation: preparation of monitoring and evaluation plans; development of monitoring instruments; and analysis of data. The first will deal with development of indicators related to project goals and establishing links between indicators and means of verification, as well as the preparation of a monitoring and evaluation plan. The second will focus on developing and using data collection tools that correspond to key indicators. The third will deal with techniques to reduce data to manageable formats and to integrate and interpret data in relation to expected outcomes.

During the reporting period, a second person was hired to assist with M&E work on the project.

Major activities during the reporting period include:

a. Capacity building of NGOs: This included holding workshops as well as customized assistance in the form of one on one visits to partner NGOs.

- Training modules were developed individualized assistance on the Student Tracking Tool (STT) to 12 partner NGOs in Delhi, Jharkhand and Kolkata between the months of May and June. A total of 54 persons were trained on the tool.

  In August, follow-up visits were made to each partner NGO in Jharkhand and Kolkata to review and provide customized feedback on their use of the tool.

  Kolkata Capacity Building partner, CINI Asha, already has its own child tracking system in place, but was trained on STT so that it could use it with its sub-grantees for tracking children enrolled in their programs.

- Workshops on the Results Framework, instrument development and data collection were conducted in Delhi (January), Jharkhand (February), Kolkata (February) and Chhattisgarh (July). We were able to get ahead of the curve in this area. For instance, while the M&E workshop at Kolkata was scheduled for April in our annual work plan, it was completed in February.

- One to one site visits and discussions on M&E plans were held with all 16 partner NGOs in Delhi, Jharkhand and Kolkata.

b. Technical Assistance for REACH India in-country staff: REACH India M&E staff received training from international staff and consultants (of Juarez and Associates, REACH India's international partner for M&E) on using the Statistical Package for Social Scientists (SPSS); developing a way to link Excel-based project data collection protocols for consolidation of data; developing a data analysis plan for Excel-based data collection protocols using SPSS; and developing linkages and data analysis plans for the student tracking tool.

The consultants also assisted in:

- Preparing and delivering a workshop on data collection and instrument development.
- Working with the project team on data processing, analysis and presentation.
- Assisting with the workshops in Chhattisgarh.
- Reviewing baseline data from partner NGOs.

c. Preparation of M&E tools and instruments including:

- Baseline survey checklist.
- STT, user manual and worksheets for partner NGOs.
- Six monthly reporting guidelines for partners.
- Definitions of various terminologies used in the PMP.
- Coversheet for feeding quantitative data for consolidating baseline survey data.
- Field sheets for NGO field staff for collecting information on each student.
- Individual Student Profile (ISP) tool, user manual and field sheets for NGOs to use for entering data.
- Draft template for capturing quantitative information from grantees as per REACH India PMP.
- Draft manual for using SPSS.
- Format for evaluation report.
- Format for PMP report.

d. Refinements and approval of Performance Monitoring Plan: The PMP was developed and submitted to USAID for review. A number of issues required clarification with several further drafts being exchanged. During earlier meetings with USAID, it was suggested that qualitative indicators should be included to measure the effect of teacher training on actual pedagogy, and this component was later incorporated into the PMP that was sent to USAID.

A consultant was also hired to help refine the PMP during the project period and help to work out targets for inclusion in the PMP. USAID approved the PMP with a quality component in February 2005.

e. Beneficiary data: An important aspect of putting in place an M&E system has been the incorporation of target estimates in the grant application. Grantee's establishment of targets is expected to help in the training process and also provide a denominator for judging progress under the grant.

Observations

Several lessons can be gleaned from the experience of conducting the training on the use of the tools. Among these are the following:

a. **Importance of site visits prior to finalizing the evaluation protocols**: The M&E team had carried out needs assessments and site visits to identify resources and staff competencies among grantees in evaluation. These provided insights into the tools that would be needed for REACH data collection. However, even after the design of the tool, the M&E team conducted follow-up site visits prior to finalizing the tool. These site visits afforded the team an opportunity to pilot the protocols, identify challenges to their use, and revise them to make them even more user-friendly and customized for grantee use.
b. **Importance of recognizing that no one tool may service all types of grantees:** While the M&E team had a vision of being able to design one protocol for M&E, it was found that one tool just would not serve the needs of all grantees. Due to the variations in target groups, interventions, and geographic areas the team opted to design three tools for data capture. One would serve the needs of all grantees for data on individual children; one would serve to collect data on the general population; and one would serve to collect information on special populations. Splitting the STT into two parts by type of target group permitted the team to keep the data collection tool "user-friendly" by facilitating data entry.
c. **Geographic dispersion of grantees**: One challenge for the REACH India team in general, and the M&E team in particular, will be serving such a large geographic area. Some site visits take an entire day to visit a grantee's main headquarters. Thus, once all six geographic areas are rolled out, it will be very difficult to service all areas with just the existing two-person M&E team.

D. Finance and administration

The financial and administrative management in the second year of the project is split between: a.) internal financial and administrative management, and b.) external management of financial aspects i.e., grant roll-out, coordination and management of financial aspects of grant implementation, grant agreement compliance, and the design and provision of technical assistance.

a. Internal financial and administrative management

The project staff is responsible for month-end closings and reports generation for submission to AIR. Included in this process is the review and submission of REACH India grantee quarterly reports and cash requests, receipt of funds requested from AIR, and the disbursal of subsequent grantee advances. A method for calculating and tracking grantee burn rates was developed to gauge expenditure patterns of grantees in their first start-up quarter and comparing them to the ensuing quarters of operation, with the goal being to increase grantee burn rates to as close to 100 percent as possible. Quarterly financial reports were received from grantees on:

Delhi: January 31, 2005; April 30 2005; July 31, 2005
Jharkhand: March 31, 2005; June 30, 2005; September 30, 2005
Kolkata: April 30, 2005; July 31, 2005
Chhattisgarh: September 30, 2005

The project completed fiscal year-end procedures for tax compliance and audit. An independent audit firm, Nangia and Associates, was contracted to perform the annual audit on the project for submission to the Registrar of Companies.

b. External financial and administrative management

The project staff is also charged with managing the financial process of grant roll-out in new regions and providing technical assistance to grantees following the award of their agreement.

i. Grant roll-out in Kolkata, Chhattisgarh, Mumbai, and Karnataka: In Year 2, the grant roll-out completed in Kolkata, Chhattisgarh and Mumbai. During the rollout, potential partner NGOs were provided technical assistance for preparing proposal budgets as per the REACH India template. The project staff also conducted site visits to short-listed organizations to appraise the strengths of the organization's financial and administrative systems. These observations were then shared with the respective Grant Selection Committees. Organization budgets were also reviewed for appropriateness of costs as well as budgetary errors.

ii. Financial and administrative technical assistance: In year 1, REACH India developed a financial and administration appraisal checklist *(Annexure IV)* to determine the baseline of financial and managerial capacities of NGOs receiving grants. This appraisal checklist was administered to all REACH India grantee organizations in Delhi, Jharkhand, Kolkata and Chhattisgarh. The checklist is divided into eight broad categories and subsets of queries in each section examine strengths and weaknesses in systems and management practices. *(Annexure IVa)*

Based on the appraisal responses and site visits, two broad areas emerged as immediate priorities for financial and administrative technical assistance during the reporting period:

- Computerized accounting and set-up of accounting software.
- Strengthening financial and administrative systems.

Computerized accounting and set-up of accounting software: After completing NGO appraisals in the first three regions rolled-out; e.g. Delhi, Jharkhand, and Kolkata, the results showed the following:

- All NGOs in the urban regions were using industry standard computerized accounting software in keeping their accounts -- as compared to 70 percent of those in rural regions. Also, while around 85 percent of those using computerized software were using Tally accounting software, most of these were outdated unlicensed versions.

  After extensive research, the project staff concluded that Tally was an industry-standard accounting software widely used in India that could handle REACH India's goals and requirements for managing the grantee's financial accounting. The decision was made to standardize REACH India grantees on the latest version of Tally if: 1) they were already using Tally—in most cases an older version; or 2) they were doing manual accounting.

- Organizations' methodologies and expertise varied greatly in the actual use of their accounting software. For instance, many organizations did manual clumping of like expenses and entered only one clumped entry into their system, rather than entering each transaction.

- There was often no coding system in place where a code number was entered on their accounting entry that easily traced back to the same code number on the hard copy source documents that backed up that entry. Many organizations needed to revamp the set up of their various donor income/expense accounts. Some organizations had no system in place for that, through a code numbering system separating donor costs. Therefore, if the accountant posted an expense to a donor account in error, there was no mechanism for tracing the error either through the hard copy backup or their system.

- It was also found that most organizations were not in the practice of closing their books on a monthly basis, printing reports from their accounting software, and having those reports reviewed, verified and signed by organizational management. Rather they only bothered with financial reports as and when required for a donor report or for annual audit.

Based on these observations, a workshop was organized for all partner NGOs to assist them in the set-up and use of Tally software, and to establish and configure their accounting software with a standardized list of ledgers matching the REACH India cost categories.

Systems for organization financial and administrative management: Based on appraisal data in both urban and rural regions, specific areas in financial and administrative management were identified that needed strengthening. A second workshop was designed and held in all regions that provided training and tools to help grantees deal with the most immediate needs in record keeping and documentation that will ensure USAID audit readiness. The workshop introduced procedures and tools for use in key areas including:

1) Verification of labor e.g., keeping time sheets vs. sign-in/sign-out registers, leave request forms etc.

2) Managing and documenting procurement e.g., quotation requests, purchase orders, payment vouchers etc.
3) Managing and documenting the payroll system e.g., payroll sheets, signed time sheets, activities log, investment declaration form etc.
4) Managing monthly record keeping e.g., preparation of income / expense report for petty cash expenditures, petty cash reconciliation, generation of accounting reports to be reviewed, verified, and signed etc.
5) Preparation of REACH India quarterly financial reports, and review of required supporting backup documentation.

iii. Audit of REACH India Delhi grantees: REACH India contracted with Price Waterhouse to conduct financial audits of the Delhi grantees in order to obtain an early test of: 1) best practices; 2) compliance with the REACH India grant agreement and annexures; 3) overall strengths; and 4) areas for improvement. The results and findings of these audits will be available in October 2005. This information will assist REACH India in assessment of the current financial practices of sampled grantees and form the basis for designing and conducting follow-up technical assistance workshops in all REACH India regions in Year 3. (*See Future Steps*)

Observations

a) **Better selection and targeting of audience for finance workshops:** Following the first TA workshop with the Delhi grantees held in early January 2005, it was determined that a more effective method of selecting and dividing the participants was needed. When the same workshop was conducted in Jharkhand, the project team conducted the overview and the quarterly report segment for organization project directors and their respective finance and administration staff on the first day. On the second day, a hands-on training was conducted with just the partner NGO finance staff in the set-up, standardization of list of ledgers, and utilization of the Tally software.
b) **Improvement of finance training module kit:** Again, following the Delhi workshop in January 2005, a much improved kit of training materials was developed to allow for hands-on training in Tally. This training kit and methodology was used in the remaining areas and received excellent feedback from workshop participants.

D. Organizational development

REACH India is committed to providing assistance to partner NGOs to enhance the organizational capacity of partner NGOs. After the initial needs assessment which was done informally through site visit observations, proposal review and during workshops, we felt it would be important to place an education lens over our organizational development interventions i.e., it would be most strategic to work with NGOs on better management of their educational services, and then graduate to providing a more holistic organizational development-focused initiative.

In this regard REACH India will first be assisting partner NGOs in institutional development targeted toward achieving more effective delivery of quality educational services. The first phase of organizational development interventions will focus on strengthening the organizational systems which will lead to enriching the core curriculum and assessment procedures, and also strengthen teacher development programs so as to support program goals. As part of REACH India's organizational development initiative, NGOs will be asked to relate the workshop contents to the components of their evolving education strategy. This type of assistance will also provide insights into where NGOs are in terms of their institutional capacity. Further TA in organizational development will be provided on a one-on-one basis to NGOs in the second phase.

Feedback on the organization appraisal tool

The exercise proved to be fruitful and in every member's view it provided them an opportunity to debate on certain relevant areas. Moreover, it could evoke the thought process of the team members as there were some areas which required sinking the minds deeply into the statements to comprehend them thoroughly. It gave the members new insights to introspect the project/program process."

- *SARD, Delhi NGO partner*

The organizational assessment tool helps in the following ways:

- Contributes to personal growth and achievement
- Enables individuals to better execute their job responsibilities
- Improves task level implementation

- CINI Asha, Kolkata NGO partner

In the first phase for the management of educational services, organizations will be exposed to concepts in organization culture, strategy development and management procedures and process, and how they relate to delivering better quality of interventions. The scopes of work (SoW) for the three areas have been developed, and will be used as a guideline for identifying consultants for OD interventions with NGO partners.

The first step towards providing TA for OD was the preparation of an organizational assessment checklist. *(Annexures VI and VIa)* The tool is designed to be self-administered by partner NGOs and covers the three areas of REACH India OD intervention i.e. organization culture, strategy development and management procedures and process. The tool was shared with the NGO partners in Delhi, Jharkhand and Kolkata in June.

Instructions for use of the tool were given to each partner NGO, and organizations were told that the checklist was to be completed by a core group of at least five staff members (selected from across the organization) after receiving an orientation on its use. Large organizations were encouraged to expand their sample size to at least 10 staff members. It was recommended that the staff members were first to complete the checklist on their own, and later gather as a group to come to a collective consensus on each item which was then to be shared with REACH India. The collective responses formed the baseline for each organization.

So far we have received four completed checklists from Delhi, three from Jharkhand and three from Kolkata.

The first individualized workshop emerging from the stated needs of a partner organization was held in late September. The workshop was on reflective practices and the organization was Delhi Direct Service partner, AADI. The two-day workshop was aimed at assisting AADI staff better apply and systematize reflective practices and enable them to effectively feed their learnings into future interventions.

F. Action research

For Delhi and Jharkhand NGOs, the concept of action research was introduced following the grant agreement. In the case of Chhattisgarh, it was decided to provide an overview to action research at the introductory workshop so that NGO applicants could incorporate this component into their proposals.

At the workshops, it was stressed that that any action research for the project should be in the context of efforts to improve the quality of an organization's educational programs.

An action research grid has been created which identifies possible NGO partners for a collaborative REACH India action research project. Some of the considerations are the interest of the NGO in the subject; determining a minimum number of NGOs that will need to be involved in such a project; accessibility considerations i.e., where are they located?; the need for regional representation etc. While this paradigm is still evolving, we are fortunate to have NGO partners who have proven expertise in the subject. A few partners have already begun plotting their research design, and will soon be entering the data collection phase. We have also heard from some partners who are keen to integrate their energies and expertise with others in the network to conceive, design and implement a research topic. We hope to use the network meetings to forge such collaborations.

1.3. Outcomes

This section presents findings on performance data for grantees funded through the REACH India program. Major findings are highlighted here while actual numbers can be found in the PMP table and enrolment and retention analysis. *(Annexures I and II)*

For information on the various components, see specific sections under REACH India components as well as annexures. *(Annexures III to VII)*

A. Background

a. Sample

Data reported covers all components of the REACH India efforts. Data incorporates enrollment and retention information only for those grantees working directly to enroll students in educational programs.

b. Methodology

Data was collected through a variety of instruments developed for use in the REACH India Project including the following:

- Student Tracking Tool: Enrollment, retention and completion data are compiled via the information provided by grantees through the Student Tracking Tool *(See Annexures III and IIIa).* The tool is an Excel-based spreadsheet developed for the project and provided to each grantee to facilitate data processing and reporting.
- Financial status checklist: A checklist used by finance personnel to assess the capacities of grantee financial systems and staff via site visits and interviews *(See Annexures IV and IVa).*
- Organizational development checklist: A checklist used by the REACH India training specialist to determine the capacities of grantees. *(Annexure VI and VIa)*
- Educational quality checklist: An instrument developed by REACH India staff and used by NGOs to rate their educational programs on four basic items that contribute to the overall quality of an educational program *(See Annexures V, V a and V b).*
- Networking: A brief electronic survey questionnaire self-administered by NGO staff. *(Annexure VII)*

C. Limitations

The data represents grantees from Delhi, Jharkhand and Kolkata. Grantees from Mumbai have received approval only in September, making them brand new entrants to the Project. Chhattisgarh partners – five in total – are still in the beginning stages of implementation to provide meaningful data. Additionally, among the 16 grantees from whom data was collected, there were some issues:

- One grantee is providing teacher training services to schools and, therefore, is not reporting enrollment/retention data on individual students.
- Two grantees have had a difficult time implementing the Student Tracking Tool due to high staff turnover. This has led to errors in data entry, and REACH India project staff is working with these grantees to correct this situation.
- One grantee has only recently initiated its work with its sub-grantees; hence no enrollment/retention data is yet available for this reporting period.

- No data on school level improvement in education quality could be reported because of the late start of interventions by NGOs.

B. Findings

The PMP Table *(Annexure I)* describes targets and achievements organized by the IRs required of REACH India. The reader is cautioned that for REACH India, the baseline for all projects is zero (0). Thus, data are compared to targets, where targets were set for the current reporting period.

A snapshot of the progress of the project in meeting the targets in terms of enrollment and retention shows the following:

- REACH India interventions have exceeded enrollment targets.
- REACH India interventions are retaining students in their current programs as noted by the low dropout rates and high rates of continuation.
- REACH India interventions are generally serving the target students set for the project.
- REACH India interventions are falling short of transitioning students into formal schools.

a. General findings

An analysis of enrolment and retention for organizations in Delhi, Jharkhand and Kolkata funded during this reporting period was also done *(See Annexure II).* The major findings from this are:

- A total of 33,436 students have been enrolled in interventions funded through REACH India. This is in contrast to a target of 22,000 students (18,000 via NGO interventions and 4000 through direct enrollment in formal school systems).
- A majority of the students enrolled in REACH India-funded interventions are found in the Jharkhand region.
- Students are being served through six types of educational interventions, although the majority are enrolled in bridge courses. Among the types of services in which students are enrolled are ECE/Balwadi (7%); Bridge Courses, both residential and non-residential (69.8%); enrollment in formal schooling systems (10.8%); Remediation with In-school children (9.9%); Specific Learning Disabilities (SLD) remediation program (1.9%); and AADI-Alternative Education School (AES) (0.6%).
- A slight majority (51.1%) of students enrolled in the programs are girls. This pattern is consistent across type of program with the exception of those students in the formal schooling system and AADI-AES program.
- Of interest to REACH India are the types of social groups served via the programs. Over 80 percent of the students belong to a scheduled caste, scheduled tribe, other backward classes or to a minority group. An examination within type of grouping reveals that 70.8 percent of those in ECE/Balwadi programs are identified as scheduled tribes. More

students in remediation and AADI-AES and SLD programs are from the general population.

- A slight majority (51.6%) of children served by REACH-funded interventions are from rural areas. Bridge and ECE/Balwadi programs tend to serve a majority of rural students while direct enrollment, remediation, SLD and AADI-AES programs tend to serve students in urban areas. This may be a reflection of the different needs of the rural and urban areas.

i. Completion: No yearly targets for completion were established for the REACH India project. However, a total of 214 students were reported to have completed some type of education intervention by August 31, 2005.

ii. Transition: A target of 12 percent for transitioning enrolled students from NGO interventions into formal schooling systems was set for the current reporting period. The data collected demonstrates that 212 students were reported to have transitioned from an NGO intervention into a formal schooling system by August 31, 2005. This figure for transitioning into formal schools is affected by the nature of the services offered to students and by the assumptions underlying the projections for targets. That is, bridge courses are 6 to 12-month courses and children were not expected to transition this year, as programs were initiated within this first reporting period. Also, the projections assumed that urban areas would be over-represented in student enrollments.

Information on the status of the students has been disaggregated by gender, social group and geographic location. As evidenced in the data for those students, more girl students and those of disadvantaged groups are found in the full alternative schools than in the government/private recognized schools.

iii. Retention: Retention rates are to be reported starting in Year 3. However, the data shows that a mere 3.4 percent of the students are reported to have dropped out REACH India-funded interventions; more girls than boys have left the programs. It can be seen that the great majority of dropouts are from the urban areas (Delhi and Kolkata).

C. Conclusions

The grantees are serving those children targeted via the REACH India project. Most of the children belong to one of the social groups targeted by the program. Also, the programs are serving the 'girl child' although there is only a slight majority of girls being enrolled in the program. Remediation and programs for children with special needs tend to serve those already in school irrespective of social grouping. Finally, REACH India-funded interventions are serving both urban and rural areas of the country.

The project enrollment figure (29,496) exceeded the overall target of 22,000 students. However, enrollment of students directly into the formal schooling system fell slightly short of the target of 4000 students. One factor that can be attributed for this is grantees' greater familiarity in enrollment strategies for the non-formal sector. Another reason might be the timing of the grant awards since the notification and signing of agreements took longer than expected. Once agreements were in place, implementation of grantee programs shortened the period available for recruitment and enrollment of children into the formal schools during the enrollment period for the current academic year.

As anticipated, there were few students who actually completed an intervention program. This was primarily due the late start of the programs by most of the NGOs and/or the longer duration of grantees' educational interventions.

2. Project rollout

Year Two saw REACH India initiate its entry into three disparate environments: Chhattisgarh, Mumbai and North Karnataka.

The team completed the rollout process in Jharkhand and Kolkata, and began its implementation phase in these areas by awarding grants to four NGOs in Jharkhand, and five NGOs in Kolkata.

Jharkhand

Much of the rollout process in Jharkhand was covered in the last annual report. Based on the Selection Committee's rankings, the REACH India site visit and financial assessment, the final list of NGOs recommended for grants comprised four for Direct grants and one for a Support grant.

USAID quickly approved four of the five proposals sent to them but wanted more specifics on one organization. REACH India sent a staffer and a consultant to evaluate the organization and its current programs, and the team concluded that the NGO was not ready to be funded.

Kolkata

Kolkata benefited from our experiences in Delhi and Jharkhand and overall, the project rollout was relatively smooth; the workshops were more interactive and the proposals better written (although they lacked the diversity of approaches displayed by Delhi).

a. REACH India team scoring: REACH India received 46 applications from 41 NGOs; 32 proposals were for Direct Service Delivery grants and 14 were for Capacity Building Support grants. The REACH India team reviewed the applications, scored each organization, and based on the scores, short-listed 11 which were sent to the Grant Selection Committee. The Grant Selection Committee reviewed the 11 proposals – eight for Direct Service Delivery grants and three for Capacity Building Support grants -- scored and ranked them in their individual capacities.

b. Site visits: Learning from our experiences in previous rounds, enough time was built in to complete all site visits prior to the Grant Selection Committee meeting. An assessment checklist was developed and used to evaluate NGO performances and organizational practices. A template was also developed for documenting site visits.

c. Grant Selection Committee meeting: Two weeks after the proposals were sent to them, the Committee returned their rankings of the 11 proposals. This was followed by a day-long meeting where the Committee members came together to discuss the proposals and present the rationale for their rankings. As in Delhi and Jharkhand, each member presented their rationale, followed by REACH India's assessment of the NGO based on the site visit. Members then decided whether to place the organization in a "funding to be considered" pool or reject it outright.

After all the proposals were discussed, a final ranking was done in which six NGOs' project proposals – four for Direct grants and three for Support grants -- were recommended for funding contingent on their agreeing to revisions requested by the Committee.

d. Revised proposals: Based on members' comments on the proposals, letters were sent to each of the six NGO finalists asking them to submit revised proposals addressing the listed questions/concerns. NGOs were given almost two weeks to return the revised proposals. Of the six NGOs that letters were sent to, five returned revised proposals, satisfactorily addressing the issues raised by the Committee.

One NGO, Sanlaap, requested REACH India for a project deferment by a few months since they currently had funding for the same project, and also wished to use the time to find other funding sources for the nutritional component in their proposed program. Sanlaap is expected to submit a revised proposal in mid 2005.

e. USAID grant recommendations packet: Apart from the proposals, the overview, the appraisal and the comments of the Selection Committee meeting on the proposals, REACH India also included in the packet a document detailing the steps in the grant evaluation process as well as a more detailed cover note that, among other things, provided context to education initiatives for disadvantaged children in Kolkata.

USAID quickly approved four of the five proposals sent to them but wanted more specifics on the educational component in CLPoA's proposal. CLPOA, one of the NGOs that had applied for a Capacity Building grant, satisfactorily responded to the queries following which approval was granted.

Chhattisgarh

a. Background: Chhattisgarh, once a part of Madhya Pradesh, is a new state, becoming an independent entity only in 2000.

CHHATTISGARH EDUCATION SCENARIO: SOME FACTS

Total number of children (6-14 years)**: 44,06,005**
Number of children of primary school age**: 35 lakh**
Number of children of upper primary school age**: 11 lakh**
Enrolment rate**: 41,02,378 (93 percent)**
Number of out-of-school children**: 3,03,627 (7 percent)**
Drop out rate in primary school**: 30 percent**
Teacher's absenteeism rate**: 30 percent**

Chhattisgarh is a thinly populated state and due to this characteristic, access to schooling remains a big challenge. As per the SSA norms, EGS centers can be set up only if there are a minimum of 25 children, but there are hamlets in the state which have less than 25 children and therefore, denied an EGS center. This could be seen as an opportunity for NGOs to fill in the gaps of SSA.

However, most NGOs in the state are small and few have an FCRA account. Most of the NGOs are used to handling small budgets i.e., between 3 and 4 lakh per year.

The capacity of the SCERT and the seven existing DIETs is limited and for the past year, resource agencies from outside the state such as Eklavya, Digantar and Vidya Bhawan have been building the capacities of these institutions in curriculum, pedagogy and development of textbooks.

Most of the work done by the NGOs center around community empowerment and village self government with health and education added on as components out of necessity. Very few NGOs here began with a vision for improving educational services for disadvantaged children. This is probably because the area that is now Chhattisgarh has historically been wrestling with far more basic issues like land rights, food security and livelihood and health. Education was always seen as less of a priority.

Add to this the fact that much of the state is hard to access -- 40 percent of Chhattisgarh is covered with forests -- and it is clear why delivering education in these remote parts is and will continue to be a huge challenge. The naxal movement in the state also appears to have gained ground in recent times.

b. Exploratory visits: This rather grim picture of Chhattisgarh emerged during the course of three visits to the state capital, Raipur, as well as to Bhopal, the seat of the state government in

Madhya Pradesh. Below are some of the highlights from conversations with academics, government officials and NGO representatives in the two states:

- Chhattisgarh could tangibly benefit from REACH India-type interventions

- The state education department is open to new ideas, and has invited agencies such as Digantar, Prayas, Pratham, Eklavya, MV Foundation, Vidya Bhawan, Azim Premji Foundation, UNICEF – Bhopal, European Commission and ICICI Social Initiative Group to help in policy planning for elementary education as well as capacity building of state training institutions.

- Since 1994, the District Primary Education Program (DPEP) has been running in a few districts of Chhattisgarh with low female literacy rates. The structure developed by DPEP has given SSA a head start in the region.

- While the SSA annual budget is sizeable, only Rs.50 crore had been spent in the last financial year from the allocated Rs.400 crore.

- The European Commission has chosen Chhattisgarh as a partner for state development and is planning to contribute US$ 34 million in the field of education, health and environment. The EC project will commence in 2006.

c. Strategy: Several challenging issues emerged during discussions. For example, the fact that the Chhattisgarh government is flush with SSA funds presented both an opportunity and a problem for REACH India. There was also some sensitivity detected on the part of local NGOs to "outsiders," and the lack of capacity in the area to implement education projects. The challenge was how we as a team could make these different, potentially inconsistent actions, supportive of the project.

Keeping this in mind, REACH India developed a strategy for Chhattisgarh that took into account the limited capacities of local NGOs in the state but also their sensitivities. It was decided that out of state NGOs who either had a presence in Chhattisgarh or were in the process of establishing a presence in the region would be encouraged to send in grant applications. Simultaneously, local NGOs would also be actively persuaded to send in grant applications by providing them with intensive TA on proposal writing.

The objectives behind this thinking were two-pronged: 1. Out-of-state NGOs would assist in building capacities of not only the local NGOs, but also in supporting other institutions such as the DIETs, Community-Based Organizations (CBO) etc. 2. Local NGOs, many of who had a strong community base, would be able to provide educational services of an enhanced quality with support from REACH India and its partners in the state. REACH India would work on ensuring that local NGOs had an active say in both the content and the process of capacity-building by "outside" NGOs.

d. Introductory and Technical Assistance (TA) workshops: While it has been a challenge to adequately emphasize all aspects of this multi-faceted project within the workshop timeframe, participant feedback has been mostly positive; REACH India was complimented for providing a forum that provides a networking opportunity for NGOs – both to interact with each other and interface with officials from Government and donor agencies – as well as one that employs a "participatory" and "helpful" approach to proposal creation. At the same time, participant, staff and other critiques have led to revisions and improvements in the workshop itself as well as the grant application.

Pre-grant application were sent to 88 organizations spread across the country including Chhattisgarh, Madhya Pradesh, Rajasthan, Uttar Pradesh, Karnataka, Andhra Pradesh, Gujarat and the existing three REACH India regions – Delhi, Jharkhand and Kolkata. While 46 organizations responded, 30 organizations fulfilled the eligibility criteria and were invited to the introductory cum TA workshop at Raipur.

Since a sizeable chunk of eligible NGOs were from out of the state, it was decided to hold a continuous three-day session that collapsed the introductory and TA workshop into one. This was a departure from previous rounds where the introductory workshop was held roughly a week before the TA workshop.

Modifications were also made to the grant application template as well as the technical review form. In the proposal template, applicants were asked to provide the previous year's project beneficiary information, outline their educational philosophy and list activities related to dissemination, networking and action research. The technical review form used by REACH India staff and Grant Selection Committee members to evaluate the proposals was revised to include space for specific questions/clarifications that the Committee members wanted to ask of the applicant NGO. These questions would then be incorporated into the letter sent to the NGO (if recommended by the Committee) when REACH India requested the NGO for proposal revisions.

The introductory workshop saw state Education Secretary Dr. Alok Shukla speak on the special challenges and opportunities in Chhattisgarh. His presence was important in endorsing the government view point as well as in communicating REACH India's emphasis that NGOs and government need to work together to ensure that children were able to attend school and remain there.

The TA workshop was intensive; the small-group activities which focused on proposal development was more hands-on since participants were able to get instant feedback on their mock proposal presentations from the REACH India team and a "Selection Committee" comprising NGO participants; this enabled the group also to understand (in practice rather than theory) REACH India's expectations as a reviewer of proposals. Similar exercises were done for the monitoring and evaluation and budget components of the proposal template.

By engaging participants in a mock proposal development exercise and providing feedback, NGOs received a better understanding of the underlying themes of this project, its goals and focus and how they could shape their programs to not only fit into REACH India parameters but also enhance its capabilities to respond to EFA goals.

e. Proposal review and recommendations: In all REACH India received 24 proposals for Chhattisgarh, 16 for Direct Service Delivery and 8 for Capacity Building. The REACH India team screened the proposals, short-listed 10 Direct Service proposals and 2 Capacity Building proposals, and sent these to the Selection Committee.

As in Kolkata, the team visited the field operations of the short-listed NGOs while the Committee was reviewing the proposals. The now-established templates were used to gather data from the NGO on program, organizational and financial management practices and the visits documented on a user-friendly format.

The Committee met in early March to discuss the proposals. Based on the discussions and site visit reports, the Committee recommended seven proposals for funding. At the end of March, letters were sent to the organizations requesting revisions in their proposals.

Despite the intensive TA, the proposals of local NGOs fell short in many ways, chief among them their inability to articulate their strategies clearly and provide realistic budgets. The REACH India team decided that the only way to get revised proposals that met these requirements would be to assist the four recommended local NGOs in proposal writing. It was also decided to use an outside consultant's services to help in the proposal revision workshop to be held in April.

Mumbai

An exploratory visit was made to Mumbai which yielded some rich information about the state of SSA in the city, the NGO sector and the education scenario.

Mumbai Municipal Corporation is one of the richest corporations in the country and their annual per child cost adds up to Rs. 6083, the bulk of which goes towards teacher salaries and infrastructure.

a. Background: In early 2004, the Government commissioned NGO Pratham to do a survey in Mumbai on out-of-school children. According to the survey results, approximately 77,000 children between five and 15 years of age are currently out of school in Mumbai. The Government plans to develop 'individual plans' based on needs of different target groups of children, e.g., disabled children who may need tutors to go to their homes rather than having the children coming to school. The SSA Project Director Mr. J.M. Abhyankar told REACH India during a visit that 50 percent of out-of-school children in the city were in the "most difficult zone" (Muslim girls, disabled children, street children etc) and it would be a challenge to find ways to get them into school.

The Pratham survey covered 27 lakh households and was done over two months. According to the survey, the majority of out-of-school children are in North and Central Mumbai; 70-80 percent of these children can be found in six municipal wards of Mumbai: G North (Dharavi), E (Byculla), P North (Borivli), M (Deonar) and L (Kurla and Ghatkoper).

There are close to 1200 municipal schools in the city; of these, 1138 schools run from class 1 to 7 while 59 focus on the secondary level i.e., class 8 to 10. Most of these schools have 8 different languages of instruction. The dropout rate in the BMC schools is 50 percent from class 1 to 7 and 30 percent from class 1 to 4.

In Mumbai, since the number of schools is sufficient, access is not a reason for children being out of school. Overcrowding in schools, financial problems and failure of children in schools are cited as some of the major reasons for children not continuing in schools. The pupil/teacher ratio in most municipal schools is 1:40.

Mumbai boasts a 96 percent enrolment ratio but the dropout percentage for the 11-14 years age group is 43 percent. NGOs here say more attention needs to be paid to quality of education and retention strategies. Among the children who are not enrolled, the majority are between six and nine years of age.

Also, despite growth in the city's population, the student enrolment rate in municipal schools is falling. The municipal schools in the city currently cater to between five to six lakh students, a steep fall from the 10 lakh students enrolled a few years ago. The reason cited is that more and more poor parents prefer to send their children to private aided schools.

Many of the municipal schools in South Mumbai are being closed or rented out due to low enrolment. However, some suburban schools are highly crowded. By and large, NGOs are only called on to provide infrastructure-type support to the schools, rather than any teaching-learning input.

b. Strengths and opportunities

- The SSA funds for the last two years went back unused. Though the utilization has now begun, it is still not streamlined. The government has not tried to engage with any NGO and/or communities to think through plans for SSA implementation. There is an opportunity for REACH India to fill this gap.
- Three educational areas were identified for funding in Mumbai:
  - Innovative programs;
  - Upper primary education, including vocational education;
  - Education for special groups such as street children and child laborers.
- There appears to be a strong partnership between NGOs and the corporate sector with many companies supporting NGO initiatives in educational programs in Mumbai.
- The NGO sector in Mumbai seems to be professionally run.

c. Challenges

- It seems that SSA implementation has yet to truly take off in Mumbai. Expenditure has only begun in the last 6 months or so.
- Established NGOs do not appear to be keen in running learning centers under SSA.
- There appear to be some differences between the approaches of the SSA implementing agency in Mumbai i.e., the MMC, and the state SSA body which is providing the funding.
- There are very few NGOs that are working on quality aspects of education and on upper primary education, both areas of need in the city.
- It appears that NGO ties with the government are limited to running the learning centers and providing support towards infrastructure maintenance in the municipal schools.
- The NGO sector is not closely knit and NGOs seem to be working in isolation with little collaboration.

d. Screening pre-grant applications: A quick look at the Mumbai pre-grant application numbers:

- Number of pre-grant applications sent: 169
- Number of responses: 49
- Number of eligible NGOs: 22

Once the eligible NGOs had been identified, the team decided to launch the project in Mumbai in April. The low response to the grant opportunity can be attributed, to some extent, to the strong links between the private sector and NGOs in Mumbai, which has ensured adequate funding is available for developmental projects.

e. Introductory and TA workshops: All the 22 eligible NGOs came for the workshop which was held over three days. Based on our conversations with experts in Mumbai, and to ensure that the strategy took into account the strengths as well as the challenges listed above, it was decided that critical issues such as upper primary education, need for focus on educational quality, education for special groups, more synergy between the government and the NGOs etc. would be raised as talking points for speakers during the introductory workshop, and emphasized as need areas that NGO applicants could potentially address in their proposals. During the workshop, early childhood education also emerged as a need since SSA does not focus on this age group at all.

Besides the eligible NGOs, two Education Officers from the Mumbai Municipal Corporation attended the workshop. Their presence endorsed the view point that NGOs and government need to work together to ensure that children were able to attend school and remain there, and that in Mumbai, the Municipal Corporation does look upon the NGOs as partners in helping to deliver quality education.

Participants at the workshop were divided into small groups, and given exercises on proposal development; they were then asked to present, and given feedback on their mock proposals from the REACH India team. This enabled the participants to understand (in practice rather than theory) REACH India's expectations as a reviewer of proposals. Similar exercises were done for the monitoring and evaluation and budget components of the proposal template.

By engaging participants in a mock proposal development exercise and providing feedback, NGOs received a better understanding of the underlying themes of this project, its goals and focus and how they could shape their programs to not only fit into REACH India parameters but also enhance its capabilities to respond to EFA goals.

f. Proposal review and recommendations: In all, REACH India received 16 grant applications from 15 NGOs. Of these, 13 were for Direct Service Delivery and three for Capacity Building. The REACH India team screened the proposals, short-listed 8 Direct Service proposals and 1 Capacity Building proposal, and sent these to the Grant Selection Committee. The Selection Committee - of the five Committee members, one was from Mumbai - reviewed the nine grants, using agreed upon proposal review criteria.

While the Committee was evaluating the proposals, the REACH India team visited the field operations of the 9 short-listed NGOs in Mumbai. The site visits had a dual purpose: 1) To do some 'ground-truthing' of the NGO's activities 2) To discuss issues that the NGO had not addressed in its proposal but which the team believed were relevant to the execution of the project. One of the Committee members also accompanied the team to three of the sites visited.

Two weeks after the proposals were sent to them, the Committee returned their rankings of the proposals. This was followed by a day-long meeting at the REACH India office where Selection Committee members came together to discuss the proposals and present the rationale for their rankings. After each member presented their rationale, members were asked to rank each organization as a group. This was done to allow members an opportunity to revise their original ranking based on what they had heard during the meeting from others on the Committee.

The Committee noted that most proposals largely focused on issues around quality of education, retention and system strengthening. They also shared their concern about the lack of variety in proposals as well as focus. A final ranking was done in which eight project proposals from eight NGOs – all for Direct grants -- were recommended for funding, contingent on their agreeing to revisions based on the Committee's comments, the organization track record and observations of the team during the site visits. The sole Capacity Building proposal was rejected on the grounds that the NGO had failed to make its case, especially given the fact that it had no experience in education service delivery for at-risk children. One of the eight NGOs recommended by the Committee, Ummeed, has a budget of less than USD 50,000.

The recommended organizations were:

- Avehi Abacus
- Aga Khan Educational Society
- Door Step School
- Sahaara Charitable Trust
- Save the Children
- Shelter Don Bosco
- REAP
- Ummeed

Based on members' comments on the proposals, letters were sent to each of the eight NGO finalists asking them to submit revised proposals addressing the listed questions/concerns. NGOs were given about two weeks to return the revised proposals.

Of the NGOs that letters were sent to, seven returned revised proposals, satisfactorily addressing the issues raised by the Committee. One organization, REAP, did not satisfactorily respond to the queries, and its proposal was not forwarded to USAID.

g. USAID grant recommendations packet: As is the practice, apart from the proposals, the overview, the appraisal and the comments of the Selection Committee meeting on the proposals, REACH India also included in the packet a document detailing the steps in the grant evaluation process as well as a more detailed cover note that, among other things, provided context to education initiatives for disadvantaged children in Mumbai. The recommendation packet was sent in two lots: first with four proposals and the next with three. USAID approved all the six proposals sent to them (since one was below US$ 50,000, it did not require an approval), with an understanding that REACH India would work with the NGOs to address and follow up on the issues discussed.

Karnataka

The process for rolling out the grant in Karnataka began in March.

a. Exploratory visits: Visits were made to the Karnataka education secretary's office as well as a few organizations to understand the education scenario in the state, obtain a list of NGOs working in the sector, and begin the process of building ties with the state government. Based on the interactions, it was decided that North Karnataka should be the catchment area as it could benefit from a focused education intervention.

Following the poor response from Mumbai, it was decided to lower the eligibility criteria for North Karnataka to attract more NGOs to apply.

Future Steps

b. Screening pre-grant applications: A quick look at the Karnataka pre-grant application numbers:

- Number of pre-grant applications sent: 150 plus
- Number of responses: 80
- Number of eligible NGOs: 56

d. Introductory and Technical Assistance (TA) workshops: All the 56 eligible organizations participated at the workshop. Speakers at the introductory workshop stressed local impediments to education participation such as migration and drought. Participants were again engaged in a mock proposal development exercise, and feedback was provided on their presentations.

e. Proposal review and recommendations: The project staff has completed reviewing the 48 proposals for North Karnataka, and is currently in the process of short-listing them. Site visits are expected to be held in October.

IV. Future steps

With the rollout in the last region – Karnataka – in its final stages, the future is now firmly pointed towards project implementation: all energy will be devoted to assistance for partner NGOs to enhance their educational delivery capacities as well as improve quality of interventions. In Year 3, the project envisages supporting close to 100 partner NGOs including sub-grantees.

While all recent partners will move from start-up activities to launching their educational interventions, older partners will strengthen already-launched programs for at-risk children. Activities in the coming months will range from completing the baseline survey to developing TLMs, continued mobilization of the community, boosting quality of educational programs, capacity building of government and community teachers and launching activities related to advocacy and organizational development.

In order to support this process, the project staff will have to ramp up and orient its activities and assistance towards ensuring fulfillment of REACH India goals. As we look into the future, we foresee a tremendous increase in the quantity and quality of our workload. We will need to get much more systematized in our assistance approaches, find able resource agencies to help in delivering some of this TA, and work closely with partners to ensure that the support is timely, effective and relevant.

Most of all, we will need to ensure that partner NGOs are going to be able to absorb and implement the TA provided as well as carry out their own activities on the ground.

Assistance focus areas include educational quality, M&E, finance and administration, dissemination and organizational development. In educational quality, REACH India will have had a series of workshops and interventions with NGOs whereby NGOs will have well-defined curricula for their educational programs, implement innovative methodologies for enhancing learning, and develop assessment tools for monitoring learning.

NGOs' capacities will also be built and strengthened in preparing their own monitoring and evaluation plan and monitoring it on a regular basis, student tracking, and data collection and analysis; organizations will also have the ability to adapt monitoring and evaluation tools and apply them to other programs run by them. In the area of finance, skills will have been provided to NGOs on good practices in financial management and administration.

Dissemination efforts in the coming year are aimed at nurturing a vibrant knowledge network whereby information, resources and tools are shared between partner NGOs; guiding partners in dissemination activities and planning as needed; and providing partner NGOs resources that will enable them to communicate more effectively to their audiences and widen their reach e.g., stylebooks/manuals and e-resources.

Given the increased focus on implementation, issues that were still embryonic during the rollout phase will mature, and take on a different, potentially challenging slant. One such issue is how to impact government and encourage systemic reform even though we have no direct relationship or mandate to work with the government. Another revolves around finding a balance between promoting quality education while meeting quantitative targets.

And, perhaps, most relevant of all, how do we truly strengthen NGO's capacity to influence, implement, interact and innovate during the short life of this project? More clarity will emerge on this after we have completed our rollout, and have all grantees in place.

1. Partner NGO activities

We summarize below the major future steps of Direct Service Grantees and Capacity Building grantees. *(For more details, see each NGO update in the Partner NGO Activities section.)*

Direct Service grantees (representative listing; not all are doing all activities):

- Complete the baseline survey and document findings; share data with different stakeholder groups.
- Set up community learning centers and community resource centers.
- Develop materials e.g., worksheets.
- Mobilize the community, identify resources and set up clusters.
- Finalize the research design and begin the study.
- Hold network meetings among teachers to support implementation of learnings.

- Establish PTAs.
- Work on organizational development and advocacy issues.
- Strengthen relationships with government officials to build awareness of need for capacity-building of officials for UEE implementation.
- Organize parents into a pressure group.
- Finalize curriculum.
- Produce primers in local languages.
- Institutionalize student tracking system and quality education parameters.
- Conduct trainings for quality management team, community teachers and government teachers.
- Disseminate information about the intervention and education through news letters, street plays, parent teacher meetings etc.
- Sensitize the private sector.

Capacity Building grantees (representative listing; not all are doing all activities):

- Sign grant agreements with sub-grantees.
- Organize exposure visits and training programs for sub-grantees on educational quality, M&E and reporting and documentation.
- Assist sub-grantees with their baseline surveys, implementation plans, finance and administration and dissemination.
- Promote networking within the organizations and sharing of skills and resources.

2. REACH India components

REACH India envisions a number of activities in each of the following components:

- Educational quality
- Dissemination and networking
- Monitoring and evaluation
- Financial and organizational management

2.1. Educational quality

A. Conduct exposure visits: The strategy for exposure visits for the remaining four regions will be finalized in October after consultation with resource agencies and NGO partners. Currently there are three options under consideration: 1. Organize a visit for Chhattisgarh partner NGOs to Bodh Shiksha Samiti; organize visits to Rishi Valley schools in Andhra Pradesh for the Kolkata, Mumbai and Karnataka partner NGOs. 2. Organize exchange visits between REACH India's rural and urban partners NGOs. 3. Allow organizations to choose their preferred organizations for exposure visits.

While there are some concerns about the last option e.g., cost considerations etc, it would allow us to truly cater to the needs expressed by the partner NGO.

B. Workshops: The staff will deliver the "Learning Classroom" series of workshops aimed at curriculum enrichment, improvement in teaching-learning strategies and assessment to all partner NGOs in the network.

C. One-on-one interactions: While there will be some assistance that will benefit all partner NGOs universally (and these will be delivered through workshops and/or exposure visits), customized support will be provided to NGOs through individual sessions. The nature of assistance will vary and be based on an evaluation of their needs. Information from the technical capacity checklist will be used to analyze and document NGO needs further.

The staff will also conduct follow up visits to partner NGOs to assess use and application of the practices encouraged during the "Learning Classroom" workshop series.

2.2. Dissemination and networking

A. Assist NGOs in dissemination planning: The project staff will introduce the REACH India dissemination plan to partners in Mumbai and Northern Karnataka and provide support to them in developing their own plans. The project will also, on an ongoing basis, work with existing partner NGOs to refine and monitor implementation of their respective dissemination plans.

A needs assessment will also be done for Chhattisgarh, Mumbai and North Karnataka partner NGOs.

B. Networks: The project will continue the process of establishing new or reactivating dormant networks among NGOs at the regional level to help build links between the government, NGO and corporate sectors and facilitate the building of a unified vision among the various stakeholders.

In the coming months, the project envisages catalyzing partner NGO networks in Delhi, Jharkhand, Chhattisgarh and Mumbai. We also expect our Capacity Building NGOs to build networks of sub-grantees or induct them into the larger network if geographically feasible.

While physical networks will be the norm, it is also hoped that partners will meet virtually via the REACH India website's discussion forum with the purpose of debating issues, sharing ideas and experiences, engaging in collective problem solving and working with one another on issues that can be stepped up to impact policy.

The networking questionnaire will be refined, and administered to partner NGOs to evaluate progress among existing grantees, and to develop a baseline for new entrants to the REACH India network.

C. Website updates: The website will be updated on a continual basis on the grant implementation and rollout front. Contributions will also be solicited from partner NGOs so that we can expand the site's educational offerings such as NGO case studies, good educational practices, approach papers, tools and templates, model program profiles etc.

D. Create and distribute newsletters: The project will seek contributions from partner NGOs that feeds into their knowledge gap requirements and begin the process of designing, developing and publishing quarterly newsletters. The next quarterly newsletter will be out in November. The newsletter will be sent to multiple stakeholders to engage them in issues around education as well as emphasize the good work being done by partner NGOs.

The project will also send out project updates via e-newsletters on a periodic basis.

E. Resource materials and publications: The project will distribute a book that chronicles the various sessions at the conference. Chapters will include challenges and opportunities in UEE, mainstreaming, networking, research and capacity building. The book will be distributed to representatives of NGOs (including partner NGOs), government (national and state), academic institutions and think tanks, companies, donor agencies (including bi laterals and multi laterals), and the media. The book will be accompanied by a CD with all the presentations made at the conference so that readers have access to documents in an electronic format.

A directory of all REACH India partner NGOs (including sub-grantees) will be produced once the rollout is completed. The directory will have pictures and be organized regionally. It will contain information about each organization; their project for REACH India including goals, activities and desired outcomes; and contact information.

The Project will also distribute resource publications developed by other organizations i.e., on advocacy, resource mobilization etc.

F. Digital technology: REACH India will, with assistance from international partner Michigan State University, provide assistance on optimizing the use of digital technology. A workshop on using digital technology and the Web for documentation, dissemination and information management is tentatively planned in the coming months. A component on using technology for pedagogy is also likely to be incorporated.

In all likelihood, the workshops would be one to two days with a mix of information sharing followed by exercises. Participants to the workshops would be provided materials (handbooks, guidelines etc.) that they could carry back with them. We also envisage including these materials on the REACH India website so that they would be available at a later date.

Evaluation of the TA workshops will be used to reassess and redesign the workshop (if needed) to better meet the needs of the NGOs.

2.3. Monitoring and evaluation

A. Technical assistance: The following activities are expected to be carried out for REACH India partner NGOs:

- Conduct M&E workshops for Mumbai and North Karnataka grantees.
- Provide technical assistance to Mumbai and North Karnataka grantees for developing their respective M&E plans and receiving approval.
- Provide training to each respective Mumbai and North Karnataka grantee in use of the STT.
- Install customized STT on Mumbai and North Karnataka grantee NGOs computers.
- Follow up visits to grantee NGOs in Chhattisgarh, Mumbai and North Karnataka for STT.
- Provide periodic reports to grantees on their performance regarding indicator targets.
- Conduct training workshops for grantees in data collection and analysis.
- Acquire and process data from grantees to develop PMP reports.

B. Internal capacity building: The project staff's capacities will continue to be built in the use of SPSS for data processing and analysis. In this connection, an SPSS user manual will also be prepared.

C. Improving M&E systems: Based on a review of NGO practices in M&E, it was decided that the following activities would be carried out to enhance the use and effectiveness of existing M&E tools:

- Develop systems manual for effective monitoring.
- Develop data quality control procedures.
- Conduct systematic M&E visits to grantee NGOs for individualized technical assistance regarding data acquisition, inputting and process concerns.

2.4. Finance and administration

A. Technical assistance: REACH India and Price Waterhouse (PW) will hold exit interviews with the Delhi grantees audited by PW in August 2005. Following these meetings, REACH India will design a TA workshop based on the findings in the Delhi audit. This workshop will be conducted in all regions.

A joint workshop of all REACH India capacity building grantees will be held in 2006.

In evaluating grantee quarterly reports, it has been found that the quarterly reporting form needs fine-tuning for more effective reporting of expenditures for the capacity building grantees, and this will be one of the areas addressed in the workshop. The overall objective of the training will be to strengthen the training and capacity building capabilities of the capacity building grantees.

B. Updating appraisal of strengths and weaknesses: REACH India will conduct a second appraisal of all grantees using the organization appraisal tool. Data collected will be incorporated into the appraisal workbook and serve as a means of measuring growth of financial and administrative strengths of all grantees.

2.5. Organizational development

Based on the analysis of partner NGOs' responses to questions in the organization assessment tool, a needs matrix will be developed. Issues that emerge as common needs will be addressed in workshops while others will be dealt with on a one-to-one basis. The project plans to create a consultancy matrix that will list potential organizations and individual consultants who can be tapped for different kinds of expertise. These consultants will be recruited to assist NGOs and help them with developing action plans for institutionalizing the desired changes in the organization.

3. Project rollout

3.1. Mumbai

A grant agreement meeting will be held in October in Mumbai with approved NGOs to explain the terms of the grant. Once the grant agreements are signed, the first working installment will be advanced.

3.2. Karnataka

The process is underway and immediate steps include:

- Identifying additional members for the Grant Selection Committee and entering into agreements with them.
- Visiting the REACH India short-listed NGOs to assess NGOs' programmatic and financial/administrative capacities.
- Holding the Selection Committee meeting.
- Requesting revised proposals from NGOs recommended for funding based on

comments from the Committee.
- Sending the recommended proposals to USAID.

4. Project management

4.1. Advisory Board meeting

The Project will hold its second Advisory Board meeting in November. A key area of discussion will be ways to engage the Government of India's education department in matters related to the project.

4.2. Performance report

A staggered six-month schedule will be used for the respective regions so that the bi-annual performance reports are received at different dates from different regions for review and approval.

4.3. Finance report

A staggered quarterly schedule will be used for the respective regions, so that financial reports are received at different dates from different regions for review and approval.

Annexures

Annexure I: REACH India Performance Monitoring Plan[1]

Results	Indicator definitions	Target	Performance for Year 2004 - 2005		
			Target for Year I	Achievement against target for year I	Remarks
IR 17.1.1. Out-of-School Children provided with Alternative Schooling and mainstreamed into Formal Elementary Schools.					
1.1 Enrolment in direct NGO interventions: Vulnerable children provided access to education.	Number of out-of-school children (4-14 years of age) who enroll in an educational program supported by REACH India. These are centers/programs that are operated directly by the grantee NGOs (apart from the Full Alternative schools).	Approximately 18,000 out-of-school children enrolled in year I. Approximately 59,000 out-of-school children enrolled by year II (cumulative). Approximately 1,05,000 out-of-school children enrolled by year III (cumulative).	18,000	25,881 Refer Annexure 2 (Table 2) for details of program wise enrolment, tables 3, 4 and 5 for dis-aggregation by gender, by social group, and by geographical location.	
1.2 Completion in Direct NGO Interventions: Vulnerable children receive educational services and complete NGO intervention programs	Of the number of children enrolled as above, the percent of children who complete the program. Completion is defined as remaining enrolled for the entire program and acquiring skills/competencies as defined by the NGOs.	80% of the children enrolled in each intervention would complete the program.	No year wise target was set up.	0.8% (214) children completed NGO intervention program. Refer to Annexure II (table no. 6b) for details of program wise completion; see tables 7, 8 and 9 for dis-aggregation by gender, by social group, and by geographical location.	The reason for negligible percentage of children completing NGO intervention program is the late start of the program by most of the NGOs and/or long duration of bridge/ECE programs being run by grantee NGOs.
1.3 Transition from direct NGO interventions: Vulnerable children enroll or transit from Bridge Programme/ ECE Programme into the formal schooling system	Of the number of children enrolled, as identified in 1.1 above, percent of children who subsequently enroll in the formal schooling system	Approximately 12% of the children to be mainstreamed in year I. Approximately 57% of the children to be mainstreamed by year II	Approximately 12% of the enrolled children to be mainstreamed in year I.	0.8% (212) children completed NGO intervention program. Refer to Annexure II, (Table no. 6c) for details of program wise	The reason for negligible percentage of transitions into the formal schooling system is the late start of the program by most of the NGOs and/or long duration of bridge/ECE

Annexure I: REACH India Performance Monitoring Plan

2

Results	Indicator definitions	Target	Performance for Year 2004 - 2005		
			Target for Year I	Achievement against target for year I	Remarks
		(cumulative). Approximately 75% of the children to be mainstreamed by year III (cumulative).		completion; see tables 7, 8 and 9 for dis-aggregation by gender, by social group, and by geographical location.	programs being run by grantee NGOs.
1.4 Direct Enrolment in schools: Direct enrollment of vulnerable children in the formal schooling system as a result of REACH India supported efforts	Number of vulnerable children of primary school age, directly enrolled in the formal schooling system as a result of efforts by a REACH India grantee during a given year.	Approximately 4,000 children in year I. Approximately 20,100 children by year II (cumulative). Approximately 40,500 children by year III (cumulative).	4,000	3,615 Refer to Annexure II (Table no. 2) for details of program wise enrolment, table no.3, 4 and 5 for dis-aggregation by gender, by social group, and by geographical location.	The reason for not achieving the target is the late start of the intervention by most of the grantees.
1.5 Retention of vulnerable children: Children who enter in the formal schooling system continue in subsequent years either at the same or advanced level	Of the children enrolled in the formal schooling system through REACH efforts (either directly or through Bridge programs) in a particular year, percentage that continues in the subsequent year, either at the same or at an advanced level.	Approximately 75% of those enrolled in year I (either directly or through Bridge courses) continue into year II. Approximately 80% of the REACH target children who are in school in year II continue in year III.	Retention will be reported in year II.		

Annexure I: REACH India Performance Monitoring Plan

3

			Performance for Year 2004 - 2005		
Results	Indicator definitions	Target	Target for Year I	Achievement against target for year I	Remarks
IR 17.1.2. Strengthened Formal and Alternative School Capacity for enrolment and retention of vulnerable children, especially girls.					
2.1 NGO capacity enhanced to plan and implement: REACH India NGOs (NGOs Grantees and Sub-Grantees) demonstrate overall improved financial, managerial and technical capacities to plan and implement education programs for vulnerable children.[1]	Percentage of REACH India-supported NGOs demonstrate improvement in financial systems.	Approximately 40% in year II (cumulative). Approximately 75% in year III (cumulative).	This applies for Yr II.	Some degree of enhancement in technical capacity of NGOs in Financial Systems, Organizational Management Systems and educational delivery has been achieved through REACH India technical assistance activities (Refer to Annexures IV and IVa, V, Va and Vb, and VI and VIa).	
	Percentage of NGOs demonstrate improvement in organizational management systems.	Approximately 40% in year II (cumulative). Approximately 75% in year III (cumulative).			
	Percentage of NGOs demonstrate improvement in technical capacity in educational service delivery for vulnerable children.	Approximately 40% in year II (cumulative). Approximately 75% in year III (cumulative).			
		Total number of NGOs (grantees and sub-grantees) to be covered over LOP: 99.			

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[1] For IR 2.1, in year I, as per the approved PMP a descriptive report of the capacity-building work done with NGOs is provided; year II and III will have quantitative indicators.

Annexure I: REACH India Performance Monitoring Plan

4

Results	Indicator definitions	Target	Performance for Year 2004 - 2005		
			Target for Year I	Achievement against target for year I	Remarks
2.2 Improved quality of educational services: Adoption of quality practices in the formal schooling system by schools and teachers covered through the REACH India initiatives.	Percentage of schools showing substantial improvement (more than 75% improvement over baseline status) in teaching learning practices, as evident through improved teaching and learning processes, better classroom and school environment and strengthened school-community linkages.	Approximately 20% of the schools strengthened through REACH efforts to show substantial improvement in year I, 40% schools to show significant improvement by year II and 75% schools by year III. The number of intervention schools are 100 in year I, 350 in year II and 475 in year III. (Approximately 60,000 additional children will be affected.)	Target for yr 1 100 schools.	Quality education improvement initiatives were implemented in 91 schools, however, no data is available to show improvement in education quality at school level at this time.	Though the target was to cover 100 schools, due to the late start up of the intervention in forma I schools the target achieved was 81 schools. Since the intervention is only 3 months old, it is not possible to show a substantial improvement but there has been a significantly visible improvement in 44 schools (Refer Annexures V, Va and Vb.)
2.3 Increased retention rate of schools: The schools in the formal schooling system with REACH India interventions show an increased rate of retention across all grades	The schools in the formal schooling system with REACH interventions show an increase in the retention rate, as defined under the last column, over baseline figures.	Increase in the retention rate of the intervention schools by 10 percentage points by year II. Increase in the retention rate of the intervention schools by 15 percentage points by year III. The number of intervention schools are 100 in year I, 350 in year II and 475 in year III.	This applies for Yr II		

Annexure I: REACH India Performance Monitoring Plan

5

Results	Indicator definitions	Target	Performance for Year 2004 - 2005		
			Target for Year I	Achievement against target for year I	Remarks
IR 17.1.3. Promoting system reform for improved decentralized educational services, such as EMIS, micro-planning and monitoring					
3.1 **Collaborative decision-making enhanced at State/District/Block-level Education Departments:** The respective Education Departments in target regions involve NGOs in decision making on issues related to education of vulnerable children	Number of NGOs involved in decision-making or in Advisory bodies with respective State/District/Block Education Departments.	10% of existing grantees are involved in the decision making or in Advisory bodies by year I.* 30% of grantees are involved in the decision-making or in Advisory bodies by year II (cumulative). 50% of grantees are involved in the decision-making or in Advisory bodies by year III (cumulative). * Only those NGOs will be counted that have been REACH India grantees for at least three months.	2 grantee NGOs (Total existing NGO grantees =16)	11 grantee NGOs For details refer to Annexure VII.	

Annexure I: REACH India Performance Monitoring Plan

Results	Indicator definitions	Target	Performance for Year 2004 - 2005		
			Target for Year I	Achievement against target for year I	Remarks
3.2 Strengthened networks to promote systems reform on education issues: Coordination for educational intervention programs and knowledge sharing among all 99 REACH India NGOs (Grantees and Sub-grantees), and between NGOs and the Government, established/strengthened/reactivated through facilitation by REACH India	Number of networks (NGOs, civil society organizations/ groups) established/strengthened/ reactivated for advocacy, knowledge sharing and/or coordination on educational issues through REACH India efforts. Number of networks linked to the respective State Government Education Departments.	16 networks. One network per geographical region		4 networks created/ re-activated. For details refer Annexure VII. NIL in year I.	No year wise target was set up.

Annexure II: Enrollment and retention data

Annexure II provides data tables for enrollment and retention for organizations from Delhi, Jharkhand and Kolkata funded during this reporting period.

Table 1: Enrollments by Region

Region	Number of students enrolled	Percentage of students enrolled
Delhi	11,039	33%
Jharkhand	17,353	51.9%
Kolkata	5,044	15.1
Total	**33,436**	**100%**

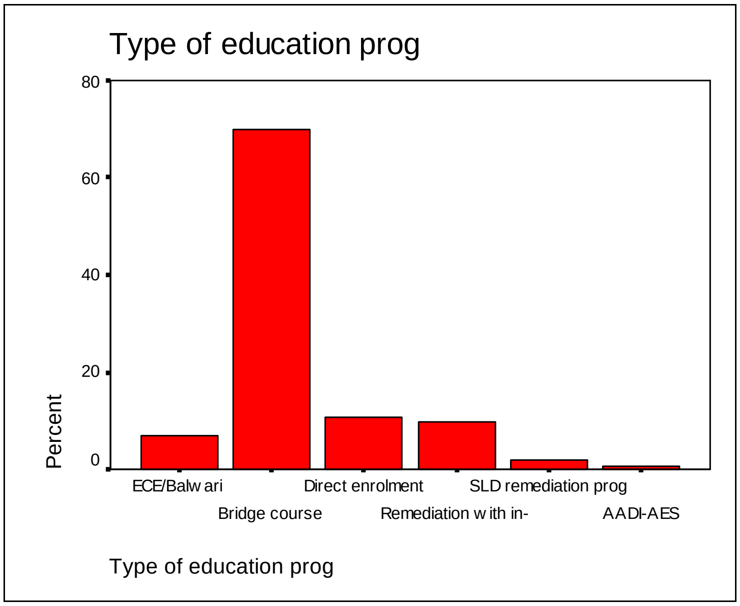
Annexure II: Enrollment and retention data

Table 2: Enrollment by type of education programs

Type of education program	Number of children students enrolled	Percentage
ECE/Balwari	2,364	7.1%
Bridge course (residential/ non-residential)	23,326	69.8
Direct enrollment	3,615	10.8
Remediation with in-school children	3,300	9.9
SLD remediation program	639	1.9
AADI-AES	191	.6
TOTAL	**33,435**	**100%**

Figure 1: Enrollment by type of education program

Annexure II: Enrollment and retention data



Annexure II: Enrollment and retention data

Table 3: Enrollment within type of education Program by gender

Type of education program	Gender		Total
	Boys	Girls	
ECE/Balwari	1,159 49.0%	1,205 51.0%	2,364 100%
Bridge course (residential/ non-residential)	11,216 48.1%	12,110 51.9%	23,326 100%
Direct enrollment	1,951 54.0%	1,664 46.0%	3,615 100%
Remediation with in-school children	1,594 48.3%	1,706 51.7%	3,300 100%
SLD remediation program	295 46.2%	344 53.8%	639 100%
AADI-AES	131 68.6%	60 31.4%	191 100%
TOTAL	**16,346** **48.9%**	**17,089** **51.1%**	**33,435** **100%**

Annexure II: Enrollment and retention data

Table 4: Enrollment within type of education Program by social group

Type of education program	**Social Groups**						
	SC	**ST**	**OBC**	**Minority**	**Others**	**General**	**Total**
ECE/Balwari	133 5.6%	1,674 70.8%	279 11.8%	70 3.0%	49 2.1%	158 6.7%	2,364 100%
Bridge course (residential/ non-residential)	6,437 27.6%	6,735 28.9%	4,350 18.6%	2,615 11.2%	226 1.0%	2,954 12.7%	23,326 100%
Direct enrollment	638 17.7%	86 2.4%	313 8.7%	1400 38.7%	32 0.9%	1145 31.7%	3,615 100%
Remediation with in-school children	729 22.1%	580 17.6%	408 12.4%	19 0.6%	13 0.4%	1546 46.9%	3,300 100%
SLD remediation program	195 30.5%	8 1.3%	60 9.4%	89 13.9%	0 0%	287 44.9%	639 100%
AADI-AES	10 5.2%	2 1.0%	10 5.2%	13 6.8%	8 4.2%	148 77.5%	191 100%
TOTAL	**8,142 24.4%**	**9,085 27.2%**	**5,420 16.2%**	**4,206 12.6%**	**328 1.0%**	**6,238 18.7%**	**33,435 100%**

Annexure II: Enrollment and retention data

Table 5: Enrollment within type of education Program by geographical location

Type of education program	Geographical location of students		Total
	Rural	Urban	
ECE/Balwari	2,001 84.6%	363 15.4%	2,364 100%
Bridge course (residential/ non-residential)	14,066 60.3%	9,260 39.7%	23,326 100%
Direct enrollment	404 11.2%	3,211 88.8%	3,615 100%
Remediation with in-school children	769 23.3%	2,531 76.7%	3,300 100%
SLD remediation program	0 0%	639 100%	639 100%
AADI-AES	0 0%	191 100%	191 100%
TOTAL	**17,240 51.6%**	**16,195 48.4%**	**33,435 100%**

Annexure II: Enrollment and retention data

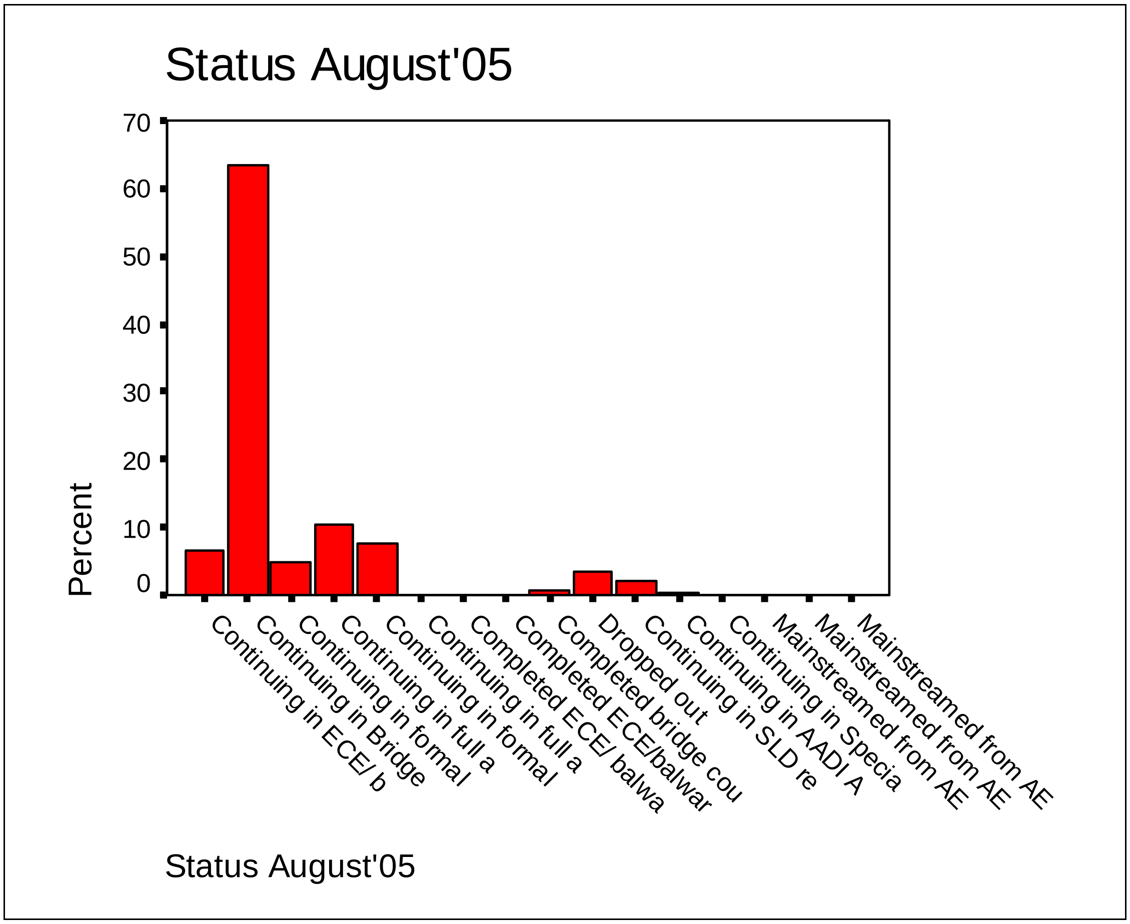
Table 6: Status as of 31 August 2005 by type of education program

Status	Number of students continuing	Percentage
Continuing in ECE/ balwari	1,999	6.7%
Continuing in Bridge	19,035	63.5
Continuing in formal school	1,452	4.8
Continuing in full alternative school	3,115	10.4
Continuing in formal school with remediation	2,295	7.7
Continuing in full alternative with remediation	27	.1
Completed ECE/ balwari	2	.0
Completed ECE/balwari and transitioned to formal school	12	.0
Completed bridge course and transitioned to formal school	197	.7
Dropped out	1,033	3.4
Continuing in SLD remediation program	640	2.1
Continuing in AADI AES program	96	.3
Continuing in Special School	49	.2
Mainstreamed from AES to special school	1	.0
Mainstreamed from AES to formal school	1	.0
Mainstreamed from AES to full alternative special school	1	.0
TOTAL	**29,955***	**100%**

* The data from KATHA (3483 cases) has been reported up to July 31, 2005. Hence there is a difference in the number of children enrolled (33,438) and continuing (29,955) in education program.

Annexure II: Enrollment and retention data

Figure 2: Status 31.08.2005 by type of education program



Annexure II: Enrollment and retention data

Table 6b: Status as of 31 August 2005 by status of students: Completed

Status	Number of students continuing	Percentage
Completed ECE/ balwari	2	.0
Completed ECE/balwari and transitioned to formal school	12	.1
Completed bridge course and transitioned to formal school	197	.7
Mainstreamed from AES to special school	1	.0
Mainstreamed from AES to formal school	1	.0
Mainstreamed from AES to full alternative special school	1	.0
TOTAL	**214**	**0.8%**

Annexure II: Enrollment and retention data

Table 6c: Status as of 31 August 2005 by status of students: Transitioned

Status	Number of students continuing	Percentage
Completed ECE/balwari and transitioned to formal school	12	.1
Completed bridge course and transitioned to formal school	197	.7
Mainstreamed from AES to special school	1	.0
Mainstreamed from AES to formal school	1	.0
Mainstreamed from AES to full alternative special school	1	.0
TOTAL	**212**	**0.8%**

Annexure II: Enrollment and retention data

Table 7: Status as of 31 August 2005 by type of education Program by gender (In absolute numbers)

Status	Gender		Total
	Boys	Girls	
Continuing in ECE/ balwari	990	1,009	1,999
Continuing in Bridge	8,991	10,044	19,035
Continuing in formal school	727	725	1,452
Continuing in full alternative school	1,699	1,416	3,115
Continuing in formal school with remediation	1,202	1,093	2,295
Continuing in full alternative with remediation	12	15	27
Completed ECE/ balwari	0	2	2
Completed ECE/balwari and transitioned to formal school	8	4	12
Completed bridge course and transitioned to formal school	98	99	197
Dropped out	485	548	1,033
Continuing in SLD remediation program	296	344	640
Continuing in AADI AES program	69	27	96
Continuing in Special School	32	17	49
Mainstreamed from AES to special school	1	0	1
Mainstreamed from AES to formal school	1	0	1
Mainstreamed from AES to full alternative special school	1	0	1
TOTAL	**14,612**	**15,343**	**29,955**

Annexure II: Enrollment and retention data

Table 8: Status as of 31 August 2005 by type of education Program by social groups (In absolute numbers)

Status	Social Groups					
	SC	ST	OBC	Minority	Others	General
Continuing in ECE/ balwari	142	1,402	217	55	49	133
Continuing in Bridge	4,232	6,684	4,103	2,216	81	1,710
Continuing in formal school	292	275	388	160	17	320
Continuing in full alternative school	544	41	76	1,343	30	1,080
Continuing in formal school with remediation	553	552	216	68	20	886
Continuing in full alternative with remediation	0	0	0	0	0	27
Completed ECE/ balwari	0	2	0	0	0	0
Completed ECE/balwari and transitioned to formal school	4	0	2	3	0	3
Completed bridge course and transitioned to formal school	52	6	32	34	0	73
Dropped out	282	64	86	132	29	440
Continuing in SLD remediation program	196	8	60	89	0	287
Continuing in AADI AES program	7	1	5	12	6	65
Continuing in Special School	1	1	1	1	2	43
Mainstreamed from AES to special school	1	0	0	0	0	0
Mainstreamed from AES to formal school	0	0	0	0	0	1
Mainstreamed from AES to full alternative special school	0	0	0	0	0	1
TOTAL	**6,306**	**9,036**	**5,186**	**4,113**	**234**	**5,069**

Annexure II: Enrollment and retention data

Table 9: Status as of 31 August 2005 by type of education Program by geographical location (In absolute numbers)

Status	Geographical location of students		Total
	Rural	Urban	
Continuing in ECE/ balwari	1,684	315	1,999
Continuing in Bridge	14,064	4,971	19,035
Continuing in formal school	655	797	1,452
Continuing in full alternative school	0	3,115	3,115
Continuing in formal school with remediation	725	1,570	2,295
Continuing in full alternative with remediation	0	27	27
Completed ECE/ balwari	2	0	2
Completed ECE/balwari and transitioned to formal school	0	12	12
Completed bridge course and transitioned to formal school	0	197	197
Dropped out	63	970	1,033
Continuing in SLD remediation program	0	640	640
Continuing in AADI AES program	0	96	96
Continuing in Special School	0	49	49
Mainstreamed from AES to special school	0	1	1
Mainstreamed from AES to formal school	0	1	1
Mainstreamed from AES to full alternative special school	0	1	1
TOTAL	**17,193**	**12,762**	**29,955**

Annexure III:
Student Tracking Tool - General

REACH India Student Tracking Tool - General Student Population

REACH India Student Tracking Tool - General Student Population

			ECE/ Balwari 1 Bridge course 2 Direct enrollment 3 Remediation with in-school children 4					Boy 1 Girl 2	Yes 1 No 2	SC 1 ST 2 OBC 3 Minority 4 Others 5 General 6	Child of Sex Worker 1 Child of Prisoner 2 Child of person living with AIDS 3 Child of rag picker 4 Others 5 Not Applicable 6	Working Not Working
Number of Organization/ Subgrantee	Number of the centre	Date of start of Centre	Type of educational programme	S. No.	Unique Identification Number (UIN)	Name	Age	Gender	Disability	Social Group	Belongs to niche Population	Work Status o
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Annexure III:
Student Tracking Tool - General

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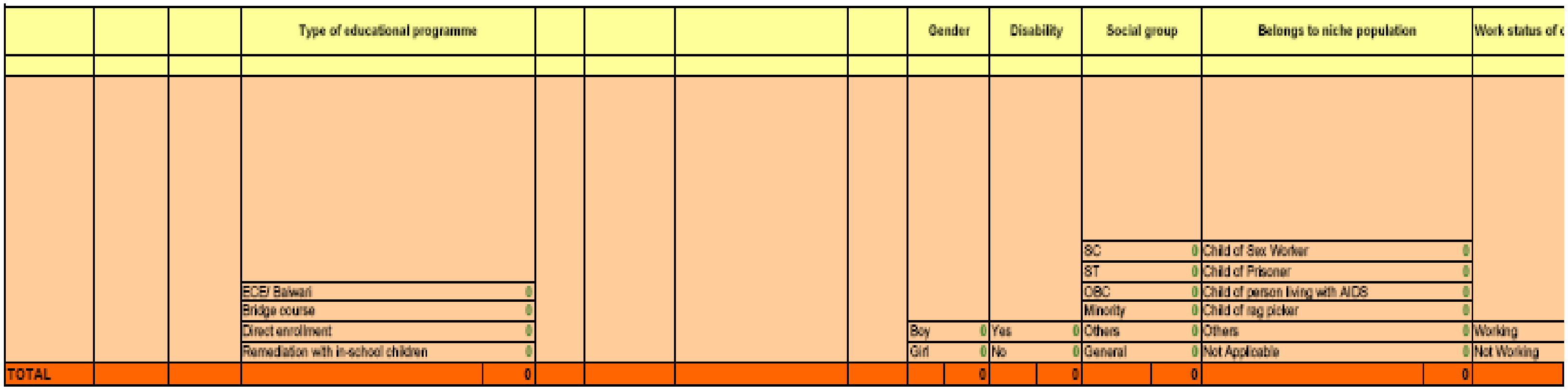
Annexure III:
Student Tracking Tool - General

Consolidation



			Type of educational programme						Gender		Disability		Social group		Belongs to niche population		Work status of c
													SC	0	Child of Sex Worker	0	
													ST	0	Child of Prisoner	0	
			ECE/ Balwari	0									OBC	0	Child of person living with AIDS	0	
			Bridge course	0									Minority	0	Child of rag picker	0	
			Direct enrollment	0					Boy	0	Yes	0	Others	0	Others	0	Working
			Remediation with in-school children	0					Girl	0	No	0	General	0	Not Applicable	0	Not Working
TOTAL				0						0		0		0		0	

Annexure IIIA: Student Tracking Tool: Special needs

REACH India Student Tracking Tool - Special Needs Student Population									REACH India Student	
										SC 1
										ST 2
										OBC 3
										Minority 4
			Specific Learning Disability (SLD) remediation programme 5					Boy 1	Yes 1	Others 5
			AADI Alternative Education Services (AES) programme 6					Girl 2	No 2	General 6
Number of Organization/ Subgrantee	**Number of the centre**	**Date of start of Centre**	**Type of educational programme**	**S. No.**	**Unique Identification Number (UIN)**	**Name**	**Age**	**Gender**	**Disability**	**Social Group**
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Annexure IIIA: Student Tracking Tool: Special needs

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Annexure IIIA: Student Tracking Tool: Special needs

Consolidation

			Type of educational programme						Gender		Disability		Social group	
													SC	0
													ST	0
													OBC	0
													Minority	0
			Specific Learning Disability (SLD) remediation programme	0					Boy	0	Yes	0	Others	0
			AADI Alternative Education Services (AES) programme	0					Girl	0	No	0	General	0
TOTAL				0						0		0		0

Annexure IV: Financial capacity checklist overview

2.1 NGO capacity enhanced to plan and implement: REACH India NGOs (NGOs Grantees and Sub-Grantees) demonstrate overall improved financial, managerial and technical capacities to plan and implement education programs for vulnerable children.

Appraisal Tool for Capturing the Baseline Data

REACH India developed a Financial and Administration Organizational Appraisal Checklist to determine the baseline of financial and managerial capacities of NGOs receiving grants. The appraisal examines strengths and weaknesses in systems and management practices in eight categories through sub-sets of queries designed to evaluate and test the overall strength of the broad category. The broad categories include:

1. Organization Personnel Management (5 sub-set questions)
2. Organization Written Policies and Procedures (11 sub-set questions)
3. Organization Payroll Management Procedures (11 sub-set questions)
4. Organization Reporting Management (5 sub-set questions
5. Organization Procurement Management (6 sub-set questions)
6. Organization Financial Management—Record-keeping/Reporting (17 sub-set questions)
7. Organization Cash Management (8 sub-set questions)
8. Organization Documentation (6 subset questions)

Method of administering the baseline appraisal tool

A member of REACH India's finance team conducted a site visitation with each organization as a part of the grant proposal review process. The REACH India finance staff member met with and interviewed the directors of the organization and their finance staff. The purpose of the appraisal and the categories to be examined was explained. The organization personnel answered the questions posed per the appraisal with the REACH India staff member completing the appraisal checklist and documenting through notes where further information was helpful. As well, hard copy documents and records were pulled to verify the organization's response to the questions, and give an illustrative of the actual system in place.

Appraisal Scoring

Each individual NGO appraisal was scored by giving a (1) for a yes response and a (0) for a no response with a perfect score being 69 to achieve 100%. An EXCEL Finance M&E workbook was created for tracking and analyzing data. The EXCEL format is set up to calculate the percentage score for each of the eight categories, and a total percentage score of all combined categories. The difference between the baseline score and 100% is the range where growth is measured. The Finance M & E EXCEL workbook is able to evaluate baseline scores and growth per year by: 1) individual NGO's composite and/or by the 8 categories; 2) region's composite and/or by the 8 categories; and 3) total NGO's combined composite and/or by the 8 categories. The workbook can also tabulate numbers of NGOs that fall within score ranges; e.g. (0-30) (31-60) (61-75) (76-100), and the number of NGOs that shift yearly from one range to another.

The baseline data captured in Year 1 shows an average composite score of 67% for all grantees. In order to measure growth, the same appraisal will be completed during a second site visitation at the beginning of the second year, using the same REACH India interview methodology, and again at the beginning of year 3. Data captured at these subsequent visitations will be entered into each grantee NGO's EXCEL worksheet, with the updated results

Annexure IV: Financial capacity checklist overview

flowing into the results compilations. Percentage rates of growth will be measured by an increase of yes responses rating a (1) and fewer no responses rating a (0).

Analysis of Data

Two broad categories emerged as priorities for financial and administrative technical assistance during the first year of the grant period. They are documented in the finance section of the report.

Annexure IVA: REACH India Financial Appraisal Checklist

Name of the Organization : ______________________________

		Year 1		Year 2		Year 3		% of Improvement over	
S.No.	Particulars / Crieteria	Yes	No	Yes	No	Yes	No	Year 1	Year 2
I	ORGANIZATIONAL PERSONNEL MANAGEMENT The Organization has established and practises professional systems for management of personnel.								
1	Does organization establish clear position profiles clearly outlining responsibilities, and professional requirements required for each position?								
2	Are specific management personnel assigned to this project with clearly defined responsibilities?								
3	Does organization maintain a personnel file on each staff member that includes their CV, professional preparation and experience?								
4	Do all personnel sign letters of appointment describing terms of employment?								
5	Does organization conduct an annual personnel performance review, including employee stated goals and objectives for professional growth and improvement?								
	Totals Sub-Section I (5)	-	-	-	-	-	-	-	-
	% Score Sub-Section I	-		-		-			
II	ORGANIZATION'S WRITTEN POLICIES Written Policies and Procedures								
1	Does the organization have a written *Policies and Procedures Manual* ?								
2	Does it include staff accountability and conditions of employment?								
3	- Does it include leave benefits?								
4	- Does it include per diem rates?								
5	- Does it include terms and procedures for hiring and termination?								
6	Does it include clear and comprehensive policies and procedures regarding payroll?								
7	- Does it include routine procedure for staff for financial management and related administrative activities?								
8	Does it include a reporting system for verification of labor?								
9	Does the organization have a written Financial and Accounting Procedures Manual, outlining clear and comprehensive procedures to ensure responsible financial accountability?								
10	Does the organization have a written policy on approval levels of authorization and/or thresholds for exercising authority?								
11	Does the organization have clear and comprehensive written policies and procedures for procurement of goods and services?								

Annexure IVA: REACH India Financial Appraisal Checklist

		Year 1		Year 2		Year 3		% of Improvement over	
S.No.	Particulars / Crieteria	Yes	No	Yes	No	Yes	No	Year 1	Year 2
	Totals Sub-Section II (11)	-	-	-	-	-	-	-	-
	% Score Sub-Section II	-		-		-			
III	ORGANIZATION PAYROLL MANAGEMENT Personnel/Payroll								
1	Does the organization have clear and comprehensive practices in place regarding payroll?								
2	Does the organization have an established salary schedule that includes annual salary increments?								
3	Does the organization require all of its employees to sign a code of conduct or conflict of interest statement?								
4	Does the organization have an appropriate and adequate effort reporting system for verification of labor, including prope review and approval of time allocation?								
5	Does the organization use time sheets for documenting labor, and maintain a system of review?								
6	Are appropriate documents prepared for disbursing payroll such as a payroll sheet for approval, and/or vouchers prepared and signed by the recipient of the payroll funds?								
7	Do those vouchers clearly indicate the rate and period covere by the payroll payment?								
8	Are salary rates in accordance with relevant local employment and labor laws and regulations?								
9	Are all qualified employees extended all fringe benefits required by local employment and labor laws and regulations?								
10	Are all payroll deductions properly calculated, withheld, and recorded in accordance with local employment and labor laws and regulations?								
11	Are all payroll deductions remitted to the appropriate local government agency in the correct amounts and on a timely basis?								
	Totals Sub-Section III (11)	-	-	-	-	-	-	#DIV/0!	#DIV/0!
	% Score Sub-Section III	-		-		-			
IV	ORGANIZATION REPORTING MANAGEMENT Reporting								
1	Are financial, program, and other relevant reports prepared, reviewed, and approved properly and submitted in accordance with donor's prescribed timetable?								
2	Are financial reports prepared directly from the automated accounting system or are they prepared by independent spreadsheets, or other means?								
3	Are requests for advances prepared, reviewed, and approved properly and submitted in accordance with prescribed donor requirements?								
4	Have the taxes for the previous fiscal year(s) been filed complete?								

Annexure IVA: REACH India Financial Appraisal Checklist

S.No.	Particulars / Crieteria	Year 1		Year 2		Year 3		% of Improvement over	
		Yes	No	Yes	No	Yes	No	Year 1	Year 2
5	Are FC-3 filings current, complete, and without default?								
	Totals Sub-Section IV (5)	-	-	-	-	-	-	#DIV/0!	#DIV/0!
	% Score Sub-Section IV	-		-		-			
V	ORGANIZATION PROCUREMENT MANAGEMENT Procurement/Commodity Tracking								
1	Does the organization follow clear and comprehensive practises for procurement of goods and services including researching consultancy history of rates paid, and consultancy contracts spelling out scope of work?								
2	Does the organization have a fixed assets listing containing sufficient information to identify items acquired by grant/contract funds?								
3	Does the organization require three or more competitive quotes for all major procurement?								
4	Is the quote process adequately documented and filed for easy access?								
5	Are the functions for solicitation and evaluation of quotes separate from selection of the winning bid?								
6	Are commodities procured under the subrecipient agreement marked in accordance with donor requirements (e.g., USAID identification stickers/tags)?								
	Totals Sub-Section V (6)	-	-	-	-	-	-	#DIV/0!	#DIV/0!
	% Score Sub-Section V	-		-		-			
VI	ORGANIZATION FINANCIAL MANAGEMENT Financial record-keeping/reporting								
1	Does the organization follow sound practises that ensure responsible financial accountability?								
2	Are controls, or a system of checks and balances in place for preparation and approval of entries, and ensuring that entries are correctly made and adequately controlled?								
3	Does the organization use an existing accounting software that separates cost centers, and it is it set up properly?								
4	Are the financial records maintained and reviewed properly and up-to-date?								
5	Do the books of accounts contain sufficient information and reflect proper accounting treatment of financial transactions, including:								
6	- Bank account and cash balances?								
7	- Disbursement details, including date, payee, name, account, expense classification including proper allocation of common expenses across projects, and other relevant information?								
8	- Segregation of funds from different sources?								
9	- Comparison of outlays against budgets?								
10	- Initial recording and subsequent clearing of cash advances?								

Annexure IVA: REACH India Financial Appraisal Checklist

		Year 1		Year 2		Year 3		% of Improvement over	
S.No.	Particulars / Crieteria	Yes	No	Yes	No	Yes	No	Year 1	Year 2
11	- Accrual of expenditures to match costs to their proper period?								
12	Does the organization issue financial statements, including a balance sheet and statement of revenue and expenses on a quarterly basis as a minimum?								
13	Are the financial statements audited by an independent chartered accountant?								
14	Have all audit findings/recommendations been acted upon and implemented?								
15	Does the organization have a practise to ensure accountability that it follows on approval levels of authorization and/or thresholds for exercising authority?								
16	Are all accounting and supporting documents retained on a permanent basis in a defined and organized system that allows authorized users easy access?								
17	Is the organization's record-keeping system for monitoring its sub-grant-related activities appropriately and adequately documented?								
	Totals Sub-Section VI (17)	-	-	-	-	-	-	#DIV/0!	#DIV/0!
	% Score Sub-Section VI	-		-		-			
VII	ORGANIZATION CASH MANAGEMENT Cash management								
1	Is there proper segregation of duties for signing checks and/or withdrawing sub-grant funds that ensures accountability?								
2	Are all transactions supported by independent or third party documents, e.g. invoices and receipts?								
3	Are bank accounts reconciled monthly?								
4	Are bank reconciliation statements reviewed by an appropriate organization staff member?								
5	Are cash balances kept at the office premises reasonably small amounts, properly justified, and adequately controlled?								
6	Are disbursements properly authorized prior to check issuance or cash outlay?								
7	Is the organization staff responsible for handling cash fully bonded?								
8	If not, is there an appropriate alternative assurance for security of funds?								
	Totals Sub-Section VII (8)	-	-	-	-	-	-	#DIV/0!	#DIV/0!
	% Score Sub-Section VII	-		-		-			
VIII	ORGANIZATION MANAGEMENT OF DOCUMENTATION Documentation								
1	Are the organization operations in the program area for which the funds are intended properly authorized in writing (FCRA registration, etc.) by local law?								

Annexure IVA: REACH India Financial Appraisal Checklist

S.No.	Particulars / Crieteria	Year 1		Year 2		Year 3		% of Improvement over	
		Yes	No	Yes	No	Yes	No	Year 1	Year 2
2	Are transactions fully supported by invoices, receipts, or similar documents?								
3	Are receiving reports and inventory records used to evidence receipt of commodities and supplies?								
4	Are conversions of currencies properly calculated and completely documented?								
5	Are procurement quotations and analysis of winning bid kept on file?								
6	If applicable, are cost-share or matching funds properly accounted for, recorded, and documented?								
	Totals Sub-Section VIII (6)	-	-	-	-	-	-	#DIV/0!	#DIV/0!
	% Score Sub-Section VIII	-		-		-			
	Grand Totals Sections I - VIII	-	-	-	-	-	-	#DIV/0!	#DIV/0!
	% Grand Score Sections I - VIII	-		-		-			

Annexure V: Educational quality checklist overview

I. Methodology

Education quality in formal schools is being tracked through a self-administered checklist developed for the project. The checklist explores the following aspects of the schooling context: the teaching-learning process, teaching-learning methodologies, teacher-student assessment, the classroom and school environments, and school-community linkages. REACH India staff are in the process of obtaining data from all grantees. Actual reporting on progress on this indicator is not to be provided until Year 2. However, an initial analysis of data form some programs has been carried out.

II. Findings

A. Enhanced NGO technical capacity in running educational programs - IR 2.1

The findings on the checklist were used to structure training for NGO staff on different components of quality of education. The technical assistance activities organized by REACH India in the first year in the area of quality education comprised of two sets of exposure visits cum training activity to Bodh Shiksha Samiti, Jaipur for the Delhi and Jharkhand NGO partners in July 2005. Among the learnings shared by NGOs as a result of participation in the training are the following:

- Three grantees including AADI and SARD in Delhi have started the practice of writing teachers' diaries as a way of bringing about reflective practice among teachers and NGO personnel.
- Four grantees including CWD in Jharkhand and Disha in Delhi have developed more TLMs based on learnings from Bodh. Some have also incorporated into their classroom some of the teaching strategies provided in the training. The long term impact of this exposure visit on the educational programs will become more evident over the course of the next year.

Additionally, findings from the checklist were used to develop "The Learning Classroom Series"- a set of three serialized workshops with an interim period of practice in the field presently being provided to grantees. The series is composed of three serialized workshops that focus on curriculum enrichment, improved teaching-learning strategies and promoting active assessment in the classrooms. The first workshop was conducted in Delhi (September 19-23) and in Jharkhand (September 26 to 30).

Annexure V: Educational quality checklist overview

III. Enhanced School capacity -- IR 2.2

Table I below presents data on the number of schools that have been served during Year 1. The data shows REACH India interventions have served 91 schools during this first year of project implementation.

Table I: Number of formal schools interventions by Region by Grantee for Year I.

Region	Number of Schools	Implementation
Delhi:		
1. AADI	2 schools	Intervention began in two schools in August 2005
2. CEMD	44 schools (SW A District)	Intervention began in July 2005
3. Katha	4 MCD Schools + Katha School	Intervention began in July 2005
4. SARD	5 Schools	Intervention not yet begun
Jharkhand:		
1. CWD	10 schools	Intervention began in May 2005
Kolkata:		
1. CINI Asha	Identification of schools yet to be done	----
2. IPER	40 schools	Intervention not yet begun
3. Manovikas Kendra	20 schools	Intervention began in July 2005
4. Vikramshila	10 schools	Intervention began in July 2005

Annexure V: Educational quality checklist overview

Among the anecdotal findings reported by grantees are the following:

- Two NGO partners in Delhi, CEMD and Katha have reported from their intervention in the formal schools that they have been able to observe subtle changes as result of their intervention. A study conducted by CEMD of untrained and trained teachers in their foundation course intervention in Class Six across 44 schools of South West District A demonstrated a small but incremental improvement in this short period of three months in the areas of teacher attitude, creativity and critical thinking, student attitude and behaviour, classroom processes, varied teaching methodology, monitoring of learning, and the classroom environment in the classrooms where teachers have been trained.
- CEMD also reported that the untrained teachers were using many of the TLMs and teaching practices that had been taught during the teachers' training activities - the transfer of knowledge through the teachers is an encouraging sign of positive change in impacting the larger system.
- Katha reported that through their direct intervention (through simple science experiments, art and craft, story telling sessions) with children of Class 3 in 8 formal schools they are working in they have recorded an some improvement in children's performance in this short period in the tests and quizzes conducted or them.
- In Jharkhand, CWD is working with 10 government schools where they have placed one of their own teachers. As teacher absenteeism is so common in the remote tribal areas, this intervention of CWD has already ensured that children have started coming to school regularly and there is hope that the efforts put in by the teachers to focus on teaching will in time ensure retention of all these children.

Annexure VA: Educational quality checklist for formal schools

Questionnaire for Assessing Quality Education
in Formal School[1] Interventions by NGO partners
REACH India

Overview:

This checklist of quality education indicators is meant to collect data from the formal schools where the partner NGOs have their interventions (via teacher training, whole school development, remedial support to the children transitioned from non-formal education centres to the formal schools or any other services). The objective is to monitor the progress of improvement of education quality in the formal schools as a result of the services provided by the partner NGOs and to evaluate the overall impact of their interventions in enhancing the capacity of formal schools.

Guidelines for Questionnaire Administration:

1. This questionnaire is to be administered by NGO staff after an orientation on its use. It is advised that the same individuals conduct the subsequent administration to the extent that it is possible.
2. It is to be administered in all the formal schools funded by REACH India.
3. It is to be administered in the first month and thereafter every six months to check the improvement in quality education as a result of NGO intervention in the formal schools.
4. Since this is an NGO specific assessment tool the information from this questionnaire cannot be compared with any other NGO but only across your own interventions.
5. The methods of data collection for this questionnaire will be through school and classroom observation and interviews with the beneficiaries i.e. teachers, heads of schools, parents and students.

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[1] Formal Schools refer to government ,private recognized and full alternative schools in urban and rural regions.

Annexure VA: Educational quality checklist for formal schools

Name of the Partner NGO:
REACH India region:

General Information:

1. Name of the observer :

2. Date of observation :

3. Name of the school :

4. Location of school - (rural/urban) :

5. Name of the district/Number of Ward :

6. Type of school - (government/ private) :

7. Whether Co-ed. School or Girls/ Boys School :

8. Level of school - (primary/upper-primary) :

9. Level and section of the Class visited :

10. No. of Students enrolled in the Class :
    Girls :
    Boys :
11. No. of Students present on the day :
    Girls :
    Boys :

12. Qualification of the Teacher :

13. Past Experience of Teaching (No. of Years) :

14. Gender of teacher :

Annexure VA: Educational quality checklist for formal schools

15. Teacher Regularity (during the current academic year) :

16. Student-Teacher ratio :

17. Medium of instruction :

Questionnaire for Assessing Quality Education
in Formal School Interventions by NGO partners
REACH India

Classroom Observation

A. TEACHING-LEARNING PROCESSES	
A.I. Teacher-Student Interaction	**Rating Scale:** **Non- existent – 0, Needs improvement-1, Satisfactory-2, Good-3, V. good- 4**
The teacher:	
• Uses children's names	
• Speaks to children with respect	
• Involves all children	
• Maintains discipline	
Students:	
• Demonstrate respect for teacher	
• Ask for help when they need it	
• Help keep the classroom orderly	
A.II. Teaching- Learning Methodologies	**Rating Scale:** **Non- existent – 0, Needs improvement-1, Satisfactory-2, Good-3, V. good- 4**
The teacher:	
• Provides linkage to previous lesson	
• Provides clear instructions for classroom tasks	
• Accommodates individual learning needs and styles for children	
• Uses multiple methods in the classroom for e.g.:(tick the relevant option/s) o group activities	

Annexure VA: Educational quality checklist for formal schools

o Role plays o Story telling o Self- learning o Peer-learning o Cooperative learning	
• Contextualizes lesson to children's surroundings	
• Lets the children explore and experiment with learning materials	
• Uses the teacher resource centre	
The students:	
• Actively participate in class activities	
• Listen attentively when teacher provides instructions	
• Ask questions openly	
• Have access to learning materials	
• Engage with learning materials	
• Demonstrate through their classwork that they understand the lesson: (tick the relevant option/s) o Through questions o Discussions o Copy books o Practical exercises	
• Have copies, pencils, slates	
A III. Teacher - Student Assessment	**Rating Scale:** **Non- existent – 0,** **Needs improvement-1,** **Satisfactory-2, Good-3,** **V. good- 4**
The teacher:	
• Uses assessment activities frequently in the lesson	
• Maintains attendance register	
• Maintains teacher's diary (lesson plans & student assessment)	
Students:	
• Respond to teacher assessment positively	
• Respond to teacher's questions	
B.CLASSROOM & SCHOOL ENVIRONMENT	
B.I Classroom learning environment :	**Rating Scale:** **Non- existent – 0,** **Needs improvement-1,** **Satisfactory-2, Good-3,** **V. good- 4**
• Is being used for learning • Is clean • Is airy • Is well lighted	
• Includes a blackboard that is usable	
• Has wall posters	
• Has illustrations of children's work	
• Has storage space for teaching learning materials (library)	

Annexure VA: Educational quality checklist for formal schools

• Has adequate space for seating all children	
B II. School Learning environment:	**Rating Scale:** **Non- existent – 0, Needs improvement-1, Satisfactory-2, Good-3, V. good- 4**
• Is not affected by outside noise	
• Is accessible to all children, esp. disabled (primary schools located within 1 km and secondary schools within 3 km of where children live)	
• Has a teacher resource centre	
• Has play space	
• Has separate toilets for girls and boys	
• Has access to drinking water	
• Is located in a pucca building	

Observation Comments:

Review of Teacher Quality of Education Practices
Interviews with Teachers

A II. Teaching- Learning Methodology	**Rating Scale:** **Non- existent – 0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
Teachers:	
• Use more holistic approach to curriculum planning	
• Develop lesson plans	
• Incorporate variety of teaching methods into lesson plans	
• Includes TL resources made from locally available materials	
• Use lesson plans that include assessment activities	
• Consult with their colleagues on teaching- learning methodologies	
A III. Assessment of Learning:	**Rating Scale:**

Annexure VA: Educational quality checklist for formal schools

	Non- existent – 0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4
Teachers:	
• Assess student outcomes on a regular basis on: (tick the relevant option/s) ▪ Knowledge ▪ Lifeskills ▪ Motor skills ▪ Attitudes	
• Use a variety of assessment tools/approaches to measure learning outcomes: (tick the relevant option/s) ▪ Small group work ▪ Individual project work ▪ Exams ▪ Written assignments ▪ Observations ▪ Homework	
• Use assessment findings to modify their teaching strategies	
• Use assessment findings to provide remedial assistance to vulnerable children	

C.I School- community Linkages	**Rating Scale:** **Non- existent – 0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
Teachers:	
• Use PTMs to update parents on children's progress	
• Participate in the organization of annual days, sports days,etc.	
• Participates on community awareness drives	
• Teacher follows up on frequently absentee children	
• Involve parents in children's projects related to curriculum	

Comments:

Annexure VA: Educational quality checklist for formal schools

Review of Quality of Education Practices
Interviews with Heads of Schools

A II. Teaching- Learning Methodology	**Rating Scale:** **Non- existent–0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
Teachers:	
• Use more holistic approach to curriculum planning	
• Develop lesson plans	
• Incorporate variety of teaching methods into lesson plans	

Annexure VA: Educational quality checklist for formal schools

• Includes TL resources made from locally available materials	
• Use lesson plans that include assessment activities	
• Consult with their colleagues on teaching- learning methodologies	
A III. Assessment of Learning:	**Rating Scale:** **Non- existent–0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
Teachers:	
• Assess student outcomes on a regular basis on: (tick the relevant option/s) ▪ Knowledge ▪ Lifeskills ▪ Motor skills ▪ Attitudes	
• Use a variety of assessment tools/approaches to measure learning outcomes: (tick the relevant option/s) ▪ Small group work ▪ Individual project work ▪ Exams ▪ Written assignments ▪ Observations ▪ Homework	
• Use assessment findings to modify their teaching strategies	
• Use assessment findings to provide remedial assistance to vulnerable children	
C.I School- Parent community linkages (20 points)	**Rating Scale:** **Non- existent–0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
School:	
• Ensures that there is a School Management Committee(SMC)	
• Ensures that parents are members of SMC	
• Organizes PTMs on a regular basis	
• Maintains linkages with local balwadis, NGOs	
• Organizes Annual days, sports days, etc. where parents participate	
• Participates in community awareness drives	
• Actively engages with NGOs on mainstreaming of children from NGO programme	
C II. Administrative and Academic Management	**Rating Scale:** **Non- existent–0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**

Annexure VA: Educational quality checklist for formal schools

The School:	
• Maintains attendance register	
• Maintains student portfolios	
• Schedules meetings between teaching staff & CRC	
• Provides for professional development of staff	
• Monitors teacher performance	
• Provides time for syllabus planning	
• Organizes learning excursions related to the curriculum	
• Promotes participation in intra & inter school activities	
• Implements a zero rejection policy for admission (including disabled)	
• Provides opportunities to address teacher grievance	
C III. School- Education Department	**Rating Scale:** **Non- existent–0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
The School:	
• Engages regularly with Ed. Deptt. on administrative and academic issues: (tick the relevant option/s) o Regular budget requests o HR requests o Training requests o Material requests o Ed. Deptt. And supervisory visits	
• Under SSA allocations for o Infrastructure o Material support o Manpower o Special education	
• Works with education deptt. to access external requests for capacity building	

Comments:

Annexure VA: Educational quality checklist for formal schools

C I. Parental Involvement in Children's Education	**Rating Scale:** **Non- existent–0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
Teaching-Learning Methodology: Parents: • Are informed about what their children are learning in school	
• Are involved in children's projects related to the curriculum	
Assessment:	
Parents: • Monitor children's performance	
• Attend meetings with teachers to discuss children's performance	
School- Community Linkages: Parents: • Participate in PTMs (Parent Teacher Meetings)	
• Are members in SMCs (School Management Committees)	
• Perceive themselves as part of a pressure group to demand for quality education	

Comments:

Annexure VA: Educational quality checklist for formal schools

Review of Quality of Education Practices
Interview with Students

A. TEACHING - LEARNING PROCESSES	**Rating Scale:** **Non- existent–0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
Student -Teacher Interaction: Students: • Respond to teacher's questions	
• Feel that discipline is maintained without corporal punishment	
Teaching-Learning Methodology: Students: • Participate in class activities	
Assessment: students: • Feel that teacher's attitude is fair to all students	
• Do self assessment of their work	

Comments:

Annexure Vb: Educational quality checklist for NGO-run intervention

Questionnaire for Assessing Organizational Technical Capacity in NGO-run interventions (except full alternative schools)

Guidelines for Questionnaire Administration:

- This questionnaire is to be administered by NGO staff after an orientation on its use. It is advised that the same individuals conduct the subsequent administration to the extent that it is possible.
- It is to be administered in all the non- formal education centres funded by REACH India, with the exception of the last two pages (p. 8 &9) on Interview with partner NGO personnel which are meant to be administered once for your programme.
- It is to be administered in the first month and thereafter every six months to check the improvement in quality education as a result of NGO intervention in the non-formal education centres.
- Since this is an NGO specific assessment tool the information from this questionnaire cannot be compared with any other NGO but only across your own interventions.
- The methods of data collection for this questionnaire will be through classroom observation and interviews with the beneficiaries i.e. teachers, parents, students and NGO personnel.

Annexure Vb: Educational quality checklist for NGO-run intervention

Name of the Partner NGO:
REACH India region:

General Information:

- Name of the Organisation :
- Name of the Observer :
- Date of Observation :
- Name of the School/Centre :
- Name of the District/Ward :
- Location of School/Centre - (rural/urban) :
- Level of School/Centre- (primary/upper-primary) :
- Level of the Class/Centre visited :
- No. of Students enrolled in the Class/Centre : Girls: Boys:
- No. of Students present on the day : Girls: Boys:
- Qualification of the Teacher :
- Past Experience of Teaching (No. Of Years)
- Gender of teacher : M F
- Teacher Regularity (during the current academic year) :
- Teacher- Student Ratio:
- Medium of instruction :

Annexure Vb: Educational quality checklist for NGO-run intervention

Questionnaire for Assessing Organizational Technical Capacity in Non-Formal Education

REACH India

Classroom Observation

A. TEACHING-LEARNING PROCESSES	
A.I. Teacher-Student Interaction	**Rating Scale:** **Non- existent – 0,** **Needs improvement-1,** **Satisfactory-2, Good-3,** **V. good- 4**
The teacher:	
• Uses children's names	
• Speaks to children with respect	
• Involves all children	
• Maintains discipline	
Students:	
• Demonstrate respect for teacher	
• Ask for help when they need it	
• Help keep the classroom orderly	
A.II. Teaching- Learning Methodologies	**Rating Scale:** **Non- existent – 0,** **Needs improvement-1,** **Satisfactory-2, Good-3,** **V. good- 4**
The teacher:	
• Provides linkage to previous lesson	
• Provides clear instructions for classroom tasks	
• Accommodates individual learning needs and styles for children	
• Uses multiple methods in the classroom for e.g.:(tick the relevant option/s) o group activities o Role plays o Story telling o Self- learning o Peer-learning o Cooperative learning	
• Contextualizes lesson to children's surroundings	
• Lets the children explore and experiment with learning materials	

Annexure Vb: Educational quality checklist for NGO-run intervention

• Uses the teacher resource centre	
The students:	
• Actively participate in class activities	
• Listen attentively when teacher provides instructions	
• Ask questions openly	
• Have access to learning materials	
• Engage with learning materials	
• Demonstrate through their classwork that they understand the lesson: (tick the relevant option/s) o Through questions o Discussions o Copy books o Practical exercises	
• Have copies, pencils, slates	
A III. Teacher - Student Assessment	**Rating Scale:** **Non- existent – 0,** **Needs improvement-1,** **Satisfactory-2, Good-3,** **V. good- 4**
The teacher:	
• Uses assessment activities frequently in the lesson	
• Maintains attendance register	
• Maintains teacher's diary (lesson plans & student assessment)	
Students:	
• Respond to teacher assessment positively	
• Respond to teacher's questions	
B.CLASSROOM & SCHOOL ENVIRONMENT	
B.I Classroom learning environment	**Rating Scale:** **Non- existent – 0,** **Needs improvement-1,** **Satisfactory-2, Good-3,** **V. good- 4**
• Is being used for learning	
• Is clean	
• Is airy	
• Is well lighted	
• Includes a blackboard that is usable	
• Has wall posters	
• Has illustrations of children's work	
• Has storage space for teaching learning materials (library)	
• Has adequate space for seating all children	
B II. School Learning environment	**Rating Scale:** **Non- existent – 0,** **Needs improvement-1,** **Satisfactory-2, Good-3,** **V. good- 4**
• Is not affected by outside noise	
• Is accessible to all children, esp. disabled	
• Has play space	

Annexure Vb: Educational quality checklist for NGO-run intervention

• Has separate toilets for girls and boys	
• Has access to drinking water	
• Is located in a pucca building	

Observation Comments:

Review of Teacher Quality of Education Practices
Interviews with Teachers

A II. Teaching- Learning Methodology	**Rating Scale:** **Non- existent – 0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
Teachers:	
• Use more holistic approach to curriculum planning	
• Develop lesson plans	
• Incorporate variety of teaching methods into lesson plans	
• Include TL resources made from locally available materials	
• Use lesson plans that include assessment activities	
• Consult with their colleagues on teaching- learning methodologies	
A III. Assessment of Learning	**Rating Scale:** **Non- existent – 0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
Teachers:	
• Assess student outcomes on a regular basis on: (tick the relevant option/s) o Knowledge o Lifeskills o Motor skills o Attitudes	

Annexure Vb: Educational quality checklist for NGO-run intervention

• Use a variety of assessment tools/approaches to measure learning outcomes:(tick the relevant option/s) o Small group work o Individual project work o Exams o Written Assignments o Observations o Homework	
• Use assessment findings to modify their teaching strategies	
• Use assessment findings to provide remedial assistance to vulnerable children	
C.I School- community Linkages	**Rating Scale:** **Non- existent – 0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
Teachers:	
• Use PTMs to update parents on children's progress	
• Participate in the organization of annual days, sports days, etc.	
• Participates on community awareness drives	
• Teacher follows up on frequently absentee children	
• Involve parents in children's projects related to curriculum	

Comments:

Annexure Vb: Educational quality checklist for NGO-run intervention

Review of Quality of Education Practices
Interview with Parents

C I. Parental involvement in children's education	**Rating Scale:** **Non- existent–0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
Teaching-Learning Methodolgy: Parents: • Are informed about what their children are learning in school	
• Are involved in children's projects related to the curriculum	
Assessment:	
Parents: • Monitor children's performance	
• Attend meetings with teachers to discuss children's performance	
School- Community Linkages: Parents: • Participate in PTMs(Parent Teacher Meetings)	

Annexure Vb: Educational quality checklist for NGO-run intervention

• Are members in SMCs (School Management Committees)	
• Perceive themselves as part of a pressure group to demand for quality education	

Comments:

Review of Quality of Education Practices
Interview with Students

A. TEACHING - LEARNING PROCESSES	**Rating Scale:** **Non- existent–0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
Student -Teacher Interaction: Students: • Respond to teacher's questions	
• Feel that discipline is maintained without corporal punishment	
Teaching-Learning Methodology: Students: • Participate in class activities	
Assessment: students: • Feel that teacher's attitude is fair to all students	
• Do self assessment of their work	

Annexure Vb: Educational quality checklist for NGO-run intervention

Comments:

Review of Quality of Education Practices
Interviews with partner NGO personnel
(Self Assessment)

C. Community linkages	**Rating Scale:** **Non- existent–0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
• The organization has increased awareness and demand for education in the community it is working with	
• There are PTAs ad SMCs for your centres	
• The community's feedback is incorporated for your programme implementation	
• The community members give support in running and maintaining your centres	
• The teachers for your centres are from the community	

Annexure Vb: Educational quality checklist for NGO-run intervention

D. Linkages with the Formal System	**Rating Scale:** **Non- existent–0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
• The organization is familiar with admission norms in formal schools	
• There is a close relationship with the formal schools/education department in the neighbourhood	
• The organization forms a facilitating link between the parents and formal schools(e.g in the formation of PTAs, MTAs, etc.)	Nature of linkage and support:
• The organization has a past history of mainstreaming children into the formal schools in the neighborhood of its centres	Years of experience in mainstreaming:
• Child tracking of mainstreamed children is monitored closely	
• Remedial support is provided to the mainstreamed students	Nature of remedial support:
• Academic and non-academic support is provided to the formal schools(e.g. trainings, organization of community awareness camps, other extra-curricular events)	
• Formal schools respond to your request fro admission	
• Formal school staff visit your centres for academic and non- academic purposes	
E. Technical Expertise in Education	**Rating Scale:** **Non- existent–0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
• There are qualified and experienced staff members in primary/elementary education	How many?
• There is a resource centre within the office with a complete set of syllabi, course books, reference books, TLMs and aids that pertain to services provided at the educations centres	
• There is capacity within the organization to conduct trainings for teachers and community workers and parents	
• There is capacity within the organization to conduct regular community awareness events	
• Trainings are conducted regularly on pedagogy, classroom management, teacher motivation, etc	Frequency:
• Follow up support & refresher courses are conducted regularly	

Annexure Vb: Educational quality checklist for NGO-run intervention

	Frequency:
F. Academic Management	**Rating Scale:** **Non- existent–0, Needsimprovement-1, Satisfactory-2, Good-3, V. good- 4**
• Daily attendance records are maintained	
• Student portfolios are maintained (report cards, work samples, student family background information, etc.)	
• Student tracking is done regularly at the centres and at the formal schools after mainstreaming	
• Regular monitoring and assessment feedback is provided to the teachers	Frequency of monitoring and feedback:
• Curriculum planning is done in accordance with the annual planning for the educational programme	
• The curriculum is made contextually relevant	
• The medium of instruction takes into account the local language of the students	
• Time-table calendars are updated regularly in consultation with the teachers	
• Regular network meetings are organized for teachers on academic issues (for e.g. thematic discussions and TLM development)	Frequency:

Comments:

Annexure VI: Networks matrix

IR 3: We sent partner NGOs the following questions to determine their network affiliations as well as linkages with government and/or semi-government bodies. **The responses to these questions were then plotted on the matrix on the next page.**

1. Are you currently a member of any professional network related to educational services for vulnerable children? If yes, please name them? Briefly tell us a little bit about the network(s) i.e., its objectives, number of members, geographical coverage etc.)? How long you have been a member of this network? What have been its achievements/activities e.g., knowledge sharing, advocacy etc. since you received the REACH India grant? How many meetings have you attended?

   Also, have you joined a non-education network since you received funding from REACH India?

   Have you established a new network or been part of any re-activated network since you received REACH India funding? If yes, please explain in brief.

2. Has being part of the REACH India network benefited you in any way? Has it helped facilitate linkages at the national, state, city and/or district/block level? If yes, how? Please explain in a few sentences.

3. What kind of associations have you had with Government departments (related to education for vulnerable children) and/or agencies as well as semi-autonomous institutions such as SCERT/NCERT/NIEPA etc since you received REACH India funding? You could mention meetings that have occurred with Government and other institutions since the project began. You could also mention if you have you been part of any panel, working group, advisory board, committee etc to discuss issues related to UEE and SSA.

4. Have you established new or reactivated links with the private sector since REACH India funding? If yes, please explain in a few sentences.

Annexure VI: Networks matrix

REACH India: NETWORKS STATUS OF PARTNER NGOS AS OF SEPT. 2005

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
1. AADI	DELHI	✓	✓	2005-2006		✓	
2. CEMD	DELHI	✓		2005-2006		✓	✓
3. Disha	DELHI	✓	✓	2005-2006		✓	✓
4. Katha	DELHI		✓	2005-2006			
5. SARD	DELHI	Not available	Not available	2005-2006	Not available	Not available	Not available
6. PRAYAS	DELHI	✓	✓	2005-2006	✓	✓	
7. DEEPALAYA	DELHI	✓	✓	2005-2006			✓
8. CLPoA	KOLKATA	✓	✓	✓		✓	
9. CINI-Asha	KOLKATA	✓	✓	✓		✓	
10. Vikramshila	KOLKATA	✓		✓	✓	✓	✓
11. IPER	KOLKATA	✓		✓			
12. Manovikas	KOLKATA		✓	✓		✓	

Annexure VI: Networks matrix

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
Kendra							
13. Badlao Foundation	JHARKHAND	✓	✓	2005-2006	✓	✓	
14. Banvasi Vikas Ashram	JHARKHAND			2005-2006	✓	✓	
15. CWD	JHARKHAND	✓		2005-2006			
16. NBJK	JHARKHAND	✓	✓	2005-2006		✓	✓

*For details on networks, refer to the dissemination and networking section in the narrative report.

Annexure VI: Organizational checklist overview

After the initial needs assessment which was done informally through site visit observations, proposal review and during workshops, it was concluded that organizational development interventions would be most strategic if the initial focus is on better management of partner NGOs' educational services. The first phase of organizational development interventions focuses on strengthening the organizational systems which will lead to enriching of the core curriculum and assessment procedures, and also strengthen teacher development programs so as to support program goals.

In the first phase the following were done

- The scopes of work for the three areas - organization culture, strategy development and management procedures and process have been developed. These SoWs will be a guideline in identifying service providers/potential consultants for OD interventions with the NGO partners.
- Organizational assessment tool was prepared (see annexure). The tool is designed to be a self assessment tool and the checklist covers the three areas of our OD intervention i.e. organization culture, strategy development and management procedures and process

The organization assessment tool has been forwarded to the partner NGOs in the three region- Delhi, Jharkhand and Kolkata. The organization assessment tool was to be administered by a core group of at least 5 staff members (selected across the organization) after an orientation on its use. Large organizations were advised to increase their sample size to at least 10 staff members. It was recommended that the staff members were first to fill the checklist on their own and later come as a group and discuss their respective responses in order to achieve a consensus on each item. The consensus responses were to be shared with REACH India. So far, responses have been received from 10 NGO partners

	Regions	Tool send to	Responses send by
1.	Delhi	7 NGO partners	4 NGO partners
2.	Jharkhand	4 NGO partners	3 NGO partners
3.	Kolkata	5 NGO partners	3 NGO partners

The responses received from the NGO partners forms the baseline information and provided us further insights into the organizations. The analysis of the data received will help in

- Profiling the organization in terms of their organizational capacity in delivering educational services.

Annexure VI: Organizational checklist overview

- Formulating a capacity building plan for the NGOs.

The administration of the organizational assessment tool was the REACH India’s first OD intervention. In using the tool the organizations were coming together to reflect on their organizational practices and their systems. The capacity building grantees will carry a similar exercise with their sub-grantees later.

Annexure VIa: Checklist for Assessment of Institutional Capacity of Organization

Guidelines for checklist administration:

- This questionnaire is to be administered by NGO staff after an orientation on its use. It is advised that the same individuals conduct subsequent administration to the extent that it is possible.
- It is to be administered by core group comprising of at least 5 NGO staff from different departments / different levels /varied years of experience in the organization.
- The recommended process is for each of the five staff to first fill out the checklist on their own. The core group should then meet and discuss their respective responses in order to achieve a consensus on each item. The consensus responses should be entered into a final version of the checklist.
- It is to be administered now as baseline information and thereafter every six months to check the improvement in organizational development as a result of NGO's own intervention and technical support provided by REACH India.
- Since this is an NGO specific assessment tool the information from this questionnaire cannot be compared with any other NGO but be used as 'report card' on the NGOs own effort towards organizational development.

* Level of achievement: A=not yet started; B=some progress; C= considerable progress; D= achieved
** Level of Priority: Low, Medium and High

Annexure VIa: Checklist for Assessment of Institutional Capacity of Organization

General Information:

Individual sheet

Name of the Organisation:

- Name of the Assessor:
- Date of Assessment:
- Location of Organisation - (rural/urban) :
- Specialistion of the Organization:
- Position of the Assessor:
- Number of years the assessor has been in the organization:

Core Group Sheet

- Date of Concensus Exercise :
- Number of members in the core group :
- Details of core group member:

* Level of achievement: A=not yet started; B=some progress; C= considerable progress; D= achieved
** Level of Priority: Low, Medium and High

Annexure VIa: Checklist for Assessment of Institutional Capacity of Organization

Area		Level of achievement*	Level of priority**	Comments
1. Organisational Culture				
1. Mission Statement	1. The mission statement is prominently displayed to inform stakeholders.			
	2. Mission statement guides organization planning processes.			
	3. Staff is capable of describing mission statement to stakeholders.			
1.2 Social & cultural environment	1. Staff articulates organisational norms/values while describing the project activites.			
1.3 Stakeholder engagement	1. Services, projects and programs reflect the needs of stakeholders			

Name	Designation	Years of service in the organisation

* Level of achievement: A=not yet started; B=some progress; C= considerable progress; D= achieved

** Level of Priority: Low, Medium and High

Annexure VIa: Checklist for Assessment of Institutional Capacity of Organization

	2. The organization has informal consultation with its stakeholders.			
	3. The organisation establishes particular times when consultations are organized with major stakeholders.			
	4.The main stakeholders are identified as: - Beneficiaries/clients - Community - Government personnel/agencies - Employees/staff - Donors - Other organizations/NGOs - Research Institutes - Private /corporate sector - Media			
	5.Information is shared amongst stakeholders through - Newsletters - Annual reports - Particular events			
	6. The result of such dialogue is integrated into the organisation's planning process.			
1.4 Partnerships With other NGOs, networks, companies, government authorities	1. NGO consults with government on decision making processes related to its education programme.			
	2. NGO consults with private sector on decision making processes related to its education programme.			

* Level of achievement: A=not yet started; B=some progress; C= considerable progress; D= achieved
** Level of Priority: Low, Medium and High

Annexure VIa: Checklist for Assessment of Institutional Capacity of Organization

	3. NGO consults with other NGOs on decision making processes related to its education programme.			

Area		Level of achievement*	Level of priority**	Comments
2. Management Processes				
2.1 Organisational Chart	1. The organisational chart defines individual responsibilities			
	2. The organisational chart is accessible to all.			
2.2 Openness to change	1. Current management procedures reflect realities of program activities.			

* Level of achievement: A=not yet started; B=some progress; C= considerable progress; D= achieved

** Level of Priority: Low, Medium and High

Annexure VIa: Checklist for Assessment of Institutional Capacity of Organization

	2. NGO leadership supports review and revision of management processes			
2.3 Meetings	1. Meetings have prepared agenda that include staff input.			
	2. Facilitation of meetings rotates amongst staff members.			
	3. Meetings are minuted.			
	4. Minutes are disseminated to all concerned staff.			
	5. Minutes indicates who has responsibilities for following up on issues.			
2.4 Teamwork	1. Team work is used as an explicit management strategy within the organization.			
	2. Supervisors are easily accessible to the staff			
	3. Supervisors and staff regularly assess the quality of teamwork			
2.5 Budgeting	1. Services, projects and programs are used to determine the budget.			
	2. Budgets are used as a management tool and adjusted accordingly.			

* Level of achievement: A=not yet started; B=some progress; C= considerable progress; D= achieved
** Level of Priority: Low, Medium and High

Annexure VIa: Checklist for Assessment of Institutional Capacity of Organization

Area		Level of achievement*	Level of Priority**	Comments
3. Strategy Development				
3.1 Annual plan	1. The development of organization strategy and objectives are derived from the organization's mission statement.			
	2. Planning processes include consultations with beneficiaries/clients.			

* Level of achievement: A=not yet started; B=some progress; C= considerable progress; D= achieved
** Level of Priority: Low, Medium and High

Annexure VIa: Checklist for Assessment of Institutional Capacity of Organization

	3. Senior staff members are responsible for facilitating long term planning efforts.			
	4. Staff participate in the annual planning process that: - is developed on the basis of a long term plan. - focuses on short term objectives. - includes specific indicators to measure progress - details the human, financial and material resources required for the year.			
3.2 Human resources policy and development	1. The organisation has a human resources policy manual which conforms with National Labour Laws.			
	2. The manual is accessible to all staff.			
	3. The manual is reviewed and revised as necessary.			
	4. The recruitment policies for organization staff are transparent.			
	5. The recruitment policies are inclusive of women.			
	6. Women employee are in supervisory and managerial role.			
	7. The recruitment policies are inclusive of minorities and disabled.			

* Level of achievement: A=not yet started; B=some progress; C= considerable progress; D= achieved

** Level of Priority: Low, Medium and High

Annexure VIa: Checklist for Assessment of Institutional Capacity of Organization

	8. Job descriptions accurately describe the tasks and skills required for the job.			
	9. Job descriptions are discussed and modified in accordance with a defined procedure.			
	10. Employee appraisal is done on a regular schedule.			
3.3 Professional Development	1. The NGO actively promotes a culture of learning.			
	2. Staff professional development policies ensure continued upgrading of staff capacities.			
	3. Training needs and requests are identified and reviewed on a regular basis.			
	4. A budget is available for human resources training.			
	5. Leadership training is available to managers to strengthen leadership qualities.			
3.4 Implementation and Monitoring	1. Project implementation is routinely checked against stated objectives.			
	2. The organization has a monitoring system that measures progress against objectives and indicators.			
	3. The monitoring system specifies what data is to be collected, how, by whom,			

* Level of achievement: A=not yet started; B=some progress; C= considerable progress; D= achieved

** Level of Priority: Low, Medium and High

Annexure VIa: Checklist for Assessment of Institutional Capacity of Organization

	for whom and when.			
	4. Data from the monitoring process is used for decision making about the program.			
	5. The organisation regularly provides program progress reports to relevant stakeholders			
	6. Reporting requirements are clearly defined for each unit of the organization			
3.5 Program Review and Reflection	1. Program review includes both quantitative and qualitative assessment.			
	2. The organization schedules provide opportunities for staff reflection on program and activities and project outcomes.			
	3. Lessons learned and good practices are made available to all concerned staff.			
	4. Lesson learned are used to inform future strategy.			

* Level of achievement: A=not yet started; B=some progress; C= considerable progress; D= achieved

** Level of Priority: Low, Medium and High

Annexure VII: Bodh training report

Workshop at Bodh Shiksha Samiti
for REACH India Jharkhand NGO partners
11-15 July, 2005

A Report

Introduction: An exposure visit cum awareness building workshop conducted by Bodh Shiksha Samiti, Jaipur was organized by REACH India for the REACH India Jharkhand NGO Partners from July 11-15, 2005 at Bodhgaon,Thanagazi in Rajasthan. There were 20 participants from the 4 partner NGOs(5 from each organization).The entire training program was covered over a period of five days. The first two days were spent in exposure visits to the urban and rural Bodhshalas (schools) and the last three days were utilized for the workshop at Bodhgaon in Thanagazi, Rajasthan. The workshop focused on sessions where the Bodh resource persons shared their knowledge about the evolution of Bodh Shiksha Samiti, community participation strategies, working with the government school system, Math and language related concepts and use of TLMs in multi-graded classrooms. On the last day, the participants sat in their organization groups and chalked out their Action Plans based on their learnings from the workshop and shared them in the larger group.

This report comprises of the process documentation of the workshop as observed by the REACH India team members (Anjali Kushwaha and Sangeeta Dey) and major learnings from the workshop.

Day I

The Jharkhand NGOs participants were divided into four groups with a mix of participants from each organization. Each group visited urban Bodhshalas at Jaipur. These bodhshalas are the community schools of the slum areas. The participants spent 5 hours in the schools interacting with the children, teachers and Bodh resource people. The group assembled after lunch and consolidated their learnings from these visits.
Some issues that raised a debate within the group were discipline among children- how much is required and how much freedom should be given. Some participants were strongly of the view that that discipline is a must for learning. The participants were eager to see the rural programs of Bodh as it related to their context. There was also a great interest shown by all participants on the development of TLMs, their use for clarifying various concepts.

In the evening the group traveled to Bodhgaon at Thanagazi.

Day II

Annexure VII: Bodh training report

The group again was divided into the same groups as the previous day for visits to the rural Bodhshalas and govt. schools where Bodh is associated through resource teachers for providing academic support. The rural visits lasted for 4 hours in the morning and the group assembled in the afternoon to discuss their observations, questions, clarifications that arose from the school visits.

The group discussed the context of Jharkhand and compared it with the situation in the rural areas in Rajasthan that were being served by BODH- some issues discussed in this regard while on the visits were socio-economic conditions, lifestyles, language, culture of the local communities and working relationship of Bodh with the govt. schools. Working in the primary school-supported through the Bodh teachers, The ICDS (Integrated Child Development Scheme) component is also supported by a community Bodh sevika, the mid day meal is supported by the government. A prominent feature observed in the Bodhshalas by all the groups was the provision of midday meals by the govt. and a question that arose in the larger group was that has the government through a policy decision agreed to support NGOs or is it an effort of Bodh with the district/government? The Bodh resource persons described that at a meeting with the Education Secretary, he put forth the argument that the mid day meal provision of the govt. was for all school going children who came from deprived backgrounds and such children studying in non- formal schools should be given the same facilities and thereafter the mid day meal provision began fro Bodhshala schools about six months ago.

Some participants expressed that it would have been good if one could see Adolescent program. What are the principles behind the TLM development?
Adolescent programs should be sensitive to girls (as examples , as pictures)
Teaching through TLMs(Teaching-Learning Materials) , TLMs were innovative, will like to adopt. Where will children sit during rains as children sit out in open?
In the govt. schools the government teachers work together with the Bodh teachers. Children sit in groups to study. Drop out has reduced. Mid day meal was being run successfully. Good community rapport. Traditions are also kept in mind (Mehendi). Teacher moves -with the children from Class I to Class V .What is Bodh's thinking behind this?

Bodh's response:

In nearly all the schools one Bodh teacher works on a full time basis with one or more Bodh trained government school teachers in each class. It was decided to move incrementally from Class I to Class V during each year of the project period, and that the teachers would stay with the same group of children for the duration. Therefore, the first year of the programs involved groups of 25-30 children in Class I. If the class size exceeds 35 students, then separate groups are formed.

Some of the participants' comments and queries:

-How is teacher managing multi class/large number?
-Transfer is a big issue in the govt.
-Why doesn't Bodh work with the women?

Annexure VII: Bodh training report

-Will try to take it back to my community school.
-Married girls were also studying in the school, change in menu everyday, kids were excited and confident.
-Adolescent girls-what programs are run for them?
-Community is contributing equally to the development of the school
-Government teachers' transformation was very idealistic.
-TLMs were good, community mobilization was great, and rapport among teachers was good.
-Where government schools exist how will you decide which children go to government schools and which ones will go to Bodhshalas?
-What are the levels of collaboration with the government and how do you ensure continuity of the government support?
-Suggestion- Bodh should provide uniform to the children in the Bodhshalas.

Some of the participant's observations of Bodhshala at Agar – children were really concentrating on their work and their TLMs. The process of both peer and group learning was evident. Mother teachers(mata shikshika) in rotation every year- good concept as it prepares a group of mothers in the community who are linked to the centers and interested in education. It also leads to improved cleanliness and hygiene habits among children and the mothers. Cleanliness was quite apparent in the children. And children took pride in their appearance. In the govt. schools- resource teacher of Bodh has added enrichment in the teaching, but Anganwadi teacher is also there but passive- is there duplication of work? Suggestion- should the children be divided into groups so Anganwadi teacher also plays an active role. The last presentation on folk songs and dance was very alive. Suggestion- flash cards could be made in a graded way so easy words are introduced first before difficult words are taught like whistle, vulture, etc.

Bodhshala at Umrain village- Community school- very happy to see that the community has raised the school.

Some questions and comments shared by the participants after the site visits to the Bodhshalas and the govt. schools:
-There were two types of teachers in one school doing the same work but with two types of service conditions- does this cause any challenges?
- Mother teachers (Mata shikshika)- can they be used in single teacher schools- using them for thee-five years-age group for one year on a rotational basis?
- for the 44 centers what has been the difference in literacy rates over a decade?
- What is the basis of promotion?
-Lot of attention paid to extra- curricular activities- what is the balance with academic activities?

Bodh's response about the Mother teachers(Mata Shikshika):

- *The organization identifies mothers, who have the potential and inclination to work with children, as mother teachers, and then provides them with requisite training to assist the teachers in conducting the day-to-day activities of the*

Annexure VII: Bodh training report

programs. In some Bodhshalas, the mother teachers have acquired adequate confidence and skills to manage the activities independently.

- *The mother teachers have the advantage of being part of the children's neighborhood and community. They have easy access tot heir homes and are also in a more strategic position from which to positively influence the children's families. Their participation often helps correct program perceptions and practices.*
- *Whereas the teachers work for a total of eight hours a day, the mother teachers work between two to five hours.*

Responses to all the queries by the participants were organized in the following categories:

- Relationship between govt. schools and Bodh- background, challenges, mid-day meals in alternative schools
- Teaching methodologies and academic issues
- Centers for adolescent girls- role of mothers, adolescent girls (Kishori programs)
- EMIS related questions- data, statistics
- Rural programs and their development

The participants were interested in knowing how BODH has managed to converge the different stakeholders- community, Panchayat and the teachers. MoUs have come from grassroots level when the community members have demanded that Bodhshala like teaching should be adopted in govt. schools, Panchayats have submitted requests to higher education officials for Bodh intervention- as a result of these grassroots demands, Bodh got MoU from government to provide support in government schools.

The following academic Issues were raised by the participants:

Discipline, children's behavior, teacher's interaction, use of TLMs, issues around multi-grade teaching. How to group children at different levels if child is at different levels in different subjects? How to monitor learning- how frequently it should be done. Subject related TLMs and concepts. To introduce concepts through song and dance.

The Bodh resource person laid out the responses with the following outline and shared that the responses to the queries of the participants would be unfolded in the following three days of the workshop:

Bodh's approach to Curriculum and Pedagogy:

- *a child is qualitatively different from an adult in the manner in which s/he thinks and relates tot eh world.*
- *A child's learning at school is only part of the broader socialization and learning that s/he imbibes from the family, neighborhood and society.*
- *A child experiences maximum learning through meaningful activities.*

Annexure VII: Bodh training report

- *Considerable individual differences exist between children in style and pace of learning, even with broad age and ability clusters.*

Pedagogy:

- *It is common practice to use traditional stories, games, songs and customs of the community as pedagogic tools with this group of children. Materials include beads, blocks, pebbles, dried beans, pictures, puzzles and toys. The activities for each day are planned with adequate scope for modifications to suit the needs of the children*
- *Generally, the pupil- teacher ratio does not exceed 25:1.*
- *Children's contribution to the curriculum: No fixed curriculum has been set for the primary school children, but Bodh believes that it should create independence and motivation within the child and help develop basic capabilities of language, reasoning and abstraction.*
- *The majority of the Shala Samugh curriculum emphasizes developing clarity on basic concepts and laying a firm educational foundation through regular use of worksheets and storybooks. Often the older children help the teachers prepare these worksheets, at times only mechanically, but at other times they openly share their ideas. These inputs provide the teacher with a child's perspective of the curriculum.*
- *Integrated Approach to teaching: In the early stages subjects are taught in an integrated manner, such as mathematics integrated with drawing and language. Later text books are used primarily as resource material with the purpose of acquainting children with the world of textbooks and written examinations – a step towards preparation for entry into the mainstream education system.*
- *Planning for Next Day's Teaching: Teachers are free to decide and plan teaching-learning activities for their own groups. Usually, at the end of each day, the teachers of the macro groups team up to plan the next day's activities.*

DAY III

The third day started at 9:30 am, a brief introduction was done by the Bodh training team (comprising of three resource persons- Harisji for Maths, Kusumji and Manjotji for Hindi language). The participants were put to ease by a series of activities consisting of inspirational songs and ice breakers.
The remaining 2 ½ days' agenda was shared with the participants. The following days will concentrate on the basis of developing of TLM, use of TLMs, multi grade teaching and the subject knowledge of Hindi and Maths. The work will be collaborative and participatory in nature and will involve lot of group work.

Each group was given a task (a Maths sum), the groups had to solve them and discuss the level of competency, the approach, use of TLM and transaction method with the children.

Annexure VII: Bodh training report

1. 1/3 ÷ 1/9 = 3
2. 0.5 × 0.3 =0.15
3. 424÷ 4 = 106
4. Volume of cube = L×B×W
5. What is a point?

Each of the groups explained their task to the larger group; the groups were not able to explain the sum at a child's level, the use of TLM was also not appropriate. The groups were very critical about each other. Bodh's resource person explained the Math concepts used and their basis, their utilization in daily life. And therefore 'why' is to be addressed at all the levels. The questions have to be both encouraged and addressed. Math is the language of logic which has a strong basis behind the logic. It is important not to confuse between division and fraction. There is need to organize the steps and be clear in expression. There is also need to understand the language of Math and explain it to children like a language.

Each group was also asked to solve the following:

1. 0×2=
2. 0 ÷ 2=
3. 2/0=
4. 2 X (-2)=
5. (-2)X (-2) =

After lunch, the session started with a song and the discussion moved on to point, line and the concepts in geometry. A TLM was introduced at this moment. All the participants were engaged in making of a puppet, the process introduced different concepts of geometry. The participants made puppets in groups and enjoyed themselves. Puppets of animals such as rabbit, elephant, parrot and human forms such as king, queen, father, mother, girl, boy, etc were made. The participants were encouraged to use these as a TLM and use it for story telling sessions.

After tea, the facilitator invited group number II to solve their sum. With the solutions provided by the group as an introduction, the resource person explained decimals.
He used the abacus TLM to further explain the decimals. All the participants were given an activity to solve the question on decimals.

Day IV

Feedback from Participants on Day III:

Badlao : Summarized the process of the day and appreciated the resource persons help in rectifying mistakes and filling in gaps that participants presented in their group work on Math problems solving.

Banwasi: got clarity on concepts of fractions, decimals, division, geometry- need more time to focus on these concepts, How to make residential camps more effective in bridge courses for adolescent girls. Would be happy to get any resource manuals on subject related concepts from Bodh.

CWD: Would have preferred that Bodh resource persons taught their methodology rather than hear from organizations their current methods and fill in the gaps and rectify mistakes then it would have saved time. Expectations from Bodh for next day and half: how to teach concepts from pre- primary to Class V and use of appropriate TLMS to teach concepts in Math and language. Appreciated teaching how to make inexpensive but very effective TLMs e.g, puppets. Appreciated the songs and values contained in the songs- will use these songs with adaptation in our region. Keen to know more about TLMs.

NBJK: There is a lot of thought behind teaching of each concept in Math and that is a learning that we take back with us. Discipline is necessary but the way we saw it in Bodh- children make noises but they are all related to the activity they are engaged in. Ideas are not imported but emerge from the community, children and teachers. Suggestion that papers and pencils could be provided to children.

Language Session: Kusumji

What is language?
How do children learn language?
How do we teach language? – These are three important issues to pay attention to.

Participants views on what is language:

Language :

- is an expression of self to others
- is a medium of communication
- is a medium to present ideas to others
- has been created by man so it changes
- contains oral, written expression
- is guided by rules and so there is grammar in language

How does one begin language teaching in school – through speaking and listening, songs, stories, poems, etc.

Children should be taught first through words rather than letters (alphabets). To link sound (phonetics) to formation of words and asking children to form words based on sounds of alphabets of the words- leads to retention of learning rather than teaching spelling of words.

Language should be an integration of listening, speaking, reading and writing skills and all aspects cannot be clearly demarcated as phases of learning. The process of learning language does not get hindered by lack of the systematic or chronological knowledge of alphabets in the primary or elementary level. The tradition of learning alphabets prior to learning words is not a logical process, but one that we have adopted over the years.

The appropriate use of long and short sounds with letters e.g. 'ki' and 'kee'.

Linking one word to another with similar sounds to learn new words e.g, 'bus'- 'suraj'- 'oon' where the last sound of a word becomes the first sound of the next word.

The afternoon session was on demonstration of TLMs for teaching Math and Hindi at the primary levels. The session was very interesting and enraptured the participants. The participants worked in groups and discussed the use of a particular TLM for teaching various subject concepts. The session on TLM continued until midnight.

Day V

Feedback from Participants on Day IV:

CWD: Time was used appropriately, there was no boredom. Learnt how to make TLMS, use of 'matras' (vowel sounds)in language was stressed upon again and again. Learnt through games. Appreciated the locale and the venue. 2 days were taken away in exposure visit and time was taken away from actual workshop.

Badlao: The forth day started with focus on language. Main issue was to understand language and its dimensions. All dimensions should go and in hand. To move from sentences to words and then to alphabets – all related to their daily lives. Did an anatomy of words- written words should be based on heard pronunciation and so teacher's pronunciation of words is very important. Should use pictures with clear interpretation for small children. Different TLMs were distributed in groups and we worked on how to use these TLMs.- dominos, sticks, picture board, kitchen utensils, etc. Learnt about angles and how to define it for children while relating to visual objects around them. Smaller children- they have limited perceptions but that is a myth as a seven- year old has 40 times more capacity to absorb and understand than an adult. Smaller children do not have a concentration span of more than 15-20 minutes so there is a need to have a variety of activities. Learnt about synonyms and their explanation through pictures. Why have you learnt all this? Important to know whether this is sleeping or active knowledge and need to move from first to second. Explained concepts of size, shape and patterns. Early understanding of these concepts helps in later understanding. Badlao feels that there should be a module- where to begin and where to end. Coping capacity of different individuals when exposed to new situations – has been an anxiety for us during this workshop. What can we adopt and adapt? The way knowledge was shared gave us a new direction- how to view discipline – to see it as a means only and not to make it a goal. The goal is to ensure learning. Bodh has taken very good care of us for which we are v. grateful.

Banwasi: During the fourth day- Learnt that to move from sentences to words has more advantages for learning in children. Great emphasis placed on pronunciation.

Annexure VII: Bodh training report

Discussion around learning curve- there were multi faceted aspects discussed. If we knew about the next sessions we could have been better prepared. Liked the last song in English. Like the graded steps in each topic- graded learning process.

NBJK: Stress on pronunciation was a good exercise, to understand the psychology of children and then design TLMs. To represent pictures correctly, to give time of 15-20 minutes. at the most as children cannot concentrate longer than that. There was very good coordination between the facilitators. The TLMs covered subjects like SST and Science also. The training environment was very conducive. Evaluation of students: how to link evaluation to modify teaching strategies so as to ensure learning among children- important learning for us.

Response from Bodh:

Assessment:

- *Continuous evaluation process through assessing and rectifying methodologies of learning-teaching rather than shifting the onus on the child's perceived cognitive weakness through terminal and annual examination results.*
- *All classroom activities performed by the child are filed. Once a month, these scattered reflections on various aspects of the child, including her/his performance and cognitive and social aspects are compiled into a report. A similar annual report is shared with the teacher under whose guidance the child is likely to be in the upcoming year.*

- In future we will share an outline of the workshop on the first day itself as it helps participants to mentally prepare themselves better.

The day began with exercise songs and inspirational songs. The groups were then engaged in a discussion on how to involve the community in the educational programs.

Teacher Contact with Community

- *Every Bodh teacher, in all programs, makes daily visits to the community and holds meetings with family members of at least one child of the group. She shares impressions of he child's progress and learns about the family's perceptions and opinions which is recorded in the child's cumulative assessment record book. Such contacts are also useful for tapping the potential and resources within the community, strengthening the community's interest in the activities of the school and facilitating community support for school activities. Community contact assumes a special significance since the approach to curriculum and pedagogy is clearly unconventional. The benefits of conscious avoidance of punishment, emphasis on understanding rather than memorizing concepts for long term retention and the importance of freedom of expression and questioning for optimal learning.*
- *Even in its approach and methodology, attempts are made to keep the child as the main focus. The advantage of their approach is tat the children attend*

> *school fearlessly. In comparison to other schools Bodh has a much shorter list of holidays. As a policy all teachers consciously refrain from punishing children.*

Quality Education:
For the teaching – learning process it is important to keep in mind the following questions:

- What?-Curriculum and TLMS
- Why?- goals and objectives
- How? – Teaching-learning strategies
- Assessment

The responses to these questions will be based on the philosophy of the organization.

Query from participants: Does Bodh have specific TLMs for learning disabled children or those with hearing and visual impairment?
Response from Bodh: Bodh has not developed specific TLMs for the learning disabled children but is learning from experience and may develop TLMs related to specific learning disabilities, but this is not a specialization for Bodh.

Community Participation: Chotey Lalji

Involvement of community in running of schools: (participants' views)

- in provision of infrastructure- space for schools
- selection of teachers
- sharing and providing clarity on the program
- financial contribution
- needs identification; identification of the target group
- availability of resources and its use
- running of the centers (monitoring)
- school development committee
- contribution of parent community in arts and craft, in providing uniforms
- pressurizing the government in providing facilities and be accountable.
- peer pressure on other community members

Why community should be involved, what do we want from them?

NGOs are the intermediaries-like post offices. The work is for the community and therefore should be by the community, facilitated by the NGOs the child spends only 6 hours in the educational program, it is the community who has to ensure a social environment for the rest of the 18 hours.

Action Plan for NGOs:

For the next one-two months (August- September 2005). Each organization has to plan according to its own programmes.

Annexure VII: Bodh training report

The four organizations sat in their groups and discussed at length for 2 hours about how to take forward the learnings from the Bodh Workshop and implement in their own programs. After lunch each of the groups presented their Action Plans. The Action Plans (translated from Hindi) are detailed under **Annex 1.**

REACH India team's observations and Learnings (for future workshops) :

- Through our observations as well as feedback from the Bodh training team it was felt that the entire workshop should be spread over 7 days rather than 5 where there is ample time of two days for exposure visits to the urban and rural bodhshalas and five days for the workshop. This provides sufficient time for issues to unfold around pedagogy, curriculum, concepts clarification, use of TLMs, community participation strategies and working with the govt. schools for both the trainers to explain and the participants to deliberate upon.

- During the sessions on the use of TLMs for teaching concepts at different levels, it became clear that specific TLMs work in their particular contexts and it is important to understand the basis of the TLMs and their use and then develop similar TLMs from locally available resources- this way they are adapted to suit the context, economical to make and best understood by the children. Also, the teacher's creativity is brought to full use when she/he develops the TLMs rather than use imported TLMs.

- Though the syllabus and learning outcomes are well defined for each level the curriculum is flexible and a lot of input comes from the children and the community. This makes it an unconventional but community based curriculum bringing in the community's involvement in their children's education as well as ownership in many of the educational activities.

- The fact that many factors together play a role in impacting learning was made clear during the training session. In Bodh's intervention, a number of strategies are at interplay simultaneously thus consolidating efforts with the child as the focus of all interventions- the close links between the teacher, children, and the community (parents and the Panchayat) for e.g. the teacher's daily visit to the community after school hours, involvement of the mother teachers, use of stories, plays, songs and dance as an integral part of the curriculum, use of numerous TLMs, worksheets and assignments to reinforce the learning of concepts, emphasis on clarifying basic concepts rather than rote learning, children's and the community's contribution and inputs to the curriculum. These strategies can be replicated by our grantees to ensure improved learning among children. Some of the participants did reflect that these strategies could be implemented for betterment of their programs.

- Different children learn differently and at different paces even within their age and ability groups and so Bodh use multiple methods and TLMs to teach the

Annexure VII: Bodh training report

same concepts till the children have learnt and then moves forward. Our NGO partners need to adopt a similar approach and this implies better teacher training and encouragement for more creativity among the teachers.

- Bodh's approach to teaching- learning methodologies and assessment are in line with our plan for our serialized workshops so what Bodh has introduced to the participants will get validated and reinforced during our workshops.

- A concern raised by the Bodh Training Team: their past experience with some participating organizations showed that they had not been able to use the TLMs appropriately in their educational programs after attending the Bodh workshop. This concern also related to the need for a 7 day rather than 5 day training. Keeping this in mind a recommendation would be that we include in their next contract a site visit by the Bodh resource persons to the organizations and their educational programs for any follow up support activity.

- The issue of heterogeneity in the groups present at the workshop. The participants from each organization ranged from the head of the organization, project manager/coordinator, training coordinator, field supervisor to the community teacher. The resource persons expressed some amount of discomfort as each participant was at a different level of understanding even within the organizational team. Our recommendation for future trainings would be that every evening the participants of each organization should sit together and share their learnings from the day's workshop and bring together any issues for clarification to be shared at the beginning of the next day's workshop. This will help the trainers to organize and contextualize their sessions for greater benefit to all the participants.

Annexure VII: Bodh training report

Annex 1

Action Plans of Jharkhand NGO partners

Banvasi Vikas Ashram
Action Plan for 20 July to 20 Sept., 2005

- Sharing of the Bodh's experience with the teachers
- Evaluation of our existing concepts
- Introduce additional learning plans
- Adopt selected learnings as experiments supported with previous learning methods
- To hold a discussion on assessment of the children
- To hold discussion with EGS teachers on how to apply the new techniques to the syllabus. To include weekly excursions for evaluation.

Math: To make paper geometrical figures, volume, surface area, use sticks for explaining the concept of place value, addition, subtraction and division. Use of 100 ring stand and ludo for arithmetic operations.

Language: Use of Flash cards for recognition of alphabets, words and pictures; Synonyms, Singular –Plurals, difficult words, to form sentences with words. Through the use of Ludo recognition of alphabet, words… Using composition stands for sentence formation. Letter writing, composition of songs as per the context.

Annexure VII: Bodh training report

Environment: Mask making, puppet making, and information on block, district and state, joining dots and forming figures. Making children aware of their surroundings

- Maintaining assessment records on each child
- Develop TLM with local context
- Scale-up – increase new methods gradually

Annex 1

Nav Bharat Jagrit Kendra
Action Plan for August to November, 2005

Activities	Aug	Sept	Oct	Nov
Gradation of children	√	√	√	√
TLM development (concept workshop)	√			
Development & preparation of TLM (upgradation)		√		
Field testing of TLM		√	√	
Supportive supervision		√	√	√
Program evaluation				√

Centre for Women's Development, Torpa

Annexure VII: Bodh training report

1. Gradation and categorization of existing TLMs as per the subject use.
2. To take out time during the training and have a set of TLMs prepared for each of the centers.
3. To use the TLMs learnt from Bodh in our region.
4. To start the day at our centre with the exercise songs.
5. To appoint mother teachers at our 15 centers.
6. To start using the worksheets.
7. To hold a discussion on the assessment of the children.
8. To emphasize more on vocational education in form of agriculture.
9. To improve the multi-grade teaching at the single school and coaching centers, prepare the TLM kit.

Annex 1

Badlao Foundation

Objectives	Activities	Strategy	Expected Outcomes
Psychomotor skills	Songs/ play songs	Teachers and the cluster in charge will discuss and plan in their monthly meetings –the TLMs and their use in the subject content	Recognition of parts of body Recognition of colors Recognition of vegetables, fruits and flowers
Analytical (number/geometry skills)	Use of various TLMs- 100 disc stand 55 disc stand Paper folding	Use of localized material for development of TLMs	Addition, subtraction, division , multiplication decimals, geometrical shapes

Annexure VII: Bodh training report

Language skills (environment)	Use of flash cards and pictures Use of board games Use of dominoes Local vegetation Discussion on social aspects Puppet making	Planning at the cluster level Monthly meetings/progress towards development of the future strategies with the help of the community and the advisory board	To be able to speak, read and write clearly To be aware of your surroundings, nature, vegetation and animals
Evaluation of the activities	Teachers to write lesson plans , their learnings and their conclusions	To institutionalize the learnings To share in the monthly meetings with the parents the child's progress and discuss the syllabus	Children will self evaluate Planning group/teachers will have clarity on the subjects.