

LAMP Project

6 years' Narrative Report

2014-2020

Supported by:



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1. Background

In the Northern region of Gujarat State, many tribal families are forced to migrate seasonally for work such as mining, farming, animal grazing, and brick and roof tile making. This is due to the lack of local economic opportunities. Thus, children are more vulnerable as they are forced to migrate with their parents. Children are migrating with their parents for 4-5 months out of the school year. Lack of attendance hinders their ability to continue and be successful in school, further exacerbating the cycle of poverty.

Following the successful completion of 6 years of LAMP project, this report highlights the different activities during the different phase of the Learning and Migration Program (LAMP) in Banaskantha District and Sabarkantha District, Gujarat State.

Students who can attend school were challenged with social and structural obstacles that result in poor quality education. Furthermore, poor quality of education, absenteeism and shortage of teachers in the region creates a difficult commute for students and makes schools hard to access. These factors, mixed with the economic aspect of migration, lead to high dropout rates among children of the tribal population.

Literacy and education level of the adivasi families in Danta block is very low. There are government run schools but the quality of education is poor. The school management committee is also not aware of their roles and responsibilities. The objective of HDRC's intervention is to raise awareness on the RTE Act among the adivasi community to enable them to access quality education. The School Management Committee (SMC) as per the Right to Education (RTE) Act to improve the quality of education has been formed in the schools but the members are not aware of their roles and responsibilities. It is vital to continue our work in Banaskantha & Sabarkantha, which over the last several years has seen considerable improvements in all villages in which we have been operating. In these 6 years, LAMP have worked in 2 Districts i.e. Sabarkantha and Banaskantha to reached to the tribal community of 71 villages in Danta block of Banaskantha District & 18 villages in Poshina blocks of Sabarkantha district.

Our efforts have been noticeable in the areas of student migration, reduction in dropout, student attendance levels, school governance, and the provision of LEP classes and LRC in order to address basic learning deficits. With respect to migration, prior to our fieldwork commencing, migration levels in each of the villages were at very high levels, with students migrating annually for 4-5 months (on average) with their parents in order to work as casual labor. Following our community-level awareness meetings, parents are now increasingly aware of the importance of their children's education and an increasing number of children are being left at home with caretakers so that they can attend school regularly.

Our work on school governance has centered on holding meetings with School Management Committees (SMCs) in each village, alongside PRIs. Progress has been made in cluster-level training held with SMCs & PRI across 4-5 villages at a time. These meetings encourage SMCs to engage with different issues in each of the schools, such as improvements to infrastructure, the provision of drinking water and addressing sanitary conditions.

SXNFES has come up with a novel initiative for the adolescent Girls empowerment and education through formation of adolescent girls' group in Sabarkantha and Banaskantha District of Gujarat in 2017. The major aim is to empower adolescent girls through meetings, events, focus group discussion, and awareness and improve their competency towards education on sustainable mode. A key success of our work in the area has been the implementation of the Learning Enrichment Program (LEP) classes. Here, we employ and provide training to teachers who provide supplementary training to children who are below the baseline level of performance in school. These lessons take the form of tutorials before school starts each morning. We have provided monthly training sessions for these teachers to ensure that standards are kept to a high level, alongside regular check-ups in each session to ensure quality control.

A new initiative in 2015 was the implementation of Learning Resource Centers. These hub centres have been catering to 4-5 spoke villages with each LRC centre. These LRCs serve as a nodal point for encouraging children to continue their education, alongside providing benefits to the surrounding schools in the area in the form of academic support. Each LRC also act as a centre for the provision of LEP classes to 30 students.

The project focuses on building community participation in the form of Girls' group and Citizen Educators to improve the functioning of schools to provide quality education that is sustainable. The emphasis is to improve access of children to primary education, to retain these children till they complete their primary education; improve/ enhance school governance and to ensure the delivery of high-quality education. The project implementation is designed to impact the education system drawing on the strength of existing formal structures like District Education Office and the Sarva Shiksha Abhiyan (SSA), Panchayati Raj Institutions (PRI) and SMC.

2. The coverage in 2014-2020: Geographical Area of Operation

In last 6 years, SXNFES was working in 89 villages of Danta Block and Poshina Blocks of Banaskantha and Sabarkantha Districts.

3. Activities

St. Xavier's Non-formal Education Society (SXNFES) has been implementing Learning and Migration Programme (LAMP) in different phases in Danta and Poshina blocks of Banaskantha and Sabarkantha District, Gujarat. As part of these interventions, SXNFES organized trainings and meetings with the community, SMC and PRI members, organized awareness campaigns on RTE Act, promoted and strengthened associations of SMC, trained citizen educators and girls' groups, enabled the preparation of school development plan, facilitated learning audit, took up school enrollment drive, and continued the Learning Enhancement Program (LEP) and Learning Resource Centre (LRC) for learning deficit children.

Phase 1 (2014-2020)

3.1 Awareness and Meetings with Community, SMC & PRI member

Awareness programs and community meetings were used to reach out to the parents and the community with the objective of creating awareness about provisions made in of the RTE act for infrastructure, teachers and mid-day meals, role of the parents in improving the school functioning and to create enabling environment for discussing the concept of 'Dream School' as against the reality through building community participation. The program team shared their observations with the village level community in presence of PRI representatives, SMC members and community leaders.

SMCs formed in many schools existed only on paper and even the SMC members did not know anything about their role and responsibilities and there was lack of awareness on the RTE Act resulting SMC monthly meetings not being organized regularly. Issue based meetings were organized at the village level with SMC to build the understanding on



the RTE Act and their roles and responsibilities.



During the meeting the major issues identified and discussed were risk of migration of children with parents, irregularity of children in school, shortage of classrooms, STP classes, transportation, drinking water, accountability of teachers and quality of SMC meeting at school level and so on. Discussion on these issues not only increase their accountability but also empowers communities to take important decisions concerning the future of their children. It has been proven that when parents get involved in the education of their children, children are motivated and perform better. Moreover, it ensures sustainability of the

process adopted and undertaken.

Media, newspaper clippings, leaflets, posters, banner and wall writings also played an important role in awareness generation on RTE Act. Through these meetings and awareness generation efforts, the SMC members started becoming more active. They started playing an active role in the process of the Learning Audit, monitoring of child enrolment and daily attendance, school mapping, school development plan and improving the school and village infrastructure. This helped in enhancing their competencies, thus enabling them to take up an active role in achieving the larger objective of improving school governance. Thus, village level consultations were held at gram sabha in all the villages with SMCs and PRIs and communities.

In last 6 years, total 13435 members out of which 1129 SMC members, 117 PRI members and 12189 community members reached through community meetings, discussing the major issues and giving inputs on school governance.

3.2 Decrease the prevalence of child migration

From last 6 years, we have successfully retained more than 80% migrant children through seasonal hostel and caretaker in our intensive villages. Our team with the support of Citizen Educators made lot of effort to maintain a child-wise database of the children of all villages to track migration status, dropout, never enrolled and those who were eligible for the admission at the time of enrolment drive. Regular updated with migration data of children helped us to ensure that maximum number of children stayed back at their respective villages while their parents migrate for their livelihood. As a result of regular meeting with the community and efforts made to retain the children by us with the support of citizen educators, the families who migrated for 4-5 months keep their children with relatives in their respective village.

In last 6 years, total 3692 migrant children out of 4368 migration prone children were successfully retained from all our 89 intervention villages.

3.3 Promoting and Strengthening Association of SMC at Block Level

The SMC association formed of Danta and Poshina blocks enabled in strengthening the involvement of the SMC members in the issues of school governance at the broader level.

The main objective of the association was to work on different aspects of school education and major issues at block level. They have also a strategy to build this association into a powerful Taluka/District level platform of SMCs. All the committee members represent clusters of the intensive villages.

The SMC Association took the initiative to regularly follow-up important resolution to sanction seasonal hostels in migration prone villages. Meetings were organized to sensitize the members on different aspect of school governance including providing necessary handholding support to SMC to strengthen school governance, ensuring regular attendance, monitor the progress of children learning and in providing support to boost the morale of school staff.



3.4 Training of School Management Committee (SMC) and PRI members

SXNFES had conducted training with SMC and PRI at cluster level. During organizing these training, the SMC members of the school, community members and PRI members such as Panchayat Mukhiya were contacted and invited as per their convenience for the training programs which were held at different clusters. Various government schools related issues



were shared among them and the need of education in every human being's life was also shared. We were also discussed about the physical as well as mental work capacity of a child at such a tender age, and about the effect which laborious work has on their overall growth.

The training strategy was designed around the issues raised during village meeting. In order to build capacity and address all the issues of school governance and elementary education. One of the most important functions of the SMCs was to develop a needs-based SDP. All stakeholders (PRI and citizen educator) were brought together to collaborate in making this initiative a reality. Because of these trainings, SMC and PRI members started actively participating in school governance. The trained SMCs submitted resolutions on various issues such as the demand for seasonal hostels, facilities for transportation, and the quality of education in SMC meetings, as well as the provision of drinking water.



In last 6 years, total 1169 members out of which 1068 SMC members and 101 PRI members were trained at cluster level on major issues, which were raised during issue-based meetings.

3.4 Training of Citizen Educators (Volunteers)

In 2014, we could form 638 Citizen's Educator (Volunteers) groups in the project intervention area. From each village 2 volunteers were trained regarding issues of schools governances, provisions of RTE Act, child rights, role of youth in the school governance system, engagement of youth in the issues of the schools and developing personality as helping Citizen grow into responsible youth, instilling confidence to take up these issues. This trained cadre of citizen leaders will be working as support system to SMCs and PRIs in school governance program and take care of logistics for holding meetings, managing various activities, meeting emergencies and imparting knowledge about Right to Education Act.

We worked to develop their practical skills in assessing the current situation of schools and students regarding attendance, retention, learning levels and parent participation in governance. Along with this Citizen Educators were also trained which resulted in involvement and participation in learning audit, tracking and monitoring of children's attendance in school.



The Citizen Educators have worked as a support system to SMCs and PRIs in school governance programs. They had played an important role in anchoring the Government Enrollment Drive, in helping our field workers in data collection, regular follow-up for passed resolution. They were a big support in organizing people for issue-based meetings, re-enrolled children out of dropout children,

monitoring children attendance in school, organising issue-based meeting, STP classes, transportation in schools, making efforts to bring back irregular/dropout children, support to retain migrant children.

In last 6 years, total 243 citizen educators had been covered through two rounds of training at cluster level to strengthen their capacity.

3.5 Learning Enrichment programme (LEP)



In 2014, we had started the implementation of 15 Learning Enrichment Program (LEP) targeted at improving the learning levels of children of class III to V in intervention villages of Danta & Poshina Blocks. The focus is on enhancing the reading, writing, comprehension and arithmetic skills of the children. Through the LEP the children have been bridging their learning deficit and have developed the habit of regular study through different activities supervised by a trained teacher (BAL MITRA).

Each child gets individual attention in the LEP class. The Bal Mitra follows a standardized syllabus and different methods of teaching in the class. Children attend the LEP class before school for around 2 hours, starting with a few exercises for improving concentration followed by reading of a small story / passage every day. The children learn the lessons preplanned by the teachers. Last one hour is kept aside for self-learning, supported by the teacher, if necessary. Children look forward to Saturdays to learn many new things through play and activities along with the co-curricular activities planned by their teachers. Sports and games, various competitions, Bal Mela (Children's Fairs), celebrations of special days, learning new things through fun and Math workshops are some of the curricular and co-curricular activities held during the year in all the LEP classes.

The LEP classes have involved and hold monthly meetings with parents in order to demonstrate the benefits to their children and encourage them to keep monitoring the LEP class and send their children regularly to class. The aim is to change the view that these children cannot learn by showing their parents that they do make rapid progress in a short time on massive scale.

Improvement have been seen in their basic learning abilities, reading, writing and arithmetic among children through activities-based learning process.

We conducted the base line and end-line Survey for the comparative study of the achievement levels of children before and after attending the LEP classes. It was encouraging to see that the performance



of children in end line survey was better than the base line survey in 2 subjects i.e., Mathematics and Language. The LEP inputs given by us like training for teachers in Mathematics and Language, use of teaching aids, educational games and regular monitoring of the performance of children have helped children to overcome their learning deficit and move on to Level 2. Now after having completed Level 2 the performance of children has improved tremendously.

In the past 6 years, significant progress has been made through LEP. As per the survey in 2020, 928 children out of 1020 children continued their higher study.

3.6 Learning Resource Centre (LRC)

In 2015, we successfully established 3 Learning Resource Centers in different villages of Danta Block with the help of the community, the centers were opened in the community hall. Each Centre is equipped with learning materials and technology that address the different needs of children across grades. Each facilitator is responsible to cover 4-5 spoke schools for conducting different activities, demonstration of quality teaching-learning practices, training, and innovation. Therefore, every month each facilitator engages for making repo with the Head Master of each school. Learning Resource Centers also host LEP classes.



Through these centres, we ensure that basic learning deficits do not arise in scale, and coordinate with Government school teachers to ensure that teaching practices improve within each school. Our activities had linked to the grade-level curriculum, which will aid in enriching the children's conceptual understanding and skills.



In order to achieve this, we have provided resources such as storytelling books and learning materials in order to provide aid and assistance to school children between 1st and 8th Standard and also open to other children which have drop out from the schools. The focus on providing additional, stimulating resources is on ensuring that children complete the entire schooling cycle, therefore maintaining our target of >85% student attendance in the villages. To older students in 8/9/10th Standard, we have instructed the coordinators to provide awareness about career opportunities, and appropriate counseling to students.

Through the Learning Resource Centre, provide technical support to change teaching learning practices in Govt. Schools in 1st – 8th standard. This has been achieved through delivering the appropriate training to our coordinators to ensure they have the correct skills to implement this initiative.

In the last 6 years, total 9028 children covered through LRCs and there was remarkable improvement in their basic learning deficits and achieved the level of the children according to their age and increased interest of children in regular schooling. After conducting end-line assessment, the performance of children has increased tremendously in compared to base line.

3.7 Reduce dropout & Enrollment Drive

It was seen that due to lack of awareness among the community most of the children in Danta & Poshina block were dropping out of school or not going to school. In addition to this due to migration of the parents, the children do not get opportunities to continue their school and they are generally deficit in learning and finally dropout of school. To overcome this awareness campaigns and meetings were organized. We had organized village level awareness campaign through rallies and meetings.

Prior to the campaign a mapping exercise the citizen educator group set together and identified the children those who are eligible for the admission through using the social mapping and highlighted the vulnerable houses was undertaken to identify eligible. As per the findings, we organized rallies at the village, moved street to street, and contacted the parents of the families. We have motivated the parents and welcome to the children in the school campus through creating a festive atmosphere. The main motto of this program was to enroll 100% children in the formal schools. In this programme the volunteers, the SMC members and PRI members were participated and based on this information various events were organized in the villages.



Total 11,400 children (5358 boys and 6042 girls) who dropout was enrolled in primary schools.

3.8 Community led Learning Audit:

In 2015, we had started Learning Audit as a tool that developed community participation in assessing the learning outcomes of the children and also to facilitate verification of a process and outcomes of various development schemes by the stakeholders.

The process helps to create awareness about people's rights and actual condition of the education in their village. SMCs and the volunteers were undertaking Learning Audit process jointly to for facilitating the Learning Audit process smoothly. During the process, we also conducted the focus group discussions with SMC members, PRI members & Community



members separately to know their thoughts towards improvement in basic learning deficits and achieved the level of the children according to their age after successfully completed of LEP classes. Through the learning audit, we had encouraged and involved the community members to monitor and coordinate the LEP and LRC in their schools/villages of their own responsibility and facilitating the learning audit process smoothly in the future by their own to assessing the learning outcomes of the children.

Learning Audit was a tool developed to facilitate verification of process and outcomes of various development schemes by the stakeholders. During the process focus group discussions were also held to know their views on RTE compliance of schools. The audit process also helps to create awareness about child's rights and improvement in their child learning deficit through LEP.

3.9 Preparation of School Development Plan & VER

Right to Education Act, 2009 has enabled SMCs, parents and community to participate in school management, in preparing School Development Plan (SDP) for their respective schools and in monitoring implementation of the SDP. For last 6 years, the team continues to work on the assessment of the school and development of SDP with community participation. For smooth facilitation of SDP preparation process, SMC members and citizen educators were trained on the entire SDP process. Assessment of the schools were done in the villages with the support of citizen educator and community.

We were also engaged with every school for the purpose of submitting SDPs. Every year in the month of January, all SMC members were directly involved in submitting the SDP online in their school.

We also worked to prepare and submit Village Education Register (VER) in all our direct intervention villages. During the process, we conducted focus group discussions with SMC members, PRI members & community members separately to compare the education survey data of previous and current year and report major changes in the number of children eligible for enrolment. Any major change in the enrolment needs to be examined and confirmed by the concerned authority and the reason for the change in the enrolment should be identified. Cause for drop in the enrolment should be analysed and suitable corrective action should be taken.

Phase 2 (2016-2018) - New initiatives

3.10. Learning Resource Centre (LRC)

In 2016, an addition in the existing 3 LRCs was made and one new Learning Resource Centre (LRC) at Dantral village in Sabarkantha District was successfully created and functioning well with the support of the community, which is helpful in creating an enabling environment for the continuation of the LRC in the village.

LRC has successfully provided academic support to deficit children, provided information support services for older students, has resulted in improving the learning deficits of



the students of different grade and also in improving teaching practices in schools covered by each Learning Resource Centre.

3.11. Seasonal Hostel

In 2016, we set-up one seasonal hostel for 5 months (November-March) in Dantral village of Sabarkantha district, which was opened and functioned in a community until 2017. There were 62 children covered through this hostel. This hostel was operational from November with the help of community member, SMC's & PRI and citizen educators, who were regularly monitored and visited the hostel to ensure the proper functioning of the hostel. The primary focus was to build community participation in whole functioning of this hostel. We conducted village meeting with the migrated parents and took the approval letter from them to keep their child in the hostel. The Sarpanch, Citizen Educator and SMC members inaugurated the Seasonal hostel; parents also participated in the inauguration programme.



The functioning and monitoring of this model was an exemplary that it resulted in monitoring of the other hostels in other villages as well by the SMC, citizen educator and community members (**annexure 1**). Government official also visited in our hostel and community member meeting with them in the presence of SMC members, which also led to successful efforts in bringing the government officials from taluka levels together in this platform.



Attendance rates of children constantly maintained, as the result of the seasonal hostel, we were successful in achieving this as 96 per cent

attendance in the school. Periodic checking of attendance in the school was being supported by the Citizen Educators, and a regular pick and drop of the children by our hostel coordinators to the school from SH, a high level of attendance of the children was achieved and absenteeism was avoided.

3.12. Empowered and strengthened adolescent Girls' group

SXNFES had come up with a novel initiative for the adolescent Girls empowerment and education through formation of adolescent girls' group in Sabarkantha and Banaskantha District of Gujarat in 2017. The major aim is to empower adolescent girls through meetings, events, focus group discussion, and awareness and improve their competency towards education on sustainable mode.



Girls' leadership group formed in 25 villages through meeting and regular interaction and empowered girls by giving them a chance to learn about issues that affect their lives, enabling them to expand their social network and, in some cases, learning vocational and life skills, building their ability, confidence, skills and independence, and give them a vision of a different and new future for themselves, work to transform their communities and societies. Developing competency and building confidence, leadership and self-esteem have been the first and foremost strategy of the girls' group model to promote girl child education. The prior activities of mobilizing girls in the villages have helped in sensitization of villagers and forming of groups.



Within a brief periods, we have found that these initiatives, meetings have had positive impact on the girls' self-confidence, ambition, and changes in attitude on issues like early marriage and education. In some cases, families are starting to perceive girls as having valuable knowledge, and are listening to their opinions. These results, more often than not, seem to occur when we held regular meetings, and worked to engage with parents as often as possible.

The meetings were centred on making girls education a priority, and ensuring processes that all eligible girls in a village to get admission in a school during enrolment drive. The girl groups conducted outreach efforts, meeting with the parents, rallies and awareness campaigns by using banners, leaflets and poster within the villages to publicize the enrolment drive and encourage parents to come with daughter for admission during enrolment drive. Girls also engaged in campaigns geared towards out-of-school and dropout girls, engaging them to enrol in school through role-play, motivational speeches, and through simply sharing their experiences.

With support from girls' group, community members have worked towards improvement of the situation. The contributions from HDRC and community in the villages increased significantly. The community's participation in educational planning, strategies and outcomes is key to ensure sustainability and ownership of the change process by the community. The community is involved to understand the issues facing their children.

3.13. Successfully established LRC for Secondary school

In 2017, we took an initiative to open a Learning Resource Centre in Beda Village in a secondary school. We started this initiative by conducting a meeting with the community members and educating them about importance of LRC and the benefits it would have on the lives of their children. In the previous year, passing percentage was very low and stood at 36 percent and the subjects that the students were mostly failing in was mathematics and science. Due to shortage of teachers and continuous



absenteeism of teachers, it was very difficult for the student to focus on the studies and there was nothing that motivated them to attend the school. SXNFES made an effort to conduct classes of the students particularly in two subjects. To make the classroom interesting and interactive it drafted numbers of modules, using science kits, session of different chapters through videos and question papers for the student and ensured a continuous learning process for the students of 9th & 10th standard in the school.

The results have been encouraging, showing positive impact on student learning. The result of passing rate in high school has seen tremendously increase from 46% in 2016-17 to 75% in 2017-18. Through the efforts of HDRC, LRCs made a great improvement in results of the students at secondary school level and this improvement was not only visible at this school at Beda but also in other schools where LRC's were operational.

3.14. Training with School Management Development Committees (SMDC)

In 2017, trainings were held with members of SMDC, including guardians, PRI member, representative of ST category, member of mahila dal and 1 or 2 teachers. These trainings were focused on capacity building and ensuring their active and effective participation in planning, carrying out and monitoring school level activities. We also made plans to develop a comprehensive training module for SMDC members. The module covered understanding the issues of secondary education in their respective villages, the RMSA program objectives, preparation of the School Development Plan, utilization of school annual report, grant for minor repairs, execution of civil works and account maintenance.

3.15. Focus on transition from elementary to secondary

In 2017, we started to focus on secondary schools and transition rate of the girls from primary to secondary schools. The main objective of this initiative was to reduce the dropout rate of girls and promote the girls for higher education. After conducting survey, we found that there were 258 girls who were eligible for admission or transition from 8th Standard to 9th Standard. During the survey, we found through the parents that these girls had doubts on whether or not they will be admitted to secondary school. We engaged with these girls by conducting rallies, campaign by using poster and banners and regular meetings with their parents with the support of citizen educator and Girls' group, and as a result, 252 girls were enrolled in class 9.

Phase 3 (2018-2020) – New initiatives

3.16. Conduct a comparative survey of transition in non-intervention villages

In 2018, we conducted a study in 10 non-intervention villages of Banaskantha District (which were never covered during the last 2 years of intervention on transition) for collecting the data on transition of children from elementary to secondary school. Before beginning the survey, our team met the Sarpanch or village representative to explain the purpose of survey in the village. The study aimed to provide reliable data of transition of the children in each of the villages.

The data on transition of children from elementary to secondary school in these 10 villages was successfully collected keeping in view the objective of the study. The study information was from primary sources. We were started the process of HH survey, in which we collected data of transition

from 8th standard to 9th standard. The primary objective of the survey is to generate realistic data of children transition from elementary to secondary school and to measure factors that affecting transition. Result (**Annexure 2: Table 1**) clearly demonstrate the dropout rate of the study area of both boys and girls after elementary school and the difference on transition of children in 10 non-intervention villages and 10 intervention villages.

Keeping in view the objective of the study, the collected primary information was analysed both quantitatively and qualitatively. This survey aimed to provide an in-depth understanding of factors that influence children's transition from elementary to secondary school. With respect to transition from elementary to secondary school, the study found enormous differences between non-intervention and intervention villages. In 10 non-intervention close to 50 percent, children discontinue education after elementary school. School discontinuation rates of both the girls and boys are almost equal. Multivariate analysis confirms that all factors being almost similar to discontinue education after elementary school in all the 10 non-intervention villages.

Results (**Annexure 2: Table 2**) indicate that the most reported reason for dropping or to discontinue school is due to household work, lack of parental support and parents prediction of children learning level being significantly leading to poor learning outcome. Children facing these issues are likelier to drop out after elementary school.

3.17. Training with Govt. school teachers

Teachers are an important stakeholder of the education system and empowering them with the right skill and tools can lead to a transformative change. In 2019, 32 primary school teachers was oriented from 15 primary government schools. The effort mainly focused on developing and disseminating teaching methods that help students imbibe the process of effective pedagogy instead of just information. Hands-on pedagogy workshops designed to introduce them to LEP pedagogical designed to help students improve learning effectively in a short period.

Workshops conducted by LEP facilitators through LEP modules for selected participants to enable them to train other teachers. Activity based LEP methods to demonstrate the principal of learning that the participants were encouraged to use.

Through teachers training, we were successful in bridging the 32 teachers from 15 primary schools with 1910 children of grade 2-4 in our intervention villages.

4. Other Activities

4.1. Leveraging technology to improve learning

LRCs places digital devices and content directly in the hands of children, providing them with opportunities and choices to learn. Tablets, online-offline app and Learning Delight application are used in the LRCs so that children can be motivated to learn on their own. The aims is to create an open learning mechanism enabling children to prepare for school, work, and life. Building on the knowledge, success and reach of our education programs, the digital content endeavours to be an additional input in the overall development of the children.

Through digital mechanism, children learn in an interactive audio-video instruction program that included subject curriculum and lessons of science and other subject that feature much needed

learning materials for the students. For student of Grades 6-8 conducted specific session of Science lesson digitally by using projectors, which create an active participation of students in the classroom.

4.2. Campaign on Girls' Education (focus on secondary and higher)

A door-to-door household survey in the villages was conducted at the beginning of the project. The survey found 258 girls who were eligible for admission in secondary including 89 out of school girls. We validated the baseline data through SMC/Community meetings in each village. We conducted regular meetings with parents and convinced them to continue their child's education. Before enrolment drive, our team along with youth volunteers had displayed the name of girls who were eligible for admission through chart papers in the village, and after this we conducted campaign through loudspeaker by using local vehicle to motivate parents specially parents of girls to come and participate in enrolment drive. As a result, 255 girls with the support of youth volunteers have been enrolled in the school.



4.3. Events on Girls' Education

We organized various girls' group events in primary school, with the girls themselves planning said events. The events were centered around making girls education a priority and ensuring processes that allow girls to attend school on a consistent basis. The girl groups conducted outreach efforts, rallies and awareness campaigns within the villages to publicize these events. Girls engaged in campaigns geared towards out-of-school and dropout girls, engaging them to enrol in school through role-play, motivational speeches, and through simply sharing their experiences.



4.4. Sports and Cultural activities: Bal Mela



We were organized Bal Mela (Children fairs) at all the intervention primary schools in the villages. In last 6 years, total 19786 children were participated in various sports, games and other activities from all schools. The program and activities was organized and coordinated by the team members with the support of Citizen Educators at each school. Various Sports activities included Frisbees, athletics and some local sports.

Cultural activities also included debates, storytelling, and arts & crafts in the Bal Mela; and the winners were awarded prizes.

Parents were also invited to participate with their children, to create an awareness of the value of education and encourage bonding between families. These events also encouraged parents to monitor and take an interest in the progress of their children in LEP/LRC classes. It also provided an opportunity for the parents to talk to the teachers in order to discuss any issues their children may be having.

4.5. Block Level stakeholder consultation

SXNFES organized 3 Block Level consultations in Banaskantha and Sabarkantha Districts. In the consultations more than 700 community members including SMC and PRI members, Sarpanch and volunteers from 70 villages of Danta & Poshina Block, had gathered to put their voice for discussing major issues related with elementary education and claiming right to education for their children. This consultation was organized to bring different stake holders together on a common platform at the Block level, to highlight status of RTE implementation from the perspective of specific excluded and marginalized sections from different areas of Danta and Poshina Block. Facilitating cross sharing of experience from 70 villages and most specifically to enable them to have direct interaction between SMCs and different stake holders thus generating a positive trigger for effective implementation of RTE Act in both the Block of Banaskantha and Sabarkantha districts.



Stakeholders from different villages have shared their major issues, problems, struggles and commitment for RTE Act implementation. Through testimonies from different areas of community has shared their school situation and current position of SMCs of their respective villages.

4.6. RTE Campaign

Awareness Campaign 'School Bhejo Hume' was organized in various villages in which more than 1500 people including children, teachers, SMC members, citizens' educators and others participated. Students were seen holding banners and shouting slogans to encourage education and equality between boys and girls. We received enormous support from the participants, and it was encouraging to see the scale and momentum increasing each year. Through the rallies, we highlighted the benefits of education, strength of education, mass awareness on RTE acts through- slogans, holding banners, using puppets, poster pasting, and writing slogans on the walls. Rally promoted making schooling the right of every child in India and making good platform for teachers, students, parents



and thought leaders to come together to make schooling a reality for every child in the villages. We



also highlighted the vision and mission of our organization which is intimately involved in every process that will make this dream a reality – from ideation and creating modern forms of learning, introducing technology and innovative teaching aids to the classroom, improving the quality of teachers and support staff in government schools to finally reducing dropout rates and increasing the pass percentage in the Government schools.

5. Major Achievements (6 years)

5.1. Attendance have been consistently maintained around 85% to 90% in all our intervention schools. This is much better as compared to around 50-60 percent in other schools.

5.2. LRCs have successfully provided academic support to deficit children, provided information support services for older students, has resulted in improving the learning deficits of the students of different grade and improving teaching practices in schools covered by each Learning Resource Centre.

5.3. The end-line survey of LEP children conducted every year after completed LEP class with 30 students in each LEP. Compared to baseline, which was conducted in the beginning, the children definitely showed overall improvement and LEP has helped the children to improve their basic reading, writing and arithmetic through activities-based learning process and to cover the basic learning deficit.

5.4. Through Bal Mela, developing students' interest in attending schools, alongside promoting sports and cultural activities. Providing parents with an opportunity to see their child's progress in LEP classes and LRCs.

5.5. 6-Government schoolteachers are implementing and practices the process of LRCs activities in their classrooms. Teachers from other schools visited several times to learn the activities and practices of learning.

5.7. In the last 6 years, with the support of citizen educators and Girls' groups the retention of migrant children has consistently been maintained between 80%-85% in highly migration prone villages. During our efforts, we had successfully retained 3473 migrant children through seasonal hostels and caretaker in their respective village.

5.8. The Model seasonal hostel at Dantral has been continuously working as an exemplary model for the community and has spread awareness around the benefits of such facilities. The hostel not only focused on the education but also made efforts for motivating children in co- curricular activities so that the students can excel in different fields apart from academics. After observing the operations of the Model Seasonal Hostel, the community members are gradually demanding quality standards at the Government run Seasonal Hostels as well.

5.8.1. Impact is also seen in non-intervention villages, demanding of seasonal hostel by community, and as the result, there is 1 village where seasonal hostel has been opened by Government for migrant children.

5.9. Through issued based meetings/village level consultation and awareness generation efforts the SMC and PRI members started becoming more active. They started playing an active role in the process of monitoring the LRCs, actively taking part in the School Governance, actively participating in learning audit, monitoring of child enrolment, and improving the school infrastructure. This helped in enhancing their competencies, thus enabling them to take up an active role in achieving the larger objective of improving school governance.

5.10. Provided appropriate skills training for SMCs, PRIs and volunteers at each school, so they were effectively monitoring and following-up on SDP and regularly coordinating with BRCs and took action to resolve school issues.

5.11. Mobilized community members to ensure that communities are involved and participate in School Governance. The community mobilization is the first and foremost strategy to improve primary education and School Governance. The community's participation in issue based meeting, planning, strategies and outcomes is key to ensure sustainability and ownership of the change process by the community. The community is involved to understand the issues facing their children. With support from Youth volunteers, community members have worked towards improvement of the situation.

5.12. In order to sensitize the community on gender issues and developing awareness among the community to focus on girl's education campaigns, village level meeting, trainings, and other activities were carried out. As part of the activities, various rallies were organized in selected villages where the out of school and drop out girls were found in more numbers. Girls' leadership group program strategies emphasized on community mobilization and sensitization of parents towards regular schooling of girls. Girls' group meetings have stimulated feelings of self-esteem, aspiration, and zeal in girls for learning and to lead the community and society in different spheres. Now, they are realizing the significance and potential of education in reshaping their lives.

5.13. All Learning Resource Centres through its continuous and concentrated efforts in its hub and spoke villages have successfully created a learning environment which has been possible by adoptive innovative learning methods for children. These innovative methods not only focused on textbooks learning but also provided children with the access to different learning materials and technologies such tablets, projector, digital learning content, online and offline application, and using online lesson through different portals which makes classroom learning creative and exciting leading to children becoming much more interested in learning.

5.14. Learning Resource Centres (LRCs) and Technology: In recent years, in our primary school the enrolment of the children constantly increased but struggled to deliver actual learning. During our baseline assessment it was revealed that there were large learning deficits in basic reading and arithmetic. Only half of Class V students could read texts meant for Class II. More than half the students in Class VIII struggled to do simple division. Behind these abysmal outcomes are major structural problems including ineffective and sometimes absent schoolteachers, particularly in interior villages. Learning Resource Centres (LRC) including technology, can address these problems

by delivering better lessons, increase interest and motivating students. At its most basic, LRCs can help to deliver high-quality lessons in a variety of formats: text, videos, games and interactive tutorials. A well-made digital lessons and videos through learning delights application and tablets can use the very best teachers and support them with graphics and animations. Once the digital lesson has been started in the LRC session, students can watch it potentially over a time. The videos and lesson content has supplemented with interactive question, which provided instant feedback from the student.

5.15. Accountability and participation of the Parents: One of the most important lessons learnt is that bringing the reigns of the School Management Committees into the hands of the direct stakeholders (parents), as set out in the RTE Act, ensures the effective functioning of schools. Parents have a direct stake in the improvement of the schools and having a rapport and knowledge of the community and the local area. They are usually more successful in ensuring certain aspects like motivating other parents to send their children to the school regularly, monitoring children's and teachers' attendance, provision of basic infrastructure and seeking enhanced resource allocation in the schools. Village consultation, Bal melas and other events have a key role to play by making them realize the power they hold in bringing about change in the schools and the larger education system. It is also important to work with other important stakeholders like teachers and government officials by initiating dialogue between them and parents, so community concerns and issues are heard and addressed. Further, the strengthening of SMCs has not worked in isolation but has been complemented by several other initiatives at local level. Proactive local level leaders, Girls' group, youth volunteers, and SMC forum also supported the process. The SMC and PRI form an important part of the accountability chain as an active part of decentralized governance. It provides a legal entry point for the community to monitor and oversee the functioning of the school. Therefore, it is important that the SMCs are strengthened to perform the role as expected of them so that they can play an active role in the improving the education delivery system.

6. Impact

- Project brings together all relevant stakeholders in the improvement of School Governance
- Monitoring teachers' attendance and deployment on non-teaching duties to increase the teacher availability in the school
- Community involvement increase to monitor other seasonal hostel.
- Practice of regular meeting of SMC in the schools have improved gradually, it is observed that it brings the SMC closer to the regular functioning of school and discussed the important issues related with their respective school.
- Citizen educators have worked as a support system to SMCs and PRIs in school governance programs.
- SMC federation and SMC members have started to monitor STP classes.
- Impact also shown in non-intervention villages for demanding of seasonal hostel by community, and as the result, there is one village where seasonal hostel has been opened by Governemnt for migrant children.

7. Case Studies and Testimonial

Case study 1:

Khandorumbri village is located about 35 kilometers away from the Danta block in Banaskantha district. In the village more than 300 families are living. Proportionately 99% are STs and 1% of them is most marginalized.

There is a Khandorumbri Primary School in this village being run by the Gujarat Government.

As per socio-economic status, this family stands lower strata in so called societal hierarchy. The main occupation of this family is agriculture on which they depend for their livelihood. Proportionally, this family possesses very small size of agriculture land. Normally most of the time, for bread they depend on agriculture, forest product and daily wage works for which migrating outside the village or in nearest town is a must.

In 2015, Pooja was enrolled in 7th Standard in the upper primary school in her village, Khandorumbri. But like many other children in the village, she too was irregular at school. Her father Malabhai, mother Sonalben and her eldest brother fend for their family of six through hard labour. Pooja had to help her mother in household chores and look after her younger siblings; and only if she had some spare time left would she be able to go to school. She loved going to the LEP sessions run by the HDRC-AIF team in the school. It was enjoyable, with many games and exercises and fun to learn so many new things. But her duties at home prevented her from attending LEP classes and school regularly. "What do we gain by sending our children to school or for your classes?" asked Malabhai when our Baal Mitra* approached the family to find out why she was irregular at the LEP sessions and at school. "Pooja does a lot of work at home; she cleans the house, help her mother in cooking before she leaves for the day's labour, and graze our cattle. How can she do all this if she goes for your sessions at the school? The Baal Mitra* used to visit Pooja's family regularly, sometimes with other members of the HDRC-AIF team.

Each time he would patiently explain why it was important for them to educate their children, especially girls. The vast range of opportunities she would find if she had an education; how she could change the situation in her family when she got a good job after her education; she would then be the first person in her family, educated and working. Wouldn't they be proud of her then? The Baal Mitra, seeing the poverty in the household helped the family in accessing certain social security schemes of the government. This helped the family a lot. This slowly built a relationship and trust between the family and the Baal Mitra.

The Baal Mitra showed them Pooja's workbook, what she had written, the sums she had done, and the pictures she had drawn and painted. Pooja read out from her books, recited poems and sang songs that she had learned during the LEP sessions. The Baal Mitra could see the surprise and pride in the Malabhai's and Sonalben's eyes as they looked on with wonder at their daughter's achievements. The Baal Mitra had been visiting them since 3 months; but seeing their daughters' achievements changed their thinking entirely. They decided to encourage Pooja to go to the LEP sessions and the school. "I will manage everything at home and in the farms; I want Pooja to do her best in her studies and become a brilliant girl", said Sonalben.

After that, Pooja was regular and enthusiastic student in the school. She had received all the education related material, and she follows all the lessons and did all exercises in the workbooks with great interest.

Through AIF-LAMP, HDRC opened a new window of opportunity for Pooja and her family, and she is now in graduation and a bright student and has also participated in various competitions held in her college and even in other colleges.

A sensitive and holistic approach changed the outlook of the family and infused new hope of improving their life chances by educating their children. This transformation has inspired many families in the village. It will certainly change the lives of many more.

Case study 2:

Lakhiya is a village in Poshina Taluka of Sabarkantha District. This small village has various kinds of issues related with Anganwadi, MGNREGA, School, and PDS etc, Within various kinds of issues, there were some major issues that was related with primary education. In the Lakhiya primary school, there was only three rooms for class 1st-8th, teachers ratio per student was very less, there was water problems, toilet was not in usable condition and not separate for girls and boys. Last year collector visited school and approved the process to make new rooms and bore-well for the school, but no further process was done by the Principal, problem of the water was also not solved. SMC were inactive and unaware regarding their roles and responsibility towards school.

Therefore, this year, with the efforts and involvement of citizen educator and community members, new SMC was formed. After their formation, issue-based meeting had conducted to raise all those major issues that have faced by the school from the last year. Moreover, on those issues, HDRC provided training about their roles and responsibilities as a member of committee. So all the SMC members as well community member and citizen educators raised their voice in the school and questioned about the delays in the resolutions passed, and teachers who have been appointed for the school but never came to school.

On 03.03.2017 and 04.03.2017, two day the SMC members did long meetings in the school and community members and citizen educator also participated in the process. The next day they called BRC to attend the meeting because principal was unable answer them. SMC members and citizen educator did not leave them until they promised to solve all the issues of the school soon.

This way people from all nearby villages as well all the committees are getting aware of their rights. Process of information and decision-making were made more participatory so that people themselves can raise their voice to get their rights. Organization is becoming a facilitator and enabler and people are becoming their own sole change makers. Slowly people are leading themselves to the governance and advocacy level.

Case study 3:

In the last few years, there is apparently some reluctance in the administration to start SHs every year with beginning of the migration season. This is evident from the fact that district administration rejected the resolution of SHs after passed by the SMCs or start the SH after people migrate out. In such case, rarely the migrant children get a place in government run seasonal hostels.

For example, last year, HDRC and citizen educator surveyed and submitted a list of migrant children from our intervention villages. A resolution to that effect was passed by the respective School Management Committees (SMCs) requesting the government to open Seasonal Hostel. Nevertheless, Seasonal Hostel never came up. The government run Seasonal Hostel used to open in January and February leaving no scope for the migrant children to reap the benefit as they had to migrate two months before the SH came up. Similar was the case in three intervention villages (i.e. Kajawas, Ganava and Padapat) where 3 seasonal hostels were run on documents but not in actual. So, fake enrolments were made in SH, suggest information from attendance registers of SHs attained by community under RTI in Sabarkantha district. As told by Parmar Malabhai (SMC president of Kajawas village), “Cross verification of these attendance registers revealed that lot of them were not at all migrant children but actually stayed in their houses.” One hostel at Kajawas village, which was also closed by the community members and SMC as number of children were not be there, whose name had been mentioned in the list of the hostel.

Last year, the seasonal Hostel started by us in Dantral village became a successful model for the community and has been able to develop community support system to keep the children in the Hostel. Earlier, it was difficult to convince migrant families to keep their children in the hostel. But today they voluntarily bring their children and ready to keep them in the hostel before migration.

This seasonal hostel became a successful exemplary model for the community and has developed awareness around the benefits of such facilities. Subsequently, additional five seasonal hostels were approved by the Government and were successfully functioning under the supervision of the SMCs. Moreover, they have been able to retain 130 children in our direct intervention villages of Poshina block

However, just before the families start migrating after Diwali (October/November), our team with citizen educators conduct re-surveys to find out the number of migrant children. And identified migrant children who were then kept in the hostels. We reach out to the migrating parents and convince them to leave their children in the seasonal hostels which were started by us at Dantral and Government in other villages.

6 seasonal hostels were opened (included one which was funded by us) to retained total 160 migrant children. A cook and a caretaker are appointed to look after the children. HDRC and the community used to regularly interact with the children and the caretaker to ensure that food, clothing, safe stay, first aid box, medical need etc were all put in place.

Dabhi Kajalben Ladho bhai is a student residing with her brother since last season at the Seasonal Hostel run by the HDRC and AIF at Dantral village in Poshina block of Sabarkantha district. She studies in class 4 and her brother studies in class 6. As children of regularly migrating parents and dropout from the schools during a migration period, Kajalben says, “We could never avail any school facilities during our the time when the family migrated before. Here, we have been staying for last two years when our parents migrate out to work, otherwise, we would also have regularly migrated and working as semi-bonded labourers in other city”.

An effort in bringing different stakeholder together on same platform and success of seasonal hostels depends on commitment of the government and an active involvement of the community. Survey of the migrant families is the pre-requisite for assessment of the number of prospective migrant families

and migrant children. A collective effort by the SMC members, Citizen Educators and PRI members to survey the migrant children in the migration prone districts would deliver better result.

Parmar Lilaben (President of SMC federation of Poshina block) says, “The School management Committee’s involvement at every stage e.g. surveying, beginning of hostels, accommodation of children and running of the hostels, would be the key to their effective functioning.”

Case study 4:

Hathipagla Primary School is located in Danta Block of Banaskantha District, about 21 kilometres from Block. The connectivity to the block in terms of transport is very poor. There is a single bus plying to this village from Danta Block. Apart from this bus, there is local vehicle (jeep) which is used for transportation.

There are approximately 150 families in the village— primarily migrant tribal population who have gradually settled here. Most of them are uneducated and poor and depend upon piece work in the fields and daily wages. Work in the fields is available only at the time of a seasonal crop; during the non-season period, the villagers have to look for other sources of livelihood. There is one primary school which has only 5 standards. Currently, the school has 216 children. It has inadequate infrastructure and small premises, which has no space for playground and higher classes. The school has 5 teachers including head teacher.

The four teachers travel to school together by own car, which frees them from depending upon local transport. One teacher comes alone by using bus and local transport.

The 4 teachers were commuting from a long distance to reach the school. The head teacher travelled 11 kilometers one way, while the other four teachers travelled 80-90 kilometers one way.

It was recognized in the issue based meeting conducted at village level that only the head master of the school was coming on time and the other four teachers were never on time and even went back home early on the ground that they stay far away from the school. So, it was realized in the meeting that the activities and timings of the school teachers need to be monitored. The SMC president along with other 2-3 members reached the school in the morning when the school starts and founds apart from the headmaster none of the teachers were present in the school. They reached the school very late and the president asked them to give a valid reason in written why they were late. The teachers apologized and gave assurance to the president that they would come on time. The activities and attendance of the schoolteachers were regularly monitored for few days. Since then, it has been observed the teachers are always on time and don’t take a leave without a valid reason.

Currently, they all have their own two wheelers, but it was not always so. Earlier, they managed by coming half way by public transport and then taking lifts from their colleagues. Today, the school is functioning in an efficient manner and the teachers are respected within the community as well as by the local officials. Taral Jamnaben, the SMC president who is a regular visitor to this school, shared that the teachers were very regular and the classroom processes ran smoothly. Parents and SMC members echoed similar sentiments. As an SMC member said, ‘Teaching is good. The teachers teach properly’. She explained that she knew what she was saying because two of her daughters have studied in a same school and they are doing very well. The teachers are not only regular but also punctual. The head teacher explained, ‘We have jointly decided that we will all make sure that we are

in school 10 minutes before the morning assembly begins'. They also were observed to work well together and communicate regularly with each other, especially when it's about student-related matters. Teacher concern was also visible in the case of a child with special needs who was struggling in school; the teachers tried to do what was best for her, including getting her a hearing aid and placing her case in SMC meetings. There was visible sense of hierarchy among the teachers, and they were seen to take decisions in a participative manner. According to the head teacher, they all worked together as a team and had complete autonomy to decide which classes they wished to teach. He said, 'I say that whichever classes you wish to teach, you must decide yourself.'

Case Study 5:

Taral Ankitaben lives in village Ruppura. She was 10th standard pass at the time when she joined Girls' group in her village. There are 5 family members in her family. She is a member of adolescent girls' group of the village. When girls' group formed in her village, considering her qualifications, her communication and her thoughts she was elected as President of the group.

She started working with enthusiasm. She learned on various important issues related to education during her capacity building training. She decided to spread awareness on these learning to all the village girls. She was not only devoted to her duties as members but paid personal interest to motivate other girls also. She is sweet natured having quality of mixing with others. Within a small time, because of her nature and commitment for the duties, she established very good relations within group and in the community. She was very cautious about her responsibilities related to school. Whenever she found something not up to the mark, she convinced responsible girls about the importance of the issue and made required modifications. Now, all the group members admire and follow her. Every time when issue of education is discussed among the group and outside, she seriously thought about her own educational advancement.

HDRC conducted meeting with girls' group in her village before Diwali and shared data of migrant prone children who migrated every year with their parents. There were 2 migrant girls who regularly migrated in this village.

When she came to know from the meeting about migration issue, she visited their houses to know the reason behind why their parents are not keeping them at home at the time migration.

She used to visit all the families regularly, sometimes with other members of girls' group and Citizen Educators of same village.

Each time she would patiently explain why it was important for them to educate their children, especially girls. The vast range of opportunities they would find if they had an education; how they could change the situation of their family when they got a good job after her education; Wouldn't they be proud of her then? Through regular meetings, this made slowly built a relationship and trust between the family and Ankita.

Her aim was to have a child-migration free village. During her efforts, they face many hardships and barriers. With continue meetings and visiting with the help of HDRC & Girls' group to reach every parent in their respective village. She had been visiting them since 1 month and convincing them not to take their children during migration. All families decided not to bring them when they go to other place for livelihood and also encourage their child to go to school regularly.

As a result, Ankita was successful in creating a Migration free village! Now, because of the work she carried out, her relationship with the local community has become much stronger. Ankita is hopeful that the education situation of her village will improve even further with continued commitment of the community and herself.

She decided to move forward and again started further working on other issues along with her duties. Thus, she not only become well qualified but also set an example before all the community, by her commitment and interest about girls' education. Now, all the group members and community feel proud on her success with increased confidence.

Case Study 6:

Sainiben is a fifteen-year-old girl from village Bordiyala, Danta block, district Banaskantha. Village is situated about 15 kilometers from Danta block. Hundred percent population are tribal and village are located in a hilly area, which is the most deprived and remotest area- especially in the context of facilities. Her father is a laborer.

Due to old traditions, conservative mind-sets and a lack of education, most of the people of the village do not send their girls to school after elementary education. Some locals think that girls have nothing to gain from education and are good only for household chores. This was the case for Sainiben as well. Her paramount wish was to go to school but the environment of her family did not allow her to do so. She often would see her brothers and other girls and boys of the area with colorful uniforms and school bags going to school while on her way to the fields with her mother where she would help her get feed their livestock. One day she expressed her desire to go to school and get an education with her mother. Her mother in turn told her that her father would never ever allow her to do so and would get extremely angry. She told Sainiben to never talk again of school.

In the month of May 2018 Saini's mother was invited by HDRC to attend a meeting in a nearby school. Sainiben and her mother were going to fields for their routine work at that time when she was invited. So, she took Saini along to attend the meeting. When they reached the venue, they found out that the meeting was being held by the staff member of HDRC in the presence of Girls' group and youth volunteers and was regarding creating awareness for education and enrolment/transition of eligible children. At the end of the meeting, our staff member asked Saini whether she was going to school or not. Her mother told them that, her father do not send her to school due to socio-economic restrictions and old traditions. The HDRC staff told Saini's mother that education was a basic right of every child and that their right instructed them to get educated. The staff urged Saini's mother to send Saini to school but her mother told them that her husband was very strict in these matters and that she could not go against his decisions. Therefore, we decided to meet Saini's father in this regard.

In the first meeting, Saini's father gave a negative response and refused to send Saini to school. Members of the Citizen educator and Girls' group continuously followed up and paid several visits to Saini's home to convince her father. After consistent meetings, finally Saini's father agreed to send his daughter to school. At last, Saini's dream came true, and she got enrolled in a nearby Secondary school.

She is now very happy after getting admission in school and is finally able to wear a colourful uniform and have a school bag. Saini told the staff member of HDRC that after completion of her studies, she would become a teacher and teach the children of her area free of cost to school too".

Case study 7:

There is an annual assessment at the end of every year which is known as learning audit. This aim of this audit is to find out what are the issue in learning of children in schools and what are the weakness and an action plan is prepared to remove this weakness which can result in effective and efficient leaning of children. This audit is done by assessing the children from 2-3 standard and 6-7 standard. The assessment for the first group is done by giving them chits and then asking them to perform orally and in written. The second group is give a paragraph to write in time duration of 15 minutes and its ensured along with the writing the child is able to understand and speak what he/she is writing.

The audit is done in presence of SMCs, girls' group, headmaster of the school and community so that transparency is maintained. This year when the audit was done it came out that the number of students in grade of C and D were substantial. The community raised it concerns pertaining to this had asked why in spite of 70-80 percent of attendance of children the results of children are not good. They held the teachers responsible for such results stating the teachers are actively not engaging with the children to improve their learning. It was revealed in this assessment that only 2-3 percent of the children came in A grade and around 6-7 percent in B grade and rest in C and D grade. The parents were agitated to see these results.

The teachers were not ready to take the responsibility of poor results of the students. They stated we are giving trying our hundred percent in the school but they have to go back and study at home as well then only their results will improve.

Most of the children even if they come to school runaway after the mid-day meals given at the school and don't come back to attend the classes. The parents said we will assure the teachers that they will ensure the children study at home and don't return after the meals to home and even if they do, they will send them back to school. As it was acknowledged by some of the parents that they do return after the meals. The parents were happy with the annual learning audit and raised a demand for again doing audits which ensure that there is proper check on the teachers and along with them the student are also under surveillance as the performance level of the children will be mapped.

Case study 8: Beda Secondary School, Beda Village

In July 2017, we took an initiative to open a Learning Resource Centre in Beda Village in a secondary school. We started this initiative by conducting a meeting with the community members and educating them about importance of LRC and the benefits it with have on the lives of their children. Then the inauguration of the LRC in the school was done for which a separate room was allocated. These meetings were held by HDRC and facilitated by Rajesh Bhai whose efforts must acknowledged.

In the previous year, passing percentage was very low that stood at 36 percent and the subjects that the students were mostly failing in was mathematics and science. Due to shortage of teachers and continuous absenteeism of teachers, it was very difficult for the student to focus on the studies and there was nothing that motivated them to attend the school.

One member of the community also said, "Though the children are interested in education, the school system fails to meet their interest. There were shortage of teacher. There are no computer labs or science labs that can help us to equip the children to present requirements."

So keeping these things in consideration LRC first ensured that the students are motivated to attend the school and interested so it tried to make classrooms interactive by strategizing and educate them by showing videos on projectors of different lessons of subjects and their everyday applicability in day-to-day lives.

HDRC tried to take classes for the students particularly in two subjects. To make the classroom interesting and interactive it drafted numbers of modules, using science kits, session of different chapters through videos and question papers for the student and ensured a continuous learning process for the students of 9th & 10th standard in the school.

Even the headmaster of the school at Beda village is very happy to see the efforts undertaken by HDRC. He stated, "We have noticed great changes in our school since HDRC started working here. The attendance rate is much higher and the School Management and Development Committee now has monthly meetings to work on improving the school." "As a part of the committee, I try to motivate the parents to understand the value of educating their children. We are trying to bring children who are irregular back to school. HDRC's support has made it possible for us to make these improvements to our school and our community as well as our future".

Tinaben, SDMC member "Generally in our villages the passing rate of High school is very low," Tinaben says. Learning Resource Centre (LRC) at Beda village was successfully opened in the secondary school and has helped us a lot in developing the children's knowledge",

The LRC has made a lot of efforts to increase the learning level of the children and is quite successful due to the intense follow up done by the staff members. Anything introduced new creates a lot of enthusiasm among the children and Raju bhai (LRC facilitator) has been doing it frequently for the children. Raju bhai put a lot of effort to increase the understanding of lessons in specific subject i.e. Science and Maths." LRCs model has tried to introduce child-centric teaching and learning processes in the classrooms.

The results has been encouraging, showing positive impact on student learning. The result of passing rate in high school has been tremendously increase from 46% in 2016-17 to 75% in 2017-18. Through the efforts of HDRC, LRCs made a great improvement in results of the students at secondary school level and this improvement was not only visible at this school at Beda but also in other schools where LRC's were operational.

SMDC member says, "In future we wish the teacher will get trained and use techniques that promote critical thinking and creativity, and gradually transforming the classroom culture and learning environments for the better. We are also trying to establish a computer lab and science lab at our secondary school." "Education is the most important thing to be provided to children at the right time and through the right source," she says, "so we will strive to give our full support to Educate Girls and the parents."

Success story 1:

Taral Nilamben, Girls' group member

Payalben, Girls' group member "I know I have learned so much since I joined the Kishori group," Payal says. "Now I know the reasons why I should keep myself and my friends regular in school and I can teach other children in my school about value of education. I even tell my family about the things I

am learning.” “I am very proud to be part of the Kishori Group,” she says. “I have better relationships with my family and friends now that I can communicate better.” Payal’s new skills are benefiting the wider community as well as herself. “I am glad to have a position where I can help encourage irregular girls to return to school just like I did,” she says. “I spoke confidently with my parents and convinced them to send all my brothers and sisters back to school too”.

Success story 2:

Dabhi Ravjibhai Panabhai, Beda Headmaster

Headmaster Ravjibhai, Beda Primary school “We have noticed great changes in our school since HDRC started working here. The enrolment rate is much higher and the School Management Committee now has monthly meetings to work on improving the school.” “As a part of the committee, I try to motivate the parents to understand the value of educating their daughters. We are trying to bring girls who have irregular back to school.” “Since the beginning of the LAMP program, the committee has already constructed two classrooms, a boundary wall and a water tank for the school. Our goal is to raise the funds to build a computer lab and vocational training centre just for girls and to increase the number of classroom at our school. At the moment there are not enough classroom for the students”. “HDRC’s support has made it possible for us to make these improvements to our school and our community as well as our future”

Success story 3:

Gamar Sanjaybhai Lebabhai, 16, Re-enrolled

Helplessness in education can be overcome if attempted. Massive numbers of parents believe the myth that they cannot get their children educated due to being poor. After some time they just lose all hope in education and do not care about its consequences. Lababhai, a poor resident of village Bordiyala, Danta block and District Banaskantha, is a Labour.

He manages to get labour work irregularly and is encircled by numerous problems. Lebabhai says “poverty is a curse; I cannot arrange bread and butter for the family. Getting my children educated is not my priority because it seems of no use to me”. Subsequently his sixteen-year-old son Sanjaybhai, was dropped out from class 9 and then never got admitted in school and was paid no attention by his parents. HDRC along with Citizen Educator organised a meeting with the Parent. The issue of transition and dropped out children was discussed in detail. After the meeting, HDRC and CE met Lebabhai and convinced him to admit his son into school. Lebabhai was not very much motivated. He was thinking that admission of his son is impossible because he should have been enrolled one year ago; no one would allow him admission at this stage. Citizen Educator motivated him and took responsibility of his son’s admission. Members of the Citizen Educator then held meetings with the Head teacher of the school and discussed the entire matter thoroughly. With the efforts of CEs members, Sanjay was admitted in the school. Moreover, teachers were requested to pay extra care and attention to Sanjay in order to ensure his retention. Sanjay now says” I will become a teacher and will educate my community”.

Annexure 1: Rubric

The following rubric should be used to determine the success of outcomes from the seasonal hostel. Children living in the hostel can be graded using the four categories. Each category attempts to gauge their overall experience living at the hostel. We can use this rubric to determine the changes in individual children throughout their stay, and to gauge the need to change aspects of the hostel.

| Under Performing | Performing | Achieving | Advancing |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I do not understand what I am learning in school. I attend school 0-1 times per week and receive ~2 hours of class at school. I do not feel safe or comfortable at the hostel. I do not attend school when I am not staying at the hostel. My ability to attend school has not changed since staying at the hostel. I rarely attend LRC classes. My learning abilities are not good compared to my peers. I do not feel a sense of inner confidence and I often feel sad. | I understand some lessons in school but I often feel lost. I attend school 3-5 times a week. I receive ~4 hours of class at school. I feel somewhat comfortable at the hostel. I feel safe most of the time. Since living in the hostel, I attend school more frequently. I attend LRC classes at least three times a week. I am noticing improvements in my learning level. I feel a new sense of confidence since living in the hostel and I feel happy more often than not. | I feel that I am doing well in school but could do better. I attend school every day and receive at least 5 hours of school a day. I generally feel safe at the hostel but I am uncomfortable there. I am attending school regularly and I feel I am improving. The hostel allows me the opportunity to attend school year round. I attend LRC classes every day. My skills and learning level are improving, my confidence level has increased and I am learning many life skills. I have improved my sense of identity within my culture and community. | I feel I am excelling at school. I attend school six days a week and receive 6 hours of class a day. I am comfortable and safe at the hostel. My ability to attend school year round has improved because of the hostel. I attend LRC classes' every day. My skills and learning level are excellent compared to my school peers. I feel confident in my abilities and a strong connection to my culture |

Annexure 2:

Table 1. Transition data of the children/ Comparative study of 10 non-intervention villages' v/s 10 intervention villages

| 10 non-intervention villages of Banaskantha district (2018-19) | | | | | | |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------|
| | <i>Total no. of girls who are eligible for transition from elementary to secondary school</i> | <i>Total no. of boys who are eligible for transition from elementary to secondary school</i> | <i>No. of girls enrolled in Secondary school</i> | <i>No. of boys enrolled in Secondary school</i> | <i>No. of girls dropped out after elementary school</i> | <i>No. of boys dropped out after elementary school</i> |
| No. | 86 | 118 | 48 | 61 | 38 | 57 |
| Total No. | 204 | | 109 | | 95 | |
| % | | | 53.43% | | 46.56% | |

| 10 intervention villages of Banaskantha district (2018-19) | | | | | | |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------|
| | <i>Total no. of girls who are eligible for transition from elementary to secondary school</i> | <i>Total no. of boys who are eligible for transition from elementary to secondary school</i> | <i>No. of girls enrolled in Secondary school</i> | <i>No. of boys enrolled in Secondary school</i> | <i>No. of girls dropped out after elementary school</i> | <i>No. of boys dropped out after elementary school</i> |
| No. | 113 | 114 | 113 | 114 | 0 | 0 |
| Total No. | 227 | | 227 | | 0 | |
| % | | | 100% | | 0% | |

(Primary source: Household survey)

Table 2. Categorization of reasons for discontinuing education after elementary school

| Push | Pull | Opted-out |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| (1) Transport too expensive (2) Not safe to travel to school (3) Lack of transport (4) Banned from school because failed to get the required grade (5) Dropped out due to neighbours peers from schools specially girls (6) School too far from home | (1) Needed to stay home to look after siblings (2) Needed for domestic and agricultural work at home (3) Had to do paid work to earn money (4) Family issues, e.g. problems at home (5) Family member ill/disabled/elderly (6) Family function (7) Migration with parent | (1) Absence from school/ truancy (2) Illness, injury (3) No need for schooling for future job |

| | | |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| (7) Quality of education at school – teaching (8) Can't understand the content of the lesson | (8) Need to learn a trade/skill (9) It is not appropriate for girls to go to school (10) Marriage (11) Looking for work (12) Need to look after children (13) Predict of parents towards poor learning level of children | |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

Primary Source: Household survey, 2018

Photos:



Figure 1: Various activities with Children in LRC, Sabarkantha & Banaskantha



Figure 2: LRC events in primary schools



Figure 3: Children engaged in the learning activities at the LRC & Spoke



Figure 4: Community contribution in Seasonal Hostel



Figure 5: Rallies/campaign on Girls' Education



Figure 6: Rallies on Girls' education



“We are ready to take up any work to serve our community. We all just want this work to be a success.”

-Thank you-

*Baal Mitra is the educational-facilitator or teacher who facilitates and run LEP class.