

Annual Progress Report

Year : 2015-2016



Centre for Rural Education and Development Action (CREDA)

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Project: GARIMA Project – Supported by UNICEF

Girls Today Women Tomorrow

Training of Project Staffs

On 15th and 16th June 2015, a two-day training of project staff was organized to build their capacity on better use of communication materials provided by UNICEF. The sessions were conducted by the project manager and chief functionary.

One-Day Training of Aanganwadi Workers (AWWs)

199 AWWs were provided one-day training on Menstrual Hygiene Management (MHM) and Inter-Personal Communication (IPC) skills by MAMTA Health Institute for Mother & Child, Lucknow in the month of April 2015. The AWWs who could not attend this training were given training in the month of May 2015. It was first time that the AWWs got training on MHM. Such type of training was not provided to them earlier by the department. They believed that after getting the training, they will be able to identify the problems by discussing with Adolescent Girls Groups (AGG) and Mothers Groups (MG). During the training, AWWs informed that they are not able to give proper time in the GARIMA Project due to heavy workload assigned to them by ICDS department. They also told that adolescent girls have many problems related to MHM but they do not share with us.

Two-Day Training of ASHa, AWWs and Female Teachers

Two day training was also organized for ASHAs, AWWs and female teachers on MHM and IPC Skills. The training was imparted by technical experts. The trainees were given training kit including bag, folder, note pad, pen and handouts. It was first time that the female teachers got the opportunities to get the training on MHM. The training was very useful for the participants since it provided the knowledge on growth of adolescent girls, now they can do IPC with the adolescent girls very well. The focus was given on how to normalize the menstruation period and do counseling of adolescent girls. It was seen that the female teachers had hesitation in discussing on MHM and wearing the apron. Discussion was also made on safety, fooding and nutrition for adolescent girls. Lack of proper water and soap in school toilets was also discussed.

The ASHAs and AWWs were advised to participate in the AGG and MG meetings, give counseling to adolescent girls during VHND and home visits, and give knowledge about menstruation process using the flip book and apron. The behaviour of the ASHAs, AWWs and Female Teachers towards adolescent girls should be friendly and effective discussion on MHM should be made with adolescent girls.

Training of Peer Educators

442 peer educators (including 6 PEs from 2 KGBVs) were given quarterly training on the better use of PKS communication materials provided by UNICEF. The training sessions were conducted by one technical expert in each of the project blocks. The training was based on the flip book 'Paheli Ki Saheli'. The PEs were oriented on the themes to be used in the meetings of AGG in that quarter. They were also oriented on proper maintenance of documents. The participation told that they feel difficulty in going for defecation in open because of no other option. At later stage, they told that their understanding has been developed through GARIMA Project and now they are more confident. The girls told that now they do not throw the absorbent cloths in open and now they do not feel hesitation in talking about MHM. The PEs informed that earlier the adolescent girls were not attending the meetings and not sharing their own problems with others and they had no idea that how to get the solution of the problems. One of the reasons for not attending the meetings was restrictions on girls from family.

The PEs were advised to try their best to prepare themselves before the meetings by developing understanding on the theme, remembering the story, etc. The minutes of the meeting should be written on the register after discussion and finalization. They should carry out interesting activities during meetings so that the better attendance can be maintained upto the end of the meetings. The participants should be encouraged to ask open question. The apron, flip book and folder should be used during home visits also. The theme of the last month must be repeated in every meeting. The PEs were advised that they can send their demand in the form of written and signed applications to BDO, CDO, DM, etc. through post. The PEs should speak loudly and her voice should be clear.

Training Materials and Methodologies

The training materials used were training module, chart papers, black board, chalk, training schedule, laptop, speakers, and communication materials. The methodologies applied were setting rules for the day, pre and post test, poster display, group discussion, demonstration, mock session, film screening, energizing games, songs, and sharing of experiences.

Interface with Block Level Officials

Block level Interface meeting was organized in both of the project blocks. The purpose of the Interface was to organize a discussion between community specially AGG members with block level official. The adolescent girls shared their problems with the officials and put their demand for solution of the problems. Major issues discussed were non-distribution of poshahar, safety of adolescent girls, regularly and timely organization of VHND, child labour, school toilets, girls education, lack of facilities for girls at schools such as water, soap, toilets, incinerator, etc. child marriage, community toilet and bathroom, handwashing.

Participation in Sector Meetings of ASHA & AWWs

The project staff participated in the sector meetings of the AWWs and ASHAs. The participating officials and Frontline Workers (FLWs i.e. ASHAs and AWWs) were oriented on the GARIMA Project. They were requested to provide their support in the project. They were told to provide the benefits to adolescent girls as per government schemes. They were also requested to support in organizing the AGG meetings and providing counseling to adolescent girls and mothers.

Adolescent Girls Groups (AGG) Meetings

5,232 monthly AGG meetings were organized on the theme of the month given in the flip book Paheli Ki Saheli. The meetings were participated by 86,615 adolescent girls. 66 AGG meetings in Kasturba Gandhi Balika Vidyalaya (KGBVs) were also organized which were participated by 1,180 members. Before start of the thematic meeting of the AGGs, pre test was conducted to know the level of knowledge of the participants on that theme. During the pre test, it was come out that only some adolescent girls had rough knowledge. When post test was conducted, the knowledge of the participants increased. The understanding of participants developed on the theme. On the basis of pre test, the participants with low level of knowledge were identified and special care was taken for them during the meetings and the theme was revised with them.

Key issued discussed at the AGG meetings

In the meetings, irregularity of menstruation periods, its indicators, reason, preparation to face it, possible duration of this problem was discussed. During the discussion, some of the adolescent girls told about their problem of irregular menstruation periods. Fooding and MHM specially during menstruation period, regularity in school during menstruation by adopting MHM practices, availability of water and soap in school toilets, non awareness about the date of starting of menstruation cycle, lack and unavailability of cotton cloths, scolding and restrictions by elder family members if the absorbent cloth is kept or burnt with other cloths, cleanliness and maintenance during menstrual periods, various types of health related problems during menstruation period were also discussed. Some of the participants informed that they suffered from infection when used unclean cloths. The girls told that they felt hesitation in demanding for materials of hygienic management and embarrassment in going outside frequently for changing the absorbent. The girls were suggested to contact and get advice from ANM or doctor in case of excess bleeding or any other health related problem. The PEs were told to provide knowledge to other girls using PKS materials.

Key issues arised and discussed at KGBVs

The girls were informed that the anemia can be identified on the basis of symptoms. They were told that taking iron rich foods in the meals is necessary and taking green vegetables is helpful in maintaining the good health. The girls informed that they did not know earlier the importance of IFA tablets for good health. The girls were eager to know that why do the physical changes take place during the adolescence, what are the reasons for pains during the menstruation period and whether is it necessary to happen the menstruation process. They were informed about the infections due to lack of cleanliness and sanitation during menstruation period. Myths related to menstruation were also discussed. They were suggested to demand for sanitary pads from the warden. Benefit of drying the absorbent cloths in sunlight and problem in disposal of absorbent cloths was also discussed. Some of the students told that they are not able to study well during menstruation period because of lack of concentration. During the meeting, the students decided that they will make aware and give knowledge on MHM to their mothers, sisters especially younger sisters and other girls in the village. They also decided that they will motivate other girls to consume the IFA tablet given to them. They will also give the knowledge about kitchen gardening to the girls in the villages so that they can produce green vegetable at the home itself.

Bi-Monthly Mothers' Groups Meetings

1,335 meetings of mothers' group were organized. The bi-monthly meetings were organized in 50% project villages in each month. These meetings were participated by 20,736 women. The meetings were based on the theme of the month. The themes of the last months were repeated in each meeting. Through the meetings, the mothers discussed on different issues

and misconceptions associated with menstruation, rights of girls, gender equality, education of girls, health of girls, etc. The participants shared their views in the meetings. After the meetings, they assured to follow the decisions taken in the meetings. They told that GARIMA Project has provided knowledge about the education, health, safety and other needs of adolescent girls.

The key issues discussed in meetings were: physical changes taking place during adolescence, lack of communication between mother and daughter on start of first menarche due to hesitation, various types of restrictions are imposed on girls with the start of menstruation even their education is also stopped, workload of household works on daughter specially by mothers, worrying about marriage of the daughters as she grows to adulthood, mothers do not give any type of knowledge on MHM to daughters before start of menstruation, menstruation is treated as dirty and they do not know that the hands should be well cleaned before using the cloth, hygienic management of menstruation, proper maintenance of menstruation absorbent cloths, safe and private place for daughters for changing cloths, taking bath, changing, washing and drying absorbent cloths, mothers do not become aware about the menstruation of their daughters because of lack of communication, sending the daughters school regularly and taking care for their feeding and nutrition, encouraging adolescent girls to discuss on menstruation openly, non availability of green vegetables at all time, contacting a health personnel or doctor in case of any health related problem, etc.

Meetings with Male Members of the Community

161 meetings with male groups were conducted with an average of 5 meetings in each of the project blocks every month. The meetings conducted by Project Support Coordinator of the respective block were participated by 3,184 persons. During the meetings, the focus was given on safety of girls, separate place for bathing and changing cloth, nutrition for adolescent girls, gender equity, child marriage, and importance of girls' education.

The key issues discussed in meetings were: Inability of parents to construct toilets due to lack of space and poverty; Unsatisfactory condition of school toilets, either they are damaged or are dirty whereas in some cases, the school toilets are locked and used only by teachers; The girls face problem in continuing their education after class 8th because of non availability of higher schools in nearby area; The parents are not able to provide the needed facilities to their daughters because of poverty and lack of money; Although makeshift bathrooms are made but it is very difficult for draining the water; Non distribution of poshahar and IFA tablets to adolescent girls and their vaccination; Facility of toilet at the home so that daughters and other female members need not to go outside; Equal rights of boys and girls; Arrangement for proper and nutritious food for daughters for their good health; Marriage of children specially marriage of girls; Parents do not send their daughters to school because of fear of insecurity due to long distance or poor economic condition of the household; Some participants informed that they are not able to erect the makeshift bathrooms for their daughters due to non-availability of the space and lack of proper drainage facility. Some also told that they are not able to construct the toilets due to poverty; Seven dimensions of sanitation: 1. Keep the drinking water safe, 2. Proper drainage of used water, 3. Safe disposal of human feces, 4. Hygiene of food and cleanliness of house, 5. Safe disposal of garbage, 6. Personal hygiene, 7. Environmental sanitation.

Screening of Enter-Educational Films

The films were screened at 419 places during the AGG meetings, MG meetings, male group meetings, in KGBVs, Rajkiya Ashram Paddhati Awasiya Balika Intermediate College, meetings with adolescent boys, and in upper primary schools. The film shows were participated by an average of 22 participants at each place.

During the film shows, interest of audience was seen on the subjects and role of characters in the films. Special care was taken in the selection of venue for film screening. Through the films, the audience became aware about the sanitation, cleanliness, safe disposal, etc. during the menstruation as well as the process of menstruation. They also became aware about the roles of various characters i.e. stakeholders in the society. The film screening helped the audience to understand the physical, mental and emotional changes taking place during adolescence. They came to know that good communication between mother and daughter is necessary to remove the myths. By participating in the discussions during film show, hesitation in adolescent girls was removed and they became able in breaking the silence.

By screening the films 'Paheli Ki Saheli' and 'Meri Maa Meri Saheli' in sector meetings of AWWs, the interests of AWWs in the GARIMA project increased. Understanding on the role of AWW developed among the AGG members, MG members and AWWs. The AWWs become aware on how to provide counseling on MHM. It was seen that remembering the story of the film is easier than remembering the theme of the meetings. By participating in the discussions during film show, hesitation in adolescent girls was removed and they became able in breaking the silence. The female teachers did not know that what is menstruation and its process earlier but through the film they became aware about them. The understanding also developed on the role of female teachers in providing counseling on MHM to adolescent girls. After the film shows, the ASHAs, AWWs, AGG members, and MG members took responsibility for communicating the message to other adolescent girls and mothers outside the group.

Home visits to Adolescent Girls

Home visits to adolescent girls were undertaken by the female project staffs for communicate the message on MHM. During the home visits a specially designed format was used to know the level of knowledge, services being provided by government, MHM related facilities available at the home and in school, delivery of MHM related information, etc. 5,536 home visits were completed in total in the reporting year.

Maa-Beti Sammelan

During the year, 454 Maa-Beti Sammelans were organized which were participated by 23,335 persons. The objective of the Sammelan was to initiate the dialogue between mothers and daughters to share the problems and experiences openly. The outcomes of the Maa-Beti Sammelan were: understanding developed on MHM; Mothers and daughters became aware about expectations of each other; Discussion held on problems in the villages such as need of toilets, repair of damaged school toilets, sanitation and cleanliness in the villages, etc.; The adolescent girls shared their problems and restrictions imposed by mothers; Mothers also shared their experience; The girls expected that mothers should allow them to go school and do their marriage only after the completion of legal age; Safe environment for girls should be developed in the village; The workload imposed upon adolescent girls should be divided and shared with their brothers; Special care should be given to the food and nutrition for adolescent girls.

The following decisions were taken in these Sammelans: The girls will be allowed to go to school; Mothers will do the marriage of daughters only at the legal age; The mothers will provide MHM related materials to the daughters; The girls also expect that mothers should listen to them; They will respect each other; SMC and *gram pradhan* will be contacted for cleanliness in the school toilets; Application for construction of toilet and bathroom will be given to gram pradhans; The gram pradhans will construct the community toilet and bathroom as soon as the budget is received; The girls should adopt life skills in practice; The mothers will prepare their younger daughters for menarche; ASHAs and AWWs will provide counseling to the girls.

Quarterly Interaction Meetings

783 quarterly interaction meetings of adolescent girls were organized with SMC members, CPC members, VEC members, ASHAs, AWWs, village pradhans, panchayat members. The meetings were participated by 21,505 persons. Through these meetings, the problems faced by adolescent girls came out such as they feel difficulty due to non distribution of IFA tablets and posahar, non availability of community toilet, bathroom, specially in schools, AWWs are not providing services, sanitation in the village, proper facilities in school toilets, place for AGG meetings.

During these meetings, following decisions were taken: The girls will demand in writing for the community toilet and bathroom and *gram pradhan* will construct the toilet when budget is released; The girls will prepare the list of damaged school toilets and meet SMC for maintenance of school toilets; All adolescent girls should go to school and share their problems with CPC; Whole village should be informed about the VHND, the adolescent girls will give the information and support in organization of VHND.

Intervention in Kasturba Gandhi Balika Vidyalaya (KGBV)

Objective of the intervention in the KGBVs was to encourage the participation of KGBV student girls in GARIMA Project and making their voice. To increase the interest of the KGBV students, competitions were organized at the KGBVs in Halia and Madihan blocks and participated by 94 students. The competitions were organized on *menhdi* and arts (specially poster making). The winners were awarded in three categories - First, Second and Third.

Interaction with Adolescent Boys

To increase the interest of adolescent boys and take their participation in the GARIMA Project, interaction with adolescent boy was also done. These interactions were done in 20 upper primary schools and participated by 606 boys. After these interactions, understanding of boys regarding care and protection of adolescent girls in their respective villages was developed and they shown their commitment to ensure it.

Participation in AAA Meetings

The project staffs participated in the AAA (ASHAs, AWWs, and ANMs). The purpose of the meeting was their capacity building on GARIMA Project and solution of the problem being faced in implementation of GARIMA Project. During the year, 66 AAA meetings were participated by the project staffs.

Project: TARA Akshar+ Prgramme – Supported by Society for Development Alternative

TARA Akshar+ ICT Based Literacy Programme (for women)

A. Mobilization and Coordinator of TARA Akshar+ Instructors

- 30 TARA Akshar+ Instructors were appointed under the programme. Each Instructor was placed at a women literacy centre known as TARA Akshar+ Centre

- Each instructor was provided supportive supervision for the functioning of the TARA Akshar+ Centre
- When any position of the Instructor become vacant, new candidate was identified and recruited followed by a training
- The instructors were given extensive training to ensure that the methodology of teaching and class room environment and practices are rigidly followed.

B. Mobilization of Learners

- Mobilization of learners and community participation for every new cycle at the village level where centres are located were done.
- 30 learners (in three batches of 10 each) were mobilized for each centre
- Awareness created among the community for participation in the TARA Akshar+ women literacy program at the local level
- Awareness was also created among the community to participate in the Gyan Chaupali

C. Centers establishment, enrolment, batch formation and functioning of the TARA Akshar+ Centres

- 30 TARA Akshar+ Centres established in each teaching cycle and all required teaching and learning materials arranged
- Batches formed and the women who shown their willingness to undergo the literacy programme were enrolled at the centre
- All the learners enrolled at the centres were provided with the learning materials
- Special care was taken at the time of establishment of the centre like security and safety of the learners, easily accessible place, hygienic place, proper ventilation and light, etc. A signboard of TARA Akshar+ Centre was placed at the centres
- All the learners enrolled at the centres were encouraged to attend the centre regularly
- Regular monitoring of centre operations was done to find out the issues, if any, and to take corrective or remedial actions. Weekly monitoring reports were submitted to the Society for Development Alternative, New Delhi

D. Coverage

- 30 TARA Akshar+ Centres were functioning in each teaching cycle
- 30 learners were enrolled at each Centre for 4 teaching cycles. Therefore a total of 3,600 learners were enrolled and completed the literacy programme
- 900 new learners were also enrolled in the month of March 2016. This batch will continue upto the month of May 2016.

E. Final certification and graduation ceremony of the learners passed

- Graduation ceremony was organized to distribute Certificates to successful learners and they were awarded the certificate of participation in the programme
- Feedback from learners and community obtained for the improvement of the programme

F. Continuation of learning – Gyan Chaupali, a sustainability model

- After completion of each teaching cycle of TARA Akshar+ literacy programme, the learners were given opportunity to keep continue the learning at Gyan Chaupali for six months.
- The Gyan Chaupalis were established at a convenient location so that the attendance of the learners could be maximized

- Different books and literatures were made available at the Gyan Chaupalis to help the learners continue the learning.
- A specially trained staff in the name of TARA Saheli was appointed at each Gyan Chaupali to facilitate the learners in reading, writing and playing educational games.
- The Gyan Chaupalis function daily to maintain the receptivity of the students.
- Regular visit was carried out the representative of the organization to the Gyan Chaupalis for identifying issues and concerns, providing solutions, ensuring that things move smooth, monitoring of the facilities and infrastructure, reporting, etc.
- Starting from the month of October 2015, 124 Guest Speaker sessions were organized at the Gyan Chaupalis to enhance the knowledge of the learners and to increase their interest in the education and attending the Gyan Chaupalis.

Project: Land Legal Literacy Training to Women – Supported by Rural Development Institute (Landesa)

Land Legal Literacy Training was imparted to the rural women with giving focus on single woman. The women were provided knowledge on land rights of women focusing on joint pattas. They were also provided knowledge on various government social security schemes for women. The training was conducted in the Madihan and Lalganj blocks of Mirzapur. The coverage under the training is as under:

Month	No. of women trained		
	Madihan	Lalganj	Total
September 2015	386	-	386
October 2015	566	-	566
November 2015	457	-	457
December 2015	725	-	725
January 2016	629	517	1146
February 2016	569	884	1453
March 2016	586	873	1459
Grand Total	3918	2274	6192

Note: The training in Lalganj block was started from the month of January 2016.

Project: Move & Improve Project (Early Childhood Care and Education) – Supported by Swiss Academy for Development, Switzerland

Selection of target villages

- Village assessment form developed
- Potential target villages and communities identified
- Assessment of villages and vulnerabilities done
- Criteria for selection was: non availability of AWC in the community, enough number of children to be enrolled at ECCE centre is available, the community belong to *dalit* backward/Muslims, community can provide building/space for running the ECCE centre, illiteracy is very strong in the community, mothers were specially enthusiastic to support the establishment of the ECCE centre. At many places elected village council president provided support and cooperation in establishment of the centres.

Community mobilisation to support ECCE centre

Activities conducted

- Liaison with Gram Pradhan (village council head) and panchayat members to support the ECCE centre
- Community awareness about the project activities, activities to be carried out at ECCE centres, benefits of the ECCE centre to the children, explaining the similarities and differences between ECCE centre and AWC. The most important differences between ECCE centres and AWCs are as follow:
 - ECCE centres are regular whereas AWCs are irregular
 - ECCE centres are equipped with playful materials whereas it is not in AWCs
 - If any child of ECCE centre is absent, the caretaker or facilitator make a home visit whereas this process is not available in AWCs
 - ECCE children bring the lunch box whereas cooked food is not available in AWCs
 - ECCE centres has strong community involvement which is absent in AWCs
 - ECCE centres are for holistic development of the child whereas it is not in AWCs
 - ECCE centre is non- bureaucratic setup whereas AWC is a bureaucratic setup
 - For ECCE centres, the venue is provided by the community but in AWCs, the venue is either a government school or rented house.
 - Mobilization of community to support in the establishment and running of ECCE centre, to provide support in the form of building/space, materials, etc.
 - Mobilization of parents to send their children to ECCE centre timely and regularly, support in running of the ECCE centre, provide lunch in the lunch boxes. It was done in the form of code of conduct to make the community more responsive.

Topics discussed and outcomes of meetings

- Topics of the meetings: Project objectives and activities, development of children, child rights, child education, government schemes related to children (immunization and health care, care of malnourished children, protection of child rights, and nutrition supplement at AWC), non-availability of the ICDS services in the community, child education, hygiene and cleanliness, objectives of ECCE centre, establishment of ECCE centres, facilities at ECCE centres and its benefits to children, support of community in establishing ECCE centres, preparation of children for school enrolment.
- Outcomes of the meetings: Community became aware on the scheme of ECCE centre. The community provided its support in the form of building/space for running the ECCE centre and in the form of needed materials. The mothers become ready to send their children to the ECCE centres and taking back to home. Community also become aware on the child rights, importance of games and play, importance of pre-school education, child health, hygiene and cleanliness, etc. The community also contributed in the form of labour in establishing the ECCE centre and development of infrastructure and teaching learning materials.

Appraisal of ability to support ECCE centre

The community is able to support in functioning of the ECCE centres. in the following ways:

- Labour contribution in constructing new houses as school building
- Renovation of premises through labour contribution
- Labour contribution in developing playground
- Labour contribution in making learning and play materials
- Providing space for ECCE centre and make it usable for ECCE centre
- Preparing / providing rack for putting the materials

Recruitment process ECCE children

After final selection of the project villages on the criteria listed earlier, the survey of children through a structured survey format was completed. The criteria for selection of the children was age of the child (3-5 years), non-school going children, belonging to dalit/backward/Muslim community, priority was given to girl child.

ECCE management committees meetings

During the reporting period, 50 ECCE management committees formed. Community was mobilized and encouraged about the importance of management committee, later the guardians of the children came forward in forming the management committee. The mothers of the ECCE children, members of the local SMC, facilitator, caretaker form the management committees. The descriptions of the meetings are as below:

- Topics discussed: Roles and responsibilities of the committee, support in smooth functioning of the ECCE centre, watch on functioning of ECCE centre, mobilization of community to support the ECCE centre, support and cooperate with ECCE facilitators and caretakers, suggesting in improvement of ECCE centre. The roles and responsibilities are established in the form of code of conduct.
- Activities conducted by committees: The committees are keeping watch on the ECCE centres. The committees mobilized the parents of those children who were not full time staying at ECCE centre for all activities for the day and encouraged the children not to leave the ECCE centre and attend all the sessions set for the day. The committees mobilized the parents of the children enrolled to send their children daily to ECCE centre with proper preparation like with clean cloths and with nutritious lunch.
- Appraisal of ability to support ECCE centre: The ECCE management committees are able to support in the functioning of ECCE centres.

Capacity building for ECCE facilitators

- The facilitators were provided 6-day training on holistic child development, behavioural management and ECCE curriculum including sports and playful activities. The training was divided in two parts each of 3 days: first as ECCE in general and the second as sports. They were also provided one-day training on preparation of visual learning aids by trainers from DWO, Nepal.
- The caretakers were trained on toy making with local materials by trainers from DWO, Nepal.

Buildings used for ECCE centres

The building used for ECCE centres varies from centre to centre. The type and number of centres are given below:

- Ownership:

In Private building	In Panchayat building	In Other building	Total
37	8	5	50

5 ECCE centres are running in CREDA's own school buildings.

- Structure:

Mud/Bricks & local tiles roof	Bricks & cement/ concrete roof	Total
29	21	50

Mothers' groups

New mothers' groups have been formed for each of the 50 ECCE centre. The groups were oriented on the objectives of the mothers' group, activities of the ECCE centre, roles and responsibilities of mothers' group to support the ECCE centre, how to prepare and send the children to the ECCE centre.

M&E capacity building to staff

- At the beginning of the project, the project staffs were trained on the concept of holistic child development, features of Move & Improve Project and logframe approach (especially project goal, objectives, outcomes and activities).
- The project staffs were also trained on how and when to fill up the monitoring forms and how many forms have to be filled up by each staff. The monitoring forms explained are: Classroom Observation form, ECCE centre assessment form, monitoring form to observe the mothers' group, monitoring form to assess the ECCE Management Committee, form for student observation report, form to collect the data of children enrolled at ECCE centre. The staffs were also oriented on results chain for Move & Improve Project.

Staffing facilitators

The community was made aware about the project. The requirement of the facilitators and caretakers was discussed in the community meetings. Printed application form was provided to the interested candidates. Applications received were short listed. Priority was given to those who are graduate, vocal, can provide space for establishing the ECCE Centre, who has interest to work for the cause of children, who have experience of social work and have worked with CREDA in past. Short listed candidates were interviewed and final selection was made on the performance of the candidates.

Challenges encountered and management response

Challenges Encountered	Management Response
List and explain any challenges that have developed	Briefly elaborate what was done to address the challenges
The children were not coming at the centre timely in the beginning.	The mothers were mobilized in the mothers' groups meetings and community meetings to send the children regularly and timely and the children were encouraged to attend the ECCE centre by showing them the play based activities of the centre.
The attendance decreased at few centres due to the cases of measles and diarrhoea.	The parents were encouraged to take proper precautions to keep the children safe from the diseases. They were advised to send the children to the ECCE Centre after they get relief.
Less participation of mothers in mothers' group meetings.	The mothers were explained about the ECCE centre, their roles and responsibilities and benefits of the centre to their children, and they were encouraged to participate in the meetings for the cause of their children.
Some of the parents were of the view that illiterate person can not do anything.	The peoples were motivated by giving examples and explaining the importance of education.

Lessons learnt and best practices

Area	Explanations
Project management	Better results can be achieved if proper work plan is developed and followed. – <i>Kalpana Gupta, Sub-Coordinator</i>
	Monitoring tools are very helpful in project management and improvement. – <i>Kshama Mishra, Sub-Coordinator</i>
Sport and play-based programming at ECCE centres	Sport and play-based activities are helpful in retaining the children at the centre. They also help in the physical and mental development of the children. – <i>Kshama Mishra, Sub-Coordinator</i>
Sustainability & government involvement	We learnt that for certain period, the sustainability with government support and cooperation is very important and we will work on this. – <i>Shamshad Khan, Executive Director</i>
Parental education & community mobilisation	Community mobilization is proving to be an important process that encourages the serious involvement of the community. This is targeted to village panchayat, aanganwadi centre, and the parents of the children. – <i>Shamshad Khan, Executive Director</i>
	It is envisaged that the mobilization will result in encouraging the people to take the ownership of the project in future. – <i>Benazeer Fatma, Project Manager</i>
ECCE centre management	Many interested mothers and community volunteers have come forward for creating assets / facilities in various centres. This includes restructuring of centre building, creating bamboo rack, cleaning playgrounds, putting additional windows, etc. – <i>Benazeer Fatma, Project Manager</i>
	The project provided us a good opportunity to see the daily life and living condition of poor children very closely and it encouraged us to work towards their holistic development. – <i>Maya Singh, Sub-Coordinator</i>

Case studies, voices from the field & success stories

• Case Study - 1

Women's support to the project staff is evident in Parasiya village in Madihan block. The Sub-Coordinator, Mrs. Kalpana Gupta has to walk 1.5 KMs because no transport facilities are available. The mothers of the children enrolled at ECCE centre decided to give protection to the field staff during her walking to the main road. Whenever Mrs. Kalpana Gupta goes to Parasiya centre, 10-15 women join her to leave at a place where she is able to get the transport. This indicates that how women of the village feel the protection of the project staff and important responsibilities.

• Case Study - 2

Arti Devi aged 4 years lives in Pawanri Kalan of Halia block. When ECCE centre was opened in the village, no such facility was available to her earlier. The girl Arti Devi herself came running to the centre and her mother told the facilitator that she is interested to participate in the ECCE activities. This shows how the ECCE activities provoked a small child to come to the centre and be the part of all of the activities of the ECCE centre, Pawanri Kalan.

- **Case Study - 3**

Sandhya, age 4 years, was very docile in the beginning at ECCE Centre, Sardarpur, Halia block. After passing 15 days, she has become very active and participating in all the activities. She also gives her introduction and tells the name of mother and father and the name of the village she belongs. She often says her mother to clean her cloths and the mother listen to her demand. Cleans the cloths every alternate day and takes her to the ECCE centre. At the end of the centre, the mother comes to the centre and takes Sandhya with her to the home.

- **Case Study - 4**

Soni walks 1.5 KMs daily with her mother to reach ECCE Centre situated at Gurgi in Halia block. Soni is 4 and half years old. She is the first generation literate in a dalit family. Her father Mr. Munni Lal is indebted to a local moneylender for 5,000 rupees. There is no any other means of education around Soni's house. AWC is 3 KMs away from her house. Soni's mother feels herself as a proud mother. She every morning arrange water for the bath for the girl and also washes her cloths. The men folk in the village every year migrate to other places for harvesting of crops. Only women and children are left back home. Thus, the family is living in well below poverty line but opted to educate the girl child which is an example in this category of the family.