



# Annual Progress Report

2024-2025

**Centre for Rural Education and Development Action (CREDA)**

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### Move & Improve Project (Phase 3)

Holistic and play-based ECCE and remedial teaching for Children of Rural Marginalized Communities

Supported by Swiss Academy for Development (SA4D), Switzerland

### Early Childhood Care and Education (ECCE) Programme

#### Government engagement at block level ensured and community mobilized

##### Orientation programme

The orientation of village level local officials was organized in all 30 project villages in three blocks. 323 people participated in this orientation programme. The motive of the orientation was to spread the accomplish running of ECCE centre in their respective areas and inspire them for their support and address the needs of marginalized children and community. If any kind of problem comes across in the running of ECCE centre or in the community, these official members aim to promote community leadership and identify many possible ways to resolve the issues in as they have multiple authority and knowledge regarding the village. As these local officials are from the villages and block so they have better understanding of the problem which become the hurdle in the life of our ECCE beneficiaries, they can resolve it more effortlessly.

In the orientation session we explain so affectionately the needs of childhood, makes their understanding more vibrant and they feel the urge of protection needed in this phase to all children motivates the officials to actively resolve the problem on local ground and support whenever needed in smooth running of the centres.

11 to 12 members, who are active and working at block and village level, participated in the orientation programme. They belong to following categories: Aanganwadi Workers, Government school teachers, ASHA worker from health department, *Gram pradhan* (village council head), Village council ward member, President of ECCE management committee, Block Development Council (BDC) member, and ANM (Auxiliary Nurse and Midwife).

In the mid-way we serve all officials with some snacks as refreshment and to honour them with delicacies. At the end of the session, all the attendees were thanked for giving us their precious time for the betterment of our upbringing little stars of the villages and were requested to support the ECCE centre team when needed.

##### Government provisions to ECCE children

Government officials were contacted and mobilized for delivery of the ICDS and health services to the children enrolled at ECCE centres. Due to this effort, the ECCE children got following benefits:

- Measurement of growth (height and weight) of children.
- Nutritional supplement.
- De-worming tablet.
- Oral Polio Vaccine (OPV).
- Dose of Vitamin A.
- Iron syrup to children.
- Vaccination of some children.
- Health checkup.
- ORS and anti-allergy medicine.
- Vaccination of newborn children.
- Diagnosis of skin allergy and providing medicine.
- Testing of blood group.

Note: Some services have been provided 2 or more times, hence the number of beneficiaries is more than target number of children.

### **ECCE centre management committees**

30 ECCE centre management committees formed in last year were functional under the project. There are 300 members in the committee with 10 members in each committee. The meeting of the ECCE management committee is organized on quarterly basis. ECCE management committee is actively playing their role in the smooth running of the ECCE Centres in all project villages. The members of the committee help the ECCE staff in the maintenance of the ECCE centre and mobilize the community to support overall activities of the centre.

Members of the committee are prepared to liaise with village level ICDS staff to get all services accessible to all the children like supplementary nutrition, vaccination, de-worming tablet, vitamin A syrup, health check-up on time. They have got a brief description about the benefit of ECCE activities like how playful activities can lead to better overall development of child and how mother group training and meeting can stimulate the understanding of mother in the upbringing of their child, so they can monitor the changes and motivate all for regular attendance of the children.

Members of the management committee evaluate the development of children and pass it to others and help the staff in their need while running ECCE centre. In management committee meeting, they are told about developing good habits for better health and hygiene maintenance in the community. The committee members were explained the importance of annual function and were asked to help ECCE staff for good arrangement and liaise with the local official to give their support.

### **Local officials, service providers, elected representatives and community leaders mobilized**

Local government officials, service providers (ASHA, Aanganwadi Workers and teachers), elected representatives (like members of block level councils and village councils) and community leaders were contacted and mobilized to provide their support in the project activities specially in new villages where ECCE centre was to be opened. The purpose of the mobilization was to get services under government provisions to the ECCE children, getting suitable space for establishment of the centre, smooth running and monitoring of the centre. With the support of gram pradhan we got space for running the ECCE centre in government school building, panchayat bhawan and community hall.

## Parents and caregivers sensitised and aware of their entitlements

### Parental Education session

The community in which the ECCE centres are running lacks behind in education. They are not aware of their roles and responsibilities regarding their children. Parental involvement in child education improves their attendance and behaviour. This session help us to sensitise and motivates parents and caregivers to create child-friendly atmosphere in their surrounding and family to ensure the better physical, cognitive, emotional and social growth in child. We inculcate the values that children flourish when their home and school settings provide constant encouragement, support and direction to them to move further.

In the ECCE centres, communities most of the fathers are out of villages to different states to earn money for better living of their family. Mothers and grandparents are the caregivers of the children, we target them and include topics to spread awareness like:

One session of the parental education was organized during the months May to July. These sessions were participated by 1,143 parents and caregivers on an average of 37 per session.

Following topics were covered in these sessions:

1. Introduction of the organization and the project,
2. Registration of birth and death – importance, uses, advantage, and application process,
3. Benefit of vaccination and why it is necessary,
4. Cleanliness of surrounding,
5. Importance of personal hygiene and how to adopt it,
6. Ways to keep water safe for usage,
7. How to protect food from getting infected,
9. Harmful effects of open defecation,
10. Role of mothers' group in holistic child development, protection of child rights and child protection.

The above topics were covered under following 4 sessions:

1. Child Development, Birth Registration,
2. Vaccination, Dose of Vitamin A,
3. Nutrition for Children, and
4. Sanitation and Hygiene.

The sessions were conducted through lecture and discussions. In this session, we also explained the participants the importance of visiting doctor, if the child is not well and not trying all those witchcraft activities.

The second session was organized in December 2024. This was participated by 1,174 parents and caregivers on an average of 40 persons per session. The agenda of this session was:

- How to create a child friendly atmosphere at home, safe and secure – safety from stranger and free from hazards. Parents should be very affectionate towards their children to make them comfortable. Try to maintain positive discipline to make them learn right behaviour. Appreciate and encourage your child for their better performance in future.
- Importance of vaccination for healthy development of children.
- Importance of birth and death registration.
- Awareness regarding vitamin A, de-worming, iron syrup and nutritional supplement. Needs and importance of all these.

- How to make sure to get the balanced diet that the child body needs. Parents were advised to add variety of green leafy vegetables, limit unhealthy foods, less use of refined sugar instead use jaggery or local sweetener, eat less amount of salt, especially do not sprinkle salt on food while eating.

## **Community fully mobilised on ECCE, importance of education, child protection, child rights and health issues**

### **Community mobilization**

The community in the project villages was mobilized through various activities i.e. community meetings, mothers' group meetings, home visits, ECCE management committee meetings, contact and liaison with local officials and service providers, and elected representatives like gram pradhan, village council members, etc.

Through the village/community level meetings, the community was made aware on the project activities, importance of holistic development of children, and benefit of the ECCE centre to the children and was mobilized to support in establishment and running of ECCE centre. The parents especially mothers were made aware on the importance of needs, care and education of younger children and their role in holistic development of their children. They were also mobilized to send their children to the ECCE centre with fresh food and safe drinking water regularly and timely, motivate the children to stay in the centre for full time, and support in the running of the centre, health and safety of children, etc.

### **Organize regular village/community level interactive meetings, discuss the issues and mobilize active community participation in project activities**

Community meeting was organized in the month of September 2024, which was participated by 960 persons with an average of 30 participants per meeting.

This time the topics discussed were as under:

1. Importance of education, how to build a profound foundation of children in the early stage to give them a better structure. Role of community in forming it.
2. Responsibility of community to approach every family in village to send children regularly to ECCE centre for their better development.
3. Community should play a vital role in the village to maintain cleanliness and hygiene in the surrounding to avoid diseases.
4. Basic availability of treatments in the primary health centre in the block. Motivated community to go to government Primary Health Centre (PHC) for treatment not to the non-registered doctor in village.

Outcomes of the meetings:

The community is much active and shows good response towards their children. The parents are sending the children to the ECCE centre regularly. The people nearby the centre is supporting in the activities of ECCE centres, monitoring of the centres, mothers are playing their part and trying to understand the needs of early childhood and have become more careful about their child. The community now stands up and assures that they get benefit of ICDS and health services from government officials. The community is helping the staff in arranging the necessity of ECCE centre by supplying clean water, old clothes for making playful materials, contributing manpower in building of toilet for ECCE centre.

Now the community is aware of all the services and treatment available at PHC, like rabies vaccination, etc. they assure to visit PHC for treatment of illness. The responsible elders of community motivate mothers to send children to ECCE centre on time. Now fathers also understand that their role is also important in the upbringing of children.

### **Mothers' group at each ECCE Centre are functional**

One mothers' group formed at each new ECCE centre. Mothers of all children enrolled at the centre are member of the group. There are 30 mothers' groups members in total in three project blocks.

### **Build the capacity of mothers through monthly meetings and facilitate their meetings**

The meetings of the mothers' group were organized during the reporting year. During these meetings, the mothers were made aware about the objectives of the project and activities being carried out at the ECCE centre, importance of ECCE, the needs of the younger children and how they can fulfill it and support in overall development of children. The mothers were encouraged to take care of the children especially in winter, send them regularly to the ECCE centre with fresh food and safe drinking water, support in running of the centre, actively participate in the meetings of the group, motivate the children for daily hygiene practices, etc.

During these meetings, following topics were discussed:

- Birth registration and AADHAAR Card (necessary for every child)
- Motivate mothers for sending children in neat and clean dress to ECCE centre on time
- Send healthy fresh lunch in clean lunch box
- Boil drinking water, always cover it to avoid bacteria and germs
- Use less amount of salt and sugar for your child as it is not healthy
- According to the weather, we explain safety precautions like: what to do and what not to in rainy season to avoid getting infected in the season, same precautions ideas were shared as per the weather.
- How to recognize the symptoms of viral diseases. Do not overlook it.
- How to keep your family and children safe from communicable diseases.

Outcome of the meetings:

We witnessed a wide range of positive outcomes of these meetings. Following are some major outcomes:

- Improved child health and nutrition
- Increased immunization rates
- Better nutrition for children
- Increased knowledge and awareness among mothers
- Improved community awareness on health and development

### **Quarterly orientation for mothers' group members**

The aim of this training programme was to rejuvenate the psychosocial health of mothers of children enrolled at ECCE centre. In the project areas, mothers are the main support in the upbringing of child and running of the family. Every time we conduct a meeting with the mothers of the ECCE beneficiaries was based on transmissive method in which the mothers were motivated to give child-friendly atmosphere, nutrition food and better upbringing to their children.

The concept of mothers training is a new line of thinking and belief that it will help mothers to create enabling environment where they meet with other women and discuss their concerns, challenges and stress affecting their lives. To create the sense of strength and security, it was necessary to make the group a comfortable place for women, where they feel the sense of belonging, practical support and emotional support in the form of the trainer i.e. block ECCE facilitator.

It was not very easy to attract the women of villages in taking part for such out of box activity in starting. It needed lots of motivation, confidence and skills to facilitate the session in starting phase. But the training received from SA4D was our main tool to engross the group and create a trusting and non-judgmental atmosphere. The role of block ECCE facilitator was enduring as it needed listening patience, expectation management and resolving conflict. This all was sorted with the well planned and relevant document of playful activities provided by SA4D.

One-day orientation was done in CREDA office with all block ECCE facilitators on play-based activities promoting psychosocial health for mothers in the last week of May 2024. Everything was planned and practiced. Out of 7 activities, we fixed to do 6 activities for the first session of mothers training. Activity number 5 was left out for the higher level training. All the activities were very interesting and engaging. All the things were planned and time schedule was fixed to execute the training in project field. The timing for two days was: 4 hours on first day and 2-3 hours on second day.

The mothers' group is the shy group of the community, so for making them comfortable while playing games and sharing their mind, the block ECCE facilitator requested males of the community to be far away from the training venue.

The session started with motivating mothers for games by telling its benefits and how it helps in building the strength and relation with your peer. Through these games you can speak out your stress and will be prepared to deal with problems in future.

During this training, mothers were excited and played enthusiastically and developed the sense of support and protection. The Block ECCE facilitator instructs them the way to play particular activity then reflect on it by making mothers speak out their feeling. Then block ECCE facilitator explains how to connect it to their (mothers) life. When all mothers gave their response then it was told them how they can apply it in their daily life problems to cope with it.

The part of Reflect, Connect and Apply was the most relevant and it created a sense of understanding to mothers that how these playful activities are for their well-being and support. Maximum mothers had a view that it will prevent them from getting in depression and prepared for resolving conflict. Views of some mothers are as given below:

- "I just want to thank the one for making these playful activities which enriched our days and will help to make our mind better."
- "The mothers' training has broken the systemic boundaries for decades and restored power in our spirits."

In the period of six months from July to December, we had two training sessions. Another training module shared by SA4D was used during these two sessions. The training-wise topics covered are as under:

### Third training:

#### 1. Health and hygiene for mothers

##### 1.1 Why health and hygiene is important for mothers especially

##### 1.2 Basics

##### 1.2.1 Dimension of health

##### 1.2.2 Basic practices to promote health and hygiene

1.2.3 Consequences of poor health and hygiene

1.2.4 Nutrition

1.3 Activities:

- Health charades
- Germ spread: (Do not) Catch if you can
- Fight the water pollutants
- Child rights and child marriage

Fourth training:

1. Health and hygiene for mothers

1.2.5 Waste Management

2. How to create a child friendly atmosphere at home

2.1 Principles and basics

2.2 Simple home activities to support children's development

1.3 Activities:

- Waste disposal

Most liked activity by the mothers is "Fight the Water Pollutants". They said that we never knew about all this properties of germs that can pollute the water and infect our bodies so seriously. They said that now we will surely do all this task to keep our water germ free and safe for drinking.

"Waste Disposal" was fun doing it, we learned a lot from it also. All the mothers played it very excitingly and were helping each other to play it properly, they were curiously waiting for their turn.

The mothers' group training was a fun and rejuvenating session for all the mothers' groups. All had a view that apart from our daily household chores and tension we spend great time during this session away from all mental pressure and works when we are invited for this session we wind up all our chores and get together on time to spend some quality times and get charge for some more role and responsibilities of the children.

The training session is liked by all and it gives basic knowledge to lead a better way of life.

Outcomes:

- Increased knowledge and awareness
- Enhanced decision-making skills
- Improved self confidence
- Increased participation in community activities
- Enhanced communication and collaboration
- Improved social cohesion
- This training specifically raised factors such as the group's leadership and support and played a vital role in improving the health, well-being and empowerment of women.

## **Project structures and systems set up**

### **Placement of project staffs**

Three staffs have been placed at block level one in each block. One ECCE facilitator and one Caretaker have been placed at each of 30 ECCE centres. During the selection of these staffs, preference was given to one who has proper space for establishing ECCE Centre and the family was ready to support her in smoothly running of project activities. For facilitators, the required educational qualification is graduation and personal attributes and knowledge to carry forward with early stage of children. For caretakers, no minimum qualification was decided but they should be able to take care of children and support the facilitator in carrying out the games and play-based activities.

## **ECCE Centre staffs trained on the play and movement-based 'learning through play' approach/ toy making with local materials**

### **One-day refresher training organized**

A refresher training workshop for ECCE facilitator was organized on 17<sup>th</sup> October 2024. The aim of this refresher training was to refresh existing knowledge, introduce new playful activities received from Ms. Seraina. Some were left to be done. Firstly, all the playful activities were played to give them better understanding, how to do it in ECCE centre.

Moving forward, we tried to introduce some new pedagogical approaches to address any gap in implementing every aspect in ECCE centres.

- Update ECCE facilitators on the latest examples related to ECCE children
- Promote facilitators to create a nurturing and stimulating environment in the centre.
- Time-to-time assessment and evaluation of children's progress through playful activities.
- Tries to increase confidence and motivate facilitators for their good works and keep it going
- Try to make your centre attractive and better equipped to support children's holistic development.

### **One-day training workshop for ECCE facilitators**

A one-day training workshop for ECCE programme staffs, including both new and existing ECCE facilitators, was organized at CREDA Resource cum Training Centre on 21<sup>st</sup> January 2025.

#### **Participants**

Attendees included all 30 ECCE facilitators and block ECCE facilitators from all three project blocks.

#### **Objective and purpose of the training**

The primary objective was to ensure a standardized approach to give a new, fresh start to the ECCE component to foster a collaborative environment among the facilitators. It serves as a platform for continuity in development, ensuring that facilitators are equipped with the latest knowledge and needed support to give their high-quality care and education for the holistic development of all the children. It also aims to create a safe space for talks, where facilitators can share their experiences, built a professional attitude to adapt ECCE best practices to their specific ECCE centre context resources.

#### **Topics of the training**

During the training, several key topics were addressed like reviewing the ECCE toolkit, with a focus on interactive playful activities and how to run the centre which included the action plan on daily work-plan and maintaining records. Some strategies for engaging parents in the learning process were discussed so that the facilitators have good hands on stimulating the community also.

We shared understanding of the programme's goals and a clear roadmap for the facilitators. Facilitators were guided through practical examples of how to integrate activities to promote holistic child development. Most importantly new facilitators were thoroughly explained about the child protection policy as they are new and to work with children, it is the most important part.

#### **Outcomes**

- Teaching quality improved, some new, practical teaching strategies, which can be implanted to improve the quality of education and care introduced.

- Confidence and motivation increased, facilitators feel more connected to their work and became more confident in their abilities.
- The training ensures that all ECCE centres within the programme are aligned in all their criteria.
- Data collection helps in analyzing their observations of children.

## **2-day residential training workshop for ECCE facilitators**

2-day residential training workshop for ECCE facilitators was organized at CREDA Resource cum Training Centre on 21<sup>st</sup> and 22<sup>nd</sup> February 2025.

### **Participants**

The training programme was participated by all 30 ECCE facilitators, block ECCE facilitators and block community facilitators from all three project blocks.

### **Topics of the training**

Our lead donor trainer spearheaded the comprehensive residential training programme for ECCE facilitators, focusing on foundational pillars: health, hygiene and common childhood diseases. The training was designed to be highly practical, ensuring that facilitators are not only knowledgeable but also capable of applying their learning in real-world scenarios within their centres.

#### **Social Mobilization & Community Participation**

A significant portion of the training was dedicated to equip the facilitators hand on the part of social mobilization and community participation. It was designed to empower facilitators to become catalysts for change within their local communities. The training session was very synergic as it included playful activities for better understanding of topics like we did community mapping to deeply have an insight on every stakeholder and person in the community who can help us to increase the community participation which help as to mobilize and stimulate the people of community to smoothen our work for better outcome.

#### **Health & Hygiene at Family Level**

The session on health and hygiene was particularly detailed to give the facilitators thorough understanding of the importance of maintaining a clean and sanitary environment, for preventing the spread of infections among young children.

#### **Identifying common diseases**

A hands-on session was for equipping the facilitators with the knowledge to identify and manage common diseases. Ms. Seraina Muller provided a detailed overview of prevalent childhood illnesses, influenza, measles, and diarrhea. For each disease, a clear and concise explanation was given about its symptoms, such as fever, rash, cough and gastrointestinal distress. Facilitators were taught how to recognize these signs early, which is vital for timely intervention.

#### **Inclusion**

The inclusion in a same group setting is a critical step toward fostering a truly equitable and diverse learning environment. It gives invaluable opportunities for social development, skill building and a sense of belonging that are often absent in segregated settings. This approach challenges traditional barriers and stereotypes, promoting mutual respect and understanding among all children. In this area, we learned a lot but most interesting for Ms. Muller were when some facilitators shared their real examples which they faced in the centre and inclusion helped needed child to enhance their skills and do better in long term.

Ultimately, this practice benefits the entire group by creating a richer, more dynamic educational experience where every child's unique contribution is valued and celebrated. Ms. Muller concluded it with, that true inclusion is not about fitting in, but about belonging.

Sharing Circle: What are your Best Practices as ECCE facilitator?

In this session, the ECCE facilitators shared a number of impactful best practices. They did many playful activities depicting their local community culture including the successful use of play-based learning with stimulating and low-cost materials. The playful activities were liked by the trainer.

### **Feedback from participants**

A very well explained module and handout containing all the topics was used during the training. Facilitators expressed that this interactive module made complex information easy to understand and retain.

Few feedbacks on the training are as under:

- "This approach not only built our knowledge and skills but also inspired us to create similarly fun and interactive learning environment for the children we work with."
- "It was a privilege to learn from someone so committed, your gesture and genuineness is truly impressive and all the learning is very long lasting." (Specially for the trainer)

### **Award of certificate**

All participants were awarded a certificate of participation on the last day of the training workshop.

### **One-day orientation workshops for Caretakers**

The orientation workshop for caretakers was not organized jointly but they were called in monthly meeting and oriented on basic topics like their roles and responsibilities, how they can support in making toys and playful activities, taking care of children, etc. We have planned to organize joint workshop in the month of July 2024.

### **One-day refresher orientation workshops for Caretakers**

During the monitoring of ECCE Centres, we noticed that some caretakers need stress management, coping and quality-care techniques to do their jobs properly and be a helping hand to the facilitator. So, we organized a refresher orientation workshop on 16<sup>th</sup> October 2024 and tried to develop the skills to provide them basic learning, how to help children with personal hygiene, meal time discipline and some play time monitoring.

For playing their role more efficiently in the centre, we taught them some 3 to 4 playful activities from toolkit which did not need much preparation and is simple, so that they can do it with the children while the time facilitators are busy with something else.

In this session, we gave them some points for effective communication with the parents and caregivers of the children when she visits them to pick the child in the morning for ECCE centre. During two trainings, we did not teach big content to caretakers but we tried to enhance their observation skill so they can help children to manage their emotion during their day activities. We try to develop the skills to provide compassionate care that meets the needs of their care recipients. This refresher training later on positively raised the quality in the caretakers supporting ability in the running of ECCE centre to the facilitators.

## **One-day orientation workshop for caretakers**

One-day orientation workshop for caretakers was organized at CREDA Resource cum Training Centre on 21<sup>st</sup> January 2025. All 30 caretakers participated in the orientation. During the training, we aimed to demonstrate a deeper understanding of positive discipline techniques, some valuable insights into child psychology. The orientation was to enhance the skills and knowledge of the caretakers, enabling them to provide basic-quality of nurturing and caring children appropriately.

As some of the ECCE caretakers do not have good hold on reading and writing, so to make the feel comfortable in the group, we do not use much theoretical concepts and try to provide practical actionable strategies for creating a safe, stimulating and caring environment.

Especially, we provided the caretakers critical information on maintaining a hygienic environment, including proper handwashing techniques and sanitation of toys and play areas. We tried to stimulate the effective communication skills in the caretakers so that they can talk positively to the parents and children. To successfully equip the caretakers with tools to improve their daily practices, we explained all their roles and responsibilities.

We even trained them how to make some soft toys, etc. which is used in ECCE centre with old available stuffs. The overall sentiment was that the training was highly relevant and directly applicable to their daily work in ECCE centres.

## **ECCE infrastructure supported and Centres established**

### **ECCE Centres established and furnished/ renovated**

30 ECCE centre were established furnished or renovated during the year. The ownership of the venue varied from centre to centre.

All the opened centres were furnished with necessary infrastructure (sitting mat, buckets to store water for drinking and handwash separately, mug, water drawer with handle, dustbin, signboard, etc.). Existing ECCE centres in Halia block renovated and necessary materials provided. Registers (for enrolment and attendance of children, lesson planner, and for writing the minutes of meetings of mothers' group and centre management committee) provided to all centres.

First aid is the initial treatment given to children of the ECCE Centres when they have some minor injuries or disorder. While playing, they hurt themselves sometimes which do not require professional assistance, and then the facilitators use needed ointment, bandage, etc. to cure it. Many a times children get minor pain in their ankle while playing, then the facilitator applies pain relieving ointment. To provide the first aid, a first aid box was given to each new ECCE centre. The box contained: cotton, small scissor, bandage, bandaid, antiseptic ointment (Cipladine), pain-relieving ointment (Omnigel), and antiseptic liquid (Dettol).

### **Basic toy, craft materials and teaching and learning materials provided**

Basic toy and craft materials and teaching and learning materials provided to each new ECCE Centres as well as to those existing centres where it is required. The materials include parachute, small and large wooden blocks, rope, pictorial chart, whiteboard, chalk, duster, etc. and materials for making more educational and play materials (chart papers, colour papers, sketch pen, cloths, cotton, scissor, gum, etc.).

## **Improved capacity of project staffs to effectively assess, implement and evaluate project activities**

## **Conduct monthly block-level learning and sharing meetings**

Monthly learning and sharing meetings were organized to share experiences by ECCE facilitators and learn the best practices and ideas for problem solving from each other. Following points were discussed in these meetings:

- Make a session/lesson plan about the activities to be done accordingly in ECCE centre. From the starting and till the end of month set various activities from toolkit and it has to be followed sincerely with different variations.
- Practise playful activities with full preparation/visual learning aids to make it more attractive and interesting for overall involvement of children.
- How and when to do ECCE centre management committee and mothers' group meeting and talk on needful agenda.
- Cleanliness and decoration of ECCE centre with updated visual learning aid.
- Updating the six learning/activity corners to support student behaviour and need for a sensory-based solution for all time activities and free play.
- How to establish parents-facilitator communication and participation.
- Motivate parents about positive engagement in playful learning methods.

## **Conduct quarterly joint learning and sharing meetings of all ECCE staffs**

During the year, three quarterly joint learning and sharing meetings of all ECCE staffs were organized. First was in the month of August, second in October and third in December.

Agenda of the meetings:

- Discussion on key performance and progress of child attendance, parents' engagement, community involvement.
- Discuss availability and accessibility of resources like: teaching-learning materials
- Infrastructure condition of the centre
- Identify areas where additional support is needed
- Feedback and suggestion on challenges faced in the field
- Suggestions for better communication while home visits

Some points on how to be a perfect facilitator:

- Focus first on children's safety, health and happiness
- Use observation and assessment to support every child's needs
- Create your own teaching and assessment tools.
- Evaluate your performance and let your curiosity rise to acquire the best.

At the end, we schedule every meeting and session plans with role and responsibilities with a positive note.

The first two quarterly joint learning and sharing meetings could not be organized timely. Since the starting of ECCE centres delayed in January, we planned to organize the first quarterly meeting in the mid April but the meeting could not be organized because of notification of parliamentary election and then severe heat upto the end of June.

**Children got opportunity for their holistic development and their preparation for mainstreaming in primary school is ensured**

### **ECCE beneficiary children enrolled**

Whenever a new ECCE centre was opened, the survey of children was conducted and 35 children enrolled in each ECCE centre. The criteria for selection of the children were age of the child (3-5 years), belonging to dalit/backward/Muslim community. Priority was given to girl child. The total number of children enrolled at 30 ECCE centres in all three project blocks was 1,050.

### **Educational materials procured and provided to the ECCE students**

Each child enrolled at the ECCE centre was provided a school bag, slate, chalk, and drawing copy and pencil individually, whereas sharpener, eraser and wax colour was given on centre basis for sharing with children in group.

### **ECCE classes for the children using play and movement based approach conducted**

The children enrolled at the ECCE centres, got the opportunity for their holistic development (i.e. physical, mental, emotional and social). The classes ran daily from Monday to Saturday for four hours a day. The activities conducted at ECCE centres, provided the opportunity to the children to develop their full potential, to build necessary life skills and more positive attitudes towards learning, thereby increasing the chances of their success in further education and in life.

The play-way method or learning through play methodology was adopted at the ECCE centres for imparting education to the children. The playful approach facilitates holistic development of the children. We believe that this approach is most suitable method for the pre-primary level children.

At ECCE centres, learning was made easy and enjoyable. Each child was given equal opportunity for full participation. Each child was provided more opportunities to learn the way s/he feel easier.

### **Annual Function, Cultural Programme and Award Ceremony at each ECCE Centre organized**

Annual function was a grand event done for the first time in the ECCE project villages. Parents and students gathered in the community to celebrate the achievements of the year. This new idea was added to bring the spark among the students of the community and it worked super amazingly and boosted students' confidence and raised a hope of doing better in the future.

The annual function was organized in 29 ECCE centres out of 30 centres. The block ECCE facilitators and ECCE centre staffs prepared ECCE children for all the selected activities which was planned to enlighten the talents and skills of ECCE children. For a check of academic development, there was a "Story Telling" competition and a "Colouring the Landscape" competition. Interested children were motivated to take part in it. To uplift the sports technique, they were inspired to take part in two different kinds of race: "Ball Race" and "Balloon Race". Even we draw up the artistic flair of the children through "Dance" competition. The programme was successful event at prime level and attracts the creative outlets and the children all together showed the community that we rise like a perfect kid in the ECCE Centre.

For the community, it was first time experience seeing their children; performing and winning awards which overwhelmed them and they got a platform to share their love and emotion for their children. The local officials of the villages took part and contributed for the decoration and management for the successful occurrence of the annual function event.

All the activities which were done by the children on the annual function day also acknowledge the overall development of the ECCE children. Through all competitive activities, children depicted their learning in front of all with full ease and confidence.

The programme was participated by following:

Block	ECCE Centre		Guests	Community Members	Staffs	Total Participants
	Children	Family members				
Halia	283	464	49	121	51	968
Lalganj	286	411	42	166	37	942
Madihan	350	529	190	289	34	1392
<b>Total</b>	<b>919</b>	<b>1404</b>	<b>281</b>	<b>576</b>	<b>122</b>	<b>3302</b>

At the end of the function, the winners were declared by the observer and all received the trophies and medals and showed off their happiness. The medal was given to the children who secured first, second and third position in ball and balloon race and the trophy was given to those who secured first, second or third position in story-telling, colouring the landscape and dance competitions. The one who tried best but did not win showed the better version of emotional development.

Apart from these competitions, one child at each centre was selected for best student for his/her overall performance and was awarded a certificate. All the children enrolled in ECCE centre were given special biscuits, wafer and candies.

### **Integrated Child Development Services provided at ECCE centres**

#### **A set of lunch box and water bottle provided to ECCE student**

To facilitate the provision of home-based meals, all ECCE children were given a set of lunch box and water bottle for bringing fresh food and safe drinking water with them. This is necessary for fulfilling their nutritional needs that plays an important role in the development of children.

#### **Health and hygiene activities facilitated**

The habit of washing hand with soap before eating lunch and after defecating have been development in the children enrolled at ECCE centres. Children play all around and touch many things. So it is a small rule for all ECCE children to wash hands with soap to prevent the spread of germs that causes infection. Soap in needed number has been provided to each ECCE centre.

Each child has been provided a handkerchief individually, which they use to clean face and wipe hands after washing. Hankies of all children are hanged on a rope with the help of a safety pin and it is numbered according to child's roll number. These are washed by caretaker of the centre often to clean it. A separate water bucket with mug is kept at each centre. Its water is used for handwash.

A nail clipper and a comb is available at each centre. Mothers of ECCE children have a lot to do house chores and they do not prioritize the cleanliness of children. So the ECCE staffs check their nails on daily basis and if it is grown and dirty then they clip and clean it with the help of nail clipper. Teaching children to check their nails at a young age develops a healthy habit so they are taught to practice this habit in this way. Also, due to busyness and at sometime carelessness, some mothers send their children without combing their hair which look very untidy then caretaker combs their hair. This is also done after rest time when children wake up to make them look orderly.

To create the habit of discarding waste things at their proper place, a dustbin is must. Hence, a dustbin has been kept at ECCE centre. Children are told to put all waste in dustbin after craft session and before going to home to keep the centre clean and tidy. This also helps in developing the habit of cleanliness in the children.

### **250 Aanganwadi workers from additional blocks trained on the play and movement based 'learning through play' approach**

Activities under this output were planned to be started in the first quarter of the year 2024-25 but could not be started because of parliamentary election held from April to the beginning of June and then severe heat in June. Therefore we planned to go forward to start this activity from July 2024.

When we contacted District Programme Officer of the district and CDPO of Chhanbe block, we found that Government of Uttar Pradesh is taking initiative to provide need-based training on different issues to Aanganwadi Workers. Therefore, decided not to do the repetition of the training to Aanganwadi Workers. Hence, we are proposed to provide training to adolescent girls using the similar budget which was meant for training of Aanganwadi Workers.

Adolescent girls from rural areas mostly belonging to poor and marginalized families need to provide training on their safety and health, specially life skills, IPC skills, personal hygiene and menstrual hygiene management.

We requested SA4D to provide us their approval for the training of adolescent girls instead of Aanganwadi Workers, which was accepted. The training shall be conducted in the next year.

## **Remedial Teaching Programme**

**Engagement with government line departments like education, health, panchayati raj, at block level ensured**

### **Liaise with government line departments**

The liaison with line government departments and panchayati raj system continued in this phase. Before opening of the remedial teaching centres in new villages, the project staffs contacted the government primary and upper primary school teachers, ASHAs (village level health workers) and Aanganwadi Workers (ECCE facilitators at government crèche), and officials of Health and Panchayati Raj departments and introduced them with the project activities and requested for their support for betterment of the children.

### **Contact and mobilise elected local officials and community leaders**

During this period also, the project staffs continued contacting the elected representatives and community leaders regularly to mobilize their support in smooth running of the remedial teaching centres. Special efforts were made in those villages which were newly selected for opening of remedial teaching centres. The staffs contacted them and introduced the concept of the remedial teaching programme and encouraged them to support in the project activities.

### **Remedial teaching centre management committees**

30 remedial teaching centre management committees were functional and there are 7 to 8 members in each committee on average. Regular meetings of the committees organized during the year.

Agenda of the meetings:

- Brief all them about how remedial teaching help students develop positive attitudes and values, establishes the foundation for lifelong leanings.
- Motivate them to do supportive superintendence to improve the quality and regulation of RT classes.
- Check on the development of the children from your side will raise the quality of the RT classes.
- Support community facilitator for the regularity of children in school and RT classes by motivating the parents.

Outcome of meetings:

The member of management committee assured as for giving their support and do possible help for the smooth running of RT classes with maximum attendance, they told whenever the community facilitator need their support and assistance they will be available. The members help the community facilitator in all awareness programme and meeting.

### Convergence with government programmes

- Rally under *School Chalo Abhiyan* (School Enrolment Drive)

The drive is aimed at attracting more and more students to take admission to government schools and the rally moves throughout the village to raise awareness and encourage parents of all children and dropout students to get the education through fresh admission. The community facilitator is in conversation with the school officials and gets to know the venue, date and time of rallies and they collect all children and support in organising the soundful rallies.

In these rallies, RT programme staffs at block and village level motivated the children to come and support school authorities to make this rally a profound programme and ensure that the message of enrolling all children in school reaches each and every family of the villages. All the remedial teaching students moved in the community chanting the motivating slogans which tells the importance of education in children's life.

- Admission of out-of-school children in government primary schools

The project field staffs collaborated with government primary schools and helped them in identifying out-of-school children who reached the age for admission in class 1 and took them to the school and admitted in class 1. They supported in getting the children admitted in the school. The government school authorities have provided a certificate (showing the list of children admitted by CREDA staffs) as the proof of CREDA's support.

- Rally under *Sanchari Rog Niyamtran Abhiyan* (Communication Diseases Control Campaign)

The project field staffs also lent a hand in the campaign of health department and spread the awareness related to the communicable diseases and educate people how to protect their family from it. The rally was supported in 16 villages (9 villages of Halia block and 7 villages of Lalganj block). In this rally, children and health officials call out the slogan related to hygiene and cleanliness and motivate all to follow some rules to be safe.

- Support in *Pulse Polio Abhiyan* (Polio Vaccination Drive)

The remedial teaching programme block and village staffs supported in polio vaccination camp in all three project blocks to make it a successful government event. Apart from this, in the month of December 2024, the community facilitators in Halia block took the children to the place where polio vaccination camp was set. 416 children in total benefited with this initiative. This was done in following villages of Halia block: Pawari Khurd, Sukhra, Rajpur, Banjari Kalan, Sikta, Umariya, Basuhara, and Babura Raghunath Singh.

- In Umariya village of Halia block in February 2025, the community facilitator Ms. Ramrati provided support in a village health, sanitation and nutrition meeting. Her contribution in explaining the benefit of hygiene practice was commendable.
- In the month of March 2025, in the camp on Menstrual Hygiene Management and health topics, promoting cleanliness and awareness the contribution and cooperation of community facilitator in the making the event successful was tremendous in Umariya village of Halia block.

- The community facilitators supported in celebration of International Women's Day in Umariya and Badohi villages of Halia block on 8th March 2025. They raised awareness among women about their rights and equality.

## **Community, especially parents and caregivers, sensitised and aware of the importance of child education, child right, child protection and health issues**

### **Remedial teaching (RT) centres**

30 remedial teaching centres were running in the year. Whenever a centre is to be opened, the block facilitators visited in the villages, contacted the local people and got some first-hand information about the village including communities in the village and their economic condition, educational setup and rough number of school going children preferably belonging to dalit/backward/Muslim communities, availability of potential candidates who can be placed as community facilitator, interest and readiness of community in supporting the project activities in various forms, etc. Then the peoples were told about the project and its benefits. If they showed their interest and ready to support then the staff proceeded for selection of the village and community facilitator.

### **Community mobilization**

Community meetings were organized during this year, which were participated by a large number of persons. The purpose of these meetings was to make the community aware and mobilize them to support in the project activities.

Following discussions were held during the meetings:

- Maintaining regularity in school and remedial teaching classes for better education in which they need equal support from everyone from their surrounding.
- Birth registration and AADHAAR Card are must for all children in which the role of community is very must because only mothers can not avail all these facilities for their child. So, it is must to stimulate the male of the community.
- Importance of education in the life of children and awareness related to education is must to be spread in the community which is done through this meeting.
- How to keep a count on behaviour management of children in their daily routine for their better emotional development.
- Role and responsibilities of parents and caregivers for best upbringing of children.
- How to keep a count on behaviour management of children in their daily routine for their better emotional development.
- Role and responsibilities of parents and caregivers for best upbringing of children.
- Provide nutritional food to the child and mother for their better health which help them to do better in life.
- How to provide balance nutritional diet to growing children from locally available fruits, vegetables and cereals despite of low income and availability.
- Discussion on disadvantages of child marriage which ruins the life of the family and effect the community in long run.
- Not only mothers can bring a change in eating habit of the family and shift it to healthy and nutritious eating, so it is needed to spread knowledge for healthy and balanced eating to the other part of community.
- Human trafficking at very low and hidden level is also playing a part in the backward community. So making the community aware is a very sensible way is much needed.
- Maintaining the hygiene practice is also being discussed in these meetings.
- Upgrading the status of women and necessity of a healthy (physically and mentally) women for a better community is also very important and spreading alertness about this to the male part of

community is very important which change the perception of the community towards the mothers which build the strength of children.

- Making the community aware about importance and benefit of vaccination of adolescent girls.

The participant assured that they will motivate the parents to send their children to school and remedial teaching class regularly, will spread the message and knowledge they got from these meetings to other people in the community and encourage them to follow these advices.

Outcomes of the meetings:

The community meeting is an effective way to share information, listen to the problem faced by them and it builds very strong trust bond with the parents and caregivers of the children. The meetings wind up with a satisfaction that community became aware on education, health and hygiene, how to protect their family from non-essentials issues (like child marriage, child abuse, etc.) and most importantly how to use their rights.

The community members assure that all will take on hygienic practices for their better health and try to feed healthy foods to children and adapt all for the well-being of them, so that they can perform better. Parents agree at the node that they will regularly send the children to school and remedial teaching centre and will motivate other also to do the same.

In the community meetings, we tried to inspire the male group of the community for upgrading the status of women of the family as it is necessary that women should be at their relieve point so that they can be healthy (physically and mentally) because they are nurturing the future of community. The male group assured to take care of them and fulfill their necessity which is possible. The community meetings ended up at the positive points and the changes at some places are being witnessed.

The women of community told that they never knew about adolescent girls vaccination, they came to know about it after the meetings and awareness programme done under this project. Through these meetings, we came to know that it is available in the block PHC.

Mothers assured that they will regularly send children to school and RT classes. Fathers told that they will also look after their children's activities.

This time during the community meeting, we have done "Parents-Facilitator Meet" also in which community facilitator personally advised some points to parents and guardian to be looked after and they should give time to their children except their household chores and services.

Feedback of parents:

- Before children do not go to school regularly because they were unable to complete the home work they get from as we are illiterate and unable to help them but now as they get their home work done in RT classes so willingly go to school.
- After attending RT classes, children got interest and they inclined towards study so now we as a parent also try to provide them all possible facilities and help them to build their future.
- The community facilitators motivate children for regularity in school which has raised children's standard of knowledge.

### **Engagement of mothers' groups**

Out of 120 mothers' groups were functional in the year. One group has been formed and is functional at each batch of remedial teaching and mothers of all children enrolled in that batch are member of the group.

Meetings of the groups:

Regular meetings of each group were organized during the reporting year.

Agenda of the meetings:

The meetings were organized to motivate the mothers and enhance their capacity on importance of education, sending children to school and remedial teaching centre regularly, assure the regularity of children on time to RT classes according to their batch turn and time, rights and protection of children, and health of children, needs, health and care of adolescent girls, how to protect children and yourself from communicable diseases which is very common in villages, how to maintain hygiene and cleanliness in your surrounding for better health and growth of children, motivate your child to do their homework and at least study for one hour in the evening.

Outcome of meeting:

- Mothers assure that we will not stop child from coming to RT classes for any other work.
- We will maintain hygiene rules to make our strong and disease free, so that they can focus on studies.
- Despite of the household chores we will sit with them in evening and let them study, although we are not educated but we will motivate them to read and write.
- For any health problem, we without delay will take them to PHC and give them medicine on time.

### **Progress monitoring**

The block and community facilitators do home visits to meet parents on regular basis. They both try to meet family to make out that if child face any problem in particular area then they make strategies to solve it and make it easy for children to overcome their problem.

Block and community facilitators occasionally meet the government school teachers and randomly try to evaluate the performance of children attending remedial teaching classes. At some places we get written appreciation from school officials that the remedial teaching class attending children are comparatively doing much better performance in class and do their homework on time correctively with the help of community facilitators.

To monitor the progress of children, community facilitators conduct test (oral and written) for all children every two months and evaluate the performance of children in particular subject and in future work on that area where they lack behind. According to the progress of children, next month syllabus is decided and the topic in which they lack is highlighted for next month teaching.

### **Visit of Parents to School**

The block facilitator motivated the parents of RT students to visit primary school to meet the teacher of school and to know about the academic progress, strengths and areas for improvement.

After many requests the parents, in many villages in Halia and Lalganj block accompanied our block and community facilitators and went to school and gained insights into their child's educational development so they can support and encourage their learning. Parents received feedback from teachers about their child's performance.

This happened for the very first time in villages, that parents are taking interest in their child's education. The community meeting played a positive role in mobilizing parents for this.

In the month of August 2024, parents visited the school in Pavari Khurd, Baudara, Sikta, Babura Raghunath Singh and Badohi villages in Halia block and in Godar Kalan, Dhasara, Charki Gudiyavan, Mahadev, Jaikar Kalan, Bami, Patar Kalan, Nai Basti and Kolkam villages in Lalganj block.

The school faculties were very much happy and appreciated the approach of CREDA's staff that it happened never before that the parents of village are taking part in their child's education.

We have received 43 appreciation letters from government school principals in every block (Halia 24, Lalganj 10, Madihan 9). In common, all have appreciated that RT community facilitators has helped us in getting our "Proficient education goals" decided by the government, aiming to ensure that every child in the country acquires foundational literacy and numeracy by the end of Grade 3. The principal of schools have acknowledged that all the community facilitators have helped us to achieve our goal through their innovative way of teaching with playful activities which has captured the interest of children in learning and grasping knowledge, so they regularly come to RT classes and school and have reached the proficiency goal.

"I hereby express appreciation for the wonderful teacher of our community who put so much effort and energy into educating our marginalized children." – Principal, Primary School, Mahadev, Lalganj

The principal in Kolkam village of Lalganj block had a meeting with all guardians about the children's learning and their behaviour towards studies then all parents told that it has raised to an extent that now children are worried for their class work and homework just because of remedial teaching classes. So the principal value the positive behaviour and hard work of the community facilitator.

The local officials and school authority thanked and appreciated the support of the community facilitator in Patar Kalan village of Lalganj block for her remarkable contribution in all national programme celebrated in school premises.

Once in the RT class in Baudara village of Halia block, the school principal and assistant teacher visited all of a sudden and found a very attractive teaching aid was being used to explain the topic to the student.

The community facilitator in Pawari Khurd village in Halia block is always been noticed for her very polite way of talking and explaining everything to the children of remedial teaching class.

The community facilitator in Kolkam Kalan village of Lalganj block has also got an acknowledgement letter for her excellent way of delivering general knowledge to the children from a private school affiliated to Central Board of Secondary Education in the village.

## **Project structures and systems set up**

One Block Community Facilitator has been placed in each block. There is one staff Community Facilitator is placed in each of 30 project villages.

## **Community Facilitators trained on curriculum based effective teaching methodology, child education, child protection, child right and health related issues.**

### **One-day refresher training workshop**

The refresher training for community facilitator was organized on 15<sup>th</sup> October 2024. In this training, we started with all the playful activities provided to us by Ms. Seraina in her last visit. Ms. Seraina did many of it in her training session and some were left out, so we did all of it which was very good to acquire more activities and new games for children of RT classes.

Some other important points for better running of RT classes was shared in this training. As RT classes batches are of mixed grades students so sometimes these can be some problems to students in

understanding their concepts to create a learning and problem-solving atmosphere in class, community facilitator should do observation assessment, create bridge crossing evaluation, self-reflection. These points were explained properly so that the community facilitator can do her lesson planning accordingly to give maximum benefits to learners. Most importantly children's foundation education should be done immensely instead of forcing them to get into broad subjects.

### **One-day Training Workshop for Community Facilitators**

One-day training workshop for community facilitators was organized on 22<sup>nd</sup> January 2025 after the winter break. The staffs gathered in the training to re-energize and refresh their approach to the remedial teaching classes. The focus was on ensuring a smooth and effective start with some newly established centres and many old, newly enrolled children also needed a new start.

#### **Topics covered**

A key discussion was on reviewing the core goals of the remedial teaching and the specific strategies we will use to help our newly enrolled students to catch up their studies. We revisited the fundamental principles of remedial teaching.

Discussion was also held on the importance of individualized attention, tailoring lessons to meet each student's specific learning needs, and how to create a supportive, encouraging environment, which is must for new children.

We also shared new effective teaching techniques and resources to make learning more engaging and impactful. A quick revision of some playful activities from toolkit was done to rejuvenate facilitators mind and tell the importance of playful activities for overall development of child and long term enhancement of their personalities.

#### **Outcome of the training**

The remedial teaching classes are back in full swing with all positive energy of the dedicated staffs with a consistent believe of helping the students in marginalized communities to succeed in future.

### **2-day residential training workshop organized**

A 2-day residential training workshop was successfully conducted at CREDA's Resource cum Training Centre on 19<sup>th</sup> and 20<sup>th</sup> February 2025 for the remedial teaching field staffs. The training was facilitated by our esteemed head Ms. Seraina Muller from SA4D aimed to equip the staffs with essential knowledge and practical skills to enhance the wellbeing of the children they work with. The comprehensive curriculum focused on crucial topics such as life skills, menstrual hygiene management (MHM).

#### **Participants**

All 30 community facilitators and 3 block community facilitators participated in the training, demonstrating a strong commitment to their professional development and the welfare of children in their case. Block ECCE facilitators from all three blocks also joined the training programme.

#### **Topics of the training**

The training was meticulously designed to be very interesting, interactive and participatory. The sessions were lead by Ms. Seraina Muller, who brought a wealth of experience and expertise to the programme. The session included practical demonstration, playful activities and group discussion to reinforce the key messages, enabling the better learning in facilitators. Through role-play and case-studies, the participants learned to create a happening and supportive environment in their classes, to foster self-confidence and resilience in children and community.

Following topics were covered in this training:

#### Menstrual Health and Hygiene Management

The module covered fundamental concept of personal and community health. The segments were dedicated to empowering facilitators with tools to each essential life skills to beneficiaries. Recognizing the critical importance of MHM, a dedicated session was held to address this sensitive topic. The facilitators received comprehensive information on the biological aspects of menstruation, the use and disposal of sanitary products and how to create a safe and open space for girls to discuss their concerns.

#### Girl's Right

To understand fundamental human rights as they apply to girls, group discussion on challenges of discrimination they have faced as a girl was very insightful. Ms. Seraina Muller trained the facilitators about rights against abuse, child marriage, right to free education, right to health services and many more, how and when to imply on all these. Even they were handed over some handouts related to it.

#### Gender Equality:

This part of training was started with a group discussion with all the participants in which they were asked to write about their feeling, advantage and disadvantages of being a girl or boy, it came out very interesting to know about our facilitators' feeling they had in their heart and minds. Many feelings unfolded like how they were stopped from many things being girl and their brothers benefited it.

#### Social Mobilization & Community Participation

The training session was very synergic as it included playful activities for better understanding of topics like we did community mapping to deeply have an insight on every stakeholder and person in the community who can help us to increase the community participation which help as to mobilize and stimulate the people of community to smoothen our work for better outcome.

#### Inclusion

As for ECCE facilitators, this topic was also covered in the training of community facilitators.

#### Sharing Circle: What are your Best Practices in RT Facilitation?

The most liked session by the trainer was when facilitators shared a number of impactful best practices. The facilitators highlighted the effectiveness of individualized learning plans based on the power of multi-sensory teaching methods to engage students with different learning styles. The emphasis was on fostering a positive and supportive classroom culture for building student's confidence and motivation.

#### Feedback

The training was an invaluable experience for the remedial teaching facilitators. We are immensely grateful to Ms. Seraina Mullar for her generous support, insightful expertise and dedication to this crucial initiative. Her involvement has not only provided the team with essential skills but has also strengthened for the well-being and development of the children we serve.

Few feedbacks received from participants are as under:

- "This was not just a training, it was an experience. The positive energy and interactive activities made us feel empowered and ready to make a real difference in the life of beneficiaries we care for." – Ms. Arti Singh, Community Facilitator, Ghura Kada, Lalganj Block.

- "Training was fun! We did not just learn about some topics but we practiced it through games and scenarios, which made everything stick in our mind. I feel confident now." – Ms. Ranju, Community Facilitator, Patehara, Madihan Block.
- "We are taking so many of these ideas back to our classroom. It will work as a game changer." – Ms. Rajkumari, Community Facilitator, Babura Raghunath Singh, Halia Block.

The training was a resounding success achieving its primary objectives and leaving a lasting positive impact on the participants. The organization is committed to following up on the training by providing ongoing resources and support to ensure the sustained implementation of these vital practices.

### **Award of certificate**

At the end of the training on last day, all participants were awarded a certificate of participation.

### **Monthly block level learning and sharing meetings**

The learning and sharing meeting is planned and takes place at block level at the end of every month. The block facilitator and facilitators of that particular block meet at middle of the block on decided place (like CREDA building, community hall).

Moving forward, we allow the facilitators to share their experience what happen in their community in last month and their ideas how they resolved the issues without fear of retribution. This sharing culture fosters learning and helps facilitators in decision-making and promotes a sense of unity among their group. During this session block facilitators also talks on all possible points which facilitators can come across in their dealing with community and share ideas from their past experiences which accelerates the learning process by providing access to wide ways of motivating community.

In this meeting the activities from toolkit is also recapitulated and one by one all facilitators get chance to facilitate the activity and promote their ways then when it ends the others use to reflect on it and frame their ideas, how to do it with variation to attract more attention of children.

In this session facilitators are motivated to create their own tools to elaborate the concept better for immense learning of children. This learning and sharing meeting decompress the facilitators and work as inspiration, recharge their batteries to tackle happily with the children for their better development.

### **Remedial teaching class infrastructure supported.**

### **Instructional materials and sitting mats provided to staffs**

The community facilitators were provided needed instructional materials in the form of supporting books from grade 1 to 5 to be used as a reference for syllabus and pattern of answers, roller blackboard, duster and chalks. They have also been given a sitting mat for children, which they carry with them from batch to batch. Sketch pen and needed card sheet was given to the staff to prepare more learning aids.

### **Capacity of project staff improved to effectively assess, implement and evaluate project activities**

### **Monthly block level learning and sharing meetings**

Monthly block level learning and sharing meetings were organized with community facilitators. These meetings were organized to enhance the capacity of the staffs by giving them the opportunity to share their experiences and learn the problem solving ideas and best practices from each other. The meetings started with the discussion of planned agenda. In which we review the activities carried out

in the month and then discuss that what has to be done in upcoming days and how it has to be done. The strategy for monitoring the progress of the project especially progress of children was also discussed. Each community facilitator shared her experiences, problems faced and how she overcame it so that other can follow these practices for smooth running of the project.

### **Quarterly joint learning and sharing meetings**

During the year, three quarterly joint learning and sharing meetings of all RT staffs were organized in the month of August, October and December. The quarterly joint meeting was divided in two session:

First session was about some theoretical point to rejuvenate their way of teaching in RT classes and the second was about the work to be done in the field. Following was discussed during the meetings:

- First session:
  - Remedial teaching should adapt the curriculum to accommodate the learning characteristics and abilities of students.
  - Teaching should not be directed by text books.
  - Encourage even a small achievement in the specific areas where a student is having difficulty.
  - Divide students into small groups to provide dedicated learning support. Small groups allow teachers to address students specific needs and monitor them.
  - The homework should have clear objective and can accommodate the level and needs of students.
- Second session:
  - Discussion on all the work to be done in the community in the coming month
  - Planning of syllabus for RT classes for smooth running of batches.
  - Collection of report of the work done in last month.

### **3,600 children at primary school level got benefit from community level remedial teaching class as per their requirement and their learning improved**

#### **Opening of new remedial teaching (RT) centres**

To establish new remedial teaching centres, selection of suitable place was finalized with discussion with community and according to availability of required number of children for a batch. The places where these centres were running include: government school buildings, panchayat bhawans, community hall, and space in private houses.

#### **Enrolment of children at new centres**

Those children who need the facility of remedial teaching were identified and enrolled at the Centres. Each staff conducted the remedial teaching class in 4 batches with 30 children in each batch. Hence, 3,600 children enrolled in 120 batches in 30 villages. Under each staff, the batches have been formed either in one village/ community or at different places according to availability of suitable place and required number of children.

The target group, i.e. 6 to 14 years old children, belong to grade 1 to grade 8. Also there are some children who are not enrolled anywhere for some reason.

#### **Stationery provided to children**

Each child enrolled at the centre has been provided a notebook and two pencils whereas 2 sharpeners and 3 erasers have been provided to each staff which is shared by the children in as and when they need. All these materials were provided three times in the year as planned.

## **Draw up the strategy to improve the knowledge and enhance the capacity and interest of students in the subjects**

The project staffs have been provided enough training and knowledge and their capacity have been built in such a way that they are capable to provide remedial teaching services and increase and maintain the interest of children in classroom. They used the playful activities during the classroom so that each child can participate in the class interestingly. The children have been divided in groups on the basis of their knowledge and class they are studying so that proper attention can be given to each child.

## **Provide remedial teaching services to the enrolled children**

3,600 children are enrolled in three project blocks. Each community facilitator conduct classes for 120 children divided in 4 batches. The timing of each batch is two hours in every alternate day i.e. each staff conduct two batches in a day. The classes run according to the time of schools. During this period, one batch ran before school time in the morning and another after school time in afternoon.

## **Monitor and assess the progress of the children**

The progress taking place in the children was assessed regularly. Apart from this, periodic tests were conducted in the months of August, November and in February-March to assess the progress of the children as done in the last years. According to their performance in this test, extra support was given to those children who need it. The maximum marks for the test was 20.

## **Additional Activity: Working with and awareness of adolescent girls**

Meetings with adolescent girls were also organized in the project villages. The session of these meetings was planned just to improve the nutritional, life skills, and overall well-being of adolescent girls. We organized some meetings in the community where we run remedial teaching classes, all the adolescent girls of that village were called out by the community facilitators and she established safe and supportive space, the initiative ensures that all girls have the opportunity to discuss their health related problem to the facilitator. The illiteracy is so high among the women in the community that mothers of girls do not understand their issues and are not able to resolve it. So the girls are unable to share their problems.

In these meetings, the community facilitator talks to them especially on menstrual hygiene and how to deal with any problem if they are facing in those days. The girls are told about the doctors available at PHC especially for them and they can tell their health related issues which will be confidential and their treatment will be done.

The need and benefit of vaccination to adolescent girls was discussed with the family. The field staffs liaised on block level and tried to arrange the vaccination for the adolescent girls of this group. During this age group, the girls need more nutritious foods. Therefore, in these meetings, they were told to have a balanced diet which is needed for their healthy growth.

Main aim of organizing meetings with adolescent girls was just to provide a supportive environment to adolescent girls and promote the strength of girls because their health is very important for a happy and healthy family.

## **Health Check-up**

In Umariya and Badohi villages of Halia block, the community facilitators helped the ANM and ASHA workers in health check up camp and distributed IFA tablets, calcium tablets, de-worming tablets and vaccination to all the needed women and children. They went door to door to collect everyone from the houses to get the benefit out of health camp.

In the village Rajauhan of Madihan block, health check-up of many adolescent girls was done in the month of December 2024. This health check-up programme was scheduled after month of liaison with the organization "Hans Foundation" working in Mirzapur district.

The community facilitator Ms. Neha Singh of Rajauhan village took all the adolescent girls to the camp of Hans Foundation. There all girls were examined by the expert doctor and were prescribed medicine related to their health issue. 7 adolescent girls were diagnosed with some PCOD and got the medicine, 11 girls were diagnosed anaemic so they got iron folic acid tablets and were advised for healthy eating habit.

Hans Foundation is a public charitable trust that works towards health and wellbeing of marginalized and under-served group such as children, women and persons with disabilities. They ran their ambulances in different villages with doctors and facility of blood test.

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