

LEARNING THROUGH SUPPLEMENTARY EDUCATION

New Education Group- Foundation for
Innovation and Research in Education

www.negfire.org

Learning through Supplementary Education

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Published in June 2015

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PREFACE AND ACKNOWLEDGEMENT

NEW EDUCATION GROUP-**Foundation for Innovation and Research in education** (NEG-FIRE) is a development support organisation that aims to transform the lives of marginalised children through appropriate education. Currently, NEG-FIRE supports programme being implemented in 12 States through 34 partners, reaching out to 89,000 children. NEG-FIRE along with its partners has jointly developed innovative approaches and practices that strengthen quality of education. Amongst them is Supplementary Education (SE), which aims to create joyful learning environment for children in rural and also tribal villages through centres such as Treasure Houses, children's corners, learning centre, Kala Kendra, etc. and motivate the community to take ownership of education promotion for their children.

Our experiences on the ground indicate that the supplementary education programme has been successful and we have commissioned this study to devise a set of principles on supplementary education so that the programme can be understood in a new perspective and can be replicated, elsewhere. The present study falls under the category of exploratory research, conceived by NEG-FIRE to fill the gaps, and in the process enrich the organisations' knowledge base.

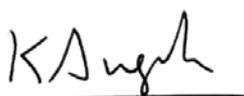
The Human Development Society (HDS), New Delhi, was assigned to conduct this study. HDS has collected quantitative and qualitative data on the on-going supplementary education programmes in Bihar, Madhya Pradesh and Odisha and subjected the data to the standard processes of analysis keeping in view the objectives of the study. We are thankful to Anil Das (Principal Researcher) of HDS to document the structures and processes and the theoretical framework of Supplementary Education Model in an analytical manner.

We also express our gratitude to Shalini Chaudhary and HDS team for the successful completion of the assigned task on time.

We also appreciate inputs provided by partner organizations namely Charitable Association for Rural Education and Development (READ), PRABHAT, Jabalpur Diocesan Social Service Society (JDSS) and South Odisha Voluntary Action (SOVA). The children, parents, youth, school teachers, panchayat representatives and others who shared their experiences and views on supplementary education deserve our special appreciation, as the study could not have been completed without their vital inputs.

From concept development to execution to completion of the task, all NEG-FIRE team members extended their support in terms of commenting, strengthening the arguments and supporting the consultant whenever required. I congratulate and appreciate Education and Knowledge Management team, to convert the idea into a research study report. I also thank Marita Ishwaran (Former Ed- NEG-FIRE), Sandeep Tirkey, Mamta Dubey, Nivrita Durgvanshi, Baliram Balsaraf, Manna Biswas, Asha Gosain, Vineet Gupta, and Aldo J Vaz for their support to complete the entire documentation process.

This work wouldn't be complete without the support of MISEREOR, who provided the required financial support. We express our warmest gratitude to them in allowing us to develop and implement the Supplementary Education concept as a Model of quality education to the most marginalized children in India.



Vengatesh Krishna
EXECUTIVE DIRECTOR, NEG-FIRE

EXECUTIVE SUMMARY



The executive summary contains salient aspects of documentation of supplementary education intervention of NEG-FIRE, taking place in different parts of the country. The analyses in the report have been kept holistic, while project-specific analysis has been avoided as far as possible.

OBJECTIVES

- ▶ Document the structures and processes of offering supplementary education to children of marginalised communities
- ▶ Develop a theoretical framework or set of principles for supplementary education
- ▶ Recommend measures for strengthening supplementary education intervention

METHODS FOR DATA COLLECTION

- ▶ Desk research

- ▶ Interaction with partner organisations
- ▶ Interaction with children
- ▶ Focus group discussion (FGD) with targeted communities
- ▶ Interaction with teachers of schools and Anganwadis
- ▶ Observations of visual parameters
- ▶ Participation in project activities

PROJECTS COVERED FOR DATA COLLECTION

Supplementary education projects going on in West Champaran and

Madhubani districts in Bihar, Mandla district in Madhya Pradesh and Koraput district in Odisha

DOCUMENTATION OF STRUCTURES AND PROCESSES

Design of Intervention

- Available documents present a clear picture in regard to the needs of supplementary education and its context.
- The designs are participatory in nature as views of different stakeholders have been obtained at two levels viz. local level interaction in project locations and project development workshops organised by NEG-FIRE.
- The designs of supplementary education projects are quite comprehensive and have all the features of logical approach.

Relevance

Underdeveloped and remotely located areas, oppressive social milieu, inadequate productive assets, no past background in education and difference in mother tongue and language used in schools make the intervention contextually relevant.

Effectiveness

- Activities that aim at fulfilling the objectives of supplementary education have been documented in this section. These include innovative teaching learning material (TLM) and pedagogy [books titled Chiraag, Khilte Phul, Hamar Kitab and Aso Janiba]; Treasure House/ cultural corner, children's newsletter, etc.; partnership with schools and anganwadis; community mobilisation and events [mata samitis, kishori samitis, youth clubs, bal melas, sports meets, etc.]; networking with government departments and capacity building training of stakeholders.

Key Elements of Efficiency

- Two key elements of efficiency namely unit cost and structure of project management has been documented in this section to understand cost efficiency and efficiency of management structure.
- Yearly programme expenditure for providing supplementary education to an underprivileged child is Rs.584.
- Management structure has a four-tier hierarchy viz. managerial, supervisory, community-level personnel and volunteers.

Impact

- The documented impact of supplementary education are change in thought process of children (goal-oriented thinking); change in people's orientation towards education (education as priority concern); rise in people's level of confidence and hope for social change triggered by positive indicators of education.
- Case studies highlight academic progress, motivation of a dropout child and transformation of a quiet child into a participant learner.

Processes

The documented processes include decision-making (managerial and supervisory), documentation (documents and their nature/purpose) and monitoring (system of fortnightly and monthly review meetings)

Features of Sustainability

- Activities and results that are likely to continue, include children's attendance in schools, some innovative TLM like Treasure House/ cultural corner and parents/ guardians' support for education.
- Stakeholders, who are likely to continue their engagements with activities, include community women, partner organizations and schools.

Good Practices

Three practices have been documented under this category. They are categorisation of children in SE interventions (Groups A, B and

C according to learning level) such as cultural corner/ Treasure House and panchnama.

Challenges to Supplementary Education Intervention

Key documented challenges are first generation/reluctant learners, parental apathy, adverse socio-economic issues (livelihood needs, addiction to alcohol and smoking and inadequate awareness about rights and entitlements) and problems in education system (teachers' absenteeism, irregular release of entitlements, badly maintained school infrastructure, etc.)

THEORETICAL FRAMEWORK FOR SUPPLEMENTARY EDUCATION

Understanding the Concept

Supplementary education is defined as a system or set of measures that is capable of creating an enabling environment at home, in the community and in educational institutions that fosters educational attainment of the marginalized population.

Nature of Supplementary Education

- It is an enabler for educational empowerment of marginalized children. The uniqueness of the system lies in its ability to cater to the qualitative and quantitative aspects of education.
- It does not cover pre-school and higher education within the ambit of its core programme components.
- Supplementary education is a dynamic intervention with space for innovation in the domains of programmes and activities.

Pre-conditions for Supplementary Education Intervention

- Existence of gaps in system of education like low enrolment, high dropout, etc.
- Presence of marginalised communities that are deprived of education.
- Low educational attainment of children due to disabling ecology (factors like parental apathy, poverty, etc.).

- Non-existent or inadequate remedial intervention.

Supplementary Education Objectives and Activities

Objectives like increase of learning levels, promotion of innovative TLM, mobilization of communities, partnership with educational institutions, etc. have been documented along with key activities for each.

Stakeholders' Engagement Model

- Stakeholders' viz. children, community, school, anganwadi and departments dealing with education, PRI and implementing agencies and key roles of each one have been prescribed in the framework.
- A stakeholders' engagement model showing their relationship has also been provided.

Do's and Don'ts for Implementing Agencies

The do's and don'ts have been identified keeping in view the rights of children, especially their right to education and the need for quality project management.

RECOMMENDATIONS FOR STRENGTHENING SUPPLEMENTARY EDUCATION

- ▶ There is scope for strengthening community mobilisation in order to ensure further rise in school enrolment and decrease in dropout rate.
- ▶ Learning levels of children need to be carefully handled for better performance.
- ▶ Implementing partners should liaise with government departments dealing with education at block and district levels more frequently for redressing people's grievances and for adoption of innovative TLM by schools in targeted areas.
- ▶ Subject to availability of funds for continuation of projects may be considered in all locations.
- ▶ Replication of supplementary education projects, especially in areas that are educationally backward, may be considered.

CHAPTER 1

Introduction

Documentation of a development intervention is one of the many important exercises that development professionals are required to perform in order to ensure quality of projects and to prepare roadmap for the future. While some documentation exercises are project specific that captures the structural and functional dynamics of a project; others are centred around a theme or experiment or innovation, which may transcend the domain of a particular project. Significantly, the latter category may have macro-level applicability due to its linkage with development issue(s). Documentation of structures and processes of supplementary education, which NEG-FIRE has been promoting in different places in India, falls under the second category as it centres around a particular theme, namely education and is not confined to the structures and processes of a particular project.

Documentation is a methodical exercise, which requires adoption of certain approach and methods for data collection and analysis. The following sections contain all these and other related details of the present assignment.

1.1 OBJECTIVES

The objectives of study are to:

- ▶ Document the structures and processes followed for offering supplementary education to children of marginalised communities (The purpose is to document elements of logical approach and design-level issues, relevance, effectiveness, efficiency, impact, sustainability and good practices associated with supplementary education interventions.);
- ▶ Develop a theoretical framework or set of principles for supplementary education and
- ▶ Recommend measures for

strengthening supplementary education intervention.

1.2 APPROACHES

The approaches followed for data collection and analysis were participatory and rights-based respectively. The analyses in the report focus on ‘what,’ ‘when,’ ‘why’ and ‘how’ of the dynamics of supplementary education intervention. The best interests of the marginalized children, especially their right to quality education, have been kept in mind while analysing data.

1.3 METHODS FOR DATA COLLECTION

The following methods were used for data collection:

- Desk research
- Interaction with partner organisations
- Interaction with children and members of children’s club
- Focus group discussion (FGD) with parents/guardians and members of Mata Samitis, Yuva Dals and people of communities
- Interaction with teachers of schools and Anganwadis
- Observations of visual parameters
- Participation in project activities

The following sections contain activities performed under each method.

Desk research: Desk research involved review of project literature,

which included project proposals, annual reports, evaluation reports, IEC (information, education and communication) material and other publications.

Interaction with partner

organisations: Interactions with chief functionaries and members of project teams of partner organisations occurred in all places covered for data collection. The following are the key issues covered during these discussions.

- Contextual relevance of projects, focusing on their consistency with geographic and thematic needs
- Effectiveness of projects in light of their objectives
- Activities
- Lessons learnt by partner organisations
- Practices in general and good practices, if any, with reasons

Interaction with children and members of children's club:

Informal interaction with small groups of children and members of children's club were held in all the project locations. These meetings contributed to the understanding of the nature and types of child-centric activities and the level of children's participation in them. These interactions were facilitated by project staff and community representatives and were entirely stress-free.

FGDs with parents/guardians and members of Mata Samitis, Yuva Dals, and communities:

In each project location, 2 to 3 FGDs were conducted with different community-level stakeholders. The level of participation was very good, as in some places more than 20 people participated, especially in FGDs with Mata Samitis. These discussions were held in an informal environment with focus on understanding the roles and activities of community structures.

Interaction with teachers of schools and Anganwadis:

One-on-one meetings with teachers of schools and anganwadis were held in each project location in a relatively formal setting.

In each place, 3 to 4 meetings were held. The focus of these meetings were on:

- Enrolment, dropout and retention of targeted children;
- Level of community participation in functioning of schools and anganwadis;
- Level of teachers' participation in project activities/programmes;
- Views on processes and benefits of project; and
- Recommendations for educational development of targeted children

Observation of visual parameters:

Observation of visual parameters formed an important component of data collection. The project team observed children's corner and treasure houses (i.e. for keeping teaching learning material for conducting focused knowledge-centric activities once in a week like drawing, painting, story-writing, etc.), wall paintings, posters, crafts made by children, etc. These will help in understanding the nature and processes associated with different activities.



Participation in project activities:

The Principal Consultant participated in different project events such as supplementary education classes, meetings of Mata Samitis and group activities by children (play, crafts-making, etc.). Seeing the projects in action provided excellent opportunity to understand their dynamics.

1.4 METHODS FOR DATA ANALYSIS

Data analysis involved scrutiny of all field reports and literature collected from partner organizations to find out

inconsistencies, if any, in order to make them analytically relevant. Analysis and interpretation of data were guided by the objectives of the study. Wherever necessary, suitable case studies, illustrations, tables, charts and graphs have been incorporated in the report. It is important to note that the analyses in the report have been kept holistic and project-specific analysis has been avoided as far as possible.

Going by the above logic, the term 'supplementary education intervention' has been used as an

umbrella concept under which different projects in different locations are being implemented by NEG-FIRE in collaboration with partner organisations. In some sections of the report, the term 'supplementary education' has also been used, meaning the same as supplementary education intervention, in order to maintain flow and lucidity in writing.

1.5 PROJECTS COVERED FOR DATA COLLECTION

HDS covered the following supplementary education projects for the purpose of data collection:

Title of project	Implementing agency	Location
Empowerment of Musahar community in West Champaran District through educational mainstreaming and community mobilization with RTE as the main focus (April 2012-May 2014) and Empowerment of Musahar community in West-Champaran District through educational mainstreaming and community mobilization (October 2014-September 2017)	Charitable Association for Rural Education and Development (READ)	West Champaran district, Bihar
Innovative Education and All round Development of Musahar community in two Cluster Resource Centres (December 2012-March 2015)	PRABHAT	Madhubani district, Bihar
Ensuring quality education of Baiga children with special focus on addressing issues of language in the interstate border areas of Madhya Pradesh and Chhattisgarh (December 2010-May 2013) and Ensuring education of all children with special focus on language on interstate border of Madhya Pradesh/ Chhattisgarh through building capacities and bringing stakeholders of both states together (January 2014-December 2016)	Jabalpur Diocesan Social Service Society (JDSS)	Mandla district, Madhya Pradesh
Ensuring tribal children rights with special focus on language through building capacities of communities	South Odisha Voluntary Action (SOVA)	Koraput district, Odisha



CHAPTER 2

Documentation Of Structures And Processes

Documentation of structures and processes covers different aspects of supplementary education intervention, namely design of intervention, relevance, effectiveness, elements of efficiency, impact, processes of decision-making, documentation and monitoring, features of sustainability and good/innovative practices. The sections below deal with all these aspects.

2.1 DESIGN OF INTERVENTION Project design has significant bearing on making a development intervention responsive to the needs and aspirations of targeted people. A well-designed project contributes to its impact, effectiveness, efficiency and sustainability. Design of supplementary education intervention has been documented under four analytical categories as stated below.

Needs and Context Analysis

One basic requirement of a good project design is analysis of the needs and context of intervention. Interaction with partner organisations and available documents present a clear picture in regard to the needs of supplementary education and its context. For example, each project design contains necessary background information about the geographical areas of intervention, references to conclusions and recommendations of past evaluation and baseline data, including analysis of problems with specific reference to education of marginalised communities like the Musahar of Bihar and Baiga and Gond of Madhya Pradesh. Critical

problems like illiteracy, high dropout rate, parents' lack of interest in education, inadequate or little access to entitlements like mid-day meal, poor learning level of Baiga and Gond children due to Hindi as medium of instruction and inadequate infrastructure like toilets in schools have been highlighted with facts and figures. The projects have also designed their strategies and actions with reference to the needs of targeted children and communities. In other words, a logical link between the needs and the actions is visible at the design level.

Participatory

A participatory project design is one that accommodates suggestions and concerns of different stakeholders. It is evident from interaction with partner organisations and available literature that the partners have obtained views of different stakeholders while designing their respective projects on supplementary education. Consultations with stakeholders had taken place at two different levels viz. local level interaction in project locations and project development workshops organised by NEG-FIRE. While local level interactions included consultations with stakeholders like community representatives of Musahar, Baiga and Gond, representatives of panchayati raj institutions (PRI), teachers of schools and anganwadis and people of communities in general through discussions and baseline studies;

project development workshops were initiatives of NEG-FIRE to discuss views and arrive at consensus on project designs in consultation with partner organisations and other key stakeholders.

Project development workshops facilitated by NEG-FIRE were organised in Bhopal for JDSSS and Samarpan MVK and in New Delhi for READ and PRABHAT. South Odisha Voluntary Action (SOVA), another partner organisation engaged in supplementary education intervention, had also participated in a similar exercise.

Comprehensiveness

The designs of supplementary education projects are quite comprehensive as they contain all the components of a well-designed project like needs and context analysis, strategies, log frame, monitoring mechanism, organogram, profiles of project team, timeline, etc. in a sequential pattern. The designs have also passed through the standard process of making of a project design, as shown in the diagram below.



CHART 2.1
PROCESS OF PROJECT DESIGN



Adoption of Logical Approach

The designs have all the features of logical approach namely goal, objectives, impact, outcomes, outputs, activities, performance indicators, means of verification of performance, assumptions and risks. In other words, the intervention logic has been enunciated in the design, thereby making the performance measurable. Nonetheless, components of logical approach have not been presented uniformly across the projects, thereby bringing in an element of cumbersome, albeit a minor one, to the designs.

2.2 RELEVANCE This section documents relevance of supplementary education intervention from two different dimensions, as noted below.



fourteen years a fundamental right and programmatic interventions by the government like mid-day meal scheme. By virtue of Article 21-A of the Constitution of India and the Right of Children to Free and Compulsory Education (RTE) Act, 2009, it has become an obligation for the State and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the age group of 6-14 years. But the reality at the grassroots presents a picture that is far more incomprehensible. The sections below highlight geographic, social, economic and systemic issues, which provided the context for supplementary education and continue to prevail due to sheer magnitude. The analysis below covers three communities namely Musahar in Bihar and Baiga and Gond in Madhya Pradesh (and in areas bordering Chhattisgarh).

Geographic context

The areas where supplementary education is provided are considered underdeveloped and in some cases remote. The Musahar people live on the periphery of their villages or in the middle of the land of a big

landlord. Despite road connectivity to some of these villages, the Musahar tolas, as these areas are locally called, portray poor conditions of living and no or little infrastructural facilities like drinking water, road, toilets and electricity. On the other hand, the Baiga and Gond inhabited villages are predominantly tribal villages with these people forming 80 to 85% of total population. The targeted villages are located in forest areas at a distance of 80 to 100 kilometres from the district headquarters of Mandla.

Social context

Musahars are socially oppressed people. The community experiences untouchability and centuries of social subjugation, has resulted in their low self-esteem. Categorised as Maha dalit (highly oppressed) by the government, these people often face suppression at the hands of upper caste people, who are also economically powerful. The Baiga and Gond people, on the other hand are largely self-contained tribal communities. They have their tribal customs and cultural practices. Despite development of roads, schools, community centres, healthcare facilities, etc., these people continue

► Relevance to geographic and thematic context

► Relevance to NEG-FIRE and its partner organizations (in light of organizational goals and objectives)

Issues pertaining to relevance have a bearing on the concept of supplementary education. It is therefore important to first note the 'meaning' of supplementary education. Literally, it refers to additional educational measures, which are meant to make up deficiencies in the existing system of education. In other words, supplementary education aims to strengthen the present system of education by filling the gaps. As is well known, the gaps in our present system of education are many, despite making free and compulsory education of all children in the age group of six to



to maintain their independent socio-cultural existence. Significantly, they speak different languages- Gondi language by Gond and a type of Chhattisgarhi language by Baigas influenced by Gondi and Hindi (it is also called Baigani).

Economic context

With very little or no land and lack of productive assets that can generate income, Musahars mainly work as unskilled labourers in the lands of local landlords or migrate to other states like Punjab and Haryana in search of work. Poverty is widespread in the community, which can be judged from their houses, food habits and other living conditions. While 92.5 per cent of Musahars are agricultural labourers, they earn as low as Rs 60/- (for men) and 40/ (for women) per day, which is much less than the minimum wage for agricultural labour notified by the Bihar government under the Minimum Wages Act (i.e. Rs.162 per day).

The Baigas and Gonds, on the other hand, depend on agriculture, daily wage labour and forest-based activities, like collection of minor forest produce, hunting, etc. for their livelihood. It is important to note that the Baigas are primarily a forest-dependent community, unlike Gonds whose dependency on forest is primarily for collection of minor forest produce.

Issues affecting education

The contextual issues noted above have resulted in educational backwardness of the targeted communities. According to 2011 Census, the rate of literacy is only 9 per cent among the Musahar community and only 0.8 per cent of the literates have completed graduation and above degrees. Musahar is a significant population group, as 16.19 per cent of total 13048608 Scheduled Castes population of Bihar, according to 2011 population census belong to this caste. In other words, thousands of children of the community are still out of school system and those enrolled for education are mostly first

generation learners, a fact that could be verified during field work. With no background in education, these people do not generally feel motivated to send their children to schools and anganwadis. Interactions with teachers of schools and anganwadis reveal very low enrolment and attendance of Musahar children prior to NEG-FIRE intervention, which can be logically attributed to the overall oppressive and disempowered social milieu in which these people live. As they live in very small houses- a direct corollary of poverty and insignificant landholding, the problem of inadequate learning space at homes also affects education of many children.

The conditions of Baiga and Gond living in areas bordering Chhattisgarh are not much better in regard to education, although rate of literacy¹ of these people is not very low unlike Musahar. Their children feel demotivated for education due to different languages they use in school i.e. Hindi (as medium of instruction) and at home i.e. Gondi or Chhattisgarhi. Since the teachers in schools use Hindi, especially the ones belonging to other parts of the State; it becomes difficult for the children to keep pace with the lessons taught in schools. This was the primary context for which the two tribal communities were selected for intervention under supplementary education.

In regard to the relevance of supplementary education to NEG-FIRE and its partner organizations, the focus of intervention on innovation and educational empowerment of the marginalized communities matches with the organizational objectives of NEG-FIRE and its partners. The collaborating organizations have been working for educational development of the targeted people since many years. For example, PRABHAT has been working for Musahar community in Madhubani district since 2007. The organisation's mission is 'all round development of Musahar community through education and organisation' and its objectives are 'education of Mahadalits, especially Musahars' and 'empowerment of women'.

READ has also been working with Musahar community for more than two decades. In view of the above, supplementary education is a relevant intervention that attempts to bridge gaps in present education system in particular and empowerment of the targeted backward communities in general.

2.3 EFFECTIVENESS

Activities that aim at fulfilling the objectives of supplementary education have been documented in this section. Documentation has been done according to analytical categories of activities, rather than activities implemented by each partner organisations separately. In their attempts to promote supplementary education, partner organisations have taken up context-specific activities at multiple levels targeting multiple stakeholders, as noted in the sections below under different analytical categories.

Supplementary Education Centres

Supplementary education centres (SEC) are centres of learning for children in the age group of 6 to 14 years, generally located in places in the villages where targeted communities reside. These are open spaces under trees or in the hamlets/ Musahar Tolas. Some of the centres are, however, located in village schools in villages such as Bithi Harwa, Bairatwa, Basantpur and Banbairiya in project areas of READ and Andheri Musahari, Nawada, Teliya, Bhawanipur and Neema in project areas of PRABHAT. In Belam village in Madhubani district, Musahar community people have constructed a four-room house with front side open (see picture below) using straw and bamboo for conducting supplementary education classes, especially during rainy days when holding classes in the open becomes impossible. The efforts of community demonstrate people's commitment to education of children as well as their support to the project.

READ had 24 SECs under the previous project phase (2012-2014) and it currently manages 10 SECs



Above: Children in schools at the intervention areas.

Children engaging in activities within the school

under new project phase (2014-2017). PRABHAT has been managing 12 SECs since commencement of the NEG-FIRE project in 2013. JDSSS does not operate SEC. The classes are conducted in the morning from 6:00 to 9:30 AM. After completing morning classes, children go to schools. In SECs of READ, classes are additionally conducted in the afternoon from 3:00 to 5:00 PM for young drop out girls and boys who need extra attention.

Several educational and co-curricular activities like classes on different subjects (Hindi, English, Mathematics, Science and Social Science), sports, drawing, painting, clay art, etc. are conducted in SECs on regular basis. It is evident in all the SECs visited during field work that the children are taught in an interactive learning environment with the help of teaching learning material (TLM) that are rooted in society and culture of Musahar community (see section on TLM below). Besides teaching curricular subjects and engaging children creatively, the instructors of SECs also motivate them for education through inspirational songs and stories and teach them morale, discipline and etiquette.

The table 2.1 contains data in regard to coverage of children under supplementary education by three key partners. It is important to note that JDSSS does not operate any SEC as of date like READ and PRABHAT. Its activities are primarily meant for creating enabling environment for education at primary level.

TABLE 2.1:
COVERAGE OF CHILDREN UNDER SUPPLEMENTARY EDUCATION

Category	READ	PRABHAT	JDSSS
Total number of children covered by SEC	1380	523	1034
Total number of SEC children enrolled in school ²	1060	523	1034
Total number of children dropped out of school	95	42	20
Total number of enrolled children/child beneficiaries working as child labour ³	26	Nil	Nil

Note: The above are the latest available figures obtained from partner organizations.

Promotion of Innovative TLM and Pedagogy

During the course of implementation of supplementary education intervention, the partner organizations have promoted innovative TLM and pedagogy with a view to facilitate effective

¹According to 2001 Census, Gond had 57.7 per cent school going children in the age group 5 to 14 and the corresponding figure for Baiga was 42.7 per cent.

²Some of the children went back to school later.

³These children are engaged in work like grazing cows etc., but are not regular child labour.

learning. The table 2.2 contains the achievements in this regard

Partnership with schools and anganwadis

In all the places where supplementary education is being promoted, the implementing organisations have developed a cordial partnership with schools and anganwadis for promoting education of targeted children. This is manifested in many actions, as noted below, which have contributed to effectiveness of the intervention.

► Schools not only encourage children to use TLM developed by implementing partners but also use the material for teaching. Such examples could be found in all the districts where supplementary education projects are being implemented. For example, in JDSSS project areas, persistent efforts and training of teachers have resulted in adoption of Hamar Kitab and other innovations of projects by local schools. During visit to a project village called Singra Tola in Mandla district, Tamal Singh Dhurvey,

a teacher in the village primary school demonstrated the way he teaches using TLM developed by supplementary education project. He also showed the posters containing stories and poems using Gondi language. One poster contains a small story captioned “Baagh Aur Kaliha” (meaning Tiger and Fox) tells about self-dependency and the need to avoid parasitic living. A local song called ‘Dadariya’ has also been written on another poster, which is on display in the classroom.

TABLE 2.2: INNOVATIVE TLM AND PEDAGOGY

Innovative TLM and pedagogy

Nature and Purpose

A book titled Chiraag (Prior to Chiraag, a book titled Ankur was in use. It was about learning alphabets using stroke signs. The book was replaced by Chiraag.)

Chiraag helps in learning Hindi alphabets, slogans, songs and math. Being a bilingual book (i.e. Hindi and Bhojpuri); it helps children understand their community and society as it contains popular sayings in Bhojpuri, slogans about their rights, etc. Chiraag is published by READ.

A book titled Khilte Phul

The book, published by PRABHAT, contains texts in Maithili and Hindi. The purpose is to acquaint children with Maithili language at the primary level. By presenting Maithili words in Hindi script, the book helps in bridging the gap in languages spoken at home (Maithili) and the one used in schools (Hindi).

A book titled Hamar Kitab (three volumes)

It addresses the problem faced by Gond people in the areas of Madhya Pradesh bordering Chhattisgarh. Volume-I contains pictures and words in Gondi and Hindi, collected from immediate surroundings. Volume-II contains poems and stories in Gondi language, collected from different books. Volume III is meant for teachers. It contains words in Hindi and Gondi languages.

A book titled Aso Janiba

Published by SOVA, this language book is a border area specific TLM, meant to address language problem of children living in areas of south Odisha bordering Andhra Pradesh. It has around 700 words with pictures.

Posters, charts, Gondi-Hindi varn-mala, word books, children’s newsletter, etc.

These are informative TLM designed to increase children’s interest in education and easy grasping of lessons. For example, PRABHAT has developed a bilingual poster that contains pictures of vegetables, fish, items of daily use, etc. with their names written both in Hindi and Maithili (using Hindi script). The posters are on display in schools and anganwadis. Similar posters are also in use in project areas in Mandla district. These are quite useful learning tools, as told by many teachers and students during course of interaction. SOVA has developed three word books- Odiya to Kui, Odiya to Gadaba, and Odiya to Paraja for the benefits of border area children.

Treasure House/cultural corner

Treasure house (i.e. a box containing story books, biographies and need-based TLM used for promotion of creative talent as implemented in Madhubani or a room in school/community where children perform activities linked to their culture like arts, games, songs, history play etc. in a fun-based environment as promoted in Mandla) allows children to be creatively involved by engaging them in drawing, painting, story-writing, etc. once a week or on such days as decided by project, keeping in view availability of youth volunteers and schedules of activities.

Art and crafts using clay and other local material.

Children are allowed to make shapes of animals, birds, humans, items of daily use, etc. using clay and other locally available material. In doing so, they learn how to make crafts and think creatively.

► **Regular interaction with schools and anganwadis has ensured:**

- Representation of Musahar and other disempowered communities in School Management Committees (SMC) giving them a voice in administration
- Improvement in enrolment and retention of children
- Improvement in quality of learning as teachers are increasingly focused on education of children of hitherto neglected communities
- Protection of children's rights and

entitlements like books, school uniform, scholarship, mid-day meal, etc.

Community mobilisation and Events

Mobilisation of targeted communities forms an integral part of supplementary education initiative. The partners have mobilised people keeping in view the ground realities and the need of the projects. For example, women in Musahar community are targeted for mobilisation, as male family members

mostly remain out of homes due to migration and work. Involvement of youth is also context specific as they not only help in effectively motivating children and parents, but also facilitate functioning of cultural corners. Other targeted people for mobilisation like PRI members and parents have also been chosen for the purpose in view of their context-specific influences. The stakeholders covered and the community structures that have come up as a result of mobilisation are provided in table 2.3.

TABLE 2.3: STAKEHOLDERS, STRUCTURES AND NATURE OF COMMUNITY MOBILISATION

Community stakeholders/structures	Nature and purpose
Mata Samitis	Mata Samitis work as community level pressure groups by monitoring children's entitlements, ensuring school attendance and raising voices against lapses in system of education at local level. Their efforts have resulted in election of 33 Musahar women to SMCs in project areas of READ, as reported at the end of 2013. Each Mata Samiti consists of 15 or more women and it meets once in a month.
Kishori Samitis	Kishori Samitis are organised in the same pattern as that of Mata Samitis. These girls meet under the guidance of animators. They motivate children for attending supplementary education classes as well as schools.
Youth groups	Youth of targeted communities have been organised as Yuva Dal or youth clubs. They work as volunteers, participate in monitoring of schools and anganwadis, facilitate cultural corner activities, get involved in Treasure Houses and interact with parents/ guardians for education of children and promotion of self-learning at homes.
Child clubs	These are voluntary clubs of children of 6 to 14 years age, constituted in project villages of SOVA. The critical issues concerning education, which children clubs raise at the village level, are poor quality of mid-day meals, corporal punishment, use of mother tongue as medium of instruction, etc.
Parents/guardians and community members	Regular interaction with parents/ guardians has ensured their increasing participation in SMCs and different activities of supplementary education. It has also contributed to awareness about right to education and enabling environment for learning at homes. Collective participation of community people helps in addressing critical problems, as in cases of Belam village in Madhubani noted in earlier section and Sarasdoli village in Mandla, where people helped in renovating an abandoned building, presently used as cultural corner for the village. Similar examples are available everywhere, implying high degree of synergy between projects and communities.
PRI members	Project teams interact with PRI members on regular basis and ensure their involvement in project activities. Critical gaps in education system are at times addressed with help of PRI members like the one in village Mohgaon in Mandla. The PRI representatives with the help of community people ensured completion of construction of a new primary school building by effectively presenting their grievances before the district administration. Sanjay Majhi, Ward Member, village Sisai Farm in West Champaran district is another example of a PRI member actively involved in activities of supplementary education.
Community events	These are events like bal melas (children's fairs), sports meets, rallies, etc. that allow people in general and children in particular to participate in interactive and fun-filled activities. Bal melas and sports meets are organised once in a year.

Networking with government departments

Since supplementary education envisages right to education and facilitates full use of government's institutional services and entitlements in this regard; networking with government departments dealing with education assumes significance. There have been instances of partner organisations petitioning offices of block education officer, district education officer, child development projects officer (CDPO) and District Institute of Education and Training (DIET) for redressing grievances pertaining to anganwadis and schools. For example, members of Mata Samiti of village Basantpur in West Champaran district managed to get a widowed mother appointed as cook in the school. Mata Samiti members of village Sisai Farm in the same district managed to address the problem of delay in distribution of nutrition by raising the matter with the CDPO. In Madhya Pradesh, networking with education department has resulted in appreciation of the bilingual publication viz. Hamar Kitab by the government. The schools in project villages in the State are already using the three volumes of the book. DIET, Mandla has accepted informally Hamar Kitab as a TLM. It is important to note that JDSSS had organised two training programmes- one in September 2014 and another in February 2015 for training of teachers on TLM with focus on Hamar Kitab.

Capacity building training

With a view to enhance quality of programmes, partner organisations organise periodic capacity building training for different stakeholders, including their staff members with the help of in-house experts, external consultants and experts from NEG-FIRE. The table 2.4 captures the nature of different types of capacity building training.

2.4 KEY ELEMENTS OF EFFICIENCY In view of holistic nature of present exercise that excludes project-specific analysis, only two

TABLE 2.4: CAPACITY BUILDING TRAINING OF STAKEHOLDERS

Stakeholder	Key issues covered
Children	Rights in general and right to education in particular and leadership building
Mata Samiti members	Right to education (RTE), play and art, right to information and community mobilisation
Supplementary education teachers	TLM, pedagogy and subject-specific issues according to needs
Project teams	Result-based management (RBM), documentation, monitoring, sports for development (S4D) ⁴ , Early Childhood Care and Education (ECCE), RTE, migration and language perspective building on education

key elements of efficiency have been considered for documentation in this section namely unit cost and structure of project management. While the first element will help in understanding the extent of cost efficiency of supplementary education intervention, the second will help in determining efficiency of management structure.

Unit cost

Unit cost or cost of programmes per child has been calculated on the basis of combined project cost of READ, PRABHAT and JDSSS for the year 2014 and the total number of beneficiaries of the three organisations. This calculation excludes budget for

management and overhead expenses⁵. It also excludes expenditure for anganwadi-related programmes, as anganwadi education, being non-formal, has not been treated as core domain of supplementary education.

Structure of project management

Nature of a development intervention has a bearing on the kind of management structure that is put in place for the purpose. Supplementary education intervention is primarily a grassroots-level initiative in which most of the actions are implemented in villages where children and community people reside. Only components like training, networking with officials of government

FORMULA USED FOR CALCULATING UNIT COST FOR SUPPLEMENTARY EDUCATION.

$$\frac{\text{Total programme cost (READ+PRABHAT+JDSSS)}}{\text{Total SE beneficiaries (READ+PRABHAT+JDSSS)}} = \text{Unit cost per year}$$

$$\frac{1214660 (225000+629280+360380)}{2081 (524+523+1034)} = 584$$

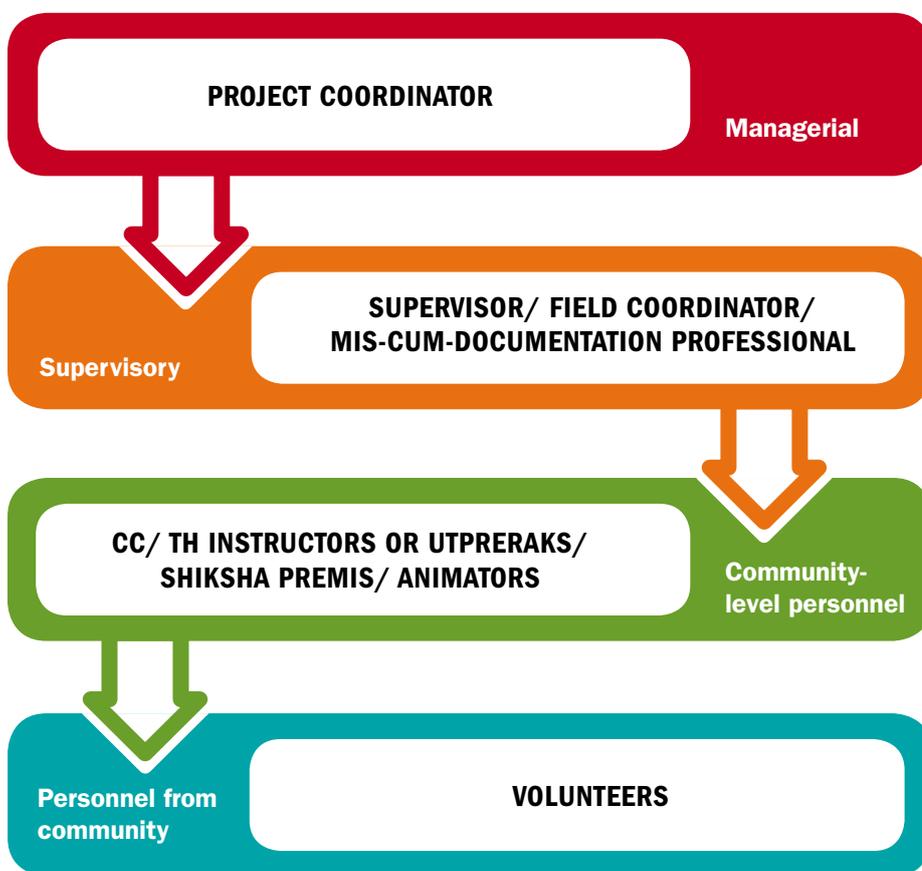
THE UNIT COST (IN INDIAN RUPEES) PER YEAR IS:

$$\frac{1214660 (225000+629280+360380)}{2081 (524+523+1034)} = 584$$

$$2081 (524+523+1034)$$

In other words, yearly programme expenditure for providing supplementary education to an underprivileged child is Rs.584.

CHART 2.2:
ORGANOGRAM OF SUPPLEMENTARY EDUCATION INTERVENTION



departments and management activities are performed elsewhere. As a result, the management structures of all the projects are almost similarly modelled with personnel mainly arranged in a four-tier hierarchy viz. managerial, supervisory, community-level personnel and volunteers. Senior and junior level support staff work in between different hierarchies. The organogram given in Chart 2.2 captures the management structure of supplementary education intervention.

2.5 IMPACT Impact of a development intervention refers to the long term changes. Besides already available data like annual project data and evaluation findings; views of beneficiaries interacted during field work have been taken into account while documenting impact of supplementary education. Some case studies highlighting impact have also been presented below.

Change in thought process of children

The most significant impact of supplementary education is its ability to bring about a change in the thought process of children by making it goal-oriented, as they aspire to do big things in life. Neetu Kumari, a student of class VII of village Dhamaura in West Champaran, who attends the village SEC, revealed her wish to become a lawyer and fight injustice in society- a mindset that reflects the child's marginalised background as well as her newfound desire to achieve higher goal in life. Santosh- another child of the same village, who also attends the SEC, wants to be a doctor in future and serve the people. Stories like Santosh and Neetu Kumari, who are first generation

learners, are not uncommon in other project locations also. Had it not been the supplementary education intervention, these children would have either dropped out of studies and would not have even attended the school. The above achievement is undoubtedly a giant leap forward, as nearly all the Musahar children are first generation learners and those in Madhya Pradesh are reluctant learners.

Change in people's orientation towards education

Another impact of immense significance is the success of the intervention in changing the mindset of targeted people, for whom education of their children has become a priority concern. They would like to see their children study in colleges and achieve new heights in life. Sharing their involvement in project activities, the women of villages Andheri Musahari and Belam in Madhubani district expressed their strong desire for higher education of children despite poverty and inadequate means. The determination shown by people is not without reason. Elaborating the level of community participation in the project and the resultant changes, Meena Devi of Belam village spoke about upper caste opposition to construction of SEC in the village by Musahar people. Now the Musahar Tola has 22 matriculates, whereas it had no matriculate prior to 2006 when PRABHAT started working in the Tola with the support of NEG-FIRE. People's emphasis on education of children could be strongly sensed in all the project villages visited during field work.

Rise in people's level of confidence

Another impact of supplementary education intervention is the rise in people's level of confidence and decrease in the level of fear and subjugation. As told by villagers of

⁴ Organised by JDSSS, S4D included training on '12 types of sports/games using limited or no extra resources'. The training taught about maintaining fun element while conducting games, which also teach mental and social lessons.

⁵ Since management and overhead expenses are institution-specific and are linked to financial worth of organizations, it is considered logical to exclude them from 'unit cost' calculation of a project, which is determined on the basis of a project's nature and needs.

Saras Doli in Mandla district and community members in many other places, the above status can be attributed to the nature of community mobilisation happening in the project villages and the results of actions, as visible on the ground. People's participation in community-based activities, increase in children's enrolment in schools and increasing assertion for rights and entitlements are indicative of rise in people's level of confidence and decrease in the level of fear and subjugation. This is more or less true for targeted communities across the projects in Bihar and Madhya Pradesh.

Hope for social change triggered by positive indicators of education

“Education is the most powerful weapon which you can use to change the world”, said Nelson Mandela. This is the essence of education- a powerful tool that can bring about positive social change.

The community people, people's representatives, teachers and children with whom interaction took place during the course of data collection were unanimous in their views that the supplementary education intervention promoted by NEG-FIRE is empowering in nature. The seeds of change have already been sown in the project areas as first generation learners like the Musahars and children who face problem of language that restrict their educational development like the Gonds and Baigas, continue to move ahead and nurture a desire for positive change in life. The views of people are reflected in the positive indicators of education like high enrolment, low dropout and nil or negligible engagement of children in labour. For example, the baseline position of 42.6 per cent enrolment, 25.09 per cent dropout and 10.9 per cent child labour in June 2012 in project areas of READ improved substantially by December 2013, as the corresponding figures were 74.7 per cent, 7 per cent and 3.9 per cent. The evaluation of first phase project of JDSSS presents similar improvement in rates of schools enrolment and

CASE STUDY ONE

From Despair to Hope: An inspirational Journey of Chandan Kumar

Chandan Kumar is a 14 year old boy of village Sisai Farm in West Champaran district. Like most Musahar families, his family possesses no land or any kind of productive assets. Even the land on which his house is located belongs to the local landlord. Chandan's father is an illiterate daily wage labourer. Education was never a priority for the family two years ago. Chandan also used to work as a daily wage labourer like his father, earning only 3 kg grains (wheat/paddy) per day as wage. It was a situation of despair for the boy.

The situation, however, took a positive turn two years ago, when READ opened a supplementary education centre in the Musahar Tola. As part of community outreach, a Mata Samiti was constituted in the Tola and the project team started regular contacts with the Musahar families. Efforts of the centre's instructor and volunteers resulted in many children including Chandan joining the centre for supplementary education. The instructor soon got him enrolled in Class VI in the nearby school. Thus began Chandan's march from despair to hope. Regular attendance of classes in SEC helped him excel in studies.

The boy has completed over two years of schooling and will be in Class IX from the coming academic year. He has now stopped working as a daily wage labourer and is focused on studies. His family supports his education. A regular at SEC, he attributes his success in school to supplementary education intervention. Had it not been the motivation and support of SEC, he would have continued to work as a daily wage labourer and education would never have happened in his life.

He now aspires for higher studies and wishes to work for Musahar community in future. A first generation learner, Chandan's is a truly inspiring story that shows the power of education and its potential for bringing about change in society.

CASE STUDY TWO

Jairam: Back to the fold of Education

Jairam lives in village Madwa in Mandla district of Madhya Pradesh. He belongs to Gond tribe. His parents are illiterate daily wage labourers. He joined school for class I, but soon dropped out. Lack of parental guidance and no family background in education resulted in his lack of interest in education. Soon after dropping out, Jairam got involved in bird-hunting.

During a survey of children enrolled in school, Jairam's case came to the notice of animator and volunteer of supplementary education project. They soon started counselling the parents and conducted a series of actions, as noted below, to motivate the child to attend school.

- First, he was persuaded to play different games with other school children.
- Second, a pen was gifted to him.
- Third, he was brought to school to participate in drawing and painting sessions, which other children attend as part of cultural corner activities.

The above intervention of the project finally showed results, as the child felt motivated towards education and started attending the school. He has now stopped hunting and is studying in class III. The case of Jairam demonstrates the power of persistent intervention. While children like Jairam feel naturally inclined to do what is traditionally done by people in the community like hunting, collection of minor forest produce etc.; it requires perseverance and methodical intervention to bring them back to the fold of education.



CASE STUDY THREE

A Quiet Child turned Participant Learner- the Case of Tikeswari

Tikeswari's transformation from a quiet child to a participant learner is quite an interesting one. Now studying in Class II, she was a totally silent child when she started her primary schooling in her village school in Belgaon in Mandla district. She would not utter a single word during her entire day-long stay in the school. It was a baffling situation for the teachers of the school as well as animator and volunteer of the supplementary education project.

Following persuasion by animator Sandeep Srivaas and school teachers who also actively participate in supplementary education activities, Tikeswari soon started participating in different project activities like song recital, storytelling, paintings & drawings sessions, games etc. like her other schoolmates. She also began reading Hamar Kitab- the bilingual book that facilitates learning in Gondi language. As her involvement in these activities grew, results also started becoming visible. From a quiet child, she slowly transformed into an active and participant learner.

Tikeswari is now known for her talkative nature. She is no more reticent. She tells small stories to her classmates and displays her interest in learning. According to school teacher and project animator, other children have also shown progress in terms of participation in classroom activities. While silence of Tikeswari in the initial school days was circumstantial, her transformation is a result of her own efforts and the support of the project as explained above. Persistent actions pay!

dropout. The positive trend is visible in project areas of PRABHAT as well, as the figures given earlier in section on 'effectiveness' indicate.

Observation on Case Studies

The case studies noted are representatives of many such cases of children who have shown visible progress in their studies as a result of supplementary education intervention. As stated in earlier section, progress in education has tremendous impact on the future of children, in particular and the community, in general. There are instances of persons from the targeted communities who have already attained certain level of success in life as a result of education, and more particularly due to supplementary education. The case of Santosh Saday is an apt example in this regard. Nineteen year old Santosh of Musahar community started attending a SEC run by PRABHAT in October 2006 when he was over 11 years old, with no previous education in school or

elsewhere. He is now studying in college and working as a Shikshya Premi in the supplementary education project of PRABHAT supported by NEG-FIRE. Today, Santosh is not only an educated person but also earns for his livelihood. Cases like this demonstrate the long-term benefits of supplementary education.

2.6 PROCESSES Processes of supplementary education intervention have been documented under three different categories, as noted in the sections below.

Decision-making

The nature of intervention is reflected in the decision-making process. Being a grassroots-level initiative, decisions are taken with the help of inputs received from the field locations periodically. Presently, decisions are taken at two levels viz. managerial and supervisory.

► **Managerial decisions** are taken by the project coordinator in consultation with supervisory personnel, who receive inputs from the field staff. Unlike READ and PRABHAT, managerial decisions in JDSSS are taken by the organisation's chief functionary in consultation with project coordinator. However, the role of project coordinator in managerial decision-making is very crucial in all places. Managerial decisions pertain to planning of events, application of strategy, compliance with timeline, quality of outputs and such other matters that have a bearing on overall performance of the intervention.

► **Supervisory decisions** fall under the functional domain of supervisory staff members like supervisors, field coordinators and documentation professionals who remain in touch with field staff like SEC instructors, animators, academic coordinator and others on regular basis according to the review and monitoring plan. Supervisory decisions pertain to documentation, monitoring, implementation of activities and coordination.

Documentation

Documentation is an important building block of the structure of any development project, as it not only helps in capturing data in regard to every aspect of intervention logic but also makes the project measurable. In view of the multiplicity of actions, implementing partners of supplementary education intervention maintains multiple documents.

It is important to note that some of the documents are titled or prepared

differently by different partner organisations and some are partner-specific. For example, JDSSS maintains a beneficiaries tracking register that contains details of beneficiaries in a consolidated format, whereas READ maintains separate formats like children's academic profile, entitlement format, etc. Also, baseline survey register and case studies register are maintained only in JDSSS.

TABLE 2.5: NAMES, NATURE AND PURPOSE OF DOCUMENTS

Document	Nature/purpose
Children's academic profile	This records performance of SEC children in Hindi, Math and English on monthly basis.
Minutes of Mata Samiti meetings	This records meetings conducted by Mata Samiti.
Monthly performance sheet for SEC instructors	It contains, inter alia, particulars of children in SEC, activities performed and suggestions for better performance.
Children's entitlement format	The format contains number of children enrolled in schools, number of children receiving money for uniform and number of children receiving scholarship from government.
Monthly work plan of SEC instructor/daily diary	This contains daily activities to be done in a month.
Monthly report by SEC instructor	This is a descriptive report of month's activities prepared by each instructor/ animator/ Shikshya Premi.
Monthly progress report	The report contains, inter alia, details of children covered during a month, subject and class-wise lessons taught and details of meetings held.
Baseline survey register	This register contains details of baseline data obtained from project villages.
Learning level test format	The format is meant for different subjects like Hindi, English, Math, etc.
Case studies register	This register contains case studies collected by field staff from time to time.

TABLE 2.6: MONITORING TOOLS AND THEIR NATURE/PURPOSES

Monitoring tool	Nature/purpose
Quarterly assessment tool for SEC instructors	The tool helps in assessing performance of instructors under four categories viz. poor, satisfactory, good and very good. It has 22 performance indicators.
Tool to monitor functioning of SMC	The six indicators used for monitoring are: formation of SMC, monitoring of schools, documentation, actions on issues and school development plan Monitoring tool for assessing
Assessing functioning of Mata Samiti	Monitored quarterly, the tool has seven indicators viz. awareness on objectives and functioning of MS, fulfilment of responsibilities, regularity of meeting, attendance, level of participation, documentation and monitoring.
Tool for monitoring functioning of youth group	Monitored quarterly, the tool has five indicators viz. awareness on objectives and functioning of youth group, regularity of meeting, monitoring, support at SEC and actions on issues.
Tracking learning levels of children	Tracked quarterly, the tool helps in tracking learning levels (reading, writing, numeric, etc.)
Tracking enrolment, attendance, dropout and age-appropriate class of children in school	Self-explanatory
Tracking members of youth group and their contributions	This tracking format contains details of youth like name, gender, social category, education, training received, assistance provided at SEC, name of school monitored, educational initiative taken by youth village and if youth is active in the group.

TABLE 2.7: ACTIVITIES AND RESULTS THAT ARE LIKELY TO CONTINUE AFTER THE INTERVENTION

Activities and results that may continue	Reasons for likely continuation
Children's attendance in schools	High level of motivation and goal-oriented thought process of children as well as parents, coupled with entitlements that children receive for education
Some innovative TLM like Chiraag, Khilte Phul, Hamar Kitab, Aso Janiba and Treasure House/cultural corner activities	Old and financially sound partner organisations may like to print the books for some more time and the teachers found are supportive of Treasure House/cultural corner activities and may adopt some of them as co-curricular activities. Children's interest may play a role in this regard.
Parents/guardians' support for education	Aware and involved parents/guardians, especially the mothers, who are mobilized for Mata Samitis

Monitoring

Monitoring of performance is an integral component of design of each supplementary education project. Professionals in managerial and supervisory positions are responsible for monitoring activities of project at different levels. The system of fortnightly and monthly review meetings are currently in place for the purpose of monitoring. While fortnightly review meetings are held by supervisory-level officials to monitor performance of field personnel; monthly review meetings are more elaborate in nature as field staff come with all documents and completed monitoring tools (see table below for monitoring tools in use) and performance of the month are discussed keeping in view the monthly plan. Monthly review meetings are conducted by project coordinator.

The new project design of JDSSS contains an elaborate monitoring plan with monitoring responsibilities and frequency of field visit fixed for project personnel at all levels, starting from Director down to the level of Animator. For example, the field coordinator and academic coordinator are required to visit a village once in a week and twice in a month respectively; and the project coordinator is required to visit a village at least once in a month. The chief functionary of JDSSS is required to visit the field four times in a year. As the new monitoring plan is not yet fully operational, a detailed documentation of the same could not be done.

The table 2.6 contains names of monitoring tools that are currently in use and their nature and functions.

2.7 FEATURES OF SUSTAINABILITY

Features of sustainability have been documented under following two categories:

- activities and results that are likely to continue after the intervention; and
- stakeholders' engagements that is likely to continue after the intervention.

Documentation of features of sustainability is based on views of stakeholders as captured during field work, nature of intervention, and interpretation of data and views in light of contextual issues associated with the intervention.

2.8 GOOD PRACTICES

The practices of intervention which provide innovative solutions to problems (of education) and enhance quality of services are considered as good practices. Analysis of dynamics of implementation has resulted in identification of following good practices.

Categorisation of children in SEC

This good practice is in use in project areas of READ and PRABHAT. Once children are enrolled in cultural Corner or treasure houses, they are divided into small groups. After two months of study, they are tested for their learning levels in subjects like Math, English and Hindi and based on their performance in the tests, they are categorized into A, B and C groups. While children with 'good' and 'average' learning levels are put under 'Group A' and 'Group B' respectively; those with 'below average' learning level are put under 'Group C'. Generally, younger children like the ones just out of anganwadis qualify for Group C as their learning levels are low. Also older children, who join the centre late due to reasons such as child labour or late starters, generally qualify for Group B. In case of older children who are categorized under Group B, efforts are especially made to expedite their learning so that they move to Group A. With improvement in learning level, children are promoted to higher Group.

The practice ensures that each child receives the level of instructor's attention that s/he deserves according to his/her learning ability. At the core of the practice lies the concept of need-based and focused intervention that helps in achieving the best possible results. It also saves quality time of instructors.

TABLE 2.8: STAKEHOLDERS' ENGAGEMENT THAT IS LIKELY TO CONTINUE AFTER THE INTERVENTION

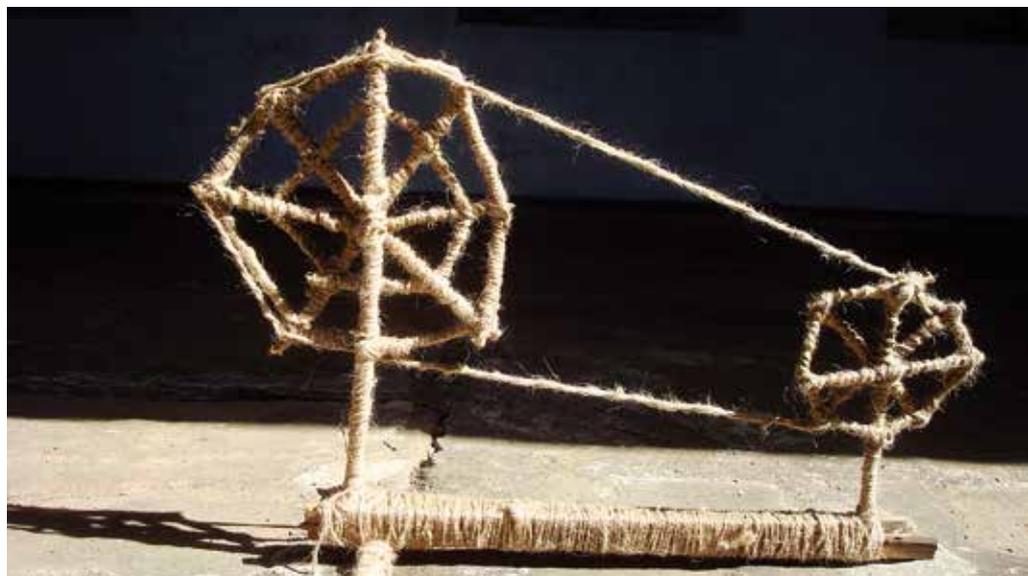
Stakeholders	Nature of likely engagement
Community women	Support to education of their children, representation in SMC, visit to/ (monitoring of) schools (and anganwadis) for entitlements and quality of services
Partner organizations	Some activities like publication of TLM and community-level interaction, albeit, on a lesser scale
Schools	Education of underprivileged children and adoption of some of the TLM

Cultural corner/ Treasure House

The system of cultural corner/ treasure house has already been explained in section on effectiveness in the context of documenting TLM. This is an innovative practice as it successfully uses symbols and practices of culture of targeted communities for motivating children for education and making them creatively engaged. It also allows children to draw lessons from everyday life and their surrounding and depict them in the form of drawing and painting. For example, in Madhubani district where the system is called Treasure House, children write stories and poems, draw pictures of animals and birds, tell stories and perform other creative

activities on one day of each week, which is considered as the day for Treasure House activities. In Mandla district, cultural corner is managed either in a community house or in a room in village school. The practice has generated great enthusiasm in the minds of children. Even local youth in some villages enthusiastically participate in these activities and work as volunteers. It has also received support of community people and teachers, who allow children to be involved in these activities during certain scheduled time.

This innovative practice reinforces the fact that learning is not just about classroom teaching in a controlled environment. The cultural corner



activities transcend the conventional boundary of learning; they are rooted in people's culture, their daily life conditions and the physical and social environment they live in. This is the reason why a piece of drawing or a story written during Treasure House/ cultural corner activities looks so lively. The picture below was drawn by a child in village Belgaon in Manla district.

Panchnama

The practice of preparing panchnama is in use in JDSSS project areas in Mandla district. Panchnama (panch+nama) is a traditional Indian practice of recording observations of an investigation into a wrongdoing in writing by at least five people. While the practice continues in Indian society even today; it has also found place in criminal justice administration of the country as investigating officers are required to prepare panchnamas while investigating cases under certain sections of Indian Criminal Procedure Code and other laws.

JDSSS has put in place this simple yet effective system to report malpractices in SMC and education department and to resolve community-level differences of opinions. In village Sunehara, a panchnama signed by 40 villagers was prepared to resolve differences of opinion over setting up of an

e-culture corner which was proposed by JDSSS. The practice is basically meant to highlight collective decisions of villagers and in situations when villagers cannot go together to present their grievances before concerned authorities, a panchnama can be prepared and presented for the purpose. JDSSS plans to promote the practice further during the on-going project cycle.

2.9 CHALLENGES TO SUPPLEMENTARY EDUCATION INTERVENTION

Despite visible changes on the ground and data showing improvement in school attendance, better learning levels, reduction in dropout rate etc., partner organisations face many challenges while implementing projects on supplementary education. The following are the key challenges to the intervention.

First generation/reluctant learners

Many of the children targeted under supplementary education are either first generation or reluctant learners. As a result of absence of an enabling learning environment at home and in the community, these children need to be continuously motivated and creatively engaged to keep them on track for educational attainment. This is the principal reason for the field teams' active and daily engagements with children in the form of

supplementary education classes, games and many other activities noted in earlier sections of the report. Despite regular activities, there are cases of children dropping out of schools in all project locations.

Parental apathy

Parental apathy is a result of the contextual issues highlighted earlier. With no or little exposure to education and generations of peripheral existence under feudal or self-contained societies, parents of targeted children continue to display apathy towards education and community mobilization activities. While there are many examples of parents coming forward for change and actively involved in community as well as school/anganwadi matters; there are many others who continue to feel subjugated resulting in inadequate interest in education of their children.

Adverse socio-economic issues

There are many adverse socio-economic issues that lead to inadequate community participation in supplementary education activities. The adverse socio-economic issues are:

- Livelihood needs take precedence over need of education resulting in parents' inadequate attention to the latter
- Addiction to alcohol and smoking (Even teachers come to schools in inebriated condition, as seen in Mandla.)
- Inadequate awareness about rights and entitlements

Problems in education system

Problems in education system like teachers' absenteeism, irregular release of entitlements, badly maintained school infrastructure, dominance of teachers in management affairs of schools, etc. continue to persist in the project areas. Partner organizations continue to face these challenges while handling issues at school level, which in turn affect performance of the intervention.





CHAPTER 3

THEORETICAL FRAMEWORK FOR SUPPLEMENTARY EDUCATION

Building a theoretical framework or a set of principles for supplementary education intervention is a logical corollary to the documentation of structures and processes presented in earlier chapter of the report. The purpose of a theoretical framework or set of principles is to create an intervention model that can help in replicating the experiment, in understanding the existing projects with a new perspective and in bringing about changes as necessary during the course of the intervention.

of creating an enabling environment at home, in the community and in educational institutions that fosters educational attainment of the marginalized population. The enabling environment that supplementary education system emphasizes also defines the ecology of the system, as the Chart 3.1 shows.

3.1 UNDERSTANDING THE CONCEPT

While supplementary education literally refers to additional educational measures for making up deficiencies in existing system of education; the concept assumes significance in the context of society in which marginalised communities like Musahar, Gond and Baiga live. This significance is due to the simple fact that education is not a stand-alone intervention that can be de-linked from other aspects of life like society, economy, culture and administration. It has been shown in earlier chapter as to how the marginalised communities have not been able to make progress in education due to multiple contextual deficiencies. In other words, the concept of supplementary education will have to be understood more holistically beyond its literal meaning stated above.

Supplementary education, therefore, is defined as a system or set of measures that is capable

3.2 NATURE OF SUPPLEMENTARY EDUCATION

An enabler

Supplementary education is an enabler for educational empowerment of marginalized children. The uniqueness of the system lies in its ability to cater to the qualitative and quantitative aspects of education. There are components in intervention that lead to holistic development of education by increasing enrolment and ensuring better learning level. Considering the context of intervention, focus on qualitative and quantitative aspects is considered logical.

Exclusion of pre-school and higher education

Supplementary education does not cover pre-school education within the ambit of its core programme components. But the same is taken up at a larger societal/ community level. Children of anganwadis are, therefore, not covered the way older children are targeted. According to the system in place, non-formal pre-school education for children

in the age group of 3 to 6 years is one of the services provided by anganwadis. This early learning component of Integrated Child Development Services (ICDS), as the term pre-school education implies, is basically a preparatory learning phase that prepares children for primary schooling. The lessons taught at this level do not require any supplementary assistance as envisaged under supplementary education intervention.

It is also important to exclude higher education (i.e. above Class X) from the purview of supplementary education as the system has been developed as a targeted grassroots-level intervention. An intervention like this cannot accommodate the academic needs of higher education.

Space for innovation

Supplementary education is a dynamic intervention that allows

space for innovation in the domains of programmes and activities keeping in view the unique needs of targeted children. The unique needs may be rooted in educational system, society, culture and such other contextual issues.

3.3 PRECONDITIONS FOR SUPPLEMENTARY EDUCATION INTERVENTION

Supplementary education system, as defined above, can be conceived under certain preconditions as noted below. A development organisation must ensure that the preconditions are fulfilled before going ahead with an implementation plan.

- Existence of gaps in system of education like low enrolment, high dropout, teachers' absenteeism, etc.
- Presence of marginalised communities that are deprived of education



CHART 3.1: ECOLOGY OF SUPPLEMENTARY EDUCATION SYSTEM

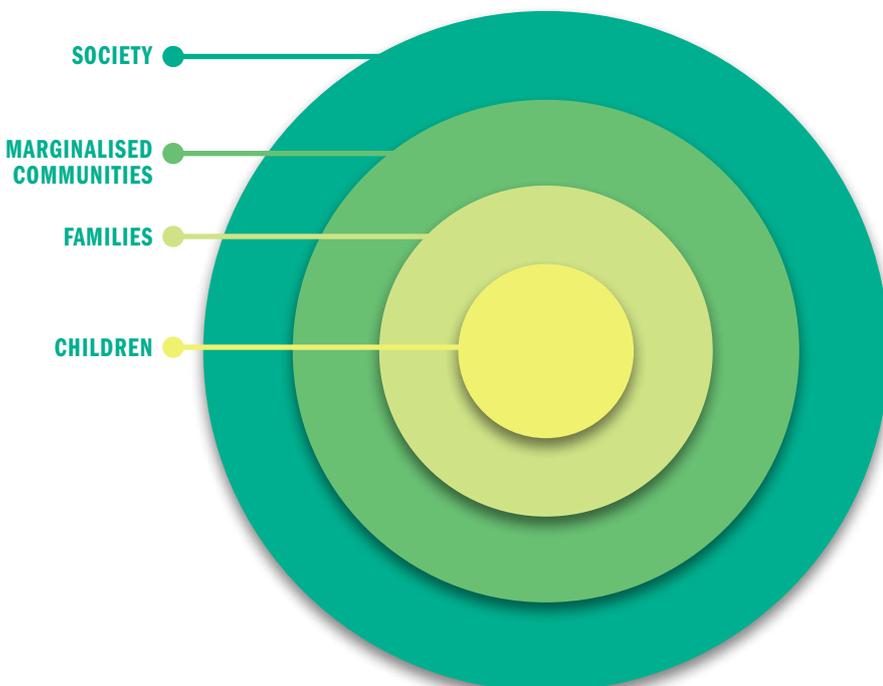




TABLE 3.1: SUPPLEMENTARY EDUCATION OBJECTIVES AND KEY ACTIVITIES

Objectives/purposes

Key activities

To increase learning levels of targeted children and ensure school attendance

Setting up of learning centres, monitoring of school attendance and handholding of children on specific subjects

Promotion of innovative TLM and pedagogy

Research and development programmes on innovative TLM and pedagogy, specific to the context of intervention

Mobilization of targeted marginalised communities for promotion of education and bridging systemic gaps

Formation of stakeholder-specific groups like Mata Samiti, youth club, child club, etc.; training of communities on right to education, right to information and other key issues; periodic interaction with PRI representatives and local opinion makers; organisation of community sensitization events like street play, meeting, bal mela, etc.; and facilitate redressal of grievances by communities with concerned government offices

To liaise and network with government departments dealing with education

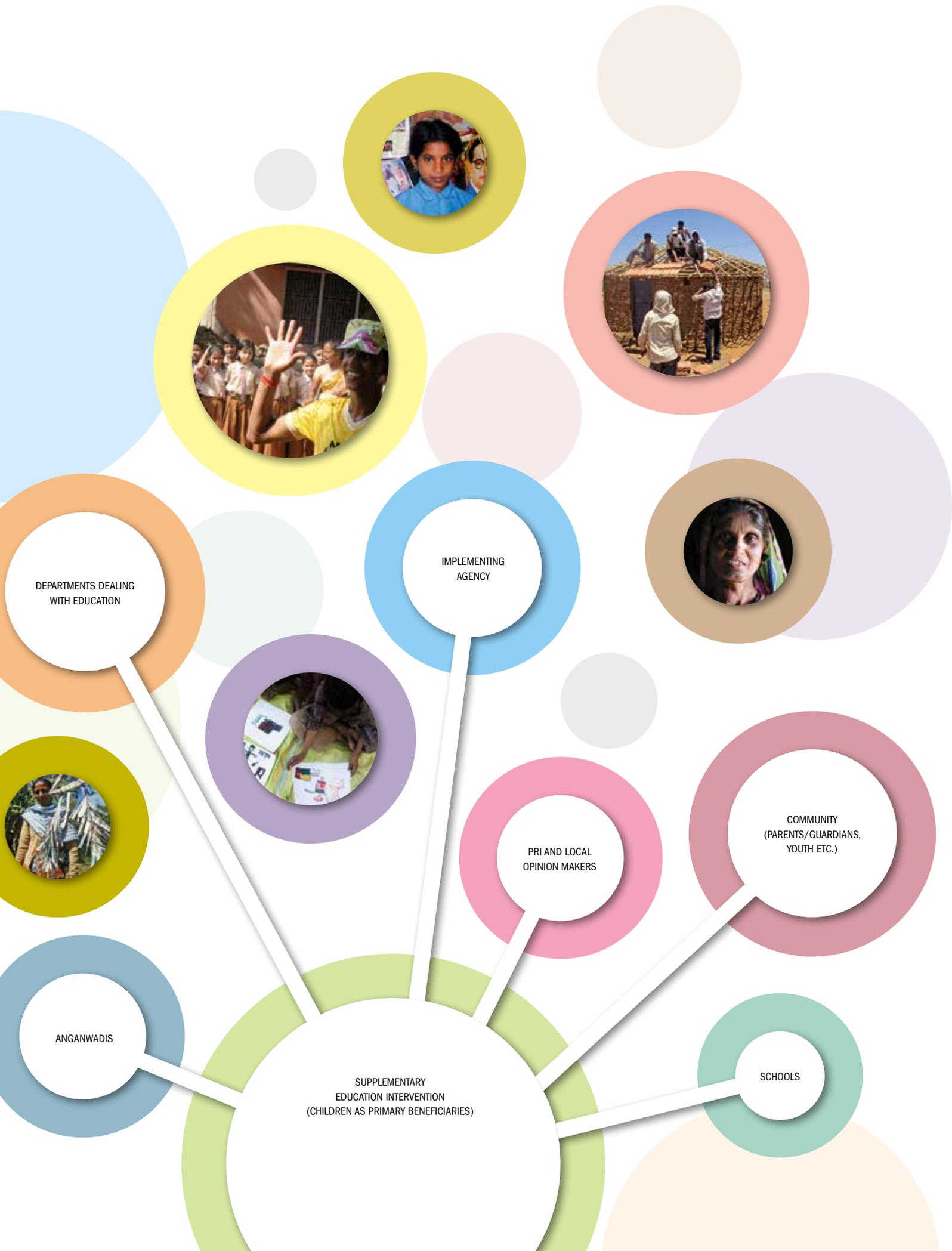
Meetings with block education officer, district education officer, CDPO and officials of DIET; participation of officials in project events; and operationalisation of mechanism for redressal of grievances

Partnership with schools and anganwadis

Operationalisation of a mechanism for monitoring activities in schools/ angawadis like learning conditions, teachers' attendance, entitlements to children, meetings of SMC and actions taken thereof, adoption of innovative TLM and pedagogy, etc.

To train stakeholders on right to education and other related issues

Periodic training of children, parents, supplementary education instructors and project team on right to education and related issues



- Low educational attainment of children due to disabling ecology (existence of factors like parental apathy, poverty, etc. that preclude educational development)
- Non-existent or inadequate remedial intervention due to absence of civil society and poor administrative actions

3.4 SUPPLEMENTARY EDUCATION OBJECTIVES AND ACTIVITIES

The objectives and activities noted in table 3.1 have been decided keeping in view the prevalent context of education in the country and the common contextual issues prevalent in areas of on-going supplementary education projects supported by NEG-FIRE. The objectives and actions are considered integral to supplementary education and are open-ended in nature. This will enable development organizations to plan their objectives and activities keeping in view the contextual issues of their coverage communities, while retaining the essence of supplementary education intervention.

3.5 STAKEHOLDERS' ENGAGEMENT MODEL

Supplementary education involves participation of multiple stakeholders at multiple levels. The table contains roles of different stakeholders. A stakeholders' engagement model has also been presented for further clarity on the aspect.

3.6 DO'S AND DON'TS FOR IMPLEMENTING AGENCIES

Supplementary education is a rights-based grassroots-level multi-stakeholder intervention. Development organisations engaged in implementation of such an intervention need to follow certain do's and don'ts that would help them achieve high quality results. The do's and don'ts given below have been prescribed keeping in view the rights of children, especially their right to education and the needs of quality project management.

TABLE 3.2: STAKEHOLDERS AND THEIR ROLES

Stakeholder	Key roles
Children (primary beneficiaries)	Participation in supplementary learning classes and activities (training, awareness, etc.)
Community (Parents/ guardians, youth etc.)	Ensure child's participation in learning classes, attendance in school, motivation for education, etc.
School	Provides non-discriminatory learning conditions, timely delivery entitlements like scholarship, uniform, etc.
Anganwadi	Provides services, including non-formal education
Departments dealing with education	Redress grievances of marginalized communities, responsive to networking efforts of project, facilitate children's entitlements, if necessary
PRI representatives and local opinion makers	Participate in community mobilization activities and ensure responsive school and anganwadi
Implementing agency	Project design and implementation

TABLE 3.3: DO'S AND DON'TS FOR IMPLEMENTING AGENCIES

Do's

- Develop understanding of the disabling factors that preclude education of children
- Conduct a comprehensive baseline study prior to formulation of project design
- Consider rights of children as a matter of primary concern
- Raise and support voices against injustice
- Involve communities in project activities by developing a dynamic interactive process of engagement
- Make documentation of project activities up-to-date
- Prepare case studies highlighting successes as well as challenges
- Adhere to standard principles and guidelines of project management

Don'ts

- Do not follow discriminatory practices on the basis of caste, creed, colour, gender and other ethno-centric factors
- Do not make supplementary education classes stressful for children
- Do not practice any kind of corporal punishment (physical, emotional and/or negative)
- Do not hide facts even if they are unpleasant

CHAPTER 4

RECOMMENDATIONS FOR STRENGTHENING SUPPLEMENTARY EDUCATION

The study recommends following measures for strengthening supplementary education intervention.



- Learning levels of children need to be carefully handled, as available literature indicates (i.e. past evaluation findings) potential for better performance.
- Implementing partners should liaise with government departments dealing with education at block and district levels more frequently in order to get grievances of people redressed. They should also work for adoption of innovative TLM by schools located in project areas. In Mandla, DIET has agreed for informal adoption of Hamar Kitab. This makes one hopeful for formal adoption of the book in future. Partner organizations should work along this line in future as it would contribute to sustainability of the intervention.
- In all the project locations covered for field work, there exists huge potential for continuation of projects for at least two more project cycles. Views of community people overwhelmingly support continuation of present projects. In view of educational backwardness of the targeted communities, the expectations of people cannot be considered unreasonable. Subject to availability of funds, continuation of projects may be considered.
- Replication of supplementary education projects in other parts of the country may be considered, especially for educationally backward communities and areas.
- There is scope for intense community mobilization in order to ensure further rise in school enrolment and decrease in dropout rate. Although indicators of education have shown good upward movement, children continue to dropout on one pretext or the other.



OUR VISION

NEG-FIRE is a development support organisation that aims to transform the lives of the marginalised children through appropriate education and by strategic and dynamic partnership with local NGOs and Community groups. We see every Dalit, Tribal, girl child and those belonging to vulnerable minority to be confident young individuals, by enabling them to relate to the world around them and providing the springboard to embark on higher academic or vocational education in order to build an egalitarian society.

OUR MISSION

We enable partners to promote quality education for marginalised children resulting in social transformation in India while upholding the values of transparency, accountability, pluralism, equity, justice, peace and respect for all.



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