



Annual Report

April 2012 - March 2013



“School is where we learn, school is where we play”

New Education Group
Foundation for Innovation and Research in Education

Our Vision

NEG-FIRE is a development support organisation that aims to transform lives of 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 groups, learning to be confident young individuals, 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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From the Chairperson

It is my pleasure to present to the members of the General Body of NEG and the readers at large -the annual report of NEG-FIRE for the year 2012-13.

As we witness the death of 22 children in the public school as a result of poisonous food served in the mid-day meal in Bihar on one hand and the young children hurling stones at the forces on the streets of Kashmir on the other hand, we feel very challenged and cannot escape the guilt of increasingly becoming irrelevant in the field of education.

As the education for the State has reduced to a 'Service' and for the market, a 'Product', the voluntary sector and the community based organizations can barely escape becoming dominantly 'reactionary' in spite of being resourceful.

At NEG-FIRE too we face the same challenges. Our strength lies in self-critique and acknowledgement of our limitations along with our strengths. We continue to struggle to find relevance. Although we humbly accept that our work is a mere drop in the ocean, as mother Teresa would say, 'without that drop the ocean would be less incomplete'. NEG-FIRE extends its gratitude to all its partners, staff, members and all those who have contributed to the progress during the year.

Martin Macwan



From the Executive Director

Dear Friends,
Salaam from NEG-FIRE!

The year 2012-13 was a significant period for us as our *raison d'être*, vision, and mandate of promoting quality education for marginalized children through NGOs was also validated as being appropriate, relevant and effective by our major institutional donor, Misereor and our project donor, the Sir Dorabjee Tata Trust (SDTT). This has provided a fillip to our future direction of providing more responsibility and accountability to the marginalized constituencies that we work with and also for efficiently doing our work while using every Euro and Rupee.

As part of our core mission, we chose to establish partnerships with 16 NGOs - 12 programme partners (eight earlier ones were taken forward into the second phase and four new partners were added) and four research partners for a grant of Rs.47,199,600. Of the Rs.42,869,450, which was allocated for programmes, 23 per cent of the grant was sanctioned for Musahar children in Bihar.

An attempt to collaborate with academic institutions for improving the quality of our research, for wider dissemination of their results, and for bridging the gap between academicians and practitioners proved successful. Two linkages were established, one with Jamia Millia Islamia University, Delhi for a study on 'Dynamics of Schooling and Social Exclusion: A case study of Muslims in the walled city in Delhi' and the other with the Institute of Education, Pune for the study titled 'Mapping the Educational Status of the Muslim NT-DNT Community in four districts of Maharashtra', apart from other research studies that were also sanctioned during the year.

This year, our earlier research on the study of conflict in five states was shared at the annual conference of the Comparative Education Society of India (CESI), with two abstracts getting published in the conference volume. A research paper titled 'Education in the Shadow of Conflict' was also published in the ISI journal *Social Action*. NEG-FIRE's support to the study on developing a rural curriculum, 'Our Land Our Life' too received wide acclaim (summary report available at www.negfire.org). Capacity building of our partners by meeting their needs for an effective results-based approach in their work, multilingual education, integration of arts and aesthetics, and

financial training, was initiated to help in better implementation, achieving outcomes, and for sustaining capabilities within their organizations. Onsite support and guidance continued to be provided to 32 partners through the individual and cluster monitoring approach.

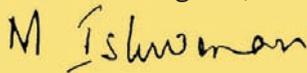
Children and their communities, teachers and Anganwadi Workers, and some Sarva Shiksha Abhiyan officials in our project areas in Jhabua and Basswada were fascinated to see and read Bhili words and sentences in *Apni Sopadi*, a set of three bilingual books in Bhili and Hindi for children up to Class III. Apart from setting out policies, our active and supportive board was also engaged and involved in significant moments and events in the organization. Besides the existing board, finance and Process Approval Committees, two more committees were set up during the year - the Fundraising Committee to garner corpus funds and the HR Committee.

The year was not without its share of challenges. Despite all efforts, our partners were unable to make all schools in their project areas RTE compliant. Internally, two major evaluations, both done at around the same time, ate into our pre-planned schedules and outputs, and delayed some of our plans. But inspite of these challenges, almost 90 per cent of the results were achieved as per the plan. Both our donors, Misereor and SDTT have sanctioned programme and administration budgets of Rs.6.94 and Rs.2.65 crore respectively, for the next three years.

We are happy that the year was purposely spent in bringing smiles to 100,975 Dalit, Tribal and other children in primary schools, and 41,455 children in anganwadis centres, with better enrollment of children in schools, improved performance of anganwadis, break down of some exclusionary practices by engaging children in art and play activities, and increasing the children's desire to learn! Some have also started learning while others are enjoying play activities in schools and also their mid-day meals. Thank you dear staff members, NGO partners, communities, board members and donors, for making this possible.

Let me assure you all that marginalized children will continue to inspire and always set the education agenda for NEG-FIRE.

With warm regards,



Marita Ishwaran



PARTNERSHIP PROMOTION



Twelve new projects and four new research studies were sanctioned with a total support of Rs.47,199,600. Of the 12 partners, eight were existing partners who were taken forward to the next phase, while four were new partners.

The themes and issues supported for the year 2012-2013 were:

- (a) The Edu-Leadership programme in Andhra Pradesh and Uttar Pradesh
- (b) Inter-state issues like child labour (Bihar-Jharkhand and Bihar-Rajasthan)
- (c) Musahar children in Bihar
- (d) Early Childhood Care and Development (ECCD) for 0-5 year olds residing in urban slums in Delhi and an initiative for addressing peace through education of children in the conflict region in Odisha
- (e) Developing bilingual books for children
- (f) Developing Dalit children's literature

State-wise funds sanctioned for partners during 2012-13

BIHAR

Patna Jesuit Society in Madhubani District (December 2012 - March 2015)

Project: Educational development of the Musahar community; Rs.39,27,730

This is a three-year project which covers 840 Musahar children aged 6-14 years in 21 schools. It also covers 119 teachers and 670 children in the age group of 0-5 years in 42 anganwadi centres in Madhubani District. These 21 schools come under two Cluster Resource Centres (CRCs) under the Department of Elementary Education, Government of Bihar.



Residential training camp being run by PRABHAT in Sakri Village, Bihar

The project aims at the all-round development of the Musahar community children through education and also the emergence of role models from within the community. The focus of this project is not only on ensuring alignment of schools as per the Right to Education Act (RTE) and Integrated

Child Development Scheme (ICDS) norms but also on the learning outcomes of children.

IZAD (April 2013 - March 2014)

Project: Support for promoting Musahar children's right to education in Bihar; Rs.1,847,000

Children from the Musahar community in discussion with the field animator from IZAD in Dhanarua block



IZAD is a Patna-based organization working for the cause of the marginalized and it aims at fostering the development of weaker sections on a sustainable basis. NEG-FIRE is supporting IZAD with a grant of Rs.1,847,000 for one year. The project will work in Dhanarua block in Patna District that has a high Musahar population. The project

will follow the strategy of 'intense engagement' in 10 schools to make them fields for learning and wider engagement, in order to improve the learning levels of the Musahar children and improve RTE compliance in schools.

Patna Jesuit Society, Rohtas District (REAP) (December 2012 - March 2015)

Project: Sustainable education and empowerment of Dalits (SEED); Rs.4,300,330

This project is being implemented with 1,306 children aged 0-5 years and 2,369 children aged 6-14 years. The project covers 30 schools and 31 Anganwadi Centres (AWCs) with 190 teachers and 31 Anganwadi Workers (AWWs) in one district. The project also aims to develop 29 Edu-Leaders in the 29 target villages. These 29 villages come under three CRCs including 10 quarries. Besides the complete eradication of child labour, REAP's aim is also to ensure quality education in all 29 villages for Dalit, Tribal and Muslim children who are victims of socio-economic deprivation and religious exclusion.

Inter-State Partners

BIHAR AND JHARKHAND

ABHIYAN (December 2012 - March 2015)

Project: Ensuring educational rights of Santhali children in Sahebganj District in Jharkhand by promoting quality education with a special focus on language; Rs.3,243,220

ABHIYAN is working in 20 villages in Mando block in Sahebganj District in Jharkhand. The project is being implemented with 587 children in the 0-2 year

Creative activity by children in school, through ABHIYAN



age group, 706 children in the 3-5 years age group, 983 children in the 6-14 years age group and 675 children in the 14-18 years age group. The project covers 19 schools, 14 AWCs with 62 teachers and 14 AWWs. The project's focus is on ensuring educational rights of Santhali children by promoting quality education with special focus on

language. It is a continuation of a three-year, inter-state border area project in the Bihar/Jharkhand area by NEG-FIRE.

Poornea Social Education Society (PSES) (December 2012 - March 2015)

Project: Ensuring educational rights for Santhali children in Katihar District in Bihar by promoting quality education with focus on language; Rs.3,571,900

PSES works in 22 villages in Katihar block in Poornea District in Bihar. The project is being implemented with 360 children in the 0-5 year age group and 1,521 children in the 6-14 years age group. The project covers 14 schools and nine AWCs with 59 teachers and nine AWWs. The project also aims at developing 22 Edu-Leaders in the target villages. The project focuses on ensuring educational rights for Santhali children by promoting quality education with a special focus on language as part of NEG-FIRE's inter-state border area programme. It is a continuation of a three-year project that was

successful in developing and providing bilingual teaching-learning materials (TLMs) to bridge the language gap, developing women's groups for securing entitlements for children in the 0-5 years age group, mobilizing communities to ensure school functionality, as well as inclusion of art, play and support in children's lives.

ANDHRA PRADESH

Sadhana (April 2013 - March 2015)

Project: Developing Edu-Leaders with a special focus on women and ensuring educational rights for marginalized children; Rs.4,081,000

NEG-FIRE is supporting Sadhana for the next stage of its intervention for developing an evidence-based model of community ownership for quality education to integrate with Sarva Shiksha Abhiyan (SSA). Out of the 33 villages (five clusters) in one mandal in Nizamabad District, Sadhana already covered 10 villages during the last phase of its work while the remaining 23 villages will be covered in the proposed project period. Sadhana will also provide follow-up support to four mandals. New Edu-Leaders will be selected and at least 50 per cent of these will be women.

Cultural Expressions Curriculum (CEC) June 1, 2013 – May 31, 2015

Project: Promoting the cultural expressions programme; Rs.38,27,950

This is a two-year project being implemented by NEG-FIRE in collaboration with the Integrated Tribal Development Agency (ITDA) in 40 schools across 40 villages in Parvatipuram and Gummalaxipuram blocks in Vizianagaram District in Andhra

Pradesh. The project covers 1,800 children in 40 schools with 118 teachers and 40 AWCs. It hopes to achieve its goals by integrating art and craft, music and dance within the approach and methodology in teaching languages and social sciences.



Community performance

RAJASTHAN

Samantar Sansthan (December 2012 - March 2015)

Project: Muhim Phase II - Ensuring inclusive education for 20 subaltern collectives of Gangapur City; Rs.3,470,100

Samantar is working in 20 urban centres with 20 subaltern collectives in Gangapur City, Sawai-Madhopur District in Rajasthan. This is a three-year project with a total budget of Rs.3,528,800. The project aims at ensuring educational rights of nomadic and subaltern children by promoting quality education with a special focus on language.

UTTAR PRADESH

Bareilly Diocesan Social Service Centre (SUCHETNA) (April 2013 - March 2015)

Project: Developing women as edu-leaders to ensure educational rights of Dalit children; Rs.3,078,900

NEG-FIRE extends its support to SUCHETNA for its phase - II intervention for building a cadre of women grassroots leaders from the marginalized community who will act as catalysts for sustainable change to ensure children's educational rights (RTE and ICDS). Following a participatory, rights-based approach,

SUCHETNA will empower children and women with knowledge and life-skills to move out of the cycle of illiteracy and poverty and to evolve as respected and productive citizens. The strategy for achieving this will include developing women volunteers from marginalized communities who are self-motivated thinkers and doers as Edu-Leaders. These volunteers will bring about change in the functioning of schools/Anganwadis and improving children's learning levels. The women volunteers will be selected by involving community members. The volunteers will be recognized by the pradhan.



A meeting of women SHGs members organised by SUCHETNA

ODISHA

Solidarity For Developing Communities (SFDC) (April 2013 - March 2015)

Project: Promoting a culture of peace by ensuring discrimination-free quality education for children aged 3-18 years in Pindiki cluster, Gajapati District, Odisha; Rs.4,237,068

A village-level SMC meeting in Podili village, Odisha organised by SFDC



Solidarity for Developing Communities (SFDC) has been working in south Odisha on a peace building process with SC/ST communities for the last 10 years. The proposed project is designed to ensure equal access for marginalized tribal children to quality education. This will be done by promoting

‘peace education’ that aims at reducing negative consequences of exclusion and discrimination and promotes the learning of positive values and behaviour, leading to a peaceful society.

DELHI

Mobile Crèches (April 2013 - March 2015)

Project: Developing the capacities of community and grassroots NGOs for advocacy on quality childcare services; Rs.3,753,252

In this project, Mobile Crèches will focus on raising awareness on ECCD in seven urban settlements covering four districts in Delhi by developing three ECCD



A street play being performed by community youth group, Mobile Crèche in Delhi

resource centres and strengthening community-based groups. It will also aim at:

- (a) building the capacities of community-based groups as ECCD technical resources at the micro level
- (b) developing resource centres for ECCD as hubs for information dissemination, capacity building and meetings at the local level (for this ECCD material and kits will also be developed)
- (c) building the capacity of new partners to replicate the initiatives at a larger level and help decentralize its activities

Swadhikar: (April 2013 - September 2014)

Project: Building an inclusive environment for education and community empowerment through Dalit and DNT children’s literature; Rs.3,531,000

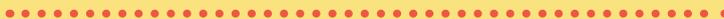
NEG-FIRE will support Swadhikar for a year and a half long project. The project will broadly include identifying and training Dalit writers; collecting

stories and poems about Dalit history, struggles of its community members, art and culture captured in oral fables and songs and; advocacy and dissemination among teachers, children, community members and district and state level stakeholders. For this, two books (one on poems and the other on stories) on Dalit and the nomadic community



Dalit researchers and team members from Swadhikar at a government school in Godevada, Nagpur District

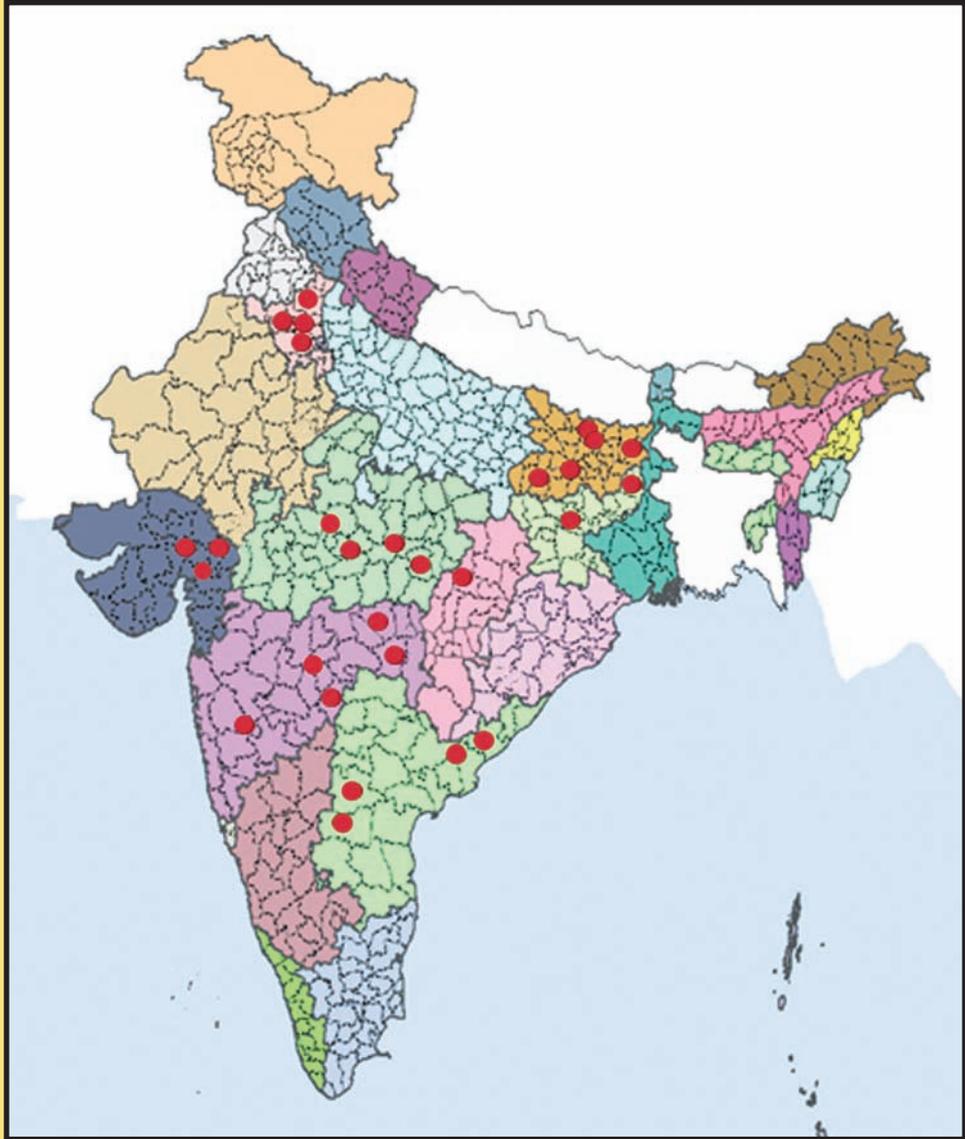
will be published by the end of the project period for children in classes 5-8. The project will also develop a cadre of 28 Dalit writers, who will be able to write on Dalit/nomadic children’s literature (stories and poems). The Dalit writers will engage with teachers’ associations (during teacher training workshops) at the district and block levels to sensitize them about bringing inclusion in teaching practices and in curriculum by including stories/poems about the Dalit community. The project also aims at setting up two resource centres depending on the human and capital resources garnered during the implementation of the project.



भागीदारी में प्रसार

राज्य	साथी संस्थाएं	मुद्दे	सहयोग की अवधि	दी गई कुल वित्तीय मदद (रुपयों में)
झारखण्ड	अभियान, पूर्णिया सोशियल एजुकेशन सोशायटी (पीएसईएस)	अंतरराज्यीय मुद्दे जैसे बाल श्रम, द्विभाषिय	+ दिसम्बर 2012 - मार्च 2015 + दिसम्बर 2012 - मार्च 2015	3,243,220 3,571,900
बिहार	पटना जेसुएट सोसायटी (मधुबनी), ईजाद, पटना जेसुएट सोसायटी (रोहतास)	मुसाहर समुदाय के बच्चों का शैक्षिक विकास दलित समुदाय का सशक्तिकरण और शिक्षा	+ दिसम्बर 2012 - मार्च 2015 + अप्रैल 2013 - मार्च 2014 + दिसम्बर 2012 - मार्च 2015	39,27,730 1,847,000 4,300,330
राजस्थान	स्मांतर संस्थान	घुमन्तु और निम्न वर्गीय समुदाय (सबअल्टर्न) के बच्चों की शिक्षा और भाषा पर जोर	दिसम्बर 2012 - मार्च 2015	3,470,100
उड़ीसा	सोलिडैरिटी फॉर डेवलपिंग कम्युनिटीज (एसएफडीसी)	राज्य के तनावग्रस्त इलाकों में अनुसूचित जाति और जनजातियों के बच्चों की शिक्षा के माध्यम से शांति स्थापना का प्रयास	अप्रैल 2013 - मार्च 2015	4,237,068
आंध्र प्रदेश	साधना, कल्चरल एक्सप्लोरेशन क्युरिकुलम	एडु-लीडरों का विकास और हाशिए के समुदायों के बच्चों की शिक्षा का ध्यान। सांस्कृतिक अभिव्यक्ति कार्यक्रम को बढ़ावा देना	+ अप्रैल 2013 - मार्च 2015 + जून 2013 - मई 2015	4,081,000 38,27,950
उत्तर प्रदेश	बरेली दिओसेसन सोशियल सर्विस सेंटर	एडु-लीडरों का विकास करके दलित बच्चों की 'शिक्षा के अधिकार' को सुनिश्चित करना	अप्रैल 2013 - मार्च 2015	3,078,900
दिल्ली	मोबाइल क्रेचेस, स्वाधिकार	ज़मीनी स्तर पर काम करने वाले गैर सरकारी संगठनों और समुदायों की क्षमता निर्माण कर बच्चों की देखभाल की सेवाओं की जन पैरवी करना, बच्चों के लिए दलित साहित्य का विकास करना	+ अप्रैल 2013 - मार्च 2015 + अप्रैल 2013 - सितम्बर 2014	3,753,252 3,531,000

Number of Partners as on March 31, 2013



Our Partners

ANDHRA PRADESH

- Adivasi Mitra Welfare Society, Paderu
- CERANA Foundation

- NATURE, Vishakhapatnam
- SADHNA, Nizamabad

BIHAR

- IZAD, Dhanarua
- Patna Jesuit Society, Madhubani
- Patna Jesuit Society, Sasaram
- Purnea Social Educational Society, Katihar
- Rural Education and Development (READ), West Champaran

CHHATISGARH

- Shikhar Yuva Manch, Bilaspur

DELHI

- Mobile Crèches, New Delhi
- Swadhikar, New Delhi
- Jamia Milia Islamia University
- Knowledge Awareness Research and Management (KARAM)

GUJARAT

- Prakriti Foundation for Natural Resources Regeneration, Rayagada
- Rural Development Service Society (RDSS), Raisen
- Samerth Trust, Ahmedabad

JHARKHAND

- Abhiyan, Sahibganj
- VEDIC Society, Latehar

MADHYA PRADESH

- Catholic Diocese of Jhabua, Jhabua
- Centre for Alternative Dalit Media (CADAM), Rewa
- Jabalpur Diocesan Social Service Society (JDSS), Mandla
- Samarpan Mahila Vikas Kendra, Mandla

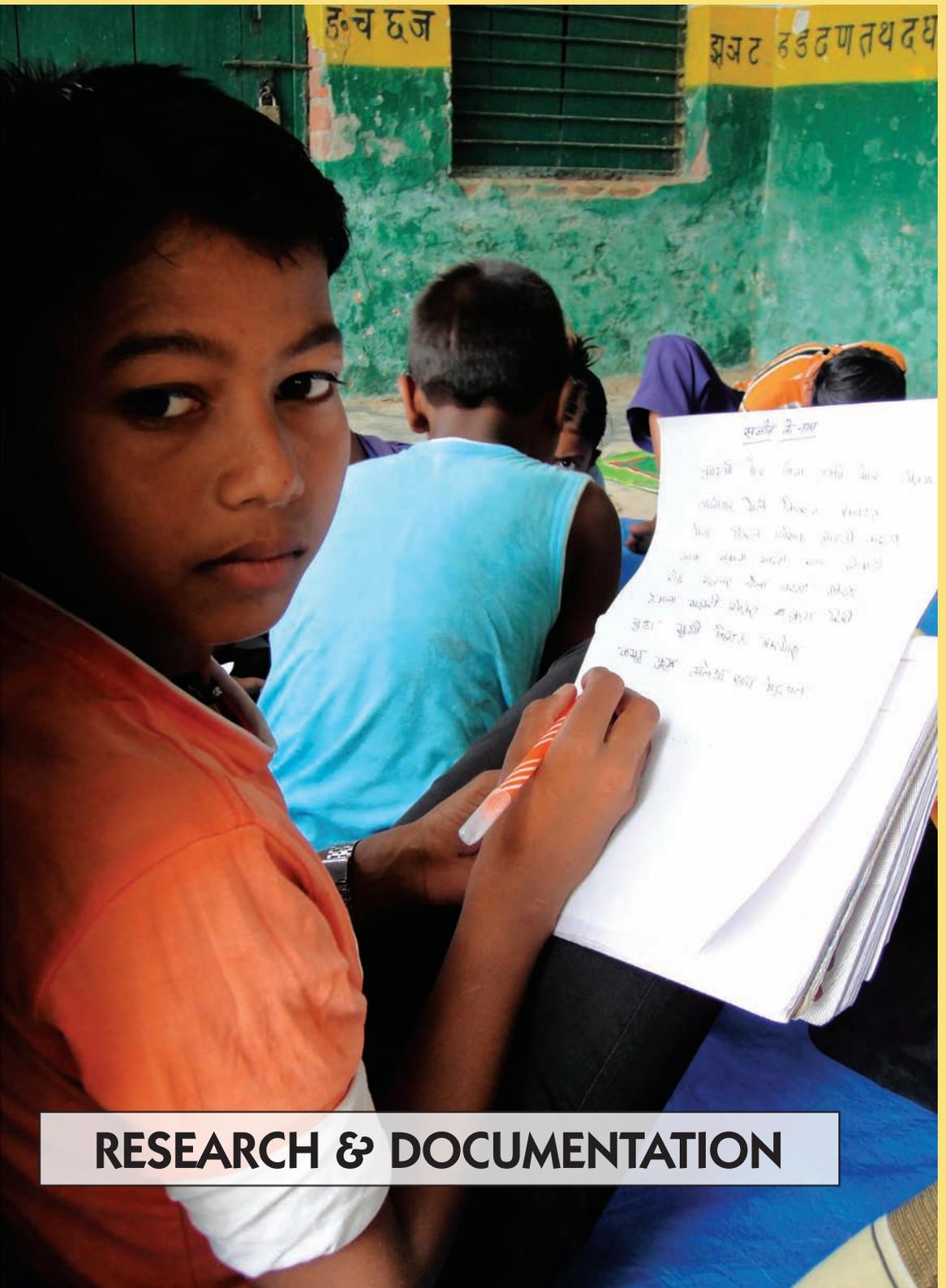
MAHARASHTRA

- Magic Bus India Foundation, Chandrapur
- Samaj Vikas Sanstha, Marathwada
- The Society for Educational Improvement and Innovation, Yerwada
- Indian Institute of Education, Pune
- Bombay St. Xavier's College Society, Mumbai

कुल 47,199,600 रुपये के आर्थिक सहयोग से बारह नई परियोजनायें और चार नए शोध अध्ययन स्वीकृत किये गए। कुल बारह साथी संगठनों में से चार साथी संगठन नए थे और बाकी आठ साथी संगठन हमारे मौजूदा साथी थे जिन्हें अगले चरण में लाया गया।

वर्ष 2012–2013 में सहयोग किये जाने वाले विषय और मुद्दे इस प्रकार थे:

1. आन्ध्र प्रदेश और उत्तर प्रदेश में एडु-लीडरशिप कार्यक्रम
2. अंतरराज्यीय मुद्दे जैसे बाल-मजदूरी (बिहार-झारखण्ड और बिहार-राजस्थान)
3. बिहार में मुसहर बच्चे
4. दिल्ली की शहरी बस्तियों में रहने वाले 0-5 आयु के बच्चों के लिए बचपन की देखभाल और विकास (ईसीसीडी) और उड़ीसा के तनावग्रस्त इलाकों में बच्चों की शिक्षा के माध्यम से शांति स्थापित करने का प्रयास
5. बच्चों के लिए द्विभाषीय किताबें तैयार करना
6. बच्चों के लिए दलित साहित्य तैयार करना



हं च छ ज

झञट हडढणतथदघ

संगीत के नाम

तुमको मेरे लिए सभी केरों के नाम
बोलाओ जैसे किशोर, बसंत,
मेरा, प्रिय, प्रिया, तुमको अपना
जब जबकी कहते हैं कि बोलते
जैसे बोलते हैं जबकी बोलते
तुमको जबकी बोलते हैं कि
तुमको सुनी फिरतें बोलते
क्या तुम सनेको सबी भेद बना

RESEARCH & DOCUMENTATION



Four new research studies were sanctioned during 2012-13. These were:

1. Taking forward the rural curriculum design – Our Land Our Life – Nyla Coelho, Cerena Foundation (October 2012 - May 2014; Rs.2,344,800)
'Our Land Our Life' can be seen as a pioneering effort in the direction of placing ideas for a rural curriculum in a single comprehensive document. The second phase of this research will field test the developed curriculum in chosen Nai Taleem schools in Maharashtra; undertake sensitization of local government school teachers and the local education department to such a curriculum; carry out a content analysis of the existing material on agriculture in school textbooks and prepare suitable alternate material for this and; advocate with the education department for an appropriate change in the content of textbooks with regard to topics on agriculture.
2. Dynamics of schooling and social exclusion: A case study of Muslims in the walled city of Delhi – Professor Azra Razzack, Jamia Millia Islamia University in collaboration with KARAM, Delhi (December 2012 - July 2013; Rs.456,250)
This study is about processes and practices that will make schooling available for Muslim children in the walled city in Delhi and the dynamics that will unfold while trying to attain it. The study will be based on both qualitative and quantitative data to ensure a better understanding of the context and the determining factors that allow for schooling of Muslims in the walled city. The study will explore and map existing schools and their quality in terms of facilities offered. The variables that the study will throw up will help in future exploration of the theme.
3. Mapping the educational status of the Muslim NT-DNT community in four districts of Maharashtra - Razia Patel, Indian Institute of Education, Pune (January 2013 - August 2013; Rs.455,000)
This research aims to collect data regarding the existence of the caste system among the NT/DNT community; identifying and highlighting the educational problems of NT/DNT Muslims and suggesting actions for mainstreaming these communities.
4. Mapping the educational status of three of the most vulnerable occupational NT-DNT groups in Maharashtra - Swayam Panda, The Bombay St. Xavier's College Society, Mumbai (April 2013 - September 2013; Rs.612,100)
This study will cover nomadic mendicants and entertainer communities in Maharashtra for designing implementation programmes for the welfare of these communities around educational issues.

Research Achievements

- In the last financial year, NEG-FIRE supported a study on children's education in conflict and crisis covering five zones - Chhattisgarh, Jharkhand, Kandhamal, Ahmedabad and Manipur. This was appreciated by the various organizations with whom it was shared. The study was presented at the annual conference of the Comparative Education Society of India (CESI). Apart from this, two abstracts selected by the CESI expert panel were published in the conference volume.
- A study on the agrarian crisis and farmers' suicides was appreciated and discussed in the civil society sector. NEG-FIRE is now using the case studies documented in this study for preparing a supplementary handbook on the agrarian crisis for upper primary children. This handbook will be tested in selected schools and used for advocacy purposes. This work is nearing completion.
- NEG-FIRE supported research on developing a rural curriculum design that received national and international attention. The curriculum 'Our Land Our Life' has generated interest to the extent that some independent initiatives want to translate it into Tamil and Bali, use it as a base document for developing a green curriculum in Bhutan, and adapt it for the transition movement in England. Many educators have also expressed interest in incorporating suitable parts in their curriculum from the current academic year onwards.

Key Publications

NEG-FIRE brought out two newsletters – one focusing on research studies and the other on its Edu-Leadership programme. The Annual Report for 2011-12 was also published.

Also published was a new series of children's books titled *Apni Sopadi* in Bhili and Hindi, which is being used in the





Jhabua and Banswada districts in Madhya Pradesh and Rajasthan, respectively through its NGO partners. Children belonging to the tribal belts in border areas usually face learning difficulties in classrooms as the medium of instruction is different from their mother tongue. These books aim to bridge the existing language gap between the mother

tongue (Bhili) and the medium of instruction (Hindi) so that Bhil children can enjoy schooling as well. The series is designed for children in the 4-8 years age group, keeping in mind the tribal context, art and culture. The series has three books in Bhili and Hindi. The first book exhibits a child's journey from home to the jungle, school, field and many other interesting places using bilingual words. This part contains pictures and words in Hindi and Bhili. The second is a textbook where selected stories and poems are provided in Bhili. The third book is designed for teachers and contains different words used in the



classroom and in daily communication. It is a reference book for teachers to help them understand the children's language. Bhil children, community members, teachers and local artists belonging to Banswada and Dahod districts, played an important role in developing these books.

Process Documentation

Process documentation at NEG-FIRE is a multidimensional exercise for institutional memory, reflection and learning. It was started with the purpose of identifying the gaps, strengths and key turning points of a programme in process. As an activity it also aims at enabling the flow of information between the field and the higher levels of organization thus strengthening programme implementation.

In 2012-13, the seven inter-state partners - Prakriti (Gujarat), Sampoorna Jivan Vikas Samiti (Rajasthan), Jabalpur Diocese Social Service Society (MP), Samarpan (MP), Shikhar Yuva Manch (Chhattisgarh), SOVA (Orissa), NATURE (Andhra Pradesh).

शोध उपलब्धियां

वर्ष 2012-13 के दौरान चार नए शोध अध्ययन स्वीकृत किये गए। शोध अध्ययनों में से एक का प्रयास मुख्यधारा की पाठ्यपुस्तकों में ग्रामीण पाठ्यचर्चा प्रारूप के ज़रिये कृषि के लिए उपयुक्त विषयों की संभावना की तलाश करना है। यह शोध अध्ययन सेरेना फाउन्डेशन की नायला कोएल्हो द्वारा किया जा रहा है। चार शोध अध्ययनों में से दो अध्ययनों का मुख्य केंद्र महाराष्ट्र के विविध जिलों में घुमंतू और खानाबदोश (एनटी और डीएनटी) मुस्लिम समुदायों के व्यावसायिक समूहों के शैक्षणिक स्तर का पता लगाना है। दूसरा अध्ययन केंद्रित है पुरानी दिल्ली के मुस्लिम समुदाय के बच्चों की स्कूली शिक्षा की गतिशीलता और सामाजिक भेदभाव पर। यह अध्ययन जामिया मिलिया विश्वविद्यालय की अज़रा रज़ाक द्वारा करम दिल्ली के सहयोग से किया जा रहा है।

पिछले वित्तीय वर्ष में छत्तीसगढ़, झारखण्ड, कंधमाल, अहमदाबाद और मणिपुर, इन पांच संघर्ष और संकट से ग्रसित क्षेत्रों में बच्चों की शिक्षा पर अध्ययन हेतु एनईजी-फायर ने सहयोग दिया। इस अध्ययन को कम्पेरेटिव एडुकेशन सोसायटी ऑफ इण्डिया के वार्षिक सम्मेलन में प्रस्तुत किया और इसके दो अंश सम्मेलन के अंक में प्रकाशित किये गए।

+ इस रपट को शिक्षा के अधिकार मंच पर भी साझा किया गया और इसके कुछ अंशों को 'शिक्षा का अधिकार' के राष्ट्रीय मंच में शामिल किया गया।

+ आईएसआई के जर्नल 'सोशल एक्शन' (अप्रैल 2013) में शोध पत्र 'संघर्ष के साये में शिक्षा' का प्रकाशन।

+ 'खेती का संकट और किसान' पर किये गए अध्ययन को नागरिक समाज क्षेत्र (सिविल सोसायटी सेक्टर) में चर्चा के साथ सराहा गया। एनईजी-फायर द्वारा इसे माध्यमिक स्तर के बच्चों के पूरक अध्ययन हेतु पुस्तिका के रूप में तैयार किया जा रहा है।

+ राष्ट्रीय और अंतरराष्ट्रीय स्तर पर लोगों का ध्यान मिलने से एनईजी-फायर ग्रामीण पाठ्यक्रम के डिज़ाइन को विकसित करने में सहयोग कर रहा है। 'हमारी ज़मीन हमारा जीवन' पाठ्यक्रम का अलग-अलग भाषाओं में अनुवाद करके देश-विदेश में इस्तेमाल किया जा रहा है।

मुख्य प्रकाशन: एनईजी-फायर ने दो न्यूज़लेटर निकाले हैं – पहला शोध अध्ययनों पर, और दूसरा एडुलीडरशिप कार्यक्रम पर।

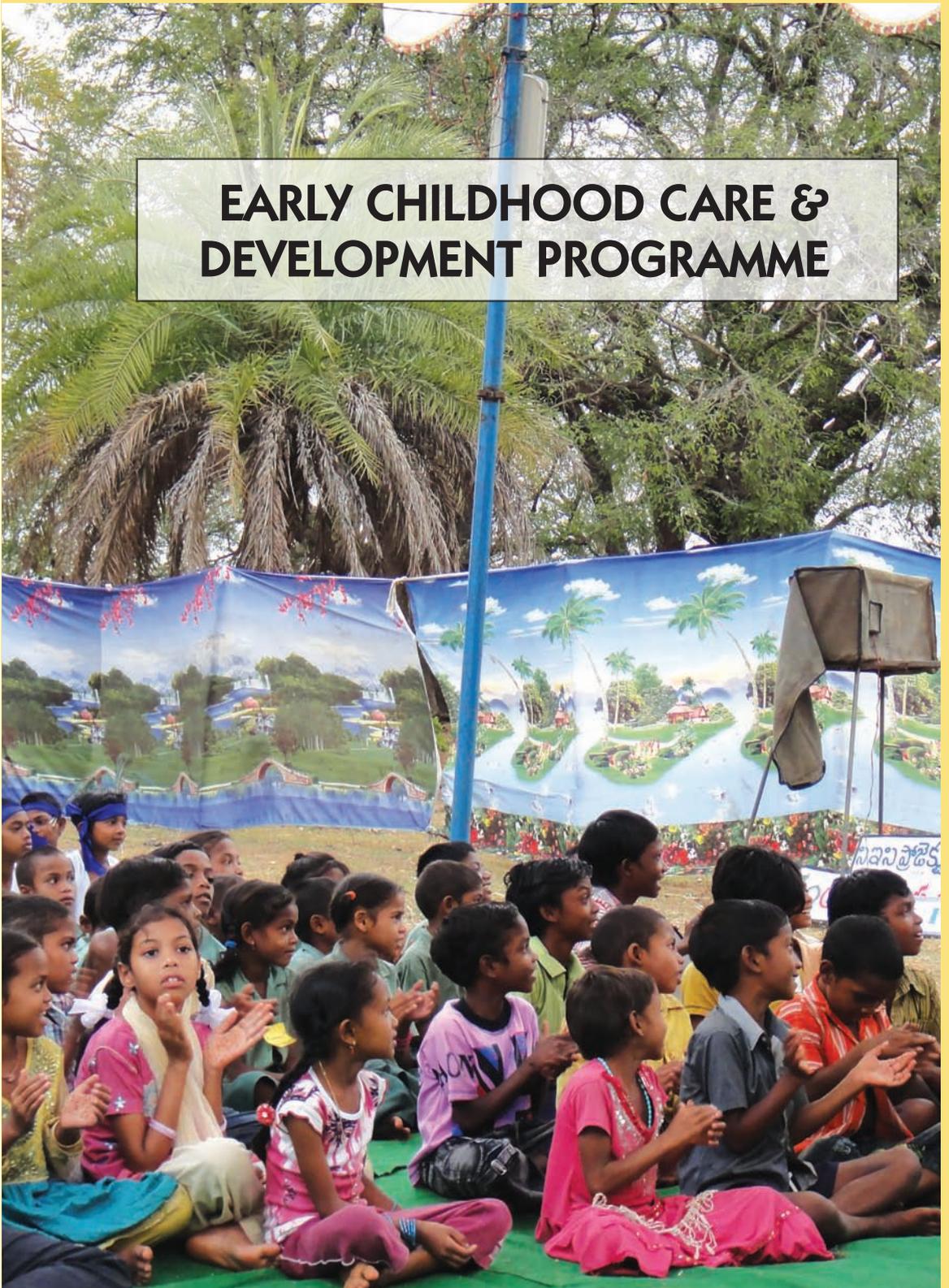
मध्य प्रदेश और राजस्थान की सीमाओं पर बसे इलाकों के लिए एनईजी-फायर ने भीली और हिंदी भाषा में बच्चों के लिए किताबों की श्रृंखला की। पहली किताब में घर से लेकर जंगल तक एक बच्चे के सफर को दिखाया गया, दूसरी किताब में भीली में कुछ कहानियां और कविताएं और तीसरी किबात को संदर्भ पुस्तिका के रूप में विकसित किया गया। इसमें शिक्षकों की समझ के लिए आम बोलचाल के शब्द भी दिए गए हैं।

प्रक्रिया दस्तावेजीकरण

एनईजी-फायर का प्रोसेस डॉक्यूमेंटेशन बहुआयामी होता है। इसका मकसद कार्यक्रम की प्रक्रिया में आने वाली कमियों, मजबूत पक्षों और बदलावकारी परिघटनाओं (टर्निंग प्वाइंट्स) को समझना और उन्हें चिन्हित करना है। इससे कार्यक्रम के सुदृढ़ क्रियान्वयन हेतु फील्ड से लेकर संगठन के उच्च अधिकारियों तक सुचारू रूप से जानकारी मुहैया होती है।



EARLY CHILDHOOD CARE & DEVELOPMENT PROGRAMME



NEG-FIRE's strategy for promoting Early Childhood Care and Education (ECCD)

NEG-FIRE is committed to impacting the entire period of a child's growth and development. In this journey, NEG-FIRE recognizes the importance of the early years of a child's developmental phase and attributes great importance to them. The early period of a child's life from birth till six years of age is a critical and sensitive period. It is in this stage that the physical abilities and mental faculties grow and a very high proportion of learning takes place. Research establishes the fact that a child's brain grows at an extraordinary pace in the first six years of his/her life and lays the foundation for lifelong development. The experiences that a child draws from its surroundings contribute significantly to the formation of ideas and connections in the brain. Therefore, children require high quality personal care and learning experiences during these early years.

Because the 0-6 year age group does not come under the scope of the Right to Education Act, NEG-FIRE decided to make Early Childhood Care and Education (ECCD) one of its core focus areas across all programmes. NEG-FIRE is actively engaged in working with children in some of the most backward states and regions in India. These children, mostly tribal and/or Dalits are often outside the realm of accessing even the most basic resources required for growth and development. Resources from government schemes also often fail to reach them or are inadequate. In keeping with its mandate of working with the most marginalized communities, NEG-FIRE places particular focus on children in the 0-6 year age group who belong to such marginalized communities.

NEG-FIRE's major strategies for children in the 0-6 year age group include:

1. Ensuring materialization of Supreme Court directives on ICDS where marginalized children are given special attention and entitlements
2. Developing partners' capacities to build a perspective on ECCD and providing special skills on ECCE so that they can confidently work with the ICDS system
3. Mobilizing communities and strengthening mother groups/committees to demand children's entitlements
4. Making panchayats accountable for ensuring children's entitlements
5. Networking with government departments for the effective implementation of the ICDS scheme.



बचपन की देखभाल और विकास (ईसीसीडी) को बढ़ावा देने के लिए एनईजी-फायर की रणनीतियाँ

एनईजी-फायर बच्चों की वृद्धि और विकास चक्र की पूरी अवधि को प्रभावित करने के लिए प्रतिबद्ध है और बच्चों के जीवन के शुरुआती चरण को उनके विकास के लिए महत्वपूर्ण मानता है। एक बच्चे के जन्म से छह साल तक की उम्र सबसे महत्वपूर्ण और संवेदनशील होती है। बच्चा इसी उम्र में सीखना शुरू करता है। इस लिहाज़ से भी इस उम्र में बच्चे को सबसे ज़्यादा व्यक्तिगत देखभाल और सीखने के अनुभवों की ज़रूरत होती है। गौरतलब बात यह भी है कि 0 से 6 साल तक की उम्र 'शिक्षा का अधिकार कानून' के तहत भी नहीं आती। यही वजह है कि एनईजी-फायर ने बचपन की देखभाल और विकास को सभी कार्यक्रमों का केन्द्र बिंदु रखा। हाशिए के समुदाय जैसे दलित, आदिवासी बच्चे जिन तक सरकारी योजनाएं भी नहीं पहुंच पाती, ऐसे बच्चों के लिए एनईजी-फायर ने काम करना शुरू किया।

0 से 6 साल तक के बच्चों के लिए काम करने की एनईजी-फायर की मुख्य रणनीतियां इस प्रकार रहीं:

1. उपेक्षित बच्चों का विशेष ध्यान और उनके अधिकार दिए जाने के लिए सुप्रीम कोर्ट द्वारा आईसीडीएस (एकीकृत बाल विकास सेवाएं) पर दिए गए अनुदेशों को मूर्त रूप में लाना।
2. आईसीडीएस (एकीकृत बाल विकास सेवाएं) प्रणाली में आत्मविश्वास से काम करने के लिए साथी संस्थाओं का ईसीसीडी (बचपन की देखभाल और विकास) पर क्षमता निर्माण करना।
3. बच्चों के अधिकारों की मांग करने के लिए समुदायों को लामबंद करना और माताओं के समूहों/समितियों को सुदृढ़ करना।
4. बच्चों के अधिकारों को सुनिश्चित करने के लिए पंचायतों को उत्तरदायी बनाना।
5. आईसीडीएस (एकीकृत बाल विकास सेवाएं) स्कीम के प्रभावी क्रियान्वयन के लिए सरकारी विभागों के साथ नेटवर्किंग करना।

Voices from the Field

READ, Bihar

Samekit Bal Vikas Pariyojana (Centre no. 29) located in Dumri village, Gunaha block in West Champaran, Bihar is one of the well-functioning Anganwadi centres. READ works in this area and provides support for various activities. Forty children - 18 boys and 22 girls - from the 0-6 year age group belonging to the Musahar, Dom, Tharu, Gond and Dusad communities attend the centre.



"I have been an Anganwadi sewika since 2006. I feel happy when children from deprived communities and adolescent girls and women benefit from the programme in which I am actively involved... Yes, there are limitations. Sometimes there are many more women beneficiaries. It becomes a concern when limited resources like food and material have to be distributed among so many

beneficiaries. The other limitation is with regard to space. The children do not have a proper place. At present we are only in a temporary shed."

Saroj Devi, Anganwadi Worker, Dumri village, West Champaran, Bihar

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“2006 से मैं आंगनवाड़ी सेविका हूँ। मुझे खुशी है कि मैं एक ऐसे कार्यक्रम से सक्रिय रूप से जुड़ी हूँ जिससे समुदाय के वंचित वर्ग के बच्चे, किशोरियां और महिलाएं लाभान्वित होती हैं... हाँ, कुछ सीमाएं भी हैं। कभी-कभी लाभ लेने वाली महिलाओं की संख्या बहुत ज्यादा होती है। दिक्कत तब होती है जब सीमित साधनों जैसे भोजन और सामग्री का वितरण इन बहुत सारे लाभार्थियों के बीच किया जाता है। दूसरी समस्या जगह की है। बच्चों के लिए समुचित जगह का अभाव है। इस वक्त हमारे पास सिर्फ एक अस्थायी शेड ही है।”

सरोज देवी, डुमरी गाँव, पश्चिमी चम्पारन, बिहार

“This Anganwadi Centre is working well. On Saturdays, we have meetings with the members. Our major role is to ensure that the AWC runs well, that the sewika comes regularly and that the children and others get their due benefits. The Anganwadi sewika is active and very cooperative. She takes



everyone along. We require a building with more space for children.”

Punju Devi, Mother Committee member, Dumri village, West Champaran

“यह आंगनवाड़ी केन्द्र सुचारु रूप से कार्य कर रहा है। शनिवार को इसके सदस्यों के साथ मीटिंग होती है। हमारा मुख्य काम यह सुनिश्चित करना है कि आंगनवाड़ी केन्द्र ठीक ढंग से चलें। आंगनवाड़ी सेविका नियमित रूप से केन्द्र में आये और बच्चों तथा दूसरे लोगों को उनके लाभ मिलते रहें। आंगनवाड़ी सेविका सक्रीय और बहुत मददगार हैं। वह सभी को साथ लेकर चलती हैं। हमें एक भवन एवं बच्चों के लिए और अधिक जगह की जरूरत है।”

पुन्जू देवी, मातृत्व समिति की सदस्य, डुमरी गाँव, पश्चिम चम्पारण

Catholic Diocese of Jhabua, Madhya Pradesh

In Madhya Pradesh, NEG-FIRE’s partner the Catholic Diocese of Jhabua, Madhya Pradesh has been actively working with children belonging to the cattle-grazing Bhil community in Thandla block in Jhabua District. This Anganwadi is located in village Miyatti and is attended by 58 children from the villages (29 girls and 29 boys) in the age group of 0-6 years all belonging to the Bhil community. The activities are looked after by Sunita, who is the main Anganwadi Worker along with helper, Radha.

“We recite poems like ‘Ek-ek naak meri; main to so rahi thi, mujhe billi ne jagaya boli myaun myaun myaun; kuch to batao’ and also have story-telling using animal masks. Out of these we enjoy reciting this poem on body parts the most!”

Varsha Rasiya, aged 5 years attending the AWC, Miyatti village, Jhabua, Madhya Pradesh

“हम कविताएँ सुनाते हैं जैसे ‘एक-एक नाक मेरी, मैं तो सो रही थी, मुझे बिल्ली ने जगाया, बोली म्याउ म्याउ म्याउ, कुछ तो बताओ।’ जानवरों के नकाब पहनकर, हमे कहानियाँ भी सुनाई जाती हैं। इन सबमे हमें सबसे ज़्यादा मजा शरीर के अंगो वाली कविता मे आता है।”
वर्षा रसिया, उम्र 5 साल, मियती गाँव, झबुआ, मध्य प्रदेश

“We have seen a lot of changes in our children ever since they started attending the centre. Most importantly, they wash their hands before meals. On coming home they share all the games and activities that they do in school and try doing them at home as well... Regarding services at the centre, we would like our children to get more play material, safe drinking water and food daily and according to the menu,”

Duda Bhabor, father of two children who attend the AWC in village Miyatti, Jhabua, Madhya Pradesh

“हाँ, हमने बच्चों मे बदलाव देखें हैं। बच्चें खाना खाने से पहले हाथ धोकर अच्छे से भोजन करने लगे हैं। आंगनवाडी में बच्चों को खेल के द्वारा सिखाया जाता है जो वह घर आकर भी करते हैं। आंगनवाडी के द्वारा हमें यह लगता है कि बच्चों को स्कूल भेजने से पहले की तैयारी करवाई जा रही है।”

दुदा भाबोर, दो बच्चों के पिता, मियती गाँव झबुआ, मध्य प्रदेश



“We enjoy our work a lot. The best part is to be with children, maintain cleanliness in the centre and look after the hygienic needs of children. We also provide children with food to eat; teach them through drawing, colouring and play mediums; and meet their parents. Everything

about the centre is enjoyable... We are satisfied with the services provided in this centre and want this to become a model for other Anganwadis in neighboring villages. However, children should attend the centre more regularly and for that we need to make the activities more interesting for them.”

Sunita, AWW, Miyatti village, Jhabua, Madhya Pradesh

“हमें अपना काम अच्छा लगता है। सभी कार्यों में से साफ-सफाई रखना और बच्चों को स्वच्छ रखना अच्छा लगता है। बच्चों को हम खाना खिलाते हैं, चित्रकारी और खेल के द्वारा पढ़ाते हैं और माता पिता से मिलने जाते हैं। हम आंगनवाड़ी में प्रदान की जाने वाली सेवा से संतुष्ट हैं और चाहते हैं कि इसे एक मॉडल की तरह आस-पास के गाँव में देखा जाए। हम चाहते हैं कि बच्चों में आंगनवाड़ी में किए जाने वाले कार्यों के प्रति रुचि बढ़े और वह नियमित रूप से आने लगे।”

सुनिता, कार्यकर्ता, मियती गाँव, झबुआ, मध्य प्रदेश



“We want our children to sit in a group with their peers and learn how to eat properly. They will also learn how to speak and conduct themselves on a daily basis and to study through colourful pictures and cards like they do here. We send them to the centre so that they understand what

school is all about before going to a regular school. Going to the centre will take away the fear of a school from their minds. As a result, when the time comes they will attend school regularly and enjoy it as well.”

Dubli Bhabor, mother of two children who attend the AWC in Miyatti village, Jhabua, Madhya Pradesh

“हम चाहते हैं कि हमारे बच्चों गोल घेरे में बैठकर दुसरे बच्चों के साथ खाना खाना सीखें। वह एक दुसरे से बात करना, बैठना और चित्रो के माध्यम से अक्षर को पहचानना सीखेंगे। बच्चों को आंगनवाड़ी में इसलिये भेजते हैं ताकि उनमे स्कूल के बारे मे समझ बने और वह स्कूल से ना डरें। इसकी वजह से, आने वाले समय में वह स्कूल आसानी से जाएंगे और नियमितता बनी रहेगी।”

दुबली भाबोर, दो बच्चों की माँ, मियती गाँव, झबुआ, मध्य प्रदेश

"I am aware of the activities done by the Anganwadis in our village. They organize immunization campaigns for children, provide them with daily nutrition through two cooked meals. Children's weight charts are maintained on a monthly basis and adolescent girls are provided with health and hygiene packets every Tuesday. Children are also taught through games and arts. The AWWs regularly participate in Gram Sabha meetings."

Hajari Bhabor, Sarpanch, Miyatti village, Jhabua, Madhya Pradesh

“मैं आंगनवाड़ी के कार्यों के बारे में जानता हूँ। वे बच्चों व धात्री महिलाओं का टिकाकरण करवाते हैं, बच्चों को पोषक आहार देते हैं। बच्चों का तोल वजन हर माह किया जाता है और किशोरीयों को हर मंगलवार उनके स्वास्थ्य-सम्बंधी सामग्री दी जाती है। बच्चों को खेल और चित्रकारी के माध्यम से पढ़ाया जाता है। नियमित रूप से आंगनवाड़ी कार्यक्रमा ग्राम सभा में भाग लेती है।”

हजारी भाबोर, सरपंच, मियती गाँव, झबुआ, मध्य प्रदेश

NATURE, Andhra Pradesh

NATURE is working in the Vishakhapatnam District of Andhra Pradesh. Here the Anganwadi in focus is located in Sarai village. The centre caters to 40 children (22 boys and 18 girls), aged between 0-6 years and belonging to Kotiya, Valmiki and Konda Kammara castes.

"We receive good food, play and study materials. We enjoy the play materials and the food especially eggs."

Pangi Raju, a 6-year old boy attending the AWC in Sarai village, A.P.

“हमें अच्छा खाना और पढ़ने का सामान मिलता है। हमें मिलने वाली खेल सामग्री पसंद है और खाने में अंडे सबसे ज्यादा अच्छे लगते हैं।”

पंगी राजू, आंगनवाड़ी केन्द्र में आने वाला एक 6 वर्षीय बालक, सराय गाँव, आंध्र प्रदेश



“Yes, our children are receiving pre-school education, good food to eat and are availing of government schemes... there are many changes in them. They take more interest in studies now, follow better hygiene and wash their hands regularly... the Anganwadi worker

keeps the children involved through various play-based activities,”
Pangi Kumar, father of Pangi Raju who attends the AWC in Sarai village, A.P.

“हाँ, हमारे बच्चों को स्कूल-पूर्व शिक्षा मिलती है, खाने के लिए अच्छा खाना और सरकारी योजनाओं का लाभ मिलता है... उनमें बहुत बदलाव आ चुके हैं। अब वे पढ़ाई में ज़्यादा रुचि लेते हैं, वे स्वच्छता का पालन करते हैं और नियमित रूप से अपने हाथों को धोते हैं.
 .. आंगनवाड़ी कार्यकर्ता कई तरह के खेलों के माध्यम से बच्चों को आंगनवाड़ी से जोड़े रखते हैं।”

पांगी कुमार, आंध्र प्रदेश के सराय गाँव में आंगनवाड़ी में आने वाले पांगी राजू के पिता

“The centre is good and I enjoy all its activities. But the building needs repairs... I have received trainings from NATURE on pre-school education and arts and play... there are many challenges, for example, there is no support from villagers, no



cooking sheds, utensils and timely rations. Mothers also do not send their children regularly. Inside the centre, there is little play material. There are also problems with space, toilets, storage facility and power structures.”

Mutyam Rekhamma, AWW, Sarai village, A.P.

“आंगनवाड़ी केन्द्र बहुत अच्छा है और मुझे इसकी सभी गतिविधियों में मजा आता है, लेकिन इसकी इमारत को मरम्मत की जरूरत है... मैंने नेचर से स्कूल-पूर्व शिक्षा और खेल और कला में प्रशिक्षण लिया है... यहाँ बहुत सी चुनौतियाँ हैं जैसे गाँव वालों से किसी तरह का सहयोग नहीं मिलता है, खाना पकाने के लिए किसी तरह का शेड नहीं है, न ही पर्याप्त बर्तन हैं और न ही समय से राशन मिलता है। माँएं भी अपने बच्चों को नियमित रूप से आंगनवाड़ी केन्द्र पर नहीं भेजती हैं। केन्द्र में खेल सामग्री कम है और जगह, शौचालय, और भंडारण सुविधा एवं बिजली की समस्या भी है।”

मुत्यम रेखम्मा, आंगनवाड़ी कार्यकर्ता, सराय गाँव, आंध्र प्रदेश

Centre for Learning Resources, Pune

There are 39 children in the age group 3-6 years in Tingrya out of which 20 children attend the AWC regularly. Tingrya is a small village in Amravati District with a population of about 980. It is located at a distance of 25km from Dharni town and is inhabited mostly by the Korku Tribe. Both, Radha the AWW worker and Jessubai the helper also belong to the same tribe.

"I received training in Lavada and it helped me a lot. Now I have changed my ways of working with children. Earlier I used to get very irritated. But now I have learnt how I can be more than just a helper... I engage with children. I play with them and assist the key facilitator in organizing all the activities."

Jessubai, helper at AWC in Tingrya village



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“मैंने लवादा से प्रशिक्षण लिया और इससे मुझे बहुत मदद मिली। बच्चों के साथ काम करने के मेरे तरीके अब बदल चुके हैं। पहले मैं बहुत ज़्यादा परेशान हो जाया करती थी। लेकिन अब मैंने सीख लिया है कि मैं एक सहायक से भी ज़्यादा कुछ हो सकती हूँ। बच्चों के साथ मैं व्यस्त रहती हूँ। मैं उनके साथ खेलती हूँ और सभी गतिविधियों के आयोजन में मुख्य फेसिलिटेटर को मदद करती हूँ।”

जेसुबाई, तिन्गर्या गाँव के आंगनवाड़ी सहायक

“When I came back after attending a training organized by CLR, my supervisor Dinesh Sir came to watch me work with the children. He also pointed out some mistakes and told me how I could engage better with the children.”

Radha, AWW, Tingrya village, Dharni block, Amravati District

“जब मैं सेंटर फॉर लर्निंग रिसोर्सेस द्वारा आयोजित प्रशिक्षण कार्यक्रम में भाग लेकर वापस आई, तो मेरे सुपरवाइजर दिनेश सर बच्चों के साथ मेरे काम को देखने के लिए आये। उन्होंने मेरी कुछ गलतियों को बताया और मुझसे पूछा कि मैं और बेहतर तरीके से बच्चों को कैसे व्यस्त कर सकती हूँ।”

राधा, आंगनवाड़ी कार्यकर्ता, तिंरीया गाँव, ब्लोक धरनी, अमरावती जिला

“Susheela loves going to school now and gets up early to go to school. Earlier, she used refuse to go to school. Now things have changed. She tells us what she did in school. We also attend meetings and they tell us ways of engaging with children at home. They told us to help them learn counting at home using onions and other vegetables.”

Susheela's mother, at an AWC in Tingrya village, Dharni block

“सुशीला को स्कूल जाना बहुत अच्छा लगता है। वो जल्दी उठ कर स्कूल जाने की तैयारी करती है। पहले हमेशा स्कूल जाने से मना कर देती थी। पर अब बहुत बदल गयी है। घर आ कर हमें बताती है कि उसने क्या-क्या सीखा। हम उसके स्कूल में मीटिंग भी करने जाते हैं। हमें वे बताते हैं कि बच्चों के साथ घर में क्या-क्या करें। उन्होंने हमें बताया कि आलू और सब्जियों के इस्तेमाल से बच्चों को घर में गिनना सिखाएं।”

सुशीला की माँ, तिंरीया गाँव, धरनी ब्लोक, अमरावती जिला

“Due to an improvement in the standards of pre-primary education provided through Anganwadi Centres children are getting better prepared for attending school. They are becoming more active and look confident and do not fear school. A big advantage has been



the regularization of mid-day meals which has helped address the issue of malnutrition. I am thankful to the efforts being made by all organizations.”
Shakuntala Rathod, Supervisor, ICDS, Dharni village

“आंगनवाड़ी के ज़रिये दी जाने वाली पूर्व – प्राथमिक शिक्षा के मापदंडों में होने वाले सुधारों की वजह से अब बच्चे स्कूल जाने के लिए बेहतर ढंग से तैयार हो रहे हैं। वे अब ज़्यादा सक्रिय हो गए हैं और अब स्कूल जाने के लिए बहुत ज्यादा आश्वस्त दिखाई देते हैं और अब उनके मन में स्कूल का भय नहीं रहा। सबसे बड़ा फायदा मध्याह्न भोजन के नियमित होने से हुआ है अब इससे कुपोषण के मुद्दे को चिन्हित करने में मदद मिलेगी। मैं सभी संगठनों द्वारा किये जा रहे प्रयासों की आभारी हूँ।”

शकुंतला राठोड़, सुपरवाइजर, आईसीडीएस, धरनी गाँव

Vedic Society, Latehar

The Anganwadi Centre located in Pachmuhanchauk, Nawagarh village, Latehar, has 82 children (45 boys and 37 girls) in the age group of 3–5 years. The children belong to OBC and minority Muslim communities. Vedic Society works with Anganwadi Centres in this area.



“We listen to stories, sing rhymes and songs and play games in the centre. We also get food to eat. We have a lot of new games to play and enjoy coming here a lot”

Prabhat Kumar, a 6-year old attending the centre in Nawadih village, Latehar

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“आंगनवाड़ी में खेल खिलाया जाता है, गीत भी सिखाया जाता है, और खाना भी दिया जाता है। सबसे ज्यादा मजा हम लोगों को खेल में आता है, एवं खेल – खेल में गीत के साथ जो गतिविधि कराई जाती है, उसमें ज्यादा मजा आता है।”

प्रभात कुमार, 6 वर्षीय बालक, नवाधी गाँव, लातेहार

"I enjoy my role as an Anganwadi Worker. The best part of it is that I engage not just with children but also their mothers. I tell them about health issues and they discuss their problems with me... except for the provision of safe drinking water everything is fine here. We do have problems



sometimes as not all children are regular and sometimes we have to go to their homes to get them to come to the centre. I wish that with time, parents will cooperate... the trainings given by Vedic Society were particularly useful in helping us organize activities with children."

Rekha, AWW, Nawadih village, Latehar

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“हाँ, मैं अपने केन्द्र से संतुष्ट हूँ, स्वच्छ पेय जल की कमी है। अगर ये सुविधा यहां हो जाती तो ठीक होता। बच्चों, किशोरियों और महिलाओं को सही जानकारी देना एवं उनका सम्पूर्ण विकास करना ही हमारा सबसे अच्छा पक्ष है। हाँ, वेदिक सोसाइटी कार्यालय में हमने दो दिन का प्रशिक्षण दो बार लिया है। इस प्रशिक्षण में बताया गया कि, आंगनवाड़ी केन्द्र को कैसे ठीक एवं सुचारु रूप से चलाया जाए।”

रेखा, आंगनवाड़ी, नवाधी गाँव, लातेहार

“Our children mostly play in the centre but they have also been learning a lot through play. This will help them join school later. We are happy that our children go to these centres.”

Suryadeo Soni, father of child attending AWC, Nawadih village, Latehar

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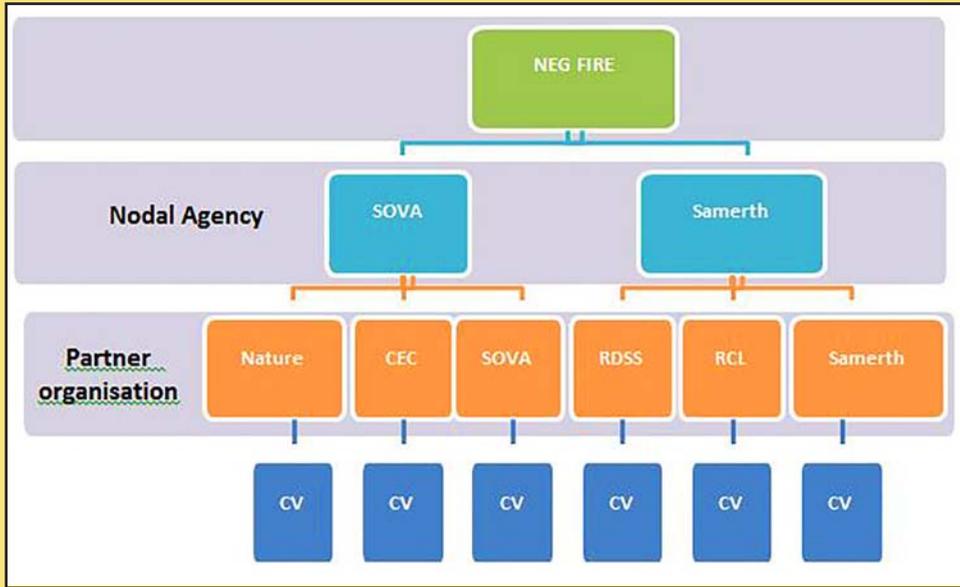
“पहले बच्चे केवल खेल में ही ध्यान देते थे लेकिन जब से बच्चों ने आंगनबाड़ी केन्द्र जाना शुरू किया तब से बच्चे पढ़ने में मन लगाते हैं एवं कैसे बात किया जाता है, वो सब परिवर्तन हमारे बच्चों के अन्दर देखा जा रहा है।”

सूर्यदयो सोनी, नवाधी गाँव, लातेहार के आंगनवाड़ी में आने वाले एक बच्चे के पिता

ECCD Community Watch

ECCD Community Watch is a project where community members learn about their entitlements, monitor the delivery of these entitlements and hold relevant agencies accountable for seeking the rightful entitlements for their children. Community Watch also provides an opportunity to policymakers and government agencies to understand the gaps in the implementation of schemes towards ensuring the rights of citizens. The information collected through the project is transparent as it is a first-hand account of community members whose children benefit from ICDS services. Moreover, the information (data) will be available to all interested persons and varied stakeholders, when the web-based MIS goes online.

For the Community Watch project, NEG-FIRE identified nodal agencies to lead and guide a cluster of partner organizations. The partner organizations identify, train and coordinate community volunteers (CVs), who implemented the project at the village level. Youth from within the community, who can read and write (have studied at least till class 8) were motivated to become volunteers. Each volunteer was responsible for implementing the project in his/her village. The nodal agencies were responsible for overall coordination, training, advocacy and implementation of project activities at the level of partner organizations, as well as, within their own organizations. The idea was to develop nodal agencies as resource organizations that would in turn manage and build the capacities of partner organizations.



Programme implementation structure

A few important steps were taken during the year. These are:

- Every month from September 2012 – April 2013, data was collected from 150 AWCs using four questionnaires based on the implementation of the ICDS.
- The partners have used this data to communicate to the community members the disparity between entitlements that are due to their children as per ICDS and the services that their children are currently getting from the AWC. This has motivated parents to seek their entitlements from the relevant authorities.
- The partners have also used this information to advocate for the better implementation of ICDS with relevant ICDS officials like supervisors and Child Development (CDPOs).

Some critical changes seen in anganwadis as per the collected data are given below.

Table 1: Changes in anganwadis

INDICATOR	SEPTEMBER 2012	MARCH 2013
Parents aware of the services provided by ICDS	47%	64%
Supplementary nutrition provided by Anganwadis	74%	81%
Pre-school education provided by Anganwadis	34%	44%

AWW and helper come to the Anganwadis on time	35%	49%
Parents say community members contribute to the AWC	30%	30%
AWWs aware of the needs of the community	32%	56%
AWWs encourage children to come to the centre	51%	69%
Clean drinking water available in AWCs	26%	40%
AWCs have toilets which the children can use	15%	23%

As can be seen from the table, there has been a percentage increase in awareness levels among community members, as well as, AWWs with regard to monitoring the service delivery of the various ICDS components. Various services such as availability of clean drinking water (40 per cent AWCs in 2013) and toilets in AWCs (23 per cent in 2013) have also witnessed an increase. In real terms, the percentage increase is quite low and considering that the Community Watch programme has only completed one year, there is still a long way to go. However, these figures do indicate a visible change even in a short span of time.

The organizations have been regularly engaging with Mata Samitis (Mother's Committees) and parents as shown in Table 2 below. This is a positive indicator as the real onus of ensuring timely entitlements for children lies with these groups. Hence, if awareness can be increased among these groups, the programme will show positive results in the near future. However, work with other groups such as adolescent girls, youth and PRI members has not been optimal and needs to improve as the real impact can come only through the positive engagement of all sections of society. More intensive efforts are required to be put by the partners to empower youth and adolescents, so that they can voice their opinions for the rights' of children.

Based on the outcomes and learning from the current approach, NEG-FIRE intends to scale up the model of ECCD community watch and take it to its other intervention areas in the near future. The next phase will therefore focus on evaluating the impact made by the ECCD project so far and identifying the gaps and challenges.

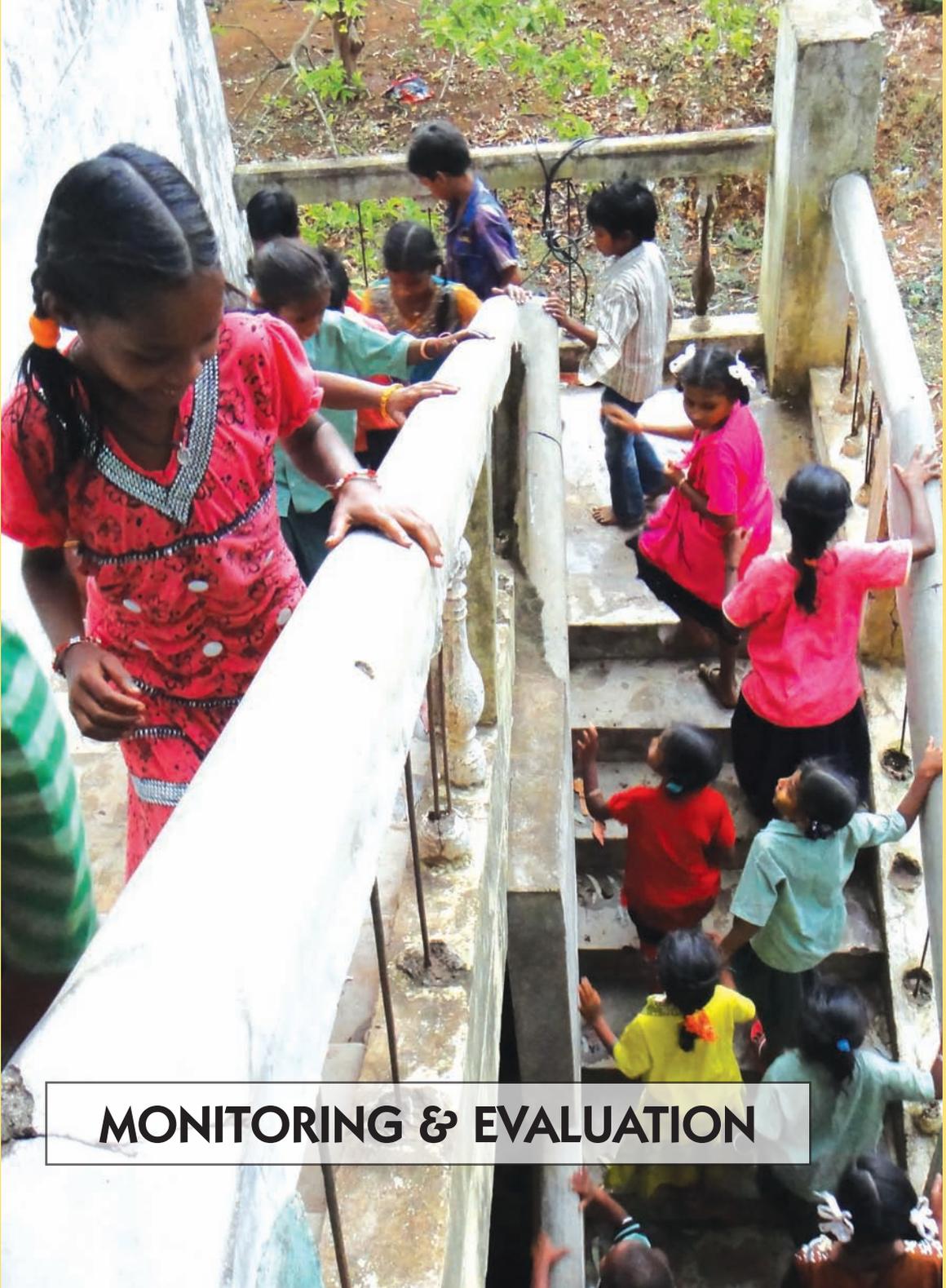


ईसीसीडी (बचपन की देखभाल और विकास) की सामुदायिक चौकसी

‘सामुदायिक चौकसी’ एक ऐसी परियोजना है जहां समुदाय के सदस्य अपने अधिकारों को जान सकें और इन अधिकारों के वितरण पर निगरानी रख सकें और अपने बच्चों के अधिकारों के लिए संबंधित एजेंसियों की जिम्मेदारी पर भी नियंत्रण रख सकें। सामुदायिक चौकसी, नीतिनिर्माताओं और सरकारी एजेंसियों को ऐसे अवसर उपलब्ध कराने का काम भी करती है जिससे वे नागरिक अधिकारों को सुनिश्चित करने वाली योजनाओं के क्रियान्वयन में आ रही कमियों को समझ सकें। इस परियोजना के तहत जुटाई गई सूचनाएं/आंकड़े सबसे ज्यादा पारदर्शी होते हैं क्योंकि ये ऐसे लोगों के द्वारा एकत्रित किये जाते हैं जिनके बच्चे खुद आईसीडीएस सेवाओं से लाभान्वित हो रहे हैं। इन सूचनाओं को वेब आधारित एमआईएस सॉफ्टवेयर में दर्ज कर दिया जाता है।

सामुदायिक चौकसी परियोजना के लिए एनईजी-फायर ने साथी संस्थाओं के समूह को नेतृत्व और मार्गदर्शन देने हेतु नोडल एजेंसियों को चिन्हित किया। इसके लिए साथी संस्थाएं, समुदाय से ऐसे युवाओं की पहचान करती हैं जो कम से कम आठवीं कक्षा तक पढ़े हों, उन्हें स्वैच्छिक कार्यकर्ता/वोलंटियर बनने के लिए प्रेरित करते हैं और उन्हें अपने गांव के स्तर पर परियोजना को लागू करने हेतु प्रशिक्षित करते हैं। नोडल एजेंसी, साथी संस्थाओं और साथ ही साथ अपने संगठन में समग्र समन्वयन, प्रशिक्षण, पैरवी और परियोजना की गतिविधियों के क्रियान्वयन के लिए उत्तरदायी है। नोडल एजेंसियों को संदर्भ संगठनों के रूप में विकसित करने के पीछे का विचार यह था कि इनके माध्यम से साथी संस्थाओं की क्षमताओं का निर्माण और उनका प्रबंधन किया जा सके।

वर्तमान में चार प्रश्नावलियों के जरिये हर माह 150 आंगनवाड़ी केन्द्रों से सूचनाएं एकत्रित की जाती हैं। और उन्हें एकत्रित करने का काम समुदाय के स्वैच्छिक कार्यकर्ता करते हैं। सूचनाओं को ऑनलाइन देख पाने के लिए एक सॉफ्टवेयर तैयार करने का कार्य लगभग पूरा हो गया है। एकत्रित सूचनाओं/आंकड़ों को साथी संस्थाएं ऑनलाइन ही सॉफ्टवेयर में दर्ज कर सकती हैं। इसमें सूचनाओं के आधार पर स्वतः रेखांकन/ग्राफ भी बन जाते हैं।



MONITORING & EVALUATION



NEG-FIRE recognizes the importance of project monitoring through field visits as this not only provides an opportunity for witnessing change on the ground but also provides a space for engaging with people who are instrumental in bringing that change. It also helps bring in mutually agreed on recommendations for future work. At NEG-FIRE, two kinds of field visits are undertaken - one at an individual level where concerned staff members make individual visits to respective partner organizations for providing an overview of planned versus achieved status, and two at the cluster level where a cluster of partners working on a specific theme or in a state come together to collectively visit one partner and learn and share their progress on the planned activity with each other.

Apart from understanding the progress made by a partner these visits are also a way of providing support to partners and responding to problems encountered on the field, providing recommendations and/or suggesting alternative ways of intervening if need be.

(a) Individual Monitoring Visits

During 2012-13, as per the annual plan, 27 individual monitoring visits to 32 partners were planned for the purpose of project roll outs, reviewing progress versus planned goals and providing support. Out of these, 24 individual monitoring visits were actually made .

(b) Cluster Monitoring Visits

Two cluster monitoring visits were organized during 2012-13:

1. Inter-State Cluster visit - Madhya Pradesh and Chhattisgarh
(January 22-24, 2013)

A three-day cluster monitoring visit was organized from January 22-24, 2013 to the inter-state partners in the inter-state border areas of Madhya Pradesh and Chhattisgarh. Forty five participants from five NGOs were part of this visit, including NEG-FIRE staff. Sampurna Jeevan Vikas Samiti (SJVS), Basnwada, Rajasthan; Prakriti Sansthan, Jhalod, Gujarat; Samarpan Mahila Vikas Manch (SMVM), Mandla; Jabalpur Diocese Social Service Society (JDSS), Mandla; and Shikhar Yuva Manch (SYM), Chhattisgarh were the five participating NGOs. The participants visited the field areas of SMVM and JDSS and 17 schools in 18 villages where SMVM and JDSS work.

The focus of work in this area is on quality education of 12,000 children belonging to 30 villages in Kawardha, Mandla and Dindori districts located on the inter-state border of the two states. The projects lay special emphasis

on developing languages by engaging with the school system, community members and interfacing with significant departments (tribal and education) in both the states and through developing IEC material for language over a period of 30 months (2010-13).

2. Cluster visit on ECCD, Maharashtra (February 25-28, 2013)

A three-day cluster visit on ECCD was organized from February 25-28, 2013 at Semadoh in Chikhaldara block in Amravati District, Maharashtra. There were five participating partner organizations: RDSS, SOVA, CDJ, RCL and SAMERTH with 25 participants. The visit helped in building the capacities of partner NGOs on the ECCD programme and creating opportunities for them to learn the methods and materials developed by the Centre for Learning Resources (CLR) on early childhood education.

Evaluation

At NEG-FIRE, the summative evaluation is often done by external evaluators, who are experts in various themes that the partners are engaged with. These evaluators are selected based on the nature and requirements of the programme to be evaluated. Since external evaluations provide feedback through a third party perspective, it is often unbiased and helps re-strategize where necessary. NEG-FIRE follows a five-fold criteria of relevance, efficiency, effectiveness, impact and sustainability for evaluating projects.



Children learning to differentiate between numbers in Azamgarh

Eight NGO partners who had completed their project period were evaluated in 2012-13 with the purpose of understanding project effectiveness and gauging the impact against planned outcomes.

EXTERNAL DONOR EVALUATION OF NEG-FIRE'S PROGRAMMES

The year 2012-13 also saw two evaluations of NEG-FIRE's programmes by its key German donor, Misereor and an evaluation of its flagship Edu-Leadership programme by the Sir Dorabji Tata Trust (SDTT).

Misereor's Evaluation

This evaluation was done to assess the education development portfolio of Misereor financed projects in 2009 and 2010, and current projects as well. The evaluation used the five-fold criteria mentioned earlier. Some of the key findings of the evaluation are:

Relevance:

- The inclusive vision, the mission of promoting quality education through partners and NEG-FIRE's strategic objectives are highly relevant to the educational context particularly of marginalized children in India.
- Its strategy which stresses on promoting quality education considering the whole life-circle of child development is child rights based and aims to operationalize existing government initiatives. The strategy with a five-fold role for NEG-FIRE in this context is appropriate.

Effectiveness

- The objective of reducing illiteracy rates was achieved as the enrolment of children in schools increased.
- A more solid basis of life could be established through improved self-esteem, self-consciousness and enhanced learning among marginalized children.
- The quality of education improved through arts, aesthetics and sports, support by Edu-Leaders in classrooms and bilingual didactical material; how far this was due to increased competence among teachers was difficult to confirm by the evaluators since they could only meet a few of them due to a teachers' strike.

Efficiency

- Implementation of projects via local partners is cost effective and justifiable since the grants offered to each partner are relatively low in comparison to their outreach and outcomes.
- Support via resource persons or organizations for capacity building, evaluation and research is offered at reasonable costs.
- The approach to work in inter-state areas is efficient with regard to potential synergy effects and for programme staff members it is time and resource effective in terms of monitoring.

Impact

- The programme has achieved considerable outcomes and impact



with an extensive outreach, although some deficiencies have been identified in data collection. School enrolment has increased due to Edu-Leaders and also because parents, as well as, community institutions of local self-governance have taken ownership of educational issues. The quality of education is

better than before, awareness has increased among children, parents and community members; children are defending their rights.

- Edu-Leaders from communities in poor pockets helped overcome various deficiencies in schools - attendance of children and teachers, infrastructure deficits, quality of learning, mobilizing communities on education issues and other things.
- Children now defend their rights through children's forums and clubs (access to water, desks and chairs, against child marriages, repair of classrooms, rallies on their rights)

Sustainability

- Capacities built among partners and community members (indirectly also children's enhanced learning) by the programme will continue even after funding is withdrawn, but they require updating and reinforcement.
- Various established partners maintain a relationship with the communities and stakeholders after the project is over, but services in the communities can only be maintained at a low intensity.
- In case of Edu-Leaders being volunteers who live in the communities, they will probably engage further in educational issues, particularly in those places where ownership has been developed.

The evaluation team also identified certain good practices with regard to NEG-FIRE's overall strategy:

- Treasure houses/cultural corners offer a creative space for joyful learning and interaction (replicated).
- Balwadis offer a child-centered ambience for cognitive, emotional and physical development.

- Promotion of arts and aesthetics, as well as, sports, offer an opportunity for holistic child development.
- Bilingual educational material fills a gap in the governmental education sector, but it requires further dissemination. It also needs to be promoted among the governmental sector (institutionalization) and to be adapted to other geographies.
- Edu-Leaders become a medium for change and offer the potential for making local processes sustainable.
- Some research studies are outstanding since they fill a research gap and help in identifying new areas of action.
- Action research and baseline studies provide support to focus projects and offer data for assessing outputs.

Some important recommendations made by the evaluators are:

- Concentrate on niche themes and quality teaching, building a clear profile according to acquired programme experience – ‘make a concrete difference’ to other NGOs; this is particularly the case in arts and aesthetics, children in crisis and conflict and Edu-Leadership in selected geographic areas with the most vulnerable target groups such as Tribals, Muslims, Musahars and Scheduled Castes.
- Consolidate experience in the most relevant geographic areas of not more than eight to 10 states during the next few years, particularly in inter-state areas. Proceed with the practice of taking up not more than 10 partners per year and work with them through the later phases in the same geographic area for deeper and sustained effects.
- Review data collection procedures at the partner level in order to assure accurate and updated information.
- Develop a more comprehensive perspective on how to establish a medium and long-term relationship with Edu-Leaders and fellows for their engagement in educational issues in their communities.
- Consider an adequate high level senior profile for the head positions planned, particularly for programme implementation and quality in order to share management responsibilities within an experienced small group.

NEG-FIRE would like to thank its donor, Misereor, the evaluation team consisting of Dr Karin Bohman, Dr. Shobita Rajagopal and all the partners especially those who were visited by the evaluators; communities, consultants, friends, government officials, SSA, other civil society individuals and institutions, for their cooperation during the evaluation.

SDTT's Evaluation

NEG-FIRE's flagship 'Edu-Leadership programme' seeks to cover critical gaps in the delivery of quality education to children from marginalized groups

in four backward districts of western and eastern Uttar Pradesh - Muzaffarnagar, Badayun (western U.P.) and Maharajanji and Azamgarh (eastern U.P.). The programme envisaged the development of a cadre of 'Education Leaders' or 'Edu-Leaders', 'conceived as facilitators and drawn from different NGOs,



Edu-Leader engaged in an activity with children in Bareilly

to dynamically engage with the education system in educationally backward areas of the state'. The programme began in early 2009 with 17 NGOs across the four districts and reached its conclusion in April 2012, having developed a team of 39 Edu-Leaders who were working with 16 NGOs in 117 schools (39 schools in the first two years and in 78 'Outreach Schools' in the third year.)

From May 2012 onwards, the end of the programme compelled NEG-FIRE to pare down the group to five NGOs and 16 Edu-Leaders. School management committees were formed in all 39 schools of direct intervention while 143 Village Education Committee (VEC) meetings were organized; four district education forums were also established.

Recommendations by the evaluators:

Training, Capacity Building and Linkages

1. More training is required for both the Edu-Leaders, as well as, NGOs.
2. There is a need for establishing linkages with B.ED and DIETs and for collaborating with NCERT and/or NUEPA to access their expertise for capacity building in pedagogy and in the development of teaching and learning materials.
3. There is a need for cluster-level training programmes that can involve other teachers too. This has already happened in the first phase and must be continued further.

4. SMCs need to be strengthened further especially in light of their role under the RTE Act and therefore the need for more training programmes.

Advocacy and Networking

1. Involvement of Edu-Leaders with the community needs to increase and for this to happen, more of them are required since their workload is high.
2. Officials from the education department need to be involved further in the programme to gauge the potential for its scaling up.



Edu-Leader interacting with parents of school children in Bareilly

3. Regular meetings with officials and with the district forum will increase familiarity and coordination of work.
4. Anganwadi centres run by the Department of Women and Child Development need to implement all the provisions under the ICDS programme in all the districts which should then enable the promotion of ECCD in the district.
4. PRIs need to be involved further in the Edu-Leadership programme.

NGOs

1. The role of NGOs must be oriented more towards advocacy and lobbying.
2. At least five schools in each district must serve as models for other Edu-Leader schools to emulate.

NEG-FIRE would like to thank the donor, SDTT; the evaluation team members; Mr. Ramesh Reddy, Mr. Swaroop Kumar and Mr. Vijay Kulkarni from MAHITA; and all the partners especially those who were visited by the evaluators; communities, friends, government officials, SSA, teachers and children for their support during the evaluation.



TRAININGS & WORKSHOPS





NEG-FIRE organised four trainings during 2012-13. These trainings were aimed at building the capacities of partners on various aspects - technical, programmatic, financial for effective implementation, achieving outcomes and for sustaining capabilities within the organisation. NEG-FIRE organises these trainings keeping the needs and requirements of the partners at the forefront. Here are the details of the trainings:

1. Training of Partners on Result-based Monitoring

Results-based training was one of the key areas chosen for capacity building of partners owing to its need and relevance, as well as, to have certain tools for the application of Result Based Management (RBM). As a result, NEG-FIRE selected around 14 partners for this training workshop on RBM to enable partners use the knowledge and skills acquired for improving their planning and monitoring systems.

The participants were familiarized with concepts and terminologies of RBM, Planning, Monitoring and Evaluation and were enabled to develop/refine their on-field monitoring plans using appropriate RBM tools and formats. The workshop used a participatory approach with a combination of methods like presentations, group discussions/exercises, plenary discussion and sharing experiences. Emphasis was laid on 'Learning by Doing' where the participants used their own knowledge practically by 'doing' and in the process internalized the RBM concepts. At the end of the five-day training, 91% (22 out of 24 rated the training as 'very good' and 'good') participants expressed their satisfaction on the relevance of the training and the concepts covered. The training was conducted by Mr. Saiju Chako from Association of Stimulating Know How (ASK) India.

2. Integrated Art Workshop - I and II

The Integrated art workshop was conceived as a consolidation workshop for the partners who have experienced and used 'Arts and Aesthetics' or 'Play for Peace (PFP)' in their respective communities over the past three years. So far the workshops have been conducted separately as either Arts or PFP. The Integrated Art Workshop was a step further in trying to integrate both Arts and PFP into the learning space, adding strength to the creative possibilities in people. The Resource Team comprised Agyat and Javeed for PFP and Blaise Joseph and Atreyee for Arts.

The integrated workshop enabled participants to experience and understand the relatedness of 'arts' and 'play' so that they can explore new

creative possibilities, experience and respect the independent domains of arts and play respectively, while also helping them creatively consider the range of activities and possibilities that can emerge from such a merger. The five-day workshop used a range of participatory methods to involve participants into experiencing arts in all forms. Games, songs, body movement, colouring, paper crafts and more were a constant medium during all days of the workshop. Participants were encouraged to document their lessons learnt through ‘journal writing’, create personal life histories, develop stories and express them through illustrations, making picture cards and exploring possibilities of contextually using them and so on.

3. Training on Multilingual Education

A workshop on ‘Multilingual Education’ was organised by NEG-FIRE in New Delhi, from March 4-6, 2013. A total of 31 participants from 16 organizations working in the area of elementary education, in particular with children belonging to marginalized communities such as tribes, religious minorities and Dalits attended the workshop. The team of resource persons comprised Dr. Minnati Panda, Ms. Sakshi Manocha and Ms. Shivani Nag from the National Multilingual Resource Consortium (NMRC), JNU.



Dr. Minnati Panda's team facilitating the workshop on multilingual education

The three-day workshop:

- Emphasised the need and relevance of multilingual education, particularly in the context of marginalized children (especially tribals and mahadalit)
- Oriented participants on current practices and policies relating to multilingualism
- Provided a thorough understanding of the process of introducing new languages as a medium of instruction depending on factors such as child's age and current school settings
- Provided information on different MLE models (pedagogy, bilingual/

multilingual material for children and teachers) which can be applied by partners in their operational area

- Guided partners in planning, developing and using multilingual material in the classroom
- Provided pointers towards developing and nurturing partnerships with key agencies working in this field

4. Magic Bus training on Sports for Development, Karjat, Maharashtra

Magic Bus is a partner of NEG –FIRE which specializes in sports for development. On request, it organized a four-day training workshop on

Training by Magic Bus



Sports for Development (S4D) from May 14-17, 2012, for our other partners. It was attended by 24 participants (four female and 20 male) from eight partner states (Rajasthan, M.P., U.P., Gujarat, A.P., Orissa, Kolkata and Jharkhand). The participants were trained on the concept of education through S4D and were made aware

of the developmental message through sports for children, youth, parents and partners. They also experienced and learnt ways of integrating different castes, gender and religions through creative expressions, sports and songs.

Staff Retreat

Apart from opportunities that staff members were provided for training, two staff retreats, in English and Hindi were organized. The one in Hindi was for all staff members who felt more comfortable expressing themselves in the language so that they could benefit from the input sessions. Support staff members were also part of this group.

The focus of the retreat in Hindi was on compassionate communication to bring about an understanding of the need for a culture of communication that was open, healthy and non-argumentative. The concept of maitri



The NEG-FIRE team 2012-13 at the Staff Retreat

(friendship) was deployed and all the exercises were arranged around this theme. The staff members was very happy, especially the admin support staff



The NEG-FIRE team 2012-13 at the Staff Retreat

who had attended something like this for the first time. Vikramjeet Singh from Zorba the Buddha, New Delhi was the resource person.

The second retreat focused on the theme 'Authentic Communication or Nonviolent Communication' (NVC). This is a 'language of life' that helps transform old patterns of defensiveness and aggression into compassion and empathy, and for improving the quality of all relationships. The endeavour of this exercise was to make the NVC approach to communication a part of NEG-FIRE's work culture. It was held at the TERI Retreat Centre, Gurgaon over three days. The training was conducted by NVC trainer Stephan Gebert and Agyat Mitra.

प्रशिक्षण और कार्यशालाएं

2012-13 के दौरान एनईजी-फायर ने चार कार्यशालाओं का आयोजन किया। साथी संगठनों की क्षमता निर्माण के लिए ये कार्यशालायें विविध पहलुओं जैसे तकनीकी, कार्यक्रमत्मक, वित्त के प्रभावी कार्यान्वयन के लिए, और परिणामों को प्राप्त करने और संगठन के अंदर क्षमताओं के बनाये रखने के लिए की गईं। एनईजी-फायर ने ये कार्यशालाएं अपने साथी संगठनों की जरूरतों और आवश्यकताओं को ध्यान में रखते हुए आयोजित कीं।

परिणाम आधारित निगरानी / मोनीटरिंग:

परिणाम-आधारित प्रशिक्षण, परिणाम आधारित प्रबंधन (आरबीएम) को लागू करने के कुछ उपकरणों के अलावा साथी संगठनों द्वारा खुद अपनी ज़रूरत और प्रासंगिकता के आधार पर क्षमता निर्माण के लिए चुने गए क्षेत्रों में से एक है। नतीजतन, एनईजी-फायर ने लगभग 14 साथी संगठनों को, आवश्यक जानकारियों और कौशलों का इस्तेमाल कर साथी संगठनों को उनकी योजना और निगरानी प्रणाली में सुधार करने में सक्षम करने हेतु इस परिणाम आधारित प्रबंधन पर प्रशिक्षण कार्यशाला के लिए चयनित किया।

एकीकृत कला कार्यशाला / इंटीग्रेटेड आर्ट वर्कशॉप – I और II:

एकीकृत कला कार्यशाला की कल्पना एक समेकन (कंसोलिडेशन) कार्यशाला के रूप में उन साथी संगठनों के लिए की गई थी जिन्हें 'कला

और सौंदर्यशास्त्र' अथवा 'खेल से मेल' का इस्तेमाल अपने समुदायों में करने का तीन सालों से ज्यादा का अनुभव है। अब तक कला अथवा खेल से मेल पर अलग अलग कार्यशालाएं आयोजित हुई हैं। एकीकृत कला कार्यशाला में कला एवं खेल के माध्यम से, बच्चों में कलात्मक अभिव्यक्तियों को उभारने का प्रयास किया गया। खेल से मेल के लिए अज्ञात और जावीद तथा कला के लिए ब्लैस, जोसेफ और आत्रेई संदर्भ टीम में शामिल थे।

बहुभाषीय शिक्षा पर प्रशिक्षण:

4 से 6 मार्च, 2013 को नई दिल्ली में एनईजी-फायर ने 'बहुभाषीय शिक्षा' पर एक कार्यशाला आयोजित की। इन कार्यशाला में 16 संगठनों से प्राथमिक शिक्षा के क्षेत्र में कार्य करने वाले विशेष रूप से आदिवासी, धार्मिक अल्पसंख्यक और दलित बच्चों पर कार्य करने वाले कुल 31 प्रतिभागी थे। नेशनल मल्टीलिंगुअल रिसोर्स कंसोर्टियम (एनएमआरसी), जेएनयू से डॉ. मिनाति पांडा, सुश्री मनोचा और सुश्री शिवानी नाग संदर्भ व्यक्तियों की टीम में शामिल थे।

खेलों के विकास के लिए मैजिक बस प्रशिक्षण, करजात, महाराष्ट्र:

मैजिक बस, एनईजी-फायर का एक साथी संगठन है जिसकी विशेषज्ञता खेलों के विकास में है। अनुरोध पर, दूसरे साथी संगठनों के लिए, मई 14 से 17, 2012 में खेलों के विकास के लिए इसने चार दिवसीय प्रशिक्षण कार्यशाला आयोजित की। आठ राज्यों के साथी संगठनों (राजस्थान, मध्य प्रदेश, उत्तर प्रदेश, गुजरात, झारखण्ड, आंध्र प्रदेश, उड़ीसा और कोलकाता) से लगभग 24 प्रतिभागियों (चार महिला और दो पुरुष) ने इस कार्यशाला में भाग लिया। खेलों के विकास से शिक्षा की अवधारणा पर प्रतिभागियों को प्रशिक्षित किया गया और उन्हें साथियों, माता-पिताओं, युवाओं और बच्चों के लिए खेलों के माध्यम से विकास के संदेश से अवगत कराया गया। उन्होंने रचनात्मक अभिव्यक्तियों, खेलों और गानों के जरिये विविध जातियों, जेंडर, और धर्मों को जोड़ने के तरीकों के बारे में सीखा और अनुभव किया।

List of Board Members 2012-13

GENERAL BODY MEMBERS

Mr. Martin Macwan, Chairperson
Dr. Ranjana Srivastava, Vice Chairperson
Archibishop Joseph Augustine Charanakunnel
Mr. Martin Pinto (till June 2012)
Dr. Rudolf C. Heredia
Ms. S.P. Selvi, Treasurer
Fr. John Ariapilly
Sr. Karuna Maniyattu
Dr. Cherian Joseph
Archibishop Francis Kallarakal
Dr. Prakash Louis
Dr. I. Devasahayam
Mr. Dayaram
Mr. Lourdes Peter Baptista
Dr. Charles Irudayam
Dr. S. M. Haider Rizvi
Dr. Asha Singh
Ms. Annie Namala (till June 2012)
Mr. Razia Patel (till June 2012)
Dr. Joseph Bara
Dr. Sudha Varghese
Prof. K. Sujatha
Prof. S. Japhet
Mr. John Samuel

PROCESS APPROVAL COMMITTEE MEMBERS

Ms. Kameshwari Jandalya
Ms. Mridula Bajaj
Mr. Martin Macwan
Ms. S.P. Selvi
Ms. Marita Ishwaran

FINANCE COMMITTEE MEMBERS

Mr. Bhupinder Gupta
Mr. Martin Pinto
Mr. Martin Macwan
Ms. S.P. Selvi
Ms. Marita Ishwaran



The Finance Committee during a meeting

Financial Report

New Education Group - Foundation For Innovation and Research in Education

Balance Sheet as at 31st March 2013

Particulars	Schedule No.	FCRA	Local	Total As at 31/03/13 (Rs.)	As at 31/03/2012 (Rs.)
SOURCES OF FUNDS					
Reserves & Funds	1	1,927,373.34	55,735.51	1,983,108.85	1,979,871.22
Program Balances	2	17,335,160.87	2,541.64	17,337,702.51	24,378,584.40
Total		19,262,534.21	58,277.15	19,320,811.36	26,358,455.62
APPLICATION OF FUNDS					
Fixed Assets					
Gross Block	3	4,467,730.00	381,352.00	4,849,082.00	4,272,253.00
Less: Depreciation		2,540,356.66	334,616.49	2,874,973.15	2,362,052.91
Net Block		1,927,373.34	46,735.51	1,974,108.85	1,910,200.09
Investments (FD)		6,007,807.00		6,007,807.00	7,500,000.00
Current Assets & Advances					
Cash & Bank Balances	4	2,997,617.03	7,361.64	3,004,978.67	8,244,362.29
Advances	5	9,195,894.84	20,679.00	9,216,573.84	9,228,006.74
		12,193,511.87	28,040.64	12,221,552.51	17,472,369.03
Less: Current Liabilities & Provisions	6	866,158.00	16,499.00	882,657.00	524,113.50
Net Current Assets		11,327,353.87	11,541.64	11,338,895.51	16,948,255.53
Total		19,262,534.21	58,277.15	19,320,811.36	26,358,455.62
Significant Accounting Policies & Notes to Accounts	9				

Note: Previous Year's figures have been reclassified wherever necessary.

For & on Behalf of Management

As per our report of even date annexed

M. Ishwaran
Marita Ishwaran
Executive Director

S. Pargayarselis
S P Selvi
Treasurer

Place: New Delhi
Date: 29/07/2013



For Vishal R Gupta & Co.
Chartered Accountants

Vishal R Gupta
Vishal Gupta
(Proprietor)
M. No. - 502686

New Education Group - Foundation For Innovation and Research in Education

Income and Expenditure Account for the Year Ended 31st March 2013

Particulars	Schedule No.	FCRA	Local	For the Year Ended 31/03/2013 (Rs.)	For the Year Ended 31/03/2012 (Rs.)
INCOME					
Programme Fund Allocated		54,000,510.55	3,782,861.16	57,783,371.71	64,082,601.10
Total		54,000,510.55	3,782,861.16	57,783,371.71	64,082,601.10
EXPENDITURE					
Continuation of the National Education Programme in India	7	49,890,110.45	-	49,890,110.45	51,184,697.36
Project Expenses- SDTT	8	-	3,600,444.00	3,600,444.00	9,033,073.00
Administration Expenses	9	3,628,133.00	151,764.00	3,779,897.00	3,503,213.11
Depreciation	3	482,267.10	30,653.16	512,920.26	361,617.63
Total		54,000,510.55	3,782,861.16	57,783,371.71	64,082,601.10
Significant Accounting Policies & Notes to Accounts	10				

Note: Previous Year's figures have been reclassified wherever necessary.

For & on Behalf of Management

As per our report of even date annexed

M. Ishwaran
Marita Ishwaran
Executive Director

S. Pongayarselvi
S P Selvi
Treasurer

Place: New Delhi
Date: 29/07/2013



Audit Report

Vishal R. Gupta & Co.
Chartered Accountants

AUDIT REPORT

We have audited the attached Balance Sheet of New Education Group – Foundation for Innovation and Research in Education (NEG-FIRE) as at 31st March 2013 and also the Income and Expenditure Account for the year ended on that date, annexed thereto. These financial statements are the responsibility of the Management of the Society. Our responsibility is to express an opinion on these financial statements based on our audit.

We have conducted our audit in accordance with generally accepted auditing standards in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

We report that:

- a. We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of our audit.
- b. In our opinion proper books of account as required by law have been kept by the organization so far as appears from our examination of the books.
- c. The Balance Sheet and the Income and Expenditure dealt with by this report are in agreement with the books of account.
- d. In our opinion and to the best of our information and according to the explanations given to us, the said accounts, read together with notes thereon give a true and fair view in conformity with the accounting principles generally accepted in India:
 - i) In the case of the Balance Sheet, of the state of affairs of the Society as at 31st March 2013.
 - ii) In the case of the Income and Expenditure account, of the surplus for the year ended on that date.

For Vishal R Gupta & Co
Chartered Accountants

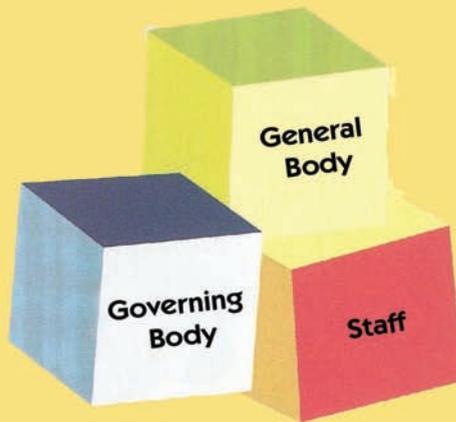


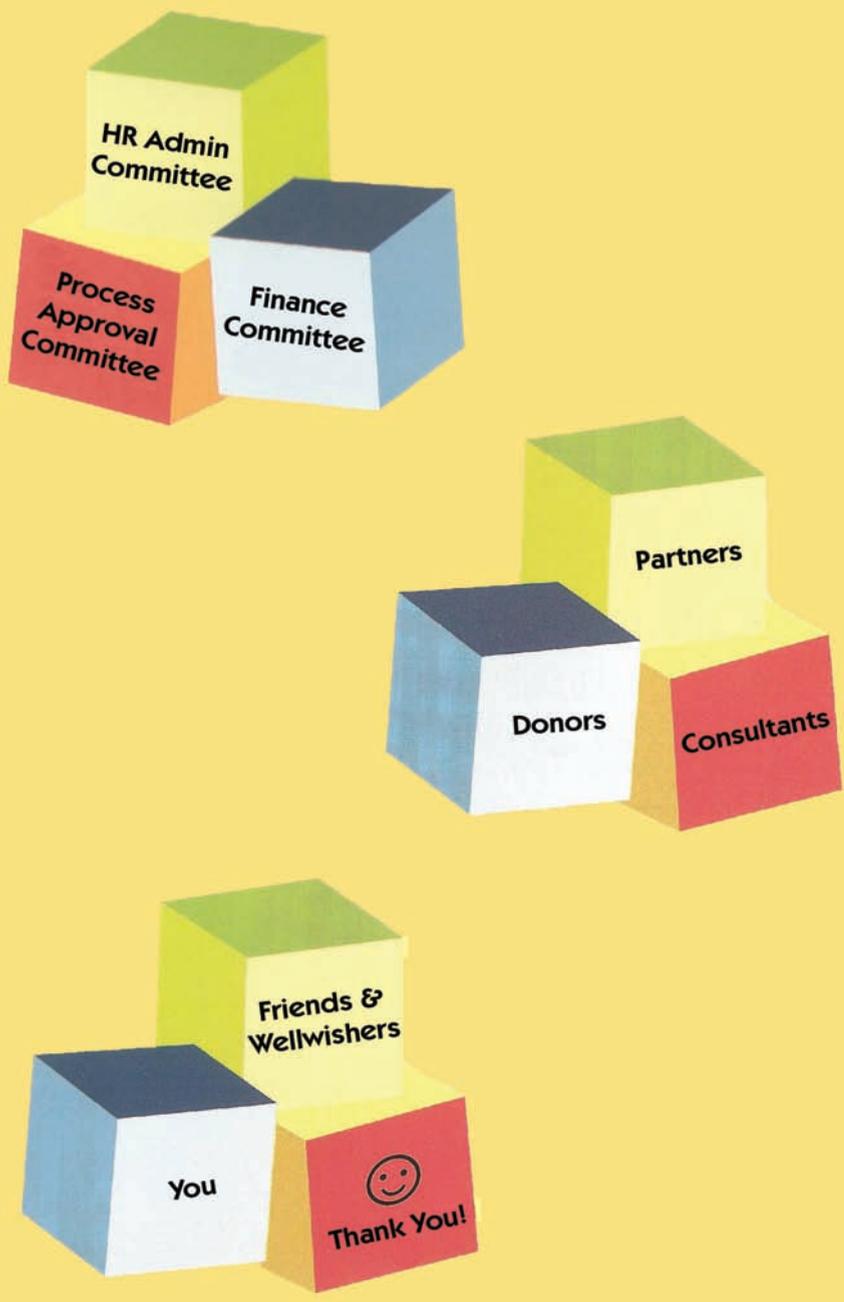
Vishal Gupta
Chartered Accountant

Place: New Delhi
Date : 29/07/2013

C/o Dr. R.P. GUPTA, KATRA BAZAR, SHIKOHABAD, DISTT. – FIROZABAD (U.P.)
PHONE- 05676 -234422 MOBILE- +91 9811232645 Email- vishalrguptaco@rediffmail.com

THE TEAM THAT MAKES A DIFFERENCE





LET US REFLECT

- Learning begins at birth
- No two children learn in similar ways. Do we take this into account when providing for their education?
- Are children assured of the right to quality and culturally sensitive education?
- Who should the teacher be accountable to? The child, the community or the system?
- Do teachers treat all children with the same respect regardless of their class, caste, gender or religion?
- Is early childhood only about providing meals to poor children or about their psycho-social development and learning?
- Can leadership emerge from the margins?
- Should schools be community owned or privately owned?





We invite you to join hands....
to make education an effective approach to empowering the powerless and bringing development to people and communities who have no access to it.

Be a partner, a volunteer,
a donor. Donate to* -



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Website: www.negfire.org

*All donations are eligible for tax relief under Section 80 G of the Income Tax Act