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 -

NEG-FIRE
(All donations are eligible for tax relief under section 80 G of the Income Tax Act)

NEG-FIRE
A-1, IIIrd Floor,
Sarvodaya Enclave
New Delhi - 110 017
Telfax: +91-11-26526570
Email: info@negfire.org
Website: www.negfire.org

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 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?

BAP 9810031168 / 9810270433

New Education Group

Foundation for Innovation and Research in Education

Annual Report April 2011 - March 2012

"Together we will make this world beautiful!" Students in a School, Maharajganj, U.P.

CONTENTS

From the Chairperson 2

From the Executive Director 3

Partnership Promotion 5

NEG-FIRE Implemented Programs 10

Research and Documentation 19

Workshops and Trainings 22

Governance 25

Financial Report 27

From the Chairperson

Recently, as we witness, the voices of protest against something that is unjust, illegal, unconstitutional are growing larger. True, more than often these voices do not translate into long term voices of social change. NEG-FIRE strives to do both; to protest against injustice and to promote actions of social change in the field of education. Had education been only a program of literacy, the need for protest would have either no place or very little of it. But as NEG-FIRE perceives education as a foundation stone to shape human life with self-respect and dignity especially for those who are systemically vulnerable to marginalization, the need to promote the voices of protest against the system which attempts to turn education as a form of perpetuating subjugation becomes important program.

I am happy that NEG-FIRE is coming up with its annual report which reflects on the challenges that those who are concerned with education for the poor and marginalized face in the world which tries to shadow these realities with the glamour of development where although more financial resources are available there is absence of positive action. It is important that NEG-FIRE continuously strives to encourage these voices of positive action.

Martin Macwan

From the Executive Director

Dear Friends,

This annual report focuses on VOICES, most of them from excluded communities, but they also include Voices of other key stakeholders involved in the program, including NGO staff.

An excluded Voice, in the limited space it has, is stifled by hegemonic Voices and children's voices get further relegated to the margins. At NEG-FIRE , our endeavor has been and will continue to understand our marginalised communities and children better, listen to their stories; feel their pulse and heartbeats, see the world through their eyes and provide a platform for them to express and act on their buried wishes, desires and dreams.

All our earlier annual reports, recorded what we or our partners had to say, this report includes some children voices and other dominant voices too, in future reports and we hope to carve prominent space for children and women Voices. We know for sure then that we will be closer to the ground reality.

This annual report focuses on four NEG-FIRE implemented projects as well as information on other planned activities for the year; sanctioning of ten NGO partners for 35,722,500 lakhs, of which two are being implemented by NEG-FIRE. 24 monitoring and accompanying visits were made to the partners to provide guidance and feedback as per their progress; 11 NGO Partners were evaluated after completion of their project cycle. The year also focused in providing training to NGOs in Results Based approach, building capacities for arts at the NGO and Community level; development of two sets of bilingual reading material for the young child up to classes I and II in Bhili & Hindi and Gondhi & Hindi; and governance related meetings - Governing Board, General Body Special General body meetings, finance and Process approval committee meetings.

The second phase strategy 2012- 2017 was also formulated and now looks at a fourfold role for NEG-FIRE; while continuing with partnership facilitation and research the new roles envisaged are advocacy and resource (content) development.

The year continued to be plagued with challenges especially for our partners with noncompliance of the RTE in their areas of work, paper SMC in some regions, disruption in work due to the telegana agitation, and other local and specific issues. Yet the partners were able to provide quality education to 21,381 Children in 8 states, and keep children engaged joyfully, with song, play and through various art forms.

We do hope you will enjoy reading about this journey of ours and we request you to send us feedback as this is important for our overall improvement and growth and for bringing quality improvement in education.

Marita Ishwaran

Partnership Promotion

Beautiful clay models on display during CEC workshop in Vizianagarm district, AP

Partnership Promotion

In the year 2011-2012, Ten projects were sanctioned for Rs. 35,722,500/- please find below information on the NGO's and the projects:

1. **South Orissa Voluntary Action (SOVA)** is based in Koraput district of Orissa and is working towards ensuring tribal children's educational rights with special focus on language and through building the capacities of communities. The present NEG-FIRE project's focus is on ensuring quality education to 2,443 children in the age group 3-14 years as per RTE norms and Supreme Court directives for the young child along with increasing the literacy rate and transition from elementary to secondary level in 40 interstate bordering villages. The programme's aim is improving the learning levels of children with language support at the primary and secondary levels through multilingual education. NEG-FIRE is supporting SOVA through a grant of Rs.51,31,482/- for a period of 36 months (2011-2014)

2. **Nature** is based in Visakhapatnam, Andhra Pradesh, and is also a part of the interstate programme. Nature is working with tribal communities for protecting and conserving their natural resources; it also promotes safeguarding the environment in the Eastern Ghats. The project's focus is on improving education levels among tribal children and community members in 60 bordering villages of Andhra Pradesh. The programme's aim is also ensuring that the children get their entitlements as per RTE norms and the young child through Supreme Court directives with special focus on multilingual education. NEG-FIRE is supporting Nature through a grant of Rs. 54,92,160/- for a period of 36 months (2011-2014)

3. **Rural Development Service Society (RDSS)** is working towards ensuring educational rights of 2,467 Gond Adivasi children in 20 villages of Silwani block in Raisen district in Madhya Pradesh through empowering women. This programme's aim is ensuring that the children in the 6-14 years age group get their entitlement of quality education as envisaged in the Right to Education Act. NEG-FIRE is supporting RDSS through a grant of Rs. 38, 93,930/- for a period of 36 months (2011-2014)

Villagers during a community meeting, Koraput, Odisha

Training to Mata Samities members at Pipaliakhas at RDSS

Children proudly show their word building skills
Catholic Diocese of Jhabua

An indigenous performance by Tribal people in
Adivasi Mitra, Vishakhapatnam

Children at Sasaram, READ project area

4. **Catholic Diocese of Jhabua**, Madhya Pradesh is working towards ensuring that all Bhil children in the age group 3-5 & 6-14 in 22 villages get their rights to early childhood care in the anganwadis and elementary education respectively, and to help children complete their school education. NEG-FIRE is supporting Catholic Diocese of Jhabua through a grant of Rs.45,39,400/- for a period of 36 months.

5. **Samaj Vikas Sanstha** is working towards ensuring entitlements for 24 hostel students from marginalized communities in 4 districts: Beed, Nanded, Osmanabad and Latur in Maharashtra. The programme's focus is on bringing about necessary changes in the existing hostel policy of the government of Maharashtra. NEG-FIRE is supporting Samaj Vikas Sanstha through a grant of Rs. 31, 22,400/- for a period of 30 months.

6. **Adivasi Mitra Welfare Society** is working towards ensuring that the Right to Education is implemented by bringing about state accountability and also cultural inclusion for Adivasi children in Paderu block in Visakhapatnam district in Andhra Pradesh. The programme's aim is making sure that primary education is accessible to 720 Adivasi children in 24 villages through strengthening their traditional knowledge base. NEG-FIRE is supporting Adivasi Mitra Welfare Society through a grant of Rs. 30, 17,000/- for a period of 30 months (2012-2014)

7. **The Charitable Association for Rural Education and Development (READ)** is working towards the empowerment of the Musahar community in 24 villages in 2 blocks in West Champaran district in Bihar through educational mainstreaming and community mobilization. The main focus of the project is ensuring enrolment, retention, quality education, and entitlements to 960 Musahar children in the 0-18 years age group through a specially design educational intervention programme as per the RTE Act and Supreme Court directives. It achieves this through empowering mothers and other significant stakeholders. NEG-FIRE is supporting READ through a grant of Rs. 36, 76,550/- for a period of 24 months.

8. **Agnel Charities (Agnel Seva Sangh)** is working towards providing meaningful education to children of slum communities in Khoda Loni and Ghaziabad, Delhi. In association with NEG-FIRE, Agnel Charities is working with children who were out on the street, were working in small industries, were selling balloons, and were rag pickers. The project's aim is enrolment of such children in schools and ensuring that they attend schools regularly and are able to get their entitlements from the school. The programme also envisages mobilizing and creating awareness among parents to make them understand the value of education. NEG-FIRE is supporting Agnel Charities through a grant of Rs. 670, 000/- for a period of 12 months (2011-2012).

9. **Early Childhood Care and Development (ECCD) Community Watch:**
NEG FIRE initiated a new project to empower the community and ensure the entitlements of young children through the use of information. The project entails creating a web based MIS on the implementation of ICDS asper the Supreme Courts directives on ICDS and early childhood care. It is envisaged that this process of creating a MIS on ECCD would generate awareness among the community, which would encourage them to monitor and seek the rights of their children from respective government institutions and officials. Hence the initative to create the data base and the MIS is called 'Community Watch'. This project is implemented in 6 districts in 5 States Andhra Pradesh, Gujarat, Madhya Pradesh, Odishaand, Rajasthan. In 4 districts it is implemented by 4 partner organisation NATURE, SAMERTH,RDSS, SOVA, while NEG FIRE is directly implementing the project in 2 districts. The total budget of the project is Rs. 33,84,588/-.

10. **Cultural Expressions Curriculum (CEC):**
NEG-FIRE conceived and is implementing along with the ITDA , Parvatipuram, a program for integration of art & craft, music and dance as pedagogic tools for teaching and learning of language in 20 primary schools in the blocks of Parvatipuram and Gummlaxmipuram in the Vishakapatnam district of Andhra Pradesh. The project entitled Cultural Expressions Curriculum (CEC) works at school and community level to promote the cultures of the Savara and Jatapu tribes. The total budget of this program is Rs. 27,00,000.

Quarterly review meeting at RDSS, Silwani, Madhya Pradesh
ECCD Project

A child surrounded by colorful expressions, CEC program
Vizianagarm, Andhra Pradesh

Andhra Pradesh

- SADHANA, Nizamabad
- MAHITA, Adilabad
- CONARE, Mehaboobnagar
- KDSSS, Kurnool
- Cereana Foundation
- Nature, Vishakhapatnam
- Adivasi Mitra Welfare Society, Paderu

Bihar

- Purnea Social and Educational Society, Katihar
- DEEP, West Champaran
- Sugam Jagtiti, Jehanabad
- Patna Jesuit Society, Rohtas
- Muzaffar Diocesan Society, Madhubani
- READ, West Champaran

Chhatisgarh

- Shikhar Yuva Manch, Kwardha

Gujarat

- Samerth Trust, Ahmedabad
- Prakriti Foundation, Dahod
- RDSS, Raisen

Jharkhand

- Abhiyan, Sahibganj
- GPVS, Pakur
- Nav Bharat Jagriti Kendra, Hazaribag
- VEDIC Society, Latehar

Madhya Pradesh

- Catholic Diocese of Jhabua, Jhabua
- CADAM, Rewa
- Samarpan Mahila Vikas Kendra, Dindori
- JDSSS, Mandla

Maharashtra

- Magic Bus India Foundation, Chandrapur
- Samaj Vikas Sanstha, Marathwada

Orissa

- PREM, Rayagada
- Catholic Charities, Kandhamal
- SOVA, Korapurt

Rajasthan

- Samantar, Sawai Madhopur
- Sampurna Jeevan Vikas Samiti

Uttar Pradesh

- Agnel Charities, Khoda Loni & Ghaziabad
- Suchetna

NEG-FIRE Implemented Programs 2011-12

Children during a classroom play activity in a school in Vizianagaram district, AP

Cultural Expressions Curriculum

The concept of the Cultural Expressions Curriculum (CEC) as proposed by NEG-FIRE is creating the beginnings of holistic education for children in Grades III, IV, and V from the Savara and Jatapo tribes in the Kurupam and Gumalaxmipuram mandals in Vizianagaram district, Andhra Pradesh. This is being achieved by integrating art and crafts and music and dance in the approach and methodology in teaching and learning languages and also in creating time within school hours for children to explore these art forms. The goal is improving desire and learning among children and increasing their respect for their own culture and identity. This is being insured by learning and practicing local art and culture in schools, by using an arts-based approach in school learning. Strengthening of the community-school relationship is also part of the strategy. This one-year pilot project is being implemented in collaboration with the Integrated Tribal Development Agency (ITDA) in 20 MLE and non MLE schools across 20 villages in the Parvatipuram block in Vizianagaram district in Andhra Pradesh.

I am very much interested to listen and learn lessons by integrating this art, play and songs but the slots are conducted only twice in a week if it will conduct daily we are having more time to express our creativity in those slots, so please try to conduct daily –**Mandangi Aravind Kumar, 5th Class, Cheemalaguda, G.L. Puram**

Students at a program in Nigram, Vijaynagaram

Now I am very much happy to go to school because teacher taking classes by using art and songs and I've a chance to know our local traditions and all, now I don't want to miss the school – **Vuyaka Anjali, 5th Class, Peddaguda, Kurupam Mandal**

Every activity (art, play and songs) is very interested in CEC but the main problem is time if we have sufficient time then we are very much happy to do all local arts and learn songs etc. – **Biddika Premchand, 5th Class, Gajulaguda, G.L. Puram Mandal**

Teacher, M. Subharao, Vijaynagaram

Earlier we used conventional methods for teaching but after the teacher training programme, we now use new and innovative methods. The two teacher trainings were useful in this regard. Due to these innovative methods, some dull and inactive children have become active in academic Due to slots and integrated lessons, the number of activities. drop-outs has also reduced. – **K.Rama Padma, Teacher Pokkiri Village, Viziangram Dist, Andhra Pradesh**

'The CEC programme has built confidence among school children and developed a proactive attitude and enthusiasm for learning new issues. Children are able to grasp lessons easily through innovative teaching methods. Reviving disappearing cultures and traditions and seeing demonstrations of the past culture by school and community cultural teams is a commendable effort.' **K. RAMA RAO, Teacher, Likkidi Vill., Vizag Nagaram**

'Our organization has given me this wonderful opportunity to serve the children and the community. As a field associate I try and teach the children songs, dance, and drawings. After the implementation of the CEC programme, I have observed many positive changes in the children regarding attendance, regularity, and grasping skills. People from the community too are getting to know about the Right to Education Act and its importance. We are observing all round development among the children and in community members'-**Rama Rao, Field Animator, CEC Project**

'Prior to the CEC programme, children did not show an interest in school activities. This situation has changed. Now children are learning through songs, dances, and games. They want to come to school now'
Bulasi, Parent, Nigaram Village, Vizianagaram district, Andhra Pradesh

Animators exploring colorful mediums of expression during a CEC workshop in Vishakapatnam

Mr. Suvarna Panda Das, PO of Parvatipuram ITDA addressing the community at Pokkiri

Children are able to express themselves and write short poems and stories. Their creative abilities are being honed. They have no fear about schools and teachers. Learning is fun for them. They are enthusiastic and eager about learning whether it is academics or other activities. The children have overcome linguistic barriers and fears of communication.

Community members participate in various activities. They are encouraging and they contribute in teaching songs and drama.

'There are challenges in understanding the new ways of teaching and making lesson plans. Since the teachers are used to using readily available lessons, efforts are required to encourage creativity'
Evaluators, Ms Shanti Yeachuri, New Delhi and Dr Jyotsna Tiwari, Andhra Pradesh

Elimination of Child Labour through Education, Bundi, Rajasthan

The programme is designed to create an enabling environment for eliminating child labour by promoting quality childcare and including education in the context of the Right to Education Act 2009. It involves women and youth groups who hold School Management Committees, Parent Teacher Associations, and Panchayati Raj Institutions to account. Apart from this, networking with non-government organizations, stakeholders' groups for cobble association advocacy, and providing livelihood options in the project area are the other objectives of the programme.

'I attended the Child Learning Centre and enjoyed learning through games, drawings, clay painting, and songs. I read colourful pictorial books and even learnt mathematics while playing'
Feru Lal Bhil, 16-year-old Student, Dhorela village, Bundi district

I am studying in III standard, I like to go the CLC because our teacher Adarsh and Ramdattmina teaches us, they use to talk to us with love. I and my friends don't get chance to play in school.
Laxmi, 8 years, Student, Bundi, Rajasthan

Children during an art workshop in Bundi, Rajasthan

I am 11 years, studying in IV standard from Parana. I like the study classes because we have floor mats to sit on. I like to go to school because teacher teaches us. I want my school with playground and full of swings – **Divan Mama, Student, Bundi, Rajasthan.**

About 20 children go to the CLC for a few hours in the morning. The major difference that I have observed is that these children appear to enjoy the games, drawings, and other activities'
Badam Bai, Mother of a Child attending the Child Learning Centre (CLC), Dhorela village, Bundi district

I have been receiving a lot of support from NEG-FIRE. Around four months ago, NEG-FIRE motivated the school Monitoring Committee to support school staff members in taking action against a teacher who had been irrerular for a long time – **Rajendra Kumar Rana, Teacher, Upper Primary School, Thadi Panchyat, Bundi District**

Parent involvement during a training programme in Rajasthan

'After becoming the sarpanch, I had to handle far too much work and I had to depend on my secretary for doing the work and also for getting information for me. After attending the NEG-FIRE workshop, I have been motivated to call a monthly meeting of government officials'

Modu Lal Bhil, sarpanch, Ganeshpura Panchayat, Bundi district

Meeting with Cobble contractors welfare society members

'NEG-FIRE's concern with child labour is very similar to our views of not employing children in the cobble cutting trade. Personally and through our organization I will support NEG-FIRE in its endeavours'

Rajkumar Bilonchi, President, Cobble Contractors Welfare Society, Bundi district

'Last year, I was deputed in a primary school in Lambakho village and had to put in a lot of effort to motivate the children to attend school; community members remained indifferent to my efforts. When NEG-FIRE started working there I had discussions with its staff members who helped in conducting door-to-door contact. NEG-FIRE's efforts helped me in getting children to attend school regularly. Presently I am working in Badfu village and NEG-FIRE is still supporting me with the same energy'

Bhanver Lal Sharma, Teacher, Upper Primary School, Badfu Panchayat, Bundi district

Panchayat members meet to discuss RTE in Boondi, Rajasthan

The Edu-Leadership Programme

The Edu-leadership programme completed three years (2009-2012). The programme endeavored to build a cadre of grassroot potential as edu-leaders, through capacitating them with knowledge, Skill and attitude required to improve the education situation in the villages they came from. The programme was implemented in the geographic area of four districts in Uttar Pradesh: Azamgarh, Badayun, Maharajganj and Muzaffarnagar, as these were identified as being the most backward districts educationally.

The programme was implemented in 39 schools. From July 2011, the programme's outreach increased by 78 more schools and villages through indirect interventions. Therefore, the total number of villages that the edu-leadership programme is operational in through direct and indirect interventions is 117 covering 31 Nyaya Panchayats in 18 blocks in Uttar Pradesh. It is working with 16 NGO partners, 39 edu-leaders and more than 200 teachers.

With her pleasant countenance and gentle manner, Lado of 22 years, radiates an immediate appeal. When you watch her take a class, it is evident that she has nurtured a comfortable and trusting relationship with the children, whom she addresses affectionately as 'babu' all the time. Lado lives right next door to the school she works in, in Singrah, Muzzafarnagar.

Lado belongs to the Kumhar (potter) community, but her family has been into agriculture since the time she remembers. She recalls that until class V, she was not much interested in studies. However, from class VI till her graduation, she enjoyed her school and college due to some inspiring teachers she had. The situation in her family was threatening. All her relatives advised her father that it was no use educating a girl, (because she is anyway going to stay home and cook). It was her mother who stood by her. The fact that she commanded a leadership role among her siblings is clear when she reveals that if it hadn't been for her own determination to study further, none of her brothers or sisters (studying engineering/B.A. at present) would have pursued higher studies. On completing graduation, Lado got involved with a NFE (Non Formal Education) project in a local organization in Muzaffarnagar, where she was required to enroll out-of-school children in school.

For Lado, 'eduleadership' is a concept that can be internalized only through constant doing. Lado believes an Edu-leader "should have the capacity to discriminate right from wrong, and weigh an issue from several angles before making the smallest of decisions". The capacity building workshops that she attended strengthened her analytical thinking.

When it was time to begin her foray into the schools, the teachers regarded her with suspicion, although at the back of their minds, they imagined that she might be useful to the school. In any case, they did not seem pleased when she took the children out of the classrooms for games and activities. While they feared that the children would only get more mischievous, Lado senses that they are far livelier these days.

One of her greatest achievements is in having persuaded the Muslim girls to study beyond class 5. Having made 85 enrolments this way, she finds that the teachers too feel a greater sense of responsibility towards the students. Lado realizes that her own struggles to pursue higher studies provided her sufficient fuel to inspire others. As she watches these former home-bound girls making their way to school in the morning, she cannot help smiling to herself.

Jiya Lal is a 38 year old man, hailing from a poor agricultural family and belonging to the Chamar caste (lowest amongst the SC). Owing to his caste status, he has faced lot of hardship and stigma since childhood. However, this has not deterred him from working for underprivileged children in his community. In his words, "Only a thirsty person can understand the importance of water .What if I couldn't complete my education. I will ensure that no child my community remains uneducated."

Since childhood, Jiyalal wanted to work for the society and joined a local organization that works with Self-help Groups (SHGs). After joining the edu-leadership programme however, he feels he has been able to fulfill his real dream of sending children to school. Despite social stigma, he approached many households in his community, including upper caste ones and talked to parents about the importance of education and appealed them to send them to school. At one level he kept talking to them about the importance of education and at another level, organized rallies to inform parents that child labour is a punishable offence. Gradually, many families started approaching him to facilitate their children's admission in school. Fortunately Jiyalal's meetings with parents and awareness rallies reaped positive results.

When he joined the school, the learning level of children was very low. Jiyalal developed Teaching Learning Materials - number cards, word cards, read the clock game, fraction flip charts, fraction circles, snake puzzle, etc along with teachers in the school. He took many classroom sessions with the help of these materials. It not only made learning interesting but also helped increase the level of attendance in school. A year later, the school witnessed an increase in not only the number of children and lowering drop-out rates, but also relatively better performances by children.

'Since the edu-leaders have started coming to our school, the quality of the Mid-Day Meal (MDM) has improved and my child spends some time studying at home also'
Nirmala, Parent, Prathmik

Students creativity at School, Badaun U.P

'This programme is very effective and the workers are trying very hard to achieve their aims. We are all impressed by their work and will surely support this programme' - **Ram Narayan Yadav, Block Education Officer (BEO), Bilariyaganj, Azamgarh**

Childrens library in Purkazi, UP

I like coming to school beacuse we study together, play together... there are so many story books to read - **Saqib, Student, Muzaffarnagar**

'Not only did NEG-FIRE guide us in project implementation but it also strengthened us in organizational development and management issues. We are now confident that we will be able to fulfil all requirements of the government'
Amarnath Sharma, Director, Saket Mahila Samajothan Avam Gramodhyog Sansthan, Azamgarh

"After meeting Edu-leader Chandan, now I give time to my child and teach him, I also go to his school to know about his performance - **Rumali Devi, Parent, Azamgarh U.P**

Children with letter cards making words, Azamgarh, U.P

'My suggestion is selecting schools from "Ambedkar villages" for outreach activities'
Renu Mishra, Grievance Redressal Cell (GRC) member, Lucknow

'We participated in the summer camp and realized how much fun it was to teach children by playing with them. We will follow this method in our school teaching also'
Sarvan and Sandeep, community leaders, Prathmik Vidyalaya Satnahaar and Dewai, Azamgarh

ECCD Community Watch

'ECCD Community Watch' is a new initiative of NEG-FIRE under which community members learn about their young children's right to care, nutrition and education through collecting data on a monthly basis from the anganwadis. While doing so they become aware of the rights and entitlements of their children and simultaneously they monitor the delivery of these entitlements. This data will be uploaded into a web based MIS and will be in the public domain for all to view and it will provide an opportunity to policymaker and governmental agencies to understand the gaps in the implementation of the scheme and in the delivery of the entitlements to children as per their rights. The Community Watch programme is transparent as it is a first-hand account by community members who receive the services. Moreover, the information (data) is available to everyone from the moment it is entered into the web-based MIS with no room for its manipulation. The primary aim of the programme is not only creating a database or MIS but using it as a tool to empower the community by making members accountable to seek their entitlements through the use of information. It is envisaged that this process of creating the MIS on ECCD will generate awareness among community members, which will encourage them to advocate for the rights of their children and make concerned government institutions and officials accountable. NEG-FIRE believes that this process will lead to a nationwide movement and an advocacy drive towards ensuring children's entitlements.

Community Watch provides scope for understanding adherence to Supreme Court directives with regard to ICDS in the villages where this project has been implemented and provide information for future advocacy. It is not enough to limit the scope of Community Watch to early childhood care, but to extend it to bringing about holistic development and addressing issues of children's rights and needs in totality. Therefore, the immediate plan is to incorporate RTE's status after identifying the gaps in the Community Watch programme and addressing these through a pilot phase.

'We were not aware that pre-school activities were being organized at the AWC and TLM was provided for our children. Thanks to Community Watch, we are now aware of this and ask the AWW of our village for it ' - **Neelakanya, 27-year-old community member, Miraialupadu village, Odisha**

The first five years of a child's life are very important as they have a big impact on his or her future. So for a child's healthy mind and body, Community Watch plays a vital role in community empowerment - **Rekhamma, Anganwadi Worker, Sarai Vilage, Odisha**

Community volunteer training at NATURE, Andhra Pradesh

'Community Watch has made us aware of our entitlements and we are now in a position to ask AWWs for them' - **Rukmini Pangi, 23-year-old community member, Telarai village, Odisha**

'Community Watch has helped me understand the situation of the AWC in my village and also the entitlements that are due to children. Continuous questions posed by community members to the AWW about their entitlements have led to resistance towards me from the AWW and her husband' - **Neelamani Manik, volunteer, SOVA, Koraput, Odisha**

Participants at the ECCD workshop organized in Delhi in February 2012

'Optimal brain development requires a stimulating environment, adequate nutrients, and social interaction with attentive caregivers. Every child has the right to develop to his or her fullest potential and our responsibility is pursuing this goal through Community Watch. This is a very useful tool to advocate from the grassroots to the district level'

P. Salila, cluster MIS officer, SOVA, Koraput, Odisha

Question for Picture Tool 1

Picture tool - 1

New Education Group–Foundation for Innovation and Research in Education(NEG-FIRE)
A-1, Third Floor, Sarvodaya Enclave, New Delhi - 110017

Question: चित्र कार्ड 1

- चित्र में क्या हो रहा है वर्णन करें?
- क्या आप ने इसी तरह की गतिविधिआँ आंगनवाडी में होते देखी हैं?
- क्या आंगनवाडी पर आने वाले बच्चों में विकलांग बच्चे भी शामिल हैं?

Question for Picture Tool 2

Picture tool - 2

Question: चित्र कार्ड 2

- चित्र को देखो और वर्णिन करो कि हमने क्या देखा?
- क्या आंगनवाडी सेन्टर में ये सुविधाएं उपलब्ध है?

Question for Picture Tool 8

Picture tool - 8

Question: चित्र कार्ड 8

- इस चित्र में क्या हो रहा है?
- क्या आगंनवाडी कार्यकर्ता आपके क्षेत्र के घरों का दौरा करती हैं?
- क्या वो आपके मोहल्ले के लोगों से परिचित हैं?

Question for Picture Tool 7

Picture tool - 7

Question: चित्र कार्ड 7

- चित्र में क्या हो रहा है?
- क्या बच्चे आंगनवाडी सेन्टर पर आने में आनंदित होते हैं?
- क्या तीन साल से ऊपर के बच्चे आंगनवाडी में लिखने–पढने से पूर्व की गतिविधियों में पहल करते हैं ?

'I do not understand and speak Hindi very well and even though my child was going to the AWC to play and eat there I did not know about the health and referral facilities available at the anganwadi. I got to know that these were provided only after I saw the picture tool'- **Sawangi Rawat, mother of AW child, Badfu village, Rajasthan**

NEG-FIRE is doing good work for us; this anganwadi survey (ECCD) is very good. earlier I thought that the ICDS center was only for nutrition but after interacting with the NEG-FIRE members and watching the picture tool I came to know that the centre is supposed to provide lot of things - **Naresh Meghwal, Father of a Child, Goverdhanpura Village, Rajasthan**

Research and Documentation

The team that contributed case studies on the impact of agrarian crises on children

Research Conference

Children, schooling and crisis—what current research reveals: NEG-FIRE organized a national conference on, 'Children, schooling and crisis –what current research reveals', on 31 October 2011 in New Delhi to document the experiences of facing a crisis and its implications on education. The conference brought together civil society groups, educators and other implementers, administrators, and researchers at both the policy and practice levels to discuss the implications of research studies supported by NEG-FIRE. Researchers who participated in the conference enquired into the educational status of children from tribal groups in Rajasthan and Gujarat; communities on the interstate borders of Andhra Pradesh and Odisha; farmers in Vidarbha who have committed suicides in recent years; communities in the Naxal belt of Chhattisgarh and Jharkhand; communal violence affected groups in Odisha and Gujarat; and communities inhabiting the insurgency prone areas of Manipur.

Presentation on status of education in tribal areas.

A major concern of all these researchers was capturing educational perspectives from the margins including the concerns of children, parents, communities, and also groups that are working in these locales. Looking beyond the macro picture of low educational attainments during a crisis, each of these studies attempted to capture specific socio-cultural impediments in education. A detailed report and summaries of researches are available on www.negfire.org.

Documentation

Process Documentation

NEG-FIRE sees process documentation (PD) as multidimensional documentation for institutional memory, reflection, and learning. This helps in identifying the gaps, strengths, and key turning points of a programme in process. As an activity it enables the flow of information between the field and the higher levels of the organization. It also helps in measuring the change and can be an alternative to baseline findings in some cases. It can work as a feeder for strategy planning and for strengthening programme implementation. Process documentation of Samerth Trust, Sampurna Jeevan Vikas Samiti, and Prakriti was undertaken during the period of reporting. Below are excerpts from the reports of these partners.

Prakriti

Shakuntala Ben Jetabai who is serving in an anganwadi in Gugas since 2008 noticed a change that has come about in the functioning of the centre. Says she, 'Never before did community members question me....I used to open the anganwadi but attendance was extremely poor...I am supposed to visit some

households every week but I also have limited capacity...My motivation to run the anganwadi properly has increased since I started receiving support from the animators. They have played a key role in mobilizing community members to send their children to the centre ...Now they even ask for cooked snacks to be distributed....'

Rashida's story-Samerth Trust , Gujarat

Frantic cries of women and children.....images of houses in flames... possessed demons running after them.....Almost ten years after the riots, these images still haunt Rashida. She was a young teenager in 2002, and still remembers the painful past with excruciating details. Her house was burnt and with it her memories and possessions of a lifetime.

Like many others faced with the same situation, the riots disillusioned Rashida and left her an emotional wreck. But in her mind she was sure that this would not be the end for her. After her marriage in 2006 and giving birth to a child in 2007, Rashida joined Samerth. Not only did she learn the ropes in the first six months, but in spite of coming from a conservative Muslim family, she participated in every training and every exposure visit.

In the next three years at Samerth, Rashida visited more cities than she had in the previous 25 years. Before joining Samerth, Rashida had not travelled beyond Gujarat. Today she has been to Delhi, Himachal Pradesh, and Mumbai. The travels and training have given her a chance to peep into the outside world. Says she, 'The training in NEG-FIRE (Delhi) (about emotional resilience – a study with children in resettled colonies and the effect of riots on their lives) was tough as it brought back too many memories. But I also realized its importance, and it gave me some peace that people in other parts of the country are aware and concerned about what we went through.'

Rashida says that the study was like a catharsis and she has finally been able to let go of the past. 'I also tell my parents not to think too much about it...I encourage them to talk.... to speak their thoughts and then let them go....Till we cling to the past we will not be able to let it go,' she says. She also consciously tries to avoid talking about riots in front of her five-year-old daughter. 'I do not want her to grow up with prejudices. She now goes to a Hindu school with Hindu staff and Hindu children. But that is the best school in our locality. They have never been discriminatory towards my child....on the contrary they have been extremely loving and encouraging. Why should I deprive my child because of what I went through in the past? Till when should I cling on to prejudices?' This year many other parents from her area are thinking of sending their children (Muslim) to this school.

Sampurana Jeevan Vikas Samiti

'Our school runs properly....we now know what to do when things do not work....this is our village and our school ....we want our children to study and have a bright future and not to do labour work like us,' says Sharda, carrying a headload of raw material for a new road being constructed outside the primary school in Shivpura. In this village, community pressure led to the removal of a teacher who used to work through a proxy teacher. This person was not well trained or qualified and was also irregular. This affected school attendance and children started dropping out. Most of the children started attending a private school in this village or attending a school in the neighbouring village. On the initiative of the animator, community members took the matter to the District Education Officer. An enquiry was ordered. The teacher was found guilty and removed. A new teacher was appointed who is regular. This school is run by one teacher and in his absence community members make sure that classes are not suspended, as either the animator or some other educated youth takes the classes in the absence of the teacher.

Workshops and Trainings

Training programme /Capacity building programmes:

NEG-FIRE believes in constantly upgrading and building on its own capabilities and strengths as well as those of its partners. For achieving this, it revisits the goals set vis-a-vis available internal capacities, the governance structure, and internal mechanisms every year. Thereafter five appropriate programmes were designed to build the capacities of its members.

Workshop to develop Bi-lingual Material

'The Baiga tribal culture has its own systems. We started with language and then followed these systems with math. The pictorial glossary/material helped teachers and children understand the second language. The new glossary also helped DIET develop more creative material and now the government uses this in the regular syllabus'- **Bhupesh Vaishnav, president, Shikhar Yuva Manch, Chhattisgarh**

'In our area the Bhil Adivasi community speaks three languages so they are facing a cultural identity crisis and this is affecting the learning abilities of small children. The glossary and the pictures prepared for the children promoted better and quicker learning habits among Bhil children, especially among young ones. It has had a great impact on daily attendance in schools and has decreased drop-out rates to a large extent. - **Marcus Baria, secretary, SJVS, Rajasthan**

दाई कूटे धान

बददस बददस
बददस बददस
दाई कूटय धान
बड़े सकारे उठके
बाबू जाथय
खनिहार
छप्पक छप्पक
चलथय नांगर
तन लथपथ
कीचड़ से तर

Training on Community Watch

'Community Watch raises issues of child feeding, a balanced diet, and nutrition and care for children. Now we are observing the services provided in anganwadi centres and are also engaged in ensuring availability and access of services in our neighbouring areas'
Zamila Ben and Sarika Ben, community members, Juhanpura, Ahmedabad

Quaterly review meeting at RDSS, Silwani

'Community Watch has facilitated adequate and appropriate knowledge and relevant information on child health and nutrition and our rights and entitlements. For the first time we learnt that the government appreciates the engagement of the community in the programme. Now we are coordinating more closely with AWWs and ANMs and advocating for improvements in activities and services'
Almoz Solanki, Farukh Model, and Md. Riaz, students, Juhanpura, Ahmedabad

'This is an effective tool for managing the project both more objectively and also result wise. This tool guides us in monitoring our projects through a result oriented framework. We have now adopted this tool as a core value of our interventions and we are using it not only for the NEG-FIRE project but for all other development projects that are organization is engaged in'
Rama Rao and Gauiri, field animators, SOVA, Koraput, Odisha

Result Based Management

'It is a good initiative by NEG-FIRE. It will help us adopt good practices to enable us to adhere to systems and procedures and thus achieve transparency and accountability in financial management practices'
Johnson, Treasurer, RDSS, Raisen, Madhya Pradesh on the Finnancial Training

'RBM training helped us in developing a clear understanding on PME and strengthened our approach to project planning and its formulation'
Prashant, READ, West Champaran, Bihar

'NEG-FIRE taught us how to interact with government officials. Since our project is based on a rights-based approach, it helped us expand our contacts with different stakeholders in the district. Our relationship with the administration has also improved'
- **Anand Kerketta, REAP, Sasaram, Bihar**

Annual Partners Meet

'Strong and unambiguous support from NEG-FIRE in project management and on technical issues legitimizes the partnership. It always provides the assurance that the partnership is in both our long term interests and motivates us to participate in and be accountable to the larger partnership'- **Mashkoor Alam, Programme Manager, CADAM, Rewa, Madhya Pradesh**

Participants during the Annual Partners' Meet in New Delhi

'The idea of collective working and networking is good. We can make a big difference because we have more power. But it is also a big challenge – how do we work together for a longer period?' - **Mr S. Balaraju, Director, NATURE, Andhra Pradesh**

'The information shared in the training is like a lifeline for our organization as we were struggling to streamline our financial management practices. The training addressed our expectations and needs and will be helpful in strengthening our existing financial management practices in a more systemic manner' - **Preeti Patel, secretary, Samarpan Mahila Vikas Kendra, Mandala, Madhya Pradesh**

Training in Language and Math

'I learnt how to plan everyday lessons in a better way using the tips and techniques learnt during the training. I became more resourceful and confident in teaching children math. I also used my learning to create an interest among children who were weak in math.
Arvind Kumar, Teacher, Sasaram, Bihar

'I attended this type of training for the first time. I learnt new methods of teaching children language using stories, poems, and charts. I learnt easy methods of imparting knowledge and keeping children's interest in learning a language alive. I became more confident and was able to teach my class well and create more interest in the minds of the children'
Suman Kumari, Teacher, Sasaram, Bihar

'I learnt new techniques for teaching math in an easy and simpler way. I learnt new methods using teaching materials provided by NEG-FIRE. I now enjoy teaching math and the children find it easy and learn the subject is less time' - **Sunil Kumar Singh, Teacher, Sasaram, Bihar**

Governance

Five Governing Board Meetings, One Annual General Body and One Special General Body Meeting were held during the period.
The list below contains name of members whose tenure ended and newly appointed members.

Governing Board Members:

1. Fr. Raymond Ambroise, Chairperson(Till July,2011)
2. Dr. Jaya Peter, Vice-Chairperson(Till July,2011)
3. Fr. Thomas Kunnunkal, Treasurer (Till July,2011)
4. Bishop Thomas D'Souza (Till July,2011)
5. Mr. K.P Kabian (Till July,2011)
6. Mr. Martin Macwan, Chairperson (From July,2011 Onwards)
7. Dr. Ranjana Srivastava, Vice- Chairperson (From July,2011 Onwards)
8. Mr. Martin Pinto, Treasure (From July,2011 Onwards)
9. Archbishop Joseph Augustine(From July,2011 Onwards)
10. Fr. John Ariapilly
11. Sr. Mariella C.J (Till September,2011)
12. Dr. Rudolf C. Heredia(From July,2011 Onwards)
13. Dr. Cherian Joseph(From July,2011 Onwards)
14. Sr. Karuna Maniyattu (From October,2011)

Board members at the Special General Body Meeting

General Body Members:

1. Fr. Raymond Ambroise, Chairperson (Till July,2011)
2. Dr. Jaya Peter, Vice-Chairperson (Till July,2011)
3. Fr. Thomas Kunnunkal, Treasurer (Till July,2011)
4. Bishop Thomas D'Souza (Till July,2011)
5. Mr. K.P Kabian (Till July,2011)
6. Mr. Martin Macwan, Chairperson (From July,2011 Onwards)
7. Dr. Ranjana Srivastava, Vice- Chairperson (From July,2011 Onwards)
8. Mr. Martin Pinto, Treasure (From July,2011 Onwards)
9. Archbishop Joseph Augustine(From July,2011 Onwards)
10. Fr. John Ariapilly
11. Sr. Mariella C.J (Till September, 2011)
12. Dr. Rudolf C. Heredia(From July,2011 Onwards)
13. Dr. Cherian Joseph(From July,2011 Onwards)
14. Sr. Karuna Maniyattu(From October, 2011)
15. Mr. GaganSethi (Till July,2011)
16. Dr. Prakash Louis
17. Dr. I. Devasahyam
18. Ms. Annie Namala
19. Mr. Dayaram
20. Mr. Lourdes Peter Baptista
21. Dr. S.M. Haider Rizvi
22. Dr. Asha Singh
23. Prof. Joseph Bara
24. Dr. Charles Irudayam
25. Dr. Sudha Varghese
26. Ms. Razia Patel
27. Mr. Mohd. AtyabSiddique
28. Dr. G. Pankajam

Six Finance Committee Meeting were held during the period.
Below are the members of the Finance Committee:
1. Fr. Raymond Ambroise (Till July, 2011)
2. Fr. Thomas Kunnunkal (Till July, 2011)
3. Mr. Martin Macwan
4. Ms. S.P. Selvi
5. Mr. Martin Pinto
6. Mr. Bhupinder Gupta, Individual Member
7. Ms. Marita Ishwaran

Four Process Approval Committee Meetings were held during the period.
Below are the members of the Process Approval Committee :
1. Fr. Raymond Ambroise (Till July,2011)
2. Mr. Martin Macwan
3. Ms. Mridula Bajaj
4. Ms. Kameshwari Jandayala
5. Ms. Marita Ishwaran

The following members completed their tenure in July 2012

Fr. Raymond

Fr. Thomas

Mr. Gagan Sethi

Dr. Jaya Peter

Thank you ... You touched us we have grown...

Bishop Thomas

Dr. G. Pankajam

Mr. Fabian

New Education Group - Foundation For Innovation and Research in Education

Balance Sheet as at 31st March 2012

Particulars	Schedule No.	As at 31/03/2012 (Rs.)	As at 31/03/2011 (Rs.)
SOURCES OF FUNDS			
Reserves & Funds	1	1,979,871.22	1,572,032.72
Program Balances	2	24,378,584.40	6,045,885.34
Total		**26,358,455.62**	**7,617,918.06**
APPLICATION OF FUNDS			
Fixed Assets			
Gross Block	3	4,272,253.00	3,572,468.00
Less: Depreciation		2,362,052.91	2,000,435.28
Net Block		1,910,200.09	1,572,032.72
Investments (FD)		7,500,000.00	4,000,000.00
Current Assets & Advances			
Cash & Bank Balances	4	8,244,362.29	3,242,066.30
Advances	5	9,228,006.74	175,515.04
		17,472,369.03	3,417,581.34
Less: Current Liabilities & Provisions	6	524,113.50	1,371,696.00
Net Current Assets		16,948,255.53	2,045,885.34
Total		**26,358,455.62**	**7,617,918.06**
Significant Accounting Policies & Notes to Accounts	9		

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

For & on Behalf of Management

Marita Ishwaran
Executive Director

Place: New Delhi
Date: 19/09/12

CA Martin Pinto
Treasurer

As per our report of even date annexed

For Vishal R Gupta & Co.
Chartered Accountants

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 2012

Particulars	Schedule No.	For the Year Ended 31/03/2012 (Rs.)	For the Year Ended 31/03/2011 (Rs.)
INCOME			
Programme Fund Allocated		64,082,601.10	57,397,765.67
Total		**64,082,601.10**	**57,397,765.67**
EXPENDITURE			
Continuation of the National Education Programme in India	7	54,475,407.47	46,031,640.28
SDTT Project Expenses	8	9,245,576.00	10,802,855.45
Depreciation	3	361,617.63	563,269.94
Total			
Total		**64,082,601.10**	**57,397,765.67**
Significant Accounting Policies & Notes to Accounts	9		

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

For & on Behalf of Management

Marita Ishwaran
Executive Director

Place: New Delhi
Date: 19/09/12

CA Martin Pinto
Treasurer

As per our report of even date annexed

For Vishal R Gupta & Co.
Chartered Accountants

Vishal Gupta
(Proprietor)
M. No.- 502686

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 2012 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 account 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 :
   a) In the case of the Balance Sheet, of the state of affairs of the Society as at 31st March 2012.
   b) 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
Proprietor

Place: New Delhi
Date : 19/09/12

C/o Dr. R.P. GUPTA, KATRA BAZAR, SHIKOHBAD, DISTT. – FIROZABAD PHONE- 05676 -234422
MOBILE- 9811232645 Email- vishalrguptaco@gmail.com