



Annual Progress Report

2023-2024

Centre for Rural Education and Development Action (CREDA)

Regd. Office: Sher Khan Lane, Mirzapur-231001 (U.P.) India
Working Office: 491, Awas Vikas Colony, Mirzapur-231001 (U.P.) India
Phone: +91-5442-220285, Mob: +91-09415206651
Email: mail2creda@gmail.com, we@credaindia.org
www.credaindia.org

Centre for Rural Education and Development Action (CREDA)

Annual Progress Report, 2022-23

Move & Improve Project (Phase 2) - Apr 2023 – Dec 2023

Supported by Swiss Academy for Development (SA4D), Switzerland

Remedial Teaching Programme

Engagement of government line departments and panchayati raj system

Liaison with government functionaries for project support

The project staffs were in regular contact with the government primary and upper primary school teachers, ASHAs (village level health workers) and Aanganwadi Workers (ECCE facilitators at government crèche), and officials of Health Department and Panchayati Raj Department and explained about the project activities and motivated them to support in the better functioning of the remedial teaching centres specially monitoring of the centre to ensure better educational opportunities to the targeted children.

During these meetings, the discussion were held on how to improve the education of the children, visit the centre and support in monitoring of classroom activities and improvement of the centre, monitoring of children's progress, formation of remedial teaching centre management committee, mobilising parents for regular attendance of children, awareness of parents on importance of education, enrolment of out-of-school children, protection of children from infectious diseases, vaccination of children enrolled at remedial teaching centre.

The school teachers, *shiksha mitras* (teaching assistants at government schools), government ICDS staffs visited the remedial teaching centres and gave their feedback. They appreciated the work done by the organization and efforts of the project staffs. To maintain the quality at the centre, the local officials who are member of management committee themselves came forward and visited the centre from time to time. Local government officials provided all possible support from their end.

We received many appreciation letters from government school principals and head of *gram panchayat* in writing. After witnessing the on-going remedial teaching classes in many villages, they have appreciated the hard work of the community facilitators and validated that the students attending regular remedial teaching classes are finer and far better as compared to the child who don't attend remedial teaching class.

The visit of Block Education Officer in Mahadev village of Lalganj block is very remarkable as during the visit when the officer witnessed the on-going remedial teaching class, he appreciated it a lot. He spent about 2 hours in the remedial teaching centre and talked to the children, asked them many questions and getting a quick answer from students amazed him. Then he had a meeting with the mothers group and asked about the changes they noticed in the child. Getting their positive answer clarified all his queries regarding the advantage of CREDA's remedial teaching classes. He extremely liked the approach of Move and Improve programme. He conveyed his best wishes to the organization and told that government need such strong support to fulfil their mission to educate every child.

Mobilization of community leaders and elected officials for project support

The project staffs contacted the community leaders and elected representatives like *gram pradhans* (village council heads), village council members, block development council members, and other community leaders and informed them about the purpose and activities of the project and mobilized them to support in achieving the project objectives. The staffs met regularly with them and asked to support in the project.

During the meetings, the discussion was made on education of children, child right, child protection, health of children, arrangement for space to run classes, support in running and monitoring the centre, motivate parents for regularity of children in school and remedial teaching centre, encourage mothers to attend the mothers' group meeting, prevention from communicable disease, application to get the AADHAAR Card of those children who do not have and the benefits of AADHAAR Card, precaution to be safe from the diseases due to change in season.

The community leaders and elected representatives were motivated to support in carrying out the project activities and achieve the project objectives. They are aware about the rights of children, child protection, child health, and importance of education. They encouraged the parents for sending the children to school and visited the centre, observed and gave their feedback for monitoring purpose. The village councils provided space in *panchayat* building to conduct 11 batches of remedial teaching classes. The community leaders and members of village councils helped in improving the attendance of children. During government's school enrolment drive, they helped in admission of children in government primary schools.

Support in government's programmes

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

The project field staffs supported in organising rallies in 13 villages (3 in Halia, 6 in Lalganj and 4 in Madihan block) under this campaign. The officials of education department and school principals informed the staffs in advance about the venue, date and time of rallies and the project staffs supported in organising the rallies.

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

The project field staffs collaborated with government primary schools and helped them in identifying out-of-school children who reached the age for admission in class 1 and took them to the school and admitted in class 1. In total 390 children (155 in Halia, 116 in Lalganj and 119 in Madihan block) got admission in school with the support of project staffs. The government school authorities have provided a certificate (showing the list of children admitted by CREDA staffs) as the proof of CREDA's support.

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

The project field staffs supported in *Sanchari Rog Niyamtran Abhiyan* (Communicable Diseases Control Campaign) of health department. They participated in the awareness campaign through rallies. In total 25 rallies (15 in Halia, 7 in Lalganj and 3 in Madihan block) were participated and supported by the field staffs. Facilitators of this area with their students moved around the whole village and gave their best in explaining about it and motivated all to follow all measures to be safe from communicable diseases. Facilitators got written appreciation letter for their support and contribution in this rally from *gram panchayat* and principal of primary school.

- Rally on World Environment Day

The community facilitator participated in rallies organized in two villages (Baudara and Veerpur Sukhra) in Halia block on the occasion of World Environment Day to aware the community on the importance of clean environment and how they can contribute in keeping the environment clean.

- Vaccination programme

A vaccination camp was arranged in Baudara village of Halia block where vaccines for children and pregnant women were given. CREDA'S community facilitator played a vital role in helping the government health workers in this programme in identifying priority groups, booking their vaccination records and meeting all and making them aware of this camp.

- *Mission Shakti Mahila Sashaktikaran* Programme (women's empowerment programme)

Mission Shakti is a scheme of Ministry of Women and Child Development, Government of India aimed at strengthening interventions for women's safety, security and empowerment. This was held in the project village Sukhra (Belgaon) in which the community facilitator Sarita Devi contributed a lot. She went door to door and collected all girls and took them to the place where this programme was about to happen and motivated all women's to implement all this in their day to day life to make themselves more powerful and strong. Sarita Devi received appreciation from primary school principal and *gram pradhan* for her commendable contribution and wished her best for doing great work in future.

Community, especially parents and caregivers, sensitised

Community mobilisation for project support

The project staffs conducted meetings at community level. They also contacted and mobilized those mothers who were not giving proper interest to their children's education and not sending the children to attend the remedial teaching classes regularly due to engagement of children in household work. Home visits were also conducted for mobilisation of the community specially parents. 92 community meetings (25 in Halia, 38 in Lalganj and 29 in Madihan block) were organized during this reporting period.

During the community meetings, the discussions were held on mobilising and helping the parents send their children to the centre regularly, awareness of parents on importance of education, adopting hygienic practices to keep the children safe from seasonal and communicable diseases, keeping the home and surroundings clean, benefits of AADHAAR Card to the children and how to get it, regularity of children in school and remedial teaching class, nutritional food to children, support in government's school enrolment campaign, safety of children from heat and sunstroke, take care of children's health.

As the result of these meetings, the community became aware on education, health, and hygiene. The community members told that they will adopt hygienic practices themselves and also encourage others for the same and provide all possible support in running the remedial teaching classes. The parents assured to send the children to school and remedial teaching centre regularly and not engage them in household works. They also told that as far as possible they will provide nutritional food to the children. The parents become aware on the health of children. They become more careful about the health of children and sent the children to the centre in clean cloths.

Use of communication materials for community awareness

- Handbill:

A 2-page handbill was published and distributed among the community during mothers' group meetings and community meetings. The handbill was used to convey the message on child rights, child protection, health, sanitation and hygiene.

- Wall Writing:

The concept behind wall writing was the project awareness to keep the people informed about various rights and duties of parents, society and local governance focusing on women, children and adolescents. The wall writing also attracts passer-by to read and share useful messages. Thus wall writing was done to communicate various useful information, rights, and duties concerned to the community at large.

- Flex boards:

The project had identified suitable locations in the project areas to affix flex boards depicting information and messages related to immunization, importance of birth registration, importance of Vitamin A to child's health, care and protection of children at home, assured admission in school going age children to nearest government school, action against child marriage and keeping children away from child labour, growing green vegetables for better nutrition to children and family, health care and personal hygiene.

Engagement of mothers' groups

120 mothers' groups were functional during this year. One group is formed in each batch of remedial teaching. There are 4 batches under each of 30 community facilitator. Mothers of all children enrolled in the batch are a member of the group. There are 2,177 members in 120 groups on an average of 18 members per group.

The capacity of the mothers' group was strengthened through home visits and group meetings. 366 meetings of mothers' groups were organized during this year, which were participated by 4,780 members in total. The block-wise number of members in the group, number of meetings organized and number of members present is given below:

Project Block	Number of groups	Number of members	No. of meetings organized	No. of members presents
Halia	40	774	120	1,510
Lalganj	40	709	120	1,731
Madihan	40	694	126	1,539
Total:	120	2,177	366	4,780

The mothers were made aware of hygiene, cleanliness, vaccination of children and pregnant women, birth and death registration, child marriage, child physical abuse, prevention from communicable diseases, importance of good health, feeding healthy, nutritional and balanced food to their children for the overall better development, adopting hygienic practices and keeping home and surroundings clean, positive discipline – how to adopt it for the improvement of children and making them learn, motivating mothers to give etc. All mothers were assured to send their children to remedial teaching centre and even promote neighbour's child to attend regularly.

Progress monitoring (follow-up visits at school and with parents)

The project staffs conducted follow-up visit with parents in some villages to monitor the progress. It helped in improving the attendance of the children. The project staffs contacted school teachers and discussed about the progress of the children. They found that the level of knowledge of children is improving.

Remedial Teaching Centre Management Committees

A committee in the name of remedial teaching centre management committee was formed in 29 project villages last year. The purpose for forming the committee was to ensure the monitoring and provide support to the remedial teaching centres and assure that facilitators give their best in imparting knowledge to the children to uplift their life.

The members of the committee visit the centre and observe the activities being carried out at the centre, give the feedback, and support in solving the problem, if any, faced at the centre. If any kind of challenge is found then the committee can identify possible alternatives to solve the problem because of the collective knowledge of highly experienced and supportive members of the committee.

Each management committee is comprised of 7 to 9 members, who are active at block and village level. There are 215 members in 29 committees.

Block wise number of meetings held with number of participants is as under:

Block	No. of committees	Total No. of Members	No. of members present		
			Apr-May '23	Jul '23	Oct-Nov '23
Halia	10	70	-	52	54
Lalganj	10	82	-	80	82
Madihan	09	63	27	59	54
Total:	29	215	27	191	190

Two community facilitators were working in Gopalpur village of Madihan block and one committee is formed for whole of the village. Hence, there are only 9 committees in Madihan block instead of 10. In Apr-May, meetings of 4 remaining committees organized, for rest of the villages the meeting was organized in the month of March last year.

The discussions were made on assuring visiting and providing supportive supervision in RT classes to improve the quality of education, assuring their importance for the support to community facilitator to reach every point for the benefit of students and their family, motivate the villagers to provide safe place with shed where it is needed for running the RT classes in summer and rainy season, encourage the parents and make them understand how much regularity in school and RT classes is necessary for the upliftment of their child, support in running the remedial teaching centre in better way, ensure the admission of every child in the next academic session, promote environment sanitation and cleanliness of the areas.

Training of community facilitators

Capacity building through learning and sharing meetings

Apart from the trainings, we also worked on increasing the performance of community facilitators by discussing ways to improve their teaching and management skills in every monthly learning and sharing meeting, which was organized at block level at the end of the month.

In these meetings, the block facilitator and community facilitators of the block met at one place on pre-decided date. The objective of the meeting was to empower and encourage the staffs to learn and groom.

The meetings started with the discussion on the work which was assigned in the last meeting to be done in the field. After an exchange of all the review from field staff that what has been done and what was tough to cover at village level, then block facilitator analyse the situation and suggest the other profound alternative to accomplish it. Every community facilitator gets opportunity to tell her success point how they resolved that issue in their area. The sharing of best ideas and experience give points to other colleague to practise it in their context.

Many ideas, such as how to plan an event according to availability and consent of participants, how to ensure participation of people from all sectors of the community, how to resolve the conflict in local community for their participation, how to use local materials as teaching aids used by community facilitators were shared with all so it disseminated information of anything that can work.

Then, moving ahead the meeting agenda was started which were designed to provide relatively inflexible structures to meeting but progressing onward we add on something more if needed according to the on-going discussion. Further, every month, some repeated and some new agenda was followed in the monthly block level learning and sharing meetings.

Since the refresher and problem-solving meetings in the project are very important thus we assessed the need of community facilitators and organized joint meetings of staffs from all three project blocks at the CREDA resource centre at Sukhra in Halia block two times in this year on 30th September 2023 and 30th December 2023. Selected topics from toolkit were discussed in these meetings.

Individual participant properly discussed and shared their views about the success of project activities and some challenges that they have felt at their individual centres. During these meetings, many success stories were told by the facilitators and some of which were documented.

Remedial teaching class infrastructure supported

Instructional materials used

Needed instructional materials were procured and provided to the community facilitators. They were given books for grade 1 to 5, a roller blackboard and chalks. The books help the community facilitators as a reference for syllabus, pattern of answers, and answers of difficult questions. All these staffs have also been provided a sitting mat which they carry with them from batch to batch. They were also provided necessary registers such as daily diary, children's attendance register, and mothers group meeting register. Card sheets were also given to prepare learning aids for playful activities.

Children benefited with community level remedial teaching classes

Children covered in the programme

3,600 children enrolled in 120 batches last year continued in this year till December 2023. 30 community facilitators were working under Remedial Teaching programme. Each staff taught 120 children divided in 4 batches and 30 children were enrolled in each batch. These batches were formed in different localities where targeted children in required number were available.

Block wise number of children enrolled is as given below:

Gender	Halia	Lalganj	Madihan	Total
Boys	578	590	584	1,752
Girls	622	610	616	1,848
Total:	1,200	1,200	1,200	3,600

The children enrolled in the last year were promoted in the next grade from April 2023. Educational status of the 3,600 children enrolled at remedial teaching centres (in April 2023) is given in the following table.

Grade	Halia	Lalganj	Madihan	Total
None	11	15	2	28
Dropout	0	0	0	0
Nursery	0	0	0	0
LKG	0	0	0	0
UKG	0	0	0	0
Grade 1	48	54	9	111
Grade 2	328	311	320	959
Grade 3	239	198	209	646
Grade 4	184	178	176	538
Grade 5	193	179	175	547
Grade 6	181	253	175	609
Grade 7	13	10	100	123
Grade 8	3	1	26	30
Grade 9	0	1	8	9
Total:	1,200	1,200	1,200	3,600

The number of children shown in the row 'None' (i.e. 28 children) could not be admitted in the school because they do not have AADHAAR Card, which is compulsory to get the benefit of government schemes.

Selection of subjects for remedial teaching classes

As we work with the marginalized communities which have very low literacy level, so we focus on basic subjects which are essential to ensure that students are well-grounded in these subjects before heading towards their future education. Under the project, we work with students who are in need of remediation after a pandemic so we focused on main basic subjects like English, Mathematics, Hindi and General Knowledge.

Remedial teaching classes

The remedial teaching classes were held on every alternate day for two hours per day. The class in each batch was held for 2 hours in a day. The time of class depended on the time of school. During winter, one batch was held in the morning and the other in evening, in summer when the schools were closed both the two batches were held between morning and noon but in other seasons both the batches were held between afternoon and evening.

Stationery provided to children

The children were provided a set of one notebook and two pencils individually, whereas 2 sharpeners and 3 erasers were provided to each community facilitator to share with children in group.

Monitoring of children's progress

The progress was assessed regularly during the class and then special focus was given on the weak points. The performance of the children was discussed with the parents as well as with the teacher of the school where the child is studying.

Apart from this, after the enrolment, periodical tests were also organized to know the level of knowledge of the children. The questions asked were of maximum 10 marks and there were 5 questions each of 2 marks.

Since the children were promoted in next class in the month of April 2023, we organised first test in the month of July 2023 and considered the marks obtained by children as baseline for the new academic year. Later, two more written tests were organised in October 2023 and December 2023.

The performance of the children in these tests is given below:

Marks Obtained	Jul. 2023	Oct. 2023	Dec. 2023
Between 0 to 4	662	262	11
Between 5 to 6	1,492	996	114
Between 7 to 8	1,107	1,466	1,186
Between 9 to 10	339	876	2,289
Total:	3,600	3,600	3,600

It can be seen in the above table that the number of children who obtained low marks has decreased in the next test whereas number of children who obtained higher marks has increased in the next test.

During the visit at some centres, head master and teachers of government schools, members of remedial teaching centre management committees, etc. also checked the progress of the children and appreciated the efforts of the project staffs and children.

Early Childhood Care and Education (ECCE) Programme

Government Engagement

Orientation of government officials and service providers

ECCE centre were established in 10 villages of Halia block last year. In all 10 villages in this year, an orientation programme for government officials and service providers was organized in July and August 2023 in which 86 people participated. The purpose of the orientation was to make the participants aware of the ECCE programme and motivate them for their support in all situations when needed. If any kind of challenge appears at village level then they observe it and identify possible alternatives to solve the issues as they have collective knowledge regarding the village and they can motivate local people and support in smooth running of the centres.

8 to 10 members, who are active at block and village level, participated in the orientation programme. They belong to the categories: Aanganwadi Workers, Government school teachers, ASHA worker from health department, *Gram pradhan* (village council head), Village council ward member, President of ECCE management committee, Block Development Council (BDC) member, and ANM (Auxiliary Nurse and Midwife).

The contents of the orientation programme were covered on following major topics: 1. Early childhood, 2. Needs of children in early childhood, 3. Overall development of children, and 4. What is the importance of ECCE in the overall development of children. The officials actively participated in the orientation programme and were happy to know about the ECCE programme. They assured to provide all possible support at their level.

Government provisions

The Child Development Project Officer (CDPO) and Medical Officer In-Charge (MOIC) of the block were informed in writing about the programme and given the list of ECCE centres. They were requested to provide ICDS and health services to the children enrolled at ECCE centres. The local officials were also liaised through the orientation programme and they were mobilised to provide ICDS and health services to the ECCE children and they assured to provide the services.

As a result of this effort, following services were provided to the children enrolled:

- De-worming tablet provided to 237 children at 8 ECCE centres,
- Dose of Vitamin A syrup given to 116 children at 4 ECCE centres,
- Health of 265 children checked up at 9 ECCE centres,
- OPV and vaccination was given to the ECCE children at Umariya ECCE centre and their height and weight was also measured by health worker.

ECCE Centre management committees

At each ECCE centre, a management committee was formed in the last year. There are 10 members in each committee. The role of the committee is to encourage the parents to send the children to the centre regularly with proper preparation like with clean clothes and with nutritious food in the lunch box and fresh drinking water in the bottle, support in decorating the centre, motivate mothers to participate in the open meetings of the *gram sabha* (village council), help in reaching out to the family of all children through home visits, keep watch on the ECCE centres. They also mobilize the parents of those children who were not full time staying at ECCE centre for all activities set for the day and encouraged the children not to leave the centre and attend all the sessions.

In this year, the meetings of these management committees were organized in June 2023 and then in October 2023. The first meeting was organized in 9 villages and participated by 79 members and the second meeting was organized in all 10 villages and participated by 76 members.

During the meetings, following topics were discussed: overall development of children, assurance of regular attendance of children, management and taking care of the centre, providing needed support to ECCE centre as and when required, giving suggestion for the improvement of the centre, mobilizing and encouraging the mothers to send the children to the ECCE centre regularly, and regular vaccination of children.

Sensitization and awareness of parents and caregivers

Parental education sessions

Parental education is a deliberate effort to help parents and other caregivers to be more effective in caring for children. During the year, two sessions of parental education for the parents and caregivers of the ECCE children were organised at each ECCE centre. The first session was organised during August and September 2023 and participated by 381 persons and the second session was organised in December 2023 which was participated by 421 persons.

The purpose of these sessions was to educate parents that children need to learn decision-making (what to wear, what to eat, etc.), problem-solving skills (like how to deal with friends while playing, etc.), personal hygiene and communication skill (how to convey their thought, talk to friends and elders) and many such life skills.

During these sessions, following topics were covered:

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

The above topics were covered under following 4 sessions:

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

The sessions were conducted through lectures and discussions. In this session, we also explained the participants the importance of visiting doctor, if the child is not well and not trying any witchcraft activity. A 2-page handbill was also given to the participants.

As a result of the parental education, the participants could be motivated to attend and learn to make child-friendly atmosphere at home also in which children learn and be safe. They become aware about the needs of children, important things related to child development, child protection, child health, safety of children, provisions for children under different government schemes, and importance of education.

Community fully mobilised on ECCE and other child-related issue

Community mobilisation for project support

Following activities were carried out to mobilize the community:

- The community especially mothers were made aware on the importance of early childhood care and education and how they can play their role in holistic development of their children.
- The ECCE Centre management committee members were made aware about their roles and responsibilities and they were mobilised to monitor and support in running the ECCE centre smoothly.
- The parents of the ECCE children were contacted through home visits and mobilised to send the children regularly to the ECCE Centre, take proper care of the children and prevent them from heat, and provide support in running the ECCE centre.
- The project staffs regularly contacted and mobilized the community to get their support in field level project activities. The community was mobilized to support in the running as well as for repair and maintenance of the ECCE Centre.
- Liaison was done with block level officials of health and ICDS departments to mobilize them to support the ECCE centres by providing the government services to the ECCE children. ASHA and Aanganwadi Workers were mobilized for delivery of the services to ECCE children and pregnant women.
- Local elected representatives like *Gram Pradhans* (village council heads), block development council members, and village council members were mobilized to get their support in the project.

During all mobilisation activities, the focus was given on sending the children to ECCE centres regularly with proper cleanliness, fresh food and safe drinking water, support in running the ECCE centres, monitoring and management of centres, delivery of ICDS and health service to the ECCE

children and pregnant women, safety of children from cold, heat and communicable disease, sanitation and hygienic practices, and rights of children.

The community mobilization activities have shown good results. The parents are sending the children to the ECCE centre regularly. The community supported in running the ECCE centre, monitoring of the centres, mothers are aware on the importance of early childhood and have become more careful about the children, government officials have assured to deliver the ICDS and health services.

Involvement of mothers' groups

One mothers' group was formed at each of 10 ECCE centres last year. There are 291 members in 10 groups. Although no formal training was given to mothers' group but their capacity was built up during the group meetings and home visits. They were oriented on overall development of children, role and responsibilities of mothers in upbringing of child, hygienic practices, healthy and nutritious foods, safe drinking water, need and care of children of 3-6 years age, sending children with clean clothes and with nutritious food in the lunch box and fresh drinking water in the bottle provided to them, consult medical doctor if child face any type of health problem and not go to quack or witchcraft practitioner.

ECCE centre based staffs trained

Training of caretakers

ECCE caretakers were provided one-day training to build their capacity on taking care of the centres and the children. The training was organized on 20th May 2023. The orientation was also given to them as how to approach, connect with the family of the children who had already been admitted in the ECCE centres.

Their roles and responsibility as a caretaker has been highlighted during the training. The usefulness of the orientation was observed as high percentage of the children attending the centres with few absentees only. ECCE centres and around is an important factor for which the caretakers were guided, they were also told how to take care of personal hygiene of each and every children develop the practice of handwash before lunch.

The facilitators and caretakers were motivated to work as a team to attain the objectives of the project at ECCE centre level.

Capacity of project staffs improved

Monthly learning and sharing meetings

The learning and sharing meetings were organized regularly on monthly basis and attended by the block and centre based ECCE facilitators. In these meetings the participants shared their experiences they gained and the problems they faced during the programme implementation at field level. Also, for guidance of the field staffs, following topics were discussed:

1. Explain properly the way of liaising with the ICDS department at the village level so that we can get all the benefits for the ECCE children also.
2. Monitor the attendance of ECCE children, if any particular child is not regular, do the home visit of that child and if the attendance overall decreases then call an urgent mother's group meeting and try to find out the problem and fix it as soon as possible.
3. Fixing of monthly syllabus of some learning activities for the children.
4. Motivate the facilitators to work on overall development of the children.

5. Ensure that every activity and session planning should be done with the guidance of the toolkit. The time of different sessions in the centre should be set according to the schedule present in the toolkit.

Children got opportunity for their holistic development

ECCE classes

10 ECCE centres established in the last year continued in this year and children aged 3 to 5 years benefited with the ECCE programme. ECCE classes were held for four hours daily from Monday to Saturday. The purpose of the classes was overall development of the children i.e. physical, mental, emotional and social development.

We believe that learning through play is most suitable method for the pre-primary level children. The play-full activities at ECCE Centres give the opportunity for most disadvantaged children to develop their full potential, to build necessary life skills and more positive attitudes towards learning, thereby increasing their chances of success in further education and in life.

Different kinds of educational aids which were prepared with the materials locally available in the village and were cheap to afford for the use of children in their daily learning process were used. All the handmade toys possess an educational value, appeal to the children, instigate exploration and are child-proof. Learning aids effectively helped children to co-relate the learning in the centre from the physical world.

Coverage of children

- 350 children (35 at each ECCE centre) were enrolled last year.
- In the new academic session, 54 children (30 boys and 24 girls) graduated, one child (boy) dropped out, and 3 children (all girls) moved away.
- Out of 54 children graduated, 5 (3 boys and 2 girls) are studying in Nursery, one boy in LKG, 2 children (one boy and one girl) in UKG, 40 children (22 boys and 18 girls) are studying in Class 1. 6 children (3 boys and 3 girls) could not be admitted because they do not have AADHAAR card, which is mandatory for admission in primary school.
- 350 children (172 boys and 178 girls) were continuing at 10 ECCE Centres upto the end of the project period i.e. 31st December 2023.

Monitoring of children's progress

The progress of children's learning was regularly monitored during classroom activities. The facilitators observed development in the children as how they play in group, share their toys with other children, they happily spend four hours in the centre and never leave the centre in between the activity, and excitedly ask the facilitator about the next day playful activities.

Integrated Child Development Services provided at ECCE centres

Fulfilment of nutritional needs

A set of one lunch box and a water bottle was provided to each child enrolled at ECCE centre last year. In this year also the mothers provided fresh cooked healthy food in the box and safe drinking water in the bottle when sending the child to ECCE centre. This helped in fulfilling the nutritional needs of the children and they did not feel hungry during playful activities. This kept them active throughout the day.

Maternal Child Health (MCH) services

The project staffs contacted the ICDS and health department officials at block and local level and requested them to provide the benefit of MCH services to the ECCE children and pregnant women. The officials assured to deliver these services to the target beneficiaries as far as possible from the next round.

As a result of this effort, the MCH services were provided to the children and pregnant women by the government's health department. During this reporting period, following services were provided to the ECCE children and pregnant women:

- De-worming tablet provided to 237 children at 8 ECCE centres.
- Dose of Vitamin A syrup given to 116 children at 4 ECCE centres.
- Health of 265 children checked up at 9 ECCE centres.
- OPV and vaccination was given to the ECCE children at Umariya ECCE centre and their height and weight was also measured by health worker.
- Health of 24 pregnant women checked up at 10 ECCE centres and they were given IFA tablet and vaccination.

Move & Improve Project (Phase 3) - Jan 2024 – Mar 2024

Supported by Swiss Academy for Development (SA4D), Switzerland

The project period of second phase of Move & Improve Project ended on 31st December 2023. But, the project was extended for another one year as Phase 3 starting from 1st January 2024. Therefore, similar activities continued in the extended project period. In third phase of the project, the project area for ECCE programme expanded in two more blocks i.e. Lalganj and Madihan and 10 ECCE centres opened in each new block. After opening 20 new ECCE centres, the number of ECCE centres increased from 10 to 30. Also, out of 30 remedial teaching centres opened in second phase, 6 centres were also replaced with new centres in this phase.

Remedial Teaching Programme

Engagement of government line departments and panchayati raj system

Liaise with government line departments

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

Contact and mobilise elected local officials and community leaders

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

Remedial teaching centre management committees

In this phase, 24 remedial teaching centre management committees continued and due to change in the project villages, new committees formed in 6 new villages. At the end of the year, 30 committees were functional in total having 213 members with 7 to 8 members in each committee. The first meeting of the committees was organized in the month of February and March 2024, which was participated by all members of the committee in each village.

Community, especially parents and caregivers, sensitised and aware

Selection of new project villages and opening of remedial teaching centres

Out of 30 remedial teaching centres opened in second phase of the project, 24 centres continued in this phase and 6 centres replaced with new centres. The details of the replacement made in this phase in given below:

Block	Villages where the centre closed	Villages where new centre opened
Lalganj	Madava Nevada	Kolkam Kalan
	Dubar Kalan	Baripur
Madihan	Amoi Purva	Patehara Khurd
	Babhani Thapanava	Karaunda
	Kiraha	Reksha Khurd

Also, out of two centres running in the Gopalpur village of Madihan block, one centre was closed and a new centre opened in Padariya Khurd village.

Reasons for closing the centres in the above villages were:

- Maximum number of children started going to private tuition classes.
- Remote village which was difficult for block facilitator to visit.
- Poor performance of staff and not-availability of suitable candidate in the village.

For selection of the new villages, the block facilitators visited in the villages, contacted the local people and got some first hand information about the village including communities in the village and their economic condition, educational setup and rough number of school going children, availability of potential candidates who can be placed as community facilitator, interest of community in supporting the project activities in various forms, etc. Then the peoples were told about the project and its benefits. If they showed their interest and ready to support then the staff proceeded for selection of the village and community facilitator.

The selection of the new village was made on the following criteria:

- Due to bad economic condition, parents cannot afford the private tuition classes for the improvement in child education.
- Number of marginalized children preferably belonging to dalit/ backward/ Muslim communities is very high.
- Enough number of children to be enrolled at the centre is available so that batches could be formed.
- Number of illiterate families those cannot help their children in studying is high.
- Request and demand from the community to start running the remedial teaching classes in their locality.

- Community can provide space and support for running the centre.
- Mothers are especially enthusiastic to support the establishment and functioning of the centre.
- Qualified and eligible women volunteer is available within the village or in neighbouring village, who can be appointed as community facilitator.

Community mobilization

During the third phase of the project 29 community meetings were organized in the month of March 2024. The purpose of these meetings was to make the community aware and mobilize them to support in the project activities.

During these meetings, the discussions were made on importance of education, support in admission of children in school during school enrolment campaign, regular attendance of children in school and remedial teaching class, support in getting suitable space for running the remedial teaching class, cleaning of space around the centre, hygiene and sanitation, nutritious food for children, importance and benefit of birth registration and AADHAAR card and how to apply and get them issued, elimination of the evil of child marriage, full immunization, role of parents in running remedial teaching class, rights of women and adolescent girls.

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

Engagement of mothers' groups

Out of 120 mothers' groups functional in last phase, 24 groups replaced due to change in remedial teaching centres in 6 villages. One group has been formed and is functional at each batch of remedial teaching and mothers of all children enrolled in that batch are member of the group. There are 2,229 members in 120 mothers' groups with 18 members in each group on average. One meeting of each group was organized during January to March and participated by 1,730 members. The meetings were organized to motivate the mothers and enhance there capacity on importance of education, sending children to school and remedial teaching centre regularly, rights and protection of children, and health of children, needs, health and care of adolescent girls, etc.

Capacity building of community facilitators

One-day refresher training workshops

A one-day refresher training workshop was organized at the organization's training cum resource centre situated at Sukhra in Halia block on 16th January 2024. The training was participated by all village level community facilitators and block community facilitators from all three project blocks. The block ECCE facilitators from all three project blocks also participated in this training so that they are aware about the remedial teaching programme and provide support if needed because of working in same project blocks.

In this training, focus was given on orientation on project objectives, importance of playful activities in development of children, how to maintain documents and records of children, assessing children's progress, survey and enrolment of children, child protection, positive discipline, and pre-planning according to teaching methods.

During the training, all 30 community facilitators were provided following materials: a bag, notebook, pen, pencil, sharpener, eraser, a button folder to keep important documents, a toolkit containing important topics and educational games and playful activities to be used during the remedial teaching classes, and a set of presentations having useful knowledge and topics of the training.

2 ½ day residential training workshop

The 2 ½ day residential training workshop on "Introduction to interactive learning for remedial teaching sessions" was organized for community facilitators and it was also participated by all block facilitators of both remedial teaching and ECCE programmes. The training was organized from 21st to 23rd February, 2024. The training was imparted by Ms. Seraina Muller, Project Officer in Swiss Academy for Development (SA4D), Switzerland.

Day-wise topics of the training are as follows: Day-1: Welcome and Introduction, WHAT is interactive teaching?, WHY interactive teaching?, Different types of interactive activities, Variations: How to adjust activities, Exchanging Experiences, Interactive Teaching – Practical Application (if time), Wrap up. Day-2: Interactive Teaching, Practical Application and Discussions, Health & Life Skills – Theory, Health & Life Skills – Activities, Creative Learning Strategies, Review Games, Wrap up. Day-3: Mock Sessions incl. Debrief, Feedback Games, Parents & Community Involvement, Open Questions & Wrap up, Training Evaluation.

The mock session raised the enthusiasm and gave the confidence to the facilitators that if they think creatively then they can themselves create some new playful activities to enhance the knowledge of children.

After completion of the workshop on last day, certificate of participation was awarded to all participants.

Monthly block level learning and sharing meetings:

Monthly block level learning and sharing meetings were organized with community facilitators. These meetings were organized to enhance the capacity of the staffs by giving them the opportunity to share their experiences and learn the problem solving ideas and best practices from each other.

Remedial teaching class infrastructure

Instructional materials and sitting mats provided to staffs

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

3,600 children at primary school level got benefit from community level remedial teaching (RT) class

Opening of new centres

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

Enrolment of children at new centres

Those children who need the facility of remedial teaching were identified and enrolled at the Centres. Each staff conducted the remedial teaching class in 4 batches with 30 children in each batch. Hence, 720 children enrolled in 24 batches at 6 centres. Under each staff, the batches have been formed either in one village/ community or at different places according to availability of suitable place and required number of children.

Stationery provided to children

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

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

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

Provide remedial teaching services to the enrolled children

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

Monitor and assess the progress of the children

The progress taking place in the children was assessed regularly. Apart from this, a periodic test was conducted in the month of February 2024 to assess the progress of the children as done in the last years. According to their performance in this test, extra support was given to those children who need it.

Working with and awareness of adolescent girls

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

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

The need and benefit of vaccination to adolescent girls was discussed with the family. The field staffs liaised on block level and tried to arrange the vaccination for the adolescent girls of this group. With efforts of the field staff, 9 girls got vaccination in Baghaila village of Madihan block. During this age group, the girls need more nutritional foods. Therefore, in these meetings, they were told to have a balance diet which is needed for their healthy growth.

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

Early Childhood Care and Education (ECCE) Programme

Government engagement at block level ensured and community mobilized

Government provisions to ECCE children

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

- Growth monitoring (measurement of height and weight) of 138 children at 5 ECCE centre was done by ICDS staffs.
- 45 children 3 ECCE centres got nutritional supplement from ICDS staffs.
- 35 children at one ECCE centre got Oral Polio Vaccine.
- 91 children at 3 ECCE centres got the dose of Vitamin A.
- 10 children, who were eligible, at one ECCE centre got the vaccination.

ECCE centre management committees

20 ECCE centre management committees formed in this year in new project blocks i.e. Lalganj and Madihan of Mirzapur district. Now, 30 ECCE centre management committees are functional under the project. There are 300 members in the committee with 10 members in each committee. Out of 10 members, selection of 2 members was done in the community meetings. The community suggested the name of active and literate women who can lead the committee and play a vital role in management of the centre. Other 8 members were also selected from the mothers of ECCE children with the consent of the participants.

The members of newly formed committees were made aware about the project and their roles and responsibilities in management of the centre, encouraging parents in sending children to the ECCE centre, motivate mothers to participate in the open meetings of the *gram sabha* (village council), help in reaching out to the family of all children through home visits, and keep watch on the ECCE centres. One meeting of each committee was organized which were participated by all 300 members.

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

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

Mobilization of community on ECCE, education, etc.

Selection of project village

10 villages were selected in each new project block for opening ECCE centre. Criteria for final selection of villages was: non availability of AWC in the community, enough number of children to be enrolled at ECCE centre is available, the community belong to dalit/ backward/Muslims, community can provide building/space for running the ECCE centre, illiteracy is very strong in the community, mothers were specially enthusiastic to support the establishment of the ECCE centre, and suitable women candidates are available to work at the centre.

Community mobilization

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

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

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

In the month of March 2024, 30 meetings, one in each village, were organized with community to make them aware about the project and mobilize them to support in the field activities. These meetings were participated by 865 members from various sections of the community. The participants were made aware on the purpose and importance of the project and activities to be carried out and what is holistic development of children and how the project will support in development of children, how the development takes place in children during the age of 3 to 5 years, and how the parents and other caregivers can provide much benefits to children by giving them care and attention.

The topics discussed in the meetings were early childhood care and education and needs of younger children, changes and development that take place in children in the age of 3 to 5 years, importance of playful activities in holistic development of children, needs of nutritional foods for younger children, child right and child protection, care and health of children, how to develop child-friendly environment in the home so that the children feel safe and lean in better way, importance of community support in running ECCE centre such as arrangement of suitable, safe and hygienic space, safe drinking water for children, cleanliness around the centre, encouraging parents in sending the children to the ECCE centre regularly and timely.

The participants assured that they will make aware other community members about the programme and playful activities carried out at ECCE centre and encourage the parents to send the children to the ECCE centre regularly for overall development of children. They also assured to provide all possible support in running ECCE centre.

Formation of mothers' group at each ECCE Centre

One mothers' group formed at each new ECCE centre. Mothers of all children enrolled at the centre are member of the group. There are 30 mothers' groups with 866 members in total in three project blocks.

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

The first meeting of the mothers' group was organized during the months of January and February 2024, which was participated by 617 mothers. During these meetings, the mothers were made aware about the objectives of the project and activities being carried out at the ECCE centre, importance of ECCE, the needs of the younger children and how they can fulfill it and support in overall development of children. The mothers were encouraged to take care of the children especially in winter, send them regularly to the ECCE centre with fresh food and safe drinking water, support in running of the centre, actively participate in the meetings of the group, motivate the children for daily hygiene practices, etc.

Capacity building of ECCE staffs

One-day training workshop organized

Before placement of the ECCE facilitators, one-day training workshop was organized on 17th January 2024. Apart from ECCE facilitators, the training was also participated by block ECCE facilitators. Block community facilitators from all three project blocks also participated so that they are aware about the ECCE programme and can provide their support if need arises because of same project block.

During the training, the focus was given on holistic child development and activities to be carried out at ECCE centres, ECCE curriculum and making toys and teaching/ learning aids with local materials, how to take care of children at ECCE centre, child protection, positive discipline, effective teaching methods, how to maintain documents and records of children, how to assess the progress of children, survey and enrolment of children, and planning for next day teaching and playful activities.

During the training, all 30 ECCE facilitators were provided following materials: a bag, notebook, pen, pencil, sharpener, eraser, a button folder to keep important documents, a toolkit containing important information on ECCE and educational games and playful activities to be used at ECCE centre, and a set of presentations having useful knowledge and topics of the training.

2 ½ day residential training workshop organized

The 2 ½ day residential training workshop on "Early Childhood Care and Education: Giving children a good start in life" was organized from 19th to 21st February 2024. The training was imparted by Ms. Seraina Muller, Project Officer at Swiss Academy for Development (SA4D), Switzerland. All block facilitators also participated in the training. The Executive Director of SA4D Dr. Connor Spreng was also present in the training. He addressed the participants and acknowledged them for their well executed work for the community and wished them to do better work in future too.

The focus of the training was given on games and playful activities to be used at ECCE centres. The training was conducted in the following sessions: Day-1: Welcome and Introduction, Children's needs, Brain development, Holistic child development, Learning through play, Introduction to different activities in the manual, Daily programme at ECCE centres, Day-2: Introduction of three more activities from the manual, The Move & Improve project – different components, Facilitator's role, Classroom and behaviour management, Nutrition, Health and hygiene, Making toys, Day-3: Roles of parents and respondents, Mothers: challenges and support, and Activities to support mothers

The training module was built up with many activities for holistic approach of learning and development but not only for children but also it consist of play-based activities to promote psychosocial health of mothers which was very new out of box for our community. Now the ECCE facilitators create an engaging and interactive learning environment that fulfils the curiosity of the children as well as mothers.

The training imparted by SA4D was a great source to stimulate children, develop their foundational physical, cognitive and emotional skills as well as their social skills and language abilities. Major part of the training was based on physical activities which enhances motor skill development and health education.

The training has ended up with numbers of playful activities in the hands of facilitators which help them to make their daily sessions and mothers meeting more effective and engrossing. Every single part of the training was very pleasurable and learning.

The trainer even did the recapitulation of some important points which has to be kept in mind while working with children and community during the training which engrossed the newly joined staffs.

After completion of the training on last day, certificate of participation was awarded to all participants including block facilitators.

ECCE infrastructure supported and Centres established

ECCE Centres established / renovated

After selection of village and finalization of venue, 20 ECCE centre established in two blocks and furnished with necessary infrastructure (sitting mat, buckets to store water for drinking and handwash separately, mug, water drawer with handle, dustbin, signboard, etc.) and registers (for enrolment and attendance of children, lesson planner, and for writing the minutes of meetings of mothers' group and centre management committee).

Basic toy, craft materials and teaching and learning materials provided

Basic toy and craft materials and teaching and learning materials provided to ECCE Centres. These include parachute, small and large wooden blocks, rope, pictorial chart, whiteboard, chalk, duster, etc. and materials for making more educational and play materials (chart papers, colour papers, sketch pen, cloths, cotton, scissor, gum, etc.).

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

Provide M&E capacity building to project staffs

In the starting of the phase 3 of the project, all the core staff was gathered together for a capacity building session. In this meeting we had a brief introduction of the project activities and built some strategies to carry forward for better running of project in the communities.

Effectively with upskilling and reskilling of all block level staffs (including newly joined and experienced one) was done. Project action plan was explained to all and systematic outlines for executing programme were decided.

The staffs were introduced to their roles and responsibilities, like gathering baseline information, field monitoring visits, management meetings, progress review, learning and sharing meetings, assessment of beneficiaries, monitoring of facilitators and reviewing programme toolkit, etc.

A monitoring form developed by SA4D and adopted by CREDA from last phase was also introduced and explained to them. The staffs have positive sense of using it to make their observation much efficient.

Conduct monthly block-level learning and sharing meetings

Monthly learning and sharing meetings were organized to share experiences and learn the best practices and ideas for problem solving from each other. In these meetings, the staffs shared their learning and experiences with each others. Some playful activities were also discussed in these meetings.

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

ECCE beneficiary children enrolled

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

Educational materials procured and provided to the ECCE students

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

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

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

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

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

Integrated Child Development Services provided at ECCE centres

A set of lunch box and water bottle provided to ECCE students

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

Provide back-up support to claim government Maternal Child Health (MCH) entitlements

The project staffs contacted the ICDS and health department officials at block and local level and requested them to provide the benefit of MCH service to the ECCE children and pregnant women. The effort made by project staffs resulted the following:

ECCE Centres and Children Benefited	ECCE Children					Pregnant Women	
	Growth Monitoring	Nutritional Supplement	Oral Polio Vaccine	Vitamin A	Vaccination	IFA Tablet	Vaccination
No. of ECCE Centre	5	3	1	3	1	2	3
No. of Children Benefited	138	45	35	91	10	19	18

Health and hygiene activities facilitated

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

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

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

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

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

Empowering rural women through better health and equal rights opportunities

Supported by Embassy of the Kingdom of The Netherlands, New Delhi

Training of adolescent girls

Training of the adolescent girls group members continued upto 08.05.2023 and as planned the training of the adolescent girls in 90 batch completed. In this year, 13 batches of the training organized and 260 adolescent girls participated in 3-day training programme. They were provided a carry bag containing training materials, stationery, and three printed booklets: one booklet covering the session-wise contents of the training, second on health and nutrition and third on useful legal knowledge and important helpline numbers.

Most of the training was organized at government school or Aanganwadi Centre (government crèches). Schoolteachers and Aanganwadi Workers of the respective village facilitated the training and awareness programme.

Topics covered in the training

The topics covered in the training were roles and functions of peer educators, quality of peer educators, effective communication, Interpersonal Communication (IPC) skills, the art of being a good speaker and a good listener, Behaviour Change Communication (BCC) skills, menstrual hygiene and its management through various life skills such as knowing self and empathy, facing and solving the problem by self-management skill, skill of developing critical and constructive thoughts, skill of communicating self feeling (controlling and expressing self emotions), skill of communicating with others, and skill of finding solution of the problem by talking with others.

The trainees were trained properly on the female reproductive system through a well designed apron. Question-Answer session on reproductive system and cause of menstruation was also incorporated in the training. The trainees desired for the continuation of such training in future as well.

--- XXX ---