

**Holistic Child Development through Play-Based
Early Childhood Care and Education Services**

Move & Improve Project

Supported by
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Final Progress Report



Centre for Rural Education and Development Action

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Holistic Child Development through Play-Based ECCE Services
Move & Improve Project

Project Objective / Impact:

To increase the proportion of boys and girls who timely access school and complete quality basic education.

Outcome of the Project:

Children aged between 3 to 6 years provided with the foundation for learning, school success and healthy development through quality Early Childhood Care and Education (ECCE) services.

Major Expected Outputs

- Government engagement ensured and community mobilised
- Parents and caregivers sensitised and aware of their entitlements
- ECCE staff and Anganwadi workers trained on the sport and play-based 'learning through play' approach
- Integrated Child Development Services provided at ECCE centres
- ECCE infrastructure supported including toy and craft materials
- Increased capacity of parents and community to support ECCE in the long run
- Project experiences and best practices documented and disseminated nationally and internationally

Project Area

For ECCE Centres

Halia, Lalganj and Madihan blocks of Mirzapur District in U.P. state

For training of Anganwadi Workers

Halia, Lalganj, Madihan, Rajgarh and Kone blocks of Mirzapur District in U.P. state

Main components

Establishment of a sport and play-based quality ECCE programme, including community mobilisation, orientation of village level stakeholders, orientation of local level government officials and service providers, parental education, training of Anganwadi Workers and primary school teachers, collaboration with government and panchayats.

Target Beneficiaries

Direct:

- 3,100 disadvantaged children aged 3 to 6 years
- 4,650 parents and other caregivers through parental education
- 50 project facilitators for the ECCE Centres
- 18 ICDS Supervisors
- 710 Aangawadi Workers
- 60 primary school teachers

Indirect:

- Approx. 25,120 children through increased teaching performance of their teachers
 - 22,720 children in Aanganwadi Centres (AWW - government ECCE centres)
 - 2,400 children in primary schools
- Staff of GOs and NGOs through knowledge transfer on sport and play-based ECCE

Progress and Achievements

Selection of target villages

Before opening the ECCE centres, potential target villages and communities were identified and assessment of villages and vulnerabilities done in the selected villages. Then, final selection of the village was made on merit basis.

The criteria for selection of location were:

- non availability of Anganwadi Centre (AWC) in the community,
- enough number of children to be enrolled at ECCE centre is available,
- the community belong to Scheduled Caste/Scheduled T/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,
- Gram Pradhan provided support and cooperation in establishment of the ECCE centres.

Community mobilisation to support ECCE centre

Activities conducted:

- Meetings organized with the members of mothers' groups and discussions were held with mothers on the health and education of children, to send their children to ECCE centre timely and regularly, to support in running of the ECCE centre, provide fresh lunch in the lunch box.
- Centre management committees were mobilized through its monthly meetings, making them aware about their roles and responsibilities for ECCE centre and they were encouraged to support and cooperate in smooth running of ECCE centre.

- Home visits conducted to discuss with parents on holistic development of children. The parents were also advised for taking precaution during summer and keep the children safe from heat and sunlight and to send the children with proper warm clothing during winter season.
- The parents of the children were mobilized to send their children to ECCE centre timely and regularly, support in running of the ECCE centre, provide lunch in the lunch boxes. It was done in the form of code of conduct to make the community more responsive. The parents were also encouraged to talk with children in a respectful manner.
- Community was contacted and made aware about the project and mobilized to get their support in the establishment and running of ECCE centre, to provide support in the form of building/space, materials, etc. The community was also made aware on importance of education and encouraged to support in the admission of ECCE children into school and to provide the facility of toilet and playground for the children and for keeping the ECCE Centres clean.
- Liaison with block level government officials, government health centres, and Integrated Child Development Scheme (ICDS) Department and their mobilization to support the ECCE centres was done. Accredited Social Health Activists (ASHAs) and Aanganwadi Workers (AWWs) were mobilized for vaccination of children and pregnant women.
- Child Protection Committees, local elected representatives, front line workers (i.e. ASHA and AWWs), school teachers, school management committees, adolescent peer educators were contacted and discussions were held with them to get their support.
- *Gram Pradhans* (village council heads) and *panchayat* members were mobilized to get their support in the ECCE centre.

Topics of the meetings:

- Project objectives and activities,
- development of children, child rights, and child education,
- non-availability of the ICDS services in the community,
- facilities at ECCE centres and its benefits to children,
- establishment of ECCE centres and its repair/maintenance,
- support of community in establishing ECCE centres,
- sending the children to ECCE centre with food in the lunch box and fresh drinking water in the bottle provided to them,
- regularity of ECCE centre and children
- use of first aid box provided at each ECCE Centre,
- respectful behaviour with children,
- government schemes related to children and mothers,
- getting AADHAAR Card,
- hygiene, cleanliness, hand wash, and safe drinking water,
- discussion on importance and use of toilet,
- facility of toilet at the ECCE Centres,
- prevention from various diseases,
- preparation of children for school enrolment,
- admission of ECCE graduated children in class 1 in primary school,
- follow up of the children enrolled in the primary or private schools.

Outcomes of the meetings:

The outcomes of the meetings were very positive. Community became aware on the concept of ECCE centre. The community provided its support in the form of building/space for running the ECCE centre and in the form of needed materials. The mothers become ready to send their children to the ECCE centres and taking back to home. Community also became aware on the child rights, importance of games and play, importance of pre-school education, child health, hygiene and cleanliness, etc. The community also contributed in the form of labour in establishing the ECCE centre and development of infrastructure and teaching learning materials.

The interest of mothers in participating in the meetings such as mothers group and contacting with block, health and ICDS officials and panchayat has increased. The parents especially mothers became more careful about the safety, nutrition, health, and development of the children. They helped in making bamboo boundary for the centre specially for playing ground. The children demand for soap from their parents to wash their hands before taking meals and after defecating. The parents listen to the children carefully. They also come at the ECCE centre and see the children learning through the activities. In case if any difficulty arises in running the centre, the community comes forward to help in solving the problem. The community has also started to adopt the sanitary and hygienic practices and keep the home and surrounding areas of well and hand pumps clean.

The mothers themselves take the children for oral polio vaccine, get the children vaccinated and apply for getting the AADHAAR Card for the children. They also got TT (tetanus toxoid) vaccination by themselves. The parents have started motivating and helping other people in the village for getting the benefit of government scheme. The community supported in renovation of the centre, health check up of children, admission of ECCE children in private or government primary schools.

Enrolment and coverage of ECCE children

After final selection of the project villages on the criteria listed earlier, the survey of children through a structured survey format was completed. Disadvantaged children are eligible for admission into the ECCE Centres. The criteria for selection of the children was age of the child (3-5 years), first generation learners, non-school going children, malnourished children, orphans, children with a difficult economic family situation, children from single-headed households or children whose older siblings are out of school, and belonging to dalit/backward/ Muslim community. Girls are prioritized to make sure they account for at least 50% of the admissions. The same process was adopted to fill the vacant seats when ECCE graduated children were admitted in the primary school.

The classification of the children and their family on various bases is as given below:

Sex-wise distribution of ECCE children

Sex	In Count	In %
Male	1,658	48.6%
Female	1,755	51.4%
Total	3,413	100.0%

Caste-wise distribution

Community	In Count	In %
Dalit (Scheduled Castes)	2,403	70.4%
Backward castes (BC)	628	18.4%
Muslim	330	9.7%
Upper castes	48	1.4%
Missing	4	0.1%
Total	3,413	100.0%
Most marginalised (Dalit + BC + Muslim)	3,361	98.5%

Age-wise distribution at the time of enrolment

Age	In Count	In %
2 years	101	3.0%
3 years	1,335	39.1%
4 years	1,271	37.2%
5 years	677	19.8%
6 years	29	0.8%
Total	3,413	100.0%

First Generation Learners (FGL) share (children whose both parents are illiterate)

Literacy of Parents	In Count	In %
Literate	1,666	48.8%
Illiterate	1,742	51.0%
Missing	5	0.1%
Total	3,413	100.0%

Below Poverty Line (BPL) share

Literacy of Parents	In Count	In %
Below	1,958	57.4%
Above	830	24.3%
Missing	625	18.3%
Total	3,413	100.0%

Cumulative livelihood activities

Livelihood Activity	In Count	In %
Landless labour	2,204	64.6%
Small/ marginal farmer	1,111	32.6%
Socio-economically strong	87	2.5%
Missing	11	0.3%
Total	3,413	100.0%

Housing condition

Housing Condition	In Count	In %
Thatched & mud	1,731	50.7%
Mixed (brick & thatched, mud & brick)	1,185	34.7%
Bricks & local tiles roof OR brick & cement/concrete roof	421	12.3%
Local bricks & mud	57	1.7%
Missing	19	0.6%
Total	3,413	100.0%

Most disadvantaged

Base of disadvantage	Category	In Count	In %
Caste	Most marginalised	3,361	98.5%
FGL	Illiterate parents	1,742	51.0%
Poverty Line	Below	1,958	57.4%
Livelihood activities	Landless labour	2,204	64.6%
Housing	Thatched & mud	1,731	50.7%
	Total (Out of)	3,413	-

Enrolment Status at ECCE Centre

Status	In Count	In %
Graduated	2,243	65.7%
Dropped-out	18	0.5%
Centre shifted	89	2.6%
Centre closed	897	26.3%
Moved away	73	2.1%
Attending ECCE Centre	87	2.5%
Died	6	0.2%
Total	3,413	100.0%

The ECCE Centres

Under the project, 50 Early Childhood Care and Education (ECCE) Centres have been run with 35 children at each Centre. 3,413 children under the age group of 3 to 5 years have been covered in the programme, more than half of them being girls. Out of 50 such centres, 20 centres closed in September 2018 and 30 centres continued upto July 2019.

The 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.

The play-way method or learning through play is a methodology in our centre for imparting education to our children. The playful and movement-based methods build safe, interactive and stimulating learning environments that enable children to learn by doing, solve problems, explore, be active and get involved in their learning. It encourages creative skills and self-expression.

We make learning easy and enjoyable. Each child is given equal opportunity for full participation. We provide more opportunities for each child to learn the way they feel easier. The playful approach facilitates holistic child development (physical, mental, emotional and social). It is true that contents and concepts of each and every subject cannot be introduced through this method. But we believe that learning through play is most suitable method for the pre-primary level children.

Educational aids are an integrated component in any classroom. The benefits of educational aids include helping learners improve reading comprehension skills. It also engages student's other senses since there are no limits in what aids can be utilized when supplementing an activity.

In our ECCE centres, we use different kind of educational aids which is prepared with the materials locally available in the village and is cheap to afford for the use of children in their daily learning process. Learning aids are versatile and can be used for different activities to encourage self-sufficiency. All the handmade toys possess an educational value, appeal to the children, instigate exploration and are child-proof. Learning aids effectively help children to co-relate the learning in the centre from the physical world.

The lunch boxes and drinking water bottles is provided to all of the children enrolled at 50 ECCE centres. The purpose is to facilitate provision of meals for ECCE students. The mothers provide fresh and nutritious food in the lunch box and fresh drinking water in the bottle so that the nutritious need of the children can be fulfilled.

When a child enrolled at the ECCE Centre reaches to 5 years of age, s/he is admitted in class 1 in a nearby primary school. Only 1% of the children have dropped out of the programme. An assessment looking at the developmental milestones children have reached showed that, on average, they are doing quite well in terms of their cognitive, physical and social-emotional development.

Status of Children at the end of project

- Total No. of children benefited at ECCE Centres: 3,413
- No. of children mainstreamed and continuing their education: 2,686 (78.70%)
 - In primary and upper primary level schools:

Grade	1	2	3	4	5	6	Total
No. of children	818	899	460	249	86	17	2,529
In %	23.97	26.34	13.48	7.30	2.52	0.50	74.11

- In pre-primary and special classes:

Grade	LKG	UKG	AWC	In special school	Total
No. of children	18	19	116	4	157
In %	0.53	0.56	3.40	0.12	4.61

- No. of children who were mainstreamed but dropped out: 31

- No. of children who are not enrolled: 502
(because academic session starts from April)
- No. of children whose information is not available: 99
(Due to migration of family and other reasons)
- No. of children attending ECCE Centre: 87
- No. of children died during ECCE course: 6
- No. of children died after ECCE course: 2

Orientation of local officials and community leaders

The orientation programme of local officials is done on each ECCE Centre on yearly basis. The topics discussed are: Early childhood, phases of development, need of younger children, risks during early childhood, what is early childhood care and education, importance and benefits of ECCE, introduction of Move & Improve Project, activities carried out and facilities at ECCE centres, impact of ECCE programme, benefits of ECCE services, roles and responsibilities of various stakeholders.

In these sessions, we focus on importance of care and education for the child in his/her early period of life, how the society can play a vital and helpful role in the development of a child holistically. In the development of a child the local government authorities, gram pradhan and other village level officials have to be very supportive and caring so that all children get the opportunities to receive education, nutrition and medication.

ECCE centre not only provide education to the children but also help them and their family to get their amount of benefit from the government schemes also. The participation of the attendees was very useful in terms of their commitment to support the ECCE and they also said that they will always cooperate for the requirement which is available with them.

Parental Education

ECCE services also benefit parents and caregivers of the children. We have involved the parents of all the children (especially the mothers). Even we organize a "Parental Education" session twice in a year which improve access to information regarding child rearing, child development, and to local service provisions.

In these sessions, the participants are oriented on benefits and importance of birth registration, vaccination of children, giving dose of Vitamin A to the children between the age of 9 months to 5 years, harms of Vitamin A deficiency, oral polio vaccination, feeding for children (balanced and fresh foods), sanitation and cleanliness, personal hygiene, benefits and importance of hand wash with soap, promotion of safety of children, how to behave with children, prevention from intoxicants, de-worming medicine (albendazole) to children, taking nutritional supplement for children under ICDS, health check up of children on VHND, protection of environment, prevention from infectious diseases, importance of AADHAAR card, making aware and encouraging the parents of other children on the above topics and social mobilization in favour of welfare of children and developing a healthy and child friendly environment.

The above topics were covered under following 4 sessions:

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

The sessions were conducted through Lecture, Film Screening, and Discussions. At the beginning, Games were also part of the parental education session. The games 'Go Find Your Answer', 'Spread the Word', 'Aim at the Right Bottle', and 'Hygiene Charades' were used, which were very effective. These games were played to educate and sensitize the participants on the health of children, the communicable diseases, hygiene routine and nutritious feeding of children.

As a result of the parental education, the participants have 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.

Mothers' Groups

We have formed a Mothers' Group at each Centre, in which all the mothers of ECCE children are member. The groups were oriented on the objectives of the mothers' group, activities of the ECCE centre, roles and responsibilities of mothers' group to support the ECCE centre, how to prepare and send the children to the ECCE centre and take care of them. The members attend the meeting which is arranged at the centre on monthly basis in which they come to know all the updates of their children.

ECCE Management Committees

One ECCE centre management committee has been formed at each ECCE Centre which consists of 10 members, out of which, 6 to 7 members are the mothers of ECCE children. To form the management committee, community was mobilized and encouraged about the importance of management committee. Later the guardians of the children came forward in forming the management committee. The mothers of the ECCE children, members of the local SMC, facilitator, and caretaker form the management committees.

The management committee work hand to hand with the facilitators and caretaker. The management committee had a vigil on the working of the centre. They do regular monitoring that how the centre activities move on. They help the staff in mobilizing the communities, lobbying with the block level officials for all 6 ICDS services, collaboration with government primary school for further admission as part of mainstreaming. The committee helps in the celebration of important days. We organize monthly meeting with the management committee in which ECCE centre related all issues are discussed and decision is taken to overcome it in the coming days.

Topics discussed in the committee meetings:

- roles and responsibilities of the committee,
- support in smooth functioning of the ECCE centre,
- management and monitoring of ECCE Centre,

- keeping watch on functioning of ECCE centre,
- mobilization of community to support the ECCE centre,
- support and cooperate with ECCE facilitators and caretakers,
- enrolment of children in ECCE centre,
- responsibility of parents towards their children,
- regular attendance of children and progress of children enrolled at ECCE Centre,
- encouraging the mothers to be careful for better health of the children,
- precaution and care during the seasonal diseases,
- benefits of handwash with soap and use of toilet,
- safe drinking water for children,
- admission of ECCE graduated children into primary school,
- follow up of the children admitted in primary school,
- support in celebration of special events,
- liaison with government officials on the ECCE centres and children as well as for toilet,
- suggesting in improvement of ECCE centre,
- repair and maintenance of the ECCE centre,
- benefit of birth certificate and AADHAAR card and how to get it,
- awareness generation in the community about the government schemes for children, and how to take the benefit of government schemes for the children enrolled at the ECCE centre, etc.

Activities conducted by the committees:

The committees encouraged mothers to send the children to the centre regularly, organized monthly meetings, supported in decorating the centre, encouraged mothers to participate in the open meetings of the *gram sabha* (village council), helped in reaching out to the family of all children through home visits.

The committees are keeping watch on the ECCE centres. The committees mobilized 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. The committees mobilized the parents to send their children daily to ECCE centre with proper preparation such as in clean clothes, with nutritious food in the lunch box and fresh water in the water bottle provided to them. The committees got detailed information about the vaccination of children, made aware the mothers on vaccination and supported in the health check up and vaccination of the children. The management committee members of many ECCE centres made the toys for children. Some of the management committees also put bleaching powder in the wells with the support of *gram pradhans*.

They supported in the school enrolment and follow up of the ECCE graduated children. They made the community aware on importance of toilet and demanded for the toilet at ECCE centre from the village council head (*gram pradhan*). They encouraged parents to send the children regularly, encouraged women to participate in panchayat meetings, looked after the children for their safety, liaison with AWWs, ASHA, ANM and village pradhan, and advised the community to use mosquito net to be safe from the diseases spread through mosquitoes, contacted AWWs for distribution of nutritional supplement to ECCE children, supported in celebration of Indian Republic Day and Children's Day, and supported in ECCE activities by children. Some of the committees cleaned the surrounding areas of handpump.

Benefit under government provisions

With the efforts of the project staffs, especially functionaries of departments of health and ICDS were mobilized to support the children enrolled at ECCE Centres. As a result of these efforts, following number of children and women benefited with the government services under different government schemes (aggregate numbers):

April 2016 – March 2017

1. 1,034 children got vaccination
2. 4,899 children took oral polio vaccine
3. 1,606 children got de-worming (Albendazole) tablets
4. 2,940 ECCE children and 292 children from outside got dose of Vitamin A
5. Health of 513 children checked up by government doctors
6. 3,307 children got nutritional supplement under ICDS
7. 206 pregnant women got vaccination at 41 Centres
8. 410 women got Iron Folic Acid tablets at 18 Centres
9. Application of all children has been submitted for enrolment to get AADHAAR card.

April 2017 – March 2018

1. 662 ECCE children got vaccination at 50 running centres and 13 children at 2 old centres. 682 non-ECCE children also got vaccinated. The number of benefited children from ECCE was low because they do not fall under the target age group.
2. 6,834 children took oral polio vaccine at running centres and 206 children at 2 old centre. 20 non-ECCE children also took oral polio vaccine.
3. Health of 2,303 children checked up by government doctor at running centres and 70 children at 2 old centres. Out of 2,303 children, 192 children were referred for further treatment.
4. 3,267 children got de-worming (Albendazole) tablets/syrup at running centres and 103 children at 3 old centres.
5. 3,456 children at running centres and 103 children at 3 old centres got vitamin A dose. 300 non-ECCE children also got dose of Vitamin A.
6. 3,491 children at running centres and 103 children at 3 old centres got iron syrup. 385 non-ECCE children also got iron syrup.
7. 312 pregnant women got vaccination at 43 running centres and 14 women at 2 old centres.
8. 2,269 children got nutritional supplement under ICDS. The government has stopped the supply of the nutritional supplement to the ICDS hence the number of beneficiary children is low.
9. 312 pregnant women got IFA tablet at running centres and 14 women at 2 old centres.
10. All of the ECCE children have been issued AADHAAR card except those who have been enrolled recently. Their application has been submitted.
11. 19 ECCE children and 12 non-ECCE children benefited with the well-equipped mobile hospital established in a train Lifeline Express. This is a new facility launched by Government of India and the train was staying at Mirzapur railway

station for 21 days from 29th August 2017 to 18th September 2017. All of the children benefited are from our project villages. The project staffs made aware the community about this facility and encouraged them to get benefit from this opportunity. Some of the project staffs escorted the beneficiaries to come to Mirzapur and helped them in getting registered for the treatment and further procedures.

April 2018 – March 2019

1. 553 children, who fall under the target age group, from all 50 centre got vaccination.
2. 3,454 ECCE children from all 50 Centres and 20 non-ECCE children took oral polio vaccine in two rounds of vaccination.
3. Health of 1,622 children checked up by government doctors at 48 Centres. Out of 1,622 children, 126 children from 29 centres were referred for further treatment.
4. All of 1,727 ECCE children at 50 centres got de-worming (Albendazole) syrup.
5. All of 1,727 ECCE children at 50 centres got vitamin A dose. 25 non-ECCE children also got the dose of Vitamin A.
6. All of 1,727 ECCE children at 50 centres got iron syrup.
7. 197 pregnant women got vaccination at 44 Centres.
8. 197 pregnant women got IFA tablet at 44 Centres.
9. 2,224 children got nutritional supplement under ICDS at 39 Centres.

April 2019 – July 2019

1. 312 children from 29 ECCE Centres got vaccination. The number of benefited children from ECCE was low because they do not fall under the target age group.
2. 1,034 ECCE children from all 30 Centres got oral polio vaccine 2 times in two rounds of the campaign.
3. Health of 275 children checked up by government medical team at 8 Centres. Out of these 275 children, no child was referred for further treatment.
4. All 1,034 ECCE children enrolled at 30 centres got de-worming (Albendazole) syrup.
5. All 1,034 ECCE children enrolled at 30 centres got vitamin A dose.
6. All 1,034 ECCE children enrolled at 30 centres got iron syrup.
7. 185 pregnant women got vaccination at 26 Centres.
8. 185 pregnant women got IFA tablet at 26 Centres.
9. 869 children got nutritional supplement under ICDS at 24 Centres.

The health check includes observing the condition of anemia, measurement of height and weight, malnutrition, providing medicine and referral service if required.

Progress Monitoring (follow-up of ECCE graduated children)

Regular follow up of the ECCE graduated children who have been mainstreamed in primary schools is done by the project staffs. The staffs interact with the children and motivate them to continue their education. The children are attending the school regularly. Also, coaching sessions are conducted for these children at some ECCE Centres to improve their learning and maintain good performance in the school. The project staffs are also in regular contact with the teachers of the school where they have been enrolled. The schoolteachers have observed that the children came from ECCE centres are performing very well as compared to other children in the class.

Capacity Building of ECCE Centre Facilitators

Following training have been provided to the ECCE Centre staffs:

January-February 2016

- The facilitators were provided 6-day training on holistic child development, behavioural management and ECCE curriculum including sports and playful activities. The training was divided in two parts each of 3 days: first as ECCE in general and the second as sports i.e. play and movement based activities. They were also provided one-day training on preparation of visual learning aids. A team of international experts from Switzerland, Holland and Nepal provided the in-depth training.
- The caretakers were provided two-day training on toy making with locally available materials by trainers from Nepal.

February 2017

- The facilitators were provided 3-day training on holistic child development, positive discipline, child protection, developmental milestones, communication, etc. and one-day training on playful activities.
- The caretakers were provided one-day training on playful activities.

The above trainings were provided by the expert from Switzerland.

December 2017

3-day training was organized for ECCE Facilitators by experts from Switzerland and CREDA. The training was provided on Challenges, Non-violent behaviour management, Playful activities (teaching letters and numbers), and Effective communication.

May-June 2018

One-day training was provided to ECCE Facilitators by the Project Manager and the respective sub-coordinator. The training was organized during May and June 2018 to introduce the playful activities adopted from U.P. curriculum (ICDS).

Also, whenever a new facilitator is appointed, she is provided two 2 days on-the-job orientation by the sub-coordinators at an ECCE centre where she gets practical knowledge on using the toolkit "Learning through Play" and play-based activities. Also, in each monthly review meeting, the playful activities are recapitulated by the sub-coordinators.

Monitoring & Evaluation capacity building of staffs

The capacity of the project management team has also been built up on monitoring and evaluation of the project and various monitoring formats are being used to monitor the success of the project at different levels.

- At the beginning of the project, the project staffs were trained on the concept of holistic child development, features of Move & Improve Project and logframe approach (especially project goal, objectives, outcomes and activities).

- The project staffs were also trained on how and when to fill up the monitoring forms and how many forms have to be filled up by each staff. The monitoring forms explained are: Classroom Observation form, ECCE centre assessment form, monitoring form to observe the mothers' group, monitoring form to assess the ECCE Management Committee, form for student observation report, form to collect the data of children enrolled at ECCE centre. The staffs were also oriented on results chain for Move & Improve Project.
- In February 2017, the staffs were provided one-day training by the expert from Switzerland on case study writing and development milestones assessment and how to fill-up the assessment form, which is being used to assess the progress of ECCE graduating children during their mainstreaming in class 1, etc.

Capacity building of Anganwadi Workers (AWWs)

Aim of the capacity building

The capacity building aimed at enabling Anganwadi Workers – AWWs (government ECCE facilitators) to use sport & play-based methods in class in a purposeful way; thereby involving the children more into the learning activities, inciting their natural curiosity, and to increase their learning outcomes.

Organization of the capacity building

The capacity building of AWWs was done in such a way so that it should give its positive response. During the first phase of the project, 2-day training on playful learning method was organized. Later in the extension phase, one-day exposure visit of trained AWWs to the nearest model ECCE Centre and one-day on-the-job/supportive supervision at the AWC itself through our experts were also added. This well organized schedule has strengthened the knowledge of AWWs.

2-day Training

The In-charge District Programme Officer (DPO), ICDS in Mirzapur district was liaised. He was contacted and discussed about the Move & Improve Project activities. Discussion on the training of AWWs was made in detail and he was asked for his approval to organize the training of the AWWs and issue needed instructions to the CDPOs of the target blocks. After getting his permission, two-day training programme was organized in all three project blocks and two additional blocks of Mirzapur district.

Number of AWWs participated in the training

In total, 708 AWWs participated in the training sessions. The detail is given below (batch-wise number of AWWs participated is given at [Appendix-1](#)):

Project Period	In Project Blocks	In Additional Blocks	Total
Main Phase (Sep 2015 – Aug 2018)	51	-	51
Extension Phase (Sep 2018 – Jul 2019)	327	330	657
Total:	378	330	708

Training contents

The following topics were covered in the 2-day training:

1. Early Childhood Development

- Introduction of Move & Improve Project
- Early life and brain development
- Child development through play
- Development milestones and school readiness
- Role modelling with children
- Positive discipline
- Cognitive development activities - emerging numeracy
- Language skills - emerging literacy
- Body language

2. Playful activities that enhance children's development (practical session including a display of toys that can be easily crafted using locally available, low-cost materials).

Practice-oriented approach

To support and facilitate the implementation of games in the classroom, the workshops followed a practice-oriented approach. The goal was to equip training participants with practical examples of how to integrate child-friendly, interactive activities into their daily teaching. The workshop followed the motto 'Games are like recipes: boring to read, fun to put to practice!'. An important part of the workshop consisted thus in putting the learnings to practice: a variety of activities and games for different learning objectives set in class were introduced in model sessions led by the CREDA project manager; whereby the participants assumed the role of students in mock sessions.

In the sessions on ECD, games and interactive methods were used as well, for example to explain how stimulation encourages brain development.

Materials provided to the training participants

An abbreviated version of the 'Learning through Play' toolkit developed for the Move & Improve project was handed out to the AWWs, containing the slides of the presentation and the games that were introduced during the workshop. Out of the playful activities used in the Move & Improve ECCE centres, the games deemed most appropriate for the specific setting that the AWW work in were selected.

Ensuring appropriateness of activities and games

Playing the games in the workshop not only allowed the participants to 'learn by doing' but was also an opportunity to provide feedback on the games. Each game was carefully reviewed with the training participants to make sure it is appropriate to their teaching context. The games were checked according to: (1) suitability to the learning objectives included in their curricula, (2) physical safety of the students, (3) cultural appropriateness, (4) time needed to play the game, (5) age group of their students, and (6) availability of space in or outside their classrooms. In general, all the games introduced at the workshop were deemed appropriate by the participants.

Feedback from the participants

Some of the major observations from the statement of ICDS training are as follows:

- "If such quality of training would have been given earlier, we must have done many innovative works at our centre." – *Rama Devi, AWC, Lakhanpur-II, Kone*
- "We have never been exposed to child centered training. The officers involved us for maintaining official registers." – *Janak Kumari, AWC, Dadara-II, Rajgarh*
- Most of the AWWs told that they were completely ignorant about the training imparted on brain development and function. They never thought before that the period up to six years of age is important for brain development and accordingly children should be provided opportunity to learn.

In the opinion of Anganwadi Workers, it was a special and useful training as they said that in past they were not exposed to such training. The training, as they said, has provided better understanding to keep the children of Anganwadi Centre engaged through various types of activities, all activities we have particularly done during the two-day training programme. It is also the feeling of almost all the AWWs that AWC must have proper records and information in poster on walls as of ECCE Centres so that the visitors can have better understanding of the target group and the activities at a glance through the data and drawing elaborations.

AWWs felt that the training module as such will be adopted by them and no any change is needed. Suitability of training itself is a milestone which will change the behavioural pattern and understanding of the children.

AWWs also voice that training module adopted by CREDA is very informative and thought provoking as far as our involvement with children in Anganwadi Centre is concerned. They also thank CREDA for providing the learning module which will be a source guide with them.

■ **One-day Exposure Visit of AWWs**

The exposure visit to our on-going ECCE centres for 311 AWWs from three project blocks (who participated in 2-day training) has enhanced their knowledge and understanding about the playful teaching method which involves the children in a better situation and provides them good learning to play and gain knowledge and increase happiness in their life.

The time AWWs spent in our centres gave them a practical outlook of all the activities they learned in the training. They eagerly even tried to do it with our ECCE children so that they can clear their queries which can occur during practicing their activities practically. AWWs even learned how to prepare those visual learning aids and toys used in our ECCE centres.

■ **One-day On-the-Job Training / Supportive Supervision**

Designing of supportive supervision has reach out to various AWCs. Our coordinators provided needed support and guidance to AWWs for carrying out various social, physical and play-based activities at various centre of those AWWs who have participated in our two-days training programme. At the end of the project period, 657 AWWs were covered under on-job-training/ supportive supervision.

One-day orientation of ICDS Supervisors

The ICDS Supervisors are the backbone of successful implementation of the ICDS schemes and supervising it to create better opportunity to children and mothers. To orient the ICDS supervisors in the project blocks and in the additional block, CDPO of the respected block was liaised and the date for the orientation was finalized with her/his approval. A module was developed and copied in required number and necessary stationery (pen and spiral notepad) and bag for the participants was procured. The topics covered in the module are:

- Early life and brain development
- Role modelling with children
- Social inclusion and Differentiation
- Child Protection
- Introduction to body language

The orientation was organized in extension phase of the project as under:

Project Blocks:

Date of Orientation	Block	Venue	No. of ICDS Supervisors
Mar 06, 2019	Lalganj	Block ICDS Office, Lalganj	3
Mar 25, 2019	Madihan	Block ICDS Office, Madihan	3
Mar 25, 2019	Halia	Block ICDS Office, Halia	5
		Total:	11

Additional Blocks:

Date of Orientation	Block	Venue	No. of ICDS Supervisors
Mar 11, 2019	Rajgarh	Block ICDS Office, Rajgarh	6
Jul 31, 2019	Kone	Block ICDS Office, Kone	2
		Total:	6

The approach of "Learning through play" is a very successful method of teaching which is also implanted in AWCs, so the supervisors were appreciative as they came across many more activities during the orientation.

The supervisors were very attentive with our direct intervention with them and they requested us to collaborate with them time to time in future also.

Sharing the project experiences and knowledge gained with NIPCCD

Project experiences and knowledge gained under the project was shared with National Institute of Public Cooperation and Child Development (NIPCCD), Regional Centre, Lucknow. The Regional Director of NIPCCD at Lucknow was provided two copies of the following documents on 27th March 2019:

- PowerPoint Presentations developed for the training of ECCE Facilitators
- 'Learning through play' toolkit being used at ECCE centres
- A document containing project outlines and brief progress report of Move & Improve Project

The Regional Director said that he will go through the documents and whenever training of the CDPOs and AWWs will be organized by NIPCCD, they will certainly involve experts of CREDA.

Liaisoning and knowledge-sharing with DPO (ICDS)

Liaison was made with the District Programme Officer (DPO), Integrated Child Protection Scheme (ICDS), who is the in-charge head of ICDS at district level. He allotted us time on 21st January 2019 to discuss with us about the playful learning method used in our ECCE centres. We also focused on the training module and our strategies to work closely for strengthening ICDS services in selected blocks of the district. In our meet, we also told about all the benefits provided to the children of those villages through our project.

Following documents were shared with him:

- PowerPoint Presentations developed for the training of ECCE Facilitators
- 'Learning through play' toolkit being used at ECCE centres
- A document containing project outlines and brief progress report of Move & Improve Project

The DPO was very appreciative to the content and methodology of the training and provided us the opportunity to intervene with AWWs in the selected blocks. He holds a view that, if possible, we should provide such training in other blocks also. Further, he said he would like to involve CREDA in future as well for providing need-based training to the rural staffs.

Orientation of primary school teachers

Since the AWWs training was prolonged up to July 2019 and the school teachers were much busy for the academic session in the months of July and August, this caused delay in the orientation of primary school teachers and the training could not be organized in July 2019. Hence, the orientation was organized in the month of November 2019.

The teachers were selected from those schools where ECCE children have been mainstreamed. 48 teachers participated in the orientation against the target of 60. Block-wise number of teachers oriented is as given below:

Date of Orientation	Block	No. of Teachers
Nov 14, 2019	Madihan	17
Nov 19, 2019	Halia	15
Nov 21, 2019	Lalganj	16
		48

The orientation focused on child-centred teaching and needs-based teaching. Following topics were covered under the orientation programme:

- Introduction of Move & Improve Project
- Holistic Child Development
- Strengths of Playful Teaching
- Types and Examples of Games
- Integration of Playful Methods into Daily Teaching
- Life Skills and How to Teach Them
- Positive Discipline
- Role Modelling with Students
- Negative Consequences of Physical and Psychological Punishment
- The Rights of Each and Every Child
- Alternatives to Physical and Psychological Punishment
- Body Language (Handout)

Study tour

A two-day training programme on "Development Initiatives through CSR Partnerships (CSR Fundraising)" was participated by the CREDA Executive Director, MIS Coordinator, and Accountant. The training was organized by Karl Kübel Institute for Development Education (KKID), Coimbatore (Tamil Nadu state) on 28th and 29th June 2019.

The Trainers

The training on first day was imparted by Mr. Anand Kurien, Jt. General Manager – Sustainability, CSR & Innovation at Larson & Tubro (L&T), Mumbai. On the second day, the training was given by Dr. Tom Jose, who is a professional trainer and holds the position of Training Manager at KKID.

The Sessions and Topics Covered

The two-day training was divided in following sessions:

First Day (28th June 2019)

- SDGs and their relevance for CSR & CSR Act
- Identifying needs for CSR intervention & Creating a strategic plan for CSR initiatives
- Understanding the requirements of Corporates & NGOs
- Bridging the gap between Corporate and NGOs

Second Day (29th June 2019)

- Fundraising – Who, What and Why & How
- Communication in fundraising – Asking Communication
- Impact orientation and indicators of Performance
- Evaluation, Valediction and Certification

Training Methodology

The following methodologies were used:

- Lectures
- PowerPoint Presentation
- Group Work
- Individual Exercise
- Questions and Answers

Materials and Literatures Provided

At the end of the training sessions on second day, a CD containing a copy of presentations used during the training and other useful documents was provided to the participants.

Usefulness of the training for Move & Improve Project

Attending the training programme was an opportunity to interact several civil society representatives mostly from the southern part of India. We individually and in group discussed about various projects and strategies for implementation. Empowering women was discussed from time to time and the participants presented their programmes, donors, and special focus on the various target groups including children in difficult circumstances.

The training was important in such a way that all the participants got the opportunity to present the project and how the project is benefiting to the people of the target group. CREDA presented Early Childhood Care and Education project (Move & Improve) funded by Swiss Academy for Development and how the project is benefitting the children belonging to marginalized section of the society. The participants took keen interest in the strategy for mainstreaming of the children coming out from ECCE. No other participant was found to implement the kind of the project that CREDA is implementing. Thus, it was interesting to many other participants.

Participation in government programmes

Participation in 2-Day Exhibition entitled "Lok Kalyan Mela" (Public Welfare Exhibition)

In all three project blocks, CREDA was invited to participate in the exhibition and was provided space to exhibit its child welfare programme, where the teaching aids and learning materials including toys made by staffs and children, pictorial charts, and toolkit were shown by the sub-coordinators. The exhibition was organized on 14th April 2018 in Madihan block and on 15th April 2018 in Halia and Lalganj blocks.

The exhibition was organized by Office of Block Development Officer of the respective block. Almost all government departments participated in the exhibition. As an NGO, only CREDA was invited to participate in the exhibition. No other entity from private sector was invited.

Facilitation in training of AWWs on playful activities and visual learning aids

CDPOs of Lalganj and Madihan blocks invited the Move & Improve Project sub-coordinators to provide the training to AWWs. The block level training was organized by the ICDS Department in April 2018. Three coordinators participated in 12 training workshops (whereof four were whole-day sessions) and provided training to AWWs on the following topics:

- Playful activities and toy-making
- Holistic child development, positive discipline and behaviour management, brain development, body language (for public speaking), role-modelling, child protection, session planning

Two ECCE Centre facilitators were invited to work as a teacher at their local government primary school. Five ECCE Centre facilitators were approached by local school officials who asked them to teach primary school children in their free time because ECCE graduates from the project centres show outstanding performance and are better behaved than their classmates.

Challenges encountered and management response

Challenges Encountered	Management Response
As the temperature increased in the summer, the level of groundwater went down, which created the problem of lack of drinking water at some ECCE Centres.	To overcome this problem, the drinking water was arranged even from distant areas with the support of community and management committee.
Children's mothers who are wage earners were not able to attend the meeting.	The time of the meetings were adjusted with their availability so that they can participate in the meetings.
Difficulty in getting the children vaccinated	Contacted with Medical Officer at Community Health Centre (CHC) and discussed with him and then vaccination of children could become possible.
Due to engagement of mothers in agriculture work, some of the children faced problem in preparing themselves and getting lunch box and breakfast, which caused low attendance temporarily.	The parents were persuaded for their own benefit and the benefit of the children. The fathers were encouraged to support in preparing the children and taking them to the centre with lunch box and water bottle. Caretakers also support in preparing the children by giving them bath and bringing the lunch box and water bottle from the children's home.
During the winter, some children came in unhygienic condition.	The mothers were motivated to adopt hygienic practices and send the children in clean condition.
Getting toilet at the ECCE centre was a challenge.	The house owners were explained about the benefits of using toilet and its need for children and encouraged to construct the toilet.

Challenges Encountered	Management Response
In some villages, the children were not aware about the timing of and disciplines at the centre, they were leaving the centre at any time, the mothers were also of the view that the children are still younger so they cannot learn at this tender age.	Meetings were organized with the mothers and they were advised to send the children to the centre regularly. The centre activities were made more interesting using games, telling songs and poems, arts, etc. which yielded good impact on the children and helped them to stay at the centre.
Low attendance and irregularity at few centres due to engagement of mothers in household works and engaging children in taking care of younger siblings.	The community was made aware on the importance of education / child development through the meetings and home visits and mobilized to send the children regularly and timely, and the children were encouraged to attend the ECCE centre by showing them the play based activities of the centre.
Low attendance and irregularity of children due to cold and illness	The parents were contacted and encouraged for proper treatment of children and taking care of them
Low attendance of children in summer and marriage seasons	The parents were told to send their children covering their head with cotton cloth, so that the children are protected from direct sunlight. Timing of centre was also changed in the summer. By conducting home visits, the mothers were mobilized to send the children regularly.
Low attendance due to illness of children such as measles, diarrhoea, viral fever, etc. during summer and rainy season.	The parents were made aware about the harms of the infectious disease and mobilized to take proper care of children to prevent them from such diseases. They were advised to be precautionous about the health of the children and consult the doctor in case of any health related difficulty. The mothers were also told to adopt hygienic practices and keep the children clean. Health check up of the children was also done.
Low attendance of children because of engagement of parents in paddy and wheat harvesting	Counselling with parents held and they were encouraged to send the children regularly.
Low attendance of mothers in meetings was observed during harvesting.	Mothers were contacted and encouraged to attend the meetings. Also the meetings were organized according to their availability.
Low attendance of male participants in Parental Education	The roles of mothers were discussed with them and they were told to encourage the males to attend the parental education session.
Low attendance of mothers in mothers' group meeting due to their engagement in paddy harvesting.	The mothers were contacted and the time of meeting was planned according to their availability.
Mothers took the children with them when going to work at longer distance.	The mothers were contacted and encouraged to leave the children at the ECCE centre for the time when they go for working but not let the children be absent from the centre.

Challenges Encountered	Management Response
Mothers of some children were not able to prepare the children and lunch timely because of their engagement in harvesting of wheat crop.	The mothers were contacted and encouraged to adjust their time accordingly.
The children as well as the facilitator and caretaker were infected with measles at Patehara Kalan centre in Madihan block.	The sub-coordinator informed the health department about the situation and then PHC sent a medical team under RBSK who distributed the medicine door-to-door and told the people to adopt hygienic practices.
The community expected to gain something from the centres and the children wanted to get some edible items from the centre	The mothers were made aware about the activities of the centre and mobilized to send the children to the centre for their holistic development instead gaining something else.
The facilitators faced some difficulties in calling the children from home as she is the only staff at ECCE Centre.	Active children having leadership quality were selected and given responsibilities to support in taking other children with them from their neighbouring areas.
The government health department was not conducting health check up of ECCE children.	Regular contact, strong liaisoning and discussion with the officials and doctors helped in starting the health check.
The mothers had some misunderstanding about the activities of the centre i.e. the centre focuses on the games and arts but not on education	The mothers were explained about the functions and activities of the ECCE centres and the importance of movement-based and playful activities and its benefits to the children.
The parents of those children who were referred for further treatment during health check up were afraid whether the child will get cured or not at the hospital.	The parents were contacted many times and explained about the harms of the diseases and about the facilities available at hospitals. They were also encouraged to take the children to the hospital and think positive about the successful treatment.

Lessons Learned and Best Practices

Project Management

- Adequate documentation, particularly databases, village profile, case studies, internal monthly reports, and monitoring forms, provides better insight about the project activities.
- Coordination and cooperation among the team members is very important in achieving the project goals successfully. This also have a positive effect on the children as a team jointly work for the improvement at ECCE Centres and also enhances community learning about health, hygiene, saving, child care and government services.
- Inter-personal relation with project functionaries gives impetus for smooth functioning of the project. This also creates ownership of the project among them.
- Proper motivation of ECCE staffs encourages them to be always committed for the cause of children.

Sport and Play-Based Programming at ECCE centres

- Sport and play-based activities are very much helpful in mobilization of parents as well as the children to enrol at the ECCE centre. Sport based activities attract to the parents and children to become the part of ECCE. These types of the activities are quite new for the community and children. Hence, both of them wish to come closer to ECCE. The community alone developed an understanding for supporting the activities at ECCE Centre. The community participation further improves the condition of ECCE in terms of cleanliness, pressurizing the government functionaries to visit ECCE centre, jointly clean a place outside the centre for sports and play of the children, and decoration of the centre.
- Newly introduced activities and games increase the interest of children to stay at the Centre for whole day.
- Inclusion of new play-based activities is more effective to increase the interest of children at the ECCE Centres.
- Newly included playful activities have increased the interest of children in ECCE centres.
- The training held in December 2017 provided us an opportunity to learn many new things and activities.
- Newly introduced card games have been proved to be more interesting for the children and they learnt enthusiastically with these games.

Sustainability & Government Involvement

- If proper liaisoning with government functionaries is done, the children can be benefited under various government schemes.
- If government functionaries are mobilized, they can support in ECCE Centres and benefit the children with the provisions under government schemes.
- Liaisoning with government health department resulted in health check-up of the ECCE children as well as they were given the doses of Vitamin A and oral polio vaccine.
- We got the opportunity to orient the AWWs and ICDS Supervisors during their meeting with CDPO in Madihan block.
- Some health related problems of the children revealed during the health check up. It was not known earlier. Therefore health check up is helpful in identifying health related problems faced by children.
- Proper liaison with government departments can be fruitful in getting their support to the ECCE children such as health check up and vaccination
- During the training of Anganwadi Workers, we learnt how to organize the training for government functionaries.

Parental Education & Community Mobilisation

- Regular meetings of mothers' group and ECCE Management Committee and their mutual contacts help in improvement in attendance and regularity of children.
- Parental education session is a very good platform, where the parents discussed about the problems they face. It was seen that they are aware about the problems.

- If the community is mobilized effectively, they can adopt good practices and come forward to safeguard themselves from infectious diseases.
- A good understanding on development and protection of children has been developed among the parents after the parental education sessions.
- Strong connection with community, explaining own views and listening them is very useful in mobilizing community.
- Video films have been proved to be an effective tool to educate parents.
- Regular contact with parents and AWW, ASHA, ANM and school head master helps get their support in the successful implementation of the project.
- If the time of mothers' meeting is adjusted with the availability of mothers, their participation and support will be assured.
- The dose of iron syrup issued to AWWs was not given to the children but with the intervention of project staffs, now they are giving it to the children.
- The process of mobilization of community by project staff is more effective than the frontline workers i.e. AWWs, ASHAs and ANMs.
- If proper liaison is done, the panchayat can be mobilized to provide the facility of toilet.
- Good work on children's development through ECCE Centre is appreciated by the community.

ECCE Centre Management

- If proper mobilization is done and management committee is provided required guidance, they can manage the ECCE centre and help in its activities for running the centre smoothly.
- If the ECCE facilitators and caretakers work closely at the centre, the children will get more and more opportunity of learning.
- Community support has enhanced the capacity of ECCE Centre Management Committees in management of the ECCE Centres.
- We should not be afraid if we are on right way. Any problem, small or big, can be solved.
- Community participation is an important aspect for better management of the ECCE Centres.
- Among the ECCE Centre Management Committees, the concern for the education of the children is apparent and the women are also aware of their rights and entitlements in government programmes at local level and this further minimize the level of exploitation.

Details of trainings organized for AWWs

Main Phase

Date of Training	Block	Venue	No. of AWWs Participated	Other participants who observed the training
Feb 12-13, 2018	Lalganj	Community Centre, Patar Kalan	11	-
Feb 16-17, 2018	Halia	CREDA Resource Centre, Sukhra	20	2 ICDS Supervisors
Feb 21-22, 2018	Madihan	Aanganwadi Centre, Shardapurwa	20	CDPO, Head Clerk, and 2 ICDS Supervisors
Total:			51	

Extension Phase

Project Blocks

Date of Training	Block	Venue	No. of AWWs Participated	Other participants who observed the training
Jan 17-18, 2019	Halia	Primary School, Halia-I	31	One ICDS Supervisor and one AWC Assistant
Jan 22-23, 2019	Halia	CREDA Resource Centre, Sukhra	27	-
Jan 29, Feb 02, 2019	Halia	Upper Primary School, Tendui	33	One ICDS Supervisor
Feb 05-06, 2019	Lalganj	ICDS Office, Lalganj	34	2 ICDS Supervisors, one Head Clerk, and one Clerk
Feb 07-08, 2019	Lalganj	ICDS Office, Lalganj	34	2 ICDS Supervisors, and one Clerk
Feb 11-12, 2019	Madihan	Primary School, Kubari Patehara	30	One ICDS Supervisor
Feb 13-14, 2019	Madihan	Primary School, Kubari Patehara	23	One ICDS Supervisor
Feb 15-16, 2019	Madihan	Primary School, Rajauhan	26	One ICDS Supervisor
Apr 15-16, 2019	Lalganj	ICDS Office, Lalganj	20	-
Apr 18-19, 2019	Madihan	Primary School, Kubari Patehara	24	-
Jun 24-25, 2019	Halia	Aanganwadi Centre, Halia-III	21	CDPO, 4 ICDS Supervisors
Jun 27-28, 2019	Halia	Aanganwadi Centre, Halia-III	24	2 ICDS Supervisors
Total:			327	

Additional Blocks

Date of Training	Block	Venue	No. of AWWs Participated	Other participants who observed the training
Mar 07-08, 2019	Rajgarh	Aanganwadi Centre, Dadara-II	28	CDPO In-charge, and 3 ICDS Supervisors
Mar 11-12, 2019	Rajgarh	Aanganwadi Centre, Dadara-II	32	One ICDS Supervisor
Mar 13-14, 2019	Rajgarh	Aanganwadi Centre, Dadara-II	30	One ICDS Supervisor
Mar 15-16, 2019	Rajgarh	Aanganwadi Centre, Dadara-II	29	CDPO In-charge, and one ICDS Supervisor
Jun 13-14, 2019	Rajgarh	Anganwadi Centre, Dadara-II	27	CDPO (In-charge), 2 ICDS Supervisors
Jun 17-18, 2019	Rajgarh	Anganwadi Centre, Dadara-II	25	One ICDS Supervisor
Jun 20-21, 2019	Rajgarh	Panchayat Bhawan, Imiliya Chatti	33	One ICDS Supervisor
Jul 18-19, 2019	Kone	Primary School, Lakhanpur	30	CDPO, 2 ICDS Supervisors
Jul 22-23, 2019	Kone	Primary School, Lakhanpur	33	-
Jul 25-26, 2019	Kone	Primary School, Lakhanpur	30	-
Jul 29-30, 2019	Kone	Primary School, Lakhanpur	33	One ICDS Supervisor
		Total:	330	