

UNDP-CREDA FINAL PROGRESS REPORT 1997-2005

Basic Details:

Project: IND/064: "People's participation in getting children out of work and into school"

Implementing Organisation: Centre for Rural Education and Development Action (CREDA)
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Co-ordinating Officer: Dr. Neera Burra, Assistant Resident Representative

Reporting Period: 1997-30 April 2005

Date of the report: 31 July 2005

Annexures

1	Final Progress Report from CREDA
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Final Progress Report:

This is the final progress report that highlights some of the challenges faced by CREDA implementing this project. Since CREDA's detailed report is attached as are also the review reports prepared by several organisations, this progress report by UNDP focuses on UNDP's assessment of the progress of the project and the challenges faced on the issue of replicability and sustainability.

Background

The project is being implemented in 44 villages of Lalganj and 62 villages of Halia Block of District Mirzapur (total 106 villages). The baseline survey conducted in 1998 and the various assessments made by CREDA show that there are only 87 schools in 188 villages of Halia and only 50 schools for 180 villages in Lalganj. Thus in the 106 villages covered by CREDA in the two blocks about 70% children in the age group 6-14 were out of school and quite predictably the majority of them were girls. Most of these children were, and even today are engaged in weaving, agriculture, working on stone quarries, collection of water, fodder and fuel, cattle grazing and doing household chores.

Under this project CREDA was mainstreaming children into formal schools and thus working towards the elimination of child labour.

Some of the Ways of Mainstreaming Children that were used:

1. Community Cottage Schools and enrolling the children after this bridge course into Junior High Schools.

2. Direct enrolment in government primary schools (I to V)
3. Retention in government primary schools
4. Local NGO/CBO support for schooling

1. Expected results to be achieved during the reporting period

Project Objective 1

To ensure that approximately 38,750 children in 100 villages of the two blocks of Mirzapur district of UP are out of work and into schools and are retained in schools.

Mirzapur district is in the eastern part of Uttar Pradesh and one of the most backward districts in the country. Halia and Lalgunj blocks are even more remote. This is the infamous carpet belt where children were working on looms and in agriculture in near bondage conditions. It is remarkable that any organisation could work here in a sustained manner for so many years and achieve results. CREDA is one of the few NGOs working here, under very difficult conditions. The CREDA project worked under very difficult circumstances and was able to exceed its target. CREDA was able to enrol more than 47,000 children into the formal school system. See details in attached report prepared by CREDA. More than 19,000 children have moved to the elementary and senior schools.

Project Objective 2: To be implemented by UNDP

To build up a network of grassroots NGOs/CBOs who believe that the only sustainable way of eliminating child work is through education and social mobilisation.

Activities

The progress reports in year 2000 indicated the assessments of and small grants given to NGOs.

The overall experience with the small grant fund made available by NORAD has been that it is invaluable for experimentation and in assessing the capacity of NGOs to take on child labour as a central issue. This is a particularly important step in building up a network of organisations that believe in the non-negotiables. Since the work of Sankalp, an NGO based in Allahabad is extremely good and large number of children have been mainstreamed into the formal schools, Sankalp was given a second small grant project to strengthen their initiative.

This second phase ended in May 2003. The major activities centered around social mobilisation, organising women's groups. 10 Educational centres preparing the students to attend formal school and mid day meals for children in formal schools were provided in collaboration with G.B. Panth Institute of Allahabad. About 500 children (6-14 years) were mainstreamed during the project (June 2002 to May 2003).

Addendum 1

Objectives of addendum 1

- To see that the children of the poorest of the poor have adequate tools so that the quality of education is ensured.

- To assist in the replication of the CREDA model through exchange visits, process documentation and support to grassroots groups.
- To help the community to build in long term sustainability.

Specific activities to be funded under this addendum were: 50 hand-pumps, uniforms for children, an additional vehicle, photocopier, film and revolving fund for the community educational programme, small grants for NGOs, educational materials and kits.

Following the Annual Review meeting (April 2001) and extensive discussion and field visits to CREDA, the work plan was revised. The funds for hand-pumps and uniforms for children have been reallocated. The thrust of the new strategies and activities in the remaining period of the project focuses on strengthening the mechanism at the local level for mainstreaming children passing out of the CCS. The support envisages provision of para-teachers and teaching aids to the Government run schools to accommodate and retain the extra children, and at the level of the community to evolve steps to impart greater ownership. As this report indicates these activities were carried out successfully.

Evaluation of the CREDA project

An evaluation of the CREDA project was done by Mr. Sumit Bose, former Joint Secretary, Department of Elementary Education, Government of India. His report was submitted in the previous annual review. However, it bears repetition to say that the report points out to some of the highlights of the project. Mr. Bose concluded that, “the volunteer teachers under the UNDP-NORAD project are performing a very important task in helping retain the huge number of children who have been brought into the classroom over the last five years.”

Since the evaluation was done after the major activities of the project were completed, it gave a good appraisal on what has worked and areas where further improvement is required. It comes out quite clearly that in the face of a feudal social structure and “unresponsive government recruitment policies”, CREDA’s achievements to mainstream and retain children have been noteworthy. One of the areas where CREDA could learn is in the area of curriculum development and aspects of quality of education.

The role of SHGs formed during an earlier UNDP project (Community Based Pro-poor Initiatives) in the mobilising parents and children to go to school has also been emphasised in the report. Mr. Bose writing on the role of SHGs writes, “These SHGs are the best means to ensure that the campaign against child labour and for universal schooling would be sustained even after the UNDP-NORAD project closes, since education has now been ingrained into their agenda of social issues.”

This strategy of using SHGs and their role of providing sustainability has been an experiment that has been immensely successful. The Media and Advocacy Project in Kurnool and Nuapada also vindicates this stance of UNDP.

Several other reports that were commissioned on the work of CREDA point to the difficulties of getting children out of work and into school. Most reports commend the efforts made by the organisation, although several points are raised on the quality of education and teacher training provided by CREDA. Review reports have also raised the issue of the future of children who have been mobilised but not mainstreamed so far. Several recommendations have been made that

CREDA should document how children have fared in government schools at different levels. It has been suggested that CREDA should link the children to the National Open University, transfer the ownership of the Community Cottage Schools to the community (a suggestion also made repeatedly to CREDA by UNDP). It was also observed that the women's self-help groups should play a bigger role in mainstreaming children into the formal school system. CREDA should also build up a stronger network with other NGOs and CBOs.

II. UNDP's assessment of the progress

The NORAD supported project was an ambitious one with a very high target of getting children out of work and into school. CREDA, using multiple strategies was able to exceed the target of getting children out of work and into school. Various evaluation reports have commended the fact that because of CREDA's efforts, large numbers of children, particularly amongst underprivileged households were able to access education and get mainstreamed into the formal schools. Given the lack of access to primary education in the area, this was no mean achievement. In a high population density district like Mirzapur, the numbers of children out of school are so large that it can hardly be expected that an NGO would be able to cover all the children out of school in the two blocks of Halia and Lalganj. However, it is creditable that CREDA has mobilised the community on the issue and there is sea change in the number of children attending formal school.

It was hoped that during the implementation of this project, there would be efforts made by the government to both improve the quality of education as also increase the number of available schools and teachers in the area so that children who were given bridge course education through the Community Cottage Schools could get education in formal government institutions. In spite of CREDA's best efforts this has not happened uniformly everywhere. The pressure on the formal school system in the area increased four-fold. At the beginning, the formal school teachers resented this influx of children to their already burgeoning schools. However, the presence of a large number of para teachers provided by CREDA helped both the teachers to cope with the pressures in schools as well as to the first time learners who had never been to any formal schools before. There were promises made by local officials that para teachers would be provided in the area, but these promises remained unfulfilled to a great extent.

In many areas, government increased the number of teachers because of the increase in number of children, but without regular teacher training and proper school infrastructure, the quality of education remained weak.

CREDA was able to reach some of the remotest parts of the district, but the government failed to follow up this demand with adequate supply. In many of these areas, the only schools running were the Community Cottage Schools supported by NORAD.

The community participation that CREDA was able to organise was incredible. Villagers participated in identifying out-of-school children, they provided support for the release of child labour, checked to see whether a child labourer was replaced by another child, supplemented mid-day meals and organised cultural programmes on the issue of child labour abolition through education.

CREDA built up a good rapport with the formal school system, particularly with the local teachers, who were earlier extremely sceptical of these efforts at elimination of child labour as this would increase the work burden of the formal school teachers. But CREDA was able to support the schools with play materials, para teachers, training and materials.

However, on the whole, the response of the government to these efforts was not adequate. Attempts were made by CREDA and UNDP to discuss issues of replicability and sustainability with both local government officials and with senior officials at the Department of Education, Government of India. UNDP has also recommended to GOI that in the blocks where CREDA has taken up a sustained campaign of getting children out of work and into school, government should take up the work under the Sarva Shiksha Abhiyan. UNDP has also forwarded the list of villages where CREDA is working to both, the Department of Education, GOI and the National Advisory Council of the UPA government. These efforts will continue even though the project has now ended.

Issues concerning replicability and sustainability

One of the assumptions made at the time of designing the project was that if a project could demonstrate that child labour could be eliminated through education, governmental authorities would replicate the same through their own funding. Government officials who were interviewed at the time, including district officials, state government and Government of India officials in both labour and education departments felt that in a backward district like Mirzapur, the question of parents letting their children go to school and contributing to their education was out of the question. UNDP was repeatedly told that social mobilization around education was an impossible task. Poor peoples major concerns were employment and no one would come forward around the issue of child labour elimination through education.

This stand was to a great extent vindicated by the social mobilisation approach that CREDA followed. Not only were they able to mobilize the community, but the community also supported the mid-day meal that children were getting, they formed vigilance committees to check child labour, they were willing to forego the income that children were bringing in. Not only did dalit and tribal children come en mass to schools, but there was a large influx of girls from the Muslim community. Parents and other villagers helped CREDA build school buildings, repair school buildings, plant trees – basically they were willing to provide free labour for any activity that CREDA initiated. The enthusiasm of the children was immense. The pity was that CREDA could only take in a limited number of children into their Community Cottage Schools. These bridge schools were crucial for their enrolment into the formal schools as these children came from families that had no previous background of sending children to school and this cultural shift of sending a child to school rather than to work was a major sacrifice for poor parents. But as reported in the film titled; “From work to school” made by Reena Kuckreja, parents were willing to make a sacrifice for the future of their children. The fact that many of the para teachers were former child labourers only reinforced the case that poor and deprived children had a future beyond hard manual labour. The formal school teachers were also very supportive of project activities even though their workload increased enormously. It was an eye-opener that children of marginalised communities could compete with upper class children at the same level, even though the former had to work as labourers for many years before they could enter the formal schools

unlike upper class children who did not have to work. Much of the credit for this goes to the CREDA teachers who ran the bridge courses.

The project raised expectations as government was to recruit para teachers and both CREDA and UNDP were assured by local officials that para-teachers working with CREDA would be seriously considered for this work. However, when recruitment did take place, political considerations won the upper hand. However, CREDA has not given up and they are in regular touch with district officials to push for additional teachers.

In several meetings with the District Primary Education Programme, UNDP and CREDA were informed that if the mobilisation was good, then government would run two shifts to accommodate the additional children. In fact government passed orders, but these were never implemented. Without the creation of additional school infrastructure and provision of additional qualified teachers, it was not possible to keep all the children who had been through the Community Cottage Schools in the formal schools.

CREDA has not been able to mobilise resources from other donors to carry forward the project activities even in a minimal way. This issue has been raised by UNDP from the beginning and every effort was made by UNDP to assist CREDA to find additional donor resources. This has been a major issue and the fact that the project now closes without additional resources being mobilized raises a host of issues regarding the future of this intervention and the issue of sustainability. Government of India's announcement of its ODA guidelines and the subsequent withdrawal of development cooperation by many donors has also closed avenues for resource mobilization. CREDA is trying to raise funds from government but this is not an easy task.

Getting children out of work and into school was much more of a political issue than was originally envisaged. Landlords and employers of children had to pay higher wages to adults when children were removed from work. CREDA staff have had to face a number of challenges including threat to their lives during the implementation of the project.

Several strong recommendations have been made by organisations that have reviewed CREDA's work supported by UNDP and NORAD. Most of the recommendations are extremely valuable and need to be taken seriously. However, the challenge for CREDA is to garner financial support from donors and government to keep the momentum going. The social mobilization process is indeed commendable, but if CREDA does not raise funds to pay for staff salaries and for maintaining their infrastructure, it is unlikely that they will be able to keep trained staff and teachers. This is a huge challenge that is faced by all NGOs trying to keep the momentum going in the face of financial constraints. In that respect CREDA is not the only organisation that is facing these challenges.

One of the major lessons learnt from this project is that while donors like UNDP-NORAD can support NGOs to demonstrate certain strategies, ultimately it is political will that will ensure replicability and sustainability. Donors can only come in with ideas and strategies and can partner organisations that have a vision and a support within the community. However, in some pockets in the country, political will for the upliftment of marginalised communities is meagre and it will take much more time and effort and resources to bring about lasting change. The challenge for CREDA is to harness political will through new alliances, at the same time maintaining their apolitical character. This is indeed a huge challenge.

**PEOPLE'S PARTICIPATION
IN GETTING CHILDREN
OUT OF WORK AND
INTO SCHOOL**

Annual Progress Report, 2004

IMPLEMENTING NGO

**CENTRE FOR RURAL EDUCATION AND DEVELOPMENT ACTION
(CREDA)
MIRZAPUR**

SPONSORED BY

**UNITED NATIONS DEVELOPMENT PROGRAMME
(UNDP)
NEW DELHI**

ANNUAL PROGRESS REPORT, 2004

- Reporting Period** : 1st January 2004 to 31st December 2004
- Date of Reporting** : 31st March 2005
- Project** : IND/97/002: "People's participation in getting children out of work and into school"
- Implementing NGO and its location** : Centre for Rural Education and Development Action (CREDA)
490, Awas Vikas Colony
Mirzapur-231001 (U.P.)
Phone: +91-5442-220285 (Off) +91-5442-220284
E-mail: samshad@sancharnet.in, we@credaindia.org
- Coordinating Officer:** Mr Shamshad M Khan, Secretary-cum-Project Director
- Target areas** : 44 villages in Lalganj block of Mirzapur district
62 villages in Halia block of Mirzapur district
- Total villages: 106**

1. EXPECTED RESULTS ACHIEVED DURING THE REPORTING PERIOD

Output/Activities

- Need-based support to mainstreamed children in terms of educational kits as per requirement
- Need-based support to government junior high schools and primary schools where children are mainstreamed, in terms of instructional materials and 50 para-teachers as per requirement
- Social mobilization in 100 villages for continuity of the enrolled children
- Monitoring, supervision and coordination with schools

During the period from October 1997 to December 2003, 38,750 children were targeted to be covered under various project activities, but CREDA reached out to 47,096 children. The details are as follows:

Activity listed under the project	Number of targeted children	Actual number of children covered
Community Cottage Schools	20,000	20,000
Every year enrolment in primary schools	12,500	19,596
Retention of the dropped out children	5,000	6,000
Local initiative schools	1,250	1,500
Total:	38,750	47,096

Follow up of the 20,000 children who completed the 2-year primary level and 9-month bridge courses through community cottage schools.

19,657 children have been mainstreamed and are continuing their education in high school, junior high school and primary schools. The details of the mainstreamed children are as under:

Detail of children studying in Junior High Schools and High Schools:

Sl. No.	Name of the school where children are studying	Number of children continuing their education in														
		Class 6			Class 8			Class 9			Class 10			Total		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
	Halia Block															
1.	Adishakti Shiksha Sansthan, Adva Colony	61	37	98	228	173	401	0	0	0	0	0	0	289	210	499
2.	Purva Madhyamik Vidyalaya, Sonegarha	13	48	61	0	0	0	0	0	0	0	0	0	13	48	61
3.	Purva Madhyamik Vidyalaya, Pipra	38	17	55	269	211	480	0	0	0	0	0	0	307	228	535
4.	Purva Madhyamik Vidyalaya, Phuliyari	13	8	21	0	0	0	0	0	0	0	0	0	13	8	21
5.	Purva Madhyamik Vidyalaya, Majhigawan	28	2	30	29	67	96	0	0	0	0	0	0	57	69	126
6.	Bapu Upraudh Inter College, Lalganj	0	0	0	0	0	0	38	12	50	26	14	40	64	26	90
7.	Arthik Anusandhan Kanya Vidyalaya, Vyogana	32	20	52	0	0	0	0	0	0	0	0	0	32	20	52
8.	Purva Madhyamik Vidyalaya, Halia	65	36	101	311	263	574	0	0	0	0	0	0	376	299	675
9.	Chaudhari Ramharakh Inter College, Badgada	0	0	0	0	0	0	28	9	37	27	16	43	55	25	80
10.	Muni August Uchcha Madhyamik Vidyalaya, Halia	67	42	109	306	188	494	196	148	344	130	181	311	699	559	1258
11.	Kisan Inter College, Tilaon	0	0	0	0	0	0	26	7	33	85	37	122	111	44	155
12.	Purva Madhyamik Vidyalaya, Kota Shivpratap Singh	21	48	69	90	52	142	0	0	0	0	0	0	111	100	211
13.	Purva Madhyamik Vidyalaya, Badoha	54	55	109	252	154	406	0	0	0	0	0	0	306	209	515
14.	Adarsh Sri Shiv Prasad School Mahavidyala, Drummondganj	0	0	0	0	0	0	43	13	56	75	32	107	118	45	163
15.	Mother Teresa Higher Secondary School, Matihara	0	0	0	12	30	42	160	116	276	168	142	310	340	288	628
16.	Purva Madhyamik Vidyalaya, Matwar	0	0	0	15	29	44	0	0	0	0	0	0	15	29	44
17.	Purva Madhyamik Vidyalaya, Jatkud, Madhya Pradesh	0	0	0	22	18	40	0	0	0	0	0	0	22	18	40
18.	Purva Madhyamik Vidyalaya, Bagdara, Madhya Pradesh	0	0	0	24	32	56	0	0	0	0	0	0	24	32	56
19.	Purva Madhyamik Vidyalaya, Devri Poorab	0	0	0	50	3	53	0	0	0	0	0	0	50	3	53
20.	Sri Shivpratap Singh Inter College, Pawanri Kalan	34	21	55	51	50	101	266	217	483	296	218	514	647	506	1153

Sl. No.	Name of the school where children are studying	Number of children continuing their education in														
		Class 6			Class 8			Class 9			Class 10			Total		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
21.	Purva Madhyamik Vidyalaya, Galaria	0	0	0	19	31	50	0	0	0	0	0	0	19	31	50
22.	Purva Madhyamik Vidyalaya, Dandia (Madihan)	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
23.	Purva Madhyamik Vidyalaya, Koraon, Allahabad	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
24.	Samudaik Prathamik Uchcha Madhyamik Vidyalaya, Sindhu Nagar, Bhatwari	0	0	0	4	6	10	0	0	0	0	0	0	4	6	10
25.	Sri Raghav Uchcha Madhyamik Sanskrit Vidyalaya, Ahugi Kalan	0	0	0	0	0	0	23	32	55	52	39	91	75	71	146
26.	Sri Bhagauti Prasad Sanskrit Uchcha Madhyamik Vidyalaya, Halia	0	0	0	0	0	0	19	26	45	51	28	79	70	54	124
Total (Halia Block):		426	334	760	1684	1307	2991	799	580	1379	910	707	1617	3819	2928	6747
Lalganj Block:																
1.	Purva Madhyamik Vidyalaya, Dubar Kalan	67	64	131	98	97	195			0			0	165	161	326
2.	Purva Madhyamik Vidyalaya, Mahularia	24	17	41	89	47	136			0			0	113	64	177
3.	Purva Madhyamik Vidyalaya, Rampur Vasit Ali	13	20	33	56	36	92			0			0	69	56	125
4.	Purva Madhyamik Vidyalaya, Lahangpur	19	14	33	39	26	65			0			0	58	40	98
5.	Purva Madhyamik Vidyalaya, Jaikar Kalan	33	53	86	85	55	140			0			0	118	108	226
6.	Purva Madhyamik Vidyalaya, Dadari	12	13	25	35	40	75			0			0	47	53	100
7.	Kanya Karmottar Vidyalaya, Lalganj		4	4		14	14			0			0	0	18	18
8.	Purva Madhyamik Vidyalaya, Newadhia	9	6	15			0			0			0	9	6	15
9.	Purva Madhyamik Vidyalaya, Kolkam		1	1			0			0			0	0	1	1
10.	Purva Madhyamik Vidyalaya, Sonebarsa	7	3	10			0			0			0	7	3	10
11.	Janshakti Uchcha Madhyamik Vidyalaya, Jagdishpur	12	6	18	66	88	154	98	38	136	110	45	155	286	177	463
12.	Sri Yadunandan Uchcha Madhyamik Vidyalaya, Usari Khamaria	24	32	56	74	52	126			0	72	50	122	170	134	304
13.	Chandragupta Maurya Uchcha Madhyamik Vidyalaya, Khajuri			0	73	55	128			0	58	52	110	131	107	238
14.	Maa Saraswati Vidya Mandir, Gadbad	31	46	77	129	63	192	7	5	12	51	44	95	218	158	376
15.	Janta Janardan Shiksha Sadan Uchcha Madhyamik Vidyalaya, Tilaon			0	48	50	98			0	20	27	47	68	77	145

Sl. No.	Name of the school where children are studying	Number of children continuing their education in														
		Class 6			Class 8			Class 9			Class 10			Total		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
16.	Brahmarshi Devraha Baba Inter College, Dubar Kalan	130	97	227	124	87	211	18	13	31	223	219	442	495	416	911
17.	Bapu Uprandh Inter College, Lalganj	40	26	66	42	16	58	27	33	60	467	336	803	576	411	987
Total (Lalganj Block):		421	402	823	958	726	1684	150	89	239	1001	773	1774	2530	1990	4520
Total:		847	736	1583	2642	2033	4675	949	669	1618	1911	1480	3391	6349	4918	11267

Detail of children studying in Primary Schools:

Sl. No.	Location of the primary school	Number of children continuing their education in													
		Class 3			Class 4			Class 5			Total				
		B	G	T	B	G	T	B	G	T	B	G	T		
Halia Block															
1.	Ahungi Kalan				6	13	19	26	32	58	32	45	77		
2.	Veerpur				16	12	28	37	36	73	53	48	101		
3.	Bari				20	8	28	38	19	57	58	27	85		
4.	Halia (No. 1)				12	8	20	39	29	68	51	37	88		
5.	Sothia Kalan				14	24	38	27	35	62	41	59	100		
6.	Thotha				35	21	56	66	99	165	101	120	221		
7.	Barua				37	40	77	56	66	122	93	106	199		
8.	Sikta				9	26	35	87	63	150	96	89	185		
9.	Karondia				31	35	66	28	6	34	59	41	100		
10.	Sonegarha				21	22	43	69	28	97	90	50	140		
11.	Pawanri Kalan				0	21	21	9	0	9	9	21	30		
12.	Vimauri				50	35	85	91	57	148	141	92	233		
13.	Oonti				10	30	40	40	20	60	50	50	100		
14.	Khamaria				0	25	25	43	28	71	43	53	96		
15.	Teeta				13	7	20	47	44	91	60	51	111		
16.	Badoha				13	7	20	30	29	59	43	36	79		
17.	Badohi				37	23	60	44	36	80	81	59	140		
18.	Basuhara				31	28	59	16	45	61	47	73	120		
19.	Umaria				23	15	38	67	72	139	90	87	177		
20.	Pipra				22	18	40	100	89	189	122	107	229		
21.	Kothi Kalan (Gurjee)				26	29	55	105	50	155	131	79	210		
22.	Hathera				18	26	44	47	59	106	65	85	150		
23.	Ahungi Khurd				1	1	2	68	30	98	69	31	100		
24.	Phuliari				16	19	35	31	34	65	47	53	100		
25.	Dighia				25	16	41	63	66	129	88	82	170		
26.	Garhawa				19	23	42	26	32	58	45	55	100		
27.	Manigarha				21	17	38	154	144	298	175	161	336		
28.	Kotar				26	14	40	28	32	60	54	46	100		
29.	Mahugarh				28	17	45	29	26	55	57	43	100		
30.	Bedaur				20	15	35	5	10	15	25	25	50		
31.	Suwaon Kalan				11	17	28	46	47	93	57	64	121		
32.	Silahata				7	3	10	7	4	11	14	7	21		
33.	Gajaria				10	18	28	28	23	51	38	41	79		

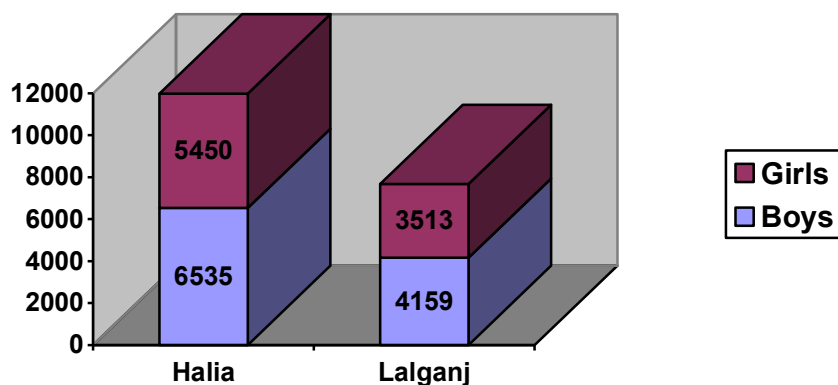
Sl. No.	Location of the primary school	Number of children continuing their education in											
		Class 3			Class 4			Class 5			Total		
		B	G	T	B	G	T	B	G	T	B	G	T
34.	Harsar				21	14	35	34	31	65	55	45	100
35.	Garbara							21	39	60	21	39	60
36.	Purwa Ausan Singh							27	13	40	27	13	40
37.	Kharihat Khurd							35	32	67	35	32	67
38.	Bhatwari							18	31	49	18	31	49
39.	Matihara							41	46	87	41	46	87
40.	Majhigawan							66	104	170	66	104	170
41.	Kota Shivpratap Singh							44	48	92	44	48	92
42.	Bhaktawa							28	41	69	28	41	69
43.	Sarahara Batauwa							28	11	39	28	11	39
44.	Baidha							46	32	78	46	32	78
45.	Pidaria							37	28	65	37	28	65
46.	Chak Kotar							45	29	74	45	29	74
	Total (Halia Block):	0	0	0	649	647	1296	2067	1875	3942	2716	2522	5238
	Lalganj Block												
1.	Kolkam	31	26	57	12	19	31	45	35	80	88	80	168
2.	Uska	10	21	31	19	19	38	31	41	72	60	81	141
3.	Patar Kalan	15	8	23	34	38	72	32	3	35	81	49	130
4.	Pachokhar	0	0	0	43	37	80	34	40	74	77	77	154
5.	Dubar Kalan	0	0	0	20	27	47	27	26	53	47	53	100
6.	Dubar Khurd	21	44	65	0	6	6	8	13	21	29	63	92
7.	Gadbad	10	7	17	70	58	128	26	34	60	106	99	205
8.	Chhiwlahwan	0	0	0	20	27	47	62	59	121	82	86	168
9.	Godar Khurd	11	7	18	18	39	57	9	13	22	38	59	97
10.	Rampur Wasit Ali	17	22	39	9	11	20	29	22	51	55	55	110
11.	Usari Khamaria	17	16	33	23	11	34	28	25	53	68	52	120
12.	Jaikar Khurd	0	0	0	9	16	25	40	42	82	49	58	107
13.	Manikpur	0	0	0	14	9	23	35	29	64	49	38	87
14.	Newadiha	7	6	13	5	5	10	23	21	44	35	32	67
15.	Mathurapur	0	0	0	0	0	0	1	8	9	1	8	9
16.	Panjara	20	24	44	0	6	6	48	27	75	68	57	125
17.	Kharihat Kalan	30	23	53	23	18	41	2	4	6	55	45	100
18.	Matiyari	12	11	23	14	16	30	23	16	39	49	43	92
19.	Mahularia	0	0	0	20	37	57	26	33	59	46	70	116
20.	Bastara Pandey	0	0	0	38	23	61	31	18	49	69	41	110
21.	Pura Kashinath	10	11	21	21	11	32	58	34	92	89	56	145
22.	Ranibari	0	0	0	14	5	19	14	23	37	28	28	56
23.	Majhiyar	0	0	0	34	44	78	44	44	88	78	88	166
24.	Bastara Raja	0	0	0	8	11	19	12	13	25	20	24	44
25.	Lalapur	0	0	0	32	14	46	17	20	37	49	34	83
26.	Mahular	18	1	19	11	3	14	18	7	25	47	11	58
27.	Urua	20	10	30	0	0	0	2	7	9	22	17	39
28.	Sonebarsa	0	0	0	0	0	0	15	6	21	15	6	21
29.	Kathwar	2	3	5	3	1	4	0	0	0	5	4	9

Sl. No.	Location of the primary school	Number of children continuing their education in											
		Class 3			Class 4			Class 5			Total		
		B	G	T	B	G	T	B	G	T	B	G	T
30.	Murghura	0	0	0	8	4	12	11	10	21	19	14	33
31.	Maa Saraswati Vidya Mandir	0	0	0	18	18	36	11	26	37	29	44	73
32.	Maina	0	0	0	0	0	0	13	11	24	13	11	24
33.	Dadari	0	0	0	0	0	0	14	6	20	14	6	20
34.	Baaripur	0	0	0	0	0	0	23	32	55	23	32	55
35.	Chafala	5	1	6	21	1	22	0	0	0	26	2	28
Total (Lalganj Block):		256	241	497	561	534	1095	812	748	1560	1629	1523	3152
Grand Total:		256	241	497	1210	1181	2391	2879	2623	5502	4345	4045	8390

Block-wise detail of children covered under CCSs

Block	Boys	Girls	Total
Halia	6535	5450	11985
Lalgaj	4159	3513	7672
Total:	10694	8963	19657

Graphical representation of number of children covered under CCSs



Number of dropout children

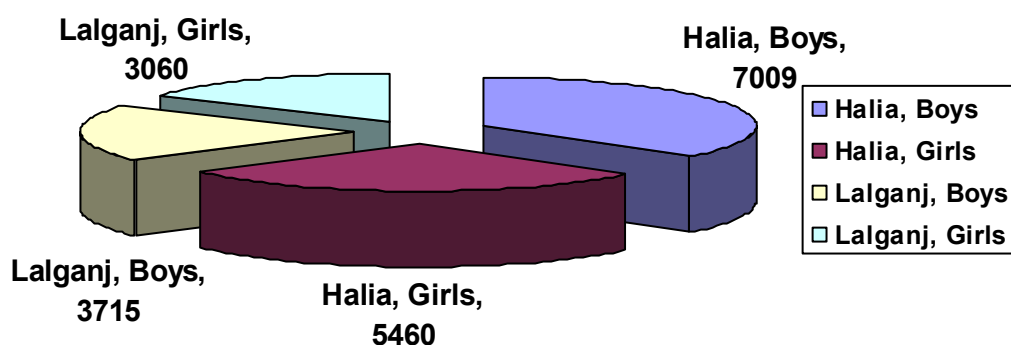
Block	Boys	Girls	Total
Halia	8	7	15
Lalganj	179	149	328
Total:	187	156	343

Situation of the children enrolled in government primary schools in class 1.

CREDA's staff and volunteers regularly contact personally and through village level meetings to the parents of the children enrolled in government primary schools in class 1, for continuing the education of the enrolled children and also check the dropouts through school visits and contact with the government school teachers. The detail of the present situation of these enrolled children is as under:

Year of enrolment	No. of children enrolled			Number of children continuing their education			Class currently studying in
	Boys	Girls	Total	Boys	Girls	Total	
Halia Block							
1998	1401	1095	2496	1374	1071	2445	7
1999	884	669	1553	864	656	1520	6
2000	1026	763	1789	1018	750	1768	5
2001	970	730	1700	964	727	1691	4
2002	1493	1175	2668	1485	1173	2658	3
2003	1315	1091	2406	1304	1083	2387	2
Total (Halia):	7089	5523	12612	7009	5460	12469	-
Lalganj Block							
1998	735	492	1227	701	473	1174	7
1999	623	502	1125	596	486	1082	6
2000	856	695	1551	833	683	1516	5
2001	569	474	1043	551	467	1018	4
2002	535	493	1028	515	482	997	3
2003	533	477	1010	519	469	988	2
Total (Lalganj):	3851	3133	6984	3715	3060	6775	-
Grand Total:	10940	8656	19596	10724	8520	19244	-

Graphical representation of No. of children continuing their education in primary schools



Children enrolled in year 2004

Block	No. of children enrolled			Number of children continuing their education			Class currently studying in
	Boys	Girls	Total	Boys	Girls	Total	
Halia	1141	977	2118	1141	977	2118	1
Lalganj	843	677	1520	843	677	1520	1
Total:	1984	1654	3638	1984	1654	3638	-

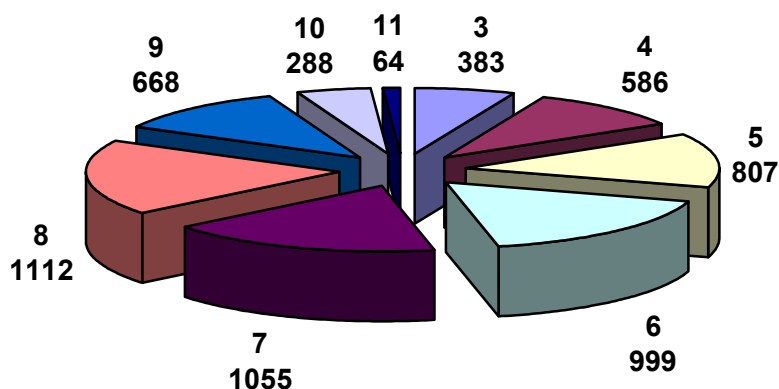
Situation of the dropped out children who were retained in government primary schools.

The following is the detail of present situation of the dropped out children who were retained in the government primary schools:

Sl. No.	Name of the School	Present class the retained children studying in									
		Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Std. 8	Std. 9	Std. 10	Std. 11	Total
	Halia Block										
1.	Primary School, Veerpur	20	30	40							90
2.	Primary School, Sonegarha	20	30	40							90
3.	Primary School, Bhaktawa	20	30	40							90
4.	Primary School, Mahugarh	20	30	40							90
5.	Primary School, Sothia Kalan	20	30	40							90
6.	Primary School, Kamaria	20	30	40							90
7.	Primary School, Ahugi Khurd	20	30	40							90
8.	Primary School, Kotar	20	30	40							90
9.	Primary School, Manigarha	20	30	40							90
10.	Primary School, Ahugi Kalan	20	30	40							90
11.	Primary School, Bedaur	20	30	40							90
12.	Primary School, Gurgee	20	30	40							90
13.	Sri Shivpratap Singh Inter College, Panwari Kalan				80	57	30	250	86	20	523
14.	Muni August Inter College, Halia				99	62	132	152	87	23	555
15.	Purva Madhyamik Vidyalaya, Majhigawan				32	30	76				138
16.	Adishakti Shiksha Sansthan, Adwa				75	60	96				231
17.	Purva Madhyamik Vidyalaya, Halia				40	40	65				145
18.	Purva Madhyamik Vidyalaya, Kota Shivpratap Singh				34	45	78				157
19.	Purva Madhyamik Vidyalaya, Pipra				65	85	95				245
20.	Purva Madhyamik Vidyalaya, Badoha				70	80	94				244
21.	Purva Madhyamik Vidyalaya, Sonegarha				105	120	94				319
	Total (Halia):	240	360	480	600	579	760	402	173	43	3637
	Lalganj Block										
1.	Primary School, Dubar Kalan-I	0	20	10							30
2.	Primary School, Uska	20	10	30							60
3.	Primary School, Rampur Vasit Ali	20	20	40							80
4.	Primary School, Godar Khurd	20	10	30							60
5.	Primary School, Mahular	20	10	10							40
6.	Primary School, Khaira Kalan	20	10	10							40
7.	Primary School, Sahira	20	30	20							70
8.	Primary School, Mahularia	0	40	40							80
9.	Primary School, Pachokhar	0	0	20							20

Sl. No.	Name of the School	Present class the retained children studying in									Total
		Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Std. 8	Std. 9	Std. 10	Std. 11	
10.	Primary School, Sonebarsa	10	27	46							83
11.	Primary School, Urua	13	29	41							83
12.	Primary School, Maina	0	20	10							30
13.	Primary School, Mahadev	0	0	20							20
14.	Purva Madhyamik Vidyalaya, Dubar	0	0	0	50	30	10				90
15.	Purva Madhyamik Vidyalaya, Rampur Vasit Ali	0	0	0	50	30	36				116
16.	Purva Madhyamik Vidyalaya, Mahularia	0	0	0	60	58	20				138
17.	Purva Madhyamik Vidyalaya, Jaikar Khurd	0	0	0	10	18	10				38
18.	Purva Madhyamik Vidyalaya, Dadari	0	0	0	0	10	29				39
19.	Janshakti Uchcharat Madhyamik Vidyalaya, Jagdishpur	0	0	0	0	20	28	35	15		98
20.	Sri Yadunandan Uchcharat Madhyamik Vidyalaya, Usari Khamaria	0	0	0	65	77	46	20	10		218
21.	Janta Janardan Shiksha Sadan Uchcharat Madhyamik Vidyalaya, Tilaon	0	0	0	50	73	40	39	20		222
22.	Maa Saraswati Vidya Mandir (Uchcha Madhyamik), Gadbad	0	0	0	29	21	31	29	0		110
23.	Brahmarshi Devraha Baba Inter College, Dubar	0	0	0	30	38	44	46	28	14	200
24.	Bapu Upraundh Inter College, Lalganj	0	0	0	25	40	38	53	28	7	191
25.	Uchcharat Madhyamik Vidyalaya, Madihan	0	0	0	30	61	20	44	14	0	169
Total (Lalganj):		143	226	327	399	476	352	266	115	21	2325
Grand Total:		383	586	807	999	1055	1112	668	288	64	5962

Graphical representation of number of children retained in schools



Follow up of the children who were covered under the local initiatives programme.

Under the local initiatives programme, 1500 children are continuing their education in primary and junior high schools. The detailed inventory is being prepared by 5 local initiatives NGOs.

Approaches of the follow up action.

CREDA has adopted the following approaches for continuation of the education of children and their regularity in school:

- Village child labour vigilance committees
- Mothers' group
- SHGs members
- Village volunteers
- Panchayat members
- CREDA staff
- Village level meetings
- Personal contact to family
- Child to child approach
- Contact with school teachers

The following issues were discussed in the village level meetings:

- Enrolment of the children.
- Progress of the enrolled children.
- Regular attendance of the children in schools.
- Special focus on girls' education and regularity of the girls in schools.
- Enrolment of the girls in government primary schools.
- Exploitation of the women in wage payment.
- Fundamental rights of the citizen.
- Situation of adolescent girls and their education.
- Tree plantation.
- Safe drinking water and personal hygiene.
- Use of existing resources.
- Discussion about poverty alleviation programmes.
- Issue of rural sanitation and maintenance of community wells and hand-pumps.
- Health and hygiene of children.
- Role and responsibilities of the panchayats.
- Importance of the grain banks.
- Formation of self-help groups and joint efforts to strengthen the community.

Close collaboration with primary schools, junior high school and high schools.

During the reporting period, project staff regularly contacted with the schools where 47,096 children mainstreamed and also need based support provided to school for quality education in terms of sitting mats, blackboard, chair, instructional materials, etc. and providing teachers in the schools to reduce the teacher-taught ratio. Following is the detail of volunteer teachers placed by CREDA in the schools:

Sl. No.	Name and location of schools	No. of volunteer teachers provided by CREDA
	Halia Block	
1.	A.S. Shiksha Sansthan (JHS), Adava Colony	01
2.	Purva Madhyamik Vidyalaya, Halia	02
3.	Muni August Higher Secondary School, Halia	02
4.	Purva Madhyamik Vidyalaya, Pipra	02
5.	Purva Madhyamik Vidyalaya, Badoha	02
6.	Purva Madhyamik Vidyalaya, Majhigawan	01
7.	Primary School, Barua	01
8.	Primary School, Ahugi Kalan	01
9.	Primary School, Teeta	01
10.	Primary School, Chuck Kotar	01
11.	Primary School, Manigarha	01
12.	Primary School, Umaria	01
13.	Primary School, Basuhara	01
14.	Primary School, Pipra	01
15.	Primary School, Bimauri	01
16.	Primary School, Sonegarha	01
17.	Primary School, Gadpada	01
18.	Primary School, Rajpur	01
19.	Primary School, Sikta	01
20.	Primary School, Hathera	01
21.	Primary School, Thotha	01
22.	Primary School, Badohi	01
23.	Primary School, Majhigawan	01
24.	Primary School, Dighia	01
25.	Primary School, Veerapur	01
26.	Primary School, Magarahwa	01
	Total (Halia):	30
	Lalganj Block	
1.	Primary School, Kolkam	01
2.	Primary School, Patar Kalan	01
3.	Primary School, Uska	01
4.	Primary School, Chhiwlahwan	01
5.	Primary School, Pachokhar	01
6.	Primary School, Jaikar Khurd	01
7.	Primary School, Mahularia	01
8.	Primary School, Gadbad	01
9.	Primary School, Dubar Kalan-II	01
10.	Primary School, Dubar Khurd	01

Sl. No.	Name and location of schools	No. of volunteer teachers provided by CREDA
11.	Purva Madhyamik Vidyalaya, Dadari	01
12.	Purva Madhyamik Vidyalaya, Mahularia	01
13.	Purva Madhyamik Vidyalaya,, Jaikar Kalan	01
14.	Purva Madhyamik Vidyalaya, Rampur Wasit Ali	01
15.	Purva Madhyamik Vidyalaya, Lahangpur	02
16.	Sri Yadunandan Uchcha Madhyamik Vidyalaya, Khamaria	01
17.	Janshakti Uchcha Madhyamik Vidyalaya, Jagdishpur	01
18.	Brahmarshi Devraha Baba Inter College, Dubar	01
	Total (Lalganj):	19
	Grand Total:	49

100 Child Labour Vigilance Committees are working in project areas.

The Village Child Labour Vigilance Committees held regular meetings. These committees played the following roles:

- Close involvement in monitoring, supervision and running of community cottage schools in target villages.
- Direct involvement in construction of school buildings.
- Holding of regular meetings in project villages.
- Ensuring the school enrolment and regular attendance of the enrolled children.
- Checking for the dropouts and retention of the children in project villages.
- Checking for the replacement of children in workplace.
- Sensitising and pressurising the employer of children to relieve the child workers and not to employ children.
- Maintaining close contacts with loom holders and local landlords.
- Sensitising the family, community and mothers' groups on enrolment of the non-school-going children.
- Close involvement with panchayat members on social mobilisation.

2. UNPLANNED ACHIEVEMENTS

♦ **Pulse Polio Campaign**

During the period under reporting, four rounds of Pulse Polio Campaign were organised on January 4, February 22, July 4, August 22, October 10, and November 21. CREDA staff and volunteers participated in the campaign in all the four rounds and were instrumental in getting polio drops administered to 7,125, 6,301, 7,058, 6,909, 6,490 and 6,882 children in the six rounds respectively. This was achieved by bringing the children to polio booths located at various government primary schools.

♦ **Audit**

The representative of S. R. Dinodia & Co., Chartered Accountants, New Delhi visited CREDA and audited the accounts of the project 'People's participation in getting children out of work and into school' for the year ending December, 2003.

- ♦ **Replacement checked**

As a result of community mobilisation and involvement of village volunteers, panchayats and staff of CREDA in the project areas, the replacement of children on workplace has almost stopped. This process and action significantly reduced the number of working children in the area. Because of stopping of replacement of child labours, gradually adult employment is increasing in cottage industry and farm sector.

- ♦ **Panchayats are more vigilant**

The panchayat representatives are taking much interest in keeping vigil against the employment of children in different sector particularly carpet and agriculture.

- ♦ **Migration of children to border villages checked**

Children to a greater extent have stopped going to work. This is the result of mass mobilisation and active role of vigilance committee members in the project villages.

- ♦ **Improvement in teachers attendance in government primary schools**

After observing the punctuality in community schools run by CREDA, the villagers have started questioning the absenteeism of government teachers in primary schools. They have started saying, "When CREDA community teachers are punctual and attentive in their schoolwork, why not you (government teachers), who are being paid four time more than CREDA community teachers". Significant improvement in teachers' attendance in government primary schools was observed all over the project area.

- ♦ **Mothers' attention towards their children**

The parents of child labours, especially mothers of these first generation learners are attentive towards homework of children. Some mothers say that they save kerosene so that children can use lamp in the night for doing class work.