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Educational Quality Improvement Program
Classrooms ▪ Schools ▪ Communities

Reaching and Educating At Risk Children (REACH India)

For the period of October 2006 to September 2007

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With:

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Annual Report – October 2006 - September 2007

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1.   List of Commonly used Acronyms

AADI: Action for Ability Development and Inclusion
AES: Alternative Education School
ASHA: Asha Association in Surguja for Human Advancement
BVA: Banwasi Vikas Ashram
CBSE: Central Board of Secondary Education
CEMD: Centre for Education Management & Development
CII: Confederation of Indian Industries
CLPOA: City Level Programme Of Action For Street And Working Children
CRS: Catholic Relief Services
CWD: Centre for Women's Development
CWSN: Children with Special Needs
DCB: Delhi Cantonment Board
DIET: District Institute(s) for Education and Training
DOE: Department of Education
ECE: Early Childhood Education
EQUIP: Educational Quality Improvement Program
FC: Foreign Contribution
FGD: Focused group discussions
GOI: Government of India
IIMPACT: An Indian Institute of Management alumni association
IPER: Institute Of Psychological & Educational Research
ISF: Indian Sponsor Foundation
IUCCA: Inter-University Centre for Astronomy and Astrophysics, Pune, India
JEPC: Jharkhand Education Project Council
JSWF: Jindal South West Foundation
LCS: Learning Classroom Series
LSS: Lokshakti Samajsevi Sanstha
M&E: Monitoring and Evaluation
MCD: Municipal Corporation of Delhi
MHRD: Ministry of Human resources development
MOU: Memorandum Of Understanding
MSCERT: Maharashtra State Council of Education Research and Training
NBJK: Nav Bharat Jagriti Kendra
NCERT: National Council for Education Research and Training
NCLP: National Children Labour Project
NDMC: New Delhi Municipal Corporation
NIAS: National Institute of advanced studies
OBC: Other Backward Caste
OD: Organizational Development
PMP: Performance Monitoring Plan
PTA: Parent Teacher Association
QE: Quality Education
QEAT: Quality of Education Assessment Tool
SARD: Society for all round development
SCERT: State Council of Education Research and Training
SHG: Self Help Group
SLD: Specific Learning Disability

SPSS: Statistical Package for Social Scientists
SSA: Sarva Shiksha Abhiyan (Indian equivalent of Education For All)
STCI: Save the Children India
STT: Student Tracking Tool
SVYM: Swami Vivekananda Youth Movement
TA: Technical Assistance
TLM: Teaching-Learning Materials
TRDC: Tropical Research & Development Centre
TTF: The Teacher Foundation
UEE: Universal Elementary Education
VCA: Vanvasi Chetna Ashram
VEC: Village Education Committee
VLC: Village Learning Center
WHO: World Health Organization

2.   Executive Summary

Reaching and Educating at-risk Children (REACH) India, funded by the United States Agency for International Development (USAID), aims to strengthen the capacity of Indian non-governmental organizations (NGOs) to contribute to achieving India's constitutionally-mandated goal of Universal Elementary Education. In order to contribute to this goal, REACH India provides selected NGOs with grant funding to implement projects defined by the terms of project proposals. In addition to grant funds, REACH India provides administrative and technical support to the organizations selected to receive grants.

The project area of REACH India comprises six regions of India, three urban (Delhi, Kolkata, Mumbai) and three rural (Jharkhand, Chhattisgarh, North Karnataka). The project aims to benefit 200,000 children through a variety of NGO interventions such as bridge courses for out of school children; coaching support for in-school children at-risk of dropping out; through teacher training and other means. Two types of grants are made to NGOs: direct service delivery grants for NGOs implementing projects themselves and capacity building grants for NGOs who, in turn, will select and provide capacity building assistance to another set of NGOs.

Beginning in September 2003 the project has passed through several, overlapping phases that have been reported on in prior six monthly and annual reports:

Phase 1: Project establishment—office, staffing, Advisory Board and Grant Selection Committee, development and approval of project procedures and methods;

Phase 2: Grant announcement, review and selection process begins; finalization of Project Monitoring Plan;

Phase 3: Grant selection process started in the first region; initial technical assistance workshops with NGO grantees conducted; project implementation by selected NGO partners begins; project monitoring and evaluation tools developed and/or modified including the individual student profile, the student tracking tool, the education quality checklist, and the organization development checklist;

Phase 4: Grantee selection process in additional regions; initial technical assistance workshops with NGO grantees conducted; technical assistance in quality education; financial management and organization development; REACH India national conference; production of film on REACH India; reviews of financial practices of grantees conducted followed by development and implementation of plans for improvement.

Phase 5: Start of the no-cost extension, budget cut and phase out period. Receiving of proposals for no-cost extension, discussion with each grantee regarding the benefits of the extension, revision of the budgets and finalization of the REACH India overall budget; continuation of the technical assistance; start of consolidation and documentation activities, and closing out of some of the grants.

By the beginning of this reporting period (October 2006), implementation was in full swing. In all, $9.4 million in grant funds were committed to 22 direct service delivery grantees, 11 capacity building grantees and 68 subgrantees. However, with the budget cut, the grant amount went down to $7.82 million.

The annual report will focus on the progress made by these grantees in implementing their projects, on the technical assistance provided to grantees via the REACH India project, on the monitoring and evaluation efforts, the impact of the budget cut and extension proposal reviews and the close-out of some of the grants.

As of July 31, 2007, the programs funded through REACH India have enrolled students through various educational interventions with Jharkhand and North Karnataka accounting for a greater number of the enrollees. Increased numbers of enrollees are also noted for the Delhi, Chhattisgarh and Kolkata regions. More students, 54,069, are enrolled in bridge courses (40.8%) run by NGO grantees, followed by in-school remediation programs which enroll 43,047 (32.5%) children; direct enrollment in formal schooling systems accounts for 15,524 (11.7%) of enrollments while Early Childhood Education (ECD)/Balwadi programs enrolled an additional 16,469 (12.4%).

The grantees have enrolled almost equal numbers of female, 66,203 (50.5%) and male, 64,945 (49.5%) students overall. This represents no change from the previous reporting period. Also, the trend witnessed in the prior reporting period continued as more girls were enrolled in bridge courses, 27,939 (52.1%) and in Specific Learning Disability (SLD) remediation programs, 699 (52.3%) whereas more boys are found in direct enrollment programs, 8,056 (51.9%) and in the Alternative Education Services (AES) programs for children with special needs, 1,245 (60.7%).

REACH funded interventions have demonstrated a continuously high rate of retention. In addition, data demonstrates that REACH India funded projects experienced a retention rate for mainstreamed children of 75% during Year 3 while the overall rate of retention increased to 87% as of July 31, 2007.

Eighty-three percent of the enrollees (190,561) are from a disadvantaged group with 34,738 children from a scheduled tribe (26.3%), 26,632 scheduled caste (20.2%) or 26,092 children from other backward castes (OBC) (19.8%) constituting the majority of enrollees. An examination within type of program reveals that ECE/Balwadis tend to serve 4,941 scheduled tribe (30%) children, general population 3,084 (18.7%) and minority, 2,835 (17.2%) students. Bridge courses serve more of the scheduled tribe, 14,671 (27.4%), scheduled castes 12,452 (23.3%) and OBC 10,914 (20.4%) students. Direct enrollment programs serve more scheduled caste 3,574 (23%) and similar numbers of OBC, 3,019 (19.4%), minority, 3,040 (19.6%), and general population, 3,173 (20.4%) students. Remediation programs serve more scheduled tribe, 12,647 (29.4%) and similar numbers of SC, OBC and general population students while SLD remediation programs serve general, 641 (47.9%) and scheduled caste, 384 (28.7%) students. Finally, AES program for students with special needs serve more OBC, 709 (34.6%) and general, 556 (27.1%) population students.

A slight majority, 75,605 (57.1%) of students served by REACH-funded interventions is from rural areas; this is a shift from the previous reporting period where programs that were reporting at that time were mainly in the urban areas. ECE/Balwadi, 10,161 (61.7%) and SLD remediation, 1,337 (100%) programs tend to serve more students in urban areas while rural area students are served by bridge courses, 31,606 (58.5%), direct enrollment, 8,756 (56.5%), and remediation programs, 27,447 (63.8%) and AES programs for students with special needs, 1,488 (73.5%).

The Quality Education Assessment Tool (QEAT), developed by REACH India, has been adapted by a few organizations like Save the Children India, Agasyta Foundation, IPER and others for conducting regular monitoring of their learning centers and formal school

interventions. The adapted tool has been useful for them to observe the classroom transaction processes, and the teachers, and for providing meaningful feedback and support by the organizations for the delivery of quality education.

Three kinds of technical assistance workshops were conducted for the NGOs: the Learning Classroom Series was completed in Kolkata and Mumbai; Institutional Capacity Building in Primary Education for NGOs in Jharkhand conducted by Nalanda, to help them to better serve as technical resources for their own REACH India supported projects, and increasingly for other clients as well; and for NGOs in Karnataka, a team fluent in Kannada, conducted workshops in order to build capacities of the NGO staff to identify and mainstream school drop outs in formal education through learning centers and in-school programs. In addition, workshops on development of Teaching Learning Materials (TLM) were held for the NGO partners in Mumbai, Kolkata and Delhi. The objectives of the workshops were to provide technical assistance to develop TLM and to reinforce learning of the LCS workshops.

Agastya and TRDC undertook an exposure visit to Naandi Foundation learning centers and the World Education supported Care National Child Labour Project (NCLP) School in Mahabubnagar, Andhra Pradesh. The objectives of this trip were to understand the approaches of Naandi and NCLP in fulfilling education needs of working children/child labor. An exposure visit was organized for the NGO partners from Jharkhand to visit the project site implemented by Nalanda Resource Center in Mehmoodabad district of Uttar Pradesh, where Nalanda is running 20 learning centers for the girls in the age group of 6-14 years.

Since the start of the REACH India interventions, 79% of the students have been mainstreamed into the formal schooling system. Of these, 17% were transitioned from a balwadi into formal school/full alternative schooling systems; another 81% were transitioned from a bridge course into formal school/full alternative systems; and 2% completed a special education intervention and were mainstreamed into formal school/full alternative systems.

An independent evaluation has been commissioned by REACH India to learn about the impact of the LCS. The evaluation will assess the improvement in the institutional capacity building of NGOs to deliver quality educational services, assess the immediate and intermediate outcomes and wherever possible, the impact of the LCS and explore other outcomes of the workshop series, including exemplary practices and substantial outcomes that merit further study and documentation.

The Monitoring and Evaluation team conducted training on the Student Tracking Tool (STT) for Naandi and its four subgrantees and for North Karnataka. From feedback obtained from grantee NGOs, it was found that 54% of the grantees are using the Student STT for tracking children enrolled in other education programs or for tracking beneficiaries of their other programs. Of these, 69% have adapted the tool to address other needs within their programs unrelated to REACH. Also, based on the feedback of grantee NGOs on the current student tracking tool, the M&E team is in the process of developing a revised and more user friendly version of the student tracking tool. The REACH India M&E team wrote a paper on "Ensuring retention and mainstreaming of vulnerable children in education programs". The paper highlights the role of the student tracking tool developed by the REACH M&E team in enhancing mainstreaming and retention of children in education programs.

Workshops on data analysis were conducted by the REACH staff at Mumbai, North Karnataka, Jharkhand and Delhi. The participants were familiarized with the levels of measurements, types of variables and qualities of variables and then familiarized with the process of organizing data for analysis in Microsoft Excel. Live data from the STT and from the QEAT were used to demonstrate how to analyze data using Excel.

These workshops and support mechanisms have added to the organizational and institutional development of the NGOs. The self administered Organizational Development (OD) checklist has demonstrated that 88% of the NGOs showed improvement over baseline with an average score for organizational achievement of 77.8% for year 2007. Overall the improvement is 36% over the baseline score of 57.1 percent.

With budget reductions and a no-cost extension of the project, the final year internal budgets and NGO budgets were revised. NGO projects for extension and budget cuts were reviewed and grant modification letters issued. The continuous slowdown of the US economy and the general strengthening of the Indian Rupee reduced the exchange rate from approximately INR 45 to INR 40 per USD in mid 2007. This has adversely affected the already thin margins available in the Grants and Administrative budgets. There was also a sharp decline in the reserve created from past exchange rate gains. REACH India also went through an audit mandated by AIR, a statutory audit and a financial review by USAID.

A close-out checklist, which is the single point of reference for close out activities for the grantees, has been put together. It includes things-to-do, documents and reports to obtain, different methods of calculations to cross check grantees financial reports, and backups of accounting software. The finance team visited Prayas, CEMD, AADI, CINI Asha, Vikramshila, Digdarshika and Badlao Foundation which had not opted for the no-cost extension, and conducted the final financial review, reconciled the accounts, collected all relevant documents and arrived at a figure of allowable expenses which will be reimbursed to them.

A decision was taken to shift all grantees from an advance based to a reimbursement based system for their last quarter of operation. This was essential in order to avoid recalling of unspent funds in case of underutilization by the grantee organization. This decision was initially applied to organizations where the project closed out in August 2007 and facilitated streamlining the close-out process. As a number of grantees working with REACH India are small, grassroots NGOs, REACH India gave them the flexibility to ask for monthly reimbursements.

Owing to an incorrect interpretation of the rules by the municipal corporation, the REACH India office was sealed in November. The REACH team had with foresight, relocated office equipment, records and other things required in the day-to-day functioning of the office. The office continued to function from staffs' homes. After regular follow-up with the Supreme Court and Municipal Corporation of Delhi, the office was unsealed after four months in January 2007 on grounds of REACH/AIR being registered as a not-for-profit organization.

The lease agreement for the office expired on September 15, 2007. Thereafter, due to increased market rent and budget constraints, it was agreed to accommodate the entire staff on one floor instead of the existing two floors. Accordingly, the office lease was also renewed for only the third floor. Meanwhile, several office staff left the project including

the COP, the Quality Education Specialist, a Finance and Grants Officer and the Training Specialist. A new Communication and Dissemination officer was hired.

3.   Introduction

REACH India is a project funded by the United States Agency for International Development (USAID) that aims to improve access of vulnerable children to quality basic education. The project complements the Government of India's Sarva Shiksha Abhiyan, a key component of the Universal Elementary Education (UEE) program.

The project provides grants and technical assistance to NGOs to address the basic education needs of at-risk children -- defined for this purpose as children (especially girls), from 4 to 14 years of age, who are either out of school or are in school but in danger of dropping out. This is done by:

- Strengthening NGOs to scale up delivery of educational services to out-of-school children and improve the quality of education in schools
- Building the capacity of smaller NGOs to do likewise

REACH India provides two types of grants:

- Direct Service Delivery Grants: to NGOs for direct delivery of educational services to vulnerable children in formal and alternative educational programs.
- Capacity Building Support Grants: to enable NGOs to mentor and support grassroots NGOs in providing basic education services to vulnerable children in formal and alternative educational programs. Organizations receiving Capacity Building Support Grants help selected grassroots NGOs in two ways: a) Give them sub-grants to implement the grassroots NGOs' educational programs; and b) Use their expertise and experience to boost the capabilities of grassroots NGOs and local educational systems.

The direct and indirect outcome of REACH India is the delivery of educational services to vulnerable out-of-school (and vulnerable in-school) children and the essential measure of that outcome is the numbers of children, especially girls, to have received these services. The project aims to benefit 200,000 children through a variety of NGO interventions such as bridge courses for out of school children, and coaching support for in-school children at-risk of dropping out through teacher training and other means.

Other objectives are promoted via the project include:
- Promoting the adoption of best practices within the NGO and educational communities.
- Encouraging stronger and more complementary relationships between NGOs and government in promoting Universal Elementary Education (UEE) objectives.
- Encouraging strengthened supportive and resource networks among NGOs to address issues pertaining to the achievement of UEE.

The first region to be given a grant was Delhi and the NGOs began implementation in October 2004, while the last was Northern Karnataka, which began implementation in November 2005.

4. Achievements

- Projects are meeting or exceeding their targets. As of July 31, 2007, the total enrollment of children in the NGO run education intervention and of direct enrollment in the formal schooling system exceeded its target.
- Retention rate for mainstreamed children who completed two years in formal schools stood at 75% and was 82% for children who completed one year of mainstreaming. Projects are serving the targeted populations of SC, ST, OBC and other minority groups: 83% of the enrollees are from a disadvantaged group with children from a scheduled tribe (26.3%), scheduled caste (20.2%) or other backward castes (OBC) (19.8%) constituting the majority of enrollees.
- Since the start of the REACH India interventions, 79% of the students have been mainstreamed into the formal schooling system.
- AADI is working closely with the Delhi government on drafting policies, developing modules and training teachers on inclusive education and issues of disabilities. They have been allocated 25 schools by the Delhi government for whole school development, a project similar to REACH India.
- Manovikas Kendra and Ummeed have been invited to write for the Government of India newsletter on Inclusive Education (IE) and participate in the GoI internal national workshop on Inclusive Education.
- The self-administered OD checklist has demonstrated that 88% of the NGOs showed improvement over baseline with an average score for organizational achievement of 77.8% for the year 2007. Overall the improvement is 36% over the baseline score of 57.1 percent.
- Of all the grantee NGOs using the student tracking tool, 54% of the grantees are using the STT for tracking children enrolled in other education programs or for tracking beneficiaries of their other programs. Of these, 69% have adapted the tool to address other needs within their programs unrelated to REACH
- A close-out checklist, which is the single point of reference for close out activities for the grantees, has been put together. It includes things-to-do, documents and reports to obtain, different methods of calculations to cross check grantees financial reports, backups of accounting software to take etc.

5. Project Update – Progress against objective

With a target of reaching out to more than 200,000 at-risk children, a limited time frame of four and a half years and a wide coverage of six regions across the country, REACH India disbursed funds to 22 Direct grantees, 10 Capacity Building grantees and 68 subgrantees.

i. Delivery of educational services and interventions

A total of 98[1] NGOs are at present working to fulfill the aim of the REACH India project. To do so, they are making use of various kinds of educational interventions – direct enrollment, balwadis, bridge courses, remediation, special education etc.

Apart from the center based education delivery, the process of strengthening the delivery mode i.e. the teachers, is also being pursued by all the NGOs through extensive teacher trainings.

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[1] The grant to LSS and a subgrantees of SVYM has been terminated and the grant to Katha ended in March 2007 thus bringing the number of NGOs to 98 from 101.

Table A — Regional Interventions

The table below shows the distribution of these various interventions in the 6 target regions.

Region	Number of centres					Region wise Total
	Balwadi	Bridge	Direct enrollment	Remediation	Special education centres for disabled children	
Delhi	6	179	26	63	5	279
Jharkhand	131	423	10	15	0	579
Kolkata	16	121	122	204	21	484
Chhattisgarh	6	26	0	169	374	575
Mumbai	131	25	1	123	0	280
North Karnataka	0	172	93	428	0	693
Total	290	946	252	1002	400	2890

Table A 1 — No. of children enrolled by region by program

Region	Type of education program					Region wise total
	Balwadi	Bridge	Direct enrolment	Remediation	Special education centres for disabled children	
Delhi	505	15,658	2,257	396	563	19,379
Jharkhand	5,889	23,574	0	1,005	0	30,468
Kolkata	1,435	6,169	4,106	10,140	0	21,850
Chhattisgarh	316	2,035	1,153	15,744	1,488	20,736
Mumbai	8,324	611	410	6,398	0	15,743
North Karnataka	0	6,022	7,598	10,701	0	24,321
Total	16,469	54,069	15,524	44,384	2,051	132,497

a. Direct Enrollment

As the ultimate aim of all the interventions is to mainstream children into a formal schooling system, all the NGOs are attempting to ensure mainstreaming into the formal system directly or after balwadis or bridge courses. Direct enrollment is done by mobilizing the community and encouraging parents through various ways to send their children to school.

As of July 31, 2007, a total of 15,524 children were directly enrolled in 252 formal schools in all the regions by 23 NGOs: AADI, Disha, Katha, and Abhas (a Prayas subgrantee) in Delhi, CWD in Jharkhand, Sanlaap, 5 CLPOA subgrantees (Garden Reach Slum Development, Jaya Prakash Institute of Social Change, Paschim Banga Krira-o-Jankalyan Parishad, Right Track, and Tomorrow's Foundation) and 4 Vikramshila subgrantees (Anandan, Banga Education Society, Disha and Humanity Association) in Kolkata, Sahaara in Mumbai and 7 SVYM subgrantees (SEVA, POWER, BIRDS, SNEHA, Bhoruka Charitable Trust, Abhivruddhi, and READS).

In March 2007, AADI helped with the campaign for admission in Nand Nagri, Sriniwaspuri and Zeenat Mahal area. The new Principal in Rani Jhansi School proposed that a rally should be held where teachers and students would participate to spread awareness about the admission onset. Thus, the rally was held and this was highly appreciated by the people in the community. The school continued to receive enquiries for admission long after the admission period had got closed. The DISHA team told the parents about the resources and documents required for mainstreaming, and the requirement of the presence of both or one parent during the process of mainstreaming. Some community members played a key role during admission as they personally accompanied mothers to the school and got the children admitted. Sahaara receives the names and details of children released from remand homes from the probation department. From July 2007, they received the names of released children from the Child Welfare Committee. After receiving these names, the children were tracked and motivated to continue education in formal school in their vicinity.

b. Balwadis

As the name suggests, Balwadis are classes held for young children (young children are called 'Bal' or 'Balak')

These classes are similar to play schools, pre-nursery and nursery classes which are held in private

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Excerpts from a visit to Balwadis in Torpa Block, Ranchi District

At Jiblaong, the Balwadi is being run in a CWD owned Bal Bhawan. The teacher is a native of the Jiblaong village itself.

There were about 25 students, including a few older children also – mostly siblings and visiting cousins who were curious about school. The first thing that strikes you is the students' art hanging all over the walls and ceiling thus signifying the active participation of all the children. The children were actively taking part in interactive song and dance and appeared genuinely happy to be in school. They were very vocal and were enjoying their classes very intricately woven around the native songs and dances.

The teacher appeared to be a trained one and was making use of the TLMs. The classroom was full of Teaching Learning Materials (TLMs), a cheerful inviting place; for sure tempting the children to keep coming everyday.

All the TLMs required for that particular day were neatly laid out to be used. The Balwadi had a trunk (big suitcase) to keep the TLMs safe for longer period of time.

Local TLM

schools. Their aim is to introduce children to formal education and thus encourage enrollment. The focus of these classes is to teach the basics, to inculcate discipline and thus make them ready for formal schools. This ensures that they develop a liking and interest for education and attending school, since the push and the motivation for schooling may not necessarily come from their parents, who, in most cases, are illiterate and out of the house earning livelihood. Balwadis accept students between the age group of 3 – 6 years.

As they say if you want to make a change catch them young! This is the philosophy behind the 'Balwadis'. Balwadis cater to the children who are at the right age to be introduced to the formal school.

In this project, a total of 290 Balwadis are running in 2 rural regions of Jharkhand and Chhattisgarh and 3 urban regions of Delhi, Kolkata and Mumbai. The organizations running these balwadis are Katha and SARD in Delhi, Badlao and CWD in Jharkhand, Vikramshila (4 subgrantees) in Kolkata, Aasha in Chhattisgarh and STCI and Sahaara in Mumbai. These organizations succeeded in mainstreaming 5554 children into formal schools this year.

Of the 11 organizations running Balwadis, CWD is one organization that focuses only on Balwadis. They run 55 Balwadis in the 2 blocks of Ranchi district – Rania and Torpa. Out of these 20 were started with the help of REACH India whereas the other 35 already existed, but became fully functional with support from REACH India.

The operational areas of CWD are two of the most backward blocks with no electricity supply and no electronic means of communication. Barter system is still used to procure the daily necessities. These regions also face the wrath of communist activities as is the case with the rest of the state. Wild elephants further add to the problems by causing destruction. Add to it the distances between these two blocks and the picture becomes more obtuse and thus makes it a far more difficult region for monitoring, execution and implementation.

Facing these obstacles, CWD has been running these classes for the children. To ensure smooth functioning, they worked to gain support of the community through workshops, awareness rallies, dramas etc; as a result of which a large number of classes are being held in the houses and the community space that is provided by the village governing bodies.

c.   Remediation Centers

These centers are organized for the in-school children who have been enrolled either directly, from Balwadis or from a Bridge Course to formal school.

If Bridge course helps in preparing the children for formal schools, the remediation centers help them to cope with the academic requirements of the school. These centers are run before and after school hours and are usually of two hours duration. Remedial teaching is designed to cater to the needs of children who are unable to keep pace with the teaching-learning process in a normal classroom and/or are first generation learners and thus may drop out in absence of any support from home. Add to this the newness of the environment and they become vulnerable to dropping out at a slightest provocation, such as teachers' reprimands, language barrier etc.

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It is here that the remediation centers help. They provide academic, moral and social support to the at-risk child and thus strengthen the child's confidence.

Under the REACH India project, 44,384 children received remediation support thus showing the importance of this intervention. In essence, remediation centers form the backbone of the entire project. It is with the help of remedial teaching that it is possible to keep the newly enrolled children from dropping out and thus making all the other interventions worthwhile and successful.

Almost all the REACH India partners have included remediation as a part of their overall strategy thus strengthening their other interventions. These include Deepalaya (6 subgrantees), Katha, SARD and Prayas (4 subgrantees) in Delhi, CWD in Jharkhand, CINI-ASHA (12 subgrantees), CLPOA (5 sub-grantees), Manovikas Kendra (for Specific Learning Disabilities), Sanlaap, and Vikramshila (5 subgrantees) in Kolkata, Aasha, Naandi (and its 4 subgrantees) and VCA in Chhattisgarh, Doorstep, Sahaara, STCI, Shelter Don Bosco, and Ummeed in Mumbai, and Akshara (7 subgrantees), SVYM (8 subgrantees) and TRDC in Karnataka.

Out of the 62 organizations that are running remediation centres, Door Step Mumbai is the only NGO which is running only remediation centers. Under the REACH project, it is running 10 centers in 6 urban slum communities. Their strategy has been to support in-school children and reduce the drop-out rate. To ensure this, they trained their teachers before starting the centers. The teachers were made aware of the level of the students' learning, their school curriculum, and were prepared to start off from the point that the children had reached in school. This enabled the children to face their first term exams with more confidence even though the remediation classes had started after the beginning of the academic session.

As the success of a remediation center depends not only on academic support but also on social and moral support, constant efforts were made to develop a rapport with the parents and the community. During this reporting period, several motivational camps, awareness rallies, competitions, festival celebrations, exposure visits and parent teacher meetings were organized to build the confidence level of children and that of the parents. The results are very encouraging; 44 students from these centers placed among the top five scorers in their respective classes in school.

Here are two examples of remedial classes run by Sahaara, Mumbai and Manovikas Kendra, Kolkata.

| Sahaara, Mumbai works with children in Remand Homes.

These children do go to school but because of the lack of any support are not able to do well in schools and are at major risk of dropping out. Sahaara by way of networking and showing keenness for working for these children has been able to obtain permission from the government authorities to teach them within the Remand Homes Premises. This was a major feat since the government in the past has not been very open to such an idea and didn't want anyone to interfere in their functioning.

Initially the classes would be held in dormitories as they were not allotted any rooms but now they have managed to get some rooms made available to them in almost all the remand homes. This has helped to a great extent as classes can now be held without any disturbance and distraction, thus increasing the quality of education.

Permission to conduct these classes has to be given every year; Sahaara has obtained permission for the current academic year 2007-2008 and coaching a new batch of children together with children from last year.

Manovikas Kendra, Kolkata also runs remediation classes. But these are different from others in two respects – one they are run within the government formal schools itself (SARD is the only other NGO doing this) and the other is that they teach selected children – children with Specific Learning Disabilities (SLD).

Manovikas Kendra due to its background in dealing with disabilities of various kinds decided to conduct remedial classes for children with Specific Learning Disabilities (SLD). These children are at maximum risk of dropping out because of not being able to cope up with the academic requirements by virtue of being slow learners.

They collaborated with the government schools and in consultation with the school teachers selected the children and started these classes in the school premises itself. Initially they assigned some of their teachers to the schools; at the same time they also trained school teachers to enable them to deal with these children.

The program has been very effective and 82% of the selected students transitioned to the next class.

d.   Bridge Course

An intervention which enables learners to develop their competency levels as per their age through a condensed curriculum, in a short duration i.e. help the learners bridge the gap between them and their peers who have been attending school, are referred to as Bridge Courses.[2]

The Bridge course also prepares the children to cope with the demands of the formal school system.

A look at the over all picture (Refer to Table 1) shows that the Bridge Course is the second largest intervention.

REACH India is running 946 Bridge Course Centers. The total number of children enrolled in Bridge Course Centres is 52,069 children (as of July 2007) which is 40.8 % of the total

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[2] Bridge Course makes use of strategies that have been designed for preparing out of school children to join the formal schools and be better adjusted to the school environment. The strategy enables the learners to achieve the competencies appropriate for their age in a short period, during which the children are allowed to learn at their own pace.

enrollment in all the interventions. Of these 29,550 children were mainstreamed during this year into formal schools. In all, a total of 51 NGOs (Disha, Sard, Katha, Deepalaya subgrantees, Prayas subgrantees, Badlao, NBJK subgrantees, BVA, IPER, CINI Asha subgrantees, VCA, Aasha, Shelter Don Bosco, Agastya, Akshara subgrantees and TRDC) are running bridge centers in this project. Though all the six regions have a share, the rural regions have an upper hand as the number of centres is double in rural areas compared to the urban areas. (621 centers together in Jharkhand, Chhattisgarh and N. Karnataka and 325 centers together in Delhi, Mumbai and Kolkata). The project has invested in 'Bridge Courses' heavily in the form of centers, teachers, tracking, monitoring, mainstreaming etc.

As a direct consequence the number of children being reached out through bridge course is more in rural areas then in urban areas. This fact implies that in our programme there is a larger number of out of school children from rural areas.

In Delhi, a total of 15,658 children were enrolled in the bridge courses run by two of the capacity building grantees (Deepalaya and Prayas) and three direct grantees (Disha, SARD and Katha)

Apart form preparing the out-of-school and drop-out children for formal schools, Disha is also working with children enrolled in the National Institute of Open Schooling.

Deepalaya proved that vigilant monitoring produces results. They were running 102 centers and were able to mainstream a much higher number of students than targeted.

In Mumbai, only Shelter Don Bosco is running Bridge Course Centers (26).

Banwasi Vikas Ashram (BVA), Jharkhand is the only residential bridge course in the entire REACH India network. It is helping to prepare out of school adolescent tribal girls for mainstreaming in formal schools through their bridge course. But their Bridge course is special as it is a residential bridge course wherein the girls are helped not only to 'bridge' the gap in their academic profile but also to become better equipped to manage their lives.

Based on the belief that 'each educated girl can in turn educate a family and hence the entire next generation', BVA has successfully managed 5 academic sessions of the residential bridge course for adolescent disadvantaged girls. UNICEF supported 2 sessions (2002–2004) and currently REACH India is supporting three more consecutive sessions (2004–2007).

The bridge school has a capacity of 100 girls for each academic session and has a duration of 11 months (from November to October).

During the one year session these girls are made to complete primary schooling based on minimum levels of learning. Then adequate measures are taken for mainstreaming them to formal schools at age appropriate levels.

The girls who join this school have either never been to a school or had dropped out due to peer pressure or parental expectations or financial problems and thus all of them are at different levels of knowledge, education and competencies. The course curriculum has been designed keeping this difference in mind and teaching is multi-grade and multi-level. The course so designed is able to cover the competencies from grade I to grade V in a single academic session. At the end of each session the organization tries to mainstream as many girls as possible into formal schools.

The atmosphere of the entire school is pleasing. The classrooms are very different form the usual classrooms – a treat for the eyes; painted in vibrant bright colors, full of various kinds of teaching learning material in the form of posters, wall hangings, interesting facts depicted in simple manner plastered all around the room, quotes and sayings written on the walls, a wall magazine, written, edited and managed by the students and highly motivated teachers.

Intensive course curriculum based on Minimum Level of Learning as approved by NCERT is used in this residential school with life skills and personality development inputs to inculcate leadership and self confidence among the girls.

Teachers make use of innovative methodologies to explain difficult concepts – role play, local TLMs, individual attention etc.

The entire atmosphere of the school is very cheerful and inviting.

So far the school has recorded satisfactory progress of girls – an average of 97% girls successfully complete the one year primary level bridge course and about 74% of girls have been transitioned into upper primary schools.

To supplement the bridge course, BVA engages in regular health checkups, assessment of children before and after the session, a series of co-curricular activities and exposure visits, imparting of certain vocational skills such as short courses in tailoring, embroidery, knitting and handicrafts, concurrent to bridge course schooling, regular sensitization of parents for mainstreaming of these children into formal education.

Through this BVA, has been able to make visible changes in the lives of 500 girls.

The project has significantly improved the girls' literacy rate and overall educational status in the 40 targeted villages.

The bridge school has been so successful that JEPC (Jharkhand Education Council) invited BVA to share their lesson's learned and experience and the result is a full-fledged Training Module for Bridge Course Schooling (non residential). This module is now being used to provide training to Master Trainers, Block Master Trainers and Bridge Camp Instructors.

Banwasi Vikas Ashram's Bridge School in Jharkhand

ii. Working with government schools

Working towards the realization of UEE goals entails the development of strong linkages with the government system at different levels. Many of the REACH grantees have attempted to establish linkages with government, working directly with the government schools to improve their overall functioning and quality. It is recognized that unless the quality of the government school system improves considerably in the near future, the gains made by the REACH intervention are likely to be lost, as many children may find it difficult to cope with the transition. To do this, there is a need to build the capacity of the all the major players – policy makers, implementers, head teachers and teachers. Of these, though each is important, a lot depends on the teacher.

The teacher is the most important link in the teaching process; understanding their importance, all the NGOs are interacting with them in various ways. Teacher Training, motivational camps, support in every day routine are some of the areas where NGOs are working actively in all the regions.

In the REACH India project, 18 primary grantees are working with the formal schools in various capacities – training teachers, head teachers, administrators; designing teaching modules, specific TLMs etc.

These 18 organizations are: In Delhi, AADI, CEMD, SARD; in Jharkhand, CWD; in Chhattisgarh, Digdarshika's subgrantees, Naandi and its subgrantees, VCA; in Kolkata, Vikramshila's one subgrantee Samya Samaj, Manovikas Kendra, IPER; in Karnataka, SVYM's subgrantees, Teacher Foundation, Akshara's subgrantees, TRDC, Agastya; in Mumbai, Save the children, Avehi Abacus, Ummeed. Thus, in all, a total of 39 REACH India NGOs are working with the formal system.

All these organizations are providing teacher training in different areas and on various issues and topics.

In Delhi, three out of six NGOs are working with government schools. AADI is working in five schools allotted to them by the Delhi Government; their focus is on integrating the issues and concerns of children with developmental disabilities, with the concerns of school development as a whole. To do so they designed and conducted a formal five-day need based training module for the TGT & PGT teachers of the five schools. The module was based on the needs expressed as well as elicited from the teachers during various meetings and daily interventions. In addition to the formal trainings, a number of informal trainings took place during the daily visits to the schools. In addition, orientation programs were conducted for all government teachers in charge of the IEDC Scheme in one of the districts of Delhi and a sensitization module on Inclusive Education was done for 90 MCD school teachers, as part of the in-service training of MCD assistant teachers.

CEMD works on the ideology that to ensure the retention of mainstreamed children and to improve the quality of education in schools it is imperative that the government at all the levels work towards the joint goal of universal elementary education.

To promote this ideology, CEMD worked with the UEE mission to build their capacity to plan, implement and monitor the UEE goals, by working with mainstream administrators in the Education Department of Delhi and the Municipal Corporation of Delhi (MCD). They also conducted a five day course for Administrators in Education Leadership for 20 officials of the Delhi state government, of the level of Director, Additional Director, Deputy Education Officer, Assistant Education Officer and School Inspector nominated by the commissioner's office. The five day course was designed to cover aspects of

leadership, communication, team building, total quality management and change management; a course had also been designed for Administrators in Education Leadership. In addition, they conducted orientation training for teacher supervision for 100 newly appointed MCD school principals of South West B (SWB) district; conducted a two day capacity building training on communication and personal effectiveness for leadership for 150 principals of Directorate of Education at the request of SCERT and SSA; and conducted a student leadership development program for 66 girl student leaders of 5 government schools and prepared a Student Leadership Development Manual.

In Kolkata, IPER conducted trainings for formal school teachers on communication and motivation and child development. After attending the REACH TLM workshop, IPER conducted a similar training of the formal school teachers in TLMs. This workshop, held in July, was a big help to formal school teachers for spending their SSA grant of Rs. 500/- per teacher for TLMs.

In Karnataka, all the five grantee partners are working closely with the government schools and providing training to teachers on various issues/topics. Though TTF and SVYM are doing training as per a signed MOU with SSA and Education Department respectively, the other three, TRDC, Akshara and Agastya are also providing training to government school teachers.

SVYM organized teacher motivation workshops on positive reinforcement; and has trained 908 teachers in the past one year; TRDC trained 88 formal school teachers on child rights; Agastya conducted teacher training programs for 73 teachers in science and model making. The training was based on the school syllabus, and covered communication, motivation and child development. They also conducted a training of the formal school teachers in TLMs and on science after attending the REACH supported one. This workshop helped the formal schools to allocate the Rs. 500 per teacher provided by SSA for TLMs and models and build capacity.

TTF trained not only the government school teachers but also the head teachers in 5 regions of Karnataka – Yadgiri, Raichur, Mysore, Mangalore and Bangalore. They have developed a working relationship and rapport with the local education officers such as Deputy Director of Public Instruction, DIET Principal, Deputy Project Coordinator, Block Education Officer, Block Resource Coordinator, Block Resource Person, as well as with some of the Government teachers and heads in each of the regions.

The Teacher Foundation (TTF) provided three kinds of training this year –

- Sustained Teacher Development Program for Teachers, under which 300 teachers were trained from the two regions-Yadgiri and Raichur during 2006–2007.
- Supportive Headship Training Program for the Heads of Schools training 73 heads of participating schools from the two regions.
- School Based Support for teachers (to help transference of learning's from the workshops into effective classroom practices by providing one-on-one support).

They also hold 'General Workshops' for teachers who are not part of the Sustained Teacher Development Program. These are one-off workshops that provide focused, but brief inputs on specific aspects of teaching practice e.g. techniques to foster collaborative learning in the classrooms, designing of teaching aids and resources. Two such workshops have been conducted for 2 groups of teachers, one each in Yadgiri and Raichur.

Apart from providing teacher training, some of the organizations are working within the schools itself.

SARD, Delhi and Manovikas Kendra, Kolkata both have made their presence felt in the government schools in different ways:

SARD has set up cluster resource centres in five government schools called Anandayi Kaksh (Joyful Classrooms). These classrooms are used for teaching children unable to cope with their school work and have also been equipped to act as a resource centre for the school teachers. Monthly trainings were conducted for the teachers to build their capacity in quality education. These trainings addressed various topics such as principles of child development, best teaching practices, concept of language, effective classroom pedagogy, subject specific teaching, group learning. Regular workshops were held on the subject of life skills, child rights, TLM development etc. Teachers, head teachers as well as education officials participated in the trainings and workshops. SARD and MCD also organized various events such as Bal Melas, jointly. The government teachers voluntarily contributed Rs. 500/- for the TLM workshop and the fund was utilized for obtaining raw materials for developing TLM during the workshop.

Manovikas Kendra holds remedial classes for slow learners on school premises after school hours. The core activity continued for the more than 900 students in 21 partner schools and enhancement of quality of remedial teaching program through transfer of new ideas and skills learnt from the workshops conducted by REACH India. The program was very effective and 82% of the selected students transitioned to the next class. Interactive sessions were held with parents, and siblings and this helped inject educational awareness through a lighter vein.

Teaching modules, curricula have been designed by other NGOs such as:

In Mumbai, Avehi Abacus continued with implementing the Sangati kit in the 900 government schools. *Sangati* is a three-year foundation course package, comprised of a series of 6 teaching-learning kits with interlinked themes. It received feedback from students and teachers of Standard V on the Sangati program and how it had contributed to the teaching-learning process, and collated the data. The feedback revealed that the teachers as well as the children enjoyed the program and appreciated the visual aids, the various methodologies used while conducting the sessions. Moreover the teachers felt that teaching science became simpler since the content and methods of the Sangati sessions were easy for the students to understand. In order to implement this curriculum properly and also to give further ideas to the government school teachers to teach Sangati and also the other normal school curriculum, a two-year course of pre-service training for schoolteachers was designed and used to train teachers

Sangati was also implemented in 18 schools for the mentally challenged children, adapted to suit the needs of these children. According to the teachers the emphasis on games, stories and group activities contributes to eliciting children's participation. These activities further assist in improving their memory, and enhance their motor and language skills.

The Sangati team also made school visits for interaction with teachers and sought approval from Deputy Municipal Commissioner and Public Private Partnership Cell to continue implementation of Sangati for academic year 2007-2008 (July 2007). The liaison meetings continued. Certificates were distributed to the teachers who had implemented Sangati during the last academic year. This was a token of appreciation for the teachers' involvement and motivation for them to enhance their performance.

Under Akshara Foundation's program in Karnataka, books were designed to focus on enhancing the ability of "Reading, Writing and doing simple mathematical operations". Village Report cards were also used by the sub grantees. Akshara has designed 'Syllabus based' cards for Class 2 to Class 7. These cards are the supportive material to the academic syllabus a child requires for reading in school. Subject experts from Government schools have contributed their knowledge. These cards are focused on 'Competency' appropriate to class. So far 717 cards have been designed.

Certain others have gone ahead and are supporting the government schooling system directly, such as:

CWD, Jharkhand by providing an 'additional teacher' to ten government schools which were earlier 'single teacher schools'.

iii. Working with parents and communities

Most partners have attempted to create greater awareness among parents and the community on the need for children to be educated as well as involving parents in the learning successes of their children. Some have also attempted to strengthen PTAs, and other school committees and linking up with local bodies.

In all the six regions, several rounds of meetings and discussions were held with community and parents, underlining the issues of importance of education, regular attendance, mainstreaming of children in formal schools, resources and documents required for admission, presence of both or one parent during the process, running of learning centres within the community, motivating parents to send their child to remedial classes, enrollment of older, working and out of school children in alternative education classes, to prepare them for taking the National Institute of Open Schooling (NIOS) examination etc.

In Delhi, Deepalaya, SARD, Prayas and Disha made the above mentioned efforts.

The results were significant; In Delhi, Deepalaya and its sub grantees were able to procure community area (Basti Vikas Kendra) for running their centres; Disha was able to motivate the community enough for some of them to accompany mothers to the school for children's admission.

Other then that, open discussions were held regarding the problems of children in regular schools after mainstreaming, parents and community got actively involved in school meetings, and community watch groups were set up for keeping a tab on attendance of children in schools.

Meetings were also organized with parents to help them deal with problems faced before and after mainstreaming. In order to interact with the parents of children with irregular school attendance, regular home visits were made. These visits further strengthened the school and community linkage.

Partners in all the regions have been able to ensure support from community in the celebration of festivals, Republic and Independence Day, Children's Day etc.

In Mumbai, Doorstep School, Shelter Don Bosco conducted regular parent teacher meetings to share the children's progress in class, convince them to enroll their children in formal schools, and explain the admission procedure for schools. Parents were also encouraged to follow up with the school teachers regarding attendance and progress of the child, send children on time to school as well as to the centers. This has led to an improvement in the enrollment figures; in most communities parents have responded positively and in many areas parents have enrolled their children into formal school on their own. To facilitate school enrollment, teachers and supervisors conducted parents meetings, home visits, networking with schools and also motivated children in their respective communities.

AADI, in Delhi made its presence felt by supporting the formal school teachers to encourage parents.

This has had many positive results; in one school, parents' request to start an English medium section in Class VI was accepted and school authorities gave permission for it; in another school, parents were able to get the primary classes' shifted from the third floor to the ground floor and first floor; in a school where the blame game between the teachers and parents regarding the performance of children was rampant - meetings began to be held in a more participative manner leading to a more collaborative partnership.
In yet another school, two parents, who volunteered, were selected by the school authorities to act as teachers in the absence of the formal school teacher; school authorities had to call for volunteers from parents after they (parents) expressed their concern about the unavailability of teachers in school.

A Pravesh Utsav (admission rally) was organized by AADI and SARD, Delhi to make parents and community aware of the importance of education and admission into formal schools.

In Karnataka, a similar intervention - an awareness campaign "Jathas" was organized by Akshara to make people aware about the status of the dropout children of the village. Through this they were able to make the local people understand the gravity of the situation – literacy level of their village and thus attracted many out of school children to school.

In Jharkhand, CWD has been able to sensitize the VEC (Village Education Committee) and youth committees in its target areas about the need for education. As a consequence, the VEC took upon itself the task of painting health related pictures and salient features of the current Government run programs and schemes on the walls of the balwari centers thus spreading the knowledge to the parents who come there with their children. Some of the Youth Committees have become very active and extend their support in the day to day activities of balwadis.

NBJK encouraged the formation of parent teacher committees in ten districts; most of them are very active and a large majority of its members are also members of the Village Education Committee - the government recognized body that ensures retention of mainstreamed children giving it enough power and say in the working of schools.

As a result of the good rapport with the community, Parent Teacher Associations (PTA) have been asked to take up the responsibility to ensure that parents pay the fee and provide school uniforms for their children; also the community people have come together and are paying honorarium to two centre teachers who have been deputed in

government schools. The Parent Teacher Association contributes to the construction/repairs of center sheds when required. Together with the community, PTAs also provide support in regular tracking of the mainstreamed children to ensure retention of children in the formal schools.

BVA has been able to sensitize local parents about schooling of children with its model residential camp; there is consistent growth in literacy status of the target families as the students who go back to the community further encourage their peers and parents and impress them with their achievements. The regularity of PTA meetings, showcasing of students' work, presence of local governing body officials and religious heads have all been very useful; most parents are now regularly sending their other children to nearby schools. Participation of mothers in the parents meeting has increased considerably.

In Chhattisgarh, Naandi's efforts in working with parents and community resulted in supplying of Midday Meals to children by the community in six villages during summer vacations; and distribution of Nanhi Kali kits by the community without any monetary support from Naandi.
In Karnataka, three out of five NGOs are working very actively with communities at different levels.

TRDC conducted community participation training for 35 community leaders to sensitize them to work towards reducing the incidence of child labor practices in the village and to focus on child education.

SVYM organized a three day regional workshop on "Making Education a Community Movement" for all Karnataka REACH India NGO partners; the agenda was to sensitize them to the importance of parent participation and ownership in schools. The workshop also aimed to bring out the importance of the need to strengthen SDMCs, which could then act as a platform to address and solve school problems and ensure parent participation in the working of schools.

A district level SDMC workshop for SDMC members was organized to increase their level of awareness about school related issues and involve them in retention of children; all members were motivated to get involved in the development of schools; training was given to 400 members regarding powers, duties and responsibilities.

Akshara launched a 'Village Learning Center' (VLC) in every village which is being run with the help of trained volunteers; these volunteers were earlier unemployed and formed a part of the unemployed educated youths

Akshara sub grantees devised another method of bringing community and parents under pressure to put their children in schools; they presented the results of their baseline surveys regarding the status of 'School drop out' and 'Reading and writing' ability of the children in the villages to a group of people such as headmasters; members of Panchayat, SDMC, Youth clubs and SHGs; volunteers and all the villagers -people who have considerable influence in community. This helped in spreading the importance of education and sensitizing villagers about the existing condition which further resulted in an increase in enrollment.

iv. Networking

Networks allow different groups to work together toward a shared goal by coordinating strategies and pooling resources. Networks, which include a range of organizations, groups, and individuals, demonstrate to policy makers that there is wide support for particular policies or programs. The goal is to come together, to pool resources and capabilities and to work more effectively for proposed programs.

All the REACH India NGOs have been working in their own different manner but with the same aim of making a difference in the quality of education and its accessibility. Towards this aim some of them focused on networking with the government (AADI, SARD etc.) some looked at the private sector (SARD, Disha, NBJK, Akshara etc.), certain others made strong networks among themselves (Mumbai NGOs, Deepalaya sub grantees etc.) and others followed the path of advocacy and activism (Avehi Abacus).

a.   Networking Within REACH India NGOs & Subgrantees

REACH India has worked with 101 NGOs; and it is connected with them directly (for direct grantees) or indirectly (for subgrantees of capacity building grantees).

This network of NGOs has grown over the project period with the roll out process in the six project regions. A lot of smaller NGOs have been able to benefit by being a part of it; more visibility, better systems, more accessibility, government tie ups, exposure visits, mutual learning etc.

Apart from the networking between REACH India and NGOs there have been numerous linkages between the various NGOs in varying degrees.

In Delhi, AADI and SARD came together to mainstream some children with disabilities; Deepalaya sub grantees held many mutual sharing workshops to learn from one another, and to improve their strategies to address problems faced.

In Jharkhand, an education team of CWD made an exposure visit to BVA for understanding and learning methods and environment of their residential bridge camp at Bagodar.

In Mumbai, the NGOs started their own 'network' and held regular meetings. Door Step School provided training to Shelter Don Bosco staff. In the REACH India organized LCS in Mumbai, different sessions were conducted by Door Step, Save the Children India and Ummeed.

b.   Networking with Government

b1.   REACH India and Government

Working towards the realization of UEE goals entails the development of strong linkages with the government system at different levels. Many of the REACH grantees have attempted to establish linkages with government, working directly with the government schools to improve their overall functioning and quality. It is recognized that unless the quality of the government school system improves considerably in the near future, the gains made by the REACH intervention are likely to be lost, as many children may find it

difficult to cope with the transition. Thus to facilitate the continuity of projects in some form or the other and sustaining interventions beyond REACH, a lot of initiatives were taken for developing ties with various stakeholders; government and the corporate sector.

Several meetings were held with government officials at various levels.

▪ At the Central government level, with the Deputy Secretary Education, Ministry of Human Resource Development, Government of India, Ms. Neelam Rao, who is responsible in SSA for monitoring and for alternative schooling. She was very interested in the project and offered to connect REACH India with the State Project Directors of SSA in the states REACH was working in.

▪ With Deputy Secretary Education, Ministry of Human Resource Development, Government of India, responsible for Inclusive Education and education quality in SSA, Ms. Richa Sharma. She was very concerned about inclusive education and very interested in the experiences of the REACH NGOs in Inclusive Education.

▪ With the expert for Inclusive Education in the Technical Support Group of SSA, Government of India Dr. Anupriya Chadha. She was very proactive and showed interest in ensuring the mainstreaming of existing and documented good practices, issues and challenges, related to IE into the government policy and practice on IE. She said that the concept of IE as mentioned in SSA is broad and includes a multi-option model. IE implies the education of children in an environment which is most suited to their learning needs. NGO involvement in SSA has been present in some states for the program for Children with Special Needs (CWSN). In a few states, formal Terms of Reference have been signed between NGOs and the Government for cooperation. In two states, the entire program implementation under Inclusive Education is being implemented by NGOs. In others, the level of partnership with NGOs is limited.

▪ These meetings led to two of the REACH India NGOs, Manovikas Kendra, Kolkata and Ummeed, Mumbai being invited to contribute to the SSA newsletter and to present papers at the internal Government of India SSA conference on Inclusive Education in October 2007.

▪ To further the collaboration with the Government system in all the states on the issue of Inclusive Education, REACH India will be documenting the experiences of the four NGO who are working in this area and disseminate the publication at the Conference.

▪ With the State Project Director, SSA, Chhattissgarh, Ms. Maninder Kaur Dwivedi. She has shown considerable interest and wants her officers to visit the project areas and see where the children have been mainstreamed. It was mentioned that the Chhattissgarh government has been looking for organizations and individuals who could help them work on Inclusive Education, be it for enrollment, retention or resource support. She said they would be very pleased if these NGOs could help them fill the vacancies for inclusive education. She wanted to know how many students have been mainstreamed by REACH India into schools as they have very different data. The project is in the process of collecting the details of all the mainstreamed students for the State Project Director.

▪ With the State Project Director, SSA, Karnataka, Ms. Vandita Sharma. She was aware of most of the REACH supported NGOs working in Karnataka as they are in process of

working with the government in one way or another. REACH India was assured that the NGOs will all continue to be supported by SSA. She has also promised to look at TRDC, the only organization in Karnataka which is not working with government as of now and support it wherever possible.

All these meetings were very fruitful and it is hoped they will lead to the sustainability of the processes put in place by REACH India.

b2. NGOs and Government

NGOs understand that their efforts to support at risk children will bear fruit only if they can get support from and work in tandem with the government agencies – schools, teachers, policy makers, implementers etc. Thus all of them made sustained efforts to work with the government system at different levels.

All the NGOs with their sub grantees are working with government officials in some way, from working with teachers to dialoguing with state project directors to influencing policy changes at the central government level – all sources are being tapped to ensure success.

While all of them are working with government at various levels, only a few of them are being mentioned here.

AADI, Delhi was able to play a constructive role with the Delhi Education Department as well its other agencies in promoting inclusive education. Thus leading to

- SSA staff being instructed to work in collaboration with AADI to implement the provisions for disabled children. AADI contributed on various issues; providing guidelines for distribution of money, collection of data on children with disability in government schools, feedback on the survey forms, providing the government with school wise data of children with disabilities etc.

- Participation in a roundtable on street children, organized by the Delhi government. AADI also organized for sensitization of the people working with street children towards disability.

- Signing of an MOU with education department, Delhi government to provide ideas and advise on policies regarding children with disabilities in government schools.

- Conducting trainings on inclusive education in collaboration with SCERT and preparing 50 master trainers who would further train all the teachers of the DOE, MCD, NDMC and the DCB; Twenty two 'Focus schools' will be developed which would serve as model inclusive schools.

- Participation in a meeting organized by the MHRD for an evaluation study on impact of SSA on children with disabilities. The meeting concluded with a reformulation of the research design and a need for reformulation of the tools. A core advisory group was also formed for the study that included AADI.

- Invitation by the NCERT Board to conduct training on Inclusive Education in Ludhiana, Punjab for all the principals of the Central Board of Secondary Education (CBSE) schools in Punjab. More than a 100 principals attended the training, which focused on Principals role in fostering inclusion.

- Participation in a workshop organized by SCERT to discuss the creation of a training module and its content on inclusive education. The manual on inclusive education is

in its final drafting stages and is being finally edited by the AADI team. This manual will be used to train all the government school teachers in Delhi.

- Organizing a training session, on SCERT's request for its master trainers, for identification of children with disabilities in the government schools of Delhi. In all, 13 master trainers were provided an orientation covering awareness about diversity, learning styles, the legislations regarding educational services for children with disabilities in government schools, models of educational provision for children with disabilities, categories and types of disabilities. These master trainers subsequently trained 2,429 teachers of DOE, MCD, NDMC and Delhi Cantonment Board schools.

- Being invited by UNESCO to make a presentation of a study on students with disabilities in secondary schools at the UNESCO Regional Conference on Inclusive Education and thereafter being invited to be part of the working groups, which developed recommendations for the governments to develop plans for implementation of inclusive education in their respective countries.

- Linking up with government schools in many areas and organizing common programs with the students of these schools, like visits to the planetarium, films, children's day and festival celebrations.

In Jharkhand, CWD's networking with the government enabled it to tide over the crisis created when Catholic Relief Services, which had been supplying nutrition to its balwadi centers, cut its provisions. Through its efforts and contacts with the government, CWD gained permission to merge 28 of its 59 balwadis with an Anganwadi, an Education Guarantee Scheme or a Primary School run by the government.

This convergence between Government Education Program and CWD made the programs more effective: the CWD balwadi children continued getting nutritional supplements even after the exhaustion of CRS stock in September 2006, and the government anganwadi children received better education through the trained balwadi teacher. This has enabled the balwadies to run without discontinuity in a more efficient manner.

Banwasi Vikas Ashram's networking efforts with the state government led them to being invited by the SSA to Train SSA Block Master Trainers and Bridge Course Educators under the Quality Education Package of SSA.

In Mumbai, Door Step School was invited by the Mumbai Municipal Corporation to run a pre-primary program (Balwadi) in English in two municipal (government) schools under the project Public Private Partnership. It also became a part of State Level Consultation on preparation of the 3rd Report for the Convention on the Rights of the Child. It was also invited by the Institute of Local Self Governance to be a part of a team of four NGOs who had experience in working with the BMC schools and Education Department to help design a public partnership model of intervention at school level and also in designing and facilitating the implementation of the School Adoption Projects.

Avehi Abacus has strong ties with the government as it is working in 900 government schools across the Mumbai City. Taking it further they have been trying to work out a means to formalize its content on child development and pedagogy in the formal school curriculum.

Their networking with the government led to being invited to make a presentation of their 'Sangati program' to the Secretary, Ministry of Human Resources Development,

Government of India in April 2007. The secretary expressed his appreciation and felt that it was interesting, relevant to changing realities and that the content and methodology was in tune with the National Curriculum Framework 2005. He wrote to the Education Secretary, Government of Maharashtra suggesting interaction with the project team to understand the Sangati program and devise strategies for a mutually beneficial relationship.

This has led to a very positive outcome; the State Project Director of Maharashtra, Mr. Prathmik Shikshan Parishad (The Maharashtra SSA) invited the team to make a presentation that was attended by MSCERT officials also. The MSCERT officials showed a liking for and keenness in implementing this program in 25 laboratory schools selected by them and in the Pre-Service Teachers Training Program. A formal procedure to implement the same is in process. Once this becomes functional, these 25 schools will be running on the content and curriculum developed by Avehi Abacus.

c. Networking with Corporate Sector Foundations and International NGOs

c1. REACH India and Corporate Sector Foundations and International NGOs

Several contacts have been established with the private sector as well as with international NGOs.

REACH India was invited to participate at a Brainstorming Session on Industry - Voluntary Sector Partnership organized by the Confederation of Indian Industries and NGOs in Kolkata. It seemed that the industry was looking for ideas and suggestions regarding their role in the social sector and the best way forward. REACH India mentioned the kind of work it was doing and how it had established a transparent process to select NGOs and manage them. CII expressed its keenness that REACH India along with Credibility Alliance, a consortium of voluntary organizations working for the promotion of good governance in the sector, organize a workshop for the industry. Following this, a meeting was held with Credibility Alliance to take this process forward.

Meetings and discussions have been held with the Dorabji Tata Trust, Axis Bank Foundation, ASHA for Education, Friedrich Ebert Stiftung, to see if some of our NGOs could continue to get supported after REACH was over.

Meetings were also held with American India Foundation, Christian's Children Fund, Leonard Cheshire International and Action Aid in an effort to engage with the concerns of Inclusive Education in the light of the goal of Universalisation of Elementary Education. The objective was to take leadership in shaping a common platform towards promoting initiatives on Inclusive Education and to create momentum for ensuring that Inclusive Education finds itself firmly on the agenda of policy makers and practitioners of education. Following this, a concept note was developed and a meeting held in May 2007, for arriving at a common perspective on Inclusive Education and developing a strategy to take the issue forward. At the conclusion of the meeting, the participant organizations present at the meeting agreed to collaborate and provide support in the following key activities: A National Conference on Inclusive Education in August 2007; and Documentation of Good Practices on Inclusive Education highlighting both processes and outcomes. REACH India would play a lead role in organizing and gaining various forms of supporting collaborative partnerships and sponsorships for the national conference to be held in August 2007. Organizations agreed to commence bilateral and multilateral

dialogue among the participants for documentation of and sharing of good practices. The sharing of good practices could also be undertaken at the conference. However, when REACH India tried to follow up on this meeting, many of the organizations who had agreed to play a lead role and support the initiative were not so forthcoming any more. Meanwhile, The Government of India started planning for an Inclusive Education workshop in October 2007. REACH India decided to try and have its partner NGOs participate in this workshop, rather than organize a separate one.

C2.   NGOs and Corporate Sector

This reporting period saw a lot of initiatives by the grantee partners for developing ties with various stakeholders for sustaining interventions beyond the REACH India grant period.

The results of these efforts have led to procuring of funds to continue beyond REACH India project. (Please refer to the section 'Towards Sustainability').

d.   Advocacy & Activism

To highlight the importance, need and spread awareness about the right to education Avehi Abacus organized and participated in a dharna (a sit-down protest) in July 2007, and a candle light march in August 2007. The demands put forth during the campaign were that The 'Right to Education' Bill should be passed by the Central Government, the Maharashtra State Government should follow up with the Central Government regarding this issue, private schools should also be brought under the purview of this bill, and every child in the age group 0-18 years should have the right to education.

Two hundred people representing various NGOs, community based organizations and networks participated in the dharna. The following demands were highlighted:

- The 'Right to Equal, Quality education for all' be passed by the parliament
- The state government should withdraw the model bill it has drafted.
- Kumud Bansal Committee report on the model bill be made public.
- State should persuade the Centre for the approval of a bill by the parliament.
- The Maharashtra State Government should increase expenditure on Education.

The representatives met various legislators from Maharashtra during the monsoon session of the assembly and submitted a memorandum of the demands. The representatives urged the legislators to raise these demands in the assembly.

A candle light march was organized on the eve of the 60th year of Indian Independence to remind everyone of the unfulfilled promise of 'Right to Education' and to highlight the demand for the bill on 'Right to Equal and Quality Education for all children between 6 to 14 years of age' to be passed by the parliament. Four hundred and fifty people including children who had dropped out of school and 30 NGO representatives participated in the march. Ms Supriya Sule, member of Rajya Sabha (Upper House of the Parliament) addressed the gathering and promised to raise this issue in the parliament and also try and acquire support from other members of parliament.

Apart from these, the organization regularly conducts Open House meetings for encouraging networking among the Mumbai NGOs. '*Right to Education*' was the central theme for all the meetings during this period.

They also helped in collecting data for a study undertaken by India Centre for Human Rights and Law to understand the 'status of education in Mumbai' by using focused group discussions (FGD). More than 200 FGDs were conducted with women's, men's and children's groups as part of this study. Most of these communities lacked basic amenities and children had to travel long distance, cross railway tracks or streams to reach school.

V. Documentation

As the project is set to phase out by the end of the year, various practices and approaches that were unique to the design of the project and were appreciated by partner NGOs should be looked upon as great reference points. There is a need to document these issues, not only as part of the final project report but also as a process of learning and sharing of practices that will benefit government interventions, international NGO donors, private foundations, educational research organizations, grassroots NGOs and various stakeholders who are working on development issues in the country.

Some such interventions/practices/initiatives etc. have been identified and the process to document them has begun in full earnest.

The following will give a brief description of all the documents that are at different stages of completion at the moment.

a. Capacity building

A unique feature of the REACH India project has been the Capacity Building Grant, and monitoring, sharing of good practices, exchange of technical know- how and financial practices that have been undertaken by Capacity Building Grantees. These, fairly large, well established NGOs were selected to play the role of a mother NGO by providing support to smaller NGOs to reach out to large sections of at-risk children. The Capacity Building NGOs strengthened the core competencies of smaller NGOs through organizational development, quality education, monitoring and evaluation and financial administration.

The entire process of capacity building - the different approaches followed by the key capacity building partners, their lessons learned and the results that have emerged out of this process, is being documented.

This will help in replicating REACH India's unique model by other donor agencies. It will also serve as a model for these NGOs to approach fresh donors for their interventions. It could be used as a key advocacy tool for government sponsored programs like the SSA where the government is targeting every child in the country for achieving UEE.

b. Good practices

Many NGOs have evolved various methods based on their strengths to reach out to at-risk children and have adopted unique practices to attempt to reach out to 'the last child remaining out of school'. Many of them are worth documenting.

A document on good practices such as the identification of at-risk children, innovative teaching methods, establishing linkages with the community and local self government for ownership, mainstreaming and retention adopted by a variety of NGOs targeting

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children from various sections of the society under diverse circumstances, could be used as a guide for various NGOs, government agencies and donor agencies in its quest for UEE and reaching out to every single child.

c. Inclusive Education

Even though education for children with disabilities is not a primary focus area of this project, REACH India's interventions encompass an interesting variety of NGOs who are pursuing interesting models and interventions to reach out to disabled children. Many of these children have various types of learning disorders, emotional and behavioral disturbances, attention related disorders which are often left unattended or very often un-diagnosed, especially among the hard to reach, deprived and weaker sections of society which is the main focus of REACH India's interventions.

The innovative methods and interesting interventions adopted by REACH India's partners could make interesting reading and also educate the NGO fraternity and the various stakeholders on the various interventions that have been successfully used to reach out to these children.

As a part of this process, four NGOs have been identified for sharing their interventions and innovative practices adopted to bring these children into the national mainstream: AADI (New Delhi), Digdarshika Institute of Rehabilitation and Research (Chhattisgarh), Ummeed Child Development Centre (Mumbai), and Manovikas Kendra Rehabilitation and Research Institute for the Handicapped (Kolkata).

d. The Learning Classroom Series

As part of its efforts in disseminating products of the LCS and helping NGOs to work in elementary education, REACH India has begun packaging the curricula and the process to develop it, in a document that would be of great use to practitioners, those organizations which will set up bridge/remedial courses and also for Government agencies.

Enriching the curricula by using the framework approach was an essential part of the first section of the LCS. To date, about 12 NGOs who participated in the LCS have created and are using a curriculum that they started to construct in the LCS. The plan is to first collect all the curricula that were formulated or initiated in the LCS process (approximately 12) and then include a few as annexes/exemplars in the document. The document will also have one complete and exemplary curriculum for bridge/remedial courses (or possibly two – one for urban and one for rural) synthesized from all the collected ones.

The remedial and bridge curriculum would have the same content, but the introductory user notes for each would be different. The first part would be the curriculum for Class I-V and the second part would be for Class VI, VII and VIII.

The product will not be a training manual for trainers who seek to replicate the LCS. Rather, it has been perceived as a guidebook for practitioners who want to establish bridging and/or remedial centers and want an off-the-shelf curriculum (along with a few pedagogy tips and tools for assessment) to get started, and/or a description of a process whereby they may augment and modify that curriculum.

e.   Quality Education Assessment Tool

There has been widespread debate on the quality of education versus the quantity as the government of India through its flagship program of Sarva Shiksha Abhiyan aims to achieve the goal of Universalisation of Elementary Education in a fixed timeframe.
REACH India has placed a lot of emphasis on quality of education in its interventions: one of the key deliverables of this project is to improve quality of education in schools.

As a part of its various initiatives to develop quality education, REACH India has developed a unique Quality of Education Assessment Tool (QEAT) to help its project partners understand and monitor the various parameters on which quality education can be judged and delivered at the primary education level. The basic aim of the tool is to collect various data from learning venues under the project, like bridge courses, remedial centers and balwadis and monitor the progress of improvement under various dimensions and categories and evaluate the impact of the interventions. The objective is that the tool should enable the NGO which is implementing the educational initiatives at the ground level to assess the level of quality of their interventions and take remedial measures for improving the quality.

The QEAT which was developed after a series of deliberations with REACH India's partners is comprised of 76 variables under nine dimensions of quality education. These have been divided into three checklists aimed at the three main stakeholders, classrooms, the teachers and the NGO implementing the program. Each variable under the checklist has operational definitions which gives a clear idea of what is expected and is measured on a scale ranging from 1 to 5 on a Likert scale. The quality of education can be measured through QEAT by regular observations and discussions. It is a self assessment tool and calls for honest rating of its programs to get the desired evaluation of quality. One of the advantages of the tool is the flexibility to improvise and mould the tool as per the requirements and the level of its interventions.

Some of the REACH India NGOs are also documenting their experience/lessons learned/process manuals.

Delhi

AADI is editing a manual on inclusive education, which was drafted by SCERT. This manual will be used to train all the government school teachers in Delhi. They also facilitated the development of a checklist for identifying children at risk of having some kind of disability, which was to be used as a guide for referrals by teachers for further investigation.

A ten minute documentary showcasing AADI's work in the government schools and AADI School and focusing on teaching strategies has been developed.

Another film reflecting the concept of inclusive education was also developed for advocacy purposes. A Pre Primary Curriculum framework (0-6 yrs) has been developed; a Best Practices manual and an Administrative manual for an inclusive School; Workbooks for Nursery and KG Part – I, II. Together with Alternative Educational Services developed a draft Life Skills Curriculum.

After much discussion the team decided to modify the ten categories that WHO has identified as the important life skills that need to be covered in a curriculum and two major domains were identified for making activities for children in the six to eighteen age group.

CEMD has packaged three of their courses:

1. Foundation Course – Math & Hindi: The trainings delivered in the Southwest district, for teachers of Class VI, to increase teacher competencies in identifying and addressing learning needs of students at risk, have been packaged as the Foundation Course for teachers in Hindi and Math. Other than the course itself, innovative TLMs and student worksheets in Hindi and Math arising out of the above course have also been packaged as supplementary material to the Foundation course.

2. Basic Education Management Course for Heads of Schools: A listing of roles of the principal as drawn up by the principals themselves reveals that the principals see themselves as "doing tasks" as opposed to "getting things done". The Course covers topics like leadership, communication, instructional effectiveness, academic management, management information system, and policy implementation. The course is meant to build capacity to design, support and monitor innovations within the formal schools and learning centers for ensuring goals of access, retention, quality, relevance and equity. This includes sensitizing administrators to issues of children, especially girls at risk, helping them to articulate and understand the role of leadership in supporting and monitoring innovations that impact retention and learning and enabling principals to foster partnership with parents and community.

3. Student Leadership Development Program: The package consists of modules to equip the students with knowledge, skills and attitudes necessary for effective leadership, develop attitudes among students necessary to achieve school goals, empower students with skills necessary to support educational processes, and take initiative and participate actively in achieving school goals.

As part of this project, SARD worked in collaboration with the education department of Municipal Corporation of Delhi and has been running remedial centers also known as Anandayi Kaksh within the premises of five MCD schools. These centers try to identify the academically weak students who are at risk of dropping out of the mainstream and provide academic support to them. Through its learning centres SARD aims to bring the never enrolled and drop-out children in the age group of 6-14 years into the mainstream by providing them with quality education.

SARD has formulated a process document underlining the SARD - MCD coalition for making joyful learning a reality in the schools for the children belonging to deprived and marginalized sections of society, in order to share the experience with other teachers, academicians, school administrators and parents.

Kolkata

IPER has compiled documents on the formal school interventions and the whole REACH project per se. REACH India has advised them to package the documents in a way that helps IPER to use them as advocacy documents and for further dissemination and experience sharing.

Vikramshila has compiled several manuals: Life-skills manual, Organizational manual, Technology manual and Sustainability manual. The Curriculum Document, compiled post-LCS workshop and as a result of the curriculum workshop done with partners has also been put together. A Project Document is underway primarily looking at process documentation and the learning's of the project.

Mumbai

Sahaara is working with children in remand homes and running remedial classes for them in the remand homes premises. To work in the government remand homes was a very difficult feat and has become possible only through proper networking and sustained efforts towards this aim. Sahaara at the moment is working in seven remand homes but there is a need for other NGOs also to step into this area.

Sahaara having gone through the entire drill of seeking permissions to work in remand homes has a substantial amount of experience in this process and thus REACH India has encouraged them to document the entire process. Such documentation will help in acting as a guide/reference point for any other organization.

Karnataka

AGASTYA has conducted pre-test and post-test action research on impact assessment. The assessment is being carried out with about 500 bridge school children and all 28 formal schools. They have started an impact study, which will be completed by December 2007. The research is being done by science teachers and Agastya instructors.

An action research on learning outcome of children, who are studying in a learning center was undertaken by SVYM in 50 schools of Badami taluk of Bagalkot district with the support of NIAS, a research based institute. The survey is complete, data processing and analysis is in progress. A final document will be generated by October 2007.

vi. Towards Sustainability

Sustainability is a relative word. It usually implies maintaining something that already exists. The term is often equated with self-sustaining and self-sufficient, which means that no outside support is required.

But in development programs sustainability is looked at from a different angle; a development program is considered sustainable only if the intended beneficiaries continue to receive the benefits of the project beyond the donor's financial time-bound obligation to the project.

There is enough evidence to show, that in development programs, projects considered satisfactory during the phase when they are receiving committed financial and technical investment may well emerge as unsatisfactory after the completion of this phase. Action to make a project sustainable should be planned and executed right from the earliest stages of project design. Particularly important is the creation of a strong institutional base, backed by the donor and project implementing organization's full cooperation and involvement, reflecting local needs and aspirations, and consistent with the implementing organization's wider development strategy.

REACH India is a time bound project. This very fact of being implemented within the coordinates of a fixed timeframe and budget makes a strong case for sustainability. A closure of the project without a feasible sustainability strategy will lead to the gains from the REACH India program being lost if there is lack of continuity beyond the period of the current intervention.

REACH India's efforts

Several efforts have been undertaken to create strong, vibrant organizations which can effectively address the agenda of UEE for vulnerable children – streamlining financial systems, introduction to Tally; transparent HR Policies; inputs for teaching learning strategies through LCS, TLM workshops, one to one discussions, site visits, teacher trainings; introduction to student tracking tools, data analysis; emphasis on working with community based institutions like PTAs, School Development Committees and Panchayats.

Consolidation and continuation of all these processes would be 'process sustainability'.

Most of the grantee partners have shown interest and are making use of the various tools and process introduced to them by REACH India in other projects as well.

REACH India has also made efforts to connect the grantee partners with state and central government by initiating discussions and meetings at various levels. This would further help them to be integrated with the process and take the efforts much beyond the purview of any single donor and or funding agency. (Please refer to the 'REACH India and Government' section on 'Networking')

Other then the processes, quite a few of the grantees have decided to continue the REACH India project activities beyond the project period either as a whole as by Deepalaya, Delhi or in parts as by SARD, CEMD, AADI in Delhi; subgrantees of Vikramshila, Kolkata; SVYM in Karnataka.

To do so, they have secured funding from various sources; most of the REACH India grantees will be funded by the private corporate sector after the REACH India project.

Sustainability efforts of REACH India Grantees

In Delhi, Deepalaya will be financially supported by Education Trust, USA, Mrs. Nargesh Khurshedji Dady Public Charitable Trust, Mumbai and External Affairs Spouses Association Charitable Trust, New Delhi. In addition, it has also received support from Axis Bank Foundation to continue the REACH India model.

Disha has been sanctioned a project by Sir Dorabji Tata Trust for two years for an in school initiative in four schools in West Zone, Delhi.

AADI will continue to work in the five government schools adding some more senior classes. They have been asked by the Delhi government to expand to 25 schools.
CEMD's Student Leadership Program will be used in both government and private systems, contextualised Foundation course will be used in other government systems, Maths Kit will continue to be used in other projects of both government and private school system. The budgeting tools developed under REACH India will be used for future projects.

SARD has succeeded in drawing a new donor Tech Mahindra and ISF in order to carry forward the learning and innovative practices (evolved during REACH India support) and slowly replicating it in other areas. They have made a bond of strong relationship with MCD schools, and its officials to mainstream its approaches and models without losing momentum.
SARD is in the process of spreading and replicating its innovative practices in other MCD

schools and zones to sensitize them about the quality education through joyful learning and build capacities of stakeholders so that they themselves are part of change on the aspects of learning gaps and learning achievements.

In Jharkhand, BVA, CWD and NBJK are in touch with Sir Dorabji Tata Trust and the process of finalizing the funds is in its final phase.

CWD and NBJK have also approached Axis Bank and the negotiations are very positive and the chances of getting funds are strong.

BVA is trying to source funds from AASHA for Education, a New York based funding organization and has also sent a proposal to Axis Bank.

In Kolkata, three of Vikramshila's sub grantees – Disha, Anandan and Humanity Association plan to continue their remedial centers; Anandan, has secured funding from Global Fund for Children and will continue running the learning centers initiated under the REACH India project; Disha has funds from individual donors and thus will also continue; Humanity Association will continue to work in 5 out of the current 10 government schools with support from the schools themselves. (These schools are government aided schools and some of the expenses are borne by the local community or some trusts.)

Using new funds from their end, Manovikas Kendra is setting up a SLD Resource Center in their building which will cater to school children with SLD after the REACH India project. The center will operate in the afternoon after school hours and academic support will be provided to these children. Of the 21 government aided schools under the REACH India project, 5-6 schools will continue as "resource schools". To integrate their efforts with the government strategies, a proposal has been sent to the SSA, West Bengal for engaging with SLD children in primary schools.

Sanlaap is in the process of meeting and establishing linkages with organizations like Apne Aap Worldwide to be able to continue the existing centers after the REACH project has ended.

IPER has procured a health plan for all children covered under the REACH India project from the Netherlands Foundation for International Child Health. They are also trying to secure funding for continuing their remedial classes.

CINI ASHA has secured funding from Axis Bank; they have also decided to work with two of their REACH India sub grantees again in the new project.

In Chhattisgarh, VCA has applied for and is in the process of negotiations with the Sir Dorabji Tata Trust.

In Mumbai, Door Step School has secured support from Government of India, HRD Department under the Innovative and Experimental Education Project for continuing to run its study classes initiated under the REACH India project.

Ummeed has provided training to teachers and instructors of the schools they are working in who are now able to continue the interventions. Ummeed will continue to provide backstopping for these schools. They now plan to move on to other five schools and have applied for grants from several sources. In the unlikely event of these efforts not bearing fruit they will fund it themselves through fund raising events.
 Save the Children India is in process of securing funds from Axis Bank.

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The project activities of Avehi Abacus under the REACH India project were a part of a bigger project which is being implemented with the support of various sources such as CRY, BMC etc and thus will continue on its course even beyond REACH India project.

In Karnataka, TTF will continue to work with Government teachers and heads of Yadgiri region even after the closure of REACH India project. They are planning to build the capacity of DIET trainers and selected teachers at the grassroots level, who in turn can facilitate some of the teacher development programs conducted by TTF.

TRDC has applied for to the SSA program to continue the centers and child education activities.

SVYM has assured funding to continue in Badami, Hagari Bommanahalli & Bellary taluks and Bijapur and Basavanabagevadi taluk of Bijapur district.

Sub Grantees of Akshara, Jindal South West Foundation (JSWF) and BVV Sangha have decided to attach volunteers to the school where computers were given and education centers were initiated.

Another sub grantee Grams has taken up a project under SSA.   Other sub grantees are also planning to implement similar projects in their area of operation.

AGASTYA has procured a health plan for all children covered under the REACH project. This intervention will continue. They have also approached SSA to continue funding the Koppal project post-November 2007. The success of the Koppal project has helped to gain Government of Karnataka's support to expand the model to other districts in the state. Besides Kunigal and Hubli/Dharwad where Agastya is privately funding similar projects, SSA has asked Agastya to replicate the Koppal model in 6 six North Karnataka districts this year, and possibly the entire state within the next two years. Also, some schools in Koppal District have raised money locally and replicated Agastya science models.

6.   Project Update - Technical Assistance

i. Quality Education

Equity and equality, increasing learning level, infrastructure, curriculum development, norms and values, student teacher ratios are some of the factors that together characterize quality of education in a learning environment. Many definitions of quality education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously. However, considerable consensus exists around the basic dimensions of quality education today, it is commonly accepted that quality education is present in a learning institution where there are:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities.
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life,

- Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and skilful assessment to facilitate learning and reduce disparities;
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

In REACH India quality education includes the relationships between learners, environments, content, processes and outcomes that serve to enhance the participation of children in education. It forms the core of REACH India's technical assistance program. It consists of building the capacity of grant partners to effectively deliver education by focusing on learning environments, better teaching techniques, and content based and child based learning that serve to improve learning outcomes. As a part of technical assistance, strategies are devised along with NGO partners to both strengthen the quality of education in their learning centers and to inform educational quality interventions provided at the government schools. The following points capture the highlights of the components on educational quality that are addressed by REACH India:

a.   Quality Education Assessment Tool

The Quality Education Assessment Tool (QEAT), developed by REACH India has been instrumental in informing the planning and content for technical assistance workshops to be conducted with NGO partners. The tool is designed to help NGOs assess their progress in improving the quality of education in the classrooms of the learning centers that they operate and in the government schools where they work.   NGO partners self-administered this tool at the start of their interventions and thereafter, have administered it annually. The QEAT has enabled the NGOs to collect high quality data that has helped REACH India evaluate the interventions, and in addition, has helped the NGOs to monitor and improve the quality of their own programs. In addition to the Quality Education Checklist, a user manual was prepared to provide guidelines to NGO partners for sampling and self-administering the checklist. Operational definitions for the indicators in the checklist were provided as a guide in the user manual.

NGO partners in Kolkata, Delhi, Jharkhand, Mumbai, Chhattisgarh and Karnataka have reported on the QEAT during 2007. For all the regions, the data was for the final year and tracked improvement over the baseline data collected in 2005 by Delhi, Jharkhand, Kolkata and Chhattisgarh. Mumbai and Karnataka collected the baseline information in 2006. The NGO partners covered a sample of their learning centers and/or the formal schools where interventions have been implemented. REACH India has provided continuous support to the NGO partners in administering the tool which included troubleshooting and providing clarifications. The QEAT results will be provided in tabular form in the final report.

Several organizations, including Save the Children India, Agastya International Foundation, and IPER have adapted the tool for conducting regular monitoring of their learning centers and formal school interventions. It has been reported that the adapted tool has been useful for them to observe the classroom transaction processes and the teachers and providing meaningful feedback and support by the organizations for the delivery of quality education.

During the reporting period, REACH India also reported to USAID on an additional indicator under PMP results indicator 2.2 which was "percentage of formal schools that achieve quality standards".

b. Technical Assistance Workshops

1.   Learning Classroom Series

The Learning Classroom Series (LCS) has been one of the core interventions of REACH India's quality of education improvement efforts. The LCS comprises three serialized workshops aim to improve the efforts of partner NGO efforts in accommodating greater use of improved teaching and learning and assessment strategies that accommodate the specific needs of at risk children, often in multi-grade settings. The series of LCS workshops have been held with the assistance of an external expert consultant hired for helping REACH staff to design and deliver the same. The workshops have been completed in Delhi, Jharkhand, Kolkata and Mumbai.

The final workshop of the Learning Classroom Series in Kolkata was conducted in October 2006. It covered the concepts of active assessment in teaching and learning for better mapping learning outcomes in a graded method. The partner organizations charted plans of actions for the effective transfer of the learning from the workshop series for their organizations. Following the completion of the workshop series, the expert consultant has completed follow-up support to the NGO partners in Kolkata.

Immediate outcomes of the Learning Classroom Series have been observed in several instances. Organizations like IPER in Kolkata have successfully transferred the workshop learning to the teachers by conducting intensive four day training on active teaching learning strategies. Urida and Alamb (two partner NGOs of Deepalaya in Delhi) have introduced the essential elements of lesson design (part of the second LCS workshop) into their lesson plans and implementing the new methodology. Many organizations like IPER, Deepalaya subgrantee - Urida, Vikramshila, AADI and others have successfully experimented with the cooperative learning approach.

Since the Mumbai partner NGOs have considerable experience and resource expertise, it was decided to co-design the QE training programme with the NGOs themselves. Three themes were suggested: remediation, parental and community involvement, and teaching children with behavioral problems and special needs.

The objectives of the workshop series for the NGO partners in Mumbai included improving the quality of education in the remediation work that NGOs are implementing as well as enhancing their capacity so that they can serve as resource groups for other NGOs and the Government.

The series was held between February 2007, and June 2007. All NGOs produced action plans that have provided the basis for follow up. The workshops emphasized the development of educational capacities through an interactive, participative and experiential learning process. Teaching methods such as cooperative learning, multi-grade teaching and learning were focused upon. NGO partners like Avehi Abacus, Doorstep, Save the Children and Shelter Don Bosco acted as resource experts for holding sessions.

For most of the participants the concepts and learning provided during the workshops were completely new. Participants had very little previous knowledge of the construct of curriculum or the concept of child psychology. They were appreciative of opportunities to work with staff from other NGOs during the workshop, as well as with their own colleagues as they began to think of how to apply workshop content and principles to their own work.

In the spirit of a laboratory approach to creating the learning classrooms, the consultant provided feedback to the NGO action plans as well as curriculum plans, lesson plans and rubrics for assessment and reporting after each of the workshops. The consultant also visited the grantee NGOs for on site support at the individual locations.

The level of engagement of the participants was found to be high and all the NGOs are committed and enthusiastic about the content and processes of the workshop and eagerly working to use these in their workplaces.

2. Institutional Capacity Building in Primary Education for NGO Partners in Jharkhand

To help Jharkhand NGOs to better serve as technical resources for the REACH India supported projects, and for other clients as well, REACH India collaborated with Nalanda, a technical education support organization. The aim was to support the NGOs individually to build 'in – house' resource groups. The specific purposes of this intervention were:
   a) To build up an education resource group within four partner NGOs of REACH India in Jharkhand, which could in future help in project formulation, implementation, and teacher training on an ongoing basis. This education resource group would fulfill the academic needs of the organization in implementing the educational projects; and

   b) To enhance the quality and role of the NGOs as the principal support institution for primary education in their respective districts.

In line with the above objectives, Nalanda conducted a residential 'Training of Trainers' workshop collectively for all the NGOs and a short training program at individual NGO level. On site follow up, monitoring meetings and support for helping the NGOs to institutionalize practices were also undertaken. These have led to the development of the core group of trainers.

3. Institutional Capacity Building in Primary Education for NGO Partners in Chhattisgarh

Follow-up was made to the Chhattisgarh grantees after Nalanda completed its intervention in the previous reporting period.

In addition, refresher training in data entry and use of the Student Tracking Tool (STT) was conducted for Naandi and its four sub-grantees at their Kanker office, Chhattissgarh.

4. Institutional Capacity Building in Primary Education for NGO Partners in Karnataka

Several meetings and discussions were held with the Karnataka partners to gauge and identify their needs for technical assistance in quality education. Based on these discussions and meetings it was decided that it would not be feasible to expose all the grantees to a uniform technical assistance program as was done through LCS in Delhi, Kolkata, Jharkhand and Mumbai. The reason being that all the five grantees were found to be on a very different footing and also that only two organizations – TRDC and Agastya expressed a need for support and assistance in enhancing their implementation of educational service delivery in the marginalized areas of North East Karnataka.

Thus REACH India identified a resource pool of consultants, met with eight of them and finally decided on contracting an expert consultant fluent in Kannada. The technical support was spread over a period of six months, starting in April 2007 with a needs assessment and completed by August 2007.

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Three workshops were conducted on issues of center management, teaching learning strategies and community participation. The objective of the workshops included enabling and capacitating the staff about their roles and responsibilities in managing bridge centers, creating a joyful and conducive learning atmosphere for effectively retaining children at the learning centers and promoting active community participation in the affairs of the centers so as to ensure regular attendance of the children at the center.

5. QEAT Data Analysis Workshop at Mumbai, Bangalore and Delhi

Workshops were conducted at Mumbai, Bangalore and Delhi on QEAT data analysis attended by the data entry staff member as well as the office in charge of the REACH project. The participants were familiarized with the levels of measurements, types of variables and qualities of variables and with the process of organizing data for analysis in Excel. Live data from the QEAT was used for demonstrating the analysis using Excel.

In the workshop the participants reflected as a group on the biases inherent in collecting these data, and why NGOs nevertheless decided to use such a self-assessment tool in the REACH project. The participants were also made aware of two important ways to limit the bias, namely ensuring inter-observer reliability and practicing triangulation[3]. The group then examined the variables in the QEAT and their measurement levels and discussed their strengths and weaknesses in light of the previous day's presentations.

Having decided as a group that the summarized numbers produced by the QEAT were difficult to interpret and thus of little use, an additional summary sheet that consolidated the numbers in terms of percentages achieved of each quality of education dimension in the QEAT was introduced. Practice sessions were held for making bar graphs to present the data in a more useable form. The participants learnt to create several graphs and analyzed and interpreted them through interactive discussions. Actual data from 14 learning centers was used as an illustrative case.

6. Workshop on Teaching Learning Materials

Workshops on development of Teaching Learning Materials (TLMs) were held for the REACH India NGO partners in Mumbai, Kolkata and Delhi. Each of these workshops was held for two days. The objectives of the workshops were to provide technical assistance to develop TLMs and to reinforce the learning of the LCS workshops. The workshops were a combination of presentations, demonstrations and hands-on sessions with teaching and learning resources. In the workshops, the participants got many opportunities for question-answer and discussion sessions including teaching sessions that demonstrated the usage of appropriate TLMs. Experiments were demonstrated and teachers learnt to make numerous teaching aids in Science and Mathematics. After attending the workshops, most of teachers were confident in making teaching aids by using raw/waste material that was available locally. REACH India collaborated with a science educationist from The Science Centre, IUCCA, University of Pune, in organizing these workshops.

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[3] "Inter-Observer Reliability" refers to the degree of correspondence between data generated by different, independent observers of the same phenomenon. Low inter-observer reliability could mean that random error on the part of individual observers is reducing the reliability of the data. "Triangulation" is a research approach whereby accuracy of data is ascertained by seeking out and cross-checking data from 3 or more independent sources.

c.   Exposure Visits

Exposure visits were organized for the NGO partners from Karnataka and Jharkhand.

Agastya and TRDC, from Karnataka, undertook a visit to Naandi Foundation learning centers, Chhattisgarh and the World Education supported Care National Child Labor Project (NCLP) School in Mahabubnagar, Andhra Pradesh. The objectives of this trip were to understand the approaches of Naandi and NCLP in fulfilling education needs of working children / child labor. The team observed classroom management processes and classroom transactions, especially teaching learning methodologies, methods of identifying children for the learning centers, methods of assessment (pre and post competency based tests), approaches in mobilizing communities, and use of teaching – learning materials.

An exposure visit was organized for the NGO partners from Jharkhand to visit the project site implemented by Nalanda Resource Center in Mehmoodabad district of Uttar Pradesh. Nalanda is running 20 learning centers for the girls in the age group of 6-14 years and the project is supported by IIMPACT. The site is a replicated model which Nalanda had developed with UNICEF previously. The team observed the classroom transaction processes and teaching learning materials.

d.   Evaluation of the Learning Classroom Series Workshops

An evaluation has been commissioned by REACH India to learn about the impact of the LCS. A member of the Institute of Development Studies, Jaipur has been contracted by REACH India to conduct this study.

The purpose of the evaluation is to determine the effectiveness and impact of using a three part serialized workshop like the LCS for building the capacity of organizations to deliver quality education services. REACH India expects to be able to utilize the results and findings of this evaluation to share lessons it learns with its NGO partners and other stakeholders. The evaluation will also play a role in increasing the credibility of the documentation (source books, manuals) that is being developed by REACH India based on the LCS. It is expected that this study will complement the curricula package that REACH India is developing. The evaluation will assess the improvement in the institutional capacity built of NGO partners to deliver quality educational services; assess the immediate and intermediate outcomes; and explore any unintended outcomes of the workshop series, including exemplary practices and substantial outcomes that merit further study and documentation.

The field work of the evaluation has been completed in Delhi, Kolkata and Mumbai. It will be completed in Jharkhand by end October and the final report is expected to be available to REACH India by the second week of November 2007.

ii. Organizational Development

The capacity building mandate of REACH India has two components; the first involves providing service delivery support and strengthening to a core group of lead NGOs and foundations known as direct service delivery grantees. The second component involves supporting capacity building grantees to design implement, manage and evaluate capacity building of small NGOs (subgrantees) to build their capacity in providing basic education services to vulnerable children.

Both these components engage partner NGOs and foundations in an organizational development approach to capacity building. REACH India engages with each of its NGO partners in a process of:

- "Problem exploration (strengthening educational service delivery to vulnerable children through REACH India assistance) that
- identifies each organization's strengths and weaknesses in expanding its current efforts or beginning new efforts related to educational programming for vulnerable children (information collection and analysis and feedback) in order to better
- target short-term training and technical assistance that REACH India can provide to build NGO capacity to provide effective and efficient educational programming in both formal and out-of-school-settings, and
- develop plans (proposals) that indicate how each organization will proceed in extending and evaluating its actions in support of education for vulnerable children".[4]

REACH measures progress of organizational development, namely 1) organizational management systems and 2) technical capacity to deliver educational services to vulnerable children. To track changes in organizational management systems, REACH has developed an OD checklist that plots levels of their achievements in organization development required for their long term sustainability as well as for achieving the outcomes of the project. To track the technical capacity in education, REACH uses a Quality of Education Assessment Tool (QEAT). In the latter, there are sections that ask about technical expertise in education as well as academic management, both of which reflect on the organization's capacity. This strategy reflects the approach of the project, which is actually the technical assistance provided by REACH India to improve the quality of education leading to improved organizational systems.

Organizational Development Checklist and Results

The Organizational Development (OD) checklist, which was developed by REACH staff, includes commonly recognized elements of best practices in the area of organizational culture, management processes and procedures and strategic planning.

The OD checklist is self-administered by the NGOs. It has been filled in by a core group comprising at least 10% of the overall NGO staff, from different departments, levels and with varied years of experience in the organization. The OD checklist tool reflects the overall OD status of the NGO, not just the status of the team that has implemented the REACH India project. For example, NGO executive directors have been involved in administering the checklist, but they typically work on a range of other activities in the organization in addition to the REACH India project.

Between June 2005, and November 2006, the checklist was administered in all six regions of REACH India. The OD checklist has been administered by the Delhi, Jharkhand, Kolkata and Chhattisgarh grantees over a period of three years, the first (baseline) in 2005, the second in 2006, and finally in 2007. For the grantees in Mumbai and Karnataka the OD checklist was administered for the first time (baseline) in 2006 and the second and final time in 2007. Of the 31 NGO partners in the six regions, 17 (54%) have reported on the OD checklist as of October 31. 2007.

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[4] Program Description Reaching & Educating At-risk Children (REACH) – India; Pg B-7

Overall, the highlights of the analysis of the OD checklist results revealed the following:

- As has been mentioned in earlier reports, HR practices in most of the organizations are still to be formalized. The majority of organizations do not have organization handbooks and HR policy manuals. However, better recruitment procedures are now being practiced by the organizations.
- Some progress has been made by the NGOs in improving their documentation practices.
- Almost all organizations have structured procedures for organizational meetings.
- NGO focus on the organization's mission (and vision and/or values), goals toward the mission, strategies to achieve the goals, and action planning has improved considerably.
- All 17 organizations that have reported on OD have shown improvement in their scores over the baseline. To some extent REACH India's OD interventions and the organizations' own efforts have resulted in improved scores.

Scores for Two Periods: 2005 and cumulative period 2007

Of the 17 organizations, 88% showed improvement over baseline with an average score for organizational achievement of 77.8% for year 2007. Overall the improvement is 36% over the baseline score of 57.1%. The following are the comparisons between the baseline and the final year scores for the 17 NGOs:

Table B – Organizational Development Improvement over Baseline

S.No	NGO	Baseline Scores (%)	Year 2007 Scores (%)	%age Improvement over the baseline
1.	Prayas	64	89	39
2.	Deepalaya	60	78	30
3.	Disha	51	82	60
4.	Banwasi Vikas Ashram	57	75	32
5.	NBJK	45	80	77
6.	Badlao	45	66	47
7.	CLPOA	57	94	65
8.	IPER	52	86	65
9.	Manovikas Kendra	75	88	17
10.	AASHA	57	73	28

11.	Avehi Abacus	82	93	13
12.	Shelter Don Bosco	38	45	18
13.	Sahaara Charitable Society	52	60	15
14.	SVYM	90	90	0
15.	TTF	55	64	16
16.	TRDC	90	90	0
17.	Agastya	57	69	21

Other Organizational Development interventions undertaken with the grantees are:

a.   Institutional development through the Learning Classroom Series

REACH India endeavors to provide training and technical assistance in the area of quality of education (QE) to all its NGO partners. The Learning Classrooms Series (LCS) has been successfully carried out in the regions of Delhi, Jharkhand and Kolkata and Mumbai. The LCS was co-designed with the NGO partners so as to capture the experiences/expertise of the NGOs with one another and introduce new concepts that would be feasible in the local context. The idea was also to help NGOs develop their capacities in delivering the concepts well. Planning meetings were held with the NGO partners for developing various sessions in which they could contribute and thus their capacities were built in developing of the training modules. At the end of the meeting a modified framework for serialized workshops was developed by the NGOs. REACH India hired a consultant to revise the workshop design. The consultant also worked out the details of individual sessions with the resource persons as identified by the NGOs. The follow up with organizations has led to formulation of education action plans, workforce planning and redeployment by the participant organizations and institutionalization of different elements of the LCS. Organizations have developed lesson plans, curriculums and have also made attempts to focus more on learning styles and activity based 'concept' learning.

b.   Institutional capacity building for Jharkhand NGO partners

A series of activities were organized for the Jharkhand NGOs with the objective of helping the NGOs to build an in-house resource group and overcome their dependence on consultants for quality education and related organizational development. The whole package consisted of a workshop and six series of meetings-cum-workshops for each of the NGOs. The first 10-day residential training was held at Sahbhagi Shikshan Kendra, Lucknow for the 28 participants from the NGO partners January 2007. During the workshop each of the NGOs formulated the action plan that needed to be executed in the following six months. All rounds of individual meetings and workshops have been completed. This technical assistance has been outsourced to Nalanda, an educational resource agency from Lucknow.

c.   Institutional Capacity Building of Karnataka NGO partners

For enhancing the quality of education delivery for grantees in Karnataka, a series of three workshops with on site support for Agastya International Foundation and Tropical Research and Development Center were held from May to August 2007. Although the focus was on education quality, through these workshops the organizations were exposed to concepts of participatory planning, monitoring and review and role clarity. An organizational development outcome of these workshops has been that both organizations have now broadened their vision on elementary education.

d.   Initiatives in sustainability of REACH India efforts

After a series of internal discussions within REACH India on sustainability of the of the grantee efforts, the results have been articulated in a document that suggests elements of the REACH India supported initiatives which may be pursued for their continuity beyond the confines of the REACH India project funding. The document has largely drawn opinions from the mid term review of REACH India and echoes views of a large section of grantees.
Based on the suggestions in the document, some of the organizational development issues that REACH India has undertaken with its partners are:
- One-on-one support has been provided to some grantees to build their skills in documentation and,
- Facilitate NGO / grantee liaising with the Government to leverage funds.
- A sustainability conference is in the process of being planned. It is intended that the conference will showcase different strands of the REACH India project through the documentation being undertaken by REACH India and the different sample projects of the grantees.

e.   Training on the administration and usage of the Quality Education Assessment Tool (QEAT).

A comprehensive QEAT has been developed by REACH India for all NGO partners to plot levels of their achievements in enhancing quality of education in their programmes. This activity included:

- Training the NGO on how to use the Quality Education Assessment Tool;
- The NGOs choosing samples and conducting field observations and interviews to collect data;
- The NGOs compiling the data in excel spreadsheets.

NGOs have filled in these checklists and are using the data to assess and improve their institutions and performance. This has been considered as an organizational development intervention as REACH India partner NGOs are now ready to use the results of this tool to inform and guide their education programs in the long run. REACH India has also held data analysis workshops for the NGOs so that they are able to use this data in future and adapt the tool to their other projects.

f.   Program and Finance joint review of the REACH – NGO project

Program and finance reviews have been conducted over in the six regions, the program activities were reviewed along with the financial expenses. NGOs were advised on proper documentation and good practices in maintaining records and financial systems. REACH India was satisfied to see that most of the NGOs adhered to good practices in the area of

documentation and finance and embraced the practices that have been introduced by the REACH project. A few NGOs have institutionalized such practices in the organization.

### g.	Program Planning and Budgets

A good example of program and budget planning was demonstrated during the budget reduction exercise with the grantees. Visits were undertaken to NGO/grantee locations where staff of NGOs and REACH India program and finance staff worked together in cutting budgets without affecting the key deliverables of the project. The NGOs were exposed to the principles of cost based budgeting wherein first it was agreed by both REACH India as well as the partner NGO on the total budget. Then the program in relation to activities was revisited and discussed. Activities were prioritized and based on these budget line items were recalculated. In doing this exercise the budget for the most important activities was left untouched.

iii. Monitoring & Evaluation

Monitoring and evaluation are two important aspects of any project/ organization working towards a goal. They are important management tools that key in on project activities, and demonstrate how these influence project outcomes.
As part of the technical assistance effort, local implementing agencies are assisted with designs for indicators to examine program effectiveness, training to local staff is provided in instrument development, data collection and data processing and in reporting and use of data. The focus of the technical assistance effort is strengthening the capacity of the Indian NGO and foundation community to attract and retain vulnerable children, especially girls, in their formal and/or non-formal education programs.

The program implementation context for all REACH/India capacity-building efforts is that of scaling up NGO capacity to provide educational services to out-of-school children and facilitate their entrance into and retention in formal schooling.

To enhance the quality of project, a specific tool for M&E – Student tracking Tool (STT) was developed and all the grantee partners were trained to use it for tracking and keeping records of various activities. The grantees have been using STT since July 2005, and thus a need was felt to understand the usefulness and impact of this tool. A feedback survey was done at the start of this calendar year.

Feedback on Monitoring & Evaluation tools

A questionnaire was sent to grantee NGOs to get their feedback on the usefulness of the student tracking tool; the response was very encouraging. The questionnaire was sent to 24 grantee NGOs all of whom responded to it. The feedback reflected the responses of 72 grantees including 17 direct grantees, 7 capacity building grantees and their 48 subgrantees.

The survey analysis revealed that the grantees found the tool useful in collecting data, in analyzing data, and in generating meaningful reports.

- 71% found the tool extremely useful and that the benefits of the student tracking tool outweighed the burdens associated with its implementation;
- 92% grantees stated that they will continue to use the tracking tool beyond REACH India funding;
- All grantees used the data to analyze their own program performance; and

- 79% suggested changes in the existing tool so as to make it more user friendly.

a.   Capacity building of grantee NGOs

1.   Training workshop on STT Data analysis using Excel

In the first week of June 2007, two workshops on 'STT data analysis using Excel'- one each for Mumbai and North Karnataka grantees were organized. During the workshops, participants learned how to use Excel for analyzing data and for generating meaningful tables and charts that can be used for data interpretation. Later in September 2007, a similar workshop was conducted for the Jharkhand grantees – NBJK and its sub-grantees and CWD.

Similar workshops on STT data analysis were conducted last year in March for Delhi and Kolkata grantees.

2.   Refresher training on the Student Tracking Tool (STT)

Training for Naandi and its four sub- grantees in data entry and use of the Student Tracking Tool and refresher training for four of the five North Karnataka grantees was conducted in this reporting period.

Besides this, the process of one-to-one refresher trainings and individual visits continued in almost all regions to train/retrain grantee staff in the method of data entry. Refresher training became very important and necessary because of the high turn over rate of staff. The other reason was that many grantee NGOs ran long durational bridge courses and the mainstreaming process started from March this year onwards. Therefore it was deemed appropriate to provide refresher training to all such grantees so that they can properly capture mainstreaming in the tool sheets.

3.   Impact of REACH India M&E capacity building

It has been very encouraging to find grantee NGOs using the skills gained via the M&E capacity building process in other program/projects as well. The capacity building has reflected itself in different forms at NGOs levels. For example,

- Use of student tracking tool – In response to a survey about the usefulness of STT, more than 50% of the NGOs have reported that they found the tool user-friendly and thus also use it in project/programs other than REACH India. These include grantees such as, SARD, Prayas, CLPOA, BVA, Manovikas, Vikramshila and Sahaara Charitable Society.

- Development of new tools – CLPOA is in the process of developing an MS office Access based tracking tool and the good news is that the categories/ fields of data collection are almost the same as in the REACH India student tracking tool.

- Use of knowledge gained by data analysis workshop – Some of the grantees are in the process of conducting the end line survey and are again collecting household data. During the recent data analysis workshop conducted at Ranchi, Jharkhand, the participant organizations were shown how they can use pivot tables and charts for doing analysis of the data. And this idea was much liked by grantee NGOs and post workshop some of the grantees started attempting to use pivot tables and charts for organizing and analyzing data.

b.   Paper on student tracking tool

The REACH India M&E team wrote a paper on "Ensuring retention and mainstreaming of vulnerable children in education programs". The paper highlights the role of the student tracking tool developed by the REACH M&E team in enhancing mainstreaming and retention of children in education programs.

c.   Development/ modifications of monitoring templates and reference material

- Revised iteration of student tracking tool **-** Based on the feedback of grantee NGOs on the current STT, a new more user-friendly version was developed. In the revised iteration, some of the logics have been re-worked and some new data entry categories have been created to make the tool more functional. This tool was shared with NBJK, LGSS – a sub-grantee of NBJK and with CWD in Jharkhand and with CLPOA in Kolkata for field testing. All these organizations readily accepted to do this additional task of using the tool and providing REACH with their feedback. The feedback is expected in November 2007, after which it will be shared with wider audience and could be left as a legacy after the REACH India grant ends.
- Template for achievements against M&E Plan **–** Individual templates were developed for all the grantees to enable them to report on achievements against their respective approved monitoring & evaluation plans.
- STT extension sheets - The extended tracking sheets up to March 2007, were sent to all the NGOs; this will enable them to track the students till the end of the current academic year.
- Template for tracking learning centers – A template was developed to track learning centers with details such as type of education program, location and address, timings of the center, and visits made by REACH staff during a financial year. The tracking tool has been shared with all respective program officers of REACH India to enable them to get an updated status at a glance of all on-going centers and also enable them to plan for site verification visits to the centers.
- Modified and updated the Student Tracking Tool user manual and also the Individual Student Profile user manual to include all grantee NGOs.

Additionally, several visits were made to grantees' centers and offices to crosscheck the information submitted and also to asses the quality level.

Project Monitoring Plan Findings

The Monitoring and Evaluation component is responsible for reporting data on enrollment, retention and mainstreaming of students served through interventions funded by REACH India. Data is collected by means of the organization's Student Tracking Tool (STT), an Excel-based worksheet developed specifically for this project. In this report, data is being presented on enrollment, retention and mainstreaming of students as of July 31, 2007. The report also provides information collected from 98 grantees and subgrantees operating in the following regions: Delhi, Jharkhand, Kolkata, Chhattisgarh, Mumbai, and North Karnataka. The remainder of this document reports the status of REACH India enrollment, completion and mainstreaming information for all students; where appropriate, the data is disaggregated by gender, social group and region.

Findings from data analyzed for this reporting period are included below.

1. Enrollment information for the period in this report and included in Table 1 in Annex I and Figure 1 in Annex I is for data only to July 31, 2007. As of this reporting period, the programs funded through REACH India have enrolled over 132,497 students into one of their educational interventions. Figure 1 reveals that there is variation by region with Jharkhand and North Karnataka accounting for a greater number of the enrollees. Similar numbers of enrollees are noted for the Delhi, Chhattisgarh and Kolkata regions.

   As depicted in Figure A below and just at importantly, REACH funded interventions have demonstrated a continuously high rate of retention. In addition data demonstrates that REACH India-funded projects experienced a retention rate for mainstreamed children of 75% during Year 3 while the overall rate of retention increased to 87% as of July 31, 2007. When examined by those children who were mainstreamed, REACH rates are as follows:
   - Retention of mainstreamed students from Year I to Year III of REACH India PMP: 75%
   - Retention of mainstreamed students from Year II to Year III of REACH India PMP: 82%

Figure A. Enrolment & Retention Trends for REACH India Interventions: 2004-2007
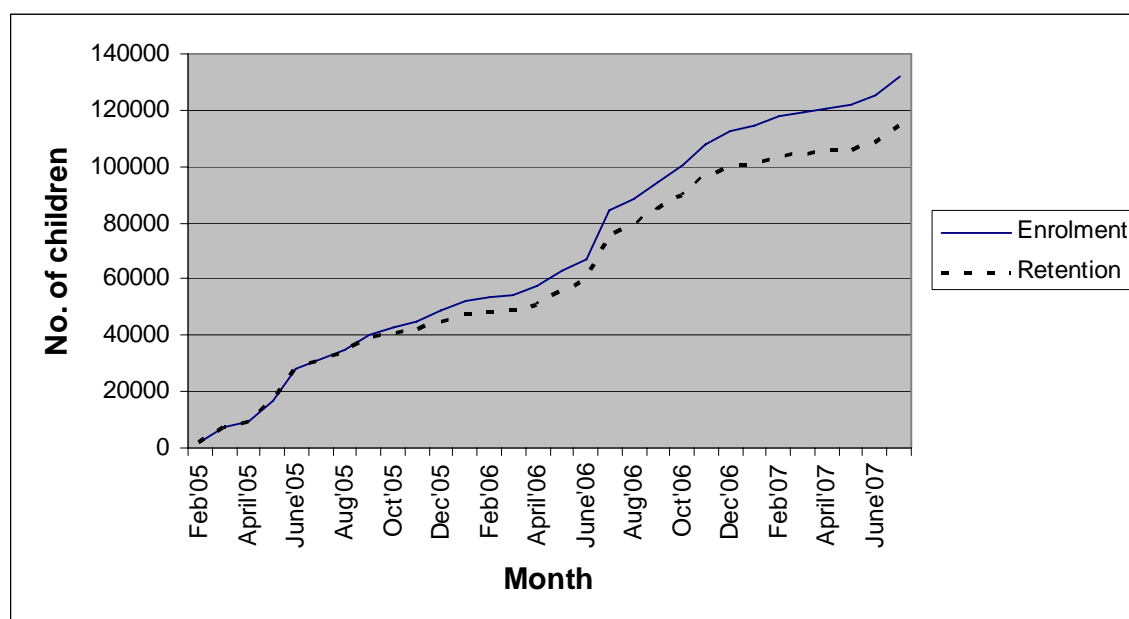
2. Each grantee funded through the REACH India project was asked to set a target for the number of students they expected to enroll in their programs. Originally, the REACH India PMP projected overall enrollment of 88,000 students over the life of the project (LOP). Once new grantees were funded, the targeted enrollment number was revised to 120,720 students. The data in Table 2 in Annex I demonstrates that REACH India has surpassed the overall original and revised enrollment goals set for the life of the project (LOP). During this reporting period, the Monitoring and Evaluation component of REACH examined how many students have enrolled in the programs as

compared to their projected targets. This data is presented by region in Table 2; here, the targeted enrollment figure is provided as well as the actual number of students enrolled by the grantees. The percentage figure reflects achievements by region relative to the target. As can be noted here and confirmed in Figure 2 in Annex I, grantees have either exceeded their targets or are either very close to meeting their targets. Three of the six regions have surpassed their targets while two others are within a few percentage points of meeting them. The Delhi programs figures reflect the enrollees without including the data from one grantee who has not reported data since early this year.

3. Table 3 in Annex I presents data by type of educational intervention. Here it can be noted that more of students are enrolled in bridge courses (40.8%) run by NGO grantees followed by in-school remediation programs (32.5%); direct enrollment in formal schooling systems accounts for 11.7% of enrollments while ECE/Balwadi programs enrolled an additional 12.4 percent. This is in contrast to the previous reporting period where bridge courses accounted for a majority of enrollees.

4. Table 4 in Annex I presents information on the enrollees by gender. As evident in this table, the grantees have enrolled almost equal numbers of female (50.5%) and male (49.5%) students overall. This represents no change from the previous reporting period. Also, the trend witnessed in the prior reporting period continued as more girls were enrolled in bridge courses (52.1%) and in SLD remediation programs (52.3%) whereas more boys are found in direct enrollment programs (51.9%) and in the AES programs for children with special needs (60.7%).   The other interventions serve boys and girls in almost proportions. When the gender of enrollees is examined by region, (see Table 5 in Annex I) the parity by gender remains constant across all regions. Slightly more girls are enrolled in programs in the Delhi, Jharkhand and Kolkata regions while the others have slightly more males enrolled in their respective programs.

5. One purpose of the REACH India project was to provide services to populations at-risk including girls and minority groups. As demonstrated in Table 6 in Annex I, 83% of the enrollees are from a disadvantaged group with children from a scheduled tribe (26.3%), scheduled caste (20.2%) or other backward castes (OBC) (19.8%) constituting the majority of enrollees. An examination within type of program reveals that ECE/Balwadis tend to serve scheduled tribe (30%), general population (18.7%) and minority (17.2%) students. Bridge courses serve more of the scheduled tribe (27.4%), scheduled castes (23.3%) and OBC (20.4%) students. Direct enrollment programs serve more scheduled caste (23%) and similar numbers of OBC (19.4%), minority (19.6%), and general population (20.4%) students. Remediation programs serve more scheduled caste (29%) and similar numbers of SC, OBC and general population students while SLD remediation programs serve general (47.9%) and scheduled caste (28.7%) students. Finally, AES program for students with special needs serve more OBC (34.6%) and general (27.1%) population students.

6. Table 7 in Annex I presents information by location of the programs- rural/urban locations. The data presented here demonstrates that a slight majority (57.1%) of students served by REACH-funded interventions are from rural areas; this is a shift from the previous reporting period where programs that were reporting at that time were mainly in the urban areas. ECE/Balwadi (61.7%) and SLD remediation (100%) programs tend to serve more students in urban areas while rural area students are served by bridge courses (58.5%), direct enrollment (56.5%), and remediation programs (63.8%) and AES programs for students with special needs (73.5%).

7. Since the start of the REACH India interventions, 79% of the students have been mainstreamed into the formal schooling system, as demonstrated in Table 8 in Annex I. Of these, 17% were transitioned from a balwadi into formal school/full alternative schooling systems; another 81% were transitioned from a bridge course into formal school/full alternative systems; and 2% completed a special education intervention and were mainstreamed into formal school/full alternative systems.

8. Similarly, since the start of the REACH India interventions, 13.53% of the students have dropped out of one of the various programs. The primary reasons provided for having dropped out did not differ from previous reporting periods; these included that the student had permanently migrated (32.5%); other reasons for dropping out were seasonal migration (16.7%), work at home (12.4%) or any of a number of other reasons (24.5%). From Figure 4 in Annex 1, one notes that the reasons for dropping out of a program are similar for girls and boys with more girls reporting having dropped out due to seasonal migration or to work at home.

   Table 9A (see Annex 1) indicates that of the total number of children who dropped out, a larger number 10,781 (60.4%) dropped out from urban areas. And a closer analysis within the reasons for dropout reveals that a major reason for drop out of children in urban areas was due to permanent migration, 4,165 (71.8%); followed by seasonal migration of children, 1,993 (66.9%) and lack of interest of children in studies, 982 (66.5%); while in the rural areas the major reasons for dropout were the inability of children to cope with studies, 152 (80.4%); followed by early marriage, 126 (79.7%) and work at home, 1,751 (79.1%).

iv. Finance and Grants Administration

With the project in its last phase of close out, the role of finance & administration also underwent changes. The Finance team was involved in closing out processes, reviews, managing the no cost extensions, budge cuts, fall in exchange rate, finalizing the steps for final closing down of the entire project along with doing the routine monthly activities.

One major area of concern was the fall in the exchange rate.

The continuous slowdown of the US economy and the general strengthening of the Indian Rupee reduced the exchange rate from approx. INR 45 to INR 40 per USD in mid 2007. This has adversely affected the already thin margins available in the Grants and Administrative budgets thereby requiring close monitoring of the finances on a more frequent basis. There was also a sharp decline in the reserve created from past exchange rate gains.

a. Grants Management

1. No Cost Extension of the Project: In July 2006, the project was granted a six month extension by USAID. The process to take this forward to the grantees was initiated. These steps involved developing and disseminating a template inviting proposals for the no cost extension, scanning, analyzing and approving them.

2. Managing the Budget cut: The project faced two budget cuts, the second in this reporting period. This cut not only forced a reduction in various administrative budget lines but also had an adverse impact on a number of activities planned under the project. There was a need to pass on the impact of the cut to the grantees as well.

After an extensive internal planning exercise, a team of finance and program personnel went out to each grantee to review the implementation of the project activities and to realistically plan the activities and their corresponding budgets for the remainder of the project. The basic principles involved while implementing the budget cut were: that none of the planned activities directly yielding benefits to children should be adversely affected; and that no new activity should be added to the existing work plan.

Based on these discussions, revised monthly work plans and budgets were prepared. The fact that the budget cut followed the no-cost extension very closely, combining both these proved to be a difficult feat. Therefore in effect, this exercise got termed as the 'Reduced Cost Extension'. Most grantees opted for the extension despite the budget cut, except a few like AADI, Vikramshila who preferred to end their project according to the original timeline.

3. Issuing Grant modification letters: After having agreed in principle with the grantees on the three issues i.e. the no cost extension, budget cut and shift from advance to reimbursement based system, a consolidated modification letter addressing all these issues was drafted and sent to all grantees after a signature from AIR, Washington.

4. Financial review of four regions: The first financial review exercise conducted for all the regions had yielded positive results in terms of strengthening the financial management and administrative systems of various organizations. Most of the suggestions and recommendations provided during the reviews had been implemented. Having noticed such marked improvement, the second financial review for all the regions was planned and completed in four of the six regions. The objective this time was to follow up on the unresolved issues of the first review and move a step ahead in improving the systems of those organizations which had recently initiated the process of streamlining their internal control practices.

5. Resolving audit issues of Delhi Grantees: All the issues with six of the seven grantees (except Katha) were resolved. This involved approval of allocation formulas for common administrative expenses, designing and establishment of required systems and processes and in certain cases, even disallowance of costs. Katha in Delhi has been the most challenging in terms of adherence to the principles and guidelines of REACH India. Even after repeated efforts, most of the Delhi Audit issues remained unresolved with Katha. The finance team made a comprehensive effort to close most of the past issues and complete the financial review. However, REACH and Katha could not come to an understanding, and the matter is now with USAID. Katha also expressed the desire to terminate the grant with retroactive effect from March 31, 2007.

b. Internal financial and administrative management of REACH office

Owing to directives from the Supreme Court of India not allowing commercial establishments to operate from residential premises, the REACH India office was sealed by the Municipal Corporation of Delhi on September 18. 2006. Although this was sudden and unplanned, REACH India managed to remove all furniture, equipment and essential data from the office to enable staff to continue working from home. Due to regular follow up with the Supreme Court and the Municipal Corporation of Delhi, the office was de-sealed after four months and staff returned to the office on January 18. 2007.

Other work that was conducted during this period is listed below:

- Revision of REACH India budget completed: Because of the second budget cut, the existing work plan and the corresponding administrative budget were revised keeping in view the limited resources. This involved shifting of funds within various sub-line items without making any changes in core-project activities i.e. the grants budget. Also, the cost incurred on administration budget was closely monitored and necessary steps taken to reduce the cost such as timely planning of travel, booking of check fare tickets and re-negotiating the hotel tariffs in order to reduce the travel cost etc.

- Year end activities to align different financial closing periods between headquarters and field office conducted: The financial year as applicable in the US is the calendar year whereas as applicable in India it is April – March. This calls for aligning year end activities between head quarters and the field every year. Accordingly, relevant information was gathered from the grantees, reports were generated internally and the process was completed well before the deadline.

- AIR audit: The REACH India office underwent a financial audit in the month of January 2007 conducted by M/s J.C. Bhalla & Co. mandated by AIR. Broadly, the areas covered under audit were contracts, labour / personnel, equipment and procurement. The audit was successfully completed without any serious observations / comments. However, some queries which were raised in the audit report were addressed by the finance team to the satisfaction of the Auditors and AIR. Certain valid inputs / suggestions from the Auditors have now been implemented.

- Statutory Audit of REACH India: The statutory audit for the REACH India office due for the last two financial years i.e. 2005-2006 and 2006-2007 was finally done. M/s WDK & Associates were hired for this purpose and the audit exercise was completed. The Annual Returns as prescribed under The Companies Act 1956 were also filed with the Registrar of Companies.

- USAID Financial review: In the month of August 2007, a team from USAID Regional Financial Management Office also conducted a detailed Finance Review at REACH India which covered the entire duration of the project. The team was satisfied with the accounting, book-keeping and internal procedures and systems being followed. However, their main concern was inadequate documentation of the procedures and processes followed within the organization. As a result, the process followed for approval and booking of grant expenses, preparation of monthly cash request for HQ and monitoring and settlement of travel advance given to employees were documented. The final report of this exercise is still awaited.

- Finalizing a new lease agreement of office space: The lease agreement for the REACH India office premises expired on September 15, 2007. Thereafter, due to increased market rent and budget constraints, it was decided to accommodate the entire staff only on one floor instead of the existing two. Accordingly, the office lease was also renewed for only the third floor.

- Staff related issues: A new Chief of Party was appointed. A Communication and Dissemination officer was hired as the project is nearing the end and good documentation is essential. The unanticipated departure of the COP from the project also created the need to resolve a number of issues on a priority basis. These included premature termination of his residential lease, un-installation and taking over of USAID provided household equipment, resolving past pending issues and settlement of his outstanding dues at field office etc. Meanwhile several of the office

staff also left – the Quality Education Specialist, a Finance and Grants Officer and the Training Specialist. The World Education Advisor who was earlier based in India, also shifted base to Boston. This has created additional burden on the rest of the staff. Finding good staff for the remaining few months of the project proving to be difficult.

- Miscellaneous internal office management tasks: Miscellaneous tasks vital to management of internal office were conducted. These include obtaining office insurance, completing year end employee tax calculations, effecting usual annual increments of support staff etc.

7.   Close-out Activities

The REACH India project ends in March 2008; the NGO grants will come to an end in December 2007.

With very limited personnel strength, closing grantees in all the regions will be a big challenge and thus adequate planning and prioritizing of activities are required.

The following steps have been taken to ensure the proper close out of the project:

i.   Shifting from Advance to Reimbursement mode: All grantees were shifted from an advance based to a reimbursement based system for their last quarter of operation. This was done to avoid recalling of unspent funds in case of underutilization by the grantee organization.

ii.   Close out checklist and schedule: A detailed list of activities to be performed as a part of the close out process has been developed, timelines fixed and individual responsibilities assigned. The checklist is a comprehensive planning and monitoring tool for the close-out process.

iii. Finalizing the process of handing over equipment: On grounds of supporting our grantees in their efforts towards sustainability, REACH India will be making a recommendation to USAID to transfer the ownership and title of the assets bought under the project to the grantees. The process of collating information regarding the assets available with each organization was initiated. Further, based on the directives issued by USAID and AIR, REACH India initiated the process of disposing off its excess office furniture and equipment to Grantees in need of such items.

Apart from these, a list has been prepared of the close out activities specific for each function/department:

For Grants:
- Final review of all grantees
- Collection of complete set of documents and reports.
- Completion of documentation initiated By REACH India and the grantees
- Final Payment to Grantees

For Finance:
- Final Financial review of all grantees to find any disallowable costs
- Preparation of Final Report
- Settlement of dues with Employees, Vendors and Consultants

- Compliance of Statutory obligations such as Audit, Filing of Returns etc.
- Closure of Bank account and repatriation of unspent funds back to AIR

For Administration:
- Disposal of furniture and equipment
- Shipping of documents to AIR
- Termination of utilities such as Electricity, Water, Telephone, Internet etc.
- Informing Vendors regarding the closure

Close out of first batch of REACH India NGOs

The first batch of eight NGOs closed down in August 2007. The project activities were flagged off and the formal process of close out began both from their side and REACH India's side.

Final settlement of LSS: The grant agreement of LSS, Chhattisgarh NGO was terminated earlier, as of October 15, 2006, on grounds of programmatic and financial irregularities. Upon receipt of all the required documents from LSS, a final financial review was conducted and based upon acceptable expenditures, a final payment made to settle the account.

The close out process included final financial and program reviews, reconciliation of accounts, collecting all relevant documents and arriving at a final payment figure by the finance team. The program team at REACH India ensured that all the stipulated reports, documents, STT data etc were submitted and were in order. The process is still in continuance as some reports are still awaited.

The grantees that closed out in August 2007:

- Delhi, Prayas, CEMD, AADI, Deepalaya
- Kolkata, CINI Asha, Vikramshila
- Chhattisgarh, Digdarshika
- Jharkhand, Badlao Foundation

The full and final payments to these grantees will be made once all the reports have been received.

The closing out of these NGOs has been a good learning process as it is preparing the REACH India staff for the next and final phase of closing out for the remaining NGOs.

8. Annexes

ANNEX I – Tables and Figures (Intermediate Result 17.1.1)

Table No. 1

Total Enrollments by Region for REACH India Grantees

Region	Number of students enrolled	Percentage of students enrolled
Delhi	19,379	14.6%
Jharkhand	30,468	23%
Kolkata	21,850	16.5%
Chhattisgarh	20,736	15.7%
Mumbai	15,743	11.9%
North Karnataka	24,321	18.4%
Total	**132,497**	**100%**

Percentage of Enrollment Targets Achieved by Region

* Region	Target	Actual Enrollments	Achievement Percentage
Delhi*	20,350	19,379	95%
Jharkhand	28,600	30,468	107%
Kolkata	22,470	21,850	97%
Chhattisgarh	21,175	20,736	98%
Mumbai	12,275	15,743	128%
North Karnataka	15,850	24,321	153%
TOTAL	**120,720**	**132,497**	**110%**

*
* Delhi figures do not include data for one grantee.

Enrollment by type of education programs

Type of education program	Number of children students enrolled	Percentage
ECE/Balwadi	16,469	12.4%
Bridge course (residential/ non-residential)	54,069	40.8%
Direct enrollment	15,524	11.7%
Remediation with in-school children	43,047	32.5%
SLD remediation program	1,337	1%
AES for children with special needs	2,051	1.5%
TOTAL	**132,497**	**100%**

Enrollment within type of education program by gender

Type of education program	Gender		Total
	Boys	**Girls**	
ECE/Balwadi	8102 49.2%	8,367 50.8%	16,469 100%
Bridge course (residential/ non-residential)	25,689 47.9%	27,939 52.1%	53,628 100%
Direct enrollment	8,056 51.9%	7,468 48.1%	15,524 100%
Remediation with in-school children	21,215 50.3%	20,924 49.7%	42,139 100%
SLD remediation program	638 47.7%	699 52.3%	1,337 100%
AES for children with special needs	1245 60.7%	806 39.3%	2051 100%
TOTAL	**64,945 49.5%**	**66,203 50.5%**	**131,148* 100%**

* The data by gender is missing for 1,349 cases

Enrollment by gender by region

Type of education program	Gender		Total
	Boys	**Girls**	
Delhi	9,524 49.1%	9,855 51.9%	19,379 100%
Jharkhand	14,815 48.6	15,653 51.4%	30,468 100%
Kolkata	10,119 46.3%	11,731 53.7%	21,850 100%
Chhattisgarh	10,297 51.9%	9,531 48.1%	19,828 100%
Mumbai	7,979 50.7	7,764 49.3%	15,743 100%
North Karnataka	12,211 51.1%	11,669 48.9%	23,880 100%
TOTAL	**64,945 49.5%**	**66,203 50.5%**	**131,148* 100%**

* The data by gender is missing for 1349 cases

Enrollment within type of education program by social group

Type of education program	Social Groups						
	SC	ST	OBC	Minority	Others	General	Total
ECE/Balwadi	1,941 11.8%	4,941 30%	2,588 15.7%	2,835 17.2%	1,070 6.5%	3,084 18.7%	16,459 100%
Bridge course (residential/ non-residential)	12,452 23.3%	14,671 27.4%	10,914 20.4%	7,150 13.4%	1,656 3.1%	6,683 12.5%	53,526 100%
Direct enrollment	3,574 23%	2,022 13%	3,019 19.4%	3,040 19.6%	695 4.5%	3,173 20.4%	15,523 100%
Remediation with in-school children	8,014 18.6%	12,647 29.4%	8,740 20.3%	3,663 8.5%	1,739 4%	8,204 19.1%	43,007 100%
SLD remediation program	384 28.7%	10 .7%	122 9.1%	180 13.5%	0	641 47.9%	1,337 100%
AES for children with special needs	267 13.%	447 21.8%	709 34.6%	60 2.9%	11 .5%	556 27.1%	2,050 100%
TOTAL	**26,632 20.2%**	**34,738 26.3%**	**26,092 19.8%**	**16,928 12.8%**	**5,171 3.9%**	**22,341 16.9%**	**131,902* 100%**

* The data for social group is missing for 595 cases

Enrollment within type of education program by geographical location

Type of education program	Geographical location of students		Total
	Rural	**Urban**	
ECE/Balwadi	6,308 38.3%	10,161 61.7%	16,469 100%
Bridge course (residential/ non-residential)	31,606 58.5%	22,463 41.5%	54,069 100%
Direct enrollment	8,756 56.4%	6,768 43.6%	15,524 100%
Remediation with in-school children	27,447 63.8%	15,600 36.2%	43,047 100%
SLD remediation program	0	1,337 100%	1,337 100%
AES for children with special needs	1,488 73.5%	563 27.5%	2,051 100%
TOTAL	**75,605 57.1%**	**56,892 42.9%**	**132,497 100%**

**Students mainstreamed from NGO program into a formal schooling system
by program type
October 2004 - July 2007**

Status	Total	Percentage
Completed ECE/balwadi and transitioned to formal school/full alternative schooling systems	9,925	17%
Completed bridge course and transitioned to formal school/full alternative schooling systems	46,310	81%
Mainstreaming of students with special needs to formal schools/full alternative schools	1,045	2%
TOTAL	**57,280**	**100%**

Reasons for student dropout: Cumulative totals from October 2004 – July 31, 2007

Status	Total	Percentage
Seasonal migration	2,991	16.7%
Permanently migrated	5,833	32.5%
Sibling care	516	2.9%
Work at home	2,216	12.4%
Not interested in studies	1,476	8.2%
Unable to cope with studies	189	1.1%
Disability	54	.3%
Illness	96	.5%
Early marriage	159	.9%
Others	4,393	24.5%
TOTAL	**17,923**	**100%**

Reasons for student dropout by geographical location

Reasons for students dropout	Geographical location of students		Total
	Rural	**Urban**	
Seasonal migration	984 33.1%	1993 66.9%	2977 100%
Permanently migrated	1636 28.2%	4165 71.8%	5801 100%
Sibling care	294 57%	222 43%	516 100%
Work at home	1751 79.1%	464 20.9%	2215 100%
Not interested in studies	494 33.5%	982 66.5%	1476 100%
Unable to cope with studies	152 80.4%	37 19.6%	189 100%
Disability	22 40.7%	32 59.3%	54 100%
Illness	40 41.7%	56 58.3%	96 100%
Early marriage	126 79.7%	32 20.3%	158 100%
Others	1578 36.1%	2798 63.9%	4376 100%
TOTAL	**7,077 39.6%**	**10,781 60.4%**	**17,858 100%**

Figure 1: Enrollment by Region – REACH India data as of July 31, 2007
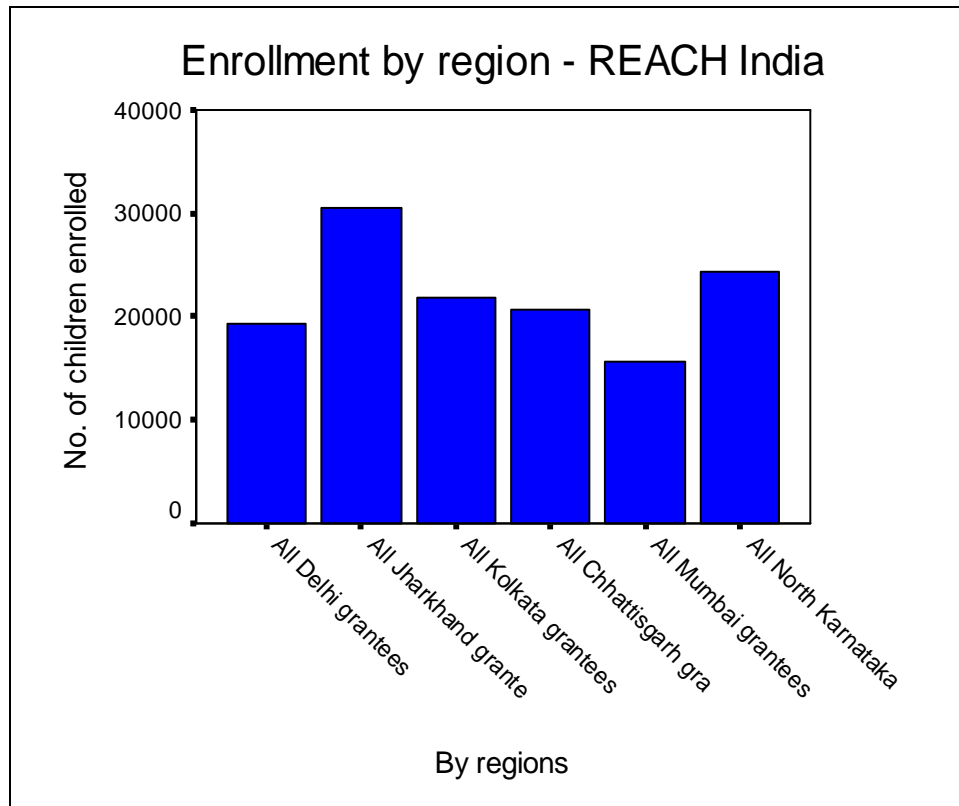
Figure 2: Enrollment Targets vs. Achievement by Region as of July 2007
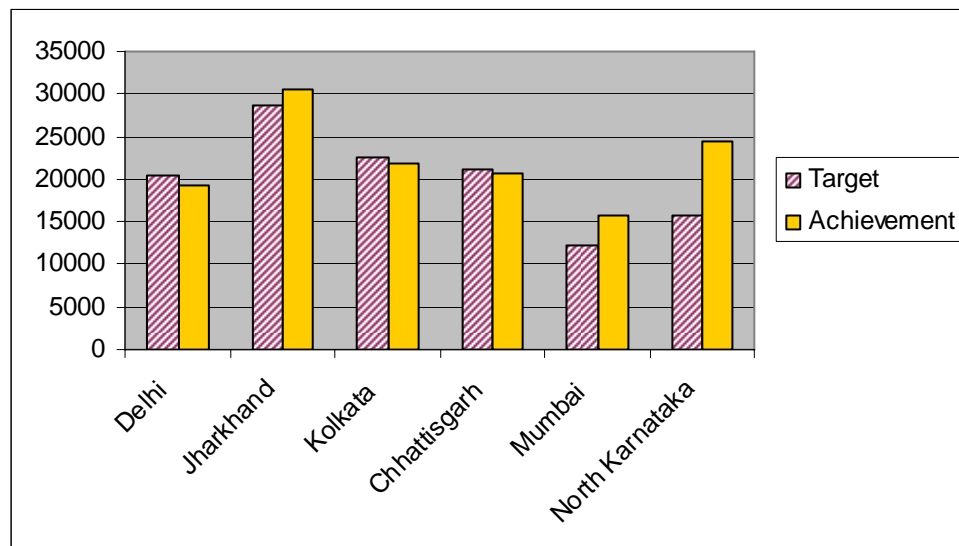
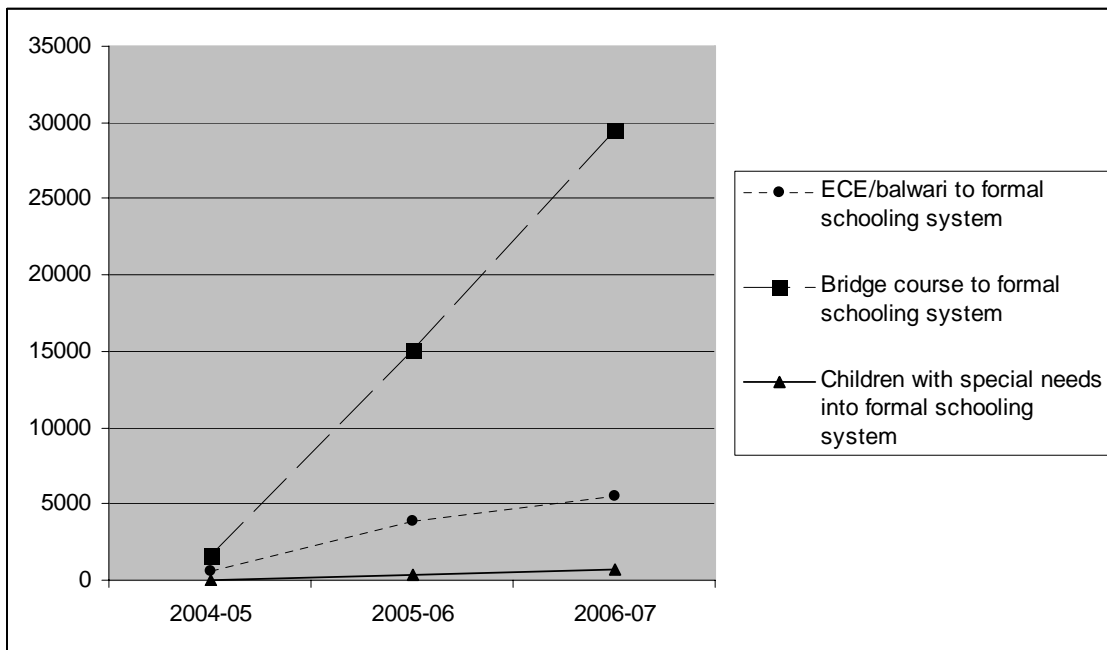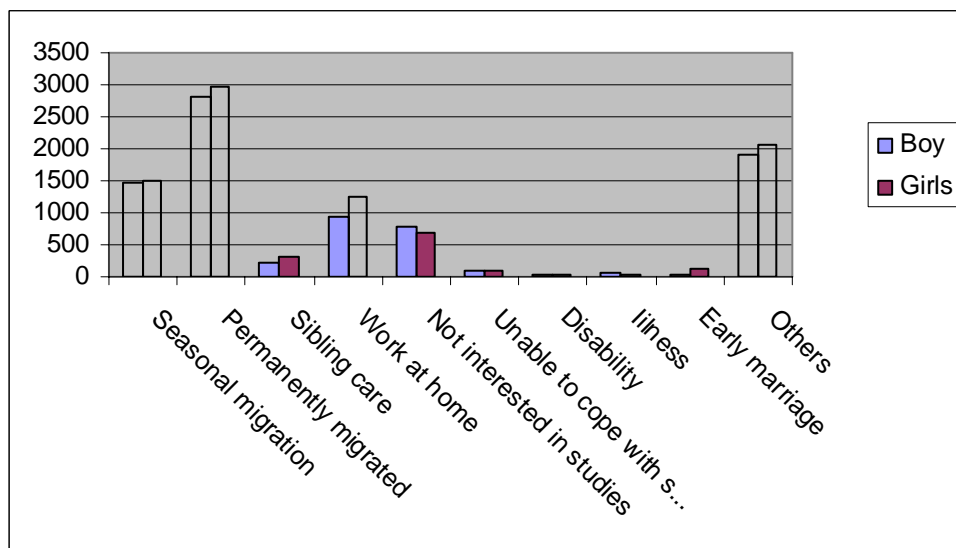Figure 3: Mainstreaming of Students by Program Type: October 2004 - July 2007

Figure 4: Dropouts by Gender

ANNEX II – Finance Checklist

Capacity enhancement of NGOs – Financial

During the third year of the project, almost all grantees not only exhibited extraordinary improvement in their overall financial management system, but most of them even replicated these systems on similar projects of other donors. The suggestions provided to the grantees during the course of the first financial review proved to be well taken. Some such grantees are Asha - Chhattisgarh, IPER – Kolkata, BVA – Jharkhand and Door Step School – Mumbai.

While conducting these reviews, the need to shift from organizing region wise standard training workshops to providing customized solutions for grantee specific financial management issues was realized.

Strengthening of Financial Management and Internal Control Systems

Emphasis was laid on the following aspects:

- System of preparation and issuing contracts for resource personnel as per prescribed USAID guidelines.
- System for procurement of goods and services.
- Cash management system
- Budgeting, forecasting and pipeline planning systems
- Donor reporting systems

Financial Accounting and Book Keeping

- Allocation of common administrative expenses and incomes
- Preparation of activity based budget
- Comparison of budget vis-à-vis actual expense and variance analysis
- Adaptation of Tally as main tool for book keeping in all NGOs across all regions except CINI Asha in Kolkata
- Segregating book keeping of Foreign Contribution (FC) and Non-FC funds for various donors and further distinguishing between cash, bank and journal vouchers.

Process Documentation

Documentation for the following processes:

- Invitation, analysis and selection of quotation
- Maintenance of consultancy contracts
- Closeout process including preparation of close out checklist

Although the performance of all the NGOs was measured on the basis of a standard financial monitoring checklist used during the previous years, only the main aspects which had been emphasized during the financial reviews been highlighted above.

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages

Annex III – Network Status of Partner NGOs

1. AADI	DELHI	Is part of the Childs Rights Group network.	AADI is a partner in the All India Regional Alliance (AIRA).	2006-2007		SCERT Advisory Group MHRD-Inclusive Education/Consultancy Group UEE, Delhi Government /Consultancy Group	
2. Disha	DELHI	Is part of Indian Alliance of Child Right (IACR). Member of CRY network and Action Aid India	- Convener of 'Jal Biradari' - Part of the Bhagidari scheme of the Delhi Government. - Part of the Baal Adhikar Abhiyan - DISHA initiated a network formed under the	Yes	Part of the network of 'Gandhi Katha' for peace education	- Member of the Executive committee of Mahila Samakhya, Bihar - Association with the National Bal Bhavan Society, Department of Education, Ministry of	

1

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
			umbrella of Radhakrishna Foundation. This foundation is a non-political voluntary organization and operating in all over India to propagate and practice Gandhian principals. - Founder member of 'SWYAA-India' for youth promotion and cultural exchange programme			Human Resource Development, Government of India, New Delhi. the Gandhi Smriti and Darshan Samiti, Ministry of Culture, Government of India, New Delhi	
3. SARD	DELHI	State Resource Centre- Delhi Dept. of Education, University of Delhi and Jamia Milia Islamia	Social Jurist, CRY, World Education, Abhaas, India Sponsor Foundation, Delhi Council of Child Welfare	Social Jurist, CRY, State Resource Centre- Delhi Deptt. of Education, University of Delhi and	Tech Mahindra Foundation, India Sponsor Foundation, World Education, Save the	Dept. of Education Municipal Corporation of Delhi; SSA-Delhi; DIET-Moti Bagh; DPEP/SSA-	Tech Mahindra Foundation Ballarpur Industries Limited ITC Sunehra Kal Project SRF Ltd.

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
		University, NIEPA	Delhi school of Social Work, Delhi University	Jamia Milia Islamia University NIEPA Bal Bhawan AWIC	Children Fund, CIDA	Bharatpur; State Resource Centre- Jaipur	Reliance ADAG HLL NDPL Perfetti Hero Honda PEPSI TCI Café Coffee Day
4. DEEPALAYA	DELHI	Member of the National Alliance for the Fundamental Rights of Education (NAFRE); School Dakhila Abhiyan (SDA) which promotes enrollment of vulnerable children in schools; Vigyan Prasar which focuses on science education; Sarva Shiksha Abhiyan	Member of Campaign Against Child Labour; NGO Forum for Street and Working Children; Childline; India Social Forum; World Association for Non-Governmental Organization (WANGO); National Trust for Disability; Disability Rights Group (DRG); Delhi Child Rights Club	2005-2006 Deepalaya REACH India Programme (DRIP) network			

3

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
		IFCW (International Forum for Child Welfare) *this is an addition in 2006*	(DCRC); Indian NGOs.com; Give Foundation Network; Credibility Alliance; Vigyan Prasar.				
5. CEMD	DELHI					Yes	
6. PRAYAS	DELHI					Yes	
7. CLPoA	KOLKATA	WEBEN	CHILDLINE India Foundation	Yes	ATSEC	SSA-KOLKATA	
8. Vikramshila	KOLKATA	Founding member of the National Alliance for the Right to Education and Equity (NAFRE) Member of the West Bengal Education network science communicators		Member of the REACH India network.	Creation of a 'knowledge network'.	Vikramshila is member of both the State Resource Group and the Kolkata Resource Group of the SSA. Working closely with the West Bengal SCERT, the Shishu	Work closely with Tata Council for Community Initiatives (TCCI) and Wipro Cares (a company wide volunteer effort).

4

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
		forum.

Eastern region partner of Wipro Applying Thought in School programme. | | | | Shiksha Mission (under EGS scheme of SSA in West Bengal), and SSA Tripura as consultants in the area of quality education.

Work in partnership with the West Bengal Police and Kolkata Police in implementing the Naba - Disha programme, where we work directly with about 1800 vulnerable children in and around Kolkata.

Formed a | |

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
						consultancy group, in partnership with Neev (Delhi) and Wipro Applying thought in Schools(WATIS) for providing technical support to the West Bengal Board of Madrassah Education. Our director, Mrs. Shubhra Chatterji is a member of the i)National Council of Teacher Education (NCTE) Head Quarter, ii)the Eastern Regional Committee of NCTE, and iii) SSA	

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Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
						task force sub mission for Planning, Monitoring and Evaluation as nominee of NCERT to the departmental advisory board of RIE, Bhubaneshwar.	
9. Manovikas Kendra	KOLKATA	NIL	Disability Activity Forum, Kolkata	Yes	NIL	SSA Resource Group	CII – Disability Forum (Eastern Zone)
10. CINI Asha	KOLKATA					Yes	
11. IPER	KOLKATA					Yes	
12. Badlao Foundation	JHARKHAND	NIOS, IGNOU, MHRD	Confederation of NGOs I Rural India (CNRI), Voluntary Health Association for Jharkhand, (VHAJ), Voluntary Action Network, India (VANI), Voluntary	Yes	Credibility Alliance	Jharkhand Education Project Council (JEPC)	Credibility Alliance

7

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
			Services Overseas (VSO), India				
13. Banvasi Vikas Ashram	JHARKHAND	Yes Informally associated with other resource groups like CINI, PRIA, UNICEF and JEPC. Participated in State Consultation Workshop on Improvement of Elementary Education Situation in Jharkhand organized by National Education Group.	- Sukhar Virodhi Abhiyan - Jharkhand Voluntary Agencies Network - Voluntary Agencies Network in India	Yes	- JVAN Giridih The local NGO network DVOG has been restructured as JVAN Giridih - Organized workshop on Environment Curriculum development resource group in Bagodar where teachers of Govt schools and NGO centres participated. - Capacity building of non residential bridge course	Banwasi is the Resource Agency for development of Quality Education package for Non residential bridge course in Jharkhand and Extended Training and supportive supervision for Non residential bridge course Educators in 11 districts total 250 Master Trainers developed. Banwasi is Nodal agency for Girls Schooling nominated by	NO

8

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
					educators of two Ngo programmes in Giridih.	JEPC in Bokaro, and Giridih districts. The organization has district representative in the Giridih district SSA Executive Committee Module development for training of Kasturban Gandhi Residential School teachers. Participated in Child Right Consultation workshop organized by Dept. of Women and Child	

9

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
						Development, Govt. of India to provide consultative inputs on Right to Education. "Voice of Children" is Banwasi presentation of out of school children in pursuance of United Nations Convention on the Rights of the Child – follow-up activities facilitated by Dept of Women and Child Development.	
14. CWD	JHARKHAND	Member of the Society of the Sacred Heart, since the society's inception 16			Liaising with 20 Government schools for giving training		Linked with Volkart Foundation, Bombay. Newly linked with Sir Dorabji Tata

Yes

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
		years ago. Member of the Christian Children's Fund Network.			Strengthened the liaising with BEO, CDPO, BDO and the other Block officials of Rania & Torpa; with DSE and the DEO at the District level and the Education Ministers office at the state level.		Trust.
15. NBJK	JHARKHAND	Founder-member of forum for inclusive education of disabled children.	Founder-member of the Jharkhand Pradesh Swaichhik Manch, a network of 400 small NGOs. Objectives are to share information and build capacity.	2005-06	Not yet initiated	Member of the State Resource Group of the Jharkhand Education Project Council (JPEC) and of the district SSA committee.	Initiated a network with members from the private sector.
16. AASHA	Chhattisgarh	◆ Member of	◆ AASHA is a	2005–2007	We have		Implementing

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
		NGO Forum – Surguja, Comprising 30 NGOs members. ⬩ Member of Consultant body of SSA at District level.	Nodal organization in Surguja District designed by Caritas & IGSSS Funding Agency. ⬩ Member of Anti Human Trafficking forum –Raipur C.G.		initiated education programme SSA in Surguja District.		water shed project with CRS Support.
17. Digdarshika	Chhattisgarh	Yes	Yes	Yes	Yes	Yes	Yes
18. Vanvasi Chetna Ashram	Chhattisgarh	CRS, Chhattisgarh, Nalanda, Lucknow	Lok Sahbhagi Manch, CASA, Samarthan, PRIA and AFPro, Raipur	Nil	UNICEF, Chhattisgarh, SDTT, Mumbai	Member, SSA Core Group, District – Dantewada	Nil
19. NAANDI	Chhattisgarh	No	Yes-RAN(Resource Agency Network-Jagdalpur)	No	No	No	No
20. Avehi Abacus	Mumbai	'Right to Education Campaign'-Campaign to highlight the demand for approval of 'Right to	-	Yes	Open House-Programme initiated by Avehi-Abacus Project. Platform to facilitate information	National Council for Educational Research and Training-Formulation of Environmental Studies	None

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
		Education bill-2005' by parliament. Activities- Signature campaign (1st and 2nd June), Dharna at Azad maidan, Press conference to highlight the issue, and Candle march for 'Right to Equal, Quality Education for all' on eve of 60th Independence day i.e. 14th August Bal Hakk Abhiyan- Network of Non-Government and Community based			sharing, mutual learning and building consensus amongst organizations, groups and individuals working in field of Education, Child Rights and Social Justice. It aims to streamline strategies and resources of different NGOs to strengthen the network and thereby influence the system to bring the change.	textbook cum workbook for std IV, V. State Council for Educational Research and Training - Member on committee for review of textbooks.	

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
		organizations working on issue of Child Rights in Maharashtra affiliated to NAFRE-National Alliance for Right to Education and Equity. The forum works in 15 states for Equal and Quality Education. 1 workshop and 2 regional meetings, 6 Mumbai level meetings.					
21. Save the children	Mumbai	1.Member of CCVC-Coordination Committee for Vulnerable Children 2. Member of Core	CCVC - Coordination Committee for Vulnerable			STCI's Trustee is a member of High Court Committee/ Dhanuka Committee which is an Infrastructure	-Larson & Toubro -Citi Bank -Taj Broup Of Hotels -KC Mahindra Trust

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Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
		Committee of NGO representatives to BMC Education Departments Public Participation Cell				advisory committee to Municipal Corporation of Greater Mumbai	
22. Ummeed	Mumbai		Member of Forum for Autism, Mumbai; Karmayog; Indian NGOs;	July 2006 onwards	Started a special interest group for Autism in Mumbai; Initiated a parent support group for parents with children diagnosed with ADHD	Rehabilitation Council of India and National Trust (expert committee on Autism) Invited to SSA conference on Inclusive Education	
23. Sahaara	Mumbai	Yes. The following are the NGO's networking in the Remand	Yes. The following are the NGO's networking in the Remand	Yes.	None	Yes. Interaction with Mumbai Municipal Authorities.	Private Linkages Via Smile Foundation and United Way for

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Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
		Homes: Pratham, Vinimay Trust, Nirmala Niketan College, Children's Aid Society. For Balwadi's we are networking with the following NGO's: CORP, NLF, Act, Oasis.	Homes: Aangan & Magic Bus.				Remand Homes and Balwadi.
24. Door Step	Mumbai	-A part of education core committee formed to revise the school adoption policy by BMC - A member of Shikshan Hakk Abhiyan at state level	-An active member of Coordination committee for vulnerable children. -Member of State level Consultation on preparation of 3rd Report for CRC.	Yes	--	-Member of central resource committee of Sarva Shikshan Abhiyan.	-Part of many small informal network working together to optimize sharing of resources. -Network with corporate partners like RABO, HSBC , ICICI

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Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
							Securities, Ernst & Young etc.
25. Shelter Don Bosco	Mumbai	Government schools, pvt. schools and BMC ward offices	Local leaders ,local ngos (Niramaya health foundation, intermission, Avehi Abacus, Naya Jeevan and Anmol)	Door Step School		PIL education with ICHRL	Parle G factory
26. Akshara	N. Karnataka	Started Own net work called "Coalition for Education"	No	Yes	Newly initiated	Set up 1. "Karnataka Learning Partnership" in collaboratio-n with SSA. 2. Member of Grants in Aid committee at the state level	Nil
27. Agastaya	N. Karnataka	No	No	Yes- partnering N.Karnataka programme		No	Dheshpande Foundation; Schlumberge Foundation ; R.

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Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
							Jhunjhunwalla Foundation
28. SVYM	N. Karnataka	Yes	YES	YES	Member of Child welfare committee of Bangalore (urban) district	Strengthening of SDMC –SSA resource group of Karnataka government	Member of Karnataka Education network of 7 NGOs
29. TTF	N. Karnataka	3. T-Net 4. T-Net Heads 5. WATIS Education 6. ELTeCs India 7. ELTeCs South Asia 8. Learning Societies Conference 9. Aga Khan Foundation	1. Janagraha Communications	YES	1. T-Net 2. T-Net Heads	MHRD-Advancement of Educational Performance through Teacher Support(ADEPTS) through SSA. 2. Review Mission of SSA-National Programme for Universalisation of Elementary Education in the Country.	1. Wipro 2. GE Foundation 3. Intel
30. TRDC	N. Karnataka	Campaign Against Child Labour(CACL-Karnataka	FEVARD-K, Micnet-K	YES	PLANNING TO ACTIVATE SAADHAN NETWORK, in	Short listed by SSA as collaborating partner NGO in	TRDC is planning to develop with private trusts

Name of NGO	Geographical area	Belongs to education network	Belongs to non-education network	Belongs to REACH India network	Newly initiated and/or reactivated network	Belongs to SSA or UEE-related State Resource/Advisory Group/Consultancy group	Private sector linkages
					Haveri District to build alliances to promote quality education initiatives in primary schools.	Savanur Taluk of Haveri District.	like Ratan Tata trust, Sir.Dorabhi Tata Trust and Infosys foundation.

**REACH India
Performance Monitoring Plan Report:
September, 2007**

October 17, 2007

Prepared by:
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I. Background

The American Institutes for Research (AIR) and Juarez and Associates, World Education and Michigan State University are jointly conducting the Educational Quality Improvement Program (EQUIP1). In accordance with USAID/India's "Reaching and Educating At-risk Children" (REACH), this project is strengthening the capacity of indigenous Indian NGOs to attract and retain vulnerable out-of-school children in formal, alternative, and bridge schools. The REACH project is accomplishing this by implementing a two-pronged approach aimed at strengthening the capacity of Indian NGOs and foundations to attract and retain vulnerable children in their formal and non-formal education programs. Central to REACH India's efforts is addressing constraints to the participation of girls in education, both in- and out-of-school. The first facet of the approach is focused on improving service delivery of a core group of lead NGOs and foundations, while the second supports the efforts of lead NGOs to help smaller and less experienced NGOs build capacity to provide basic education services to vulnerable children.

Among the activities being carried out through REACH India are the following:
➢ Developing processes and tools for NGO/foundation capacity building,
➢ Promoting educational innovation through lead NGO capacity building and sub-grants to smaller NGOs,
➢ Establishing and strengthening local NGO networks to achieve outreach and advocacy goals of the REACH program,
➢ Engaging the government education sector,
➢ Continuous monitoring and evaluation through multiple approaches, and
➢ Disseminating and promoting good practices.

II. Performance Monitoring Plan Results

This report presents findings on performance data for Year III from grantees funded through the REACH India program. Data are presented for enrollment and retention, organizational development, educational quality, finance, and development of networks.

A. Sample

One hundred and one grantees have received funding through the REACH India program over the life of the project. Data during this reporting period is for 99 grantees.. Among grantees, ten (10) grantees are capacity-building organizations with a number of sub-grantees as part of their projects. Grantees reflect work in the following regions: Delhi, Jharkhand, Kolkata, Chhattisgarh, Mumbai, and North Karnataka.

Data reported here cover all components of the REACH India efforts. Also, enrollment and retention information is provided for those grantees working directly to enroll students in educational interventions. Other data provided is focused on the following project components:

- Improvements in educational quality;
- Organizational development;
- Participation in networks; and
- Improvements in financial systems.

B. Methodology

The data reported in this document have been collected through a variety of instruments developed for use in the REACH India Project. Among the variety of instruments are the following:

- Student Tracking Tool: Enrollment, retention and completion data are compiled via the information provided by grantees through the Student Tracking Tool. The tool is an Excel-based spreadsheet developed during Year 1 of the project and provided to each grantee to facilitate data processing and reporting. Training in its use is continuous.
- Financial Status Checklist: A checklist used by the Finance Department personnel to assess the capacities of grantee financial systems and staff via site visits and interviews.
- Organizational Development Checklist: A self-administered checklist used by the REACH India grantees to examine change in the organizational management capacities of each grantee.
- An Educational Quality Checklist: An instrument developed by REACH India staff and used by NGOs to rate their educational programs on basic items that contribute to the overall quality of an educational program.
- Networking: A brief electronic survey questionnaire self-administered by NGO staff.

C. Limitations

A total of 101 direct and capacity-building grantees were funded through REACH India. Data are available from 98 grantees during this reporting period although not every grantee reported on all aspects of their program as some reporting requirements did not apply to some grantees (e.g., STT). Nonetheless, not all grantee data was included for analysis due to any of the following reasons:

- M&E: STT data from some grantees was received very late and due to shortage of time it was not possible to clean the data before the reporting due date, hence the data was lifted as it is and imported into SPSS for analysis purpose. The result is that in a few tables 'missing cases' would be visible at the bottom of the tables. Additionally, two grantees have stopped reporting data as they are no longer part of the REACH India grant project.

- Education Quality: Data regarding Education Quality has not yet been received from all the NGOs. Follow-up is being done to procure the same.

III. Findings For Year III

The section of the PMP Report describes targets and achievements for Year II organized by Intermediate Results (IRs) required of REACH India. The reader is cautioned that for REACH India, the baseline for all projects is zero (0). Thus, data are compared to cumulative yearly targets. Targets were revised in the PMP for IR 17.1.1 and submitted to USAID April, 2006.

Highlights of Year III findings include:

- Enrollment targets were exceeded by over 89%;
- Overall transition from direct NGO intervention programs into formal schooling system has been reported as 79% as against the year III target of 75%.
- Overall retention rate for REACH India grantees was 87% as compared to the target of 80% set for Year 3.

Results	Indicator definitions	Target	Performance for Year 2005 - 2007		
			Target for Year III	Achievement against target for year III	Remarks

IR 17.1.1. Out-of-School Children provided with Alternative Schooling and mainstreamed into Formal Elementary Schools.

Results	Indicator definitions	Target	Target for Year III	Achievement against target for year III	Remarks
1.1 Enrollment in direct NGO interventions: Vulnerable children provided access to education.	Number of out-of-school children (4-14 years of age) who enroll in an educational program supported by REACH India. These are centers/programs that are operated directly by the grantee NGOs (apart from the Full Alternative schools).	Approximately 29,800 out-of-school children enrolled in year I. Approximately 50,000 out-of-school children enrolled by year II (cumulative). Approximately 75,000 out-of-school children enrolled by year III (cumulative).	75,000	116,973	The figure represents cumulative enrollments to July 31, 2007. Refer to Tables 1, 3,4,6 and 7 in Annex I for details of enrollment by region, by type of education program, by gender, by social group and by geographical location respectively.
1.2 Completion in Direct NGO Interventions: Vulnerable children receive educational services and complete NGO intervention programs	Of the number of children enrolled as above, the percent of children who complete the program. Completion is defined as remaining enrolled for the entire program and acquiring skills/competencies as defined by the NGOs.	80% of the children enrolled in each intervention would complete the program.	No yearly target was set up.	60% for ECE/Balwari 87% for Bridge 57% for AES	These represent students who have completed a program to July 31, 2007.
1.3 Transition from direct NGO interventions: Vulnerable children enroll or transit from Bridge Programme/ ECE Programme into the formal schooling system	Of the number of children enrolled, as identified in 1.1 above, percent of children who subsequently enroll in the formal schooling system	Approximately 12% of the children to be mainstreamed in year I. Approximately 57% of the children to be mainstreamed by year II (cumulative). Approximately 75% of the children to be mainstreamed by year III (cumulative).	Approximately 75% of the enrolled children to be mainstreamed in year III.	Overall rate: 79% students were mainstreamed from NGO programs into formal schools Within programs, rates differ: ECE/Balwari: 60% Bridge: 86% AES: 51%	These represent students who enrolled in an intervention, completed it and have been transitioned into a formal schooling program. Table 8 in Annex I provides a glimpse of the cumulative program wise mainstreaming.

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Results	Indicator definitions	Target	Performance for Year 2005 - 2007		
			Target for Year III	Achievement against target for year III	Remarks
1.4 Direct Enrollment in schools: Direct enrollment of vulnerable children in the formal schooling system as a result of REACH India supported efforts	Number of vulnerable children of primary school age, directly enrolled in the formal schooling system as a result of efforts by a REACH India grantee during a given year.	Approximately 3,600 children in year I. Approximately 10,000 children by year II (cumulative). Approximately 13,000 children by year III (cumulative).	13,000	15,524	Tables 4, 6 and 7 in Annex I may be referred for dis-aggregation by gender, social group and geographical location respectively.
1.5 Retention of vulnerable children: Children who enter in the formal schooling system continue in subsequent years either at the same or advanced level	Of the children enrolled in the formal schooling system through REACH efforts (either directly or through Bridge programs) in a particular year, percentage that continues in the subsequent year, either at the same or at an advanced level.	Approximately 75% of those enrolled in year I (either directly or through Bridge courses) continue into year II. Approximately 80% of the REACH target children who are in school in year II continue in year III.	Approximately 75% of those enrolled in year I (either directly or through Bridge courses) continue into year II. Approximately 80% of the REACH target children who are in school in year II continue in year III.	82% of students enrolled in Year I continue in Year II. 75% of students enrolled in Year II continue in Year III	Figure A (p.51 in text) presents the graph on cumulative enrollment and retention of children in various education interventions.

IR 17.1.2. Strengthened Formal and Alternative School Capacity for enrollment and retention of vulnerable children, especially girls.

Results	Indicator definitions	Target	Target for Year III	Achievement against target for year III	Remarks
2.1 NGO capacity enhanced to plan and implement: REACH India NGOs (NGOs Grantees and Sub-Grantees) demonstrate overall improved financial,	Percentage of REACH India-supported NGOs demonstrate improvement in financial systems.	Approximately 40% in year II (cumulative). Approximately 75% in year III (cumulative).	Approximately 75% in year III (cumulative).	All grantees (33) have demonstrated improvements in financial systems. Of these, 91% scored 75 and	Descriptive data is provided in Annexure III.

Results	Indicator definitions	Target	Performance for Year 2005 - 2007		
			Target for Year III	Achievement against target for year III	Remarks
managerial and technical capacities to plan and implement education programs for vulnerable children.[5]	Percentage of NGOs demonstrate improvement in organizational management systems.	Approximately 40% in year II (cumulative). Approximately 75% in year III (cumulative).	Approximately 75% in year III (cumulative).	above on the checklist. Year III: Overall, 77.8% of grantees reported improvements over Year II.	See p.43 in text for narrative on organizational development. See Table B (p. 45 in text) for narrative description of results.
	Percentage of NGOs demonstrate improvement in technical capacity in educational service delivery for vulnerable children.	Approximately 40% in year II (cumulative). Approximately 75% in year III (cumulative).	Approximately 75% in year III (cumulative).	36% of NGOs demonstrated improvement over the baseline.	
		Total number of NGOs (grantees and sub-grantees) to be covered over LOP: 99.	Total number of NGOs (grantees and sub-grantees) to be covered over LOP: 99.	Total number reached is 101.	
2.2 Improved quality of educational services: Adoption of quality practices in the formal schooling system by schools and teachers covered through the REACH India initiatives.	Percentage of schools showing substantial improvement (more than 75% improvement over baseline status) in teaching learning practices, as evident through improved teaching and learning processes, better classroom and school environment and strengthened school-community linkages.	Approximately 20% of the schools strengthened through REACH efforts to show substantial improvement in year I, 40% schools to show significant improvement by year II and 75% schools by year III. (Approximatel	75% schools by year III The number of intervention schools are 475 in year III.		Awaiting information from NGOs. The number of formal schools is actually higher but the reported figure does not include all as some grantees have not provided data to REACH due to the late start of their program.

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[5] For IR 2.1, in year I, as per the approved PMP a descriptive report of the capacity-building work done with NGOs is provided; year II and III will have quantitative indicators.

Results	Indicator definitions	Target	Performance for Year 2005 - 2007		
			Target for Year III	Achievement against target for year III	Remarks
		The number of intervention schools are 100 in year I, 350 in year II and 475 in year III. (Approximately 60,000 additional children will be affected.)	y 60,000 additional children will be affected.)	The number of formal schools covered through REACH India interventions are 942. (Approximately 383,340 children have been affected through teacher training.)	
2.3 Increased retention rate of schools: The schools in the formal schooling system with REACH India interventions show an increased rate of retention across all grades	The schools in the formal schooling system with REACH interventions show an increase in the retention rate, as defined under the last column, over baseline figures.	Increase in the retention rate of the intervention schools by 15 percentage points by year III. *	Increase in the retention rate of the intervention schools by 10 percentage points by year II.

The number of intervention schools are 475 in year III. | Retention rate for Year 3 of the project is 88 percent. This represents a retention rate of 6.2% over baseline (81.8%).

The number of formal schools covered through REACH India interventions are 942. | * Retention rates would be available for Year 3 in July, 2008 when the REACH program will no longer be functioning.

The number of formal schools is actually higher but the reported figure does not include all as some grantees have not provided data to REACH due to the late start of their program. |

IR 17.1.3. Promoting system reform for improved decentralized educational services, such as EMIS, micro-planning and monitoring					
3.1 Collaborative decision-making enhanced at State/District/Block-level Education Departments: The respective Education Departments in target regions involve NGOs in decision	Number of NGOs involved in decision-making or in Advisory bodies with respective State/District/Block Education Departments.	10% of existing grantees are involved in the decision making or in Advisory bodies by year I.*

30% of grantees are involved in | 50% of grantees are involved in the decision-making or in Advisory bodies by year III (cumulative). | 77.4% of the grantees are presently involved in decision-making or Advisory bodies at this time. | Grantees are members of the SCERT advisory group, the MHRD-Inclusive Education, the Public Consultancy Group, UEE Delhi government, as well as a number of other state, district, and block level groups involved in child advocacy groups. Annex VI provides grantee wise details of their |

REACH India: Performance Monitoring Plan, 1 March, 2005

Results	Indicator definitions	Target	Performance for Year 2005 - 2007		
			Target for Year III	Achievement against target for year III	Remarks
making on issues related to education of vulnerable children		the decision-making or in Advisory bodies by year II (cumulative). 50% of grantees are involved in the decision-making or in Advisory bodies by year III (cumulative). * Only those NGOs will be counted that have been REACH India grantees for at least three months.			involvement in types of networks.

Results	Indicator definitions	Target	Performance for Year 2005 - 2007		
			Target for Year III	Achievement against target for year III	Remarks
3.2 Strengthened networks to promote systems reform on education issues: Coordination for educational intervention programs and knowledge sharing among all 99 REACH India NGOs (Grantees and Sub-grantees), and between NGOs and the Government, established/strengthened/reactivated through facilitation by REACH India	Number of networks (NGOs, civil society organizations/ groups) established/strengthened/ reactivated for advocacy, knowledge sharing and/or coordination on educational issues through REACH India efforts. Number of networks linked to the respective State Government Education Departments.	16 networks. One network per geographical region	16 networks	16 networks established or reactivated One network established in North Karnataka and in Delhi; strengthening networks in other regions is pending.	No annual target was set up. Delhi and North Karnataka grantees have formed links with state education offices. Some, but not all, grantees have links with state education offices in all other regions.

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ANNEX V– NGO List

REACH India Grantees & Sub-grantees

Region : DELHI

S. No	NGO	S. No.	NGO	S. No.	NGO
	Direct Service Grantee		Capacity Building Grantee		Sub - Grantees
1	AADI	1	Deepalaya	1	Alamb
2	Centre for Education Management & Development (CEMD)			2	Nirmana
3	DISHA			3	Urbo Rural Integrated Development Association (URIDA),
4	KATHA			4	Dr. A.V. Baliga Memorial Trust
5	SARD (Society for all round development)			5	Karmath Charitable Trust
				6	ASRA (Action for Self Reliance and Alternatives)
		2	Prayas Juvenile Aid Centre Society	7	EFRAH
				8	Sakshi
				9	East & West Educational Society
				10	Nav Shristi
				11	IRAM
				12	ABHAS

Region : JHARKHAND

S. No	NGO	S. No.	NGO	S. No.	NGO
6	Badlao Foundation			13	Jan Sabhagi Kendra
7	Banwasi Vikas Ashram			14	VEDIC Society
8	Centre for Women's Development			15	Bihar Pradesh Yuva Parishad (BPYP)
		3	Nav Bharat Jagriti Kendra (NBJK)	16	ASRA
				17	Gramin Navodaya Kendra
				18	L.G.S.S
				19	Lok Hit Sanstha
				20	Lok Prerna Kendra
				21	Samajik Parivartan Sansthan
				22	YUYA

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\multicolumn{6}{c}{**Region : CHHATTISGARH**}					
S. No	NGO	S. No.	NGO	S. No.	NGO
	Direct Service Grantee		Capacity Building Grantee		Sub - Grantees
12	Asha Association in Surguja for Human Advancement (AASHA)	7	Digdarshika	45	Bastar Viklang Samiti
13	Lokshakti Samajsevi Sanstha			46	Jan Vikas Parishad Evam Anusandhan Santhan
14	Vanvasi Chetna Ashram			47	Ankur Special School cum VTC
				48	Aakansha , Loon's School for Mentally Handicapped
				49	Gyanodyay Association
		8	Naandi Foundation	50-53	1. Snehagiri Missionaries Sisters 2. Society for Education and Tribal Upliftment 3. Bastar Sewak Mandal 4. Social Education and Basic Awareness

**Region : MUMBAI**		
15	AVEHI - Abacus Project	
16	Door Step School	
17	Sahaara Charitable Society	
18	Shelter Don Bosco	
19	Save the Children India	
20	Umeed	

Region : NORTH KARNATAKA

S. No	NGO	S. No.	NGO	S. No.	NGO
	Direct Service Grantee		Capacity Building Grantee		Sub - Grantees
21	Agastya International Foundation			54	Janakalyan
22	Tropical Research & Development Centre			55	PRERANA
23	The Teacher Foundation			56	Social Initiatives for Rural Empowerment
				57	PRAWARDA
				58	Jindal South West Foundation
		9	Akshara Foundation	59	Basaveshwar Vidhyavardhak Sangh Rural Development Trust (BVV Sangh Rural Development Trust)
				60	Grameen Makkal Sarvangin Abhivruddhi Sansthe Haliyal (GRAMS)
				61	SEVA
				62	POWER
				63	VISHALA
				64	Belgaum Integrated Rural Development Society (BIRDS)
		10	Swami Vivekananda Youth Movement	65	SNEHA
				66	Bhoruka Charitable Trust
				67	Abhivruddhi
				68	Rural Education and Action Development Society (READS)

* Highlighted Grants are terminated

ANNEX VI – NGO Summaries

Profiles of REACH India's NGO Grantees

Delhi

1. Action for Ability Development and Inclusion (AADI)
[Direct Service grantee]
Summary: The program focused on providing inclusive education via five government demonstration schools in Delhi as well as transforming the AADI School into one that serves both disabled and non-disabled children. The project aims to reach 4400 children directly. Other activities included community-based educational services for out-of-school children with disabilities and action research.

2. Center for Education Management and Development (CEMD)
[Direct Service grantee]
Summary: The project was undertaken in partnership with the Department of Education and UEE Mission of the Delhi State Government, and involved working to improve the quality of education provided in the formal school system in one district, Southwest A, as well as enhancing achievement capacity of the UEE cell by expanding its "management bandwidth."

3. Deepalaya
[Capacity Building grantee]
Summary: The project was designed to build the capacities of six NGOs to enable them to better deliver educational services to 3000 disadvantaged children in North, Northwest, West and Southwest Delhi, by running bridge course centers, direct enrollment and remedial education.

4. DISHA
[Direct Service grantee]
Summary: DISHA works with 3500 vulnerable children i.e., street children, working children and children of sex workers in six slum clusters of the Mayapuri industrial area (Phase II) in Southwest Delhi. Activities include developing need-based strategies like alternative education centres, bridge courses, transit classes, remedial classes and camp schools for vulnerable children for access, retention, quality and linkage with the formal education system. They also incorporate puppetry, storytelling, theatre, mime and photography in their pedagogy to make it relevant and innovative.

5. Katha
[Direct Service grantee]
Summary: Katha worked in three camps in the Govindpuri slums in South Delhi and targeted 12,840 vulnerable children through a spectrum of initiatives including community bridge schools, full alternative programs, library on wheels, remedial classes for formal school students and sharing of the NGO's renowned Teaching-Learning Materials and pedagogy with teachers in the formal schools.

6. Prayas
[Capacity Building grantee]
Summary: Prayas worked with smaller, grassroots NGOs to strengthen their organizational capacities and scale up their educational services for mainstreaming out-

of-school children. It also aimed to improve the quality of education in schools, and form a network for advocacy on educational issues for at-risk children. Through the sub-grantees, Prayas targeted over 4000 disadvantaged children.

7. Society for All Round Development (SARD)
[Direct Service grantee]
Summary: The program benefits approximately 10,200 vulnerable children aged 3-14 years who live in 30 resettlement colonies in Southwest District that fall within the Najafgarh zone of the Municipal Corporation of Delhi (MCD). SARD's interventions include bridge schools, remedial classes, balwadis, training and sensitisation of teachers in the formal schools in the area and community mobilization to ensure that children go to school.

Jharkhand

1. Banvasi Vikas Ashram (BVA)
[Direct Service grantee]
Summary: The project has scaled up its residential bridge school in Bagodar block in the underserved Giridih district for out-of-school adolescent girls. The program mainstreams these girls into formal schools at the end of the year-long bridge program. Additionally, Banvasi also seeks to increase enrollment of out-of-school children into formal schools through community mobilization efforts.

2. Badlao Foundation
[Direct Service grantee]
Summary: The project enrolled and retained at-risk children, especially girls, through bridge programs and age-specific and tribe-specific interventions in the districts of Godda, Pakur, Sahebganj and Dhumka. The program also included a supplementary teaching component in formal schools as well as after-school coaching programs to support retention of mainstreamed children. The agency works through Mahila Sabhas which are entrusted with the task of developing the communities.

3. Center for Women's Development (CWD)
[Direct Service grantee]
Summary: The project focuses on providing a good educational foundation to pre-elementary school children aged between three and six years of age through balwadis in 55 villages of Ranchi district. These children are then mainstreamed into the formal elementary schools. The program strengthens the formal schools system by adding a teacher to ten single-teacher schools in the district as well as providing after-school coaching programs to enhance retention in the formal schools.

4. Nav Bharat Jagriti Kendra (NBJK)
[Capacity Building grantee]
Summary: The program mentors and builds capacities of 10 smaller NGOs across Jharkhand including underserved districts such as Palamu, Garhwa and Latehar. The NGO focuses on enabling sub-grantee NGOs to improve both their administrative and organizational capabilities as well as their educational delivery.

Kolkata

1. CINI Asha
[Capacity Building grantee]
Summary: The project reached out to over 30,000 vulnerable children in and out-of-

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school. These children were mainstreamed and/or retained in formal schools by replicating best practices and innovative need-based strategies. The project was primarily implemented by 10 sub-grantee NGOs whose capacities were enhanced in organizational and programmatic areas through continuous mentoring, training, monitoring and technical support. The project focused on primary and upper primary age groups. The project was implemented in the Kolkata Municipal Corporation area and focused on the most deprived wards and pockets of the city including streets, slums/squatter colonies and red light areas.

2. City Level Programme Of Action for Street and Working Children (CLPOA)
[Capacity Building grantee]
Summary: The project raises capacities of 5 sub-grantee organizations to run 100 coaching centers to prepare 2500 out-of-school children for putting them in formal schools. It also extended support to 1000 already mainstreamed children in the form of remedial coaching and tutorial materials such as workbooks etc. so that they remain in formal schools. The project raised capacities of NGO personnel in the areas of project management, financial management, monitoring & evaluation, survey & data compilation and academic training of coaching teachers.

3. Institute for Psychological and Educational Research (IPER)
[Direct Service grantee]
Summary: The program focuses on ensuring quality management of primary schools in 40 formal schools, running 20 community-based learning centers including eight community resource centers to improve access to all vulnerable children in the area - 1800 students, of which 60 percent are girls. The project also adopted six Government primary schools to demonstrate classroom-based interventions for bringing systematic reforms to the primary education system. The children in these schools benefited from teacher trainings and classroom-based interventions.

4. Manovikas Kendra - Rehabilitation & Research Institute for the Handicapped
[Direct Service grantee]
Summary: The project focuses on 900 children aged between 10 and 14 years from 21 schools and helped retain them in formal and alternative systems of education in the greater Kolkata area. The project activities consist of preparation of awareness materials, awareness generation, short workshops and teacher training; educate, retain and/or enroll 'at risk' children with specific learning disabilities in regular/alternative systems of education, through NIOS, pre–vocational /technical training and learning programs. Besides the 900 direct beneficiaries, there is residual impact on the other children in the schools.

5. Vikramshila Education Resource Society
[Capacity Building grantee]
Summary: As a result of the continuous process of capacity building of its sub-grantees, the NGO-run centers enrolled, retained and prepared children for admission to public schools, and also acted as resource centers and model schools that exemplified 'best practices'. In addition, Vikramshila selected government schools, where the selected NGOs provided school-based quality interventions with support from Vikramshila. Over 11,500 children benefited from the program.

6. Sanlaap
[Direct Service grantee]

Summary: The program focuses on the red light areas of Kolkata and reaches children through interventions such as pre-primary centres, bridge schools, non-formal centres, and remedial coaching for mainstreamed children.

Chhattisgarh

1. **ASHA ASSOCIATION IN SURGUJA FOR HUMAN ADVANCEMENT (AASHA)**
[Direct Service grantee]
Summary: The project aims at enrolling and retaining at-risk children, between three and 14 years of age, through bridge programs and balwadis in seven Panchayats of Mainpat districts. AASHA is upscaling their existing educational program to a new geographical area, which has traditionally been hard to access and hence, neglected. The program also focuses on mobilizing and empowering the community, capacity building of schoolteachers, aanganwadi workers and other educational workers to promote quality and child-centered learning programs.

2. **Digdarshika**
[Capacity Building grantee]
Summary: The project focused on educational interventions for 3000 children with disabilities by building capacities of five smaller NGOs. In the first phase the project developed a model of intervention for easy replication by the sub-grantees. A special component of the project was the concept of Vishesh Acharyas - a community trained teacher for a group of disabled children. The NGO was able to create awareness and sensitize the community to the education and life skills needs of children with disabilities. Through the program, Digdarshika attempted to network and advocate with the Chhattisgarh government for recognition and implementation of schemes for children with disabilities.

3. **Lokshakti Samajsevi Sanstha (LSS)**
[Direct Service grantee]
Summary: The project aimed to impact 5000 children through a multi-pronged educational intervention in five blocks of Rajnandgaon. The project focused on the re-enrollment of dropout and enrollment of children who have never been to school. The program also sought to improve the quality of education in the formal schools and thus ensure the retention of mainstreamed and at-risk children.

4. **Naandi Foundation**
[Capacity Building grantee]
Summary: The program focuses on strengthening of the resource centres (DIET, BRC/CRC) in Kanker, Baster and Dantewada districts and building their capacities in planning, training methodology and institutional development. The program is also building capacities of five NGOs in planning, management and monitoring programs at the grass-root level, and also enabling them to become local resource agencies.

5. **Vanvasi Vikas Ashram**
[Direct Service grantee]
Summary: The project is serving the tribal children in 22 remote villages in Dantewada block in the Bastar region. The project aims to enroll children between the age groups of 4 to 14 years in primary schools and pre-school centers. The project also focuses on strengthening the capacity of teachers to provide quality education. Additionally, Vanvasi will also run bridge camps for the dropout children and then mainstream them to formal schools.

Mumbai

1. Avehi Abacus
[Direct Service grantee]
Summary: Avehi-Abacus is working in over 900 municipal schools across the city with the aim of developing children's skills in thinking; helping them analyze and make choices; and emphasizing values that will help them live and work together in a spirit of understanding and harmony. With this goal in mind, the organization is implementing a three-year foundation course package "Sangati" which comprises a series of six teaching-learning kits with interlinked themes for classes 5 to 7. The project envisages reaching approximately 200,000 children by training around 5000 municipal school teachers and supervisory staff during the project period.

2. Door Step School
[Direct Service grantee]
Summary: Door Step School expanded its ongoing community-based study classes under the REACH India project. The study centers are working with 300 vulnerable children in the slums of one ward (A) in the city. Remedial classes ensure that the children from the community who have enrolled in the local municipal school (classes 1 to 4) are well integrated into the formal school system and complete schooling.

3. Shelter Don Bosco
[Direct Service grantee]
Summary: The NGO runs educational centers for 1500 street and slum children aged between five and 14 years who are either out of school or in school, but at risk of dropping   out.
Geographical areas of coverage include Wadala, Sewri and Mahim. Under this program, Shelter Don Bosco runs pavement classes for out-of-school slum children; and tutorial classes for in-school children to help them continue in school and for dropouts to enable them to re-enroll in school.

4. Sahaara Charitable Society
[Direct Service grantee]
Summary: Sahaara Charitable Society's project focuses on balwadis for slum children; tutorial support for children aged six to 14 years in remand homes who are enrolled in government schools; and teacher training. The NGO also tracks children leaving the remand homes to ensure that they enroll into, and then remain, in formal schools. The project reaches out to more than 3000 children through its interventions.

5. Save the Children
[Direct Service grantee]
Summary: Save the Children runs balwadis and remedial study centers for slum children in the community as well as in municipal schools in two wards (H and E) in the city. The project also works with children who find it difficult to cope in class, and train teachers to identify and provide extra tutorial support to such children. The program is reaching out to more than 7200 children directly and about 30,000 children through teacher training.

6. Ummeed
[Direct Service grantee]
Summary: Ummeed works with two schools and assists them in working with children with emotional and behavioral issues to ensure that the children are completely integrated into the schools. Ummeed is also training the teachers to make them self-

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sufficient in dealing with children with developmental disabilities and emotional problems. The project will directly impact 204 children by the end of the project period.

North Karnataka

1. **Agastya International Foundation**
[Direct Service grantee]
Summary: Agastya is replicating in Raichur district of Karnataka, its project that it is implementing in Chittoor and Cuddapah districts of Andhra Pradesh. Under the project, Agastya is implementing a multi-pronged strategy comprising mobile labs, science fairs, science centres and teacher training to spark interest in learning among disadvantaged children. Through this project Agastya will reach out to 21,700 children and 1,105 teachers in remote rural areas of the district.

2. **Akshara Foundation**
[Capacity Building Grantee]
Summary: Akshara has adapted its 45-day Accelerated Learning Program in Math and English for at-risk children. In-school children are first taught through the 45-day program and then followed by a learning program aimed at ensuring comprehension and retention of skills learned in the first phase. For out-of-school children, centres operate on flexible schedules and once children attending these centres attain a certain level of competency they are given the option of joining formal school or taking an open school exam. To implement this project Akshara works with seven local organizations in six districts of North Karnataka.

3. **The Teacher Foundation**
[Direct Service grantee]
Summary: The Teacher Foundation (TTF) uses a practitioner approach to provide teacher support and professional development. In this project, TTF trains and supports school teachers. The training focuses on classroom observation, mentoring and self reflection, designing and conducting heads and master trainers' training and methodologies of research and evaluation of training. TTF will cover a total of 7500 children and 500 teachers in the duration of the project.

4. **Swami Vivekananda Youth Movement (SVYM)**
[Capacity Building Grantee]
Summary: SVYM has partnered with 8 NGOs to provide quality education to disadvantaged children in Bijapur, Raichur and Bagalkot districts of North Karnataka. Capacity building of these NGOs in areas like grant administration, project management, financial accounting and management, community mobilization, building partnerships, documentation, monitoring and evaluation, quality education, assessment techniques, life skills education, child rights, use of mass campaign materials, and gender and equity issues has been undertaken. The project also supports its sub-grantees in working with government schools and centres, School Development and Monitoring Committees (SDMC), and Panchayats.

5. **Tropical Research and Development Centre (TRDC)**
[Direct Service Delivery Grantee]
Summary: TRDC runs bridge schools in Haveri district for children engaged in work so that they are able to enter the formal education system. The NGO also provides supplementary education to mainstreamed working children to help them remain in school. TRDC's approach to getting child labour and school dropouts into school includes

a variety of interventions including awareness drives for parents, local development programs for children and their communities, working with school authorities and school betterment committees and the education department. In addition to this, the organization builds capacities of primary school teachers, SDMC members and community leaders on child rights and school management.