

**Yerala Projects Society**  
**Report on EDU-Key**  
July 2010 – June 2011

The activities carried out under educational key are basically to facilitate children to think independently instead of blind following of traditions. This kind of thinking is the only way to bring forward changes. And wherever possible we guide these children in their route towards discovery by offering them experiences. Do and you will understand.

### 1. Activities in Brief

#### - Balpanchayat Training:

The concept of Balpanchayat training is to provoke the youngsters of society to think, to observe, to analyze the happenings around them. This also leads them to take necessary actions towards bringing change in the society. This is consecutive year we are dealing with this group of girls & boys together to empower them as a changemaker of the society.

The change maker's training completed within the year covering 236 Change makers (127 boys and 109 girls) from **the age group 13- 15** years with in 22 villages with two trainings. The trainings focused on Gender equality. During the first half, we have sensitized the change makers through CDs based on GE. The participants have provoked to think on the good & bad things around them in the activity oriented session. The participants have successfully made the list of both categories. **This is very interesting! Can you give some samples? They have categorized temple, schools in good things whereas the houses, small huts at the bad side. Then we help them to be more focused by asking 'why' through this the children are made more clear that the waste water at the side of house , the puddles near the houses and also the waste thrown out of the house made them bad. Where as in the school or temple they observed the cleanliness thus they are in the list of good things.** Then we asked them 'why', they have categorized the things in good or bad. This helped them to give justification about the same. This approach of training has made the change makers think & to react for the same.

In the sense of taking action we ask them to concentrate on the dirtiness from the list of bad things. This is to stimulate proper action towards addressing these listed items. Then we asked them to plan the next day to take proper action to make the villagers aware of these things in the villages. As per the plan made by changemakers , they have made the display boards with message about unclean place & slogans to say aloud.  
**picture??**

On the other day the rally against the dust, dirt & cleanliness is arranged the girls announced the slogans developed with the help of all participants like ' This is the house of Dengue & malaria', 'this is the factory of mosquitoes'. During the rally in the village these hoardings & banners had fixed on such unclean places. The next step is observation of the effect of such banners or posters in the village. During the process we observed that the boys and girls both are taking part in the interaction. We found good interaction between girls & boys in 2 villages while in other two we need to use

more & more ice breaking games & energizers to make the condition favorable to start the interactions. Then these change makers have participated very well.

The girls showed good interest in handling mike system during rally and the boys have taken the responsibility of putting the hoardings at identified places indicating unclean places. We observed that when we gave the responsibility of taking such actions to the children & the need of the action these girls & boys have shared it very well. We think that they realize it's also their responsibility to take care of the surrounding, their village as a part of the society. These children also felt proud that they are taking care of such issue which is very sensitive as they were aware of many cases of dengue & malaria observed those days in many of the villages here.

We also received the feedback from the villages about the rally and action taken by these children, some of the village committee members expressed that the step taken by these children is a really essential one, they also wanted to make the villagers aware about these things but they have not been able to do this. In the same way many places have got cleaned by the people staying nearby and they removed those boards as well.

The training during second half year was focused on the " Save Earth" concept , this is to make the changemakers aware of the current happening , 'the global warming' knowing the need of save water, save energy & also don't waste the natural resources simultaneously use of nonconventional energy sources. The training consists of the making charts, hand-board to give message to the villagers. They also developed a street play based on the "Growing Monster – Plastic" & save Water. So through this they have undergone through all the aspects to know their own expressive powers. Then the whole day campaign was arranged with in the villages to reach up to make the villagers aware of the issue.

The campaign started with the dandiya by both girls & boys based on the music, to gather the villagers together at a center point. Then Padmanabh addressed the mob about the theme & "why we are together?" The other Edu-key staff members also expressed the motive of this campaign. The Village Level committee members also participated after knowing the motive. They showed good interest and appreciated the initiative taken by these youngsters. So these people also addressed to the mob and encouraged the youngsters to come forward for such beneficial activities.

Then the street play was displayed by the change makers group. The way they acted was really good. Staff member Harish had dressed up the plastic monster to make it really effective. [Picture?](#)

The street play has containing the biodiversity too. The whole day campaign has got good response.

The training also helped the change makers to know their own potential, that some of them can act well, some may have good drawing skill. These are the unseen result we

derived from the training. The training schedule is developed using the guidelines of our Experts, **Jaap & Erny; Paul & Doris, Karsten & Annemarie team.**

The parents of both girl & boys also expressed their feelings. They couldn't even imagine that their children act so well. They feel proud when saw the children acting in front of mob.

During this campaign the local D.Ed (Diploma in Education) students have participated spontaneously. They also enjoyed the training of Changemaker's and also took active part in it. They played dandiya with changemakers. They came out with some of the slogans too. They expressed its really good experience all together. After this campaign the changemakers also found very expressive, they have got encouraged to participate in such activities.

- **Reading to The Smallest:**

The activity has been initiated to build the educational relationship amongst the child & parents. The parents have been trained to make the stories from the pictures of books given to them. The training also includes the guidance & support to the illiterate parents. The literate parents also needed the training to make stories and narrating it for their young one. The involvement of both in a story has been judged through home visits and the necessary guidance has provided to build their confidence. The activity will lead further in the parent's involvement in the child's educational development. They will take active role in the activities carried out in the schools to help the child grow and develop.

During the year we have worked with the existing parents 235 children to train them for effective use of library books. Simultaneously we have worked with parents of 267 children from 10 villages. These new parents have under gone through the trainings of using book and preparing the stories using the library books. The parents from first year also needed to go through the training as they are not capable of making stories efficiently. During home visits these parents also suggested us to provide them the training. Throughout the year we have arranged the combined trainings with old & new parents.

The library concept is working well in some of the villages, we found the parents are taking a story book for 5 days to their home and then returning it back to the library. In some villages we have received the request by parents other than the RTTS for using this library. **What kind of books do they expect?**

**What has been the contribution from the parents? Did they themselves also buy books for the RTTS library? What participative role do you expect them to play and how do you plan to implement this role?**

The parents expected some of the kannad books in the library, but to motivate them for buying such books we have asked them to get such a book. We have guided them by providing information of the market or shops in Bijapur to buy such books. So far we haven't received feedback from field. So we need to work more on this.

We want the activity should run in the absence of EK staff.

The library we have formed in the intention that these parents should come together and have a sharing on the books they have used. The problems faced also can be discussed and they need to solve these through interactive way under the guidance of

EK staff to start with and there onwards the identified active parent to take over this responsibility.

We have observed that the existing parents are doing well in some of the villages where Kannad speaking population is less. While the 'Kannad speaking' parents are not much confident about the preparation of stories and also the use of books.

The home visits are coming up with many observations,

- Some children are taking interest in books.
- The parents still need support to make child involve in the story.
- Some children are demanding the story.
- Some children are using the books in the absence of parents.
- The elder child of the house also found reading the same book.
- Some children are also repeating the story after their parent.
- Sometimes even narrate the story without hesitation & support of the parent.

The second level trainings have been conducted by making demo; the parent who has used a particular book was asked to narrate the story. This kind of trainings has been helping the parents a lot, as they get the confidence after they see that one of them is able to narrate the good story out of the available books. And also helps involving the parents. If this worked well the parents will get the guidance from locally available parents, the sharing will also initiate to carry on the activity. Simultaneously we have gone through the home visits to make it more effective. During home visits the parents have been getting chance to talk freely about their problems, the response from child while narrating the stories.

We have observed that the existing parents as well need more training to make the stories interesting for children and also to guide them about the involvement of child in the story is need. We also need to train the parents to ask open questions to their child as per the guidance provided by advisor Karin Schuts. But the parents are taking interest in the activity, when they see the involvement & interest of child.

The mother parents are involved in the activity, in very few cases fathers are also taking initiatives but that's not in regular basis. At this point as well we need to motivate the fathers to take active part.

The Kannad parents are enquiring about such story books in Kannad language and curious about the prize of it. We have guided them to get the books in some lower prize.

- **Philosophy 4 Children:**

The Philosophy is the effective tool in the development of children. This helps in inculcating the thinking process within the child. The child will be able to think and able to justify its thinking. Onwards the child can be able to relate & analyze the things on the basis of observations or experiences. This will help them to take decisions in their life. So the tool empowers the child to be self reliant and independent. This is the consecutive year of this activity.

This year we have continued sessions with SCOPE students simultaneously have involved the other teachers within the project area by providing the training on the P4C.

The 45 students of SCOPE school Jalihal are under gone through regular sessions of P4C. Some of them have written their views & experiences of these sessions in

bulletin to share. These sessions are really helping the children to think. The students even said that they feel much focused & can concentrate on any topic very nicely. The girls also started expressing their views during the session; some of the shy or less expressive boys are not participating. We have made the pairs of girl & boys for stimulation. Also use to change the partners in every session so as to give chance to all of them for sharing and to get better involvement in the thinking process. These students will be our role model for the other schools in the project area. They can see the difference in the thinking within these students.

We have observed that when we ask the spontaneous participation for district level inter school elocution competition, the school has to send only 2 entries for the same but we have about 6 participants (4 girls & 2 boys) ready with their speeches on their own with the help of internet. This is just a result of P4C that they participated very well. **Picture?**

While working with these students regularly we came to know that these sessions have shown good development, the girls are expressive and also build the confidence to give their opinion on any topic. The boys also are sharing their views without hesitations. These students also are developing the capacity to listen to the others opinions & also make their own opinion for the same.

We are looking forward to 'develop the ability to relate the opinion and also to get the reasoning about the same to make it firm. They need to know the justifications for the opinion of their own and also that of others. This needs again the expert's guidance and support to go for it.

We also observed that these sessions are now becoming stereotype for these children as they know the next step. Sometimes even they don't respond as they will have to give justification of the same. We have motivated them saying that their views and thoughts may help others to think and express. We have shared these sessions with our experts **Mr. Paul & Doris Cleghorn** to go ahead on the same line. We hope and trust that the next and more intensive training session by Doris and Paul will help us overcome our present limitations

The 43 teachers from other 11 school have under gone through two days P4C training during second half year. All teachers from every school have participated in it. The training results in finding the willing participation from each school. On first day they have under gone through the P4C session by staff member Padmanabh to get the experience of its effectiveness and to know the procedure of the same. On the second day they have been observed the P4C session with SCOPE students conducted by Padmanabh. The teachers expressed that this demonstration helped them very much to know, how to conduct the sessions in their own school children. They are also able to observe the students & the way these students react during the session.

After the session we have allowed open discussion among SCOPE teachers and trainees. They shared many things like 'how these sessions help the students in their curriculum?' The SCOPE teachers expressed that they also going to conduct the lessons by using P4C methodology. They further expressed that they found this very effective tool to use as a

teaching aid. The trainees have supported by providing the material and guidelines useful to conduct the sessions.

The teachers also appreciated the response of students from SCOPE during the session. We described them the effectiveness on the growing children and its importance in their life.

The teachers also had discussion with the other SCOPE teachers to know their experience. The SCOPE teachers also expressed their own experiences about these students, their learning ability, and the interest they are taking in learning as well. The SCOPE teachers also added that they have started teaching their subjects through the same way to make it more effective.

We found that the teachers are more interesting in knowing whether the tool is beneficial to them in their daily teaching. **Do they also endorse the need for children to understand and to develop proper reasoning? Or do they just want to see that P4C makes their own tasks lighter?**

**Yes, we need to add this feature in the training which is untouched right now, that the teacher should realize the need for children to understand and to develop proper reasoning. There is a possibility that they might think this is the responsibility of P4C teacher.**

- **Community groups Training:**

The activity is to ensure the community support in the project activities especially for gender equality. The community group consists of the VEC members, women & youth participation. The meetings are to discuss the concept of the activities carried out and the opinion of these members on it. The meeting leads to assured their support & participation in the activities carried out through education key project.

During the year we have worked with all the 22 villages. The community groups, consisting of 15 members (5women, 5 youth & 5 VEC members) per village, meetings have conducted to ensure their support in all the activities of EDU-Key with in the village. We also ask them about their views on the activities. The concept of GE, P4C & RTTS is explained to them and also the activities chalked out for the year. The members have shared their views. They also showed interest in the feedback of children we are working with through this project.

The schools participation in all these activities has also one of the parts of the discussion. The parents interest in RTTS and the need to promote fathers to be part of the activity has many restrictions said the members. We also shared our experiences on field while dealing with these activities. The members appreciated the initiative and also the inputs provided during many trainings. The actions taken by change makers also is one of the best said the members.

The observations about the changes in the children through GE sports, like the girls and boy are mixing together to know the strengths, the team of a school has accepted the girl as a captain is also achievement for us are also shared with the members. The members are impressed to know the development in the girls. We also discussed the lacuna in the process, the girls & boys are not sharing or mixing after the sports or other than sports they don't interact. They suggested that the school teachers and parents

are needed to guide for the change. They also suggested that the illiterate parents may not understand the use and effectiveness of the same. We have decided to conduct the programs through the community radio station that we are about to start to handle this issue more effectively.

- **Capacity Building of Adolescent girls:**

This activity is introduced for capacity building of adolescent girls. The concept of gender equality is the major component of this activity. The girls need to sensitize addressing the stigma related to the girl child. Thus the activity will help in building the confidence in them & to make them self reliant. The girls also play important role in the development of society. Keeping this in mind the activity is developed to strengthen them for making their own opinion and also to know the importance of their existence in the society.

During the year we have worked with 54 girls within 10 villages. The girls have provided inputs to target the stigma related to the girl child. The energizers & ice breaking games are used to make the girls free, open to talk & share. The girls are asked to share their views on being a girl. This helped us a lot to address the stigma related to girl child. The Adolescent girls have discussed various issues during the trainings. The issues are discussed in the sense of Gender Equality, **Again it would be very helpful to share these discussions with us.**

**Firstly we have sensitized these girls about the equality nature offers to all. The SUN gives light to every one; the river provides water to all, no where you will find the discrimination in the nature.**

**Then why there is discrimination in boy and girl, both are human beings. So whatever things essential for a human being, the girl should get the same. So we need to grow every child as a human being and not just a boy or a girl.**

The group activities have carried out on various topics like, Different factors that help in growing the young one. Then the stimulations are carried out on the each factor that helps the child to grow. At this point we ask them to make out the discriminations they have observed in the society. The girls came out with many things like food, medical services, education and also at work places.

In some sessions we also promoted to stimulate their thinking by providing topics like 'explain us how u see your dream house', this is to make them think and also to make their own opinion. They came out with good opinion about a dream house. Some of them explained very nicely the dream house is full of books or the nice garden in front of it. Some of them said that very calm & quite house they have dreamed. So we have asked how they can fulfill their dream to make it reality. At this question the SCOPE girls ( our own YPS school) came up very nicely that they need to be educated. The opinion expressed by these girls proved very helpful to other girls. The reason why we are studying is just for better earning is the point which discussed their after, again these girls came up with such points that it shape up the life, help us to take decision properly and so on. When we came to know this difference in the girls we made the mixed groups for stimulations and group activities so as to involve the other girls to get their own views.

We observed that,

- The girls were not at all expressive at first. The Ice breaking games helped us a lot to make them open and also to focus on.
  - The girls were unaware of the gender discrimination and happenings about the same in the society at first stage.
  - The girls have accepted the unequal behavior and the reason behind it is just because they are girls.
  - The girls also have their own justification of the discrimination as this is the custom of the society.
  - The girls need more time to talk openly even though very few are expressive.
  - The P4C sessions are effective to strengthen these girls, as the SCOPE girls are more expressive and also giving justifications for the same. These justifications are useful to other girls as well but to make them expressive and help to give justification the training model must have P4C session.
- We need to work with them on regular basis; it's still far away from the desired task.

- **GE through Sports:**

The GE sports has been designed to bring girls and boys together so as to know the capabilities amongst each other. The girls will build the confidence while the boys will come to know the equal abilities in girls. Through this interaction the sense of respect will develop in both the sex about opposite sex. The game is best exposure tool to bring them together to start the interaction and also to develop the different approach to treat one another.

This year we have provided the refresher training to the 20 youth, participants of Ageeth's training. The youth have participated in the training of 5 days throughout year. The youth from the villages we are working with GE sports are also participated in the GE sports tournaments. But participation of these trained youth during practice session is still a big challenge.

Similarly the ground preparation for korfbal and judo mats had done. The locally available things are used to prepare the same. The mats are prepared by the cotton mattress. These mats are then provided to the schools in rotation basis. The ground preparation is a big challenge for us. The discussions with Dutch experts we have done the same through local things. The picture of Korff have made available to the carpenter to get it done through cane strips. The poles also shaped up with the bamboo. The red soil has ordered to prepare the ground. We have provided such grounds to four villages. These grounds are facilitated to 4 schools.

The sport dresses also needed to order so for that we have ordered the T-shirts so that both girls and boys can easily ware it. They are in two colours.

The girls were hesitating to ware the T shirts as it's belongs to boys. But we sensitize them saying that it is essential to get the team spirit, it's just like your uniform in the school. We made the girls allowed to ware the T-shirt on their own dresses.

The first half the 4 schools children have gone through the practice of these games with 2 teams in each village. The regular practice made them helped to perform with good team spirit in tournament. During the practice sessions we have gone through many learning,

- The girls were not ready to run behind the ball. They thought running behind the ball is a boy's job.



- The boys were not passing the ball to the girls as they think throwing ball in the korff is not her job.

- In some school the girl and boys don't practice together in the absence of Harish. We have worked with these girls and boys by promoting the team spirit we explained the need of playing game as a team to make bring the success. The school teachers are also involved to ensure the practicing the game together. In Borgi it is still challenge.

The sports meet have conducted in second half with the participation of 4 schools 48 participants. The teams have played within 4 villages to reach up to 135 spectators. The children, parents, teachers and the village committee member also attended these meets. The students have played the games with good team spirit. At the first level Bhivargi & Jalihal teams are played together while Asangi & Girgaon have played together. The winner of these is made to play for the final match so the final was held between Jalihal & Girgaon. So Girgaon team is the winner of the tournament.

The impacts of activity,

- The confidence levels of these girls playing GE games have increased
- The interaction within the girls and boys also increased.
- They appear very friendly to each other the ball passing is also without hesitations and with good team spirit.
- In Girgaon we have observed that the boy in the team offers lift to the girl in the team if he observed her walking alone to go to the home. This is the biggest success we think.
- The girls are not hesitating to face the camera while taking the photos of game. This is a remarkable change we observed during tournament.

The parents even expressed about their feelings of being proud and also thinking differently about their daughter and son. They are happy about their children taking part in such game. The challenge in front of us is to reach up to maximum population as the villagers go for migration its bit difficult for us to be more effective. In some village bringing girl and boys together is still challenge e.g. Borgi.

Another game judo has introduced in the sense of respect and Gender equality. The judo experts from Sangli have called up for these trainings. They also facilitated with the sense of respect behind introducing this game so that the training can be conducted efficiently. They were there for 10 days to conduct these trainings. The age group we are working with judo is 11 to 13 years.

The judo also suffered a lot as the children start using it as a fighting tool. It was exactly opposite of the theme of launching these sports in the sense of GE. Then after many discussions with our Expert, we have started practicing the same. Whenever the children start fighting, the game has stopped and the participants are asked to bow to show respect and at the same point they have made aware of the mistakes they have done, also the intention in which the game should be played. As far as the judo is concerned the children needs to practice it more and are not ready to go for tournament so we excluded this game in the tournament.

The sport activity is very effective and having big challenges all together we found the need of a dedicated separate person for this activity for rigorous follow up and continuous practice.

No word about judo? Please add the info that I asked for in the 6 month report here as well. Please see where this request is valid for other points as well.

- **Teachers Capacity Building:**

The teachers need to be motivated to adopt professionalism in their teaching. Similarly we want to make them to recognize the need to change the traditional way of teaching and the role of teacher in teaching process. With this aspect the activity has planned.

This year we have arranged two trainings for the teachers. The teachers have undergone through the trainings with Dutch educationalist expert Jaap Schouten & Erny Smeets in one training while in second training they have undergone through the workshop on expression with Dutch Theater expert group Karsten Baan & Annemarie de Gee team. Through these trainings we have worked with 20 teachers. **20 for each training? What has been done so far by the master trainers that were trained by J&E? Have they been training others themselves? I mean after J7E left?**

After Jaap and Erny left we had meeting with master trainers, we are planning around 5 levels for the trainings. Each level will have 3 months gap for let the teachers should practice the same. The rough target of each level has chalked out and the detailed contents are under the development. We need to plan out the meeting schedule and assigning the development of the levels by individual or a group of master trainer. Then we will share this with our experts.

The training conducted by Master trainers under the guidance of Jaap & Erny made the teachers to recognize the need of changing the traditional teaching methodology. They also sensitize the teachers about the importance of **creating an atmosphere of trust between students and teachers**, making students comfortable in the class. The various ways the children learn on themselves was also the part of this training. The master trainers used the same methods in the training so that these teachers couldn't get to feel of typical traditional and boring training but that they have learnt something through a different experience all together.

We have received such feedback from these teachers that this kind of training are really good and made them introspective. But they also expressed the need of more training on the same line to go forward. So the steps and levels are in the stage of development under the guidance of Jaap & Erny. **Please tell us more about these steps.** The master trainers need to prepare for these trainings, the levels, the contents of each level, pre training preparations. They need to chalk out full proof plan by discussions and meetings.

The second training is based on the expressions and the various ways of expressing the feelings. The training has been conducted by Dutch theater expert team Karsten , Annemarie , Helmer & Yvone. These experts have made the teachers to know the various ways the children can express their feelings. The teachers also have undergone through the need of recognizing the capabilities of children in the class and encouraging them. The team has arranged a workshop for teachers so as to feel & experience all the methods of expressions like writing, drawing, singing & acting. The teachers also felt difficult to express in some of the media, thus by knowing the interest and abilities of other in the same. **I think we could mention here that there were not many teachers who showed interest in participation and their reasons**

The teacher's participation in the activity had less than expected. The main reason behind it is they think these activities less important in the curriculum. The other one is they are afraid of being burdened with more work.

We have observed that before the training,

- The teachers were mainly concerned with the problem they face during the teaching in the class when we start with the training.
- They also were habituated of giving reasons for their failures and less interested in finding the solutions.
- They were least bothered about their students and what they feel in the class.
- They were unaware of the various ways the child can understand and also express the feeling.

After the trainings we found that,

- The teachers are expressing and accepting their failure in understanding a child sitting in the class.
- They also came out with the need of changing the present educational system.
- The teachers are now aware of the various ways the child can express and the need of promoting the child for the way he want to express himself.

We need to take these trainings at the second level by master trainers to help the trained teacher in implementing it in the school effectively under the guidance of our Dutch experts. **What plans do you have?**

The teachers training we are planning in the coming year through master trainers. They are in the phase of pre-training preparations. We have planed more meetings to chalk out the plan for the year.

- **WHY group & Monthly bulletin:**

The activity has been developed to support the teachers to make children ask questions. **A safety net that they can use in case they can't ask certain questions themselves.** This activity will help the children to get the proper answers to their curious questions. The group comprises of expert teachers from science, maths and other subjects willingly participating in discussing the curious questions asked by the students to find proper logical answer.

This year we have worked in 5 meetings with a group of 39 teachers. We have discussed about 28 curious questions of children. The group found some of the questions very hard to answer in the basis of logic. Thus they found the need of internet or any other media to provide them the answers. The group also handled some questions which may have more than one logical answer, so then we had those many answers also for them. The teachers said this may help the students to get different approaches about the same problems. The group has concluded that they need more support to provide proper answers to children. **Is it possible to add the 28 questions in an annex?**

The questions

- why there is cast-wise discrimination?
- Why we can't see when entered in a dark room from light?
- Why cats can see in the dark too?
- Why there are tears in eyes?
- Why lizard doesn't fall from the wall?
- Why sun appears red in colour while rising or setting?
- Why we get cough?
- Why mouse always busy in cutting something?
- Is it true that the wishing tree completes our wishes?
- Why lightning occurs in rainy season?

- In winter why we feel more hungry?
- Why we memories more with writing than reading?
- How the mosquitoes able to bite with its delicate antenna?
- Why the leaking water from the tap appears like fountain?
- Why the hairs become white in colour?
- Is it possible that we get infected by AIDs after mosquito bite?
- The tree branch grows again after getting cut, why our hand doesn't grow after cut?
- Why better guard is so much better in taste?
- Why the leaves of 'Shewari' plant get closed after sunset?
- Which bird flew highest in the world?
- Why the forehead gets irritation effect after applying pain balm?
- Why our hand and feet feel numbness?
- Why we dreams in sleep?
- After the death of a human being why the crow plays important role in funeral?
- Why bats come out at night?
- How the soap water in the curiosity center exhibit prepared?
- Why in summer season the nose start bleeding and the eyes gets red?
- What is global warming?
- What are the reasons behind global warming?
- What is green house effect?
- Why the back legs of hear are long than front one?
- Why the hen drinks water by keeping her beak upwards?

The monthly bulletin has published 10 issues so far during the year, also have distributed on fields. **What do you mean by 10 issues? Is this the number of questions or the monthly editions? Please explain to who they are distributed and what is the feed back.**

The monthly bulletin has 10 editions. They are distributed in all school's children in the project area, the VECs, Gram Panchayat, SHGs.

The parent said that the children like to read these bulletins, the coloured pictures made it attractive for the children. The women group came up saying that their children tried to make the story based on picture in the bulletin. They also coloured the pictures in it. Some of them have cut the picture and pasted it in the house.

The participation from schools on field is still challenge. The Kannad medium schools are not participating due to language problem. We have discussed this with such schools and showed interest in printing the Kannad write up as well by scanning the same. The other schools said that they read the paper with students but not encouraging them to participate in the bulletin.

The SCOPE students are coming up with the poems, stories, coloured pictures, their opinions or experiences. Some of the bicycle participant girls have expressed their feelings through bulletin about bicycles. The RTTS parents also expressed their feelings through bulletin about the process. We also published the pictures to help the parents to narrate the stories out of it. **GREAT!!**

- **Gender Equality in the Curi-O-City Centre:**

The GE section in CC was developed to sensitize the children, parents, teachers & common population on gender equality through various ways. The section has posters based on all the criteria where we see the discrimination like food, health, education and other social and family matters. The posters are displaying the situations and happenings in the society. Similarly the computer section has been formed with identified games loaded in it. These games are traditionally referred as masculine and feminine. This is to make the girls and boys to think about the abilities of other sex helping in developing the sense of respect. The films and CDs based on GE are also used to sensitize the visitors.

This year we have succeeded in reaching up to 99 regular visiting school children including SCOPE and other 5 villages. The students go through the posters and play computer games. Similarly, the other CC visitors **how many? Same questions as in 6 month report. 3000 including students, teachers, families & other guests** have also gone through the GE section. The visitors expressed about the importance of this section for the society.

The regular visiting children have been observed in discussing about the reality shown by the posters. The girls have also are found whispering amongst themselves while going through these posters, but to make them open is still challenge. Sometimes the body language of the girls also speaks more that they are living in the same situation of discrimination in their daily lives. The boys also react when they face such posters that relating to their own house e.g. the physical harassment of woman of the house, the discrimination in food intake, the treatment given to the old woman in the house, the dialogues between two friends commenting on a girl passing by. But still we haven't succeeded in making open dialogue with these children. We observed that when we talk with them they hesitate to react as these are very personal happenings in their own lives and may be involving their own parents or family members. So we need to make them more open and the ice must be break with taking some more efforts. **That is really sad. Did you discuss this with SEDT? What solutions do you propose?**

**I think if we must start sharing some of such incidence from our own lives or so then may these children can come up with their own experiences too. We have to try out some of such trials to get it done. The children must take into confidence by explaining the importance of sharing such things.**

The computer games they play regularly have started making them know about the abilities in the other sex. These children have started comparing the high scores made by girls and boys. The children talk openly about the high scores amongst themselves when going out of the center. The boys are observed reacting surprisingly on the high score of girl student. And also the discussion on how it is possible. Sometimes, if they knowing the high scores girl, the discussion ends on 'yes, she is clever one so can be possible to make out this much score', indicating the sense of respect by accepting to the ability.

**The theater workshop has conducted twice in a year with more than 100 children. Our experts team Karsten , Annemarie , Helmer & Yvone trained these children for three days. And last day they had a display gallery for the villagers. They have trained these children to know all the possible ways to express their own feelings. The children have under gone through the writing, drawing, music and drama. They have provided a topic to write on themselves like my childhood. Thereafter the children have asked to draw**

the picture on the same and colour it. Similarly through various games they have made aware of facial expressions and body postures to express. This made the children capable of identifying the expression and the feeling behind the same. Some of the musical instruments also made available for the children to handle. Three days these children have practiced well. Then on the fourth day they had a demonstration cum gallery show for the villagers. All the drawings, write ups and a play have displayed in front of villagers. The villagers express that its amazing that the children are doing such things so good. This is shocking for them. Even many parents was unaware of the talent in their own kid.

The children enjoyed and worked hard for through this training. But the encouragement they need to get from school or at home is still lacking. May be there are many reasons as the parents doesn't know the importance of these abilities. Also they don't know 'how to encourage the child'. The schools doesn't have proper person to look after these abilities and encourage these children. The schools don't have separate activities for these children to show their talents.

The tournament has been conducted for the mixed cricket. Four schools have participated in the same covering 66 participants (30 boys & 36 girls), 12 teachers and 135 spectators. The girls found very confident throughout the tournament. At the beginning in one team the girls avoid running at long distance to catch the ball. We had talk with the team members to get this issue sorted. The girls were hesitating for running, and also thinking that this is boy's duty. When the open discussion carried out within two teams the girls from the opposite team expressed it's not the duty of girl or boy but the fielder's. We have appreciated this team spirit. The boys also expressed that at first they were not sure about the performance of the girls in team to bring in the success. But now they found the abilities in them as well.

The GE training to school's teachers have been provided, the training has arranged at the school level. During the training the teachers have been came up with various questions like it's difficult to change the society for this issue, how this can be possible as it is traditionally coming from the generations to generations. We have explained them that every generation is always open for the change thus we are observing many other things are changing day by day, so this is even not impossible if we responsible person take this task in our hand to ensure healthy change in the society leading a good development. The young population is always ready to accept the changes and is open to adopt the new things, if they come to know the importance of it in their life. So if we target the new generation the change can be ensured. The teachers then needed to motivate for their own role in making the young generation capable to think and adopt the sense of respect. The teachers then asked to take the essential steps to promote the sense of respect and thus ultimately gender equality in their own schools. We also explained them how they can go for it and importance of encouraging girls to take part in various activities and for higher education as well. The teachers have gone through the GE activities carried out with the children to inculcate the thinking process in the sense of respect and gender equality like posters, computer games, GE sports and films. Same questions as in 6 month report.

- **Exposure visits:**

The activity is to support the schools for arranging good exposure for children to help them knowing the world outside. Similarly the capacity building of teachers has made through arranging the exposure tours for group of teachers. These exposures are helpful for teachers to help them knowing the new developments taking place, the technology, the knowledge and also to recognize the need of updating their own knowledge.

This year we have supported 5 schools 228 (120 girls & 108 boys) students, we have observed that the numbers of girls are more than the boys. This is really encouraging for us. The other schools also arranged the exposure tours on their own. The schools have arranged the exposure at milk collection center, Agricultural school, factory, and light generating units.

The group of 25 teachers has gone for the exposure tour for 3 days. The teachers visited to factory, milk collection and milk product factory & textile mills. They have seen the latest technology used in the industries for manufacturing, packaging, the skilled need to work in such factories. The industry persons have explained them about the increasing need of skilled labour in these factories also the gap between the demand and supply of these skilled workers. The teachers have impressed by knowing the atomization at various phases in these factories. They have really impressed by this tour.

- **Special Capacity Building of Staff:**

The capacity building of staff members have special importance to ensure the effective implementation of projects activities. The staff has gone through two capacity building training throughout year. The first training had for briefing the activities and focused on fine concepts of the projects. This is to start with the activities and planning of the same for the coming up year.

During the next training the staff has shared their experiences and feedback of every activity on field. **It would help our understanding if notes are taken in future and shared with us. The report is important to send to the donors. The more day to day sharing is much more important for us. It also would motivate us to contribute with ideas and experience and to inform the experts who will be able to perform their task at an higher level if they understand the local situation in a better way.**

**Yes we will do this.**

The new members also helped in concept clarity and experience sharing about working on field. We have observed that the old staff is taking good interest in concepts and the interaction between them also helping them a lot. The lacunas and problems facing while working on the field have discussed openly with positive approach. The discussion on the comments and guidance provided by our Experts also discussed to guide the staff members to work ahead.

- **Education for all:**

The activity focuses on bringing all children under the main stream of education. The components included in the activity are Balwadis at remote area, Bicycle for likely to dropout girls to continue their education, Hostel for children of migrating families.

Balwadis at the remote places have running at 6 places to facilitate 150 students.

The identification of bicycle bank participants i.e. likely to dropout girls from 7<sup>th</sup> std. has completed with the help of schools and village key persons. The order of the same has done and the distribution of the same is planned now.

The hostels for children of migrant families had at 6 places to support 109 children and 59 girls through foster parenting to stay back for continuing their schooling.

We have received the feedback from these participants saying that they have got good help due to this facilities provided by YPS which we have published in the bulletin.

- The girls are demanding bicycle to their parents and in many cases the parents also providing bicycle to them.

- The hostels also have getting good response by parents. The parents expressed that the continuation of education of their children made them happy as it ensured the growth of their family.

- The Balwadis have supported 150 children to bring under the main stream of education. The Balwadi teachers are also taking good care of their education. They also under gone through RTTS training but they are hardly narrating the stories in the class. We need to work with them for this.

We have observed that two Balwadis have facing problem of the place as the room condition was dangerous to conduct Balwadi. At one village the husband of Balwadi teacher has come forward to share half contribution to allot a new room for the Balwadi while the rest contribution will be asked to the parents of the students facilitated by the same. **GREAT!!**

## 2. Success factors

- **Bal-Panchayat:** We found that the change makers undergone through the theater Workshop activity are responding well, they suggested to arrange the street play for 'Earth day Celebration' with little support they even can manage to prepare the dialogues on themselves. In Asangi a boy has encouraged by clapping on his best drawing skill. **Please show!** He is attached with EDU-Key staff members that he call up for providing updates from his schools. He also said that his school has now noticed his skill the credit goes to YPS he added.
- **RTTS:** During home visits we have found that the parents are taking care of the studies of their child. The child also is able to repeat the story with their parents. The parents are taking interest in the progress of child about the story telling. In Akkalwadi the parents requested to conduct the competition of children to know the progress through story telling competition.
- **P4C:** The effectiveness of P4C can be seen within various activities. The Participation of girls and boys in other activities has been increased. The girls also found more logical in thinking and expressing during the sessions of adolescent girls training in comparison with other girls from the other villages. They have come up well by preparing the story from the pictures given in monthly bulletin.
- **GE Sports:** We have observed the major change in the attitude of girls. The girls are not hesitating or being shy to the camera. They have got the confidence to face it. This is the result of the GE thinking process taking place in them.



- **GE in CC:** The open discussion on the abilities of the girls has observed among the boys with due respect of girls scoring good marks in racing game. The theater workshop conducted by Karsten & Anne team has showed good results, that these children participated in the 'Earth day Celebration Campaign' through street play.
- **Exposure tour** for students: We have supported only 5 schools this year the other has arranged on their own. The number of girls participation in exposure has increased reported the schools.
- **Bicycle Bank:** The girls are demanding the bicycles to the parents and we found that where ever possible the parents are fulfilling this demand. So we have got about 2 names canceled while finalizing the list of likely to drop out girls for being bicycle bank member.

### 3. Have there be specific problems in the implementation?

- **RTTS:** The villages where most of the population is Kannad speaking the parents are not using the library books. We are suggesting them to use the same story books and make the stories using the pictures in the books. We are helping them to make the stories from the available books.
- While in the other *kannad* speaking & illiterate parents are getting more help through this home visits. They need more training on making stories and also in guiding the story narration.
- The availability of parents is also major problem in front of us as the male parents are not convinced yet. On this background the home visits are really effective solution.
- **P4C:** We observed that these sessions are now becoming stereotype for these children as they know the next step. Sometimes even they don't respond as they will have to give justification of the same. We have motivated them saying that their views and thoughts may help others to think and express. Here we want the expert's guidance to go ahead. In same way the teachers also need to provide some inputs to promote for breaking the routine procedure and adopting P4C as educational tool.
- **GE Sports:** The girls have been found hesitating run behind the ball, as they see its boys duty to get it. Similarly the boys also not passing the ball to the girl near to the korff as they thinks girls are not capable of attempting goal.
- We worked on the same, by bringing the team spirit. The view to look at the game has changed; we asked them you can win if all will do the jobs very well and with the abilities in them. The abilities are not dependant on who you are but on who you play the game.
- When the girls and boys started playing the game regularly they came to know their own liking and sharing the responsibilities in the team and then this problem has fulfilled.
- **Judo is a game introduced in the sense of GE suffered a lot as the children started using it as a fighting tool against each other. This is exactly opposite of the intention. So we stopped practicing it for few days. To find out proper solution on it.**

No word about the judo.

