

Edu-Key report 2011 January –June

Yerala Project Society

Abbreviations and non European words used:

Anganwadi	Government kinder garten, often of bad quality
Balwadi	YPS run kinder garten in a stimulating atmosphere.
GE	Gender equality
Rangoli	Hand made floor decorations from chalk powder
Sarpanch	Village leader
VEC	Village Education Committee

= gender equality

1. Brief report of each activity

- **Balpanchayat Training:**

The change makers training completed in these next 6 months have covered 5 camps, 237 Change makers within 22 villages.

The training is of two days. The Changemakers have been guided to take action on various aspects in the society or around them. For this two days training we have made them to think about Global warming and on the occasion of Earth Day they have acted within the villages to make the villagers aware of many things related to the dos & don'ts about using natural resources. The first day training contains the P4C session to make the Changemakers stimulate about global warming, its reasons & effects. The need has identified to make the common population aware of this happenings and to guide them to take necessary steps.

So they have planned for the one-day campaign in villages. Thus we plan to have street play in it. Some of changemakers willingly come forward for the participation in the play. Two plays are arranged the one On Save Water while the other is as Plastic Monster. Our staff member Padmanabh has leaded them to develop the dialogue. The Earth day has celebrated in the villages , the Surpanch & other village members also participated in the program. The rally has conducted by preparing hoardings and slogans aloud. The girls also participated actively. The teachers in the school also involved by conducting the competition of rangoli making , collection of plastic & talk show to encourage peoples involvement.

- **Reading to The Smallest:**

The RTTS trainings within this half year have covered parents of 229 children through follow up while 181 new parents within 10 villages. During follow up trainings the use of library books has been covered. The parents are trained to prepare the stories from the book. The illiterate parents are paid more attention to build their confidence to use the pictures in the books in story preparation. They also have helped to build the confidence by saying that the story can be related to their own life, so as to make them to stimulate the one easily. The demonstration has carried out. The literate parents are also found hesitation to make tell their own stories.. Some of them are really good but not confident of the story. So our staff member supported them to be confident. The experience of the present parents has taken into consideration to know the effectiveness of the activity on their young one.

The Home visits were also conducted during this period. We observed that the parents conducting the sessions regularly are happy by knowing the progress of their child. They even are willing to ask the child to narrate the story or may be to repeat the same after them.

Similarly the special efforts are needed to take for the children of the migrating family. These parents couldn't conduct the activity efficiently. The child also gets distorted. The follow up of these parents & the child is a big challenge in front of us. We need to work in different ways with these parents and their children.

The library system is also working with some changes. Firstly we have decided to give the responsibility of library to an efficient and enthusiastic parent from the village. We have started on the same line. But in some villages we received the complaints from other parents about the unavailability of the responsible one whenever they need to change the book. Thus the responsibility is handed over to the Anganwadi teacher. We have discussed the same with the responsible parent and confirmed about the unavailability of him in making the library available for all. So the decision is taken as per the demand. The interest & willingness of Anganwadi teacher is also taken into consideration towards the decision. So now the library is the responsibility of Anganwadi teacher in some villages.

- **Philosophy 4 Children:**

During this half year, we have arranged teachers training for two days to guide them for conducting P4C sessions in their schools. The training results in finding the willing participation from each school. On first day they have under gone through the P4C session by Padmanabh to get the experience of its effectiveness and to know the procedure of the same. On the second day they have 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 schools children. They also became able to observe the students & the way these students react during the session. After the session we have allowed open discuss 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 been supported by providing the material and guidelines useful to conduct the sessions.

The students of SCOPE school, Jalihal are under going through regular sessions of P4C. Some of them have written their views & experiences of these sessions in our 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 we use to change the partners in every session so as to give chance all of them for sharing and to get better involvement in the thinking process.

These girls when participated in adolescent girls training they were more expressive and responding very well throughout the training. The opinions of these girls are more talkative than the other girls. Due to their responses the other girls also provoke to think on the opinion given by these girls. This is basically the result of P4C sessions they are gone through. 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 hope and trust that the next and more intensive training session by Doris and Paul will help us overcome our present limitations.

- **Community groups Training:**

The community group's trainings covered within this half year through 11 villages with 165 members. The discussion on various activities taken up through Educational Key has carried out like GE sports, adolescent girls training, Balpanchayat, RTTS and P4C. The members also expressed their experience of GE sports meet. They said, the participation of girls and boys is really good. The parents of girls also felt proud about their daughters participating in the games. The appreciation of their play also encouraged the parents added the members.

But as the sport meet was during the migration period those parents weren't able to go through this experience. So the spectators were less during the sports meet, this is the point we need to focus on.

The trainings have been completed through open discussion and opinion sharing by the members and edu-key staff. The youth also shared their opinion while discussion. The VEC members are more concerned with the school teachers and their participation. They always ask to take the teachers into confidence and also to share their problems in participating in the edu-key activities.

- **Capacity Building of Adolescent girls:**

The Adolescent girl's trainings have been conducted with 54 girls within 10 villages. The Adolescent girls have discussed various issues during the trainings. The issues are discussed in the sense of Gender Equality, like the growing of young one in the house as human being, providing food, medical treatment, education and right to develop as a member of the house. This will help the child to develop irrespective of being girl or boy. The training consists of many activities to stimulate these girls to think about GE. During the sessions we have asked them to think about their own dream house and then asked them to share the same with all. 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 have come 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 have found the girls are more expressive during the later stages. Still more efforts are needed to build the confidence in them. At this stage we can say that the thinking process has started but need further guidance to go ahead on the same line. They are well aware of the discrimination and the need of changing it. But how they can be part in the changing the situation is the point on which we need to provide more inputs. They think that the situation can be changed only if their parents will think about the same.

- **GE through Sports:**

The sports meet has been conducted 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 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 best player of the tournament was a girl selected by the village committee and school authorities.

The tournament has been appreciated. We have observed that the confidence levels of these girls playing GE games have increased. When we were taking photographs of these players at the beginning the girls were shy and not even wanted to face the camera. But now when we took their photos they showed good interest and also willing to come in the frame. So it's remarkable change we have observed in them. 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.

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. So we need to plan the sports meets before the migration period start, but that period is not convenient for the schools to participate and the practice & training also couldn't completed to go for the sports meet in the said period.

During this half we have started practicing Judo in 2 schools. To overcome the misunderstanding of children we have started interrupting the game as an when we see them fighting and we ask them to bow to each other showing respect and also explained the concept behind this game. The judo has introduced for age group 11- 13 these small children needs to be focused more to make them understand that this is not fighting tool but it shows respect towards one another. The interruption of game and asking them to start it again after showing respect to one another is helping a lot to control them.

As judo needs to be focus more to tackle this problem we found the need of special dedicated sport person to carry this activity efficiently.

We want these children should come on single platform to inculcate equal thinking the sports dress will be the best solution. The sports dress will play the role of school uniform and the girls and boys will come together without hesitating and with the team spirit to start with. So at the end of this half we have ordered about 200 sports dress facilitating 20 players from each village covering 10 villages.

- **WHY group & Monthly bulletin:**

During these 6 months we have completed 3 WHY group meetings. 32 teachers have participated in the meetings. The 15 questions are discussed; the questions are of various types like, what is global warming, why the fairs are arranged in the villages, what are the reasons behind global warming, what is greenhouse effect. The teachers were surprised by the curious questions asked by children. They expressed that the questions are really curious even helpful for the adults as well. So the discussions were carried out and to get the proper answers they have planned to use internet. The teachers expressed about the need of some guideline for answering such questions, so as to provide proper answers to children.

Often there are two answers for the logical questions like why the fairs took place in the villages. So we assured the possibility of publishing the two different answers for one question so as to invoke the thinking process in the students. The teachers wrote the answer and forwarded it to publish in the bulletin.

The bulletins have been published and distributed within the villages while the last one is in process. The bulletin has been receiving response from some villages while the Kannad medium schools are less responding. We had 'talk' with them. The teachers from Kannad medium schools said that they are reading out the paper by Marathi teacher but the children do respond in Kannad, that's the problem in front of us. At this point we have suggested them to give any article in Kannad we will publish it as it is by scanning. We have also received the demand for jokes and some light columns from children, so we are trying to include the same now onwards. Though the participation of teachers & Students from Marathi schools is encouraging the least limited involvement of kannada medium schools & schools from far away from Jalihal is a problem.

- **GE in CC:**

The GE section in Curiosity Centre has been facilitating to the regular 45 children of SCOPE and 50 children from the villages of project area as well as the outside visitors also. The regular visitors are playing the GE games on the computer the comparison between the scores is working. The children talk openly about the high scores amongst themselves when going out of the center. The boys are observed to be 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 acceptance to the ability.

The outside visitors ([18340](#)) also appreciate the efforts taken for the gender equality, they response the necessity of working on this issue at all levels that is not only for rural but also in urban areas. They also suggest the need of educating parents for the same to implement the same while raising the child.

Cricket is very famous game in India and also considered as male oriented one especially rural India. So we have developed the mixed cricket to inculcate gender equality. The girls have been supported morally to motivate for doing balling, batting and fielding as well. They were less confident and hesitating to hold the bat in front of boys at first. After regular practice and motivation some of them showed good interest. These successful girls then started encouraging to other girls in the team. At first the boys were less willing to play the game with girls as they were thinking it's inferior to play with girls. But while watching the girls taking more & more efforts to play proper game they came forward to help the girls for good game. And the interaction started naturally to make a good team. Many issues like girls not running to catch the ball & poor fielding, boys were not allowing girls to bat at critical situation to bring the success for the team have conquered one by one by the Edu key staff with discussing and encouraging the players. 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.

GE training for teachers

The GE training to school's teachers has been provided. The training was arranged at the school level. The debate has been arranged between the school teachers and EDU-Key staff members lead by Padmanabh. The teachers are thus provoked to thinking about the current situation in the society. The way both the sides have gone through the pleadings that the various problems related to this has been discussed amongst them. The debate has ended on the note that the Gender equality is not there at present and it's necessity. Thus the teachers also realized the importance of it. There onwards the debate is turned out in the fair discussion on the topic. They 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 be motivated 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 various GE activities carried out with the children to inculcate the thinking process in the sense of respect and gender equality.

- Exposure visits:

The activity is to support the schools to take the students on exposure tours to visit some innovative places, like factories, museums, science center, universities and so on. This year we have supported to 5 Schools for such tours. They have submitted their visit reports for the same facilitating 228 (120 girls & 108 boys) students.

This year we have found that the girls participation in the exposure tour is increased. They have conducted the tours to dairy plants, agricultural college & light generating plant. This is again due to the gender related activities carried out in the schools we think. Remaining 5 schools have taken up the tours for the exposure at various places without our support is again encouraging to us.

The teacher's exposure has been arranged for three days with 25 teachers, they have been visited the Dairy plant, the textile factory at Kolhapur, Sangli. Through this exposure we wanted them to know the technology used in this, also the world outside and the demands of this growing world. So that these teachers can envision the quality of education they need to maintain for the good future of the students and the next generation. Teachers were also

impressed through this and expressed that these are the places where we can take the students and make them aware of the current happenings.

- **Special Capacity Building of Staff:**

The second half we have arranged the staff capacity building. Our 8 staff members have gone through the two days training schedule. To begin with we asked their expectations from this training. They reacted very well, the new staff expressed the concept clarity to be revised again through the sharing while the experienced ones expected the discussion on the problems facing on the grass root level with the others. Thus keeping this in mind we have reschedule the training components. So we have started with the introduction of each & every staff member and his role in EK. This also leads in discussing the activities. Thereafter all the components of the project have been discussed in depth. The staff members have shared their experiences while working on the grass root. The same has been discussed in depth to get the proper way of avoiding these problems, Padmanabh & Harish have explained the same to all. We also make the concept clarity for the new staff members. The concepts have been made clear through the group discussions. The stimulations and presentations worked out for the same. The staff members have helped out to be clearer on themselves. The RTTS, P4C session and Gender equality concept has focused more during the training. The observation points are made clear to identify the reach of the activity and monitor the effects of it. The staff members shared that the training helped them address many issues on the grass root to overcome the same.

Education for all:

a. **Balwadis** at the remote places: The Balwadis have been running at 6 places to facilitate 150 students. One balwadi was closed due to the less attendance of students and interest of teacher. At the same time new Balwadi have started in Maniknal as per the demand received by the Gram Panchayat. We have verified the necessity of the same and also the availability of local female teacher to run the same. Thus during this half year we have started the same. The necessary educational material has been given to this Balwadi. Similarly the teacher also going through the trainings.

b. **Bicycle** for likely to drop out girls: The identification of bicycle bank participants i.e. likely to dropout girls from 7th std. has completed with the help of schools and the order has placed for the same. The verification of the list has completed and the final list preparation has done. As soon as the bicycles will be delivered we are planning to distribute the same to all likely to drop out girls.

During verification we have found that there are such girls who have demanded the bicycles to their parents and getting the same from them. So their names have deleted from the list.

c. **Hostel** for children from migrant families: The hostel for children of migrant families has started at 3 places. And for the rest we have started the survey & study as we have come to know that the Govt. also taken initiative to start hostel in many of the villages. If those are not in the hostels that we support then all other hostels also can be start. The 59 girls have been supported through foster parenting.

The girls express about their happiness by continuing the education and also staying back. The parents when asked about their experience they shared that due to this scheme their girls are able to attend the school ensuring their safety as well leaving the worries aside.

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.
- **RTTS:** During home visits we have found that the parents are taking care of the activities 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 have 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. The best example of it is the team selected the Girl to be caption of it. The best player selected is also a girl.
- **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 Baan & Annemerie de Gee and their 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 found hesitating run behind the ball, as they see its boy's duty to get it. Similarly the boys also not passing the ball to the girl near to the korf as they think 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.

- The children are using judo as a fighting tool against each other. We have discussed same with our expert to get it solved. Thus it has to practice more to develop the sense of respect so excluded from the tournament.

- [Judo needs to be handle very carefully to use as tool for inculcating Gender equal thinking process as it's been used wrongly by the children.](#)

- **Monthly bulletin:** The participation of the schools on the field is problem. They said, are reading the same but to promote the children to participate in the same is far away from them. Similarly the participation of Kannad medium school is a big problem due to language problem.

- While interacting this they have come up with the demands of the children, we assured if they will come to us the demands of children to read we will add those things in the bulletin. So we have received the demand of children about jokes and some light tips to add in the same. So now onwards we are adding the same in bulletin. They also added that the children liked the pictures and also tried to build the story based on it. So that was good attempt made by bulletin.
