

YPS Edu Key III report - Q&A

I have some questions:

1. How do you follow up the effects of the various programs? For example you had quite some discussions with the teachers and they seem to accept their role. But this needs to be followed up. Questions need to be answered. Effectiveness needs to be measured. And that is not for this element only. How??

- Yes, it's true the effect or impact of the programs needed to follow up.

Through Edu key we are working with schools, teachers, students and parents. Our staff and field workers regularly meet with these key participants of the project. They have developed a better relation with them. So the staff members have guided through the staff training about discussing these factors with all these groups involved in the program. Many times the school teacher or a student from changemakers group also communicates with EK staff members about informing many happenings in the school or village, e.g. boy from Balgaon who had developed good relation with Harish during the training, when Harish captured the good drawing ability in him and motivated for developing it as a hobby. Harish also had advice to the school teacher for guiding him. This boy is now in contact with Harish informs all the happenings around him.

Still may be we need to develop some separate method or technique for impact verification for the inputs given to the participants.

2. These last 6 months the training of the Change Makers was concentrated around environment. I was not aware that this is a key issue. Has this been discussed?

Has the training also on other issues? Which and how?

The change makers need to react on the present conditions and have to express their views on the current issues. This is the motive behind this concentrated training. The issue of GE also handled in this training. The boys and girls are worked together for awareness and also in street play. Thus they have also sensitized for GE while conducting this program during the villages. We have motivated them to think that both girls and boys if decide to act on any issues then it will be a big success. As changemakers have received the appreciation in many of the villages by village committee members, they feel proud, we discussed at this step that this is the success of the efforts they made together by respecting the abilities in them.

3. In the P4C chapter I added We hope and trust that the next and more intensive training session by Doris and Paul will help us overcome our present limitations. This is in correspondence with the information I sent you before.

4. In the community groups training you mention: various activities. Please try to avoid the use this kind of vague terms. Where there is space, just mention the activities in short to give us and our audience somewhat more insight.

Added in the report

5. Adolescent girls. In the last sentence you word the thought that came up while reading. How do you bridge the gap between these developing girls and their parents?

-During the training this is the main aspect we always faced. Whenever we need the girls should react or give opinion, the answer is, need to discuss with mother or father, or as per the wish of parents. To tackle this we had an open discussion with these girls. And the girls from SCOPE came up with the suggestion that the girls can talk & convince their parents, if they feel that they need some one else as well then the teachers can help in this matter. The girls from SCOPE can think about convincing their parents as they have built that much capacity to have a healthy talk with their parents. But for other girls this is still a challenge. So we need to strengthen these girls by conducting P4C techniques while training them. So that the thinking and making opinion will be ease for them the same will make them able to convince their parents on logical grounds. Similarly the parents – teachers conversation need to be established, with respect to make the parents involve in the progress of girls while the teachers as well can promote the girls education helping in delaying early marriages.

a. How often do the girls gather?

- Quarterly once.

b. Do they come together per village.

- We have gather them together in clusters making group of 2-3 villages.

c. Do they form kind of clubs amongst themselves?

- No not yet. We want them to form such a group on themselves, so that the discussion and experience sharing will take place informally too. But may be some more time is needed for them to think about it.

6. GE trough sports.

a. Was the meet on korfball only?

Yes, as judo needs to be practiced more on the GE thinking we want more time to go for competition or event.

b. The description was on that one sport meet. There must have been done more like training; motivation f parents; preparing grounds; preparation and purchase of cloth; discovering the need of a separate staff member and his/her tasks

Added in the report

7. WHY groups. The number of questions does not seem to be that many. We would be most happy to receive them when asked.

a. The samples of the questions seem to be fact oriented. Do you also stimulate to ask questions on social and relational issues? Like GE and other equality issues? Or work related issues?

- We receive the questions from curiosity box. Still we haven't received such questions from students. May be the teachers need to work more with the students to stimulate them on such questions. But now we can ask such questions to children. We have asked for other opinions on some logical questions that are answered in the bulletin.

b. Do you stimulate the children to share the contents with their possibly illiterate parents?

- We have observed that the children do share the content when their own story, poem or drawing has published in the bulletin.

8. CC

a. has the number of visitors in 6 months only been 45 from scope and 50 from other villages? Who are the outside visitors and how many? What are the plans to make proper use of the investment?

These are the regular visitors of CC who under go through the GE section in CC. The other visitors are

b. Why is the cricket under CC and not under sports.

We have developed some local sports through gender sense from EK III ph-2 e.g. mixed Kho –kho , cricket, lezim , dandiya. Cricket is one of the famous games in India thus the tournament of the same have arranged.

c. Why have we not discussed the pro's and con's of introducing cricket?

The introduction of these games had shared already through the EK III ph2 reports. As this is very popular game we have selected the same for sensitization on GE. This game is very close to all children in India. The girls also do watch it and having interest in it. In rural India girls do not play this game as it referred as a male dominated game, thus the girls even feel that they are doing some thing great, we have observed that thrilling in them.

9. Success factors. Here you mention the theatre work shop. Maybe you could make some extra chapter on this work shop earlier in the text.

Added in the report

10. RTTS. I don't think that a story telling competition is a good idea. What would be the criteria? The ability to reproduce as literally as possible? Or the understanding of the child? How do you measure that? And some children are just faster than other children. Why make this genetic inheritance part of a competition? Basically I think that competitions create a feeling of inequality. Don't make the smallest perform in public!

Yes, we also suggested the same to our field workers that the parents will start comparing their children and not the inputs or attention given by them. The competition need to be guided y experts if decided to conduct. Otherwise it will carry some wrong messages in the parents participated.