

# **AHEAD EDUCATION PROJECT**

**2013-2016**

**EXTERNAL EVALUATOR'S FINAL REPORT – 2017**



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## Basic Information

Organisation	AHEAD Initiatives
Contact person	Rathnadeep De
Project title	A local self-governance role for contextually more appropriate education of rural youth to alleviate rural poverty in India.
Reporting period	2013 – 2016

## Basis of the External Evaluators Report

Each of the project areas was visited over the project period and extensive first-hand information collected from meetings and focused group discussions with:

1. Local CSO partners of AHEAD Initiatives
2. Gram Panchayats [Lowest tier of the Local Self-Government Institutions (LSGIs)] that AHEAD and its local partner had established Memorandum of Understandings (MOUs) with.
3. School teachers and School children
4. Youth who had received skill building input and supplemented their income
5. Block Level LSGI representatives
6. Block Level Administration and more specifically with Block level Education Authorities of the State
7. One State level senior Administrative Officer of the Education Department

Means of verification of the immediate objectives verifiable indicators were addressed and AHEAD's Management Information System (MIS) scrutinised and used for assessing the interventions carried out and the Output / Outcome achieved.

Was personally present in 3 of 4 Block-level Workshops attended by Head Teachers and other teachers of some 1200 schools throughout the blocks in which targeted GPs and schools were situated. Also attended 1 "Srijon Mela" (Creative Fair).

Attended 2 Annual Workshops of AHEAD and its CSO partners during capacity building by iINTERest representatives where area-based presentations were made and discussed.

## Acknowledgements

The evaluation of performance and impact assessment would not have been possible without the active cooperation of the persons involved in the focus group discussions and personal interviews and interactive meetings. A word of thanks to all of them. A special note of acknowledgement goes to Ms Riddhi Mukherjee for her assistance in preparing the evaluation report

# Executive summary

## Background

The education initiatives taken up by AHEAD Initiatives, focusing on involvement of local self-government and advocacy for involvement of higher level of local government with state education authorities, have led to meaningful partnerships between them. These partnerships were forged for supplementing the existing curricula with localized and contextually appropriate content for rural school children and also now for institutionalising an 'after school' in rural schools for the youth with low educational attainment levels for skill building on rural livelihoods aimed at alleviating poverty.

Taking cue from the National Curriculum Framework (2005), whose essence is "creative spirit" and "generous joy" in education, AHEAD Initiatives worked towards bringing synergistic convergence of LSGs, AHEAD partner CSOs and National and State Education authorities in different ethno-cultural zones. This is also in consonance with the Right to Education Act.

### **Area of Work: 7 Gram Panchayats in 4 Blocks of 4 Districts of West Bengal.**

During the reporting period including the 'no cost' extension phase apart from the 7 Gram Panchayats in 4 target districts, namely Alipurduar (previously a part of Jalpaiguri), Cooch Behar, Purulia and Dakshin Dinajpur, a further 6 Local rural CSO partners of AHEAD were encouraged to target 1 school each in their Gram Panchayats.

### **Objectives, Interventions and outcomes**

From an extensive visit to field areas which included: 1) interaction with various stakeholders and target groups, 2) participation in various workshops 3) perusal of records and available materials for verification of the indicators as against the quantitative Management Information System maintained by AHEAD, it is evident from the details compiled for each project area separately that all immediate objectives have been fulfilled and outcomes expected have surpassed themselves quantitatively and many innovative activities not planned originally introduced and continued in the 'no cost' extension phase

### **Some highlights of achievements: notable observations**

AHEAD Initiatives, in their education project, undertaken during 2013-2016, forged significant partnerships among the LSGs, government education authorities, CSOs and the major stakeholders of the schools and larger communities in the project areas.

The focus of the interventions was mainly on advocacy for involvement, awareness generation, capacity building and empowerment. These partnerships were extremely necessary for addressing the gaps and deficiencies of crucial aspects of school education in West Bengal. The main planks of the AHEAD intervention were the fundamental issues of 'joyful learning' and 'creative spirit' as upheld in the very important document, National Curriculum Framework (2005).

Two of their major achievements have been convincing the teachers effectively incorporate, in the existing curricula as well as class room transactions, localized and contextually appropriate content for rural schoolchildren, on one hand, and institutionalising an 'after school' in rural schools for the youth with low educational attainment levels for skill building on rural livelihoods aimed at alleviating poverty

Several other significant achievements were also noted in course of impact assessment. These are as follows:

- The positive feedback observed from head teachers of 1200 schools who attended the Block Level Workshops organised by all the 4 Panchayat Samitis Ahead has been working with

- The much appreciated Activity based modules distilled from textbooks by AHEAD Initiatives which have been the subject of teachers' workshops organised independently by the Panchayat Samiti for all teachers of Panchayat department schools in their Block
- Teachers in large numbers regularly communicate with the parents regarding various health and nutritional aspects of the students, conduct BMI-based Nutrition Mapping Process involving the GP and State health authorities and share the outcomes with the students and their parents.
- In many schools in the project areas, class room transactions with the help of audio-visuals and occasionally organised educational trips to select places in neighbouring areas have helped students to be better aware of the local flora/fauna, unique geographical resources and archaeological heritage, besides noticeable increase in school attendance and development of good habits among the children.
- School gardens involving children have also lead to successful home nutrition gardens in the homesteads of children
- Involvement of children, teachers and community in school nurseries leading to planting of fruit trees in the homestead
- That Local Government has found merit in the initiatives is borne out by the Rs 252,000 INR spent by them (as of 31-12-2015) and the action plans and budgets drawn up to provide further funds for interventions particularly relating to School Kitchen Gardens and Nurseries for fruit trees as an apt learning tool.
- The convergence achieved of NBDA and MGNREGS in the School garden programme
- Community participation and involvement of the community has been quite impressive and effective particularly the use of Local Resource persons and community resource organiser particularly in allowing children to imbibe their local cultural forms
- Community Resource Persons (CRPs) having local indigenous knowledge and skills have been engaged in several schools. CRP activities include Song, Dance, Storytelling, Near-extinct games, Clay Modelling, Paper craft, Hand knitting, Drawing, Cross-cultural exchange, language drills, etc. rich in a distinct local content and style.
- Excursions though common in urban areas were in these remote rural areas refreshingly executed to local unique geographical resources, local flora and fauna and heritage sites.
- GPs have been motivated to organise Creative Fair to give vent to the creative talents already existing within the villages regarding local knowledge and practices as well as environmental awareness, best practices of health and hygiene, etc. This has unleashed a wave of collective enthusiasm in a mood of celebration over days that expose the students to indigenous knowledge and culture of their locality, and spark off creativity in them as well as their teachers who even incorporate some of these experiences into class room transactions.
- Activities for young adult dropouts though largely confined to Natural Resource Management has been particularly successful as regards nurseries, 'nano-orchards', market gardens and novel organic inputs for sustainable agriculture such as Vermicompost, etc. A major achievement however, has been the cottage scale handicrafts using *Sholapith*
- Developing the required knowledge and skill from the 'After School', the drop-out youth have since been engaged in constructing Azola pit, grafting saplings of tree species like bamboo, lemon, etc., developing vermi-compost pit, vegetable nurseries, and piggery besides weaving and bamboo craft.

- After getting big exposure to seeds and local trees, and following training on grafting and cutting, teachers and students of many schools have started developing Nutrition Garden, nano-orchard and Tree Nursery within the school campus helping the school to source nutritious items for the midday meals from within the campus. This has also motivated several parents of the students to develop nutrition garden in their own homesteads,

### **A Major Outcome of Policy Advocacy of AHEAD**

Particular mention is to be made about the crucial success in respect of policy advocacy in all the project areas by making them aware of the novel approaches regarding school education in a holistic manner putting together teaching-learning, traditional indigenous knowledge, skill, practices, culture, food and nutrition habits, biodiversity and wider environmental issue, etc on the same palette in the right doses.

The outcomes have been impressive right from bringing together all major stakeholders on board and legalising and institutionalising the programmes by signing a MoU with the concerned local government institution, namely the GP. Subsequently in every project area, formal convergence of different schemes, offices and institutions as well as personnel has been successfully forged with the school authorities and the community at large, in respect of the different project interventions. This ensures sustainability of the interventions and programmes regarding education initiatives of the project.

It is because of persistent policy advocacy by AHEAD functionaries that the Government of West Bengal, by two different orders issued in July and August, 2016, instructed the concerned authorities at the state and district levels to implement necessary activities for SSKs and MSKs like live fencing and other activities such as land development for kitchen/ vegetable garden, small school orchard/ plantation and other infrastructural interventions permissible under MGNREGA

### **Major Obstacles and Possible Solutions**

Although much has been achieved, a lot more needs to be done. The rural youth, particularly those from poor families have, by and large, not even completed Middle School making them ineligible for any of the National or State sponsored skill development programmes for livelihood opportunities. Hence, this group needs greater focus as a target group and institutionalisation of skill building opportunities within close proximity at the very local level.

The percentage of drop-outs engaged in "*After school*" activities is still below the potential this novel concept can address. Collaborative effort of the CSO's and the LSGI in this front needs to be more pronounced and proactive in the form of schemes and incentives, in order to assure greater participation of drop-outs.

While the lowest tier of the Gram Panchayat has been able to successfully strengthen the role of the community in schools and assist teachers in unfolding some activity-based contextually appropriate modules by providing a modicum of funds, a Block LSGI focus and advocacy is necessary for the Gram Panchayats to engage Block-level state educational authorities to institutionalise the demonstrated approaches.

### **Conclusion**

On the whole, the achievements from the different interventions made by AHEAD through the Education Project have been important and impressive, to say the least. Some of the major gaps of the SSA (Sarva Shiksha Abhiyan) programme have been addressed, especially in the difficult domain of pedagogy. The focus on the crucial importance of National Curriculum (NCF 2005) in the teaching-learning process which was badly missing or inadequately addressed has been very ably established by the multi-pronged initiatives of AHEAD. The strategies ranged from 'creative fairs' to interactive workshops to attractive child-friendly publications and instructional VCDs, and

even hands-on supplementary learnings through kitchen garden/ orchard development and the 'after school' scheme. Most of the outcomes are visible, but there are some intangible outcomes as well which are extremely important; these are the slow gradual changes of mind-set of many of the teachers, students and guardians as well as of the community at large who have already embraced the interventions enthusiastically. They are expected to play the all-important catalytic role in the future regarding making school education more meaningful and joyful.

Some of the major challenges and ordeals, as noted above, still remain to be handled in the days to come for not only making the programme comprehensive but also sustainable with the total, and ultimately exclusive, participation of the local direct stakeholders of school education. The efforts and activities are still in progress, and given the momentum already generated by the various activities it is almost on the cards that all the objectives of the project will be fulfilled, by and large, within the project period.'

The 'After School' initiative is the most potent and crucial one at the moment, because it embraces the big chunk of grown-up children, the youth, who are over-aged and do not qualify for entry into school as per the SSA regulations, nor are they eligible for skill development training programmes of the government because of their low education attainment levels. They, in fact, pose the most formidable obstacle towards meeting the major objective of SSA, i.e., making school education *inclusive*. They are also thus denied their fundamental right to education. This initiative of AHEAD to enable them to acquire skills and capabilities for earning their livelihood by their own efforts is a major step not only towards empowering them but also helping the community develop with dignity. This initiative, given their modicum of success, needs to be replicated on wide scale.

## Evaluation at a glance

A: Achieved, A+ = Overachieved, A- = Underachieved, U = Grossly Underachieved

Immediate objectives		Indicators for realization of Immediate Objective	Achievement	Grade
1.	Capacity building to establish CSO facilitated LSGI-School partnerships for supplementary and localized input on life skills focused on nutrition, health, livelihoods & participatory local self-governance.	1.1 Four AHEAD Local CSO members are recognized and they demonstrate their capacity by establishing 24 LSGI-School partnerships in 8 GPs and by providing supplementary localized input on appropriate rural life skills directed at nutrition, health, livelihoods & participatory local self-governance.	1.1 Capacity of 5 CSOs had been strengthened through review/ CB sessions/ workshops and also by the facilitative handholding of AHEAD.	A+
		1.2 At least 50% of targeted 96 teachers are working with at least 4 local resource persons (RPs) in each of the 24 schools in channelizing indigenous knowledge and culture input as a key educational resource to empower youth to combat marginalization, poverty & impoverishment.	1.2 With the help of 125 community resource persons (CRP), 42 community resource organisers (CRO) have been helping 123 active teachers to channelize localised contextually appropriate supplementary input.	A+
		1.3 Twenty four sets of necessary IEC materials developed for two types of schools are disseminated and are being used to strengthen & promote appropriate life skills for rural youth in the five categories of nutrition, health, livelihood, participatory local self-governance and local culture, and a bank of similar collected materials is	1.3 Under 4 categories, 15 audio-visuals and 26 print materials have been developed. These and other collected materials are being used in 300+ schools, of which 90 schools have scheduled a regular slot for the audio-visual support program.  More than 150+ audio visual materials have been collected and an audio visual bank	A+

Immediate objectives		Indicators for realization of Immediate Objective	Achievement	Grade
		being used.	developed.	
2.	Local Self Government Institutions and State- controlled School authorities are beginning to adopt a demonstrated approach of providing supplementary and localised input on appropriate rural life-skills directed at nutrition, health, livelihoods and participatory local self- governance	2.1 At least 6 Schools and / or Gram Panchayats begin to contribute funds available with them for the partnership initiative.	2.1 7 Gram Panchayats, 4 Block level LSGI, 90 Schools and Block-level Education Department spent approx INR 6,85,000/- on different collaborative initiatives (e.g. School Garden, Creative Fair, Education tours etc.) through their different schematic funds like MGNREGS, untied fund and from own fund to some extent and incorporated the major thematic issues (e.g. School garden, Fruit orchard, Vermicomposting, Azolla, Nursery etc) in their Annual Action Plan.	A+
2.	Local Self Government Institutions and State controlled School authorities are beginning to adopt a demonstrated approach of providing supplementary and localised input on appropriate rural life-skills directed at nutrition, health, livelihoods and participatory local self governance	2.2 A library of developed and collected Information, Communication and Educational (IEC) materials in the local language available and accessed by other Schools and LSGIs beyond the targeted.	2.2 A resource bank comprising of 175+ audio visual and print materials developed, and is now available. 800+ teachers beyond the project area have accessed the AV materials. Block level education department used AV materials in their Teacher training workshops. "Nabadisha", a niche magazine in Bengali for rural teachers, is being published quarterly and till date there are 338 subscribers. A vernacular (Bengali) website uploaded with AV materials for the teachers and educationists has been released.	A
		2.3 State Education authorities recognize contextually appropriate	2.3 4 Block-level LSGIs have successfully organized day-long Block level teachers'	A



Immediate objectives	Indicators for realization of Immediate Objective	Achievement	Grade
	<p>vocational curricula as an educational input for rural schools and that indigenous knowledge and culture needs to be integrated as a key educational resource.</p>	<p>workshop on the thematic issues of the collaborative program. 1 Block- level LSGI has successfully hosted a residential workshop and invited AHEAD and its CSO partner as a resource trainer.</p> <p>AHEAD has also established a working relationship with the Chairman and the Secretary of State Education School Expert Committee (Govt. of West Bengal) and as a result of it West Bengal Govt. adopted School Garden and Fruit Orchard Program and issued a Govt. Order state-wise in 2016, specifically for the MSKs and SSKs, but also doable in the other public schools in the school premises through MGNREGS.</p> <p>Along with this, the State Govt. is using AHEAD personnel as a trainer in their different programmes, and have started using different IEC materials in different workshops.</p>	

**Observations:**

Immediate objective -1

Build capacity to establish CSO facilitated LSGI-School partnerships to provide supplementary and localised input on appropriate rural life-skills directed at nutrition, health, livelihoods and participatory local self-governance

SI.No.	Interventions	Expected outcome according to Project Document	Overall Grade Achieved
1.1	<p>Capacity Building modules designed to match needs of AHEAD Local CSO members on assessed focus areas</p> <p>Orientation &amp; capacity building sessions and resources for CSOs (NGOs) to facilitate support and synergy with LSGIs and schools of their area.</p> <p>Facilitative handholding of AHEAD local CSO members by AHEAD functionaries in their local area and review workshops</p> <p>Orientation and capacity building sessions with teachers, training on use of the audio-visual medium and on usefully utilising resource persons with local indigenous knowledge</p>	<p>4 AHEAD Local CSO members are recognized as having the capacity and demonstrated a mainstream local governance role in providing supplementary and localized input on appropriate rural life-skills directed at nutrition, health, livelihoods and participatory local government processes</p>	A+
Area	Area wise Impact / Outcome achieved	Overall outcome achieved	
<p>District: Alipurduar</p> <p>Block: Kalchini</p>	<p>The local CSO entered into formal MOUs with Satali and Mendabari Gram Panchayats. Block-level Panchayat Samiti almost ready to enter into MOU with the financial contribution. CSO Interns act as resource trainer for the Education Department, Block and Gram Panchayat. 300+ teachers of 237 schools of Kalchini Block attended a workshop organised by the Panchayat Samiti and the Panchayat Samiti adopted the resolution on Education Tour, <i>Srijon Mela</i>, BMI, School Garden and Nursery and AV Education. Interns have been invited as a trainer in a 2-day teachers' residential workshop on Activity-based Learning organised by the Panchayat Samiti. Interns are invited very often in General Meeting of the GPs along with the Development meetings of the Block along and also assist other Gram Panchayats on the same issues to replicate it.</p>	<p>4 CSOs have been capacitated and entered into formal MOUs with 7 GPs and have also successfully engaged Sub-district and District level officials in education.</p> <p>2 out of 4 CSOs' interns have also been invited several times by other Gram Panchayats to help them launch similar initiatives and 2 CSOs have</p>	

District: Purulia Block: Baghmundi	The partner CSO entered into the formal MOU with Burda-Kalimati and Serengdi Gram Panchayat. The Baghmundi Panchayat Samiti hosted a Block level teachers workshop comprising of 200+ teachers from all schools of the block with help of local CSO. The local partner assist the target GPs. GPs and Education Dept. of the Block have always keep close contact with the interns to run and spread out the initiatives in full swing.	acted as a resource partner of the Panchayat Samiti (Block LSGI) to replicate initiatives in other GPs of in their area.  4 Block level teachers' workshops were ably conducted by CSOs followed by 4 where interns were invited and acted as resource trainer.	
District: Balurghat Block: South Dinajpur	After entering the for formal MOU with Boaldar Gram Panchayat the Block level Panchayat Samiti have organised a block level teachers workshop with all the schools of the block to propagate the educational theme of the collaborative initiative throughout all the schools in the block. 300+ teachers attend in this day long workshop.	2 out of 4 CSOs' interns have been invited in several times by the other GPs to help them launch similar initiatives and 2 CSOs have acted as a	
District: Cooch Behar Block: Dinhata - I	Bhetaguri - I and Bhetaguri - II Gram Panchayats entered into formal MOU with the local CSO. Local CSO personnel act as resource trainer for the Dinhata - I Block and trained 7 other GPs. Successfully engaged Block Development Officer into the Collaborative initiative. Dinhata -I Block hosted a teacher's workshop by associating 600+ teachers of 318 schools to spread out the education initiatives and adopted school nursery program in their MGNREGS action plan.	resource partner of the Block LSGI to replicate the same in the other GPs in their area.	
<b>SI.No.</b>	<b>Interventions</b>	<b>Expected outcome according to Project Document</b>	<b>Overall Grade Achieved</b>
1.2	Facilitative handholding by AHEAD CSO members of targeted schools and their teachers	96 Teachers of 24 schools are oriented and trained to localize and supplement their curricula with the use of local resource persons for indigenous knowledge and IEC towards livelihoods, health, nutrition & LSGI processes and 50% of them are actively pursuing it.	A+

Area	Area wise Impact / Outcome achieved	Overall outcome achieved	
District: Alipurduar Block: Kalchini	46 teachers in the project areas have been engaged in the Gram Panchayat initiative and 26 teachers in 25 schools are actively using community resource persons to broaden the sphere of education of the student on localize context with the help of regular AV shows which have gear up the penetration of the program.	175 teachers in the project areas have been engaged till date due to proactive pressure from GPs to see the outreach programme being extended to as many schools in their area as possible. As many as 123 teachers in 90 schools are actively using community resource persons in thrust areas and are regularly using the audio-visual medium.	
District: Purulia Block: Baghmundi	Out of 44 engaged teachers 27 active teachers of 22 schools have pro- actively used community resource persons in thrust areas along with the regular AV shows.		
District: Balurghat Block: South Dinajpur	19 active teachers among 22 engaged teachers of 14 schools have oriented and trained to localize and supplement their curricula with the use of local resource persons for indigenous knowledge. Regular AV shows have taken a pivotal role to broaden the scope of education among the students.		
District: Cooch Behar Block: Dinhata - I	GPs have proactively able to engage 63 teachers in the initiatives to extend the program throughout GP and among that 51 active teachers of 29 schools have capacitate, oriented and trained to localize and supplement their curricula through community resource persons on local indigenous knowledge and used the AV materials regularly.		
SI.No.	Interventions	Expected outcome according to Project Document	Overall Grade Achieved
1.3	Engagement of political executives of GP and political parties and strengthening of standing committees on education	LSGIs' ownership of their supplementary role in education established and integrated with their statutory standing committee on education as demonstrated by flow of financial resources.	A+

Area	Area wise Impact / Outcome achieved	Overall outcome achieved	
District: Alipurduar  Block: Kalchini	<p>Mendabari GP formed a GP-Teacher Committee (GP member &amp; Teachers) to roll out the program as a mainstream initiative.</p> <p>The target GPs have conducted LSGI-Teachers meeting engaging the educational department officials along with Block level education personnel at a regular interval to roll out the program successfully and Mendabari GP have done it quarterly in a regular manner.</p> <p>Block-level LSGI have already contributed 'in kind' support towards the initiative and have also included support for education as part of their mainstream planning process for State financial resources.</p> <p>Block-level LSGI Education Standing Committee Chairperson has conducted 10+ teachers' meetings beyond the target GPs and incorporated some Education Projects' core component in their general body resolution to spread it throughout the Block. The aforesaid Block has also arranged an educational tour for 4 middle schools of the Block and completed a nutritional monitoring Body Mass Index exercise of many schools of the Block and as part of their General Body resolutions have decided to provide seeds to develop nutrition gardens in the homes of identified malnourished students.</p>	<p>4 GPs with the help of their respective CSOs have been able to engage the Block-level LSGI and Education authorities time to time in these initiatives.</p> <p>2 out of 7 Gram Panchayats have successfully organized 'Creative Fairs' for school children.</p> <p>2 GPs have conducted LSGI-Teachers' meeting quarterly at regular interval to roll out the program successfully.</p> <p>1 GP had even formed a GP-Teacher Committee (GP member &amp; Teachers) to roll out the program as a mainstream initiative and in another project area a Block-level <i>Teachers' Forum</i> has been developed to monitor the education initiatives.</p>	
District: Purulia  Block: Baghmundi	<p>The target GPs and Block-level LSGIs have contributed 'in kind' and 'financial support' towards the various program and incorporated 'school fruit orchard' in their annual action plan and as a result of it 2 schools have developed their fruit orchard from mainstream support.</p> <p>The Block-level CLRC (Circle Learning Resource Centre) has organised teachers meeting at a regular interval to carry out the initiative in a full swing.</p>	<p>4 Blocks have contributed support 'in kind' and 'financial' support towards the initiative. 2 out of 7 GPs have also included support for education as part of their mainstream planning process.</p>	
District: Balurghat  Block: South Dinajpur	<p>The GP and the Block have contributed a considerable support 'in kind' and 'financial' support to the collaborative initiative.</p> <p>Boaldar Gram Panchayat has formed a Teacher's Forum to roll out the program in a proper manner and it's make an impact on 3 other Blocks and 2 other GPs beyond the target area where 10+ schools outside the project area have adopted the some of the core components from the program through mainstream process.</p>	<p>1 Block-level LSGI Education</p>	

<p>District: Cooch Behar Block: Dinhata - I</p>	<p>GPs and Block-level LSGI took active part in the collaborative initiative, contributed 'in kind' and extended 'financial' support towards the program from their schematic funds to mainstream it.</p> <p>Successfully engaged Block Development Officer and Block level LSGI Education Standing Committee Chairperson into the Collaborative initiative and they have taken a pivotal role to spread out the initiative beyond the project area.</p> <p>Block level LSGI have taken a special initiative to spread out 2 core components (school nutritional garden and fruit orchard) of the program in the entire 16 GPs of the Block.</p>	<p>Standing Committee Chairperson has conducted 10+ teachers' meetings beyond the target GPs and has incorporated some Education Projects' core component in their general body resolution to spread it throughout the Block.</p>	
<b>Sl.No.</b>	<b>Interventions</b>	<b>Expected outcome according to Project Document</b>	<b>Overall Grade Achieved</b>
2.1	<p>Identification of 96 persons with repositories of local culture and indigenous knowledge in livelihoods, medicinal herbs, etc.</p> <p>Capacity Building modules designed to match needs of local resource persons on assessed focus areas</p> <p>Capacity building sessions with resource persons on delivery skills and child-specific learning</p>	<p>At least 60% of 96 resource persons with local indigenous knowledge in livelihoods and local cultural resources have the capacity to help schools provide supplementary and localized educational input, are active and being used in 24 schools of 8 GPs in 4 districts.</p>	A+

Area	Area wise Impact / Outcome achieved	Overall outcome achieved	
District: Alipurduar  Block: Kalchini	<p>24 Community Resource Persons (CRPs) have helped 26 active teachers in 25 schools to channelize localized contextually appropriate supplementary input within 550+ students.</p> <p>These RPs have also helped teachers to involve the children in 15 school nutritional gardens 9 school fruit tree nurseries throughout the year. 9 schools distributed 450+ saplings among 150+ students for their home from the school nursery developed by students themselves. 65+ identified malnourished students (through BMI exercise) have developed home nutritional garden with help of their parents and the 7-8 varieties of seeds they from GP</p>	<p>125 Community Resource Persons (CRPs) have helped 123 active teachers in 90 schools to channelize localized contextually appropriate supplementary input.</p> <p>These CRPs have also helped teachers to involve children in 46 School Nutritional Gardens and 58 School fruit tree Nurseries throughout the year and helped 2500+ students to expose their knowledge on different health related issues, local culture, handicraft, local history &amp; geography, local self-governance etc.</p>	
District: Purulia  Block: Bagmundi	<p>27 active teachers of 22 Schools with the help of 38 Community Resource Persons disseminated skills and knowledge on locally relevant domain among 600+ students.</p> <p>Students have developed 13 school nutritional gardens and 20 school fruit tree nurseries with the help of these RPs and the teachers where 2200+ students take away almost 11,000+ fruit saplings from their school nurseries to their home time to time. 550+ identified malnourished students received the home nutrition garden seeds from the GP on which 460+ have successfully done.</p>	<p>58 schools distributed 18000+ fruit saplings among 3000+ students for their home garden from the school nursery developed by the students themselves. 650+ malnourished students (identified through the BMI learning exercise) successfully established home nutrition</p>	
District: Balurghat  Block: South Dinajpur	<p>19 teachers of 14 schools have organised different locally contextually appropriate skill building sessions for 500+ students on NRM, health, local history, local geography, etc., with the help of 32 CRPs..</p> <p>7 year-round school nutritional gardens and 15 fruit nurseries have been successfully developed by the teachers and the students with the help of these CRPs from which 400+ students have got 1600+ fruit saplings for their home. Identified 58 malnourished students through BMI exercise have developed home gardens with the help of their parents; the seeds for the same were obtained from the GP.</p>	<p>650+ malnourished students (identified through the BMI learning exercise) successfully established home nutrition</p>	

District: Cooch Behar Block: Dinhata - I	51 teachers of 29 schools engaged 31 community resource persons to channelize localized supplementary education in the areas such as NRM, Health, local History & Geography, Education tour, cooking, handicraft etc. among 850+ pupil. Teachers with the help of these RPs have successfully helped the children to develop 9 year round nutritional garden and 14 fruit nurseries through which they have distributed 5000+ saplings among 350+ students. Identified 85 malnourished students have received 7-8 varieties of vegetable seeds from the GP and effectively done the home nutritional garden.	gardens with the help of their parents and the 7-8 varieties of vegetable seeds they received from the Gram Panchayat	
<b>Sl.No.</b>	<b>Interventions</b>	<b>Expected outcome according to Project Document</b>	<b>Overall Grade Achieved</b>
2.2	Orientation and awareness meetings with members of 24 school authorities, school managing committees and parents associations	At least 50% of 24 schools authorities, school committees and parents associations are trained and capacitated and have taken to formalizing the supplementary and localized input alongside their regular curricula	A+
<b>Area</b>	<b>Area wise Impact / Outcome achieved</b>	<b>Overall outcome achieved</b>	
District: Alipurduar Block: Kalchini	Regular meetings of Village Education Committees / Mother Teachers Associations / Guardian meetings leads to identify 24 CRPs for 25 schools and these schools have allotted a fixed time span during the school hours every week to formalize the local and supplementary curricula. VEC/MTC committee meeting helped to raised INR 23,000/- (approx) from community and schools for various supplementary local school initiatives.	Village Education Committees / Mother /Teachers Associations / Guardian meetings helped to identify the CRPs and 90 schools have allotted a fixed time span	



<p>District: Purulia Block: Baghmundi</p>	<p>As a result of the regular discussion of Village Education Committees / Mother Teachers Associations / Guardian meetings, 38 CRPs engaged in 22 schools and the schools have fixed a slot during their school hours in every week to broaden the horizon of the scope for local indigenous knowledge of their students with the regular curricula.</p> <p>Due to the intervention of such associations INR 12,200/- (approx) raised from the community as a 'kind input' in form of bamboo, soil, manure etc to develop school nurseries and nutritional garden.</p>	<p>during the school hours every week alongside their regular curricula in a bid to formalize local and supplementary curricula on nutrition, health, livelihood, LSGI, local folk arts and culture.</p> <p>VEC/ MTA/ Guardian meetings helped raise approx Rs.</p>	
<p>District: Balurghat Block: South Dinajpur</p>	<p>Continuous efforts of Village Education Committees / Mother Teachers Associations / Parent Teachers Associations leads to involve 31 CRPs in 14 schools to propagate the local indigenous knowledge among the children along with their regular curricula.</p> <p>This regular efforts facilitate to raised INR 18,500/- (approx) from community and schools as 'kind input' in form of bamboo, manure, labour to develop school gardens, nurseries and to organize educational tours.</p>	<p>65,000/- from community as a "in kind input" in form of labour, bamboo, manure etc to develop the school gardens and other initiatives along with their necessary cooperation to formalize the supplementary education initiatives as they found it useful for their children's learning</p>	
<p>District: Cooch Behar Block: Dinhata - I</p>	<p>Village Education Committees / Mother Teachers Associations / Guardian meetings helped to identify 31 CRPs and 29 schools have allotted a fixed time span during the school hours every week alongside their regular routine to formalize local and supplementary curricula on nutrition, health, livelihood, LSGI, local folk arts and culture.</p> <p>These meetings also helped to raise INR 11,300/- (approx) from community as "in kind input" in the form of labour, bamboo, manure for the school gardens and nurseries.</p>		

SI.No.	Interventions	Expected outcome according to Project Document	Overall Grade Achieved
2.3	<p>Engaging children and youth in:</p> <ul style="list-style-type: none"> <li>▪ School nutrition gardens for the mid-day meal</li> <li>▪ Vegetable nurseries for initiating nutrition gardens at home</li> <li>▪ Nurseries for fuel, fodder, fruit and other trees to plant at home; and common property resources</li> <li>▪ Herbal gardens as a learning tool and source of planting material for their homes</li> <li>▪ Sanitation, hygiene and immunization campaigns for improved health</li> <li>▪ <i>Bal Panchayats</i> (Children's Forums) within the school to put to practice their learning of LSGI processes</li> <li>▪ Folk lore, folk arts and culture</li> <li>▪ Vocational training for youth on livelihood possibilities specific to the area</li> </ul>	2500 children and youth exposed to new teaching materials and curriculum	A+
Area	Area wise Impact / Outcome achieved	Overall outcome achieved	
District: Alipurduar Block: Kalchini	<p>During the entire period of time almost 1400+ students of the age group of 5 to 14 years of 39 schools were exposed to supplementary localized input.</p> <p>1000+ school drop-out youths in the age group of 14yrs to 30yrs have been trained in different supplementary livelihood activities; 659 of them got effectively engaged in various gainful activities. Though not all of these youths reported their income but 350 youths informed that they had earned INR 539,000 (approx) by virtue of their learning from the training.</p>	<p>About 4800+ students of the age group of 5 to 14 years of 138 schools were exposed to supplementary localized input.</p> <p>School dropped outs at the age group of 14 yrs to 30 years were identified and</p>	

District: Purulia Block: Baghmundi	1000+ students of 40 schools in the age group of 5 to 14 years were exposed to the different types of local indigenous knowledge. 600+ dropout youths in the age group of 14yrs to 30 yrs have been trained in different local livelihood activities; 490 of them got engaged in different initiatives from time to time, and earned approx INR 555,480. (approx)	2900+ have been trained on different NRM supplementary livelihoods and other initiatives like handicrafts. Of these 1600+ drop outs are actively engaged in 1 or more activities. Though not all of the dropouts reported their cash earnings, 1200+ school dropouts did report that their cash earnings from supplementary livelihoods till date totalled approx 19,92,000 INR.	
District: Balurghat Block: South Dinajpur	Continuous endeavour was undertaken to enhance the consciousness and capacity of the students in local indigenous skills; 1400+ students of 24 schools in the age group of 5 to 14 years were exposed to the same. In the tenure of the project period 550+ drop-out youths in the age group of 14 yrs to 30 yrs have been trained; out of the 220+ youths engaged in various localised initiatives and as per their record they have earned INR 314,710 (approx).		
District: Cooch Behar Block: Dinhata - I	About 1000+ students of 35 schools in the age group of 5 to 14 years were exposed to supplementary localized input. 800+ drop-out youth have been trained; Out of them, 247 were engaged from time to time and 170+ youth got continuously engaged in various activities throughout the period. Though all drop-out youth did not report their cash earnings, the said 170+ youth earned INR 5,82,810/- (approx) over the entire period.		
<b>Sl.No.</b>	<b>Interventions</b>	<b>Expected outcome according to Project Document</b>	<b>Overall Grade Achieved</b>
3.1	Need assessment and content development of IEC materials to be produced	5 categories of supportive IEC materials developed, produced and available on nutrition, health, livelihoods, participative local self-governance and local folk arts.	A

Area	Area wise Impact / Outcome achieved	Overall outcome achieved	
District: Alipurduar Block: Kalchini	25 schools in 2 GPs fixed a weekly slot in their daily schedule for audio-visual education for their students.	15 audio-visuals and 26 print materials under 5 categories have been developed.  These and other collected materials are being used in 300+ schools, of which 90 schools have scheduled a regular slot for the audio-visual support program.	
District: Purulia Block: Baghmundi	22 schools of 2 GPs have scheduled a regular slot for audio-visual education along with their regular curricula.		
District: Balurghat Block: South Dinajpur	14 schools maintained the regularity on audio-visual education in their specific daily schedule along with their curricula.		
District: Cooch Behar Block: Dinhata – I	29 schools have regularized audio-visual education in their daily routine.		
SI.No.	Interventions	Expected outcome according to Project Document	Overall Grade Achieved
3.2	Networking with other institutions involved with education for mutual exchange to learn of and introduce new ideas and collect useful materials  Workshops and viewing sessions by rural teachers to identify appropriate and useful material or suggest adaptation of potentially useful materials	Collection of various other supportive IEC materials including feature films	A+

Area	Area wise Impact / Outcome achieved	Overall outcome achieved	
District: Alipurduar Block: Kalchini	Block-level Education Standing Committee has organized multiple training sessions on audio-visual education for the teachers and dubbed 1 educational film on health issue in 2 local languages with assistance of the respective CSOs. Several ideas evolved from the multiple workshops hosted by the Block level Education Standing Committee on the audio-visual materials.	150+ audio visual materials have been collected and an audio-visual bank developed.	
District: Purulia Block: Baghmundi	Block-level CLRC hosted a number of viewing sessions for the teachers and involved the local educationists to bring out more innovative ideas on the appropriate audio-visual materials.		
District: Balurghat Block: South Dinajpur	Workshops and viewing sessions for the teachers have been organized by the Block-level CLRC to identify the more appropriate issues on which audio-visuals can be developed.		
District: Cooch Behar Block: Dinhata - I	<i>Initially chosen as a project area but work could not be taken up due to lack of cooperation from the concerned authorities at the Block/ PS/GP level.</i>		
Kolkata	Network for the teachers was developed with 'Bichitra Pathshala' and many other institutions that are involved in school education to collect and develop more specific audio-visual materials to enrich the material bank.  A workshop was done by involving teachers from different areas, GPs and Block level LSGI members where many innovative ideas evolved which helped to enhance the audio-visual collection.		

### Observations

Immediate objective -2

Local Self Government Institutions and State controlled School authorities are beginning to adopt a demonstrated approach of providing supplementary and localised input on appropriate rural life-skills directed at nutrition, health, livelihoods and participatory local self-governance

Sl.No.	Interventions	Expected outcome according to Project Document	Overall Grade Achieved
2.1	4 GPs and 6 schools in each GP meeting, and discussing how to strengthen curriculum at local schools.	At least 25% of the 24 LSGI-School partnerships (Gram Panchayats/ Schools) begin to allocate non- project resources to continue the supplementary and localized input to education	A+
Area	Area wise Impact / Outcome achieved	Overall outcome achieved	
District: Alipurduar Block: Kalchini	Gram Panchayats have already spent INR 1,38,000+ from their MGNREGS and own funds towards the education initiatives in School Garden development program, School fruit orchard, Creative Fair etc. 25 schools spent INR 23,000/- (approx) on their different programs such as school garden, fruit nurseries, full day student exposure etc. Block-level LSGI and Education Dept. have spent almost INR 300,000/- towards the various programs related to the project. The Block level Education Standing Committee has allotted INR 50,000/- till March 2017 towards the program initiative.	7 GPs have spent approx 2,20,000/- INR till now in various project-related initiatives from their different funds like Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), 'Untied Fund', Own fund etc.	
District: Purulia Block: Baghmundi	Burda Kalimati and Serengdih GP have spent INR 30,000 (approx) towards the different activities in this collaborative initiative (e.g. youth football tournament, school garden etc.) 22 schools have spent INR 12,200/- (approx) towards this endeavour. Block-level LSGI have spent INR 15,000/- (approx) in the teachers workshop. They have helped 2 Middle schools in targeted GPs to develop fruit orchards from their MGNREGS scheme whose cost almost near about INR 100,000+.	3GPs and Block level LSGI have incorporated school fruit orchard program in their MGNREGS action plan. 90 schools allotted fund of Rs. 65,000/- INR on their school garden, school nursery, full day student exposure and in other different collaborative program initiatives.	
District: Balurghat	Boaldar GP have took the partial financial responsibility of this joint collaborative initiative and spent INR 22,300/- to meet up some of the cost of different activities of		

Block: South Dinajpur	<p>the program from their different funds.</p> <p>14 schools spent INR 18,500/- (approx) on their different programs such as school garden, fruit nurseries, full day student exposure etc.</p> <p>The Block level LSGI have spent of INR 20,000/- to host the Block Level teachers' workshop.</p>	4 Block-level LSGI and 1 Block-level Education department have spent approx 350,000/- INR from different funds and 1 Block-level LSGI has allotted INR 50,000/- till March'17 towards the program initiatives.	
District: Cooch Behar Block: Dinhata - I	<p>Both the GPs have spent altogether INR 29,700/- (approx) in various project related issues (e.g. School Garden, Creative Fair, Education tours etc.) from their different schematic funds like MGNREGS, Own fund etc.</p> <p>29 schools spent INR 11,300/- (approx) on their different programs such as school garden, fruit nurseries, full day student exposure etc.</p> <p>The Block level LSGI contributed INR 15,000/-+ to host the Block level teachers workshop and also incorporated School fruit orchard program in their Annual MGNREGS action plan.</p>	1 Block-level LSGI have helped 2 Middle schools in targeted GPs to develop fruit orchards from their MGNREGS scheme	
<b>Sl.No.</b>	<b>Interventions</b>	<b>Expected outcome according to Project Document</b>	<b>Overall Grade Achieved</b>
2.2	<p>Vernacular website with a lot of learning materials, ideas and modules available online to teachers &amp; educationists.</p> <p>Niche newsletter for rural teachers teaching in Bengali and others involved in education to share experiences, exchange ideas and learn new ones and access materials.</p> <p>Networking and workshops of teachers teaching in rural schools who are trying to introduce supplementary and localized input</p>	Teachers of rural schools in other Gram Panchayat areas of the State are accessing and using materials produced and collected, and sharing experiences.	A+
<b>Area</b>	<b>Area wise Impact / Outcome achieved</b>	<b>Overall outcome achieved</b>	
District: Alipurduar Block: Kalchini	Block level LSGI and Education Dept. hosted Block level teacher workshops along with the residential follow up workshop on different thematic issues of the initiative to roll out the endeavour in the entire block. Almost 300+ teachers beyond the project areas have accessed the AV material through these workshops.	A resource bank comprising 175+ audio-visual and print materials developed is now available and innumerable	

	<p>Innumerable requests for LCD shows have been generated from the schools beyond the target area. The Block level LSGI have started the AV shows and 18+ shows have been conducted till now.</p> <p>'<i>Nabodisha</i>' a niche magazine in Bengali for the village school teachers is published quarterly and there are already 58 paid subscribers in and outside the project area.</p>	<p>requests for LCD shows have been generated from schools outside the target area. 2 Block level education dept. and Panchayat Samiti education standing committee roll out the LCD shows beyond the targeted GPs and have done 30+ shows till now.</p> <p>Block level education department used audio-visual materials in their Teacher training workshops and around 800+ teachers beyond the project area have accessed the AV materials.</p> <p>"NABODISHA", a niche magazine in Bengali for rural teachers was published quarterly and till date 240 teachers, educationists, LSGI personnel are paid subscribers of this magazine in the education project Blocks and Districts. Beyond this, there are 98 more '<i>Nabodisha</i>' subscribers all over West Bengal.</p> <p>A vernacular (Bengali) website uploaded with AV and print materials for the teachers and educationists has been released.</p>	
<p>District: Purulia Block: Baghmundi</p>	<p>Block-level LSGI has organised a teacher's workshop as first step to boost the initiative throughout the Block and through this workshop around 150+ teachers outside the target area have accessed the AV materials.</p> <p>'NABODISHA' a niche magazine in Bengali for the rural teachers have published quarterly and there were 51 paid subscriber in and outside of the project area.</p>		
<p>District: Balurghat Block: South Dinajpur</p>	<p>The Block level LSGI organised a Block level teacher's workshop to transmit the philosophical values of project and share the ideas of the program to replicate it in different GPs of the Block. 200+ teachers from other GPs of the Block have accessed the AV materials.</p> <p>Number of requests are generated from the different schools outside the project area and Block level LSGI have started the shows according to the request and have organised 12+ such shows in different schools.</p> <p>'NABODISHA' a niche magazine in Bengali for the rural teachers have published quarterly and there were 32 paid subscriber in and outside of the project area.</p>		
<p>District: Cooch Behar Block: Dinhata - I</p>	<p>The Block level LSGI has taken an initiative to involve the teachers of the Block in this endeavour and hosted a Block level teacher's workshop. All Block and District level officials encouraged the workshop and the Chairman of Forest Development Corporation, Govt. of West Bengal ensured to support the initiatives. Almost 200+ teachers beyond the target area accessed the AV materials in this workshop.</p> <p>'NABODISHA' a niche magazine in Bengali for the rural teachers is published quarterly and there were 99 paid subscribers in and outside the project area.</p>		



Sl.No.	Interventions	Expected outcome according to Project Document	Overall Grade Achieved
2.3	Exposure visits to target schools and GPs, meeting other school teachers, LSGI/ political executives, district and state educational officials and vocational Board functionaries.	Other LSGIs, District and State authorities and Educational and Vocational Boards are aware of the AHEAD networks intervention and model building on contextually appropriate education.	A+
Area	Area wise Impact / Outcome achieved	Overall outcome achieved	
District: Alipurduar Block: Kalchini	<p>District Education Chairpersons and District Govt. officials have recognized and appreciate the effort and been engaged in the initiative pro-actively to unfold the efforts throughout the Blocks of targeted GPs.</p> <p>Block Level LSGI (Panchayat Samiti) have successfully organized day long Block level teachers workshop. Teachers, district, block and GP level education officials attended the workshop to exchange ideas on the initiatives. For this workshop Block Level LSGI have allocated Rs. 10,000/-.</p> <p>The aforesaid Block LSGI till date dubbed 1 AV materials in 2 local languages as a part of the program.</p> <p>The Education Standing Committee Chairman of the aforesaid Block visited 5 other Gram Panchayats which led to 10 successful meetings in 5 Gram Panchayats beside the project area where 2 of these non-target GPs have developed a plan for 10 school gardens and nurseries.</p> <p>Beside this Block Level LSGI (Panchayat Samiti) has hosted a Education Tour for 4 middle schools and organized BMI learning exercise for many Primary Schools (SSKs) and adopted a resolution to channelize the seeds for nutrition gardens for the homes of identified malnourished students through this exercise.</p> <p>School Inspectors of the State Education Department have frequently visited the initiatives in the schools to ensure the smooth implementation of the project and also</p>	<p>2 of 4 District Education Chairpersons have recognized and appreciated the efforts and got engaged in the initiative pro-actively to unfold the efforts throughout the Blocks.</p> <p>4 Block-level LSGIs (Panchayat Samitis) have successfully organized day-long Block-level teachers' workshop and engaged 1600+ teachers, district, block and GP- level education officials from 4 districts to exchange ideas on the initiatives. They have allocated Rs. 60,000/- INR.</p> <p>1 of the Block-level LSGIs till date has successfully dubbed</p>	

	attended 15+ GP-Teacher meetings.		
District: Purulia Block: Baghmundi	<p>District Education Chairpersons and District Govt. officials have recognized and appreciate the effort and been engaged in the initiative pro-actively to unfold the efforts throughout the Blocks of targeted GPs.</p> <p>Block-Level LSGI (Panchayat Samiti) has successfully organized day-long Block-level teachers' workshop. Teachers, district/ block/ GP -level education officials attended the workshop to exchange ideas on the initiatives. For this workshop Block-Level LSGI has allocated Rs. 15,000/-.</p> <p>The Block-level CLRC has hosted teachers' capacity building sessions at a regular interval to share the ideas among all the teachers of the block to replicate the core components of the program.</p> <p>The Block level LSGI have taken School Fruit Orchard program in their MGNREGS annual action plan and till date they have implemented in the 2 Middle Schools of the targeted GP.</p>	<p>one of AHEAD's films into 2 local languages as part of a continuing programme with the help of AHEAD.</p> <p>The above mentioned Block-Level LSGI hosted an Educational Tour for 4 middle schools.</p> <p>School Inspectors of the State Education Department from 2 blocks have frequently visited the initiatives in the schools to ensure smooth implementation of the project and have also attended 20+ GP- Teacher meetings to ensure that the programmes run smoothly.</p>	
District: Balurghat Block: South Dinajpur	<p>Block Level LSGI (Panchayat Samiti) have successfully organized day long Block level teachers workshop. Teachers, district, block and GP level education officials attended the workshop to exchange ideas on the initiatives. For this workshop Block Level LSGI have allocated Rs. 20,000/-.</p>	<p>West Bengal Govt. adopted School Fruit Orchard Program and issued a Govt. Order state-wise in 2016 specifically for the MSKs and SSKs but also to be taken up by other public schools. Thus a state-wide initiative in implementing fruit orchards within school premises through MGNREGS has started.</p>	
District: Cooch Behar Block: Dinhata - I	<p>Block Level LSGI (Panchayat Samiti) have successfully organized day long Block level teachers workshop. Teachers, district, block and GP level education officials attended the workshop to exchange ideas on the initiatives. For this workshop Block Level LSGI have allocated Rs. 20,000/-.</p> <p>The Education Standing Committee Chairman and Executive officer of the aforesaid Block took an initiative to replicate the School Fruit Nursery program in the entire block to incorporate it in their MGNREGS annual action plan.</p>		

### Observations on Additional Activities / Interventions during the 'no cost' extension phase

SI.No.	Interventions	Expected outcome	Outcome achieved
A	Block-level LSGI hosted teacher's workshops in target areas.	Formulation and implementation of a pragmatic subset of activities that Block-level LSGIs can help other Gram Panchayats undertake with the help of mainstream education sector functionaries.	The Block-level LSGI (Panchayat Samiti) has successfully hosted a phased residential workshop for the teachers of the entire block on Activity Based Joyful Learning initiative and invited AHEAD and its CSO partner as a resource trainer from which numerous indigenous ideas have evolved and have been taken up for the activities in the schools.
B	Motivating Gram Panchayats and Blocks to carry out consultative workshops at respective levels and explore ways to assist the rural dropout youth.	The expectation (objective) is to explore and implement at least one vocational skill- building course for rural youth dropouts in local handicrafts.	Bhetaguri- I Gram Panchayat of the said block has organised a 4-month handicraft training course in association with Nehru Youth Centre and AHEAD Initiatives on 'Shola pith'. 12 out of 30 dropout female youth in the age group of 15yrs to 30yrs have successfully completed the course and started household-level small scale business. These 12 youths earned monthly Rs. 2000 to Rs. 2500 INR on an average.
C	Holding a culmination 'event' at GP level to promote/ allow school children to showcase their year-long involvement in the creative arts particularly local culture, folk arts and handicrafts.	The objective is to further demonstrate and institutionalise 'the so-called 'Srijan Mela' (Creative Fair) hosted by GPs for school children.	Mendabari GP has successfully hosted 'Creative Fair' for school children and shown the linkage between GP-Block Education Dept. by giving certificates signed by School Inspector (Block level Education Department Chief) to the students of the 'Creative Fair'. The government education department and district bureaucracy demonstrated their keen interest to replicate this 'model event' in the other GPs. During the 4-year tenure, including the extension phase, 3 of 7 GPs have successfully held 'Creative Fair'.

SI.No.	Interventions	Expected outcome	Outcome achieved
D	Engaging Community Resource Persons at GP level to act in concert with the elected representatives.	The objective was to support commuting teachers in organising local indigenous knowledge and skills exposure for school children with the help of Resource Persons of the area.	As a result of AHEAD initiatives, VEC/ MTA/ Guardian Meetings led to involvement of 14 CROs in 14 schools to channelize the local indigenous knowledge to the students with the help of the teachers
E	Advocacy of an expansion of the mandate of the recently initiated school health programme to become a health education programme.	To ensure that children are exposed to and learn about health and nutritional issues, and an interactive session, hitherto non-existing, between concerned health officials and parents is institutionalised.	The Block Level LSGI (Panchayat Samiti) organized BMI learning exercise for many Primary Schools (SSKs) and adopted a resolution to channelize the seeds for nutrition gardens for the homes of identified malnourished students through this exercise.
F	Building the capacity of at least 6 more partners of the AHEAD Network of CSOs	Spreading out the education initiatives at least in 1 Middle school of 6 more Gram Panchayats and target it to be the mainstream.	<p>GP adopted the relevant resolution and entered into MOU with the local CSO.</p> <p>Meetings of VEC/ MTA/ Guardians and neighbourhood meetings helped to identify CROs and engaged in the Middle School.</p> <p>3 out of 4 teachers with the help of CRO engaged 6 Resource Persons to channelize the local skills and knowledge on handicrafts, drama, folk song and dance, etc. Teachers have organised 2 local exposures for the students on locally available spinaches, vegetables and trees.</p> <p>School fruit nurseries have been developed and the saplings distributed among the students. One of the adjacent primary schools has already seen the activities.</p> <p>School Gardens have been developed in 2 Primary and in 2 Middle Schools and the students have raised fruit nurseries in 2 primary schools.</p> <p>BMI exercise has been done successfully in 1 Middle school.</p>

## **Comments on objectives, interventions and outcomes in different Districts:**

### **IMMEDIATE OBJECTIVE 1**

#### **Capacity building so as to establish CSO-facilitated LSGI- School partnerships.**

##### **Interventions and outcomes in District Alipurduar:**

Interventions in the form of meetings and interactions between Panchayat officials/political functionaries and Shiksha and Janaswasthyo Upasamiti (SJU) have been successfully carried out.

Success of the dialogues led to signing of MOUs with the 2 above mentioned GPs. They have already hosted 4 GP-Teacher meetings involving responsible officials of the Education Department of the state (S.I., S.E.O.) to run the school initiatives in an orchestrated way. Meanwhile the GPs have spent about Rs.25,000 for the school initiatives from MGNREGS fund. Thus convergence has also been achieved with different relevant departments/ schemes of the union as well as state governments.

1. Other notable outcomes include the following:
2. The GPs have started inviting AHEAD members to their meetings to assist them run the program properly in full swing – a clear indication of the rapport developed between the two entities.
3. The GPs have embraced the idea of organizing “*Srijon Mela*” (Creative Fair) for school children and sponsoring a significant part of the expenses. The forthcoming *mela* is to be held soon after the reporting period.
4. Mendabari Gram Panchayat has already taken initiative to incorporate “School Garden” in the School Development Plan through the MGNREGS scheme and asked AHEAD and National Biodiversity Authority (NBDA) to help develop the action plan for the School Garden.
5. The GP has deployed as many as 15 members to be actively engaged in the seed distribution and related activities pertaining to the School Garden initiative.

##### **Interventions and outcomes in District Purulia:**

Interventions in the form of Panchayat-level teachers’ meet (2 in each GP) and at least 23 school-centre-based orientation programmes have been organized where it has been possible to inculcate and emphasise pertinence of local culture in the school curricula.

A clear outcome of the above mentioned interactions and ideological capacitation is that at least 45% to 50% of the teachers have become conscious to some significant extent about the possible engagement of local self-governance institutions and its critical necessities for strengthening community participation in the entire school education process and procedures.

Other notable outcomes include:

1. More than 60% of the teachers identified the doable “*Krittayalee*” from the text books of the newly introduced syllabus and submitted their plan to carry forward the same with the support from AHEAD CSOs and PRIs.
2. About 60% to 65% of the teachers have wholeheartedly supported the idea of developing Nutrition Garden and Tree Nursery initiatives within the school campus.
3. As many as 80% of the teachers have earnestly supported the introduction of LCD-based skill and knowledge upgradation activities among the students.

4. Nearly 60% to 65% of the teachers regularly communicate with the parents regarding various health and nutritional aspects of the students and share the outcomes of the BMI-based Nutrition Mapping Process.
5. A very high proportion (approximately 80%) of the teachers regularly help the local community resource persons (CRP) to impart their knowledge and skill among the students.
6. Inspired by the interventions of AHEAD, most of the teachers-in-charge (TICs) have written to the Circle and District level authorities to provide financial support for establishing library at their respective schools. Library facilities are at present scarcely found in the schools.

#### **Interventions and outcomes in District South Dinajpur:**

Interventions in the district include mainly a total of 555 advocacy sessions with GP officials organised during the period.

This has led to noticeable outcomes, such as, MoUs signed with the respective GPs, Educational tours incorporated in GP's Action Plan and regular participation of AHEAD and SPAR in General Body meetings of the GPs. The Gram Panchayats have already spent Rs.2,30,000 in many different project-based activities.

Notable outcomes, other than these, include:

1. Fishery training organised by GPs in collaboration with Krishi Vigyan Kendra (KVK);
2. Creative Fair organised by GPs in association with the State Education Department;
3. Joint initiative of GP and State Health Department to roll out the Body Mass Index (BMI) assessment program in full swing by engaging the ASHA (Accredited Social Health Activists) [village level health officials], ANM [village level health supervisors] and doctors;
4. Book Distribution among poor students which is a keenly felt basic need;
5. Significant increase in the number of subscribers of '*Nabadisha*', the Bengali organ of AHEAD, comprising meaningful and relevant essays and reports relating to school education written in reader-friendly language. This indicates the growing interest among teachers, guardians, and villagers, in general, besides some interested students about the various issues and concerns of school education.

#### **IMMEDIATE OBJECTIVE 2**

**Institutionalisation of an 'After School' in State schools by Local Self- Government for rural youth with low educational attainment levels for appropriate supplementary livelihood skills**

#### **Interventions and outcomes in District Alipurduar:**

Various initiatives have been launched by LSGIs to help institutionalise an "After School" in state schools for rural youth with low educational attainment levels for appropriate supplementary livelihood skills. Some of the initiatives are as follows:

1. Community Resource Persons (CRPs) having local indigenous knowledge and skills have been engaged. Their skills are contextually appropriate and can provide localized input to the students through Local Self Governance approach. CRP activities include Song, Dance, Storytelling, Near-extinct games, Clay Modelling, Paper craft, Hand knitting, Drawing, Cross-cultural exchange, Local language drills, etc.
2. School gardens and nurseries have been started in many schools. Exposure on seeds and local trees, and training on grafting and cutting have been given to teachers and students.

3. Education with the help of audio-visuals has been introduced in many schools.
4. Discussions with teachers and guardians on BMI exercises and outcomes have been organised. Besides, seeds for home nutritional garden have been distributed for catering to nutritional deficiencies regularly from home as well.
5. Educational trips for students have been organised for making them better aware about their local flora/fauna, unique geographical resources, archaeological heritage, etc. so that they can be proud of their natural/ man-made assets and can develop a deeper sense of belonging to their native place and preserve/ conserve the assets.
6. Meetings with SHGs and interaction with the villagers have led to identification of key persons in the community, who can sensitise the community to participate more actively in the proper running of the Intensive Schools, and also engage in school gardening and fencing.

Outcome of the above mentioned initiatives have been commendable. Some of these are enumerated below:

1. Over 60 CRPs have been identified, and more than 170 interactive sessions organised. Till date 18 CRPs have been engaged by 16 schools, and a fixed time span allotted by these schools to CRP activities earmarked as supplementary curricula. More than 850 students have already benefited from this initiative and over 100 schools from other GPs have shown interest in the same.
2. Some 14 schools have already developed their own campus school garden, and 5 schools have started nurseries. The students are taking a keen interest to learn the methods of cutting and grafting. More than 170 students have learnt the basic skills of gardening. The success of this initiative is also reflected in the fact that they are now flowing from schools to families and, as a result, over 35 home nutritional gardens have already developed.
3. BMI exercises have been introduced in 10 schools, and meetings have been arranged to discuss the results of BMI. The Block Medical Officer, Health (BMOH) has taken the initiative to call a meeting with all village-level health staff to take part in the exercise on a regular basis. Following discussions, seeds for nutritional home garden have been distributed among 38 families, to uplift their child's health status.
4. With the introduction of educational tours, student attendance has increased significantly and they have been able to gather knowledge about their local history, geography and biodiversity. After the tour, students were able to develop notional route map, draw the things seen in course of the trip, and write their experiences. More than 15 GP members have actively taken part to organise the program and make it successful.
5. Involvement of community people have led to their active participation in developing school gardens. They have already contributed Rs.8960 for purchase of raw materials for school garden fencing. Some of the community members even collected directly from the nearby forest dead branches of trees to be used in school fencing.
6. A major recognition of the efforts lies in the fact that the Kalchini Panchayat Samiti have adopted 3 resolutions and a 6-point plan of action to spread out the initiatives and replicate the same in all schools of the entire block.
7. "After School" for the dropout youth has also been organised by S.S.T.O.K. (*Shiksha, Sanskriti, Tathyo o Krira*, i.e., Education, Culture, Information and Sports) that imparts

training and knowledge on various local indigenous ways of livelihood to the dropout youth using local school premises after school hours.

8. The dropout youth have since been engaged in constructing *Azola* pit, grafting saplings of tree species like bamboo, lemon, etc., developing vermi-compost pit, vegetable nurseries, and piggery. Some of them have also been given training in “weaving and bamboo craft”.

### **Interventions and outcomes in District Purulia**

Some interventions emphasised enhancement of critical guessing and active learning faculty among the students by inculcating cultural and traditional aspects of their locality in them. Others aimed at inculcating ecological-cultural knowledge among the students with special thrust on local heritage, and the rest were aimed at enhancing critical nutritional knowledge among the students along with the parents. Following are some of the important interventions:

1. Introduction of nutritional gardens in schools
2. Introduction of Kitchen Garden, Nano-Orchard and Tree Nursery among the households of every upper primary student.
3. Engaging different community resource persons in the schools of Burda Kalimati Gram Panchayat.
4. LCD shows on climate change and biodiversity for school students, and films on training for the DOs( Drop Outs) have been organised
5. Some 12 educational tours and trips to distinguished local libraries have been arranged for students.
6. Baghmundi Forest Range Office has been roped in to educate the students of various schools and spread awareness among them about importance of forest resources and their conservation for life, livelihood and environment.
7. Usable practical knowledge has been garnered from the State Livestock Development Department and put to use for the betterment of animal husbandry in the area.
8. Importance of BMI mapping and nutritional knowledge sharing among the school students and guardians at village level has been conveyed to the BMOH (Block Medical Officer, Health).
9. Dropout ‘empowerment’ initiatives in the form of successful farming of kavur yam, monsoon onion, ground nut, and profitable vegetables like broccoli and red cabbage have been started.

Some notable outcomes are as follows:

10. Perennial nutritional garden and nurseries have been established in 8 schools of Burda Kalimati Gram Panchayat and 11 schools in Serengdih Panchayat. Inter-school sapling exchange programs have been initiated.
11. About 55% of the students, who were provided saplings from the nurseries in the current year and the preceding year, have raised the saplings and planted the trees in their homestead land and have since been caring for them. Some 20% to 25% of the students shared their interest in Fruit Orchard and Nano Kitchen Garden. And, 60% to 65% of the students, who had been imparted knowledge on different aspects of vegetable farming and necessity of vegetable consumption for health and nutrition integrity, are regularly taking vegetables; it has enhanced their dietary diversity.



12. Realising the importance of cultivation of medicinal plants, many households have started cultivating Amlaki, Kalmegh, Neem and Turmeric in their nursery and kitchen garden.
13. Fruit gardens comprising jackfruit, pomegranate, and guava trees have also been initiated albeit on a small scale.
14. CRPs have been engaged in many schools of the 2 panchayats for educating the students in Bratachari dance, Chhou dance, Jhumur song, Rabindra sangeet, theatre, drawing, and yoga.
15. LCD shows on climate change and biodiversity have enabled the students to relate to the topics more easily. Short documentary films on nursery and fish breeding have spread awareness and increased the level of interest of the students in these subjects. Screening of films like Satyajit Ray's 'Pather Panchali' and some films of Charlie Chaplin have provided insightful entertainment to the students.
16. Beat-Officers and Forest Range Office staff have personally visited the schools specifically where students have taken the nursery initiatives and have shared their knowledge with the students. They have discussed with the students in great detail the different aspects of the forest of Baghmundi and its natural ecological heritage.
17. The State Livestock Development Department has helped in bringing RIR eggs from Purulia Pranee Sampad Bikash Kendra. The BLODO has provided medicines for the Garol sheep and the department has helped enthusiastically to organize 2 camps for animal health and vaccination under the rubric Pashu Chikitsa ebang Tikakaran Shibir where it has been possible to provide treatment to more than 2000 animals including cows, buffalos, hens, ducks, goats, sheep, etc.
18. Once the BMOH took interest in the process of BMI mapping and nutritional knowledge sharing, ANMs and ASHAs have been taking interest to be present in the PTC meeting and sharing knowledge on nutrition with particular emphasis on dietary diversity and necessities of vegetable consumption.
19. Dropout youth have been successfully engaged in farming of Kavur yam, ground nut, Arhar daal, Kolai, turmeric, elephant foot yam, propagation of medicinal plants, Azola cultivation, vermi-composting, seed selection and conservation, and cultivation of oil seeds. ADA and Block Horticulture Department have observed a rise in demand for seeds of unconventional vegetables like broccoli and cabbage, and believe it to be a direct outcome of these interventions.

#### **Interventions and outcomes in District South Dinajpur:**

Major interventions made by 4 No. Boaldar Gram Panchayat are as follows:

20. LCD shows arranged in schools and in "after schools" for drop-outs.
21. NRM activities undertaken in schools.
22. BMI mapping and knowledge sharing undertaken as health initiatives
23. Educational tour and exposure visits arranged for students
24. Community resource persons were engaged for special curricula activities of students.
25. Training on NRM activities, nursery building, livestock rearing, etc. were arranged for drop-outs.

Following are the significant outcomes:

26. With introduction of LCD shows student attendance has increased by 80 % in the schools; the students have inculcated good habits; their writing skills have developed remarkably.
27. More than 1259 (out of 1765) students have planted saplings at their home.
28. Guardians are actively engaged in fencing and monitoring the school garden and nursery, and are proactive in the different activities of the school. They played a vital role in the Creative Fair organised by the GP.
29. Over 600 students have learnt different types of gardening techniques from the school and applied the same successfully by developing their own home nutrition garden.
30. Each of the students exposed towards the different techniques of nursery (i.e. soil and manure mixing, packaging, etc.) through Learning-by-Doing method has planted 4 or more types of fruit saplings at their home from the saplings they had produced at school.
31. ASHA, ANM, BMOH, BSI, and the concerned local councillor are actively engaged in the process of BMI exercises and have conducted more than 10 meetings in the schools with the guardians. They have taken the initiatives to provide the families with proper health check-ups for their children and empowered them by giving seeds from the GP for home nutrition garden. Approximately 600 home nutrition gardens have already been developed.
32. GP organised a Creative Fair that has exposed the students to indigenous knowledge and culture of their locality, and sparked off creativity in them. Presently, 8 teachers have started this type of joyful learning activities in 7 schools engaging 3 Community Resource Persons while another Community Resource Person has been working in 4 schools voluntarily.
33. After carrying out the outdoor activities, students of 3 schools have started group discussions and developing herbarium sheets. Education tours have helped 13 (out of 50) students to develop stories and drawings based on their excursions. These activities have helped the students to relate their experience to their learning and also develop creative skills.
34. As many as 72 dropout youth have been engaged in activities such as Market Gardening (bed, irrigation, mulch), Nursery, Vermi composting, Azola farming, Cutting & grafting, Livestock rearing (cow, goat, RIR chicks rearing, hatching,), Seed preservation, Fishery, etc. They have learned the skills and moved towards different avenues for supplementary income (Total Cash Earning Rs 288710.00 of the drop-outs). It is noteworthy that dropouts of other GP areas (such as Bolla GP and Jalghor GP area) have also been inspired in new crop farming, vegetable nursery, etc.

### **Overall Observations on AHEAD's Education Project:**

#### **A Major Outcome of Policy Advocacy of AHEAD**

Particular mention is to be made about the crucial success in respect of policy advocacy in all the project areas by making them aware of the novel approaches regarding school education in a holistic manner putting together teaching-learning, traditional indigenous knowledge, skill, practices, culture, food and nutrition habits, biodiversity and wider environmental issue, etc. on the same palette in the right doses an correct mix.

The outcomes have been impressive right from bringing together all major stakeholders on board and legalising and institutionalising the programmes by signing a MoU with the concerned local government institution, namely the GP. Subsequently in every project area, formal convergence of different schemes, offices and institutions as well as personnel has been successfully forged

with the school authorities and the community at large, in respect of the different project interventions. This ensures sustainability of the interventions and programmes regarding education initiatives of the project.

It is because of persistent policy advocacy by AHEAD functionaries that the Government of West Bengal, by two different orders issued in July and August, 2016, instructed the concerned authorities at the state and district levels to implement necessary activities for SSKs and MSKs like live fencing and other activities such as land development for kitchen/ vegetable garden, small school orchard/ plantation and other infrastructural interventions permissible under MGNREGA

### **Major obstacles in the three districts and possible solutions:**

Although much has been achieved, a lot more needs to be done. The rural youth, particularly those from poor families have, by and large, not even completed Middle School standard making them ineligible under the prevalent rules for any of the National or State sponsored skill development programmes for livelihood opportunities. Hence, this group needs greater focus as a target group and institutionalisation of skill building opportunities within close proximity at the very local level.

The percentage of dropouts engaged in “After school” activities is still far below the desired number. Collaborative effort of the CSOs and the LSGI in this front needs to be more pronounced and proactive in the form of schemes and incentives, in order to assure full participation of drop-outs.

Request from the Gram Panchayats, schools and teachers for rebuilding of CLRC (circle level resource centres) libraries in the concerned Panchayat areas, have not met with desired outcome. They are yet to hear from the respective SI offices.

While the lowest tier of the Gram Panchayat has been able to successfully strengthen the role of the community in schools and assist teachers in unfolding some activity-based contextually appropriate modules by providing a modicum of funds, a Block LSGI focus and advocacy is necessary for the Gram Panchayats to engage Block-level state educational authorities to institutionalise the demonstrated approaches.

In the Health activities front, involvement of ICDS and ANM/ASHA has been low, and the concerned State departments need to be further persuaded to instruct the personnel under these schemes to ensure their participation more extensively and intensively.

### **CONCLUSION:**

On the whole, the achievements from the different interventions made by AHEAD through the Education Project have been important and impressive, to say the least. Some of the major gaps of the SSA programme have been addressed, especially in the difficult domain of pedagogy. The focus on the crucial importance of NCF (2005) in the teaching-learning process which was so far badly missing or inadequately addressed has been very ably established by the multi-pronged initiatives of AHEAD. The strategies ranged from 'creative fairs' to interactive workshops to attractive child-friendly publications and instructional VCDs, and even hands-on supplementary learnings through kitchen garden/ orchard development and the 'after school' scheme. Most of the outcomes are visible, but there are some intangible outcomes as well which are extremely important; these are the slow gradual changes of mind set of many of the teachers, students and guardians as well as of the community at large who have already embraced the interventions enthusiastically. They are expected to play the all-important catalytic role in the future regarding making school education more meaningful and joyful.

One incident needs to be mentioned. In Balurghat of South Dinajpur, during a teachers' workshop involving the District and sub-district officials as well as LSGI functionaries, despite two consecutive mild to moderate tremors causing sudden panic, neither the attending teachers, nor the other officials /functionaries left the packed auditorium altogether. They temporarily vacated the hall twice for safety but reassembled soon afterwards and sat through till the end, and participated enthusiastically. This bears a definitive testimony to the fact that the AHEAD interventions has been successful to usher in a welcome change. The author of the report was present during the entire experience.

Mention is also to be made of the superb audio-visuals produced by AHEAD exclusively with their internal resources/ manpower for the orientation of teachers and government/ LSGI personnel. The printed booklets and posters, etc. are also very impressive. (Annexure I lists audio-visuals and printed materials created by AHEAD)

Some of the major challenges and ordeals, as noted above, still remain to be handled in the days to come for not only making the programme comprehensive but also sustainable with the total, and ultimately exclusive, participation of the local direct stakeholders of school education. The efforts and activities are still in progress, and given the momentum already generated by the various activities it is almost on the cards that all the objectives of the project will be fulfilled, by and large, within the project period.'

The 'After School' initiative is the most potent and crucial one at the moment, because it embraces the big chunk of grown-up children who are 'over-aged' and do not qualify for entry into school as per the SSA regulations, nor are they eligible for skill development training programmes of the government. They, in fact, pose the most formidable obstacle towards meeting the major objective of SSA, i.e., making school education *inclusive*. They are also thus denied their fundamental right to education. This initiative of AHEAD to enable them to acquire skills and capabilities for earning their livelihood by their own efforts is a major step not only towards empowering them but also helping the community develop with dignity. This initiative, given their measure of success, needs to be replicated on wider scale.

*[In keeping with the old adage that a "picture is worth a 1000 words" attached in Annexure II are some Photographs taken during the extensive travels undertaken during the evaluation process and some photographs borrowed from AHEAD which tell their own story]*