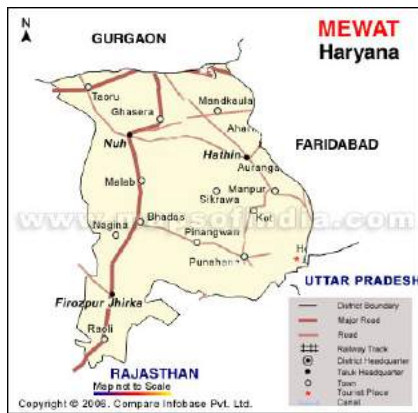
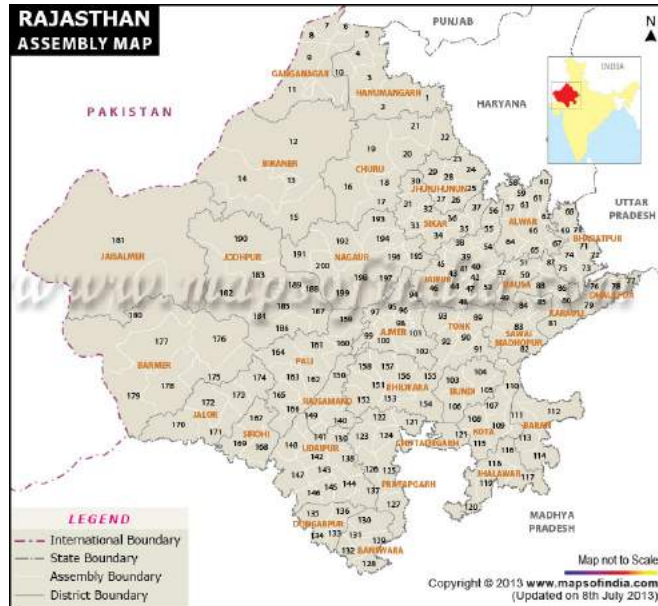


White Lotus Trust ACTIVITY REPORT January- June 2013



Maps of Mewat work area:



BACKGROUND SITUATION ~

There are around one million ‘Mev’ peoples inhabiting 5 blocks at Mewat which is in turn one of 20 Districts of Haryana State which borders Delhi and Jaipur. There are 600 schools across six blocks including Hathin that is also Meo but now resides in the newly created District of Palwal.

Mewat is a predominantly Muslim area and which may be the reason it has fallen way behind in development while remaining a poor step sister to the other 20 districts of a State now considered one of the most prosperous in the country. Whatever the root causes even the Government has admitted an atrociously low literacy rate at Mewat, especially that of females, and likened arriving at Mewat’s inner villages as like to stepping into medieval times.

White Lotus Trust first visits in August 2007 and subsequent surveys of schools and amenities confirmed the worst possible estimations of the situation when we found three of 85 schools with running water, a toilet and boundary wall, we found switch bearing teachers lethargic and inclined to remark how backward and disinclined toward education the locals were. We found the local people had given up on government schools in their villages long before as their earlier complaints fell on deaf ears and the schools fell further into dysfunction year after year.

We should also comment that due to this prevailing atmosphere, the considerable funds earmarked for education, especially through the SSA program 2000, 2010, had been hijacked by governance and their political masters whom along with teachers corrupted by them in due course, had become used to the fruits of their plunder which they did not wish to give up to see funds being spent where they should be...

At the beginning of our work at Mewat in August 2007 schools, teachers and parents had all but abandoned it's Government schools which had been long neglected and all but abandoned and now almost 4 years later the determination and grit of our program manager and field staff have created a turnaround that will soon see all 600 schools at Mewat spruced up, delivering quality education and worthy of the trust and confidence village families are now putting into them.



Letter from the Directors Desk:



2013 has been an interesting year thus far for White Lotus Trust with implementation of RTE going on apace right across our work area at Mewat. The government of Haryana continue to show themselves committed and serious about improving schools. While there are still some schools and their communities lagging behind we cannot say it's due to the government, rather in most cases, errant teachers still trying to indulge in corruption is the most likely reason for instances where toilets, water

supply and boundary walls are not properly installed and functional. There are several examples of education department proactivity in the period including;

- Establishing of a holiday program to give children productive activities to keep them busy over the summer break and at the same time, make schools more attractive to children and their parents.
- Implementation of CCE training for use in government schools, probably the first in the country.
- Continued, ongoing training and capacity building of School Management Committees.
- Posting of reports and use of Face Book that assists in transparency while inspiring and encouraging teachers and education department officers to share what's happening in their Schools.

We celebrate these developments and the collaborative nature of our ongoing work at Mewat with the education directorate, especially in view of the emerging picture of RTE implementation across the country which is proving quite disappointing and in need of serious efforts to alleviate the lacunae. To illustrate this point I refer to the situation in West Bengal about which we have received a disturbing report through RTE Forum, a national network partner, on RTE compliance that reveals widespread charges being levied against schooling and also demands on parents for identification documents, both illegal practices under the RTE Act. This shows us there has been little headway made with implementation of even the basic aspects of the Act, thus urgent action is required from civil society to bring pressure on Governance, in West Bengal and in fact many States that seem to be suffering similar neglect, given we have not been receiving much in the way of positive reports from key civil society players across the nation.

With respect to what has been achieved in the period, it was very exciting to partner Haryana government in creation of a meaningful and impactful training on Continuous & Comprehensive Evaluation for 120 serious participants in January this year that will return to their schools and begin introducing the new concepts they have learned. The follow-up by government is less exciting as there has been no further training of CCE in schools to date in 2013. Implementation of CCE will make teachers more accountable and improve teaching outcomes. In the next phase the education directorate must at least see that teachers begin to keep individual files on each child, set learning goals for each period and begin working to achieve them.

Another extremely useful and impactful event was the bringing together of some 50 NGO members, education department and NCPCR representatives for the purpose of finding ways to strengthen SMCs and fill some of the gaps we had identified while interacting with them at village level. Directorate of education formed SMCs at a relatively early date and followed up with quarterly follow-up training but preparing largely illiterate women to create school development plans and take the budget out of the hands of a male dominated society was never going to be an easy task. Government then agreed to organizing a ‘State Level Consultation on Role of NGOs in making SMC’s effective and School Nurturing and the event was successfully staged at Gurgaon. It’s exactly these kind of civil society/government partnerships needed to quickly identify gaps and find solutions so schools can quickly get back on track.

After this meeting SMC trainings were arranged across Haryana in the following month of March. Our field-work in 2013 is focusing on 50 schools across five blocks of Haryana and 25 in the Bharatpur District of Rajasthan with particular attention to SMCs. All of the problems SMCs face can be solutions to corrupt practices and which are the biggest obstacle to ensuring teachers and education department officials are working seriously on education. April, May and June are very slow months in terms of community work with harvesting and marriage seasons followed by the extreme heat of summer and school holidays throughout June.

We added new staff to focus on one Block each at Mewat and two staff for our new work area in Rajasthan. During this time new staff in both States were given training and orientation while being introduced to their constituents, work-plan and approach.

We are all looking forward to going ahead with the addition of a local Mewati as a District coordinator for LEARN whose job it is to manage and monitor our field staff taking some of the load off Suraj and giving us more capability in monitoring field staff and the grass roots work in general.

With best wishes and regards,

Glenn Fawcett
Executive Director,
White Lotus Trust

Activities & Achievements January-June 2013

Training of School Management Committees (SMC's) and Community meetings:

- State Level Consultation on Role of NGOs in making SMC's effective and School Nurturing was organized on 16th February at SCERT Gurgaon. 47 representatives from NGO's from all over the State including State Program Officer –RTE, (SPO) Directorate of Elementary Education (DEE), Coordinator, Inclusive Education, Program for Children



School management committees are the only answer to dysfunctional government schools. Efforts to increase their capacity will be ongoing for some years.

with Special Needs (CWSN), RTE Forum and NCPCR participated. Copy of SMC module followed in Haryana and State Rules were made available to all the participants. All the NGO representatives were then invited to express their views about the functioning of SMC's in the schools they are associated with. There were mixed reactions. It is well known fact that some schools do not have functional SMC's to which the SPO admitted that they agree that 60% SMC's are functioning satisfactorily, 20% are average and 20% need more attention and monitoring. It was suggested that the SMC's are to be reconstituted again on 22nd March 2013 and all the NGO's are invited to participate in the process of reconstitution and help in capacity building, educating and strengthening the SMC's. The DEE will extend full support to the NGO's willing to participate in the SMC's as an educationist member.

(See fuller report appended to this report)

- GOH subsequently undertook reconstitution of SMCs and we have adopted 50 SMCs as our target for close attention and capacity building throughout the year.
- SMCs were also constituted in Rajasthan and we verified the members by taking lists of names and meeting members from 20 schools in our target area and which are some of the worst schools of 300+ schools in the District.
- There are challenges to establishing SMCs in some Villages in varying degrees across the District of Mewat, as many schools are not yet ready to accept that SMC's can be useful for better functioning of schools. Some teachers still feel that SMC members are not capable and the same teachers are creating problems because of their personal monetary interests. These problems were of course expected and while it is challenging, it will be

the same across the country and we will take lessons learned to our national network to assist in implementation across the country.

- We also visited two districts outside our work area as a networking to participate in SMC trainings in Jhajjar and Faridabad as well as a meeting with 45 SMC members from 15 villages at Gurgaon to assist and under invitation from Sehgal Foundation.
- We are expecting the Government of Haryana to focus on SMC training all over the State; meanwhile we are organizing SMC trainings in 50 villages in five blocks we have identified. Some SMC's are functioning better but about 70% need more motivation and capacity building.
- With respect to the new work area in Rajasthan, the 25 schools we as most in need of assistance were visited by our two new employees hired during March and April this year after which schools were closed in May and June. The two employees met teachers and SMC members and found shortage of teachers that was already reflected in our report sent to NCPCR and SCPCR Rajasthan after visit to 25 schools on November 20.

Networking with Governance, NGOs and Coalitions:

- An excellent networking outcome developed when Suraj was invited to meet with representatives from 10+ NGO's that had been working in Gurgaon but not on the RTE platform, rather, working on one school allotted by the government to manage assist in managing by providing teachers and infrastructure and in some cases to assist in enrolling children of poor families in private schools under the 25% free-ship. Suraj described how the RTE Act works and that they can scale their efforts and have an impact on large numbers of schools and students while monitoring them for compliance to RTE



NGO coalitions working to create conditions for inclusive development by establishing a common school system in accord with RTE Act.

fundamentals starting with building capacity of SMC's. Some NGO's did not agree but some joined us in working with RTE as we are.

- We were invited to attend a meeting with the National Advisory Council, (NAC) Chaired by the Hon. Sonia Gandhi, seeking input from us on children with special needs and grievance redressal mechanisms. We were able to suggest that SMCs should be empowered and put forward as the first level and highly accessible to the ground level people who need assistance to articulate and get their grievances to the appropriate forum for redressal.
- Two days meeting with NCPCR to discuss planning in terms of further establishment of RTE at a national level.

- Two days network meeting of RTE forum at Bhubaneswar in Orissa.
- Meeting of RTE Forum on 27 and 28 May in Delhi during which work done by White Lotus in Haryana was highlighted and appreciated by all.
- White Lotus organized meeting of NGO's associated with Social Audit from 10 states and State Representatives of NCPCR in form of farewell to Ms. Shantha Sinha, the outgoing Chairperson of NCPCR after completing two terms of three years each. The meeting initiated by White Lotus Trust was appreciated by 40 NGO State representatives from across India and members of NCPCR. It was also proposed by White Lotus that a forum can be developed with membership of all organizations and State Representatives present and Mrs. Shantha Sinha may be given a lead role so that the important work for realization of children's right may continue. The proposal was appreciated and it was decided to continue the movement under the name of NCPCR-alumni and the next meeting shall be organized in July 2013 at Pune, Maharashtra.
- Organised a meeting of officials of Education department from Six States of Haryana, Delhi, Rajasthan, Chandigarh and Himachal Pradesh to present the status of



Building relationships with communities and governance at grass root level.

implementation of RTE Act in their respective states. This meeting was initiated by us through the role of State Representative of NCPCR and was facilitated by Haryana Government.

- Haryana Government has begun conducting activities in schools during summer holidays and have shown interest in Mewat in particular because of pressure building by White Lotus through NCPCR. Classroom readiness Program, Sports activities during summer vacations are some examples.

- Government is also planning to bring all 119 BEEO's to Mewat schools for 3 days to work on

how these schools can be improved. They have asked us to give inputs on what these BEEO's should do all day in school and village.

Continuous and Comprehensive Evaluation Training:

We conducted a training of 120 teachers from five blocks of Mewat at GETTI, Nuh from Jan 21 to 30 January. The training was conducted by our selves along with the trainers from SCERT and officials of Haryana Government including, SPO, District Education Officer Mewat and District Collector visited the training and blessed the participants. We are further pushing for the Government to start CCE training all over the state, as they have already trained Block Resource Coordinators to conduct these trainings.

Keeping in mind this model for education is, along with SMCs, the other most important part of the entire RTE Act, we are delighted to report a successful collaboration with the Haryana government



One of the first effective CCE trainings in the country conducted by the Haryana State government in collaboration with White Lotus Trust.

Directorate of Education (DEE) during this period in the delivery of possibly the first effective CCE training given to Government School teachers in the

country! The GOH had previously sought consultants

to effect CCE training but the outcome was almost zero therefore we approached them to remind them of the importance of CCE and that together, we could deliver an effective training and follow-up strategy.

We thought of selecting two teachers from each school, 10 schools per block from five blocks making 100 teachers but the enthusiasm was so high that more than 160 teachers came forward on the first day and some were turned away as they had no permission from their schools. 153 interns were registered and about 30 left the training from second day. We were happy to be with 120+ serious and sincere participants coming every day, sitting patiently, enjoying the methods used by trainers, and learning.

The topics covered during the training were:

1. CCE an introduction and its schemes
2. Scholastic Assessment
3. Rubrics for assessment to be filled by teachers
4. National Curriculum Framework (NCF)
5. Evaluation and Assessment
6. Mid Day Meals and monitoring grants and funds given to schools.
7. Filling of evaluation sheets.
8. Provisions of RTE Act.
9. Role and responsibilities of School Management Committee (SMC)

Reactions of participants:

The Principal of GETTI told us on the first day that 60 to 70 participants are expected, as did a DEO officer who liaised with schools to send the teachers for training. Another nervous reaction



was that the participants would not sit for 5 long hours and may leave early. All these presumptions were proved wrong and the training was so interesting that 121 participants attended the classes on all eight days and attendance was marked twice a day. The play way methods taught to the teachers were so interesting that the participants wanted the duration of training be extended to 10 days. Some participants wanted to know that whether these trainings shall be conducted in other districts also so that they could attend them again. The female participants, more than half in number were very enthusiastic and one

girl made very nice and cute “Thank You” cards for all trainers and staff of White Lotus.

After training follow up: All the participants are asked to go back to their schools, identify 30 students from two or more classes and apply the skills learned in training in their daily teachings. They are asked to write their experiences in a notebook on:

1. What skill they learned during the training and tried in the school?
2. What was the reaction from their students?
3. How effective is the skill in making the school attractive?
4. What is not working and needed to be done?
5. What is the good outcome of the skills used?

The participants are given a notebook to write their experiences in it every month. White Lotus coordinators will visit their schools once a month, collect the notebook written and supply a fresh notebook for the next month. We are expecting 30 to 40 participants will write the notebook and that will give us fairly good idea about the workability of the skills and how the CCE is being perceived and implemented. The officials of DEE are also in touch with us and are planning to replicate this program in other districts with the same trainers and in collaboration with White Lotus Trust for managing the trainings.

Some of the comments from the participants:

1. Usha from school at Bassi Mev – I have learned some examples of activity based learning for the first time. This was never taught to us even during our education for Basic teachers. I came to know about CCE for the first time and how it is effective in assessment of children. It does not test the child for “what the student does not know but what he/she knows”. The education is now student centric and not teacher centric. I will try to practice the skills learned here in my daily life.
2. Neha from Bai Ka Danda school – says that he had participated in many seminars before and was thinking that this also would be the same but the way the trainers gave us skills

to make the classrooms attractive for the students by showing the examples and not by narrating, which was a great learning.

3. Chanchal Mathur from GPS Patel Nagar Tauru – says that this seminar has developed a great self-confidence in the participants. We as interns were always nervous while teaching children and monitored by senior teachers. Now I can say that we will feel confident by practicing very useful skills learned here.
4. Sayma Khan from GPS Kanwarsilka, Nuh – wrote chaste Urdu in Hindi script in a poetic language about the learning. She feels that the trainers here have given us a skill in form of a gift that will help us becoming good teachers in our career.
5. Meenaz from GMS Gwarka, Tauru – says that she would have missed a great opportunity to learn Yoga also as it is said that the healthy body is the best asset. What we have learned about teaching in eight days is more than what we have learned during our education of two years for Teaching Education at college.

Developing infrastructure in the period:



60% of schools now have toilets in good shape. Many schools are also getting a fresh coat of paint and some are even developing playgrounds for the first time ever.

White Lotus continues to monitor schools all over Mewat via our field officers and our helpline. There is in fact a tremendous amount of work ongoing and in general some 60% of schools are complete or almost complete while some 30% are still lagging, mostly due to some form of corruption or another.

During the period we discovered some schools still lacking in infrastructure even though there is a fund available. In most of these cases the money has in fact been received and not spent so we leave the Principal or teacher to do the work in a certain time or face disciplinary action and this works in all cases we have met thus far.

Access to Education for children of illiterate migrant labor.

Teachers at the schools children of Brick Kiln labor are enrolled at tell us these children are more sincere and regular in classes and are better learners than the average village child. Most of the children also attend school in their native places between July and September that would not make sense if they were not enrolled at Mewat. There is no doubt at this point, these migrant laborers would not be able to send their children to the local school without our support. 8% of



parents stay on at Mewat and tell us they will not go back to their native places during the summer months as their children will miss school in village Mewat. Numbers of families working in the kilns continue to decrease as conditions in the home states of these migrant laborers continue to improve. While we started with more than 400 children from 30 kilns, this year we have thus far provided buses to 250 brick kiln children attending three schools from eight brick kilns during the year and most went back home in

June after schools closed for summer vacation. Most of them will come back in October this year.

30 children from three brick kilns will remain and continue their education in July as their families have decided not to go back to their native places so that their children do not get out of school during rainy season in July to September.

ACCOUNT OF VISIT TO BRICK KILN CHILDREN AT BHANGURI PRIMARY SCHOOL AND THEIR PARENTS AT THE KILNS – 03/07/13

Among a total of 76 girls and 53 boys, there are 26 children of illiterate brick kiln families attending Bhanguri Primary School at Hathin block of Mewat. These children are picked up



from 3 to 5 kilometres from the school on two trips back and forth, at 7am and 7.30 from 3 different kilns. Their home villages are in the vicinity of Mathura, a holy city with a written history stretching back for millennia. Don't think the dominance of girl children at this school is a gender miracle. Rather, after looking into the situation more deeply we found that until recently, Government schools at Mewat were so atrocious, families that could afford to sent their children to private schools instead and of course boys

were the first choice for better educational opportunities. Therefore mostly girls were left behind at this school to bear the absolute minimum. As we said, this is changing and there are silver linings to this story as well. In the past few years thousands of girls from villages in this area have entered High School level from families that have never had a girl child in HS ever before. We entered the school just as the teachers were sitting down to lunch after serving the children midday meal, which is provided to children as an incentive in government schools right across India. Next class was to be mathematics and we had a few minutes to meet some of the children before the class started.

We asked one of the girls, Sukhi, her name and age and while she was forthcoming with the former she laughed while telling us she didn't know her age. Later we met her parents and they



told us she was 10. In her own words, "My name is Sukhi, I don't know my age but I've been coming to school here four years and attending regularly for three. Altogether we are four siblings attending school, myself in grade 4, my two younger sisters Madina (9, grade 3) and Nitha (6 grade 1) and my elder brother Firoz (12, grade 5).

We asked the teacher how the BK kids compare to Village kids study wise and Sukhi in particular. "She is studying well but BK kids are in general a little below

average due to their parents being illiterate and unable to assist their children with studies or provide tuition. Otherwise they attend almost as regularly as village children are as capable."

Sukhi tells us she likes school but is not able to tell us how long she would like to remain in school. Her brother Firoz is more forthcoming, "I would like to complete year 12 and become a teacher. We have a high school near enough to my village so I can do that.

It's very satisfying that so far we've been able to keep more than a thousand children of migrant brick kiln laborers in school while their parents migrate for work in brick kilns away from their



home villages. We have found that due to our efforts they are staying in the habit of attending school and even those children going back to their villages continue to attend school. Many, including girl children, are even completing grade 12. We left the school and headed for the brick kiln to meet Sukhi's and other brick kilns kids parents. A three km drive and some seriously dusty roads later, we arrived at the kiln. There was heavy grey smoke of sump oil, wood and coal, billowing from the 50 metre high smoke stack, the icon that marks brick kilns across the country. A

few families were gathered waiting for us around a couple of string-beds (charpoys) and with a couple of goats for company.

Sukhi and Firoz parents Gufir and Karina were there along with an Aunt and Uncle and some other workers. Gufir and Karina have six children, four of them going to school on the Brick Kilns Bus. Their entire family stays at the kilns year around and the oldest daughter, 15 year old Shabana makes a good contrast to her siblings and other girls that have had better opportunities. Shabana tells us, "There was no education in the primary school in our village. Children only attended for the midday meal and didn't learn anything from teachers that let them play and didn't teach. Due to this I dropped school and began working as a laborer from an early age. By the time we arrived at Mewat I was already too old to enter primary school and girls from local villages let alone those from migrant families, are highly vulnerable to abuse and rape once they enter middle school which they do at 14 and 15 years of age in these parts. It's only from the safety of their home villages they'll be able to complete high school so they don't return to Mewat after finishing primary school.

By way of comparison to Shabana's experience, we also asked the parents present at the brick kiln about theirs and the prevailing attitudes toward education and of girls in particular in their



villages and society. Shabana's Aunt Mumina tells us, "We have a good primary School in our village and a High School within a few kms so my daughter (Shabana's first cousin) completed up to grade 12 while she was already married and is now looking to take up tertiary studies. There are now many girls and boys completing grade 12 from those villages we come from.

We can conclude attitudes toward education, especially of girls, in communities of largely illiterate laborers and farmers, are changing for the

better. We can also deduce from Shabana's case that lack of opportunity and not simply lack of awareness, can destroy the future of any child. Schools must be functional and create an atmosphere that engages and encourages first generation learners. It is important to see the big picture and Shabana is one of millions of Indian children whose potential has been thrown against a wall.

The Brick Kilns Program is attached to the LEARN program the bedrock of which is concerned with the tens of thousands of dysfunctional schools that should be serving millions of children yet they are not. In this context, Shabnam is the 'every girl' forced to drop out of school from such Indian villages.

It is interesting to compare the experience of children from developed countries and that of India's children. Sukhi's older brother Firoz tells us, "I get up at 4 am every day and work till 7-7.30am when I catch bus that brings me to school. Children in our countries would be shocked when they hear what it takes for children like these to get even a rudimentary education. I certainly took my education for granted and I am sure children of today will work much harder and be more appreciative of their education when they consider what children like Shabnam, Sukhi and Firoz have had and continue to bear in order to get themselves even a rudimentary education.

Blossom and Brick kilns buses ensure access to education for first generation learners; children of migrant labor, while also creating role models for girls:

The school year at Haryana runs from April 1 to March 31. Up until March 31 we were ferrying 159 girls on the bus to grades as below:

1. Grade six – 30
 2. Grade seven – 30
 3. Grade eight – 24
 4. Grade nine – 28
 5. Grade ten - 34
 6. Grade eleven – 5
 7. Grade twelve – 8
- Total =161.

37 girls from four villages will be enrolled in Senior Secondary School at village Chaisa and the rest from five villages will go to Aharvan High School. We had planned to double the number of girls in the program in 2013-2014 school year up to 300 and decided to find 100 girls in Rajasthan area of Mewat, especially as we have just started working there and in order to deepen our capacity to impact on the situation there. We had enrolled 100 girls in Jurhera School in May this year but they could not be enrolled on BB as the villages they were coming from had upgraded High Schools from July and the girls are now attending schools in their own villages.



We then decided to select 50 girls from Rajasthan and 50 added to the 159 at Mewat in Haryana. In Rajasthan the girls are coming from seven villages and are attending Senior Secondary School at Satwas. The girls are studying in grades nine to 12. We did a lot of work to get their families onside and enroll these girls and bring them to school including getting their transfer certificate from the previous school and doing all paper work for enrollment.

We have now one big bus with a capacity of fifty girls and two big jeeps with capacity of 20 girls. All these vehicles are making two rounds in the morning and afternoon. Jeeps make three rounds each day in the morning and three in the afternoon as the



one school at Aharwan starts at seven in the morning and closes at 12. All vehicles carry girls from different villages to this school at seven in the morning making two rounds and then carry

girls from villages at 8:30 to other schools at Aharwan and Chaisa. There are two schools in Aharwan, one High School and one Senior Secondary, one starts at seven and the other at 8:30. By the end of the 2nd quarter we were ferrying 248 girls from 18 unique villages as per below grades and schools:

- Grade 12 No of girls - 21 Grade 11 -12 Grade 10 - 35
 - Grade 9 - 41 Grade 8 - 48 Grade 7 - 43 Grade 6 - 48
- Total = 248

248 girls attending the following Schools:

HARYANA: Girls High School Aharwan Co-Ed, Senior Secondary school Aharwan, Upper Primary in Chaisa, Senior Secondary in Chaisa in Haryana.

RAJASTHAN:

Satpura Senior Secondary School at Satwas.

Names of Villages Hathin, Haryana from which the girls come and how far to school.

1. Bhanguri - 4 km 2. Durgapur – 4 3. Dhamaka – 7 4. Bhichpuri - 7
5. Jalalpur - 3.5 6. Dhurenchi - 6.5 7. Bighawali - 5.5 8. Mathepur - 3.5
9. Tigri - 3.5 10. Mehluka - 8 km

Rajasthan villages and distance from Satpura School:

1. Saheri - 7 km 2. Nangla - 3. Nangla Ishwari - 3.5 4. Bhatki - 3.5
5. Bajipur - 3.5 6. Dharampura - 3 km 7. Ainchwada - 4 km 8. Paldi - 3.5

THE FOLLOWING TABLE SHOWS INCREASES IN ENROLMENT OF GIRLS TO HIGH SCHOOL SINCE NONE WERE IN GRADE 9 IN MUSLIM VILLAGES IN OUR WORK AREA IN 2009.

SOURCE - Block Education Officer Hathin, Palwal – 2013

Below - School wise details of student enrollment at Mewat for classes 9-12.

S. No	School	Total Enrollment									
		9 th		10 th		11 th		12 th		Total	
		B	G	B	G	B	G	B	G	B	G
1	Ali Meo	28	21	28	14	0	0	7	7	63	42
2.	Kondal	9	9	18	19	0	0	21	21	48	49
3.	Bahin (boys)	59	0	43	0	0	0	32	0	134	
4.	Bahin (girls)	0	92	0	66	0	0	0	51	0	208
5.	Mandkola	62	68	42	57	0	0	37	28	141	153
6.	Hathin (girls)	0	138	0	90	0	0	0	93	0	321
7.	Malai	39	12	31	2	0	0	23	0	92	14
8.	Chaisa	61	17	65	14	0	0	23	12	140	43
9.	Uttawar	66	10	49	6	0	0	29	0	144	16
10.	Gharrot	84	45	52	24	0	0	0	0	136	69
11.	Guraksar	37	8	36	6	0	0	0	0	72	14
12.	Hurithal	56	19	51	14	0	0	0	0	107	32

13.	Kalsada	22	37	26	10	0	0	0	0	48	56
14.	Mandarka	12	22	30	11	0	0	0	0	42	33
15.	Manpur	39	68	22	38	0	0	0	0	61	106
16.	Ransika	29	9	26	9	0	0	0	0	57	18
17.	Raniala Khurd	16	8	16	14	0	0	0	0	32	22
	Girls/boys enrolled at Mewat High Schools									1317	1196
	Girls/boys enrolled HS from Muslim dominated villages									707	201

Notes:

1. The data shown in red is from Muslim dominated villages
2. No students in grade 11 because the result of grade 10 is not yet announced.
3. Some schools are up to grade 10 only, so no data for grade 11 and 12

A NEW WHITE LOTUS INITIATIVE:

Creating education ambassadors and saleable skills to girls from Mewat - Lotus sewing skills trainees and ambassadors to education:

19th May, 2013 marked the opening of White Lotus first rural training and employment initiative, a tailoring training at Tauru in the education and development wise backward district of Mewat.



We have enrolled 40 school-going girls and young women into a three-month, 12 hours per week course. The youngest member is from class eight; there are 12 girls from years 11&12 and also 8, College (tertiary level) going girls. One of the trainees, 20 years old Anju is studying a BA in year 2 at the Tauru Degree College (Arts, commerce and science being introduced) told us when asked why did she want to undertake skills training she said, “to enable me to make clothes for my family and save money.” Another girl, 12 years old

Kanishta in class eight is the youngest in the group and tells us, “I will also make clothes for my family and hopefully sell what I make for extra income.” Even at her tender age, when asked

about her hopes and dreams she tells us, “ I want to get the best education I can, I will complete year 12 and also on to college.”

The group lined up behind their machines on a new floor mat with great excitement as we explained to them our objectives are to increase employment opportunities for girls in rural areas



and also to continue deepening our capacity to impact on quality of schools and access to education for girls in their communities. We told them, “We would like you to be our ambassadors in the schools. We want you to speak freely about problems in these schools and with girls from your families and communities getting access to them.” We impressed on them schools and their infrastructure are much improved and there is now a law that education is a fundamental right for all children so there is no longer any reason or excuse why parents shouldn’t send their children to school, or if there are problems, to let us know about

it. Part of the brief guiding selection of the girls for the training was they have to be school going. We were very surprised given the locality to see the high % of tertiary and senior high school students in the mix. The girls are all in school and 50% of them are either in or on the verge of tertiary education so they are an elite group already given nation wide statistics that less than 20% of all Indian youth enter tertiary education, let alone at Mewat!! So these girls are a tremendous resource for us and our interaction with them will benefit them in many ways also.

There is a tendency, even amongst forward thinking families to restrict the movements and interactions of their girls. The group themselves confirmed this when we asked them whether they would be able to run small businesses and go on to college, one girl said, “ We may want to go but College is not allowed for every girl; it depends on our family.” Even so, we feel the tailoring training and subsequent skill set will to some degree at least, bring them out of the home and into the market place. Running small businesses will require them to interact with the broader community and they will have money in their own hands and make decisions about their own lives, in a nutshell, they will be more empowered. We know that aside from stitching garments for family and wherever demand is available in their communities, even a freshly graduated sewing trainer can charge \$10.5 per month to teach others. With half a dozen students in a batch a trainer can then earn say \$63 in a month. Add sales of only a few garments and a tidy income of \$100 per month (5300 rupees) adds up to a huge sum for a young unmarried. Even so the girls asked us if we could help them ensure they get business and we replied that we intend to employ some of them at least to make school uniforms for the brick kiln and other school children we normally provide school bags and stationary to encourage their families to send them to school.

Appendix 1 - Cumulative Statistics of LEARN program to June 30:

LEARN Project Components	2008	2009	2010*	2011	2012	2013	TOTAL
No. of visits to field in Hathin and Tauru block during 2010			138			Till June	
Number of villages we have intervention	20	85	170	270	580	580	580
Number of schools we are visiting	25	104	140	200	200	50	250
Handbills for community mobilization distributed	30,000	18,000	60,000	10,000	200		1,18,200
Booklets printed and distributed	0	4,000	1,500	2,000	1,000	100	8,600
Number of Sarpanchs mobilized	5	40	10	25	5	0	85
Number of villages with 100% enrollment	0	2	6	25	34	580	580
Increase percentage in school enrollment	25	80	90	200	30	580	580
Number of students benefitted through MDM regularisation		20,000	57,000	57,000	90,000	1,60,000	1,60,000
Number of children benefitted through Bank account for incentives		10,000	10,000	10,000	10,000	10,000	10,000
Number of schools constructed toilets		104	20	40	200	580	580
Number of schools constructed kitchens		85	0		2		87
Number of schools given Tat Patti		104	0	200	580	580	580
Community meetings / RTI / RTE training in villages	40	51	135	34	14	4	278
Number of participants in training programs	800	900	4,463	2,800	750	110	9,823
Number community meetings in schools	0	18	5	25	9	2	59
Number of participants in school meetings		800	850	500	480	150	2,780
Number of VEC's /SMC activated	1	2	6	200	20	580	580
Number of phone calls received on helpline phone	39	24	289	45	36	21	454
Letters written to Chief Minsiter/Director of Education/NCPCR	19	12	16	15	12	2	76
RTI applications filed by community workers and villagers	7	5	18	0	0	0	30
Complaints about illegal fee and poor infrastructure to DOE & NCPCR			170	2	0	0	172
Schools given legal notice about			2		0	0	2

illegal fee and poor infrastructure

Brick kiln children enrollment

Number of brick kilns covered through enrollment	1	31	32	32	32	32	32
Number of children enrolled from brick kilns	12	715	400	400	300	250	2,077
Number of community meetings organised at brick kilns	4	31	4	4	3	2	48

Local Authorities

Meeting with Additional District Collector/DEO/DOE/BEO		1	2	7	3	17	30
Meetings with Block Education Officer		3	2	5	5	5	20

Forums, Workshops and Conferences

Sports Day	1	1	4	6	10	0	22
Students felicitation program		1	2	0	1	0	4
Participants in Sports Day	300	500	1200	1200	2400	0	5600
Participants in students felicitation		200	400		60	0	660
Regional Training for Panchayat members by NCPCR		1		1		0	2
Participants from villages in Training		10					10
RTI Training at Tauru		1	1				2
Participants in Training		20	60				80
RTI Training in Palwal			1				1
Participants			20				20
RTI Training in Rajasthan with Jyoti Foundation			1				1
Participants in Training			40				40
Survey of schools for NCPCR			31	36			67
Survey of schools for infrastructure					75	34	75
Training of Teachers on CCE						1	1
Number of Participants						120	120
Skill Training centre in Tauru						1	1
No. of trainees in skill training						40	40

Networking and Cooperation

National Commission for Protection of Child Rights
 Mewat Shiksha Mission
 Education Community of UNESCO
 Jyoti Foundation working in Rajasthan part of Mewat

Bal Adhikar Abhiyan
Adi Gram Samiti
RTE Forum
SRF Foundation at Gurgaon
Aravali Scholars
Sehgal Foundation
IIMPACT and alumni of IIM
Ahmedabad

Appendix 2 - State Level Consultation on Role of NGOs in making SMC's effective and School Nurturing:

State Level Consultation on Role of NGOs in making SMC's effective and School Nurturing was



organized on 16th February at SCERT Gurgaon. 47 representatives from NGO's from all over the State including State Program Officer –RTE, (SPO) Directorate of Elementary Education (DEE), Coordinator, Inclusive Education, Program for Children with Special Needs (CWSN), RTE Forum and NCPCR participated. Copy of SMC module followed in Haryana and State Rules were made available to all the participants. List of the participants is also attached. The consultation started with welcome address by the State Representative of NCPCR for Haryana and introduction on role of NCPCR as monitoring body for implementation of RTE Act 2009 by Sh. Paresh Shah, Program Officer, RTE Division, NCPCR. Before giving opportunity to representatives from NGO's to express their views on functioning of School Management Committees (SMC), the SPO explained what DEE has done to make SMC's effective. The SPO informed the participants that SMC's were formed on 22nd March 2011 in all the 15014 schools of Haryana, celebrates annual



function on 22nd March 2012 and all the SMC's shall be reconstituted on 22nd March 2013 as the term of SMC is two years.

The SMC's are formed in true spirit of the RTE Act with 75% participants from the parents of students, the parents member heads SMC, 50% women and one member from the parents of the children with special needs. Mr. Pramod Kumar (SPO) also informed that DEE is conducting trainings of members of SMC's all over the state quarterly, at cluster level by Master trainers appointed by DEE for the purpose and officials of DEE monitoring these trainings. He is visiting these trainings personally also on many occasions and the State Representative of NCPCR is invited to these trainings on many occasions. All the 15,014 schools across the State are celebrating Independence day and Republic Day in the schools and the flag hoisting is done by the head of SMC on the instructions of DEE. To make the SMC's functions transparent, the DEE is advertising the events in the local newspapers all over the State inviting parents to participate in the celebrations.

All the NGO representatives were then invited to express their views about the functioning of SMC's in the schools they are associated with. There were mixed reactions. It is well known fact that some schools do not have functional SMC's to which the SPO admitted that they agree that 60% SMC's are functioning satisfactorily, 20% are average and 20% need more attention and monitoring. It was suggested that the SMC's are to be reconstituted again on 22nd March 2013

and all the NGO's are invited to participate in the process of reconstitution and help in capacity building, educating and strengthening the SMC's. The DEE will extend full support to the NGO's willing to participate in the SMC's as an educationist member.

Some suggestions came from NGO representatives are:

1. Preparation of School Development Plan is a complex matter and a proper and extensive training is required for the members.
2. The schools are not sharing the financial transactions with the members of SMC's in most of the schools. The schools may be instructed to make the financial transactions transparent and may be displayed on walls of schools.
3. Some teachers feel that the SMC members are not capable of managing the schools and are not cooperating. Something can be done about changing mindset of teachers.
4. Separate training program for women members of SMC will help in articulation as many women do not speak when sitting along the men of the village.
5. Mr. Rajneesh, Coordinator Inclusive Education informed that it is mandatory to include parents of CWSN in the SMC and Haryana Government is working on one school in every block (total 119) in the State which shall be developed as a Hub for CWSN with all the facilities like accessibility, special teachers, needed equipment and transport made available.
6. NGO's may be involved in the SMC training programs being organized by DEE to which the SPO informed that NGO's are always welcome to actively attend the trainings. The training programs are announced one week in advance in every cluster. The NGO representatives can also participate in trainings as observers in case they want to.
7. NGO's can have a role in capacity building of SMC members, making SDP, writing proceedings of SMC meetings etc. NGO representatives can be invited to SMC meetings as experts also.
8. NGO's may be allowed to organize After School Activities in schools for holistic development of children.
9. The letters, circulars and communications from DEE, DEO and BEO may be made available on website of DEE so that the schemes and programs of DEE reach the NGO's and they can contribute in making parents aware about the schemes and programs and monitor the implementation.
10. Exposure to the Model SMC's and schools improved after intervention of SMC be organized for members, teachers and parents.

Appendix 3 - 7th meeting of the NCPCR Advisory panel attended by White Lotus Trust:

