

PROJECT COMPLETION REPORT

January, 2016



Executive Summary

The extent of constraints that economically disadvantaged face calls for the need of thinking beyond horizon. While, it is necessary that communities need to think without prejudice about the activities they undertake and make time for its execution, there is a limiting factor observed in the development workers as themselves abstain from thinking without prejudice. There is high need to break the myths/assumptions hindering the thought process of development workers.

Communities are beset with different psycho-social barriers in going for high scale in their empowerment, limited readiness for accessing rights and entitlements and, low readiness for risk taking etc compared to forward communities. Such limitations lead to inequitable growth as witnessed by poor education policy and systems. It calls for specialized efforts in extending required, long term handholding support to help them come out of such barriers. The project aims at targeting Musahar communities who are socially and economically backward and are deprived from various amenities.

To bring an impact of their wellbeing, APCL has come forward with an objective to empower the socially excluded community by implementing some activities with support of PACS (Poorest Areas Civil Societies) Program; A DFID led Project in Patna, Bihar. APCL had intervened with the support of PACS program to carry over a responsive and challenging hand holding for an educationally developed community. The community strives for such change of high investment, high scale of projects, integrated services, linkages and partnership so that they get their due share in the social output. The support given to the community includes specialized trainings, personnel management, cross-learning, demonstrations, and awareness program and network alliances with various government authorities. All these interventions bring a large impact in the community. Assessing how impact has taken place, by which it has taken place, when it has taken place, becomes very important to document such an intervention to be used as a resource for knowledge.

Under the PACS program the achievements of APCL are:

- Her contributions have found mentioned in the book published in the **Bihar ke Vikas me Mahilaon Ki Bhumika** on the occasion of **Centenary Celebrations of Bihar by Bihar Archives, Government of Bihar, 2012**
- Her achievements have been widely covered in print and electronic media including **Fame India, Prabhat Khabar, Telegraph, Zee News, Sahara Samay**
- Was honoured for promotion of culture by **Nav Jyoti Sangh in 2014** on the occasion of Vivekanand Jayanti
- Was honoured by Chetana Samiti for her contributions in the field of Social Service in 2014. The honour was given by the Ex-Chief Minister Mr Nitish Kumar
- She was awarded by Bihar Mahila Udyog Sangh for her contribution in the field of Social Service in 2015

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1. About the organisation and the network partners

Origin and brief history of the organisation(s) including the network partners.



Figure 1: Association for Promotion of Creative Learning and School of Creative Learning. APCL & SCL, State Resource Centre, Nargada, Patna

Association for Promotion of Creative Learning (APCL) was established in 1997 as a Non-Profit/Non-Government organization to promote creativity in the society. APCL visualizes a world free from all discrimination, where each individual is able to develop their full creative potential. It would be a society where every person would realize their right to lead a dignified, healthy and creative life. Such society would be a learning society rooted to the principles of creativity, where every occasion is a learning occasion, every place is a learning place, every person and institution is a learning object, a learning facilitator and a learner.

APCL has been working in rural areas, particularly with members of scheduled castes (consisting of Chamar, Dobi, Pasi, Paswan, etc.), and Muslims. Even among scheduled castes it has worked with Musahars- the most landless, houseless, illiterate and backward community of society. Its main focus is on school and out of school children. It also works with EBCs (Extremely Backward Castes) as EBCs are educationally backward. Some of them like Beldars are landless and agricultural labours and educationally their status is comparable to SCs.

As EBCs are mainly professionals or land cutting communities, there is large scale migration in them, this makes their children specially girls vulnerable who have to keep themselves engaged in household chores and baby-sitting and their education suffers. So APCL also works with the community to enhance their participation in education processes. It also works with the parents and community of those children. It has also worked for school going girls. APCL also works with children who are not performing well in examinations and performs home counselling. The organisation is also working with old women and destitute. APCL has developed vulnerability indicator for assessing vulnerability of a community and identified vulnerable groups in community.

Vision and mission of the organization

Objective: To empower socially excluded communities with respect to Right to Education. Create an environment for those who are not enjoying privileges at the grass root level especially children deprived of primary education and underpowered women.

Vision: To see around a Creative environment surrounded with Creative minds.

Mission: The Universalisation of Quality Education by developing Creative Potential of all Human Beings and Evolution of a Learning Society.

Geographic coverage

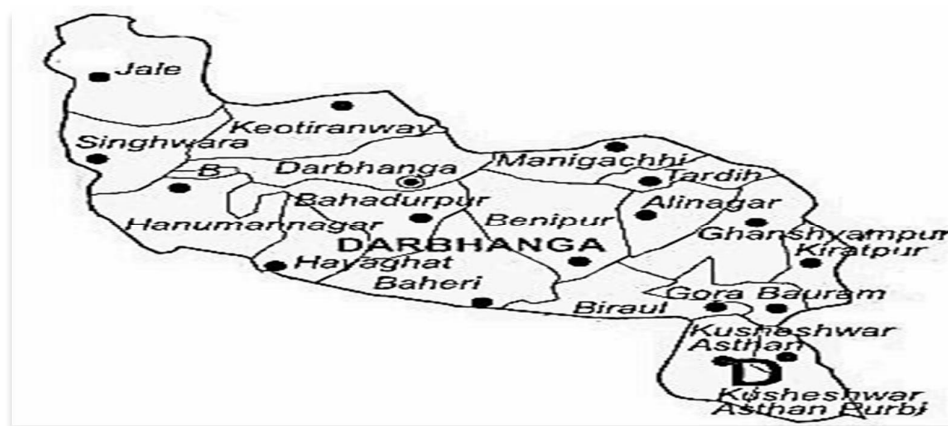


Figure 2: The Project only covers the Bahadurpur Block of Darbhanga District of Bihar.

Social issues / themes and community groups with which the organization works

As the project thematically focuses on the Education it has widely worked on to strengthening implementation of the Right to Education within the socially excluded groups. The project covered SC, EBC (Extremely Backward Castes) and Muslim habitations with special focus on Musahar Tola (who have extremely low literacy rate and poverty) taking special care of women and PWD in the Darbhanga district of Bihar.

Historically these communities have suffered great social and economic exclusion. They have also been subject to discriminations of several types. The Project envisaged to form Stronger Civil Society organizations priorities and raised issues of women and socially excluded population in PACS. Women and socially excluded population are better represented and have more voice in CBOs, Government decision making bodies and committees at village/block/district/state levels. APCL in the project worked to make service provides more responsive and accountable to women and socially excluded. It has also ensured learning and wide dissemination of PACS lessons.

2. About PACS supported project

Major issues were, Children, women and the excluded groups lacked the knowledge about Right to Education Act. There existed an informal learning environment where the government system fails to cater to the basic educational empowerment of the children. Discrimination is another cause for which the project envisaged to aim at reducing discriminatory issues mounting with the socially excluded communities. Child retention was another vital problem which was an alarming issue. Parents and guardians had no understanding about the educational need of their children, rights and entitlements that Government has provided to them and how to access these rights at the appropriate and the best possible way. The awareness level in the community where the project was intervened was very poor. Even people could not spell out the basic terminologies of the Government schemes that they have been privileged with. There did not exist any liaisoning with Government institutions and officials or any network building capacities to interface with the local government bodies in order to get regular updates on the practises to be undertaken in schools. There was no Village Organisations mechanised as a regular watch into the activities of the School. Supervision and monitoring of School administration at village levels involving people in the communities was hardly visible.

- Articulation the **“Theory of Change”** for the project.

APCL uses Theory of Change as a foundation for strategic planning, credible and relevant evaluation, instilling ownership of the various project initiatives among all stakeholders, and building organizational capacity. Stakeholder’s value theories of change as part of program planning and evaluation because they create a commonly understood vision of the long-term goals, how they will be reached, and what will be used to measure progress along the way. Throughout the process of change the project has brought up so many good practices in the intervention areas.

Establishment of CBOs has been a necessary initiative in our project to bring a positive environment for those excluded groups of men, women and children to the forefront and visualise the world in a different and unique dimension.

- **Coverage including geographic coverage, communities with which the project worked, socio-economic and political context in which the project interventions are located.**

Our Project area was Darbhanga district of Bihar. It is one of the oldest districts of the state formed in 1875. There are only 1165 primary schools, 312 middle schools, 1 Jawahar Navodaya Vidyalaya, 1 Kendriya Vidyalaya, 4 Charwaha Vidyalaya and 70 other High Schools. Due to insufficient number of schools, social taboos and increasing rate of fallout’s in higher classes, the district literacy rate is only 29% which is much below the national average of 52.21. The state literacy rate is 38.48%. The male literacy rate is 48 and the female literacy rate is 16. Total Literacy Campaign in 1995-97 covered 4, 56,715 people against the target of 4,84,857 people. Post literacy campaign has been started since January 2000 in the district. The district has one Medical College, 2 referral hospitals, 13 PHCs, 37 Additional PHCs and 261 Health Sub Centres. Darbhanga Medical College, the pride possession of North Bihar, was started as a Temple Medical School in 1925 and was upgraded into a college in 1946. Later it developed into a multi-disciplinary institution, imparting even P.G. degrees in most faculties from 1958. **Bahadurpur** is one of the most infrastructural poorest blocks among 23 blocks of Darbhanga district. The population and other demographic details regarding excluded communities in the district and the project block are as follows:

Area	Population	SC (%)	Muslim (%)	Male%	Female%
Darbhangha	32.95 Lacs	15.50	19.42	52.25	47.75
Bahadurpur	2.18 Lacs	21.1	11.46	52.76	47.24

There are 99 Primary schools, 51 Middle schools, 4 High Schools, 4 Madarsa / Sanskrit schools and 11 Non-governmental schools in Bahadurpur Block. Literacy rate among SC is quite low (28%) with some SC community like Musahars have very low literacy rate as 9%. Literacy rate among women is 33% that of SC is 15.6% with some SC community like Musahars having female literacy rate as low as 3.9%. Low literacy rate leads to low awareness about the schemes, programs and services leading to poor participation and access to institutions

- **Key strategies and approaches taken up for the implementation of the project.**

- Developed in depth understanding about the nature of discrimination prevailing in the project area in respect of RTE and developing an assessment of the status of infrastructure and service delivery in schools in view of provisions of RTE that could serve the purpose of providing equal education to all children
- Capacity building of existing CBOs constituting them as Village Shikshadhikar Samiti and promotion of their federation at Panchayat level and Block level.
- Closely collaborated with existing government interventions such as *Uththaan Kendra* for inclusion of excluded communities and promoting model of *Shiksha Dehairs* (Door-step to Education) in collaboration with *Uththaan Kendra* as community based intervention to provide support to the children of excluded community by child tracking and home counselling
- IEC/BCC and advocacy materials for enhancement of self-esteem of excluded communities and to run a campaign for awareness regarding RTE
- Promoted a state level network of like-minded people to raise voice against discriminations and to do advocacy for implementation of RTE and for pedagogically inclusive curriculum

A summary of the key activities taken up under the project

Resource Centre at State level

A Resource Centre on Educational rights was set up at Nargada (Danapur) in the first year which provided resource support to the project. The space for the Resource centre was contributed by APCL. A Training manual for Community Volunteers and Cluster Education Coordinators was developed. The basic purpose of the manual is to sensitise community volunteers on Acts relating RTE, RTI, Gender issues, Atrocity on SC and ST, and Domestic Violence against women and Disability. It would also contain the method of running Community Led Resource Centre. It also contains methods for organising various awareness activities such as *Adhikarak Ghanti*, *School Chalu Bahina*, *Prabhat Pheri*, Community meetings, home visits, etc. It gives formats for child tracking and other monitoring formats.

Establishment of Community led Resource Centre (Shiksha Dehair)

130 Shiksha Dehair (women based organisations) was established to run the centre. Community Volunteer performed regular counselling of parents by doing home visit so that they send their children to school and maintains a conducive environment for child's learning and improving self-esteem of Children. They also prepared a child profile and maintain a regular child tracking record. It helps in developing sanitary habits among children. The names of children having proper haircut, nail cut, clean dress is announced in the Dehari every day.

Book Bank

Shiksha Dehairs also maintain a book bank to develop a learning environment in the community. It has story and poem books to promote reading habits among children. A box has also been given to all Shiksha Dehairs to keep the storybooks and other learning materials. 20 posters were developed on different issues related to educational rights. 200 posters would be printed on flex and would be displayed on different meetings and functions. Development of Pictorial Story Book, One pictorial storybook on 'Charitravati Ahalya' based on the folk items collected from the community was developed. This book is on women empowerment. A slogan book on educational rights particularly from the perspective of excluded communities named Nare Hi Nare was developed. This was shared with other organisation working in the field of RTE and also for advocacy purposes. A CD on educational rights songs was developed in the name of Shikshanjali.

A Dictionary of Local Language was also developed for socially excluded communities. As children of excluded communities feel alienated due to non-recognition of their language in schools, a dictionary Vidyalayee Sthaniya Bhasha Shabdakosh was developed. It contains words used by children in schools and their equivalents in major languages such as Maithili, Magahi and Bhojpuri. It is being used in different schools of the project area.

Adhikar ki Ghanti - Right's Bell –Forum for Awareness and Complaint Registration

An Adhikar ki Ghanti (Rights' Bell) is a decorated tricycle fitted with microphone and amplifier to publicise the issues related to rights of education and other issues of discrimination of women and excluded communities such as RTI, Gender issues, Atrocity on SC and ST, and Domestic Violence against women and Disability. It also disseminates the activities related to schools and community. Adhikarak Ghanti was used as a platform for recording verbal or written complaints regarding violation of Acts related to RTE, RTI, Domestic Violence Act, Atrocity against women and SC and ST, and other similar issues of discrimination. It was used for recording complaints regarding discrimination also. Such complaints were recorded in a log book. It was sent to the Government Grievance Redressal Cell at its Toll free numbers. Wall writing was done to promote the values and culture of excluded community so that their self-esteem is enhanced. Folk items were collected from the project area and based on the stories collected story books were developed. To create awareness regarding RTE in the project area environment activities like Prabhat pheri, celebration of Independence day etc were undertaken. Group learning activities were also undertaken in the area.

Panchayat Shiksha Sammelan

Panchayat Shikshadhikar (Educational Right) Report Card was discussed in Panchayat Shiksha Sammelan at Panchayat level which was organised twice. It was attended by CBOs, teachers, PRI members and government officials. In this Sammelan schools encouraged to present their annual achievements. Structural issues such as infrastructure, human resources, supply of textbooks, scholarships etc. was discussed in the Sammelan. The cases of discrimination inside or outside schools were discussed their solution was planned. It also show cased the cases of peer pressures in motivating children to come back to school particularly in the '*School Chalu Bahina*' campaign scholarships and disability appliances.

District Shiksha Sammelan

This Sammelan organised at District level twice during the project, where all panchayat representatives of the Project area presented report card before district officials and local representatives. The same issues as discussed in Panchayat Shiksha Sammelan would be taken up at district level. This was a forum, where the ground realities regarding SSA/RTE were presented before the district officials. District officials were also sensitised about the key issues of

interdepartmental convergence. This was helpful in making suitable correction in district plan of SSA also. This forum was also used to identify the issues of advocacy at state level.

State Level Workshop

In order to do advocacy regarding the findings of the project state level workshops on right to education was organised in 2013 and 2014. It was attended by State level government officials, CBOs, Media people, Political leaders and other stakeholders. In this workshop we discussed the issues related to advocacy on RTE based on ground level findings. The workshop tried to raise major policy issues related to acceptability of language of underprivileged community, scholarships, mid-day meal, and infrastructure.

Shikshadhikar Yatra & School Chalu Bahina Campaign (Come to School Sister)

Shikshadhikar Yatra was undertaken to discuss with the community, Panchayati Raj Functionaries and government officials the issues related to educational rights. A memorandum was submitted to District Magistrate, Darbhanga. A campaign was launched in the name of 'School Chalu Bahina' (Come to school sister) to bring school drop outs to school. For this purpose a group of 5 to 6 School going girls was selected from each habitation. They were also imparted training in counselling. A training manual in the form of a pictorial story book was developed for the purpose.

3. The change story of the project

Significant changes the project brought about in relation to thematic areas chosen for interventions

There is a readiness to act on various issues of Right to Education within the community. A platform has been established where women leadership practices ensuring Established a Community Resource Centre in the villages of excluded communities to be run and managed by CBO (Mother's committee), which would be called Village Shikshadhikar Samiti.

Strategies, Approaches and Enabling Factors

- Capacity building of existing CBOs, constituting them as Village Shikshadhikar Samiti and promoting their federation at Panchayat level and Block level
- Collaborating with existing government interventions such as Uththaan Kendra for inclusion of excluded communities and promoting model of Shiksha Dehairs (Door-step to Education) in collaboration with Uththaan Kendra as community based intervention to provide support to the children of excluded community by child tracking and home counseling
- IEC/BCC and advocacy materials for enhancement of self-esteem of excluded communities and to run a campaign for awareness regarding RTE
- A state level network of like-minded people promoted to raise voice against discriminations and to do advocacy for implementation of RTE and for pedagogically inclusive curriculum

What were the key challenges that the CSO faced during the implementation of the project and how have they been addressed? What are the challenges and what could be possible strategies to overcome these challenges?

The major challenge faced by the organization was deployment of a regular Project Coordinator to anchor the project and effectively plan and implement. However organization managed well to keep things in line and not deviating from the results. Advocacy with the government officials at all levels is always a challenging task, keeping them informed of our interventions and seeking their assistance. From overcoming these we have to lobby with various stakeholders involved. Upgrade every now and then the status of any issues identified. Advocating government officials

and also other key stakeholders like community (parents, children, old aged, women, PRIs.). Follow up action have been taken by involving the School education Committees along with the APCL team member who were directly representing the target area.

Issues of exclusion and discrimination experienced and addressed during the project implementation. Strategies employed to address exclusion and discrimination and Lessons learnt.

Exclusion and discrimination inside the classroom and school such as during admission Parents of the SEG's children are charged with fees in Sahila Pingi were identified and resolved. Discriminatory sitting arrangement inside class, sweeping being given to only children of excluded community where there are gender discriminations prevalent as girls of Gothai Village were told to sweep the classrooms. Manual works being given only to excluded community, neglect and discrimination in distribution of mid-day meal including at times separate utensils for excluded community, Religious discriminations practiced in villages like Godhai and Ammapati where children from musahar and chamar were separately served food and lack of attention inside class by teachers on girls and children of excluded communities.

Exclusion outside the school was addressed. It included no support at home in the case of parents being illiterate, involvement in household chores including collection of water, food, fodder and fuel, involvement in child labor, no or low interaction with parents, supporting parents in harvesting and other agricultural activities, children engaged in cattle grazing, children are engaged in gambling and others. Low participation of girls in elementary education due to non-availability of separate toilets for girls with at times non availability of any toilets in the school, non-availability of drinking water in school, large distance of the school from home, involvement in managing responsibility at home including managing young siblings, taking care of ailing member of family and helping parents in social functions such as marriages.

Nature of exclusion and discrimination for disabled is many fold. There is no facility for transportation from home to school, teachers not knowing the Braille sign which is used by blind students, Braille slates were not available, disabled children are called by names or derogatory remarks are passed against them, no facility for disabled friendly sports, no facility for disabled friendly evaluation system, no facility for screening of disability, difficult and lengthy procedure for issuance of certificates of disability, inadequate scholarship for disabled and that too being not properly distributed or not distributed at all. The project aims to do proper advocacy in this regard.

The voice of SC, Women and disabled is not properly articulated and heard in society because of their poor information base and their poor bargaining capacity so they are not able to realize their rights. The project aims at creating platform for organizing members of excluded communities, women and disabled with the team of Cluster education coordinators to identify such issues of discrimination and resolve them at the grassroots level so that they are better equipped to raise their voice at public forum.

Women role in the program interventions and gender issue. Results and perceptible changes in relation to women roles and responsibilities in the community.

The project envisaged in forming CBO called as Shiksha Dehairs. These are voluntary workers working as organisers of Shikshadhikar Samitees set up in different habitations of underprivileged communities. 130 Such Shikshadhikar Samities have been set up in SC and other weaker section habitations. Shiksha Dehairs were given induction training and attended reflection meetings. Shikshadhikar Samities have more than 1100 members consisting mainly of mothers. Book bank is an initiative where the each Shiksha Deharis operate a bank of book and children from the locality

gather to educate and empower themselves. These groups also fight for various other educational rights of children. APCL has built capacities of these women group to become more self-reliant and self-dependent to run these initiatives. Interfacing with the BEO and DEO and other Government institutions have been possible through our interventions.

These Shiksha Deharis have been very confident change makers with their communities. They can fight for their own rights and entitlements. They have grown to be self-dependent and self-reliant. Even if PACS won't be there in future but they will be able to sustain their CBOs very effectively and efficiently. Apart from Siksha adhikar Samities, project engaged several women from marginalised communities in building leadership skills and finally getting them selected in the School Education committee in the locally situated school. These women have evolved strongly in raising issues of exclusion and discrimination within school and outside school. They are now empowered to monitor scholarship distribution along with Mid-day meal in school.

Project impact for strengthening the organizational systems, processes and capacities and influencing organizational approach and understanding towards social exclusion and inclusive interventions. PACS Contribution towards organizational visibility, creation and utilization of opportunities.

Identified dropouts in the target area, enrolled students into schools, started forming Shiksha Deharis (CBOs women group to run Book Bank and Adhikar ki ghanti initiatives) and by 2015, 130 Shiksha Deharis in 21 panchayats have been formed. Book bank is an initiative where the each Shiksha Deharis operate a bank of book and children from the locality gather to educate and empower themselves. These groups also fight for various other educational rights of children. APCL has built capacities of these women group to become more self-reliant and self-dependent to run these initiatives. Convergence and lobbying with the Government and local authorities, BEO and DEO has been made possible with the group's effort and cooperation at every juncture of the project intervention. Adhikar ki ghanti is a tool to make the community aware on various schemes under RTE act. Frequent display of posters on advertisements and slogans on education has put a remarkable change in the community for struggling for their rights and entitlements. Wall writing and Nare hi Nare were two other initiatives of APCL which has brought the community forward for every step they take today for their children's future.

Networks, alliances and forums of CSOs promoted by PACS and PACS contribution towards strengthening them.

Through PACS project 130 Shikshadhikar Samities have been formulated with representation from the community to raise awareness and benefit from the RTE Act. They are all networked to work for RTE and will be taking forward the work that was done under PACS project.

Recognition of the project work by the state or any other agency

Our Organisation has been recognised and awarded on various social parameters of Educational upliftment of the socially excluded groups. Dr Mridula Prakash, Executive President has been honoured for her contribution including the contribution in the project in the following manner:

- Her contributions have found mentioned in the book published in the **Bihar ke Vikas me Mahilaon Ki Bhumika** on the occasion of **Centenary Celebrations of Bihar by Bihar Archives, Government of Bihar, 2012**
- Her achievements have been widely covered in print and electronic media including **Fame India, Prabhat Khabar, Telegraph, Zee News, Sahara Samay**
- Was honoured for promotion of culture by **Nav Jyoti Sangh in 2014** on the occasion of Vivekanand Jayanti

- Was honoured by Chetana Samiti for her contributions in the field of Social Service in 2014. The honour was given by the Ex-Chief Minister Mr Nitish Kumar
- She was awarded by Bihar Mahila Udyog Sangh for her contribution in the field of Social Service in 2015
- She was awarded Professor Papiya Ghosh Memorial Award for the best Social and Academic work on Gender Issues in 2016 by Centre for Gender Studies, Patna.
- She was made member of Deepayatan, State Resource Centre on Literacy, Bihar.

Future program intervention issues that may build a case for the continuity of work, with or without a support of PACS?

The design of the present project is such that it creates CBOs at the village level which is being federated at Panchayat and higher level. The activities of the project empower a large number of volunteers to be trained in social action in the field of right based education. We shall encourage them to contest elections in the statutory bodies like Village Education Committee and Panchayat. Thus, they would be able to make Village Education Committees more functional and would be able to enforce RTE in a better way. The book banks made with Shiksha Dehairs would continue with them and they would continue to serve the communities. The project has succeeded in making about 150 Shiksha Dehairs members of School Education Committees. 5 have become the President and 19 as Secretary of SECs. They would keep raising issues at that forum to ensure better implementation of RTE. We have experienced in earlier projects that whenever we organise CBOs at the local level and involve Panchayati Raj Organisations in the implementation process, it empowers the functionaries of Panchayats and they being more capacitated are able to carry the process forward. Eventually after the project is over, the Shiksha Deharies would be maintained by community contribution. APCL would continue to provide handholding support to the Deharies till they become totally self- reliant.

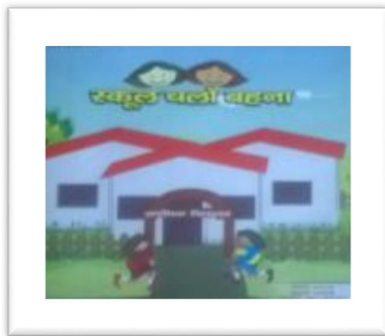
Sustainability at Institutional Level

Resource materials developed during the project implementation has been used as advocacy work for scaling up the project with Government. The IEC materials, books and monitoring formats would be used for promotion of RTE even after the closure of the project. The skills and attitude developed in the project would be used for promotion of other right based activities. The organisation would be able to provide support in the form of resources and skilled manpower to government projects in the field of RTE. The skills developed by PACS during the project would enhance the capacity of the organisation. This would help it in implementation of projects.

4. Interventions to strengthen community leadership and action

• Making communities aware on rights and entitlements & protective laws

IEC material and posters for promoting awareness, Book's publication for awareness creation and wall writings helped the community as the change making tool. More than 1000 post card collected from community during movement of Adhikar KiGhanti. Below are some of the images of the IEC:



- Facilitating community leadership for demanding services



- **Addressing discriminatory practices both in the service delivery system and community at large.**

Below are some of the Discriminatory practices that were identified and addressed through APCL:



Ms Anandi from Kushother village got disability certificate.

- Pingi- Mushar children were given food after others have eaten (Shiksha Dahair Anita Devi)
- Godhia- Mushar and Chamar children were seated in different line (Shiksha Dehair and SEC member Binda Devi)
- Ammapatti-Muslim children were not allowed to sit with other children. They kept standing. (Shikshadhikar Samiti member and SEC member Saifful Khatun)
- Gotahi – only girls used to sweep not boys (Shiksha Dehair Lalita Devi)

- **Representation of socially excluded groups in village level program committees**

A campaign of school going girls to exert peer pressure to bring back un-enrolled and drop out girls was organised. This included awareness meetings for getting the drop out girls re-enrolled in school.

Below are some of the images of the meetings:





- **Perception of communities towards PACS initiatives/significant changes perceived**

During the project period SECs have been constituted in all Schools. We launched a campaign to ensure fair constitution of SECs. Cycle Rally was taken for awareness. We participated in 62 schools in SEC formation .We filed 7 complaints against malpractices in the SEC formation in schools.150 Shikha Dehairs (100 SC, 10 Muslims, 21 EBC, 17

OBC)were elected SEC members in which 19 were elected as secretary and 5 as the president of SEC.

- **Process of formation, membership, level of functioning, engagement with service providers and communities.**

The process of formation of CBOs was done by using social mapping tool and women from the excluded communities who were somewhat literate were chosen as the members of Shiksha Deharis. The members especially belong to SC and Muslim Communities. Their main function is to fight to access the right and entitlements under RTE Act. They have played a very vital role in enrolling children into schools, decreasing dropouts, made the community aware on various schemes under the act and also the grievance redressal mechanism to foster an effective management. The Shiksha Deharis collected complains from the children and parents and they took those issues to the Scholl authority to resolve then and there. They had many advocacy meetings with the BEO to overcome with the existing problems and issues were also taken to the DEO. Networking and alliance has been another key tool in the successful functioning of the CBOs

CBO- A legacy of empowered citizens

What were the real reason / rationale for formation of the CBO?

The project implementation has been possible vitally by CBO Members of the community. The rationale of the formation was CBO was to establish a strong empowered community who are able to access RTE rights and entitlement.

Key strategies, Approaches and Activitiesto strengthen the CBOs

Reflection meetings have been carried out every half yearly basis. Internal and external monitoring has been carried out to analyse their status and improvement in running the groups effectively. Traning programes and workshops to build the capacities of the CBOs have been fostered every year to educate them.



Thematic focus and distribution of CBOs

130 Such Shikshadhikar Samities have been set up in SC and other weaker section habitations. Shiksha Dehairs were given induction training and attended reflection meetings. Shikshadhikar Samities have more than 1100 members consisting mainly of mothers.

Key achievements of the CBOs

- Mid-Day Meal was not being given in 25 schools. It has now started in all schools after three years due to strong advocacy of Shiksha Dehair and CEC's intervention.
- Head Master of Primary School Gotahi was charging 100 Rs. fees for admission. Shiksha Dehair and CEC mobilised 50 women and protested against charging of fees by school in Gotahi. Due to their protest the admission was taken without charging of fees. After the protest principal has become very supportive to CEC and Shiksha Dehair. The classes have also become regular in the school.
- In a primary school of Ekmi Ghat, Ojhol Panchayat, there was no kitchen shed so the food was prepared in varandah of school. Now kitchen shed is sanctioned due to the efforts of shiksha Dehair and CEC.
- The Book bank set up with the Shiksha Dehair in Ammapatti, Ughra mahapara Panchayat has been merged with the Primary School Ammapatti through the initiative of Shiksha dehair. Now the books and TLMs are available for all children of the school.
- Pingi- Mushar children were given food after others have eaten (Shiksha Dahair Anita Devi) Godhia- Mushar and Chamar children were seated in different line (Shiksha Dehair and SEC member Binda Devi) Ammapatti-Muslim children were not allowed to sit with other children. They kept standing. (Shikshadhikar Samiti member and SEC member Saifful Khatun). Gotahi – only girls used to sweep not boys (Shiksha Dehair Lalita Devi)



• Sustainability of CBO

The CBO members with the help of SEC members have formed a self-reliant and self-dependent federation with active participation of members of the community and children. The group has been regularly conducting meetings and also gathered the other community member. They have



been making the community aware on various issues.

• Key quotes from CBO leaders.

"Education and empowerment is our sole right. We will struggle hard to die for it."

"Where there is will there is a way. We have chosen the way to give our children their education."

"As long as we are alive our Children would survive with the education rights"

"I have always told my children to be educated and they have promised me too that they would be educated".



Effective engagement with service providers

- **Engagement at district, block and village.**

Preparation of Panchayat Shikshadhikar Report Card – 21 Panchayats in 2013 and 2014. The report was formally given to Darbhanga District Magistrate, Darbhanga. Panchayat Shiksha Sammelan organised in all Panchayats



District Shiksha Sammelan organised in 2013 and 2014 to discuss issues related to RTE Principal Secretary Planning and Development GOB and District Magistrate, Darbhanga participated alongwith teachers and

Two State level Shiksha Sammelans in 2013 and 2014 were organised at Patna for advocacy with State Govt.



- **CSOs representation at district level forums.**
- **Use of Right to Information Act.**

Applications on these issues were issued to the Government officials and to which actions have been carried out and some of the issues has been resolved too.

Regarding distribution of scholarship to the students

About the book distribution

Non-payment of Scholarship, Free books, Stationary
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Amount of scholarship Allotted under MsDP 2012-2013 2013-2014 2014-2015

About MDM
About Innovation fund for Equity 2012-2013 2013-2014 2014-2015
Migrated children
No. of physically Challenged children enrolled in Darbhanga District

- **Social audits and public hearings conducted.**

Under Social audit the Panchayat Shiksha Adhikar Report card was brought up and analysis of the schools status has been monitored. Social Audit was conducted in 2013 and 2014 of the project period.

- **Recommendations made to the government, if any.**

- Timely distributon of teaching learning materials, timely distribution of scholarship and tricycle.
- Request to open High School on the land made available by the villagers
- The organization had conducted survey of schools in the format called Report Card During observation of District Level Sammen, We had provided bunch of Report Card to District Magistrate to follow the shortcomings as per norms of RTE act 2009
- A Volunteer of School Chalu Bahina belongs to PWD category. However, she is active in project work. She has sent 9 students (7girls) to school. She did not get the PWD Certificate. During the sammelan we recommended to DM Darbhanga to provide certificate. Immediate action was taken by the Civil Surgeon who provided certificate to Anandi
- We recommended to conduct video documentation of SEC formation at school level
- We recomended to conduct to do regular school visit by BDO.
- Request to provide Hand Pumps and Sanitation facility for students of Primary School,Taralahi
- We recomended to employ female teachers in primary schools.

- **Perception of service providers towards PACS and the CSO's work.**

The service providers found the experience to be learning and very satisfactory to be in the network of CSO and PACS. Throughout the project period they have also supported the project and in return been supported in various educational aspects at village, Panchayat, block and district level.

Learning and legacy

The key learning's derived from the PACS interventions

- Community Intervention is an essential ingredient for realisation of rights for excluded communities
- Even small community intervention such as Shiksha Dehair or School Chalo Bahna releases big energy in the form of better leadership for participation in Public institutions.
- Giving opportunity for public speaking to excluded community such as through Adhikarak Ghanti may ensure better voice in public life.
- Exposure to the world of written world such as through Book Banks may be necessary for better preparedness for the children for schools.
- A special drive may be needed to ensure better recognition of mother tongue in schools.
- Report cards for PRIs may be made integral part for unleashing their better control on the school systems.

Value for Money and sustainability of the process

- We have experienced in earlier projects that whenever we organise CBOs at the local level and involve Panchayati Raj Organisations in the implementation process, it empowers the functionaries of Panchayats and they being more capacitated are able to carry the process forward.
- The awareness regarding the grievance redressal system would help community members to use it for articulating their grievance and complaints properly even after the project is over.
- The interventions of Panchayat Shikshadhikar Card and recognition of active teachers and parents would create a positive ambience for sustainability of RTE activities. It also indicates the facilities being provided and statement of expenditure by the school. This enhances the level of awareness of people and also makes school system more accountable. This enhancement of awareness will capacitate people to demand the entitlements under RTE even after the project is over.
- Eventually after the project is over, the Shiksha Deharies would be maintained by community contribution. APCL would continue to provide handholding support to the Deharies till they become totally self- reliant.



Success in mobilizing resources or external support to continue the PACS ongoing work?

As we are networked with Actionaid India, OXFAM India and Government of USA we are fortunate enough to carry on our activities in Education with a mere success. Support with the ongoing work has mutually been achieved with the mobilisation of resources available with the APCL team. And carrying out project for a cause has been always the moto of APCL. Through this we have created a network of external support who strives to mobilise reasources in the development sector as far as education being the thematic focus.

Sustainability plan to carry on any component of PACS programme

The book bank initiative in the villages can be merged with this new platform to enable increased employability and skill development among the youth of socially and excluded community. Shiksha Dehairs would be periodically oriented and groomed to build educational environment for the Dalit Children and APCL would strive hard to ensure that we move ahead with the strengthening of Shiksha Dehairs mobilising resources from other sources and agency.

Voices from the community

CASE STUDY

Case Study 1:A Trustworthy bank for Child Knowledge Developmentsays Puja Kumari

I am a 27 yr old widow Musahar women, belonging to Jagdishpur village Jalwar Panchayat in Bahadurpur Block of Darbhanga District. I have been from the village since 25 years. I have a son of age 5 years and a girl of 7 years. We stay together. I am also a member of Shiksha Dehair. Children in our community were facing a lot of problem in education in the primary schools. Books were not supplied on time to children. They used to APCL and the support I availed is really noteworthy and especially for me upon my self- dependency it has been a great help from the Cluster community coordinator (CEC) staff. I was unaware of Book Bank first of all. Then I came to know about this through the village education committees (VECs) that the Book Bank is going to be established in so those interested can register their names and know their roles and responsibility. I along with my community counterparts discussed in the meetings held by Shiksha Dehair and knew about Book Bank.

I feel very fortunate to be a part of Book Bank and one of the members from the village education committee information as to fill in that all those items which I required. One most exhilarating thing in the centre is that the centre provides credit facility to its target community.

Case study 2: A Ray of Hope

Bridge sanctioned Children in Dhainaila Village, Taralahi Panchayat, used to face a lot of problem while going to school.

There was no proper mode of transport to the school as there is a big canal underground and during rainy season the school used to be closed due to absence of student during the entire season. The villagers had raised this issue at the Gram Panchayat but the Panchayat level people used to delay as the people had no awareness regarding how to get rid of the issue at official level. When APCL found out this with its team of field staff and local community, the people didn't know how to register the complains and issues in a formal manner under the RTE Act. APCL took all effort to make the people aware about their rights and entitlements and the people themselves from the community came forward to register theircomplain in the Application form and we insisted them to apply it to the District Magistrate. The District magistrate finally verified the entire problem and the children got a ray of hope as Rs, 40 Lakhs was sanctioned for the bridge construction. Almost 1000 people



had signed the application that was handed over to the District Magistrate during a Shiksha Sammelan.

Case Study 3: Free Education is the Sole Right.

Head Master of Primary School Gotahi was charging 100 Rs. fees for student's admission. Shiksha Dehair and CEC mobilised 50 women and protested against charging of fees by school in Gothi. Due to their protest the admission was taken without charging of fees. After the protest principal has become very supportive to CEC and Shiksha Dehair. The classes have also become regular in the school. APCL has always facilitated the children, and the school authorities in redressing different issues.

Case Study 4: Say "NO" to Discrimination.

As mid-day meal is a provision where student in primary schools avail free midday meal every day. Children from all community based on the their class, caste, race, creed, religion should not be a subject to any discrimination. In a primary school of Ekmi Ghat, Ojhol Panchayat, there was no kitchen shed so the food was prepared in varandah of school. Now kitchen shed is sanctioned due to the efforts of shiksha Dehair and CEC of APCL. In Pingi the Mushar children were given food after others have eaten (Shiksha Dahair Anita Devi). In Godhia- Mushar and Chamar children were seated in different spaces and not together. (Shiksha Dehair and SEC member Binda Devi) In Ammapatti-Muslim children were not allowed to sit with other children. They kept standing. (Shikshadhikar Samiti member and SEC member Saifful Khatun). In Gotahi only girls used to sweep the space used for serving food and not boys (Shiksha Dehair Lalita Devi). Such discriminatory practices has been very effectively dealt with the women groups and the Cluster coordinators.

Remarks from Chief Functionary

- changes the CSO has been able to bring about through the PACS project

The CBO has been able to create independent women groups to work on RTE and building capacities within groups. They have established Shikshadhikar Samiti. The Shiksha Dehairs are more vocal now who can address the issues of their community and have the capability to fight for accessing the resources and entitlements. Strong and empowered women groups can themselves take on the activities very challengingly and effectively. Before the project was intervened community was not in a position to address and talk about the problems but now they have been the change makers of their communities by and large. PACS project helped to integrate issues of exclusion and discrimination into their ongoing work related to religious, caste discrimination and gender discriminations.



- How did PACS provide an overall support in institutional strengthening of the CSO? *This may include financial systems and processes, programmatic and strategic inputs, networking and collaborations, learning and its dissemination etc.*

PACS has been a change provider for the project and as a team PACS has always been supportive in all aspects; smooth finance, guidance in implementation and technical support. As far as learning is concerned, APCL has been always monitored and supervised by the PACS team every year and half yearly which helped in the institutionalising of the various activities that it carried. Since the inception and till the end we have been very much thankful and obliged to PACS. Periodic training on SC ST PoA act, Domestic violence, RTI, understanding of

exclusion and discrimination helped immensely in raising the knowledge level of the team members and consequent implementation.

Reflections from PACS functionaries

APCL is known for its innovative approaches in building inclusive education within classroom in its urban based school. Some of the innovative approaches with community like “Adhikar ki Ghanti” and “School chalo Behna” did yielded good results in the field.. APCL holds strong linkages with the Government functionaries and has been actively involved in filing complaints and RTI. The guidance and support from the chief functionary helped team member’s better execution of the built activities in the program. Some important cases of discrimination in MDM, Proactive role of Dalit women under SEC as a result of CBO strengthening and contribution of CBO in facilitating discrimination free entitlements were witnessed in the PACS program. Regular visits of the team members in the socially excluded communities have sensitized the mothers to monitor their children education and build awareness on basic provisions of Rte. Women in the area are now aware of the education entitlements and are conscious in sending their ward to schools. Some potential Dalit women who were helped to contest SEC election evolved during the project and the voice raising skill will sustain even after the CSO leave the area. Children were immensely benefitted with the Community led resource center developing a habit of reading and learning in groups under the guidance of village volunteer.

APCL implemented PACS program in only one block of Darbhanga District impacted with concrete results at the grass root; creating strong women groups; SEC raising issues of discrimination in Education; Perspective building of Teachers in the School on inclusive education etc. Though Issues were mostly identified and raised by the team members initially but it helped community organize and build pressure. Regular deployment of Project coordinator was a major challenge with the CSO and a major factor in up keeping with the ongoing activities but APCL managed well to successfully implement the program and delivering program outcomes.

Annex 1

Case Study Format

This case study format was sent out to partners in May 2015. Of the 89, 66 partners responded with 190 stories. PACS commissioned professional journalists and photographers to go out and collect 124 of these stories, interviewing beneficiaries and writing up narratives (including first-hand quotes). These narratives and photographs are available on request. As a reviewer you may choose to meet the same case story respondent to analyze the story of change with your development perspective to add value to what exists.

PARTNERS: SUCCESS STORIES SUBMISSION FORM

To be in with a chance of receiving a visit from a professional photographer/storyteller, please briefly answer the 9 questions below. 2 to 5 stories (ideally on different themes).

SUCCESS STORY / story of change

Name of Partner	Association for Promotion of Creative Learning				
State	Bihar				
1. What is the theme of your story? <i>Put an X in the relevant box</i>	MGNREGA		Land Rights		Forest Rights
	Health		Nutrition		Education
	Legal Literacy		Women's Empowerment		CBO Empowerment
2. Who is this story about?	<i>Issued Disability Certificate to the Physically challenged</i>				
3. Where is this story based?	<i>District-Darbhanga, Village- Kushotar</i>				
4. What was the problem for the individual/community?	<i>Anandi is a 13 years old girl. She stays in Kushotar village of Darbhanga district. She was deprived of issue of Disability Certificate since 3 years. After lot of efforts also she was not able to get her disability certificate from the block health center. Her family members also tried a lot by intimating the Block and State health centers.</i>				
5. What work have you/CBO partners done to address the problem for that individual/community?	<i>Due to lack of certificate many persons with disability were not able to get benefits of government policies and program. With our effort local government issued disability certificate to the physically challenged. The local Cluster education coordinators alongwith the community members and some women groups consulted to the local health centers. The local health center suggested to take the issue at the higher block level. The Block health officer was consulted and the problem was brought into the purview.</i>				
6. How has this work benefitted the individual/community?	<i>Out of this activity the individual has been able to access the Disability pension from Government. She can be preferred by State and Central Government of India. The individual now can access her disability pension from the Government. She also has the preference for Job prospects.</i>				
7. How has the project helped to address discrimination for that individual/community?	<i>Discrimination issues has been the major focus of the project intervention. In this case of Anandi, the issue was related with the service providers at the health sector and the Government officers at block level and the state level. After a long time approach to these local authorities and government officials the issue was finally resolved and the application was registered and finally the disability certificate was issued to Anandi.</i>				

8. What is the wider picture?	<i>We have been working with such issues at a wider level. The number of issues covered under the project are 12. Many others have also been issued with the disability certificate.</i>
9. Can we visit this individual/community?	<i>Yes, We can visit and can conveniently travel to meet her.</i>

Annex 2: Analysis on some of the key indicators based upon data from MIS and thematic tracking (according to the themes applicable for the project)

Annex 2: Analysis on some of the key indicators based upon data from MIS and thematic tracking (according to the themes applicable for the project)

MIS data

Training and Sensitization Events

Table1: Number of Training and Sensitization Events

Types of Events	Progress (Total Number of Events)	Per cent of Total
Internal Staff Training	4	30.7
External Training	9	69.3
Total Training and Sensitization Events	13	100

Table 2: PACS Output Focus of Training and Sensitization Events

PACS Output Indicator	Progress (Total Number of Events)	Per cent of Total
Output 1: Stronger civil society organisations priorities and raise issues of women and socially excluded population in PACS targeted areas	4	30.8
Output 2: Socially excluded population are better represented and have more voice in CSOs, Government decision making bodies and in village committees	2	15.4
Output 3: Civil Society Organisations make service providers more responsive and accountable to socially excluded people	3	23.1
Output 4: Civil society ensures wide dissemination of PACS lessons	4	30.8
Total events	13	

Table 3: Participants in Training and Sensitization Events

Participants	Progress (Total Number of Participants)	Per cent of Total
PACS Project Staff	163	4.88

Government Officials	51	1.53
Front Line Service Providers	89	2.66
Media Persons	18	0.54
PRI and Village Committee Members	28	12.81
CBO members	1127	33.72
Community Members	911	27.26
CSO Members	30	0.90
Others	525	15.71
Total	3342	

Table 4: Level of Training and Sensitization Events

Level	Progress (Total Number of Events)	Per cent of Total
State Level	2	15.4
District Level	2	15.4
Block Level	4	30.7
Village Level	5	38.5
Total	13	100

Output 1: Stronger civil society organizations priorities and raise issues of women and socially excluded population in PACS targeted areas

CBO Formation and Development

Table 5: CBOs Formed

	Progress	Per cent of Total
CBOs formed	234	
CBO Members	2169	
CBO Members from SEG	2142	98.8
Number of CBOs led by SEGs	234	100
Number of CBOs who are members of Federations	234	

Table 6: Types of CBOs formed

	Progress (Total Number of CBOs)	Per cent of Total
Women Group	234	100
Total	234	100

Table 7: SEG Members Distribution in CBOs

Theme	Number of cases identified		Number of Cases where action was taken	
	Progress		Progress	Per cent of Total cases

Education	3	3	100
Total	3	3	

Addressing Discrimination

Table 8: Number of Discrimination Cases

	Progress	Per cent of Total
Number of discrimination cases identified	3	
Number of discrimination cases where action was taken	3	100

Table 9: Thematic Coverage of Discrimination Cases

Theme	Number of cases identified		Number of Cases where action was taken	
	Progress	Per cent of Total cases	Progress	Per cent of Total cases
Education	3	100	3	100
Total	3		3	

Table 10: RTI Applications

	Progress	Per cent of Total RTI applications
Number of RTI claims - made/filed	14	
Number of RTI claims - addressed/response received	2	14.3

Table 11: Advocacy Meetings with Government Officials

	Overall Progress
Number of Advocacy Meetings with Government Officials	11

Table 12: Levels of Advocacy Meetings with Government Officials

Level	Progress (Total Number of Meetings)	Per cent of Total Meetings
National Level	0	0
State Level	5	45
District Level	4	36
Block Level	2	18

Table 13: Thematic Coverage of Advocacy Meetings with Government Officials

Theme	Progress (Total Number of Meetings)	Per cent of Total Meetings
Education	11	100
Total	11	

Table 14: Advocacy Meetings with Other Stakeholders

	Overall Progress
Total Number of Meetings with other Stakeholders	6

Table 15: Levels of Advocacy Meetings with Other Stakeholders

Level	Progress	Per cent of Total Meetings
State Level	3	50
District Level	3	50
Total	6	

Table 16: Thematic Coverage of Advocacy Meetings with Other Stakeholders

Theme	Progress (Total Number of Meetings)	Per cent of Total Meetings
Education	6	100
Total	6	

Table 17: Recommendations Proposed

Level	Number of Recommendations Proposed		Number of Recommendations Accepted/Adopted	
	Progress	Per cent of Total	Progress	Per cent of Total
State Level	2	25	1	20
District Level	1	12.5	0	
Block Level	5	62.5	4	80
Total	8		5	

Table 18: Thematic Coverage of Recommendations Proposed

Theme	Progress (Total Number of Recommendations)	Per cent of Total
Education	8	100
Total	8	

Table 19: Social Audits, Public Hearings and other Community-Service Provider Interface Meetings

	Progress	Per cent of Total Meetings
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Number of Social Audits and Public Hearings	3	
Number of Villages Covered Under Social Audits and Public Hearings	150	
Total Number of Participants	296	

Table 20: Thematic Coverage of Social Audits, Public Hearings and other Community-Service Provider Interface Meetings

Theme	Progress (Total Number of Events)	Per cent of Total Meetings
Education	3	
Total	3	

Thematic Data

Note- Please provide the data on the basis of indicators under PACS themes. Please also mention the source of verification of given data at the end of each table. The data needs to be filled from 2012 to 2015.

1. Enhanced access to entitlements under Right to Education (RTE)

Key indicator	Unit of Measurement	Year 1	Year 2	Year 3	Year 4	Overall Achievement
Enhancing enrolment in primary schools	No. of dropped-out and out-of-school children enrolled in school	4194	3791	1897	338	10220
Enhancing enrolment of children from SEGS in primary schools	No. of dropped-out and out-of-school children enrolled in school, who belonged to SEGS	1530	1165	580	232	3507
Improving access to full entitlement of hygienic nutritional supplement	No. of children who have received hygienic mid-day meals over last two years	1530	1165	580	232	3507

Annex 3: Project in news: Please include prominent media coverage.



