Conceptualization and Strategic Strengthening of Team Balika

An Innovative Model by Educate Girls

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Section-I

Introduction

1.1 Organisational History

Educate Girls (EG) is a non-profit organization based in Mumbai and founded in 2007. While the *goal* is to improve access and quality of education for children living in underserved communities in India, it works toward improving girls' enrollment, retention and academic performance in government schools by leveraging existing community and government resources.

The *vision* of Educate Girls is to achieve behavioral, social and economic transformation for all girls towards an India where all children have equal opportunities to access quality education.

Its *mission* is to reform government schools for girls' education by leveraging existing community government resources.

1.1.1 Status

Educate Girls is working in the state of Rajasthan under the Rajasthan Education Initiative, co-sponsored by the Government of Rajasthan and the World Economic Forum. A Memorandum of Understanding (MoU) was signed in 2005 with the Government of Rajasthan, to develop and test a sustainable, scalable model for improving girls' education. The pilot project started in 50 government schools (25 in Jalore and 25 in Pali) and scaled up to 500 schools and 70,000 children in Sumerpur, Bali and Rani Blocks of Pali District. EG Model was created with support from local education experts and partner NGOs. With help from UNICEF, Pratham Rajasthan, SERVE and Dream Catchers Foundation, EG has scaled its intervention to close to 4500 schools. Currently it is working in the districts of Pali, Jalore, and Sirohi. Project plans have been finalised for entry into Tonk, Ajmer and Sawai Madhopur.

1.1.2. Objectives

As per the MoU signed between the Government of Rajasthan and Educate Girls, the project had the following objectives.

1. Enhance enrollment and retention of girls through individual tracking, community mobilization and quality improvement
2. Reduce the gender disparity in schools and project areas and improve the level of life skills and competency of girl children
3. Address the various critical needs of girls
4. Improve the learning skills and academic performance of students
5. Ensure increased participation of children, families and communities in plans and actions for holistic education.

1.1.3 Intervention Strategies

Educate Girls spends three years in each district and adopts the following strategies in order to achieve its mission:

1. Increasing girls' enrolment: Using child tracking surveys (CTS) when available and door to door surveys for identification of out of school girls; village meetings to prepare community based enrolment plans and share responsibility.
2. Reforming School Administration: Strengthening of School Management Committee (SMC) for school governance and administration.
3. Improving Learning Outcomes: Training in and adoption of Creative Learning Teaching (CLT) methodology.
4. Creating Girl Leaders: Formation of Bal Sabhas and training in Life Skills Education (LSE).

1.2 Approach: From Shiksha Prerak to Team Balika

Educate Girls has designed and developed a model based on community participation and in keeping with its objective of promoting girls education. It has built a cadre of village based leaders to work as champions for girl's education and catalysts of school reform.

EG identifies outstanding young women and men committed to the cause of girls' education, and now calls them Team Balika. They are the Champions for girls' education, and in the project design are leaders who will continue to spread this movement long after EG's exit. Such a model has been designed in keeping with the best interest of the girl child, non-discrimination and community participation. They support all the programs at the school as well as village communities to ensure enrolment and retention of every girl child in schools along with provision of quality education to them.

2.0 Structure

The State Program Manager is incharge of the program in Rajasthan. The office is centralized at the District Level. For details please see Annexure -2 (EG overall Organogram 2013).

3.0 Defined accent on scale and exit policy

Team Balika model of the educational initiative is based on two important considerations, viz. of 'Scale' and 'Exit Policy'. The logic for this is as follows:

- For any intervention to have a significant impact on the ground, it must be carried out on scale. Beginning with a pilot phase, its announced agenda is to address the needs of all the districts of Rajasthan with an escalating pace.
- It is equally important to ensure sustainability of the impact without 'external' support. This includes eliminating the problems associated with committed financial liability by the organisation outside the state announced plan.

The Exit Policy for Team Balika rests on ensuring community ownership of all the initiatives taken by this program. It also lays emphasis on vitalization of SMC, which is an intrinsic component of state managed Elementary Schools.

4.0 About this Report

This study attempts to look at the conceptual framework of Team Balika in the revised national context of 'Right-to-Education Act. 2009. It takes into account the views / perceptions of the existing Team Balika members and analyses their implications for a more comprehensive approach and strategy to ensure the expected outcomes.

The suggestions made in this report are based on distilling out the learnings from some significant National Initiatives with major focus on community ownership, voluntarism and focused monitoring of processes.

Description of the sections

1. Section-1 : Introduction: Organisational history and concept of Team Balika.
2. Section-2: Scale and Quality with speed on the basis of voluntarism : three examples of large scale interventions and learnings from them.
3. Section-3 : TB as an evolving concept : ways of strengthening
4. Section-4 : Emerging Issues
5. Section-5 : Recommendations

Note: The Methodology for this study is annexed.

Also annexed are short notes on –

a. Consultative workshop held with 38 TBs in Pali district,
b. A two day need assessment for TOT workshop with EG functionaries held in Jaipur,
c. 4 case studies from the field

Section-II

Brief Documentation of three large scale projects with voluntarism and exit approach

2.1 PRATHAM

Context

Pratham was founded in Mumbai in 1994 with the goal of getting underprivileged children into schools and learning. Its mission is to ensure "*Every Child in School and Learning Well*". The key principles which have guided the evolution of its programs are –

- generating a societal mission is a necessary means of achieving the broad goal of universal pre-school and primary school education;
- creating an impact on a large scale is essential to bring about a perceptible change; and,
- creating low cost models is critical to ensure sustainability and replicability of interventions.

Following their success in Mumbai the NGO began to expand its work throughout India. At present Pratham reaches out to millions of children living both in rural and urban areas through a range of interventions. Pratham is the largest nongovernmental organisation working to provide quality education to the underprivileged children of India

2007 brought a watershed moment for education in India with the creation of the nationwide "Read India" program. Despite the high intentions of the program there still remained a major roadblock to the implementation because of a lack of teachers. This is where community involvement and volunteer mobilization became critical to the success of the program. Currently its team of full time employees and volunteers work tirelessly to spread education to the most rural of villages. They bring their diverse experiences and perspectives to the organisation and are unified by the common vision of improving the future of our children.

Design and Community Involvement

Pratham believes in a societal mission where citizens come together to ensure that India's children have a better future. The organization is based on a triangular partnership: the government, the corporate sector and most importantly, the citizens. In many cities, the corporate leaders have taken the lead, while the government has responded by opening its schools and sharing its facilities. However, it is the community volunteers, mostly young enthusiastic women from slums, who have come forward in large numbers to help implement the Pratham programs.

Pratham began its work in Mumbai by providing pre-school education to the children in the slums. It worked contrary to the general mindset that space was limited. Pratham felt that an ideal space should not be a pre-condition to providing pre-school education. There was enough space within each community in temples, local offices, people's houses etc. The community came forward to help and also offered these spaces as they saw the benefits for their children. Thus volunteers were recruited from within the communities and trained in early childhood education and encouraged to take classes in any space available in the communities. They were also provided with teaching learning material. Soon, the Pratham Balwadis (Pre-school classes) multiplied and were replicated in various other locations.

When Pratham moved from Mumbai to other states, districts and villages, it catalyzed people in the village, so that village volunteers could work to help children in their village who need learning support. The involvement of the community and the volunteer angle in Pratham has three interlinked dimensions –

1. Make a map, where Pratham staff talks to local people and creates a map with their help.
2. Start with one hamlet or a section of the village, which involves talking to people and eliciting from them information on which child is enrolled in school and who is not. New information about children is generated on the spot when children are asked one by one to read simple text or do basic arithmetic sums. Often parents do not know exactly how much their own child can do. Being participatory this facilitates discussions among community members about possible ways to either improve attendance, or strengthen learning. This is a collective exercise towards possible solutions.
3. Finally a big meeting to which people from all hamlets are invited is conducted, where the results are discussed. Key stakeholders like the head of the panchayat (village government), school teachers and parents are present and productive step wise solution to current problems is designed. Strategies for improving attendance and school functioning and strengthening children's basic learning are discussed. Wherever possible the village education committee is made responsible for follow-ups.

In short, the "village report card" approach attempts to engage people directly on the issue of children and learning. The participatory nature of the assessment is critical to the villagers and helps them to think about next steps, strategies and solutions.

In the Read India campaign, instead of relying on governments to ask for "people's participation", Pratham talks of "people's initiative and governments' participation. The campaign is being implemented in 350 districts (600 in India) across 19 states in the country with the help of thousands of volunteers and the government school system. More than 350,000 volunteers have been mobilized and 400,000 teachers and government officials have been trained, resulting in a significant improvement in the learning levels of the children.

Pratham's survey on education reported in their Annual Status of Education Reports (ASER) which covers over 16,000 households and over 700,000 children between October and November each year in 95% of the rural districts of India is also basically aimed at creating awareness and informing citizens of the learning levels of their children. This too is participatory and is made possible through a massive voluntary effort.

Pratham tries to catalyze people in the village, so that village volunteers can work to help children in their village who need learning support. Mobilization of volunteers is part of a two pronged strategy to increase education standards and spread its learning methods. Firstly, it involves community participation and activism

(of which volunteer mobilization is a crucial aspect), where the community increases efforts to hold teachers of a particular school accountable for the learning of their children while at the same time providing volunteers to aid in the educational process. This process though is limited by the resources of the community, and involves hard work on the ground by the Pratham teams to mobilize community support. Secondly, it exercises pressure on government support that can exert further pressure on teachers to improve learning. Thus by coordinating both the community and the government a mechanism is created to bring about positive change within schools.

Sustainability

The successful expansion of Pratham's work is perhaps because of a whole new way of approaching the education problem in India and a new way of implementing programs to create a national impact. Since Pratham works throughout the country, there is no denying the fact that the most important key to its functioning is its large volunteer base.

Its view is that people should understand their current status and step forward to lend a hand. Pratham can help people to get their village (or hamlet) report card together and once people see the situation they usually come forward to do something to improve children's basic learning levels. The analogy is that: as older brothers and sisters help their younger siblings and there is no question of payment, similarly if young people help children in their own community there is no question of payment. Everyone benefits from the participation of the family and the community. While Pratham offers to demonstrate, train, orient and mentor the volunteers with methods and materials, in the ultimate analysis it takes a whole community to educate our children.

However, this support needs to be structured and systematized for it to be useful. Most parents have not been to school and do not know how to provide active learning support to children, so it is largely the young person in the neighbourhood who is the obvious choice. These volunteers are also products of the same system that they are trying to improve, and their work imparts a feeling that the prospects of their village are being improved. And above all, there is no denying that it helps them establish their own identity in the society, that too as a teacher, the profession carrying a lot of nobility and respect. The initial enthusiasm is soon followed with inputs from the organisation in information and knowledge, and volunteers grow in confidence and experience. They are proud of being known in their areas as the "Pratham people".

However notwithstanding all these positives, volunteers are young people with aspirations of moving forward in life. It is not always easy to convince people to work for free, sometimes taking multiple visits over many days. Rewards – the Pratham experience certificate - represents only a minor reason for why the volunteers value their time working in schools. Very soon it was obvious that they would continue to be interested and motivated in their work as a volunteer if they saw some positive personal gains. Pratham realised that there is clearly a huge need for 'capacity strengthening' and skill development for increasing employability' of thee volunteers. Pratham authorities feel that there should be some way of giving something back to these young people who were coming forward - something that is not money but something that is valuable. Of course there have been instances where in some cases volunteers have moved on to become Pratham full time staff, while some have become Pratham leaders too. However, these have been exceptions.

The Pratham "Education for Education" program was developed with this backdrop. The program was rooted in the idea of value for value exchange: "Shiksha kay badley Shiksha". Within this program – Education for Education (Computers) and Education for Education (English) – the two most widely felt needs from any community - were developed both as an "incentivization" as well as a rewarding mechanism for the volunteers. In the three models of EFE for Computers and English, each center with a cluster of villages is equipped with laptops. The Entrepreneur Instructor (EP), who is a volunteer, in addition to teaching Pratham volunteers *utilises his/her free time to teach local youth for a fee.*

At the end of the cycle the *volunteers receive a joint Intel-Pratham certificate* based on their performance on a standardized exam, and also a laptop.

In the case of EFE (English) a *joint certification is provided by Pratham and NSDC* (National Skill Development Corporation). Volunteers see 'shiksha' and 'skilling' built into their work. It is a win –win situation at its best.

Exit Policy

18 years after its formation, the Pratham movement has become a pan-Indian movement reaching millions of children across 19 states.

Intervention strategies are being upgraded and redesigned all the time to address the educational needs and demands of the community. Programs address a gamut of educational problems – pre-school education, learning support to both in-school and out of school children, mainstreaming of out-of-school children, computer literacy, vocational training for youth and special programs for vulnerable and working children. Books are being written in local languages with reference to the local context. Strategies and programs require change as per the demand of the local situation. Pratham has been sensitive to the demands of the community and has constantly been developing, changing and upgrading its interventions.

Also its interventions have not lost focus on its large volunteer base and their needs and aspirations. Programs have been developed to empower them to take charge of their lives have been carefully planned. This lends sustainability and helps the organisation to move ahead with other initiatives or in other geographical areas. Through it's carefully thought out strategy of involving the community, Pratham has been successful in making them realise their responsibility and taking on the ownership of their childrens education.

Issues and Learnings

1. Like with other major interventions spoken of in this chapter, involving the community and making them partners in the organisations goal, objectives and activities is the key to success of program and its sustainability. Also this may not be a very complicated process, as long as they perceive their own benefit and progress in the long run. It is not difficult to gather support and involve the community, particularly young women. Developing effective two-way communication between the project staff and the community leads to the mutual advantage of both.

2. The forging of effective links between the program and the local community is of critical importance for any development work, and more so in education. Across the country educational development has

witnessed increased involvement of the whole community. However, in order for this to be useful, the program has to ensure that the skills developed will be helpful in practical situations to manage their own affairs, and/or for increase in employability or income levels.

3. The effects of the volunteers work on their families are not hard to ascertain. It can be assumed that the families want their daughters to have some work experience at least, and be engaged in some meaningful work instead of just 'sitting at home'. Thousands of volunteers, mainly women, belonging to the same communities as the children work to implement the interventions at the grassroots. These young women benefit not only in terms of capacity building with regard to additional employable skills like teacher training, managing the local program/ enterprise, communication etc. but most importantly, gain in self awareness, self – confidence. Empowerment of women, especially from economically weaker sections of society and from minority religious groups is perhaps the most significant outcome in the communities in which Pratham intervenes.

4. Volunteers are given respect and accepted in the local community. However, they can be mobilised but only temporarily. From time to time they need training, monitoring, guidance and mentoring. Pratham provided them the support of Teacher Learning Material and books. This certainly ensures more effective implementation of programs. However, what is more critical is that it helps build capacities at the grassroots, and volunteers perceive personal gain in addition to community gain. They continue to remain with the program.

5. Education for Education initiative is rightly aimed at upgrading the skills of the youth and meeting their aspirations.

Limitations and Challenges

Despite all the above stated positives, the issue of money is always the reason behind why many volunteers end their work in a particular school/community. And since the success and sustainability of the program rests on the volunteers, programs for upgrading skill levels and their better utilisation will need to be carefully developed.

Participation of the community and key stakeholders is another critical area. From passive participation which is participation by information and the least participatory, the program needs to move to participation by consultation (where stakeholders provide answers/inputs to questions/problems posed), and participation by collaboration, where stakeholders are actively involved in the decision making process, and is usually a collaborative effort. This leads to joint decision making about what should be achieved and how. They then become equal partners with a significant say in decisions concerning their lives. This makes the entire process slow and costly. Many times the concerned project may not have adequate time or finance to engage, involve, work to come to a consensus and collaborate. Also such a process may be logistically difficult to adopt in large

populated areas. Again, issues of caste, class, religion, gender need to be addressed and included in trying to connect with the community.

In conclusion, it is important to help the community develop a sense of ownership of the program in a way that they feel encouraged and motivated to invest in their child's education. Whatever people don't invest in, they do not value. "If families teach the love of learning, it can make all the difference in the world to their children" – **Richard W. Riley**, Former U. S. Secretary of Education.

2.2 PRAKRITI

Context

Prakriti began its work on gender and development in 1990 in village Lonara in Nagpur district. Guided by Gandhian philosophy, it aims to bring about positive changes in rural society and has campaigned on a mass scale for awareness generation regarding women's issues and status of girl child. The focus of the organization has been on empowering women, particularly rural women to up-scale their social, economic and political status so as to emerge as critical counterparts in the development process. It envisions a society which is family centric characterized by sustainable and equitable development, where women are equal contributors to this process, and views itself as a facilitator in the realisation of this vision.

Prakriti works in 9 districts across States of Maharashtra, Madhya Pradesh and Chhattisgarh, while its head office is based at Village Lonara in Nagpur District of Maharashtra. It works largely on issues of organizing women in formal/informal groups such as Mahila Mandals/ Self-Help Groups; providing them information on their legal rights; identifying and analyzing issues of gender discrimination/violence against women at village level; training and capacity building of rural women; special attention to EWRs to increase their leadership and decision making abilities; and creating gender sensitivity in various groups in the society.

Design and Community Involvement

Shortly after the organization began working on development issues in central India in the early 1990's, it realised that organising women in informal groups, and raising awareness levels regarding their rights was only the surface of work with women. What was required was an insightful understanding into women's problems and provision of meaningful handholding on a continuous basis to women who needed help. Prakriti could at best work as a facilitator in the process of development. The greater need was to create an environment to involve and empower the community to take charge.

Prakriti believed that:

1. There was potential to create a voluntary human resource pool at the grassroots, which could be strengthened and guided to take on responsibilities of development of their respective areas.
2. Getting local people to get interested in local problems creates a human resource base right where they are needed the most.

3. The local field workers if carefully selected and trained are more likely to remain as change agents in the given locales, and are capable of leveraging support and demanding services planned and budgeted for their community.

It systematically worked towards focusing exclusively on the objective of identifying, grooming and placing a trained work force that is willing and committed to take on the chosen tasks for extending community development initiatives. The collectives of women called *"Panchayat Sakhi"* and "*Vikasini*" created by Prakriti at the grassroots, now work voluntarily and independently on issues concerning women at the village level and are examples of successful interventions of community involvement. These are being described here.

The primary objectives for *Vikasini* were to provide a platform to rural women to share their problems freely, impart health, education and legal literacy to the rural women, help the women solve their problems, and to sensitize government functionaries and institutions on how to deal with violence against women. For *Panchayat Sakhi* the objectives were: promote women's leadership in the village. They were looked upon as potential leaders of the village and were expected to maintain vigilance and information about all the developments in the village; participate in gram sabha and mobilisation of others to participate; attempt to contest panchayat elections from reserved and unreserved seats; and, attempt to be part of gram sabha sub-committees.

Selection

Identification of interested community members and their entry was facilitated through regular group meetings. Women, who were willing and able to expend energies in the harsh rural situation, were selected. Selected candidates were literate and atleast school pass outs as the program requirements necessitated this. It was emphasised time and again, that this was purely voluntary, and that no remuneration would be paid. However, there were opportunities for women to learn, experience, share, participate, travel and exchange ideas.

Following several meetings with different groups in rural areas, the so called posts for "*Panchayat Sakhi*" and "*Vikasini*" were advertised through newspapers/posters and word-of-mouth. Emphasis was on the ability, motivation levels and communication proficiencies of the applicants. Candidates were largely from villages, though in some cases they belonged to rural districts or small district towns. The organization emphasised inclusion of candidates who understood caste distinctions and were willing to work with all sections of the community particularly the backward ones.

While the experiment of identifying and capacity building of *Panchayat Sakhi* and *Vikasini* was in progress, Prakriti realised that the availability of the required pool of resources was very limited. Women barely had the opportunities of educating themselves and lacked the confidence and the capacities required for such work.

Prakriti's "Fellowship" thus took birth in this context. Its 18 month "*Fellowship*" program was unique in that it allowed the prospective candidates to get some experience and tutoring for fostering the developmental agendas. Further, once into the project they were provided with opportunities for their self growth and education through exposure to issues of rural development, gender sensitization and planned approaches for addressing real life community problems. Thus it created a cadre of informed and tutored *Fellows*, who remained affiliated to the socio-economic transformation initiatives in the identified areas and whose objectives were to create responsiveness amongst the populations where they worked. And of course the most essential aspect is the creation of employment opportunities that makes it monetarily viable for the rural incumbents.

Sustainability

Unlike conventional education, the interventions in creating a local resource base of *Vikasini, Panchayat Sakhi and Fellows* are an extraordinary effort at promoting experiential learning for women with an aptitude for rural development. Their interactions have brought about changes in the socio-cultural and economic context. Also the beliefs, values and contextual living realities of the villagers have undergone perceptible changes.

All *Fellows* have been absorbed by other development organisations, and are free to move to any location of their choice.

Several *Panchayat Sakhis* have been empowered adequately to contest elections and some have become successful sarpanchs, while others have gained strength, confidence to deal with local issues/problems and are given the respect for providing support to others in their respective villages.

Vikasinis now charge a token fee from women who need help in registering their cases with authorities or information on various other issues concerning women.

More and more adolescent girls and boys approach Prakriti every day, for organising trainings to facilitate them also into becoming the volunteer base. The indirect benefits cannot be translated into words.

Linkages with government

Rarely does the government organise training/sensitisation programs for their officials holding positions at the grassroots. Frequent sensitisation programs are conducted by Prakriti for judiciary, police and other administrative positions to understand experiences, support and responses required towards women in distress. This has facilitated the smooth functioning of many planned and existing measures proposed by the government for the protection of women, such as Helpline, FIR registration, anti dowry and protection against violence acts. The volunteer base carries on the task of ensuring that this continues through constant vigil.

Exit Policy

From the very start, Prakriti believed that the task of development was in the hands of the community. It worked with a strategy towards empowering selected members, hand held and monitored them for some time.

In a well designed strategy Prakriti has created a village level volunteer base, where additional community members are always keen to join in. Together they form a veritable force in their areas, and command respect from all.

This intervention has helped in the formation of unstructured block level platforms, where trained resources from nearby villages meet, talk, and share information on various issues from government schemes, to processes and methods of dealing with problems. Besides empowering these women, the meetings serve a meaningful purpose of providing strength and solidarity. It also provides an increasing focus on development and growth of issues close to Prakriti's goals and vision. Prakriti has a presence still in the villages, but on different issues. At the block level meetings, initially Prakriti provided the direction, though the volunteers do meet and discuss independently now. Prakriti however feels that a different skill is required for such meetings and is currently conceptualizing on how such meetings could be energised.

This intervention has been a process that has continued to bring social workers to learn of development and how it can have long lasting effects in their areas. It has also been instrumental in propelling theirs and others careers in desired directions.

Issues and Learnings

Prakriti has single handedly been responsible for the collation of synergies of a cadre of informed and tutored development workers in nine districts across three states. The program has proved to be the prototype and formula for success in the long term. This indicates that with relevant inputs targeted at capacity building, women carefully selected from the community can be groomed to develop into counselors as well as leaders. They are more likely to remain as change agents in the given locales than planting city bred field workers. Besides getting local people to get interested in local problems, such experiments create a human resource base right where they are needed the most. And of course the most essential aspect is the creation of employment opportunities that makes it monetarily viable for the aspiring rural youth.

These are neither projects nor programs. They are unique as a strategy of Prakriti's program to address issues concerning women. Except for *Fellows* who move on to obtain a regular job, the *Vikasinis and Panchayat Sakhis* are volunteers and are not paid any remuneration –communication and travelling expenses only are taken care by Prakriti. Interventions resulted in building self-confidence; self-reflection; self image, self motivation, (to seek vocational education opportunities); self-esteem; and, interpersonal competencies. Knowledge regarding issues concerning health and nutrition led to girls of marriageable age leading happier healthier lives.

So what is the motivating factor? One, after induction many of them gained strength to fight their own/personal struggles. Being *Vikasinis/Panchayat Sakhis*, gave them an identity – personal and social at village level. This sense of identity, recognition and respect was perceived as an important asset. Status in the family of some of them was recognised and family members perceived them as performing an important role in the community. The family members, who initially opposed their work, are now supportive because of the community association and status enjoyed by them.

Models of *Panchayat Sakhi, Vikasini* are based on voluntarism, where selected volunteers work on internalized motivation. In the absence of any monetary rewards, volunteers perceive and express many levels of satisfaction. Initially, access to increased information sufficed to build self confidence and self esteem arising

out of larger family and community acceptability. However, with increased knowledge and enhanced self confidence, volunteers experienced a mindset transformation and now needed skills to handle real life - personal and family problems.

Program requirements demanded responses from volunteers that would make things happen. Many a times they were expected to adopt administrative, managerial, and supervisory roles involving decision making. Volunteers not only did not shy away from these responsibilities, but expressed interest and enthusiasm in finding solutions and taking the program forward. Though there were no monetary gains, there were adequate provisions built into the program - attending training sessions, frequent orientation gatherings, planned exposure visits, participation in meetings, constant interactions with project staff and other functionaries, sharing in planning ahead, discussions with officials, accompanying community women to block offices, forming a solidarity platform at district level for exchange of ideas and problems, and even the potential of contesting community level elections. These interventions were perceived as satisfying personal interests and leading to upward mobility. Indeed some women obtained assignments with other NGOs, others were called in by government functionaries to help resolve family issues, and some others went on to win panchayat elections and became successful sarpanches.

The lesson here is that voluntarism was significant in initiating involvement, but sustainable voluntary action was ensured by addressing issues of personal growth and mobility. Absence of addressal to personal interests may not sustain voluntarism. In other words, social empowerment of volunteers where specific strategies enable and equip volunteers to acquire assets, skills and knowledge necessary to succeed in life may go a long way in sustaining the voluntarism.

Harnessing the collective strength from within the community is really the way forward to sustainable programming. The model needs to build capacities – beginning with information and knowledge – and leading step by step to increased capacity building. These interventions could be multilevel where capacity building of not just volunteers but also existing functionaries and government institutions could be undertaken in the various phases of implementation. Such efforts would provide the synergy to meet the larger objective of overall development and empowerment of women in general.

Limitations and Challenges

Initial investment in time and energy is necessary to bring about the attitudinal change in men folk of the village. Convince family members, especially male members about the role of *vikasinis* in problem solving in situations of domestic violence was daunting. Convincing community about gender equality was even more challenging and time consuming. Programs such as this need to build in sufficient time and resources for this phase.

A great deal of effort was required to sensitize women about self-esteem, self-respect, dignity, human rights, participation in decision-making, legal provisions, self-reliance etc., as most just accept their status and accept it as their fate.

Obtaining cooperation from government officials is also extremely challenging. However, once the resource pool of women is empowered adequately, the officials learn to cooperate and some are even in constant fear of this collective strength.

The above did not come easily. Time and effort was required to groom this resource base. The greatest limitation here is that since *vikasinis/panchayat sakhis* are model volunteers, they cannot be replaced by any other women.

2.3 SHIKSHA KARMI PROJECT

Context

Shiksha Karmi Project, a unique initiative that was launched in Rajasthan in 1987 with financial assistance from SIDA, was designed to reach out to children in remote rural areas, where the formal primary schools were either non-existent or dysfunctional due to teacher absenteeism. This project was within the larger context of addressing the problem areas and conditions that deter the achievement of the eventual goal, i.e. Universal Primary Education.

The genesis of Shiksha Karmi Project can be traced to the night school experiment by SWRC Tilonia – A pioneer in voluntary action in Rajasthan. On finding that many children of school going age were not in schools but instead working on the farm or the homestead, SWRC set up night schools. A person from the same village with education up to standard-VII or VIII was hired as a teacher. Experts assisted in designing a curriculum that was meaningful and appropriate for the learning group. Training inputs were provided to the teachers. In the process, it was established that children were excited about learning and developing their cognitive skills. An evaluation comparing children from the night schools to those from regular primary schools reported comparable levels of achievement. It is this experiment which forms the basis of the Shiksha Karmi Project.

Local youth with some basic education (Grade-X) in the case of young men and lower in the case of young women were identified trained and provided continuous educational support to teach children in regular schools.

Assumptions

1. There exists significant unmet demand for education, even though the situation differs by caste/class/community/gender and location.

2. If the educational services offered enjoy community support, even 'ordinary' (not having requisite formal qualifications) persons, if given opportunity, training and support can rise to a high level of performance and contribute to social development in a significant manner.

The concept of the Shiksha Karmi is based on a supposition that a change agent, especially in the field of education, can work effectively if he/she belongs to the same locality. The concept is particularly important for remote and backward villages (with non-existent or non-functioning educational facilities) where it is difficult for an outsider to stay or be accepted. In such conditions, educational qualifications appear to be of lesser importance than the teacher's willingness and ability to function as a social worker.

By 2000 A.D. Shikshakarmi Project activities spread to 2697 villages in one 146 blocks, covering all the 32 district in the state. The project catered to 2020000 students including 84000 girls. Students from Shiksharmi schools gained admission to Upper Primary Schools (UPS) and their standards compared favorably with other Government Primary Schools. Approximately 1% of children of Shiksharmi schools were disabled.

The sequencing of the project operated as follows –

- Identification of villages/hamlets where primary schools are non-existent or non-functioning, or where a significant proportion of children are out of school.
- Energising the community to demand a functioning school.
- A Shiksha Karmi school is established after two local residents, preferably one female, with educational qualifications of Class-VIII and V respectively, are with the help of the community, identified and appointed as Shiksha Karmis after specific, intensive training.
- Training for Shiksha Karmis is regarded as a continuous process designed to upgrade qualifications, improving and promoting reaching abilities, reinforcing solidarity among them to act as social activities and providing motivation and support. The training is both pre and post appointment.
- The project evolved a structure of training, support and monitoring by involving Shiksha Karmi Sahyogis (SKS) drawn from both the formal school system and NGOs. In addition, the project has created a category of Mahila Sahyogis (MS), part-time workers, mainly to escort girl students.
- To address the gender imbalance in the appointment of Shiksha Karmis, the project set up Mahila Prashikshan Kendras (residential training schools) for Mahila Shiksha Karmis.

Sustainability

The project design took a number of steps to ensure sustainability –

1. Government of Rajasthan (GoR) recognised the system of the project as highly successful and gave liberal support for its expansion by providing the budgetary support to be extent of 50% of the total cost of the project.
2. The norms led down under SKP regarding opening of schools, appointments of SKS were recognised and no interference was made by the State.
3. Socio-cultural aspect / women in development were taken very seriously. Special efforts were made to induct women SKs through training institutions called 'Mahila Prashikshan Kendras'.
4. Monitoring : An inbuilt monitoring process was developed at the following levels –
    a) Village level monthly review by SKs.
    b) Block level monthly, two days review and planning meeting.
    c) Quarterly reviews at the regional headquarters by Resource Units and SKs.
    d) State level quarterly monitoring through Executive Council.
    e) Annual state level monitoring through Governing Council.

It was envisaged in the project document that IDS shall undertake various studies and evaluation of the project. Sandhan also carried out certain studies. The studies identified weaknesses in the program and ways of redressal. Studies were also given to external agencies for cross checking and strengthening the areas which needed support.

Strengths

Three major principles appear as basic strengths of this project –

1. Autonomy and linkage of implementing structure.
2. Limited claims and demonstration of results; consolidation before diversification and expansion.
3. Collaborative model regular review and planning.

Autonomy and linkage: Shiksha Karmi Board

Historically Shiksha Karmi concept was evolved in Social Work and Research Centre, Tilonia – A voluntary body which placed high value on eliciting and nurturing human potential. The protective as well as supportive

environment in Tilonia facilitated the actualization of an innovative concept. Transplantation of this idea in the prevailing system was necessary for a larger impact of the newly evolved problem solving strategy. But, it presented serious problems. The well defined Government System with its rules and procedures could not possibly accord a climate receptive and conducive for the growth of a new idea.

Shiksha Karmi concept offered an innovative route to solve the basic problem of remote dysfunctional formal schools through non-formalization of the basic qualifications (Certification) required for Primary School Teacher. It dealt with the formal schools in a non-formal style, and such a programme could not fit into any niche of the existing system.

The project, therefore, needed an implementing structure which could at one level be insulated from the Government style of decision making and at another level was own by the government and give it the power and legitimacy to intervene in delivery system. The creation of an Autonomous body 'Shiksha Karmi Board' to manage the project can be seen as a basic insight which gave the space and stability to the project. SKP was not the same system nor was it a parallel or 'outside' system. This was a unique design to ensure innovation to be carried out within the main stream government system.

Limited claims and demonstration of results

A significant feature of the functioning of SKP was its cautious, non-radical strategy for 'change' in the system. The project handling valued eliciting and maintaining people's approval as a non-negotiable component, and for this, a systematic policy of **taking on one battle at a time** was followed. Looking back over the span of nine years, a clear pattern that emerged was that SKP never projected an image of a crusader for change – rather, it demonstrated its identity essentially as a problem-solving project. The problem identification process was also humble and gradual in practice though in the Project Proposal, it was far more daring and demanding. The ground level wisdom reflected in project management was not to raise high expectations at any point of time. The first challenge was essentially to demonstrate that a dysfunctional school can begin functioning through local youth, who can become acceptable teachers. No attempt to change the curriculum, books or calendar was made. The policy throughout has been one of consolidation before expansion and diversification.

Collaborative Model

SKP design (1987) highlighted the need to recognise the contribution of close to ground actors for innovations and local mobilisation, Government network and machinery to assure sustainability and scaled management, and academics to facilitate systematic training, informed mid-term correction and revisions in planning. These three sets of actors converging their knowledge and skills for a common objective, it was assumed, could provide basic strength for any intervention for social change - educational access of village children being one

such major challenge. This assumption proved to be well founded. A three fold linkage of this kind at all levels of project implementation, assured the project an overall balance in decision making. Given this broad collaborative agreement, the roles of all these actors underwent shifts over the years with the expansion of SK units and emerging demands from the people. Broadly, the collaborative model kept its essential form.

Issues and learnings

The extra ordinary success of the project from 1987 to 2000, generated enthusiasm and hope in the people. But, some cracks also started showing up more specifically in the collaborative mode and in Trainings, which were the backbone of the project. The situation reaffirmed a common realization that innovations when fed into a ruled governed system get ritualized by the sheer dominance of the larger system. Over the years the very strength of SKP, i.e. non-diversification, became its weakest point, turning the project into a beaurocracticaly managed programme. The energy that was generated in trainings, meetings and reviews in the earlier five years gradually sank low, became mechanical and over powered by issues relating to TA / DA, record keeping and inspectoral attitudes.

The problem solving supportive management system of SKP, over the years acquired the character of any other government department relying on 'written word' as against sensitive perception of reality. The withdrawal of the SIDA support in 2000 AD, appropriation of credits by government officers for the success and failures being allocated to NGO weaknesses - all this led to the finishing of the project. It would have been much better if the project announced its own conclusion and designed a follow-up system with the same energy as it had in its inception.

2.4 Insights from the above initiatives

Criteria	Shiksha Karmi	Prakriti	Pratham	Educate Girls
Quality	Residential Trainings, spread over for 8 years	Work in unreached areas with unreached populations. Qualitative residential training, regular inputs and monitoring.	Qualitative Training and constant monitoring.	Individual handholding, at village level, monthly cluster meetings, block level reviews.
Scale	Across all districts of Rajasthan.	From grassroots to government officials in 9 districts across 3 states.	From one city to national/international	1044 Team Balikas scaling to 5000; 2 districts, Rajasthan
Unique Design: Innovation	Innovative way to solve problems of remote dysfunctional schools. Setting up Shiksha Karmi Board and regularizing volunteers.	Innovative method of creating a permanent, trained resource pool at grassroots. Development of women empowerment strategies- Panchayat	Constant innovation responding to changing needs of community. Innovation: annual Status of Education Report updated annually	Recruitment Strategy**:** Newspaper ads, Help Desk, Outreach, FC word of mouth, Wall

		Sakhi, Vikasini, Fellow		paintings 12 days training; CLT and LSE kits; School assessment chart
Community Base and Voluntarism	Volunteers identified from community, trained for 8 years, Minimum salary to increase and after 8 years regularized. Self growth, training Monitoring.	Work in challenging areas. Self growth and employment opportunities.	Exciting short duration of stay. Girls/ boys work together. Some join in as functionaries. Others have opportunities for self growth, training,employment.	Village level volunteers (Team Balika) : Non financial compensation: bags, badges and certificates

Section-III

Team Balika: an Evolving Concept: How to strengthen this

Team Balika (TB) as mentioned earlier is a cadre of volunteers from the community who are trained to work as change agents for girl education. It emerges from the work of EG that at present:

- Schools are teacher centric and do not promote activity based learning, and,
- An alternative approach is required to improve learning levels and ensure retention.

Team Balikas are therefore village based volunteers who work in schools and the community to create awareness about girls' education as well as to improve quality of education. They have a long term commitment to girls' education based on capacity building, branding, relationship building, motivation and value addition.

This section traces the past efforts made in developing this human resource and the changes made in their nomenclature, roles and expectations.

3.1 Location

EG began in 2006 with the concept of Shiksha Prerak (literally meaning: education mobiliser). These were students between 18 -25 years of age, identified by EG in villages which were difficult to reach and where other resources were not available. The underlying motto for this group of volunteers was: "My village, My Problem and My Solution ". Since the identified volunteers were located only in difficult villages, their numbers also were limited. However, the challenges of identifying and enrolling out of school girls soon made locating a volunteer in ***every*** village essential, and EG worked towards this strategy.

Nonetheless, in the district of Pali, EG experimented with a volunteer only at panchayat level, but soon realised that Shiksha Preraks found it time consuming to work in 2-3 villages of the panchayat they were in charge of. Additionally, travel to schools in two or more villages was also easier said than done. It was felt that it was certainly more advantageous and practical to locate such a resource at the village level for meeting their objectives. So EG turned full circle and has now gone back to the strategy of a Shiksha Prerak in every village in the District of Jalore.

Changes made in strategy as per felt needs at ground level.

a. From functioning at Panchayat level to functioning at Village level.

3.2. Honorarium

EG made provisions for an Honorarium of Rs 500/- to Team Balikas at village level and Rs 1500/- to Balikas at Panchayat level (as they covered more than one village), for three months. Currently, EG does not provide for any honorarium to Team Balikas.

Changes made in strategy as per felt needs at the ground level.

a. No honorarium paid now – based solely on voluntarism.

3.3 Naming

A year ago, Shiksha Preraks were rechristened "Team Balika". This was inspired by the successful campaign for change by Team Anna.

Changes made:

a. Renaming of volunteer force at the grassroots.

3.4 Selection Criteria

EG set certain criteria for the selection of the volunteers. They mainly emphasised selection of outstanding young women: preferably daughters –in- law of the village who were 18+ and had studied atleast till class 12; these girls were local and therefore permanent. Other criteria were commitment to the cause of girls' education, with leadership and communication skills; willingness to come for training; and a passion for change within their communities. The selected group was to work as champions and change makers, and lifelong leaders who would continue to spread this movement across rural India.

Changes made in strategy

a. Men also included as Team Balikas, wherever women volunteers were difficult to identify.

b. More daughters included as daughters in law had little time away from family responsibilities.

3.5 Selection and Recruitment

Effort in selection and recruitment was aimed at hiring the best available human resource at the grassroots level. It usually began with a meeting at the community level where representatives from EG made the

program public, and talked about how the program plans dealing with the issue of girl education. This unveiling was followed by advertisements in local papers, bulk SMS/phone calls to SMC members, teachers, alumni of the Shiksha Prerak program, DIET trainers, PRIs, SSAs, natural leaders regarding hiring of an appropriate person as a volunteer.

Additionally, information about the program was also given to Anganwadi workers, who through their network collected resumes of interested individuals, which were later discussed in an open and transparent fashion at the panchayat level. Subsequently, a selection committee headed by Field Coordinator (FC) along with any two of PRI/HT/teachers/head of SMC made the recommendations.

Changes made:

a. Interviews are currently held at village level and information about appointments made at local level. This was necessitated as the experience indicated that many volunteers filled out the formats, but failed to show up later.

3.6 Team Balika: The Volunteer

3.6.1 Roles and Responsibilities

The roles and responsibilities expected of the volunteer Team Balika (TB) could be categorised under three major heads:

a. *Increase and ensure 100% enrolment* : Here TB is required to map the village and identify out of school girls, validate these with the government lists, contact parents / guardians / teachers / community, other children / social leaders to exert social pressure on enrolment. In her role to increase enrolment she may also have to organise small meetings at community level (Mohalla or gram Shiksha sabhas), to identify power sources, and also create a knowledge bank as a preparation for any questions raised by the community.

b. *Ensure Retention:* Under this role, the responsibility of TB shifts largely from the community to the school. Retention is dependent on increase in learning levels of children and improved quality of teaching. TB works closely with SMC/SIP, maintains contact with SMC members, understands the linkage between SMC and Panchayat, and provides support in the selection process. Additionally at the school level, TB encourages use of CLT and other creative techniques by teachers to make learning joyful. CLT techniques are aimed at classroom processes, which are girl friendly and child centric. The emphasis is on accelerated learning methods so that children can learn quickly and enjoy the process of learning. EG through TB has worked two ways: identify and train a community member (TB) on the use of CLT, and introduce and provide a CLT kit in every school in the district.

c. *Community Ownership:* As a change agent TB ensures involvement of the community with the school with the objective of the community taking ownership. Additionally, TB is aware of the many activities

of SSA and other agencies working towards similar objectives, interacts with the officials, and participates in the slogan writing and awareness activities.

3.6.2 Training

In order to achieve the project objectives, EG adopted various intervention strategies. Its training program therefore includes many components.

Specific trainings are designed by EG to facilitate TBs to perform their various roles – in school, community and other stakeholders. The duration of these trainings is 12 days and the details are as follows:

a. A two day Orientation to organization with concept of Team Balika conducted at Block Level: Issues discussed here include:

- Team Balika Objectives and Strategy;
- Role of Team Balika;
- Importance of Girls Education and Challenges;
- Trends in Education;
- Community Mobilisation

b. A three day CLT training at Block Level. Issues taken up include:

- Understanding SMC and work processes;
- RTE; SMC;
- Understanding Enrolment ;
- Formation of Bal Sabhas and its activities; Quality of education and school. Organize and conduct Bal Sabhas (children's parliament) and Life Skills for girl children. The objective of a Bal Sabha (Children's Parliament) is to encourage child participation in matters relevant to their growth and development, not only as individuals but also as a group, which aspires towards a better and happier society.
- CLT and its development of creative skills. Training largely on the use of Creative Learning and Teaching (CLT) lasts about 3 days. Thereafter, they make daily visits to the school, to handhold teachers on the use of CLT. Their presence works as a pressure tool, and they continue to champion the cause of girls 'education at the village and school level.

c. A one day Community Mobilisation and Life Skills Training again at the Block level. One of the first steps toward community involvement is the formation of village forums called Gram Shiksha Sabha (GSS). These meetings are organized to sensitize communities on the issue of girls' education and to help the process of community interaction with the schools towards strengthening the process of education.

d. A one day training relating to SMC: at Block Level. Interaction with the schools towards strengthening the process of education. The action plans focus on the following issues according to needs of the schools: Toilets, Drinking water facilities, Computer sets' Electricity, Tree plantation in the school compound; Mid Day Meals, Enrolment for never enrolled and drop out girls in the Bridge Course Camps, boundary walls, and more teachers for single teacher schools.

e. Review Meetings: Block Level: 5 days

f. Additionally, there are plans for Focus Group Discussions, Feedback Meetings and Meetings with Visitors.

3.6.3 Time Commitment expected

EG program expects a total time commitment of 25 hours per week from each TB. The distribution of their time spent on different aspects of their work is as follows:

1. Implementing CLT : 6 hours/school/week
2. Supporting Life Skills Training : 2 hours/school/week
3. Supporting SMCs in SIPs : 2 hours/school/week
4. Visits and maintaining records : 2 hours/school per week

3.6.4 Monitoring and Handholding

Detailed plans have been worked out for monitoring the work of these volunteers. While the Block Officers (BOs) are the monitoring authority for this entire process, the role of the Field Coordinator (FC) is crucial as he/she is indirect contact with the TB. While the TB is required to maintain a daily log of activities undertaken by her, there is provision for: regular visits by FC at cluster and panchayat level; monthly meetings in village; and post test - training of trainers.

3.6.5 Identity, Appreciations, Relationship Building

Besides a letter of introduction from EG to the school, Team Balikas are provided Notebooks, Bags, Caps, Stationery, ID, and Umbrellas as proof of their association with EG.

In addition, to increase involvement and motivation there is a system of giving away appreciation letters, awards, certificates, reference and recommendation letters to deserving TBs.

The Help Desk of EG works to address and resolve any issue that TB may wish to communicate. Opportunities are provided also in Annual meetings, open house meets, or in interactions with other staff to address and appreciate work done by TBs. To add a personal touch the Help Desk sends out a personal birthday wish, and is in touch with TBs through phone calls and SMSs.

3.6.6 Sustainability

- At the school level, sustainability is ensured through trained teachers
- At the village level, sustainability is ensured through community mobilisation and the peer network

3.7 Emerging Issues

Team Balikas are grade 12+ young women volunteers, with an interest in pursuing the task of getting girls from their community into school. Their roles and responsibilities have evolved from a limited objective to mobilise the parents into enrolling their girls in school to retention and also community ownership. Emphasizing strong parental and community participation as the key to getting girls back into school is the first step, however, improving the quality of education by providing relevant inputs in schools to focus on creative life and work skills, involving other stake holders in the education process, and creating a support system is a step towards sustainability.

There have been a number of value additions through EG interventions. For one, the program has resulted in tremendous confidence building in the volunteers engaged in the program. Opportunity to move outside the house and exposure to school activities, school related personnel and most importantly the children have sharpened the skills in interpersonal relationships and communication. The confidence of dealing with the Headmaster, SMC members, parents , other stakeholders; participation in group discussions, collection of field information , its organisation, writing, speaking are skills acquired through this intervention. Together with the aforesaid is the community approval and the respect gained in being engaged in social objectives.

It thus emerges that TB is not a static concept, but is one being continuously refined, and defined by place and work load.

However, one major concern faced by EG is the exit policy and program sustainability. This rests on strengthening the volunteer base and building community ownership. New strategies therefore would need to be developed for these evolving expectations.

The key concerns which emerged in discussions held over two different periods in time and with different individuals in the program indicated the following areas which may require strengthening to enable EG make a successful exit policy.

These are –

1. Volunteer (TB) motivation
2. TB Training
3. Management Issues
4. TB Future growth and special inputs.

These are discussed in the next section.

Section-IV

Findings & Recommended Action Framework

Education scenario has changed substantially over the last four years. The Right-to-Education Act 2009 makes the State fully accountable for its operational status. Given the enormity of the task, it has become imperative for the state to enter into partnership with civil society. This partnership has to be seen as 'additionality' to the existing management system designed by the state.

In this context, two sets of facilitating initiatives have been envisioned by the state and civil society jointly. First, the setting up of National Council of Protection of Child Rights, together with simultaneous State Councils to ensure that every child (which includes marginalised groups – specifically girls) has access to her / his rights. This would mean people's pressure groups and 'Jan Sunwai' to be strengthened and supported.

Second, offer by civil society to contribute positively in operationalization of RTE by providing "additional" inputs to the efforts undertaken by SSA. Educating Girls initiative with Team Balika innovative model falls in the second category.

Team Balika concept encapsulates four sound assumptions –

1. Girls Education needs community support as a basic non-negotiable principle.
2. It is best to have a facilitator, preferably a woman, in each village / panchayats to reach the unreached.
3. Projects require team work with voluntarism as an inbuilt, bridging thread.
4. Acceptability / linkage with the state government.

Almost all significant development projects that have made a dent in the country have recorded an acceptance of community base as the core strength for social initiatives. Women's active role as change-agents and decentralised action-plan have also been the converging strategies, almost unanimously accepted. (TB to link with local women's groups organised by sensitive community based initiatives in the same area.) Autonomy in some respects and linkage with the state government, gives it a framework of desirability and feasibility. These are the core strengths of Team Balika design. Girls' education in remote areas, for marginalised sections of society, requires strong government support. Given the constitutional mandate in place, any project design for universalising girls' education must weave this support in its very design. The fact that Educate Girls does not set up fresh schools outside the system but works with the existent services (dysfunctional though!) is another strength of the strategic planning.

While conceptually this approach is resting on sound principles, the situation on the ground points to the need for revisioning of specific objectives and redesigning of strategies. Following suggestions are being put together as possible steps for strengthening the approach –

4.1 Recruitment and Initiation

Selection and mentoring of volunteers needs to be in a more focused framework of an ongoing win-win relationship.

The FGD revealed that the present set of volunteers found the initial few months very encouraging because –

1. They got an opportunity to step out of their limited set up.
2. There was something new which they **found** interesting.
3. There was community acceptability, respectability.
4. Most importantly, their self-esteem was enhanced.

However, after the initial few months, their motivation was not found to be so strong. Their visits to schools rested on 'convenience'. They became sporadic, low in priority and not planned in a systematic way.

This raises two issues –

- With what hopes do the members of Team Balika join the program?
- Which candidates perform better than the others?

Taking the second question first, we found that students engaged in their BA studies privately, were the most active members. Among them girls showed greater sincerity of purpose. Boys tended to be more impatient / restless. Daughters-in-law of the village were unfortunately too saddled with their family duties and problems and therefore unable to enjoy the new role offered by EG.

Our suggested strategy for **recruitment** therefore is –

- Sharing EG program in Gram Sabha
- Announcement of the strategy for recruitment:
    - Girls above 18 years
    - Studying or wishing to educate themselves further
    - Enthusiastic and having high energy levels
    - Communication skills
    - Healthy
    - Family support
    -

- Open interviews: clear statement on:
    - work would contribute to their job prospects or earning capacity in future
    - specific inputs by EG (maybe computer skills, English speaking classes, training, etc)
- Participation in residential training program. Field work as part of training. Minimum three days (1+1+1= theory, action and analysis and understanding).
- First priority should be given to a girl, who is in the process of educating herself for graduation. Even an 18+ girl who is 12th pass and wants to study further should be encouraged to join this program.
- Second priority to a boy who is keen on learning and enhancing his CV.
- Lastly, an enthusiastic 'Bahu' could be considered who has good health and not very small children.

The Key Criteria to be: selection of those who are learners themselves

4.2 Volunteer (TB) motivation

Volunteering gives one an opportunity to change people's lives, including your own. It provides the satisfaction of playing a role in someone else's life, helping people who may not be able to help themselves. Volunteering is a way of giving back to your community while developing important social skills, and gaining valuable work experience. However, to ensure sufficient depth, the reasons and goals that motivate volunteers or personal motivations need to be determined. TBs expressed satisfaction and felt sufficiently motivated initially, but motivation levels dropped after a while. **Interest and motivation remain sustained when volunteers perceive some advantage and opportunities for self growth.** Social skills and community service for furthering the cause of girl child education is short-lived. This transient phase will be prolonged and strengthened only if EG plans special inputs focused on volunteer personal growth. Suggested recommendation is for EG to initiate English speaking, Computers and assistance/guidance in hard spots in the subjects volunteers are studying. These inputs would provide sufficient impetus and fill in the motivation gaps.

Some steps have already been initiated by EG in this direction. We are informed that EG officials plan visiting Bangalore based Head Held High – an organisation setting up rural BPOs - working with the most vulnerable people in rural India - and empowering them through training, and enabling them through livelihood to live a life with dignity. This learning on how to create a skilled talent pool in the villages and catalyzing their energy for others will certainly guide EG to make a difference in the lives of their volunteers. (We can refer to the interventions made by Prakriti – outlined in Section 2 – on how volunteers have been trained to become a local resource pool to provide support to their village women and have assisted Prakriti to exit and move on).

Key step here is: provision of special inputs for volunteer's personal growth.

4.3 TB Training and Capacity Building of facilitators

Currently the 12 day trainings are non residential. Therefore, effectively, it becomes 4 hours a day in three lots. These are seen to be inadequate when juxtaposed to the task that the TB is expected to perform.

As far as CLT is concerned this is the most tangible of the overall expectations. This training is seen as focused and result oriented. The other few areas are as follows:

a. *Ensure 100% enrolment*: This requires mapping of out of school girls, contact with parents and organising small meetings at the community level. It also requires sufficient knowledge to questions raised by the community. While this appears to be a difficult task in the present scenario it has become easier because almost all parents want their girls to be educated if the schools actually deliver education. Hence this initiation can be done in two days.

b. *Ensure retention*: This is one of the trickiest tasks. It can be done only if the teachers actually teach and the school functions regularly. We recommend that TB should focus on regular visits to the school and ensure transparency of functioning. If there are regular visits to the school by a community representative, i.e TB, there will be pressure to abide by the rules laid down by the government. Since all the schools are state run schools there is inbuilt pressure to adhere to their assigned roles. TB need not intervene in the scholastic domain for which she is not amply qualified. She should focus more on co scholastic areas (as per NCF 2005). Trainings should focus on equipping her for this role. All TBs would be good at doing something – games, drawing, theater, singing or dancing. It may be a worthwhile to identify such qualities in a TB and let this be her supportive role in the school. This may also provide the necessary motivation.

The co-scholastic domains in their trainings could be a very valuable addition to their role in the schools, going beyond basic literacy and numeracy. Certain aspects of Life Skills, more specifically Reflective Skills and Negotiating Skills could be dealt with by Team Balika in the school through innovative ways of transacting 'stories' – a classical way of improving quality of education recognized by the Indian Intellectual Tradition (*Panchtantra* Stories and their allegorical implications). Here we could use Rajasthani folk tales compiled by Shri Vijaydan Detha, which are very appropriate for their settings. These processes could be included in the training of Team Balikas, together with the use of CLT.

Again, if one were to go through the roles and responsibilities, a 12 day, which effectively is 4 hours x 12 days= 48 hours of training in all seems inadequate. Formation of Bal Sabhas, for example, is a process oriented assignment, and may require even four meetings. There are many possibilities for training – some of which emerged in the two day discussions with EG functionaries and are being spelt out here.

a. Exposure of TBs for capacity building to other similar volunteer programs

b. In the district of Pali, the Research Team was given to understand that there is a system by which schools are graded on criteria relevant to EG. It may be worthwhile to expose TBs from schools graded higher provide inputs to schools not graded so high, and TBs from lower graded schools exposed to schools graded higher.

c. The roles and responsibilities of TB are vast, while capacities remain limited. One of the responsibilities of a TB is to interact with SMC members, for which she must have information on its formation, functioning, meetings, relationships with school/community and what one needs to do in case some member decides not to participate at all. EG must make provisions for TB to co-opt assistance and help from others who are knowledgeable, for example a person who has information on government schemes, communicates this. TB therefore needs to be equipped with the confidence to take help from a knowledgeable source.

d. Our overall suggestion for revising Team Balika role is that we need to enlarge the notion of Creative Learning Techniques which would help them work in the schools in an easier and enjoyable manner. For this work the *compensation would not be in money but by responding to their felt-needs.* **Once they find that their work as a volunteer actually helps them grow personally, benefits their future, their motivation will be sustained**.

4.4 Management Issues

The question here is how does one combine voluntarism and management?

A Block Officer for example manages more than a 150 villages (technically 150 TBs, since each village has one TB). Data has to be maintained, updated. Monitoring visits planned and executed. Decisions made on recruitment and other HR issues. Trainings organised and conducted. Here a review planning meeting becomes a self corrective management system**. However, to make this an effective management tool, the technique of how to review and how to plan must be taught**. Space for such training will need to be created not only for TBs but also for a constant upgradation of functionaries. Additionally this must be made part of HR policy.

Technology: Technology can provide a supportive role in monitoring and supervision, updating and tracking. *There is already a move on the acquisition and distribution of high end android phones working through GPRS. "Lion Bridge"-global leaders in this macro initiative would be field testing this*. A number of management issues would stand resolved – reporting, problem solving, information sharing, films, and projections.

4.5 Team Building and Future Growth of TBs

a. It would be important to break the isolation of the volunteers by having **collective review and planning** once a month, involving at least 15-20 volunteers. Together with reflecting skills this would lead to practice in planning and articulation. This meeting could simultaneously be a capacity building exercise of the members, together with building a team in a real sense. The entire process would help in building solidarity; generate personal and social energy.

   This get-together can become meaningful for the participants if they get help in their personal growth.

   Suggestions from participants on some inputs were:

   (i) Computer training.

   (ii) English speaking.

   (iii) Help in course-based hard spots for their BA examination.

   (iv) Personality Development: Presentation and communication skills, preparation for interview, self improvement.

b. Increase community involvement: When TB visits the school on special occasions/functions she asks another community member to accompany her.

c. Provide assistance in establishing contact with SSA officials, who could do the handholding and be instrumental in providing support on many issues like getting SMC members together on certain dates and in certain numbers. This will endow TB with confidence, and the success will provide the desired motivation.

d. TB could record the positive changes made in school as a result of he inputs– a kind of a before – after – record of pictures, photographs, quotes etc. This could be discussed in review meetings, acknowledged publically.

e. A large chunk of TBs time is spent in school; hence if an appreciation letter is provided by the HM it may be more valuable. This letter could be given on an important day, such as 15th August, publically to have the desired effect.

f. Organise a soft get together of other individuals, organizations for information sharing for a cumulative impact on a quarterly basis. This could be promoted by SSA.

g. Solidarity and team building meeting to be held regularly for TBs and functionaries.

4.6 Going on scale with Exit policy

Report on exit policy is awaited. It has been planned that there will be no total exit. A problem solving unit will remain in the district, which will work towards formation of a federation.

This point needs to be deliberated upon with care. The goal for the project is to respond to the maximum clientele with utmost speed, with an assurance of quality in education for all girls.

This is a tall order by any standard – And yet it is feasible if we see it in the RTE framework. Running the school is a responsibility of the state government. Its inefficiency has continued because of 'insulation' from public gaze. If Team Balikas main work is redefined as –

(i) Taking a local partner from the community to accompany for visit to schools: Many advantages of adopting this strategy - sense of security, greater acceptability by family, and most importantly facilitating replacement when main Team Balikas decide to move on.

(ii) Making their visits joyful: investment in teaching through theater, plays, and games instead of honorarium would lend greater sustainability.

(iii) Build community ownership of the school gradually.

(iv) Demonstrate / support school's performance in Panchayat meetings: Build on interface with SMCs and linkages with district functionaries.

With these steps, it would be possible to exit without leaving a vacuum.

4.7 Recommended Training Schedule for Team Balika

Team Balika initiative has two sets of functionaries –

- Management group which include Trainers for Field Volunteers. This group is seen as 'professionals' who are salaried. They form the core team, which is expected to understand the program well and can train new entrants. This team is experienced.
- Field level volunteers, who facilitate ground level interventions in the community and schools which finally contributes towards sustainability of the program in the larger framework of exit-policy.

  The requirement for training is at both levels – And this is being designed in a comprehensive manner. It is a working assumption that the trainers will get steadily strengthened by actually conducting the training of volunteers. The maxim is that "the chief beneficiary in any teaching-learning transaction is the teacher".

- As a basic model, there has to be a neat training module which is focused and resource-effective. The following schedule is suggested for ensuring optimum outcomes in a limited time.

A four day residential training schedule for trainers, which includes three days training of Volunteers. The first day, would be exclusively for generating conceptual clarity and core understanding of the programme-strategy. It would aim at the trainers internalizing the logic for engaging voluntary field workers as envisaged in Team Balika. It would also help in a clear focus on the role of Team Balika, within a framework of voluntarism.

For Trainers: Orientation

- Conceptual framework of Team Balika.
- Understanding Voluntarism and 'communication'.
- English: Basic skills in speaking and understanding: An incentive for Team Balika for upgrading their personality-development and better future.

From the second day, the trainers will strengthen their own understanding by actually transacting the training to field facilitators (TB).

The suggested design of session is the following –

I.

1. Role of Team Balika.
2. 100% enrollment, what does it entail.
3. Retention: non-negotiable is a well functioning school.
4. For ensuring that the school runs well, visits and choosing a companion/

II.

1. Quality Education: Curricular and co-curricular. Children must get into excitement of learning.
2. Stories, role-plays and games.
3. Bal Sabha.
4. Use of CLT.
5. SMC
6. What could be problematic issues? Problem solving (Schedule attached).

Annexure-I

Methodology

The study adopted the following methodology. The Workplan with Timelines was shared with and approved by the Project incharge.

Step-1 : Selection of the Research Team: consisted of 5 team members :
Lead researcher, office assistant (both based in Jaipur), two field researchers at Bali and Team Director also in Jaipur.

Step-2 : Desk review of documents provided by EG :
EG provided the team with copies of their contract with TORs, Report on EG detailing their history, process, impact, and sustainability, roll out plan, and their Team, and Financials. These along with the website was studied by the lead Researcher and the Team Director. Some reports of the meetings and trainings held were also read. All this gave adequate information on the project, its goal, activities and strategy, and formed the background of what was planned.

Step-3 : Study of three large scale projects designed on voluntarism with exit approach were studied and brief reports made on their intervention and exit policies: All three are current projects. These were: Pratham – a national level program in the area of primary education; Shiksha Karmi Project vitalizing dysfunctional schools in Rajasthan since 1987; and Prakriti a program for empowerment of women aimed at developing local human resources- active since 1990 in nine districts across three states. Comparative details of these three projects which included their strategy, selection of volunteers, training, and exit was prepared and is included in this report.

Step-4 : A two day preliminary visit to project area for meeting with project functionaries was undertaken by Team Director and Lead Researcher (Nov. 6-7, 2012). During this visit the team met most of the EG project functionaries in their office in Bali. List of people met is attached. Additionally, the two field researchers were contacted and their assignments were explained to them. They attended Review Meetings, Gram Shiksha Sabha meeting and prepared reports on the same. In addition they were requested to prepare four (4) case studies, which are attached to this report.

During this visit, the Program Manager was requested to call in a few Team Balikas to the office for a general discussion. About nine Team Balikas came. The team had an informal discussion with each of them. The project functionaries were also present during this discussion. This gave an insight into not only how Team Balikas perceived their role in the project but also how they functioned, their family environment, problems, aspirations, needs. A list of the names of Team Balikas who participated in this meeting is attached.

Step-5: A consultative workshop and FGDs was conducted as next step on Dec. 16-17, 2012 with approx 40 Team Balikas, for understanding and participatory visioning. EG staff arranged this meeting at Nimbeshwar a little distance away from Bali. About 38 Team Balikas were present, representing almost all the blocks of Pali Distt. (Names of all those who participated is attached.

After brief introductions, the Team Director explained the purpose of the meeting and the process that was to be adopted. Team Balikas were divided into 5 groups – each with a facilitator. The small groups now had 5-6 members and everyone had an opportunity to express his/her thoughts. Basically the questions were designed for them to reflect on:

- What is that one thing that they find most elevating / interesting in their work?
- What are the strengths of this program?
- If they were given a chance to change things what would be that one thing that they would change?
- What help do they think they need in strengthening their work, where would this be available from?

After an hour and a half of discussions, the Team Balikas reassembled in the big group and each subgroup chose a leader to present the main issues discussed. These were facilitated by the Team Director and noted on the board for all.

Step-6: Analysis and culling out broad patterns emerging from workshop. A draft report was prepared on the basis of responses obtained from Team Balikas and project functionaries. The Team Director also met and discussed with various other individuals and experts associated with the program. Inputs thus received were included in the draft report on Findings and Recommendations.

Step-7: Case studies from the field were documented to provide insight into action at field level. These are attached.

Step-8: Sharing Draft Findings and Recommendations with Project Leaders

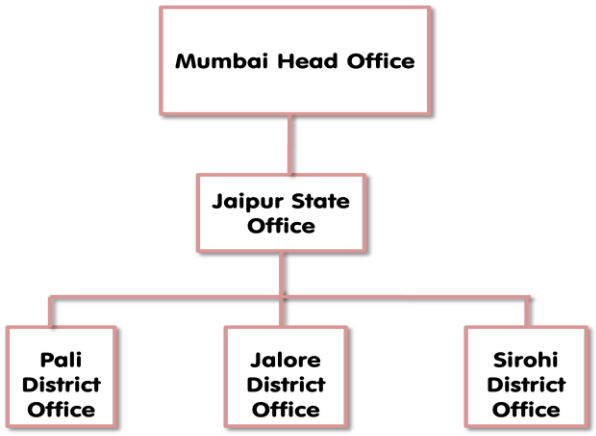
In a meeting with Chief Operating Officer, Mr Devendra Shukla and Ms Swati State Program Manager, the draft report on major findings and recommendations were discussed. While he was in agreement with the findings, he suggested that he would like to share it with other persons in the organisation and wait for their response. Subsequently, the Draft Report on Findings and Recommendations along with an outline of the Final Report was sent to him.

Step-9: Comments from Ms Safeena were received and appropriate corrections made in the draft report.

Step-10: A two day need assessment for TOT was organised for the functionaries of EG in Jaipur. 15 functionaries attended the workshop. At the end of two days the consensus was that a two part Manual be prepared in which Part 1 would consist of training on skills for all functionaries (communication, motivation, planning and problem solving), while Part 2 would on understanding Team Balika Concept, its role and responsibilities. The design of the module would be such that any section could be pulled out as per the need.

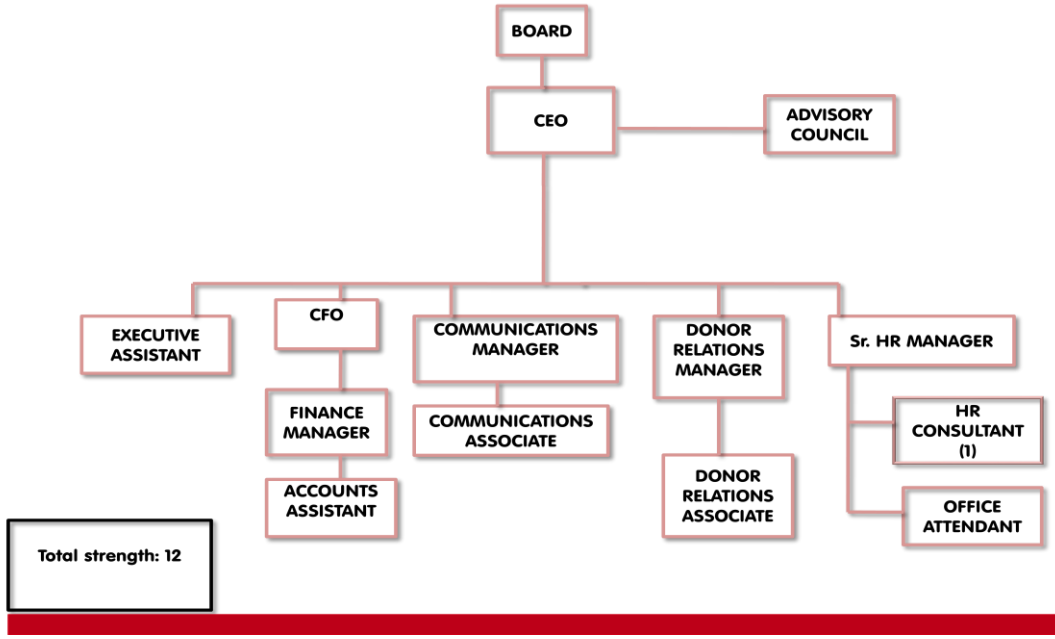
Step-11: A Final Report prepared and Module developed.

EG Overall Organogram 2013

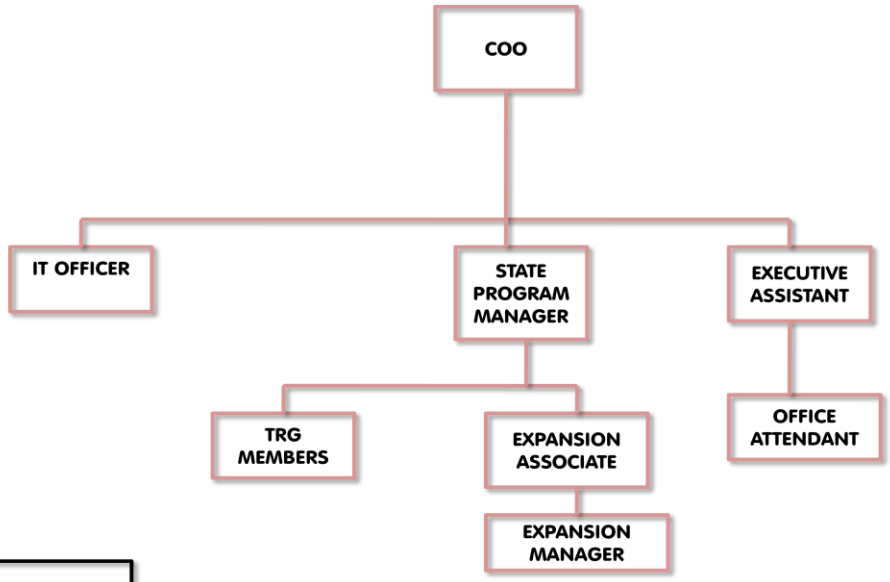


Annexure -II

Mumbai Head Office

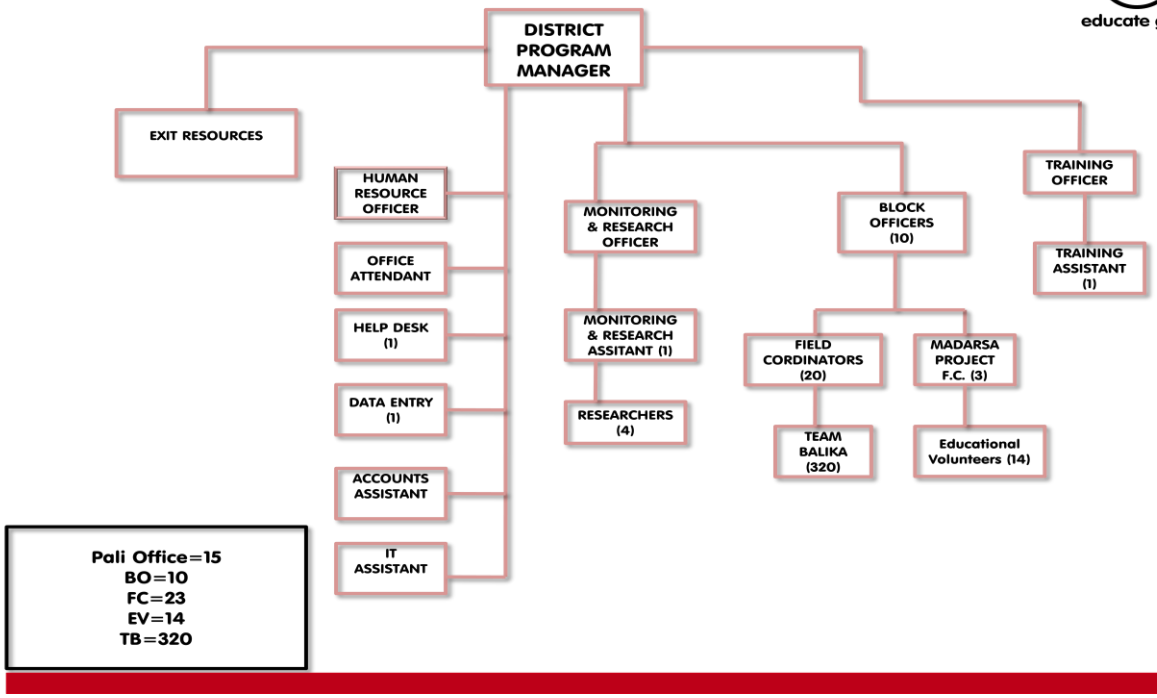


Jaipur State Office



Total strength: 8

Pali District Office



Pali Office=15
BO=10
FC=23
EV=14
TB=320

Annexure-III

Meeting with Educating Girls Staff and Team Balikas

Venue: Bali Block office, Pali Distt.

Date: 6th and 7th November 2012

EG Project Functionaries

1. Swati Bhardwaj: State Program Manager
2. Dinesh: Regional Manger
3. Vikram: Distt Program Manager
4. Gaurav: Manager M& E and Research
5. Ram Lal : Research Associate M&E
6. Deep Mala: Training Manager
7. Meena : Trng Officer

Field Researchers

1. Salma: Doosra Dashak
2. Afsana : Doosra Dashak

Team Balikas

1. Dimple Parmar:
2. Rana Ram Garasia:
3. Uma Garg:
4. Manju:
5. Poma Ram:
6. Sunita:
7. Jeevi Kumari:
8. Dimple:
9. Mamta Goswami:

Facilitated by

1. Dr. Sharada Jain
2. Dr. Rajni Patni

Annexure-IV

Report on Consultative Workshop with Team Balikas

Venue: Nimbeshwar, Pali District

Date: 16 Dec. 2012

A consultative workshop with Team Balikas was conducted by the Research Team at Nimbeshwar, Pali District, on 16th Dec. 2012. About 38 Team Balikas representing almost all the blocks of Pali Distt participated in the long discussions. In addition to the Team Balikas three other facilitators from Doosra Dashak were invited to help facilitate the discussions. (Names of all those who participated follows this report).

Methodology:

After brief introductions, the Team Director explained the objective of the meeting – which was to gain insight into their work and know from them about their roles and responsibilities in the community and school. Later the process and the structure through which this was to be achieved were also explained.

The large groups of Team Balikas were divided into 5 groups – each with a facilitator. The small groups now had 5-6 members and everyone had an opportunity to express his/her thoughts. The questions posed to them were designed for reflection on what they were doing. These were:

- What is that one thing that you find most elevating / interesting in your work?
- What are the strengths of this program?
- If you were given a chance to change things what would be that one thing that you would change?
- What help do you think you need in strengthening your work, and where would this be available from?

After an hour and a half of discussions, the small groups of Team Balikas reassembled in the big group and each subgroup chose a leader to present the main issues discussed. These were facilitated by the Team Director and noted on the board for all.

Summary of Observations:

The participants found the following to be **interesting aspects** of their work:

1. Teaching-Learning
2. Opportunity to move out of the house
3. Opportunity o go back to own school
4. Opportunity to Learn through games
5. Making friends, getting to know others
6. Opportunity to do something for the village

7. Establishing own identity
8. Introduction with SMC members
9. Appear as role model to children
10. Be involved with Bal Sabha
11. Promotion of girl education
12. Working directly with community/school
13. Feel happy to return to childhood.

Participants expressed a feeling that they were extremely excited about joining the program, and also enjoyed the work for some time. However, after a period of three months there was a perceptible drop in their motivation and interest levels. What they found to be **not so interesting and in some cases disappointing** were –

1. Training was only on CLT.
2. Financial assistance was too low and after three months the honorarium stopped.
3. Did not see any personal advantage in carrying on with the work, as there were no opportunities/plans for their capacity building.
4. Many a times they faced difficult situations, and needed help, but there were no opportunities/situations where there was talk about personal issues.
5. Work was the only reason for contacting them by project.
6. Difficult to travel to two schools – expense as well as time.
7. Parents/elders start questioning/doubting their movement outside the house, especially when there was no remuneration.
8. Other community members felt that the Team Balika had been sacked from her responsibilities as the remuneration no longer existed. TB's faced a hard time explaining.
9. There was no control over volunteers by the program staff. This was disturbing.

So, given an opportunity **what could be changed**? Reponses were as follows:

1. There should not be any obstruction in the program.
2. Changes required in CLT. Issues need a change.
3. Changes required in LSE kit: stories not adequate. Something more concrete to be provided
4. Strengthening of Bal Sabhas – not functional as of now
5. Reduction in work load – should be only one school.
6. Evaluation of Tam Balika work is a must

7. Some incentives should definitely be provided. Priority is money, but other indirect benefits can also be thought of.

8. Opportunities to be given to be introduced to work which would ultimately help them to earn money.

9. Opportunities to provide Computer knowledge is a must.

10. English speaking courses for capacity building would be good

11. Assistance in our studies for graduation. We need guidance in difficult areas of our syllabus.

12. Opportunities to share our experiences and learn from each other should be created.

The above responses were shared among the group. There was a group consensus on them.

Later the Research Team thanked the participants for their contribution in the discussions and all dispersed for lunch.

Annexure-V

Names of Team Balikas participating in one day consultative workshop at Nimbeshwar, Pali Distt

16th Dec., 2012

S. No.	Name	Block
1.	Ramu Kumawat	Jaitaaran
2.	Asha Gurjar	Jaitaaran
3.	Rafiq Mohammad	Jaitaaran
4.	Uma Garg	Bali
5.	Leela	Desuri
6.	Lalita Tanwar	Raipur
7.	Meera Kathaat	Raipur
8.	Chanda Bagri	Raipur
9.	Asif Hussain	Raipur
10.	Jeeva Ram Meghwal	Marwar Jn
11.	Ramesh Kumar	Marwar Jn
12.	Prakash Chand	Marwar Jn
13.	Santosh Meena	Bali
14.	Mamata Goswami	Bali
15.	Manju	Bali
16.	Lakha Ram Baghela	Sumerpur
17.	Afroza Bano	Sojat City
18.	Taruna Rathaur	Sojat City
19.	Shakti Sharan	Sojat City
20.	Moti Singh	Desuri
21.	Khetaram Bhargava	Rani
22.	Tejaram Sirwi	Pali
23.	Tulsaram Devasi	Pali

24.	Pushpa Chowdhury	Pali
25.	Pinki Parmar	Pali
26.	Susheela Sirvi	Sumerpur
27.	Heena Bano	Desuri
28.	Savita Kumari	Mundara
29.	Kamlesh Jain	Rani
30.	Dimple Parmar	Lataaj
31.	Mahesh Kumar	Vandaar
32.	Saubhagyawati	Sumerpur
33.	Rekha Kumari	Jaana- Sumerpur
34.	Sapna Kumari	Dhankli - Sumerpur
35.	Tripti Rajpurohit	Babagaon - Sumerpur
36.	Prakash Kumar	Desuri
37.	Shanta Kumari	Padampura
Others		
38.	Meena	Training Officer
39.	Afsana	Field Researcher
40.	Salma	Field Researcher
41.	Vibha Upadhyaya	Project Director, Doosra Dashak
42.	Dr. Sharada Jain	Sandhan
43.	Dr. Rajni Patni	Sandhan

Annexure-VI

Case Studies

Case Study-1

ममता की केस स्टडी

पादरला ग्राम पंचायत से दो किलोमीटर की दूरी पर एक छोटा से गांव बसा है। जिसका नाम है गुडा गुमानसिंह (बडा गुडा)। पंचायत से गांव तक पहुंचने के लिए यातायात के कोई साधन नहीं है। इसी गांव की रहने वाली 26 व"र्ीय ममतापुरी पिछले एक वर्ष से टीम बालिका के रूप में अपने गांव एवं नजदीक की ग्राम पंचायत बीजापूर में कार्य कर रहीं है। ममता के परिवार में माता–पिता के अलावा पांच भाई बहन है। ममता के पिताजी खेती व हलवाई का कार्य करते है। टीम बालिका के रूप में काम करने के साथ साथ ममता सिलाई का कार्य करके अपने परिवार का आर्थिक रूप से सहयोग करती है।

अपने गांव की लडकियों को शिक्षा से जोडने एवं समाज में लडकियों की शिक्षा के प्रति नकारात्मक सोच में बदलाव लाना ममता का बहुत बडा उददेश्य है। इसी उददेश्य को पूरा करने हेतु ममता टीम बालिका के रूप में कार्य कर रहीं है। लडकियों की शिक्षा को सतत रखने के लिए वह निरंतर प्रयास कर रहीं है, साथ ही स्वयं भी बी.ए. अंतिम वर्ष की पढाई कर रहीं है। टीम बालिका में जुडने से पूर्व ममता ने एस.एस.ए. के एन.आर.बी.सी. शिविरों का संचालन भी किया है।

''हर सवाल का जवाब व हर बात पर सवाल उठाना'' कुछ इसी स्वभाव की है ममता।

> ममता कहती है कि जब मैने लडकियों की शिक्षा को लेकर महिलाओं से बातचीत की शुरूआत की, उस दौरान महिलाओं की यहीं सोच थी कि पढने से लडकियां भाग जाती है। इस सोच को बदलने के लिए मैने महिलाओं से लगातार संवाद कायम रखा। उनकी इन बातों से वह कभी निराश नहीं हुई। महिलाओं की इस सोच को बदलने के निरंतर प्रयास में लगी रहीं। ममता कहती है कि मुझे काफी हद तक सफलता भी मिली है।

ममता स्वंय के ग्राम गुडागुमानसिंह एवं बीजापूर की उच्च प्राथमिक विद्यालय में सी.एल.टी. को लेकर कार्य करती है। बीजापूर की उच्च प्राथमिक विद्यालय में वह केवल तीन माह के दौरान सी.एल.टी के कार्य हेतु सतत रूप से जाती है। परन्तु स्वयं के गांव के विद्यालय में वह तीन माह के अलावा समय

मिलने पर नियमित रूप से जाकर अध्यापकों का सहयोग करती है। लेकिन पिछले एक माह से वह दोनो विद्यालयों नहीं जा पाई है।

ममता कहती है कि सी.एल.टी. का काम तीन माह में पूरा करना होता है जो कभी भी पूरा किया जा सकता है। वह यह भी कहती हैं कि यह न केवल मेरी सोच है बल्कि ज्यादातर टीम बालिका सदस्यों की यहीं सोच है। एजुकेट गर्ल्स के द्वारा जो प्रशिक्षण दिया जाता है वो केवल सी.एल.टी. को लेकर हीं होता है। इन प्रशिक्षणों में हर बार वहीं गतिविधि और वहीं संवाद रहता है। दूसरा यह भी है कि हर बार प्रशिक्षणों में हमारी अपेक्षाएं जानी जाती है परन्तु अपेक्षाओं पर कोई कार्य नहीं किया जाता है। क्षमतावर्धन हेतु भी कोई प्रशिक्षण आयोजित नहीं किये जाते है। साथ हीं पैसा कम मिलता है। शायद इन्हीं कारणों से हम यानि टीम बालिका सदस्य पूरीं निष्ठा के साथ काम नहीं कर पा रहे है।

हमारे विद्यालय में कुल 118 बालक–बालकों का नामांकन है जिसमें से 65 बालिकाएं है। टीम बालिका सदस्या ममता हमारे विद्यालय में समय समय पर आकर रोचक शिक्षण कार्य, बाल सभा का आयोजन एवं सांस्कृतिक कार्यक्रमों के आयोजन में मदद करती है।

श्री रामलाल, अध्यापक रा.उ.प्रा.वि. गुडा गुमानसिंह

ममता ने बताया कि ग्राम शिक्षण सभा का आयोजन करवाना उसके लिए एक बहुत बडी चुनौति है। गांव के लोग इस सभा में कोई रूचि नही दिखाते है इसलिए विद्यालय में आयोजित होने वाली एस. एम.सी. की बैठकों में भाग लेकर सदस्यों के साथ हीं लडकियों की शिक्षा व शिक्षण व्यवस्था से संबन्धित बातचीत करती है।

ममता बताती है कि जब तक मेरी शादी नहीं होती तब तक में अपने गांव मे टीम बालिका के रूप में कार्य करूंगी। हालांकि इसमें पैसा तो कम है लेकिन इस मंच के माध्यम से मै निरन्तर लोगों से जुडी हुई हुं और साथ हीं मुझे सीखने का अवसर भी मिल रहा हैं।

Case Study-2

ग्राम शिक्षण सभा खेडा दयालपुरा

भूमिका

एजुकेट गर्ल्स कार्यक्रम के तहत पाली की ग्राम पंचायत दयालपुरा के खेडा दयालपुरा ग्राम में दिनांक 12 दिस. 2012 को सामुदायिक भवन में ग्राम शिक्षण सभा का आयोजन किया गया। इस सभा में एजुकेट गर्ल्स पाली की ब्लॉक अधिकारी श्रीमति विजयलक्ष्मी जोशी, क्षेत्रीय कार्मिक बलवन्त सिंह, टीम बालिका सदस्य क्रमशः तुलसाराम, मनोज एवं ग्रामवासियों ने भाग लिया। ग्राम शिक्षण सभा को जानने एवं समझने हेतु सुश्री अफसाना एवं सुश्री सलमा भी इस सभा में शामिल हुई।

उददेश्य

ग्राम शिक्षण सभा के मुख्य उददेश्य निम्नलिखित थे –

1. मौजुदा शिक्षा व्यवस्था पर चर्चा करना।
2. गुणवत्तापूर्ण शिक्षा एवं भौतिक संसाधनों पर चर्चा करना।
3. शिक्षा सम्बन्धित समस्याओं पर चर्चा कर समाधान हेतु प्रेरित करना

सम्भागी

खेडा दयालपुरा की ग्राम शिक्षण सभा में कुल 28 ग्रामीण महिला–पुरूषों ने भाग लिया। ग्राम शिक्षण सभा में एस.एम.सी. अध्यक्ष, वार्डपंच, महिला सशक्तिकरण सदस्या एवं आंगनवाडी कार्यकर्ता इत्यादि व्यक्ति भी शामिल हुए।

क्र.सं.	महिला	पुरूष	इ.जी. टीम	अन्य	योग
01	12	16	04	02	34

सभा के मुख्य मुददे

1. खेडा दयालपुरा में आठवी स्तर तक के विद्यालय को क्रमोन्नत करवाने हेतु चर्चा।
2. रा.उ.प्रा.वि.का जो भवन है वो अपर्याप्त है उसमे केवल दो ही कक्षाकक्ष निर्मित हैं। अतिरिक्त कक्षाकक्ष का निर्माण करवाने के लिए पंचायत स्तर पर प्रस्ताव लेने हेतु ग्रामीणों के साथ चर्चा।
3. ग्राम से सम्बन्धित अन्य मुददो पर चर्चा करना।

प्रकिया

बैठक की शुरूआत में श्रीमति विजयलक्ष्मी ने एजुकेट गर्ल्स संस्था का परिचय देते हुएं बताया कि हम खासतौर से बालिका शिक्षा को लेकर कार्य कर रहे है। आज हम आपके गांव की शिक्षा सम्बधित समस्याओं पर चर्चा करेंगें एवं उनका समाधान निकालने का प्रयास करेगें। ग्रामीण श्री रूपाराम ने बताया कि हमारे गांव में आठवी स्तर के पश्चात बच्चों को बाहर यानि पाली पढने जाना पडता है। क्योकि हमारी पूरी पंचायत में आठवी के बाद सतत शिक्षा हेतु कोई विद्यालय नहीं है। इस कारण गांव की कई बालिकाएं आठवी के बाद पढाई छोड देती है। लडकें तो आगे पढने के लिए बाहर चले जाते है।

आंगनवाडी कार्यकर्ता वरजुबाई पटेल ने चर्चा करते हुए बताया कि हमारे गांव में जो आठवी स्तर का स्कुल है उसमें भी केवल दो कमरे ही है दूसरा वो स्कुल तालाब की पाल पर स्थित है जिसके कारण मां बाप बच्चों को स्कुल भेजने से कतराते है। स्कुल के कमरों की दिवारों में बडी बडी दरारे आई हुई है। बरसात में तालाब भर जाने से खतरा रहता है।

इन सब बातों को सुनकर मौजुद वार्ड पंच श्री ढलाराम ने बताया कि पंचायत स्तर पर इन समस्याओं पर कई बार बातचीत की जा चुकी है। गांव में अतिरिक्त जमीन नही होने के कारण विद्यालय नहीं बन पा रहा हैं। इस बात को सुनकर एस.एम.सी. अध्यक्ष श्री बाबूसिंह राजपुरोहित ने कहां कि गांव में जमीन तो बहुत है। लेकिन गांव के कुछ लोगों ने उस जमीन पर गैर कानूनी रूप से कब्जा कर रखा। हमारा पूरा गांव इकठठा होकर इन अतिक्रमणकारियों से कब्जे हटवाने हेतु बात कर सकते है।

सारी समस्याओं के समाधान के लिए श्रीमति विजयलक्ष्मी ने ग्रामिणों को बताया कि जब तक हम सब मिलकर सामुहिक प्रयास नहीं करेगें तब तक समाधान संभव नहीं है। हमें सबंधित अधिकारी डी. ओ. एवं कलेक्टर को ज्ञापन देकर समस्याओं से अवगत करवाना पडेगा। तभी समाधान संभव होगा। इसके लिए हमें निरंतर प्रयास करने होगें। श्रीमति जोशी ने बताया कि संस्था आपको रास्ता दिखा सकती है परन्तु प्रयास आपकों अपने स्तर से हीं करने होगें। हम आपके प्रयासों में आपके साथ है।

ग्रामीणों ने इस सभा में एक ज्ञापन तैयार किया उस पर सभी उपस्थित व्यक्तियों के हस्ताक्षर करवाकर ज्ञापन की एक प्रति पंचायत एवं समन्धित अधिकारी को देना तय किया।

इस सभा में शिक्षा के अतिरिक्त कई मुददे जैसे महिला शौचालय, आंगनवाडी भवन, अतिक्रमण इत्यादि मुददों पर सार्थक एवं प्रभावी चर्चा की गई। ग्रामीणों ने इस सभा में बडे उत्साह के साथ भाग लिया एवं खुले रूप से अपनी समस्याओं पर चर्चा की।

ग्राम शिक्षण सभा को लेकर हमारे विचार

1. बैठक से पहले आये कुछ ग्रामीणों से बातचीत करने के दौरान पता चला कि बैठक की कोई पूर्व सूचना नहीं दी गई।

2. इस पूरी सभा के संचालन में टीम बालिका सदस्य तुलसाराम की कोई भूमिका नजर नहीं आई। जबकि वे स्वयं खेडा दयालपुरा के हीं निवासी है।
3. टीम बालिका सदस्य का रोल महज व्यक्तियों को इकठठा करने तक ही दिखाई दिया।
4. टीम बालिका सदस्य तुलसाराम में आत्मविश्वास की कमी लगी जिसके कारण संचालन नहीं कर पाये।
5. ग्राम शिक्षण सभा की नियमितता का अभाव हमें लगा क्योकि ग्रामीण बार बार कह रहे थे की बारह महिने पहले बैठक हुई थी उसके बाद अब हो रहीं है।

Case Study-3

''मैं सोजत नगर रा.उ.प्रा.वि. न. 3 एवं रा.बा.उ.प्रा.वि. न. 2 में टीम बालिका सदस्य के रूप में कार्य करती हुं। इन दोनों विद्यालयों में षिक्षण कार्य रोचक, बेहतर तरीकें से हो तथा बच्चों को विद्यालयों में आनन्द आवें इसी सोच को लेकर में कार्य कर रहीं हुं''। ये कहना है पाली जिले के सोजत नगर की रहने वाले टीम बालिका सदस्या अफरोजा का। 26 वर्षीय अफरोजा अपने पति श्री अकरम एवं दो छोटे बच्चों के साथ रहती है। अफरोजा के पति कम्प्युटर की दुकान पर कार्य करते है।

सुबह के 5 बजे से अफरोजा के दिन की शुरूआत होती है। 5 बजे से 8.30 बजे तक वह अपने घर के दैनिक कार्य सम्पन्न करती है। 9 से 10 बजे तक वह अपने घर पर बच्चों को उर्दू पढाती है। 10 बजे से 1 बजे तक एन.आर.बी.सी. षिविर की 40 बालिकाओं को षिक्षण कार्य करवाती है। 1 से 2 बजे तक रा.उ.प्रा.वि. न. 3 सोजत नगर में जाकर विद्यालय की गतिविधियां संचालित करने में मदद करती है। अफरोजा का कहना है विद्यालय में जाकर बच्चों के साथ खेलना, उनके षिक्षण में मदद करना उन्हें अच्छा लगता है।

अफरोजा पिछले एक वर्ष से टीम बालिका सदस्य के रूप मे कार्य कर रही है। अफरोजा का कहना है कि जब से वो टीम बालिका सदस्य के रूप में जुडी हैं तब से वह अपने आप में एक अलग तरह का आत्मविष्वास महसूस करती है। जो कि उनकी आखों में साफ दिखाई देता है। बोलने में तेज तर्रार अफरोजा कहती है कि वो सप्ताह में तीन दिन तक विद्यालय में जाती है। विद्यालय में जाकर रोचक तरीकें से बच्चों को षिक्षण कार्य एवं बच्चों को विभिन्न तरह के खेल करवाती है। इसके अलावा वो प्रति रविवार को कस्तुरबा गांधी आवासीय बालिका विद्यालय सोजत में जाकर शक्ति वर्क बूक के माध्यम से जीवन कौषल की गतिविधियां सम्पन्न करवाती है। जिसके कारण वहां की लडकियों एवं अध्यापिकाओं के साथ एक अलग एवं मजबूत रिष्ता बन गया है। विद्यालय न. 2 व न. 3 में एस.एम.सी. की बैठकों में भाग लेती है एवं बालकों से जुंडी विभिन्न षिक्षण समस्याओं पर अध्यापकों से चर्चा करती है। बच्चें अफरोजा के विद्यालय में आने से बेहद खुष होते है। स्वयं अध्यापक उनका सहयोग लेना पसंद करते है।

सी.एल.टी. कार्य के दौरान तीन महिने तक वो दोनो विद्यालयों में लगातार जाती है। बच्चों के शैक्षिक स्तर को जानने के लिए प्रीटेस्ट लिया जाता है। इस प्रीटेस्ट से निकली स्थितियां के अनुसार बच्चों

के साथ सी.एल.टी. किट के माध्यम से गतिविधियां करवाती है। बच्चों को उनके स्तरानुसार कार्य करवाती है। इन तीन महिनों में बालकों के स्तर को भाषा, गणित एवं अंगेजी विषय का गतिविधि आधारित षिक्षण कार्य करवाया जाता है।

एजुकेट गर्ल्स कार्यक्रम के द्वारा सी.एल.टी. के तीन माह के दौरान प्रतिमाह प्रति विद्यालय पर 500 रूपये यानि तीन महिनो के तीन हजार रूपये प्रोत्साहन राषि के रूप अफरोजा को मिलते है। समय समय पर एजुकेट गर्ल्स के द्वारा कुछ ऐसे कार्य दिये जाते है जिससे कुछ पैसा मिल सके । जैसे अभी षिक्षा के अधिकार के फॉर्मेट भरने का कार्य मिला हुआ है। यह कार्य 15 दिन का है जिसमें प्रतिदिन के 200 रूपये भुगतान किये जायेगें। अफरोजा कहती है कि इस तरह के कामों के मिलने से स्वय में मजबूती तो आती है साथ हीं कुछ पैसा भी मिलता है जिससे वो अपने परिवार का खर्च चलाती है।

टीम बालिका सदस्य के विद्यालय में आने से बच्चों में षिक्षण के प्रति रूचि बढी है। एजुकेट गर्ल्स के द्वारा जो सी.एल.टी. का किट दिया गया हैं। उस किट का उपयोग अध्यापकों एवं बालिका टीम सदस्य के द्वारा षिक्षण को रोचक बनाने में किया जा रहा है। षिक्षण में रोचकता आने से बच्चों का ठहराव होने लगा है। बच्चे प्रतिदिन नियमित रूप से विद्यालय आने लगे है। बालिका टीम सदस्य अफरोजा ने बच्चों के नामांकन में मदद की है। 40 बच्चों के नामांकन इनके द्वारा करवाया गया है। जो कि इनका बहुत बडा योगदान है। ये समय समय पर विघालय मे आकर हमारा सहयोग करते है। परन्तु इस सत्र में इनका आना नियमित नही हो पाया है।

श्री ओमप्रकाश मोहिल, प्रधानाध्यापक,
रा.उ.प्रा.वि. न. 3 सोजत नगर

हमें महसूस हुआ

1. अफरोजा का एजुकेट गर्ल्स से जुडे रहने का एक बहुत बडा कारण है कि एजुकेट गर्ल्स द्वारा समय समय पर आजिविका चलाने हेतु कार्य मिल जाता है।
2. प्रधानाध्यापक से बात करने पर पता चला कि अफरोजा का इस सत्र में विद्यालय में आना नियमित नहीं हो पा रहा है। ऐसा लगता है कि बालिका टीम सदस्य का विद्यालय में जाना सिर्फ सी.एल.टी. कार्य के दौरान हीं हो पाता है।

Case Study-4

लाखा की कहानी लाखा की जुबानी

दिनांक : 6 नव. 2012 समय 3.00 बजे

मै लाखाराम कोलीवाडा पंचायत के जाखोडा ग्राम में रहता हुं। मेरी उम्र 35 वर्ष है। मेरे परिवार में माता पिता एवं एक भतीजी है। परिवार की जिम्मेदारियों के रहते हुए मैने अब तक शादी नहीं की। मैने जम्मू कष्मीर से बी.एड किया है। मै टीम बालिका सदस्य के रूप में पिछले एक वर्ष से सुमेरपूर ब्लॉक के कोलीवाडा पंचायत में कार्य कर रहा हुं। इसके साथ हीं खेती का काम भी करता हु। वर्तमान में मैं टीम बालिका के रूप में पांच विद्यालयों में सहयोग कर रहा हुं। इस एक वर्ष के दौरान मैने ग्राम षिक्षण सभाओं, मोहल्ला बैठके, एस.एम.सी. की बैठकें आयोजित करवाई है। इसके साथ हीं विद्यालय स्तर पर जरूरतमंद बालकों हेतु भामाषाहों से चर्चा करके उनके लिए स्वेटर वितरित करवाये है। मेरे द्वारा ग्राम पंचायत स्तर पर संचालित योजनाएं जैसे विधवा पेंषन एवं पालनहार योजनाओं का फायदा जरूरतमंद लोगों को दिलवानें हेतु सहयोग किया गया है।

इन सब कामों को करने से गांव स्तर पर मेरी पहचान बनी है। लोगों से एक मजबूत रिष्ता कायम हुआ है। मैने मुख्य रूप से दो विद्यालयों में जमकर कार्य किया है। जब कभी मैं इन दूर के विद्यालयों में समय पर नहीं पहुंच पाता हुं तो उस दिन मैं अपने गांव के हीं विद्यालय में कार्य कर लेता हुं। टीम बालिका मे काम करने से तीन माह तक हीं केवल सी.एल.टी. के दौरान 3000 रूपये मिले है। इसके बाद कोई प्रोत्साहन राषि नहीं मिली। हालांकि ये राषि ना के बराबर है इसके बावजूद भी मै इन विद्यालयों के साथ नियमित रूप से जुडा हुआ है। इसके पीछे भी मेरा एक बहुत बडा मकसद है। ''अगला सरपंच का चुनाव जीतना''। मै पिछली बार सरपंच का चुनाव हार गया था टीम बालिका के रूप में कार्य करने से अगले चुनाव को जीतने के लिएं माहौल तैयार कर रहा हुं।

हमें

मेरे विद्यालय मे 65 बच्चों का नामांकन है और ये बच्चे नियमित रूप से आ रहे है। इस विद्यालय मै अकेला अध्यापक हुं लाखाराम जी मेरा पूरा सहयोग करते है। बच्चों के षिक्षण कार्य के साथ,एस.एम.सी. बैठकों के आयोजन,अभिभावकों को प्रेरित करने में मेरी मदद करते है। मैने इसी सत्र में ज्वाईन किया । स्थानीय होने के कारण लाखाराम मुझे हर प्रकार से मदद करते है। लाखाराम ने इस सत्र में कुल 18 बच्चों का नामांकन भी करवाये है। सी.एल.टी.किट का उपयोग करते हुएं बच्चों के साथ रोचक तरीकें से षिक्षण कार्य करवाते है। इस सप्ताह में केवल आज हीं आये है।

श्री अनिल कुमार बैरवा, प्रधानाध्यापक,
रा.उ.प्रा.सस्कृत विद्यालय राइकों की ढाणी, कोलीवाडा

महसूस हुआंः–

- इनसे बातचीत के दौरान लगा कि टीम बालिका के रूप में काम करने से अगले चुनाव में जीतने हेतु एक सकारात्मक माहौल तैयार होगा। इसी कारण ये लगातार टीम बालिका के रूप में जुडें हुए है।

- लाखाराम को लगातार ये आष्वासन मिलता है कि उनको फिल्ड ऑर्गनाईजर के रूप में जोड लिया जाएगा। कहीं न कहीं ये भी एक बहुत बडा कारण है टीम बालिका के रूप में जुडें रहने का।

- जो आष्वासन उनको दिया गया है उसकों लेकर भी लाखाराम के मन में संदेह है। इस कारण बातचीत के दौरान कई बार नकारात्मक भाव नजर आये। बार बार लाखाराम के कह रहे थे कि अब अगर मुझे काम नहीं दिया गया तो मै भविष्य में किसी भी प्रकार से एजुकेट गर्ल्स के सदस्यों का सहयोग नहीं करूंगा।

Annexure-VIII

Report of Workshop with EG Functionaries

Jaipur: Jan. 16-17, 2013

16 functionaries from EG participated in the two day needs assessment TOT held in Jaipur on 16 and 17th January, 2013. This was facilitated by Sandhan, Jaipur.

Day-1

After prayer, participants introduced themselves, and the work they were currently engaged in EG. Along with this they mentioned their expectations from this workshop. The major expectations expressed focused largely on three issues:

1. Ways to strengthen the program
2. Creating sustainability of the program
3. Expansion and correspondingly exit.

Dr Sharada Jain summarised their expectations and laid out the objectives of this workshop.

For the major part of the day, discussions centered on Team Balika, the volunteer who was central to the program, and around whom the sustainability and exit rested.

There was consensus among participants that the word 'Team', (inspired by the movement led by Team Anna) was a misnomer and Team Balika did not really denote a "Team" right now.

Discussions on voluntarism ensued and thoughts expressed indicated that voluntarism becomes sustainable only when volunteers remain self driven after exiting. In this context, other national movements were discussed and analysed (JP's movement, RSS) and efforts made at identifying the essential components of voluntarism in them. It was concluded that generally the formation of a team and the continuation of voluntarism rested on the following facts –

a. Volunteer identifies with the goal/objective of the program, and integrates this objective as his/her own.
b. Program provides a platform for self identity and self expression.
c. There is feeling of pleasure/joy/happiness in what the volunteer is engaged in
d. Volunteer sees some opportunity for self growth and self development.
e. Formation of a Team is an essential ingredient in the continuation of voluntarism.

Once the concept of voluntarism was clearly spelt out and Team Balika placed in this context, the next step was to identify who this Team Balika was and how should she be selected? There was consensus on certain criteria like: preferably a girl, girl who is interested in educating herself further and furthering self growth, extrovert with communication skills, and an ability to talk to teachers.

Post lunch the role of Team Balika was discussed. While discussing this it was suggested by Dr Sharada Jain that to begin with it may be advantageous if the Team Balika chooses another girl as her companion for her work. Keeping the cultural context in mind, a partner of the same sex was recommended. This would help keep focus on the objective and also not open too many fronts of confrontation with the community. This would be important in breaking the isolation of Team Balika, and she would have someone to share her work/problems/experiences providing strength to what she does. Together with this issues of security, and community acceptance would also be resolved.

Among the other roles suggested for Team Balika - the more significant one was one of being supportive, rather than one of teaching the teachers. Existing teachers were trained, had knowledge and experience of the work they were hired for. TBs were ill equipped to guide/teach them. In this context, if TBs adopted a 'supportive' role – introducing stories, songs, plays, games etc – as co curricular activities, they would acquire the much needed legitimacy and the support of the HM and the teachers for a longer length of time.

Just how this supportive role can be actually practiced was then explained by Sandhan staff. Himanshu and Bhanwar from Sandhan shared their experiences of having visited schools in Rajasthan, and how they introduced co curricular areas like storytelling and compositions to make curriculum meaningful and interesting. Initially teachers complained that children were not interested in studying and had no capacities for self expression. However, when such activities were introduced by Sandhan staff, children participated actively and these activities went a long way in sustaining their interests.

Before closing for the day, six groups were formed and each group was given the task of making small presentations on issues discussed during the day. These were:

1. Role of Team Balika and what is expected from them
2. Contact with community and its stages
3. School – an Entry Point
4. Particular roles of TB in school
5. Some Games, Some discussions, Some games
6. Whose exit, whose sustainability and How?

Later the time table on how the next day was to be structured was set up in consensus with the participants.

Day-2

Participants assembled at 9.30 am and after prayer, a recapitulation of the previous day's discussions, the first group presented their work on **Role of Team Balika and what was expected from them.**

Vikram and Meena made their presentation. Roles identified were as follows:

1. **Ensuring 100% enrolment**
    - Identifying out of school girls
    - Validation with government listing
    - Contacting parents/guardians/teachers/community/children/social leaders to exert social pressure.
    - Contact/establish relationship with PRIs/SMC
    - Organise small meetings at community level (Mohalla), GSS
    - Create knowledge bank and identify power sources to answer questions from community

(Discussion on issues: Co-opt help and assistance from others who are knowledgeable; Training possibility on strengthening communication skills).

2. **Community Ownership**
    - Team Building
    - Participate in SSA activities
    - Involvement of community in school
    - Village meetings
    - Slogan writing
    - Liaisoning
    - Linkages between panchayat and SMC
    - SMC formation and handholding

(Discussion on issues: Create community as a platform for introduction of Team Balika, praise and appreciation for her work. Newsletter with one page on information about organisations plan for skill development/self growth of volunteer, involvement of the community in school- TB visits school on special days like Independence day/functions along with a community member , Trainings on formation of Bal Sabha) .

Thoughts were also expressed on how difficult and vast the task of TB was. Are we expecting her to take on such responsibilities when she herself is ill equipped? How does she manage them all?

3. **Retention**
    a. CLT
    b. Involve teachers in process
    c. Pre –post test
    d. Create healthy environment.

(Discussion on issues: TB is ill equipped to teach the teacher. Scholastic domain best left to teacher. TB to play supportive role. Each TB has some skill – dance, music, play acting, storytelling – she should introduce what good at – will sustain her interest and motivation)

Mr Devendra Shukla, COO of EG came in for some time. He was briefed on the process and issues discussed so far and the plan for the remaining time.

Questions on introduction of technology to assist TBs record/relay their work were asked of Mr Shukla. He informed that there were plans to introduce high end android phones to track work on the field. These phones work through GPRS and it was expected that many reporting issues could be resolved through their introduction. Introduction of technology would lead to problem solving, information sharing and informed choices. Additional benefits would be introduction of films and projections on education related issues.

He also informed the group that EG plans to visit an organisation 'Head Held High' based in Bangalore, who have set up BPOs with the rural youth. Their experiences may help EG to adopt some guiding principles of increasing livelihood options for youth in the areas they work in.

The exit policy report had not come in; however, there were no plans for a complete exit. A problem solving unit shall remain and work towards the formation of a federation of TBs. He expressed the thought that expectations from TBs were indeed different now and for these new strategies were required. Capacity building of TBs may require another year.

It was recommended that –

1. There should be a plan for exposure of TBs to other voluntarism based programs
2. Also since there was a system of grading schools in Pali, TBs from schools not graded high should be exposed to schools graded higher.

Generally there was consensus on –

1. Introduction of technology.
2. Self corrective management system; Review and planning meetings to become an effective management system. Training on how to review and how to plan to be organized not only for TBs but also for functionaries.
3. Organise a soft get together, perhaps quarterly, of other individuals/organisations for information sharing to create a cumulative impact. Help could be obtained from SSA for this.

In the last hour, the broad framework of the Training Module was drawn up. It was suggested that there could be two modules –

Module-1: For Functionaries, would comprise –

a. Team Balika: Selection, Roles, Training
b. Motivation
c. Planning
d. Communication
e. Problem Solving and Collective Decision Making

Module-2: For Team Balikas

The workshop concluded with group singing of some motivational songs.

Annexure-IX

Names of EG functionaries participating in 2–day Need Assessment for TOT

Sr. No.	Name	Position
1.	Meena Kunwar	Training Officer
2.	Kuldeep Singh	Field Coordinator
3.	Kalpana Pandya	Field Coordinator
4.	Vijai Lakshmi	Block Officer
5.	Amita Bhati	Help Desk
6.	Raj Kanwar	Training Associate
7.	Asif Mansuri	Training Assistant
8.	Ratna Ram Garasia	Training Assistant
9.	Ram Lal Suthaar	Regional Assistant
10.	Dinesh Upadhyaya	Regional Manager
11.	Swati Bhardwaj	Stare Program Manager
12.	Deep Mala Sharma	Training Manager
13.	Hansa Ram Solanki	Field Coordinator
14.	Shiv Raj Gujar	Training Officer
15.	Vikram Solanki	Program Manager
16.	Pema Ram Dambi	Block Officer
17.	Himanshu Shukla	Sandhan
18.	Bhanwar Sharma	Sandhan
19.	Dalip Singh	Sandhan
20.	Sharada Jain	Sandhan
21.	Rajni Patni	Sandhan