

2014-15

Annual Report

Swadeep Shikshan Vikas Sanstha



Swadeep

[Swadeep Shikshan Vikas Sanstha]

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1. About the Organization:

Mission

To work towards the empowerment of vulnerable communities in under serviced area with a special focus on children and women.

Vision

Improved social service delivery to enable disadvantaged communities to become self-reliant and emerge out of the clutches of poverty.

Introduction

Swadeep was established in 2005, focusing on sustainable and integrated Rural Development of the vulnerable, with a special focus on children and women. The organization lays emphasis on transparency, accountability, community mobilization, participation and ownership. Swadeep working with a team of committed people, aim has been to secure integrated development through people's participation. The key areas identified for interventions include of preprimary, primary and secondary education, career guidance, health, safety, livelihoods and capacity building for *needy* communities. Swadeep provides support to women in strengthening their livelihoods and skills. Swadeep is also conducts awareness programs in the areas of education, Health and Safety, environment, water and Sanitation management practices and sustainable development. Our efforts have developed lasting association with government, non-government and corporate organizations as also with the communities and groups with whom we have worked.

Swadeep is guided by transparency and accountability, and committed to sustainable socio-economic development of the vulnerable with the special focus on children and women. Therefore Swadeep develops a platform to mobilize communities and build their capacities.

2. LAMP (Learning and Migration Program)

Learning Enrichment Program (LEP):

In LEP intervention, 355 children from class III-V have covered basic learning deficits and achieved age-appropriate learning levels, and have completed Level 1 and Level 2. After completing the Level 1 and Level 2 the performance of children have increased tremendously. Positive changes among the children have been noticed particularly the confidence level We have organized parents meeting at regular interval to appraise the learning status of each children to their respective parents as a result of such meetings, parents have taken interest in LEP classes and ensure to regularise their children in the LEP class.

Weekly and monthly meeting of LEP Teachers have been conducted regularly to review the progress of LEP classes and provide handholding support to LEP teaches as and when required for smooth functioning of LEP classes.

This is done through a carefully evolved short term program that tries to address some fundamental reasons behind learning deficits- inappropriate teaching methods and material, lack of individualized and timely learning support etc. These classes are managed by young and dynamic facilitators, trained to use scientifically designed workbooks along with support material with children.

Enrollment Drive:

Swadeep has continued enrollment drive for one Month in the beginning of the academic year against general trend of 3 days enrollment drive. With the support of community volunteers and community leaders, drop out children survey was carried forward. Using the home visits as tool, parents of drop out children were counseled to enroll their children. As part of interaction, teachers were also involved in the process. Consequently 1830 children were enrolled in schools.

Issue Base Consultation in 90 villages

Two rounds of issue based consultation with community members, PRIs and SMCs members held in all 90 villages. The focus of the consultations was to discuss the issues which were affecting in strengthening primary education at village level. The issues that were identified and discussed



during the consultations are,

1. Girl child Education
2. Issue of Migration
3. Dropout and irregularity

The objective of the consultation was to sensitize the community, SMCs and PRIs members on above mentioned issues and enable them to



address these issues and improve the status of primary education in their respective villages.

Total 3774 and 3507 community members, SMCs and PRI's representatives participated during 1st and 2nd round of consultation in all 90 villages respectively.

Outcomes:

- 90 villages were covered through issue-based meetings
- Community members, PRIs and SMCs members sensitized and realised the importance to address these issues for overall improvement in status of primary education

SMC/PRI Training

In SMC/PRI training, 18 Clusters were covered through issue -based Training for SMC and PRIs members.

593 members (389 SMC members and 204 PRI members) from 92 SMCs / PRIs have been covered through issue based training whereas 549 members (365 SMC members and 184 PRIs members) participated during second round of training.



Awareness was generated on school governance among SMC and PRIs to ensure their participation to improve the status of Girl child education retention and effort to ensure the continuity of education for the children of migrant families.

Outcomes:

- SMC and PRI members became sensitized about their roles and responsibilities regarding addressing of seasonal hostel
- SMC and PRI members generated awareness about the importance of girl child education

SMC and PRI members developed understanding about educational related issues



Learning Mela:

Learning Mela has been creative initiative of the Swadep organization in which community leaders and SMC members present in various educational activities in school, where children had a exposure of various practical educational themes. The learning Mela is open platforms for all the children of age group 6 to 14. Children were participated in Rangometry, color filling, charts activity, drawing competition science and technology related document demonstration etc.

That activity was so important because children were open up his/her skills and given the performance with best efforts in various activities Main purpose of that activity was making awareness to the school in parents and students and they also got the opportunity develop leadership qualities in the students through group works. During the year, Learning Mela was very fruitful for the children. Swadep has organized 88 learning mela's and covered 30500 children in Mahuna blocks. Swadep focuses on delivering the

ownership to the stake holders. Learning mela is one of the best exercises for community ownership.

Volunteer Training

In Volunteer Training, 6 clusters were covered to train the citizen educators through issued-based Training. Each Cluster is consisted of 15 villages. The objective of the first round of training was to motivate them to work as an interface between School authority, community, SMC and PRI members for strengthening school governance and improve the status of primary education in their respective villages where as second round was mainly on developing understanding on VER register and discussed the issues that need to be addressed immediately such as drop out, irregularity, girl child education etc. Two citizen educators from each village have identified and attended two rounds of training; Total 190 citizen educators from 90 intensive villages attended both the round of training rest of the Citizen educators have attended either one.

Outcomes:

- Youths have developed their understanding on different aspect of school governance to work as an interface between School authority, community, SMC and PRI members for strengthening school governance
- Provided handholding support to SMCs to improve the status of elementary education in their respective villages.
- Citizen Educators were also involved to support SMC in developing school development plan for their respective school.

Citizen educators played an important role in generating awareness on different aspect of RTE among SMCs, PRIs and community members.



District Level Workshop “Role of Community in Primary education”:

Swadeep organized District level workshop on “Community Participation in Primary Education” at Lok Bharti on 7th March’14 with the support of American India Foundation (AIF). In the beginning of the workshop, Swadeep initiated presentation and discussion on RTE, LEP and Federation. Then a panel discussion was conducted on the following issues:

- Community Participation in Primary Education
- Quality Education
- Importance of teacher in school education

In the workshops, educationalists Dr. Nalin Pandit, Dr. Arun Dave, Falgun bhai and other educationalists were presented. 18 representatives from different NGOs, 5 school teachers and 40 community people also participated in the workshop.



3. Project Vidhya Jyot

Model and Sustainable Education initiative

Anganvadi

Anganvadi is the first step of children learning process in preschool.

We arranged training for Anganvadi worker to improve preschool education in Anganvadi. To give such training for uses of TLM (Teaching learning material), different children play activities and child education improvement graph etc.

Anganvadi workers are benefited with this training. With the Financial support of GHCL Foundation, Sutrapada provide such kind of Education materials TLM and Play material as per monthly planning. Anganvadi helper become important part of Anganvadi, in that sense we also provide training for Malnutrition, cleanliness training to the Helper and provide cleanliness kit for the Anganvadi.

Parents plays important role in Child health and education, so that we focusing on child parents of

Anganvadi Activities

- ✓ Monthly activity Planning
- ✓ AWW Training
- ✓ Monthly Kit Distribution
- ✓ AWH Training
- ✓ Parents Meeting
- ✓ Anganvadi Visit
- ✓ Parents visit of Irregular and dropout children



Anganvadis. In Every Month we arranged parents meeting in respective Anganvadis and discussed about child education at home and requirement of good health and hygiene condition at home and Anganvadis. Many Parents told that Anganvadi is the second home of children. Majority Parents gave Positive response for activity done by GHCL Foundation, Sutrapada.

Primary Education

Educating children no matter where they are is one of the biggest steps we can take toward ending extreme poverty. Education is key to building a society that can overcome poverty in a sustainable manner. Investing in human capital brings about powerful social change and creates opportunities for those in developing countries to realize their full potential and to become leaders of the generation to come.

In that point of view SWDEEP and GHCL Foundation take initiative to improve the quality of education and regularity in school and spread awareness about importance of Primary education.

SWDEEP and GHCL Foundation mainly focus on the community awareness on primary education. Community play important role to improve the quality of

Primary School Activities

- ✓ Admission ceremony and Kit distribution
- ✓ Parents Meeting
- ✓ Sports and Music Kit Distribution
- ✓ Balmela (Child Fair)
- ✓ Irregular and dropout children parents visit



education. We are organizing regular base meeting with local stakeholders and parents. As a result of this meeting more children's becomes regular and parents are supporting their children in educational activities at home, community people are visit the school on regular basis and observing the children's performance.

Every child have own ability to do something new in his/her life, but when he/she know latent power then it can be success in their life. SWADEEP and GHCL Foundation thinking on same ways first find out requirement of sports and music material from the Primary School and then they provide such kind of material for the improve latent power of children's.

Primary School Activities

- ✓ Tutor class for Maths and English Subject
- ✓ Classification of students
- ✓ Provide Education material
- ✓ Test papers
- ✓ Student vies progress Report

Secondary Education

Education, the fulcrum of sustainable development, holds the key to 'social inclusion'. It is one of the necessary conditions for advancing quality of life and freedom. In other words, universal access to quality knowledge and skills ensures that everybody has an equal opportunity to play a full part in work and society. It is thus essential for integrating the marginalized and vulnerable in society into the development process. Promoting equity and active citizenship through a well-developed education and training system, therefore, needs to occupy the centre-stage of the development agenda in every society.

As above mentioned that primary education is mainly focusing on reading, writing, comprehension and simple arithmetic, so after completion of primary education (1st to 8th std) children would comes in the next stage of education, is secondary education that is act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life. But as per Swadeep's observation in the project area, it was found that most of the children of secondary education were deficient in the primary education's learning such as children could not solve simple math, and one of the often issue was children could

not read English language. In the consequence of learning deficit, many students were failed the exam of 10th class.

SWADEEP and GHCL Foundation decided to overcome this problem they had started extra teacher for Maths and English Subject class in 2 high schools one is Saraswati Vidhyalay, Gorakhmadhi and second is Bhagavati School-Harnasa.

The extra teaching class are divided into 4 categories as per student education level (A, B, C, D), and providing education as per their level. The TLM of the class includes attractive easy learning materials of math and English with easy methods to impart education. For the tracking of children's learning, regular test have been take place and given feedback accordingly. Performance tracking recording are maintaining for the checking of previous performance of each students.

4. Project Sagarbandhu

Background and Over Intervention:

CGPL at the Tragadi Port has undertaken certain activities such as providing facilities of boat light, solar light, drinking and domestic water and also conducting of health camps. Swadeep has been associated with CGPL in intervention of these developmental activities.

Social System of Fishermen community

There are 3 groups of fishermen community at the Tragadi Bandar, Budhabhai Bhatti, Salimbhai and Umarbhai (Khatribhai), 80% fishers are belongs to Sanghad. The group is zeal to more understand about fishing techniques, basic awareness etc. fishery community appreciated the join works done by TATA Power and Swadeep.

Basic facilities are provided to the community through the project such as drinking and domestic water, boat light, solar light and health camp.

During the meetings, it felt that people need social change and development. They are very much interested to work with the participatory approach for this development initiative at the Tragadi Bandar.

Water supply:

A 15,000 liter storage tank is constructed at the settlement. Tanker supply of water is ensured on a daily basis to meet the drinking, domestic and other use. The same clean water is also used in production related processes such as washing and boiling of fish/shrimp.



Road:

The access road to the settlement has been developed by CGPL. This also helps the transportation of materials to and from the Bander. Road connectivity is important for ease of access to markets.

Solar Light for dwelling units:

Every dwelling unit is provided with complete solar light systems. This has infused a sense of safety – especially among women. These are useful for productivity as well, as the lighting helps the fisher folk to sort the fish even after



darkness. As some solar lights are installed in a manner that lighting spills onto the yard – there is also light around the houses – adding to the sense of safety.

Sanitation:

Toilet blocks and a few mobile toilet units have been provided in very close proximity to the settlement. Water supply and lighting is provided to these toilets ensuring continuing use of the facilities. These toilets are especially appreciated by women and seniors due to appropriate for them.

FIC - Fisher Information Canter:

The main purpose of FIC is information dissemination and also to be a central hub at the Bander where community can get together. It is a medium to mobilize, strengthen and promote fishery community. Details about government schemes are kept at the centre; community can access the centre



and use the information. Since a year, while working with fishery community, it was felt that the community needs a platform, through which fishermen can come to know about different schemes, market linkages; and raw materials of quality fish can be prepared by demos at Bander. FIC also could be a medium to liaison with fishery department and to organize workshops to disseminate different schemes and other information. FIC will be helpful to mobilize, promote and have meetings with community.

Health Camps:

General and specific health camps are organizing at the settlement for the fisher folk.



Consultation and medicines are provided by teams of doctors and medical professionals at the camp. In some cases, patients are referred to advanced facilities for treatment.

Boat Lights

Lights have been provided to each family for the use of boats. Boat lights are useful both as productivity and safety equipment in instances of seafaring during the dark. Each installation is worth about Rs 3000 to 4000

Support School

A support school for children aged 6 to 14 has been started at the settlement. About 50 to 60 children are benefit from the support school. There is enthusiastic participation. The support for mathematics and Gujarati learning was much appreciated by the community specially parents.

- Education Kits and Recreation Kits were made available to the children
- Sarva Shikhsa Abhiyan support was taken for arranging snacks for children



Sr. No.	Date	Events Name	Students Participation
1	17/10/14	Parents meeting/	90

		Kit distribution	
2	8/1/15	Children Camp	68
3	12/1/15	Meeting with BRC and Tragadi School Principal	80
4	26/1/15	26 January celebration	80
5	26/1/15	Education kits distribution	80
6	16/2/15	Drawing Competition	12
7	5/3/15	Exposure for the children	60
8	15/3/15	Sports Day	69

A support school for children aged 6 to 14 has been started. About 63 to 70 children are benefit from the support school. The support for mathematics and Gujarati learning was much appreciated by parents.

Emergency assistance

CGPL has stepped in at the time of emergencies to provide assistance to the families. In that facilitate transporting facilities to the community in case of emergency needs such as hospital visit etc.

Assistance at the time of migration

Transport assistance at the time of migration was extended thereby reducing the financial burden.

Awareness on Technology Adaption and Process improvement

CGPL and Swadeep have discussed possible technology interventions in the drying of fish – including the possibility of community level solar dehydrators. There have also been discussions with fisher folk community about the improvement in processing handling that could result in higher value realization. This includes the use of plastic sheets at the time of

fish drying to reduce sand contamination. Improvement in handling to reduce damage and deterioration (and thereby loss of value) to the produce was discussed.

Qawali Program at the Community Level

Social activities at the community level such as Qawali nights promote community harmony, camaraderie and wellbeing. Entertainment is an essential part of balanced life, and this initiative makes an effort to bring it to the fisher folk at Tragadi. The onus and responsibility of organizing is given to the youth – which also builds leadership, fraternity and teamwork among them. Total 390 men and women and children participant in this program



Promotion of Women's SHG

Apart from thrift savings and credit the women's SHGs are also engaged in discussions on critical issues such as – health & hygiene, use of drinking water, sanitation, children's education, use of formal banking, maintenance of solar lights, safety, accessing government schemes for fishing community, improving quality in fishing and processing, community organizing into groups of 8 families, setting up of federation and advantages.



Promotion of Community Institution of Fisher folk (Samiti)

CGPL has made efforts to actively promote community institution of fisher folk. This is a part of community organization and institution building. This also helps in attaining scale and linking the fisher folk to opportunities of the market and schemes of governments. This networking and liaison would help the producers in various ways in future. The Samiti is now contemplating establishing their group welfare / insurance scheme.

Social Activities at the Community Level

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Case Study - 1 (LAMP)

Parshottam Bhai's Inspirational work as a LEP Teacher

Khared, village of Mahuva block of Bhavnagar district, the village is very untouched in the terms of infrastructural facilities and education. There is a primary school in the village up to 7th standard. The village is one of the most migrating area, prevalence of 70 percent villagers are migrating seasonally.

The village is owned by one community called "*Koli*". Community people are generally working in salt pan/ Liam stone and wage labor in agriculture. Parshottambhai is also one of the villagers who is educated till Bed, but he also migrates for labor work in agriculture, they are having 4 members in his family, including 2 children. He belongs to poor family background. When Swadeep decided to start seasonal hostel, nobody shows readiness to work as Education Facilitator as being a remote village with lack of facilities. Parshottambhai took the challenge to work as LEP Teacher. They contacted the parents and children in the village to Started LEP class and he has completed LEP successfully and community people and organization appreciated his fruitful work as a LEP Teacher.



Major Achievements / Outcomes in the Year 2014-15

- 355 children in classes III-V have covered basic learning deficits and achieved age-appropriate learning levels (completed Level 2 LEP). End line assessments have been conducted to know the learning level of LEP children. Please refer annual report for detail.
- Technical support provided to SMCs to prepare the SDPs in 30 schools and submitted at the concerned level for further process.
- Social Audit through maintaining Village Education Register (VER) is implemented in 20 villages. Members of SMCs are visiting their respective schools at a regular interval and monitoring daily attendance of children with the help of VER.
- Two rounds of consultations (Gram Sabhas) were held in 90 villages in which SMCs, PRIs, youths and community people were participated. The agenda of the consultations were to generate awareness on RTE and ensure their participation to improve the status of retention and completion of primary education.
- Issue based trainings for SMCs and PRIs were conducted in 18 clusters. The agenda of the trainings were to generate awareness on different issues related to school governance and make them to ensure their support to contribute in improvement of the status of retention and completion of primary education.
- Issue based trainings for Citizen Educators (Village Volunteers) in 6 clusters were held in which the agenda were to work as an interface between School authority, community, SMC and PRI members for strengthening school governance and improve the status of retention and completion of primary education.
- Regular Meetings with Executive committee members of the Mahuva Block level SMC federation were held on different aspects of School governance, Girl child Education, Issue of Migration and Dropout and irregularity.
- Many parents realized that their children have learnt a lot especially in mathematics and language because of LEP classes. Children's overall learning has increased. SMC members, Parents and Panchayat members started visiting LEP classes on regular basis which motivated the LEP teachers very much.

- As a result of conducting consultations, youth groups in many villages have been formed.
- We have received good support from SMC, Panchayats, Youth and school Teacher then Learning mela (BALMela): children got an opportunity to understand on different themes such as environments, importance of computer, mobile phone, and medicinal plants etc. through various means. Children were motivated to do different activities by themselves with support of Swadeep team and could develop confidence. got an opportunity to link with education and teachers by seen the process initiated by the children during learning mela. 63 Learning mela were completed and total 16719 children participated in BALMELA.
- SMCs, Youth and school prepare School Development Plans which will include school vision exercise by the community, infrastructure mapping, understanding core processes in education interventions like monitoring children's progress using Village Education Register (VER), LEP classes, etc.
- Panchayats are important body in village level intervention. To make collaborative efforts in effective governance, Swadeep also focused PRI members to train on the RTE act.

4. Our Partners

1. Tata Power



2. American India Foundation



3. Tata Chemicals Society for Rural Development



4. GHCL Foundation



5. Sarva Shiksha Abhiyan

