



The Uttor Chandipur Community Society

ANNUAL REPORT 2011-12



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Suchana Uttor Chandipur Community Society

EXECUTIVE COMMITTEE

September 9th 2011

	Name	Address	Father/husband Name	Occupation	Description
1.	Santana Konra	Village: Aliabad (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Bhagya Konra	Farmer	President
2.	Sushanto Ghosh	PO and Village: Khanjanpur via Sriniketan, Birbhum, West Bengal 731 236	Chittaranjan Ghosh	Farmer	Vice-President
3.	Somnath Dolui	Subhashpalli, Shyambati, Santiniketan, Birbhum, West Bengal 731 235	Nilmoni Dolui	Teacher	Secretary
4.	Rahul Bose	'Uttor Phalguni', PO and Village: Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Sanat Bose	Documentary film maker	Treasurer
5.	Jhuma Gonrai	Village: Kamalakantapur, PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Debi Gonrai	Teacher	Assistant Secretary
6.	Bhabini Baski	Village: Bishnupati, PO Sattor, Birbhum, West Bengal 731 236	Bodo Baski	Student	Executive Member
7.	Gopal Saha	Village: Ballavpurdanga, PO Santiniketan, Birbhum, West Bengal 731 235	Ballav Chandra Saha	Artist	Do
8.	Krishna Kora	Village: Aliabad (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Sohodeb Kora	Health Worker	Do
9.	Putul Hembrom	PO and Village: Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Buro Hembrom	Farmer	Do
10.	Soumen Das	Village: Srichandapur; PO Sattor Birbhum; West Bengal 731 236	Habal Das	Farmer	DO
11.	Lakshmi Konra	Village: Ringdanga (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Dulal Kora	Farmer	Do
12.	Kartik Konra	Village: Ringdanga (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Paban Kora	Farmer	Do
13.	Rupali Das	Village Srichandapur; P.O Sattor Birbhum; West Bengal 731 236	Anil Das	Housewife	Do
14.	Kishor Mahato	Hanuman Mandir, PO and Village: Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Baro Mahato	Farmer	Do
15.	Shibu Mondol	Village: Vidyadharpur, P.O. Khonjonpur, Via Sriniketan, Birbhum; West Bengal 731236		Farmer	Do

16.	Makhan Ghosh	PO and Village: Khanjanpur via Sriniketan, Birbhum, West Bengal 731 236	Basanta Ghosh	Farmer	Do
17.	Santo Kora	Village: Ringdanga (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Balaram Kora	Student	Do
18.	Santana Konra	Village: Ringdanga (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Madhab Kora	Housewife; Seasonal daily labour	Do
19.	Rubai Hazda	Village: Phuldanga, Shyambati, Santiniketan, Birbhum, West Bengal 721 235	Balu Hazda	Sports Teacher	Do
20.	Saraswati Kora	Village: Aliabad (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Gopinath Kora	Housewife, Seasonal daily labour	Do
21.	Sumitra Tudu	Village: Bandhlodanga, PO Khanjanpur, Via Sriniketan, Birbhum, West Bengal, 731 236	Somiran Tudu	Seasonal daily labour	Do
22.	Lakshmi Soren	Village: Bandhlodanga, PO Khanjanpur, Via Sriniketan, Birbhum, West Bengal, 731 236	Lokkiram Soren	Seasonal daily labour	Do
23.	Dolun Khan	Village: Kamalakantapur, PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Bikash Khan	Artisan	Do
24.	Kabita Kora	Village: Ringdanga (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Bhamdas Kora	Seasonal daily labour	Do

1. Summary:

During 2011-12, Suchana's Education Resource Centre implemented 4 teaching programmes, catering to different age groups:

- **The pre-school**
- **The Early Learning Group (ELG)**
- **Tuitions courses**
- **Computer courses for children and adults**

It also ran 4 cross-cutting programmes, catering to mixed age groups and running alongside the teaching framework:

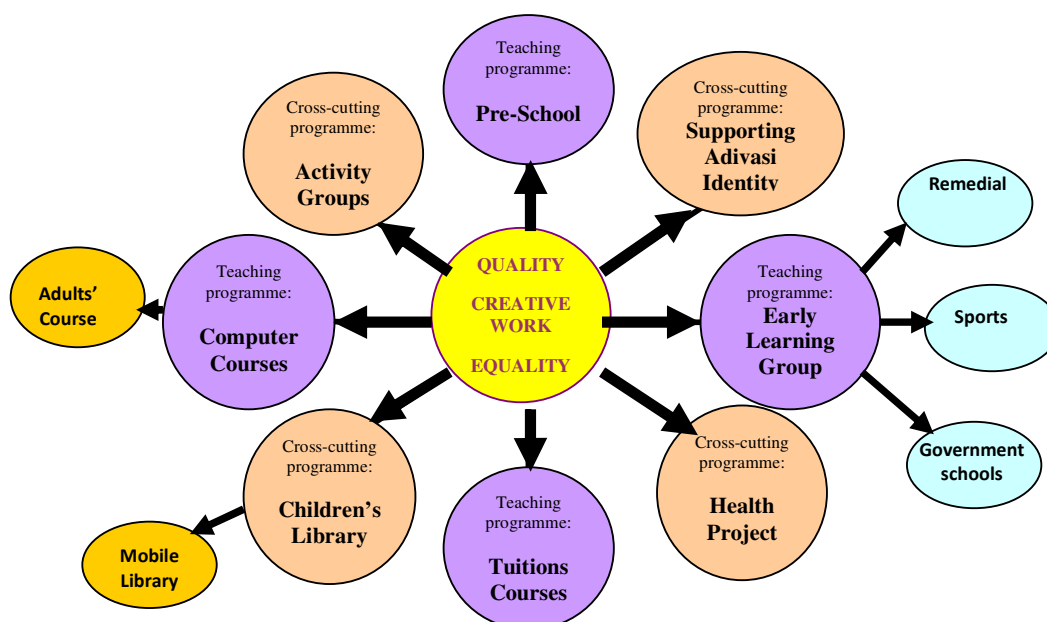
- **Supporting Adivasi Identity**
- **The Health Project**
- **The Children's Library, and it's new sub-programme the Mobile Library**
- **Activity Groups**

Under the Early Learning Group Programme, three sub-programmes were also implemented:

- **Sports**
- **Remedial work**
- **Supporting Government Schools**

Three core themes inform all of the Education Resource Centre programmes: Quality, Equality and Creative work. These themes guide the approach of the programmes, as well as teaching methods and personal interactions (See Figure 1).

Figure 1: Suchana's Programmes and Sub-Programmes



The programmes were vibrant and purposeful over the year and innovative with their methods and approaches.

Outputs include 96 pre-school sessions, 99 ELG sessions (including parallel remedial work on individual basis), 48 sports sessions; 2392 tuitions classes for middle school children; 240 computer classes; 100 health worker sessions with children and in the community; 7 annual events for children and 4 one-off children's workshops.

For teachers and community members, Suchana conducted / enabled 7 capacity building workshop and training events in different teaching / learning areas; 3 peer-to-peer sessions for teachers from local schools; 2 health camps / workshops; 8 guardian's meetings; 45 teacher's meetings; 13 programme and course development workshops; 10 committee meetings; an Annual General Meeting, and supported the development of a mid-day meal supplement vegetable garden at a local primary school.

The Children's Library now has 3300 books. During 2011-2012, 1441 books were newly accessed. The Mobile Library now has 751 books catering to all age groups including adults. So far the mobile library has 11 damaged and 9 lost books. Four 10 week activity group sessions involved 180 children, who sign up on their own, out of which 60 percent were girls and 40 percent boys. Interestingly, attendance was higher for girls than boys over these courses.

Suchana also developed and printed first-language materials to facilitate teaching and learning in Santali and Kora: 2 colour children's books in Santali (1000 piece); a Santali alphabet chart (50); a CD of songs by children in Santali (100); a CD of songs in Kora (100); a Kora word book (mini dictionary) (500); and 2 books of children's writing in Santali and in Kora (1000). Samples of these outputs have been distributed to the local schools.

The programmes have had broad-ranging outcomes; have clearly benefited the children taking part in terms both of measurable competencies and of more intangible features such as an increasing sense of rights and confidence; have met most key short term objectives and have made excellent progress towards longer term objectives.

In terms of specific objectives, with the exception of children with marked learning difficulties, all children are able to read independently by class 4. Increasing levels of children's confidence and ownership, understood as integral to building a sense of rights can be seen as testimony to Suchana's inclusive and democratic practices. A broad approach to the content of education has begun to build a sense amongst children and adults that quality education and learning is for everyone – including those whose best skills are not academic.

The computer courses have not only enabled children to use the computers independently for their learning, but also demonstrated that it is possible to run computer programmes in rural areas, despite a variety of electricity supply challenges and given the fact that most of Suchana's children are first generation learners. Further outcomes include and demonstrate adivasi involvement in education at all levels. Suchana has taken steps towards generating

an adivasi children's literature to support education, and the organisation is growing into a model of community leadership and management.

Our new mobile library started in October 2011, visiting four villages, once a week and spending an hour at each village, accompanied by two teachers. It has become very popular and has helped Suchana to connect with villages outside our 'working villages'.

2011 represented an important transition for Suchana, most clearly in terms of formalised community-based management, and also by providing the opportunity to reach out to more villages, gain a stronger local identity and gain confidence in articulating areas of specialised competency, such as in remedial work and extra-curricula activities.

2. Background and objectives:

Suchana's Rationale

In the context of the Right to Education (RTE) which makes education compulsory, it has become urgent to ensure that children obliged to go to school have the opportunity to access meaningful and relevant education, and a learning experience that does not simply reproduce the social inequalities embedded in their social environment.

Suchana's Education Resource Centre, broadly aims to develop and apply inputs which seek to maximise the gains to adivasi and other marginalised children from attending mainstream schools. It aims to:

Broad Objectives

- ❖ Support basic literacy and numeracy, increasing the breadth and depth of basic skills achieved by class 4
- ❖ Broaden the scope of education to increase its relevance for marginalised children and provide a holistic learning environment including creative writing, art, drama and music.
- ❖ Support children in a variety of ways to prevent drop out before class 8, responding to their progression through school;
- ❖ Increase access to basic computer technology;
- ❖ Promote social and gender equality, centralising the cultures and experience of adivasi children so that education speaks to their lives, and offering particular support to girls.

Focus objectives

To these ends, Suchana's programmes have particular focus areas, related to the broad objectives:

The pre-school aims to:

- Provide foundations to literacy and numeracy in a positive, child-centred learning environment
- Undertake first language teaching and learning (mainly Santali)
- Provide an introduction to basic Bengali (the school language)

- Promote the social, emotional and physical development of children, drawing on cultural resources such as Santali songs, rhymes and dance, and on learning through play and learning through art.
- Provide foundational experiences of equality

The Early Learning Group (ELG) aims to:

- Support basic literacy and numeracy, increasing the breadth and depth of basic skills achieved by class 4
- Broaden the scope of education to increase its relevance for marginalised children and provide a holistic learning environment including creative writing, art, drama, sports and music.
- Promote first-language resources in local schools and build relationships with schools that positively work towards addressing quality issues.
- Pay particular attention to children with learning difficulties of various kinds

The Tuitions programme aims to:

- Support children in a variety of ways, including practically and emotionally, responding to their progression through school;
- Provide text book based classes reinforcing school learning.
- Identify children vulnerable to drop out and offer particular support to stay in school.



Tuition class

The Activity Groups aim to:

- Provide opportunities to briefly learn a wide ranging skills to all of Suchana's children based on local oral tradition and taught by men/women from our villages.
- Nurture creativity and foster its relevance in regular learning.



Activity; "Kantha Stich"

The Computer Course aims to:

- Increase access to basic computer technology for primary and secondary children
- Emphasise the role ICT can play in learning, and facilitate children to understand and access this role.



Basic Computer Skills Course 3/2011

The Adivasi Support programme aims to:

- Undertake activities which make learning accessible and relevant to adivasi children, acting upon the idea that if education is to be meaningful to adivasi children, then education processes also need to change to accommodate them.
- Promote first language learning for younger children and connect language and culture with education for older children.
- Research, develop and produce first language learning materials in Kora and Santali for use within Suchana's education programmes as well as for local distribution to schools, households and adivasi organisations.

The Health Programme aims to:

- Ensure that children are physically healthy (in the context of learning).
- Address health challenges in the community.

The Library Programme aims to;

- Increase the level and depth of literacy amongst primary and secondary age children;
- Build an enduring relationship with books as sources of information, experience and pleasure;
- Connect education to the children's lives, and books beyond school text books.

The Mobile Library aims to;

- Make books (beyond text books) accessible to children in a wider geographic area;
- Deepen literacy amongst these children;
- Encourage appreciation of stories and connect stories with books via reading aloud.

The Education Resource Centre has been open for 10 hours a day, 7 days a week (7am-1pm; 3pm-7pm). Aside from using the centre for specific learning programmes for which they are registered, children also drop in at the centre during their free time for self-study, reading library books, informal sports, self-initiated art work, to practice their computer skills, play

with games and learning resources and be involved in various activities to sharpen their skills.

The Centre has over the course of this year become a true Children's Community Centre which many children use every day, and others use two or three times a week.

Resource centre scope

Number of children involved in each teaching programme element, April 2011			
Programme element	Number	Community group	Gender
Pre-school	26	Santal 62% Scheduled caste 38%	Girls 50% Boys 50%
Tuitions	67	Kora/Santal 79% Scheduled caste 13.5%. General caste 7.5%	Girls 36% Boys 64%
Children's Computer course;	10-12 / course 40-48 / year	Kora/Santal 70% Scheduled caste 5%,	Children: Girls 42% Boys 58%
Early Learning Group	145*	Kora 37% Santal 41% Scheduled caste 7.5%. General caste 14.5%	Girls 47% Boys 53%
Library and free learning	20-30/ day	mixed	Majority boys
Adult computer course	10 / course 30-36 / year	mixed	Adults: Women 37% Men 63%
Activity Groups	15 groups of about 10 children each	Mixed	Girls 56 % Boys 44%
Mobile library	4 villages of about 20 children each	Majority Santali	?

3. Activities and objectives:

3a. Fulfilment of objectives

1= Very satisfactory; 2: satisfactory 3: fairly satisfactory 4: not achieved.

Programme	Objective	Rating	Brief Analysis
pre-school	Provide foundations to literacy and numeracy in a positive, child-centred learning environment	2	Some problems with regular attendance, especially for youngest children, mean that learning foundations are not as secure as they could be.
	Undertake first language teaching and learning (mainly Santali)	1	Teaching is almost all in Santali, as children are nearly all Santal. Some materials have been made to support this.
	Provide an introduction to basic	2	May not have been fully achieved where

	Bengali (the school language)		attendance is not regular
	Promote the social, emotional and physical development of children, drawing on cultural resources such as Santali songs, rhymes and dance, and on learning through play and learning through art.	1	The pre-school has been play oriented and teachers pay attention to all aspects of child development
	Provide foundational experiences of equality	1	Care is taken on a daily basis to ensure children are treated equally
Early Learning Group	Support basic literacy and numeracy, increasing the breadth and depth of basic skills achieved by class 4	2	Some work still needs to be done to focus curricula and cope with children with learning difficulties in mixed ability classes.
	Broaden the scope of education to increase its relevance for marginalised children and provide a holistic learning environment including creative writing, art, drama, sports and music.	1	The curriculum is very varied; annual show rehearsals are an important contribution; art, sports, music and creative writing are undertaken seriously
	Promote social and gender equality, centralising the cultures and experience of adivasi children so that education speaks to their lives, and offering particular support to girls.	1	Focus has been on changing behaviour which reproduces inequality as well as consciously promoting girls and other children with social or individual disadvantages in each programme (e.g. computers).
	Promote first-language resources in local schools and build relationships with schools that positively work towards addressing quality issues.	3	Placing language assistants in local schools was not achieved. Building relationships with schools has progressed considerably; one school has a vegetable garden; more work is needed to establish language assistants.
	Pay particular attention to children with learning difficulties of various kinds.	2	Sincere work and a well structured programme is being implemented and is successful with most children. More time and work is needed to ensure children with more challenging difficulties achieve basic literacy.
Tuitions	Support children in a variety of ways, including practically and emotionally, responding to their progression through school;	1	Children who attend regularly are very well supported.
	Provide text book based classes reinforcing school learning.	2	Some children do not attend regularly and this has not always been solved by attempts to contact them and find out

			why. The majority of children passed school annual exams, but some failed, suggesting more targeted support may be needed.
	Identify children vulnerable to drop out from school and offer particular support to stay in school.	2	Two girls dropped out of school during 2011 – one at class 7; one at class 8. The remaining 65 are still in school, but some precariously. An innovative incentive to pass failed years has just been initiated. Local schools are not yet implementing the RTE's no repeat years clause.
Computer Courses	Increase access to basic computer technology for primary and secondary children	1	40 children completed the computer course as planned. Many of these use the computers for practice and learning in their own time.
	Emphasise the role ICT can play in learning, and facilitate children to understand and access this role.	2	This objective has been hampered by the lack of software and material in Bangla. Good use has been made of opportunities in English, but this is constrained by limited English ability of most students. There is scope for more focus on enabling children to use computers for education – research, presentation, reinforcing class-based skills. There is opportunity for developing mobile computer course systems while schools are in transitions from computer-free to computer-enabled.
Supporting Adivasi Identity	Undertake activities which make learning accessible and relevant to adivasi children, acting upon the idea that if education is to be meaningful to adivasi children, then education processes also need to change to accommodate them.	2	A middle line is currently being taken between supporting school curricula, which does not speak to adivasi culture, and non-formal inputs. Pressures to formalise and monitor tend to play away from accommodating adivasis in the programme.
	Promote first language learning for younger children and connect language and culture with education for older children.	1	Kora and Santal material is used in lower classes, and first-language teachers are responsible for those classes. Older children participated in first language creative writing courses which resulted in two books of children's writing 'Miru Chere' and 'Kopai Gada Hanasai'. Older children are also individually shown how to read scripts in their own languages. There is scope for producing more first language materials supporting this approach.
	Research, develop and produce	1	Production of materials has been very

	first language learning materials in Kora and Santali for use within Suchana's education programmes as well as for local distribution to schools, households and adivasi organisations.		satisfactory, but a more streamlined approach to dissemination in schools may be possible in future.
Health	Ensure that children are physically healthy (in the context of learning).	1	Health worker care, latrine use and hand washing at ELG sessions have made a visible difference to some health problems: skin infections, infection of wounds, and spreading infection between children.
	Address health challenges in the community.	3	Running a weekly Dr's clinic was not achieved; nor were community CLTS sanitation workshops. However, the health worker continued to visit the communities and two community-wide health camps were conducted.
Library	Increase the level and depth of literacy amongst primary and secondary age children;	1	The Library has been very successful in supporting a key objective of the ELG; library classes are held for each age group during ELG sessions. Only a handful of children prefer not to take books home.
	Build an enduring relationship with books as sources of information, experience and pleasure;	1	Many children, even some who cannot yet read, engage seriously with books, and choose to spend time with books over other activities. A few books do get damaged or lost this is relatively insignificant compared to the gains of an open shelf system.
	Connect education to the children's lives, and books beyond school text books.	2	The children now suggest their book preference before every new purchase. Older children issue books to themselves.
Mobile Library	Make books (beyond text books) accessible to children in a wider geographic area;	2	About 100 children have been reached via the mobile library, as well as a few adults. This is the newest of Suchana's programmes, so some teething problems regarding tracking down missing books are being addressed.
	Deepen literacy amongst these children;	-	This is hard to track with children who do not access other programmes.
	Encourage appreciation of stories and connect stories with books via reading aloud.	1	Enthusiastic reception of the library suggests that this objective is being met.

Activity Groups	Provide opportunities to briefly learn a wide ranging skills to all of Suchana's children based on local oral tradition and taught by men/women from our villages.	2	The activity sessions are very popular and kids sign up with a lot of enthusiasm. Most groups have worked very well. A few groups have attendance difficulties, sometimes because the people who impart the trainings are not directly linked to Suchana, it takes time to take on board Suchana's perspective. The times may not be strictly adhered to, or a teacher missing on a session leads to the children getting confused with the time table.
	Nurture creativity and foster its relevance in regular learning.	1	There is increasing understanding of the contribution creative work in general learning.

3b Challenges and Responses

Scheduling and flexibility

Suchana runs out-of-school programmes which supplement the children's school learning and offer support to engage fully in education and stay in school. It thus schedules all teaching activities in early mornings and afternoons, working according to the (different) schedules of local primary and secondary schools. The teaching programme timetable is thus complex (see Annex 2), and often needs adjusting – for example to accommodate government school's summer/winter schedule changes, and more recently to accommodate the new initiative in West Bengal to change primary schools from 'morning schedules' (approx 7am-11am) to 'day schedules' (approx 10.30am-3pm) EXCEPT for 100% adivasi schools, which are free to continue with morning schedules.

At the core of the design of programmes, and key to their flexibility, is that the Education Resource Centre and its Children's Library are open 7 days a week, 10 hours a day, and a Child Relations Officer is present at all times to address the needs of children using the Centre. Into this basic structure, programme schedules are slotted according to the age group of the children the programme is designed for, and their respective school timings.

Admissions and targeting

Admissions processes for the annual-cycle teaching programmes (ELG, Pre-school, Tutions) began in February; children from Suchana's working area were given priority and 2 'new' villages were invited to fill remaining places. New villages / paras targeted are 100% adivasi / scheduled caste. Girls were also given priority in the admissions process, and actively so when the majority of early admissions were boys. The three month cycle computer course has been offered to children already enrolled in another programme, and have been offered to older children first; during this year, Class 6 and then Class 5 children took the course.

Ensuring regular attendance

Because a) Suchana offers classes and activities *in addition* to school learning, there is a sense that it is 'optional'; and because b) regular school is generally treated as optional by

some groups of children, who attend irregularly, various tools are in place for the teaching programmes to use to encourage consistent attendance:

- Parents are informed at admissions and at guardians meetings that regular attendance is expected.
- Only children whose attendance exceeds 65% are allowed to come on the Picnic and take part in the Annual Show. These rules are regularly explained in assembly.
- Gifts were given in assembly at the end of the year session to one child in each class group with the best attendance.
- For the computer course, children who attend 80% of sessions are returned 15% of their course fee.
- Visits are made to the homes of children from 'vulnerable' categories whose attendance has fallen off to establish why, and to seek a consistent return to the programme.

First language teaching and resources

First language teaching was made a priority in the age group 3-6+, i.e. in the pre-school and in classes 1 and 2 of the ELG. This was easier to implement in the pre-school which is almost exclusively Santali, than in the ELG which has Kora, Santali and Bengali-first-language children in each class. It is also very challenging for literacy teaching, because of an almost complete absence of materials and resources in those languages. Responses to these challenges included:

- Distributing teachers with Kora and Santali language skills over the lower classes, in interchanging routines so that all children in the age group get direct support in some classes from these skills.
- Using a mixture of Bengali, Kora and Santali in classes, and making time for translation, especially of key concepts and teaching points.
- Making time in assembly for translation of important news about routines etc.
- Using the Kora primer developed in-house for teaching in Class 1 and 2.
- Using the Santali alphabet chart, in Bangla script but using Santali visuals, to accompany the letters. This was also developed in-house.
- Developing more first language materials in the Supporting Adivasi Identity programme, so that more materials are available in house as well as elsewhere supporting first language learning in Kora and Santali, including, this year, the development of 2 books for young children in a new series called "My Book in My Language".
- Stocking the library with as many Santali books (using Bangla script) as are accessible.
- Giving one-to-one guidance on how to read Santali to older Santal students.
- Involving children in using first languages to write fiction, non-fiction, poems and songs – with the printed output 'Miru Chere' (Santali) and 'Kopai Gada Hanasai' as a direct result and aiming also to promote the value of first language writing amongst the children.
- Involving non-Santal / Kora children in cultural learning and production: for the Annual Show, all children learn at least one song in each language; mixed groups learn Santal and Kora dance; non-Santal / Kora children who have some language skills are encouraged to join in writing in those languages.



Photo session for “Miru Arang” cover design

There are mixed responses to the emphasis on first language learning from communities. A few Kora families now only use Bangla at home (in large part because of pressures around Bangla education); all Santal families use Santali at home but may be ambivalent to reading and writing in Santali, not least because the majority parents either cannot read, or read little themselves. Children, on the other hand, have generally adored seeing their language in print, and some have had the experience of suddenly being able to read more easily when offered this opportunity, while they struggle in Bangla.

Remedial teaching

The remedial teaching, running alongside the ELG sessions in one-to-one work, has been very successful for some children, bringing them to ‘take off’ in independent reading. Methods developed to 1) approach literacy from a variety of angles, appealing to different learning styles and 2) reduce stigma around remedial teaching and making it enjoyable have had good results, with most children curious about the process and wanting to have classes. We value the fact that most ‘slow learning’ children visibly value Suchana and ‘brightness’ is not a factor in how far children are welcomed or feel at home there. Children who are slower with ‘academic’ work find they are valued for other contributions, and the breadth of activities that are given value is therefore very important.

However, the remedial programme has not been 100% successful in its basic objective of ensuring that all children learn to read independently by class 4. As always it is the few children with the biggest challenges that are hardest to reach consistently – those who have least support from home; those with learning difficulties; those who have responsibilities for younger siblings, those who supplement family’s income in various ways etc. The biggest challenge has been that these children are least likely to have consistent attendance at regular school, at the ELG, and at remedial classes and therefore learn slowly.

Communication with parents and home visits work to some extent, but especially for younger children who have little idea of time or routine, without parental guidance it is very difficult to establish regular learning.

A second challenge is children with explicit learning difficulties. Although we have developed methods which address different learning styles, these may be not specialised enough to address all learning difficulties. Teaching children with learning difficulties is a very specialised practice, and it a challenge for us to extend our skills further in-house without specialist expert guidance.

“We have developed a lot of ‘activities’ , for Remedial teaching methods. These help the kids a lot. We review at the end of three months and then evaluate how much the remedial kids have developed their skill.” Aruna Mahji, Remedial sub-programme manager.

Addressing school drop out

The picture of how drop out happens and which children it happens to is in reality both complicated and prolonged. Aside from the issue of delayed initial enrolment in school (which Suchana addresses through its pre-school by assisting with school admissions at the relevant age), the road to drop out appears to begin at early school stages when some groups of children fail to become engaged with school processes, learn little in school, and begin to see themselves as not fitting in there.

Suchana addresses drop out on many fronts, including individual discussions with both parents and children when certain children take the step from 'vulnerable' to 'near certain'. The Tuitions programme is a direct intervention in drop out processes, because of the strong link between absence of private tuitions (for financial, location and caste reasons) and school year 'failure'. Chief among these strategies, however, is the core of Suchana's work which is seeking ways to make education relevant (to adivasi children) and enjoyable - by offering a broad curriculum, centralising the children's cultures, and working, therefore, as something of a middle ground between 'home' and the unfamiliar formalities of 'school'.

Schools in West Bengal are struggling to consistently implement the RTE's recommendation that no repeat years should be enforced before Class 8, and the local secondary school is still requiring those who fail annual exams to repeat the year. One innovation developed this year to try to prevent drop out caused on the face of it by the prospect of repeating the year, was to reward, fairly substantially, the children who failed last year but passed their repeated year. This is intended to work as an incentive to those who failed this year.

The details of this innovation took some time to develop because we wanted to avoid offering an incentive to children to fail, but wanted to offer clear encouragement to those who had. Finally, cycles were given to those girls who failed last year but passed this year; and school bags with classroom equipment were given to boys in the same category.

3c Outputs:

The programmes produced the following 'regular' outputs, as well as a number of supplementary outputs listed below.

Pre-School – 96 sessions were held with 25 children

ELG – 99 ELG sessions were held with 135 children and 48 sports sessions with 80-100 children, for children in classes I to V.

Tuitions – 2392 tuitions classes were held in Maths, English and Science for children in classes V to X, each with 4-8 students

Computer – 4 x 60-session courses were held with 10 students each batch.

Health – a health worker attended 47 ELG sessions dealing with minor health complaints and advising children on sanitation; and 53 village visits were made for minor treatment and health advice.

Library – The Library was open on 335 days in 2011-12. The Children’s Library now has 3300 books. During 2011-2012, 1441 books were newly accessed. So far we’ve had 15 damaged books and 7 lost books over the past one year.

Mobile Library- The mobile library started in October 2011 and has made 44 trips to 4 villages over the last 6 months. Books issued so far have been – village wise -;

- Sorpukurdanga - 550
- Bandhlodanga 1 & 2 - 458
- Koedpukur - 352

Activity Groups – There were 12-14 simultaneous activity groups, each running for 10 weeks, and the total over the year was 37 courses. 10 children sign up to each of these groups and quite a few sign up to more than one group. Barring the pre-school age children, rest of the Suchana children have benefitted from these skill oriented activity sessions.

Supporting Adivasi Identity

During 2011, outputs of this programme were:

- “Chirgel Durong”, A Kora song CD developed by Suchana children with inputs from the Kora community.
- “Kopai Gada Hanasai”, a Kora book of children’s writing, developed by Suchana children
- “Shobdo Mala” A Kora word book (mini dictionary), developed by Suchana teacher Shanto Kora with inputs from the Kora community.

- “Miru Arang”, a Santali children’s song CD, developed by Suchana children with inputs from the Santal community.
- “Miru Chere”, a Santali book of children’s writing, developed by Suchana children
- “Panmoni” and “Baha ar Lukhi Gati Kuri” Santali children’s story books and alphabet chart, developed by Suchana teachers.
- Santali Primer Chart developed by Bhabini Baski and illustrated by Gopal Saha, Suchana art teacher.



The covers of “Kopai gada hanasai” and “Miru chere”



The covers of “Baha ar Lukhi Gati Kuri” and “Panmun”i



Santali primer chart

Children's Annual Events

Annual Function

This is an event which is highly rated by everyone, not only the nine villages that Suchana works in, but by others too. The intensive rehearsals for two months culminate in a three hours 'show', consisting of group and individual performances. The last performance is the Gymnastics, under artificial lights, which always leave the audience awed!



Gymnastics show at the 2011 Annual Function

Picnic and tour

Suchana's picnic and tour was held in March 2011, at the close of the 2010-11 academic session. Suchana's 215 children, the staff and committee members signed up for it. This means a very difficult transport operation, made more difficult by the fact that a lot of the children suffer from motion sickness. The picnic was preceded by a 'study' tour element – a visit to Kalabhavan (the Art School of Viwabharati University) to look at artwork there. The children were also given a guided tour of the sculpture and print making departments.



Suchana children observing sculpture at Kala Bhavan

Cinema trip

Another exciting event for the children as it involves going to a theatre to watch a film. Interestingly the sheer excitement overcomes the language barrier of the films.

Science Express trip (senior students)

Tuitions students, class IV-X, were taken to visit the Science Express, an interactive science exhibition that travels on the railway network around India. By chance, the exhibition was at nearby Durgapur, so Suchana took the opportunity to take children, and arranged special sessions hands-on science demonstrations.



Hands-on session at the Science Express

Circus trip (junior students)

Even though animals are now banned in circuses, the circuses that visit small towns still have animals and this was a real treat for the children, especially the elephants! The trapeze was another performance which the children enjoyed very much together with the clowning of the clowns. In fact the trapeze was the idea for Suchana's gymnastic performance in the Annual Function.

Children's Mela

The Children's Fair is a relatively new concept of Suchana. This event was fully organised and controlled by the children and all the stalls were manned by them. The process helps children in numeracy and accountability directly as the children did the shopping, sold the tickets and had to account for everything at the end of the day. The whole event was then reviewed and shortcomings are sorted out.



"Light the Candle" game at the Children's Mela

Sports day

Sports day took place in December 2011: 115 children and about 50 parents and teachers took part in 34 races and a four-game team tournament, celebrating individual achievement as well as team co-ordination.



Girls' 75m race (Group B) Sports Day 2011

Children's workshops / training

Beyond the regular teaching programme, the following one-off events were held in the interests of broadening the educational experience of the children:

Drama in Education – techniques and activities around using drama for learning and personal development were introduced to a group of 60 mixed-aged children by a team of National School of Drama alumni in association with the National Centre for Protection of Child Rights.



Drama in education workshop, November 2011

Toy Making workshop – A US-based group of young people visiting under the guidance of Humanitarian Travel Abroad conducted a toy making workshop with 60 children.

Latrine hygiene and hand washing training were held with all Suchana children in small groups following the completion of the latrine building in May 2011. Follow up training sessions to reinforce the learning were held in January 2012.

Reproductive and Sexual Health exchange workshop was held by Suchana's female teachers with secondary school girl students, in the context of the new latrine building, but with a broader agenda of discussing reproductive health more generally.

3c. Capacity Building

Training and Training workshops

Two Low-cost No-cost Science Trainings : 4 Suchana teachers participated in a 1-day training in conducting science demonstrations held at a local school; following this a 2-day training was held, conducted by retired Birla Museum director Samar Bagchi, for Suchana teachers, teachers from four further local schools, and secondary school students (approx 70 participants). In fact the government school teachers are now proposing for a Science Fair to be held at Suchana.



Teachers at the low-cost; no-cost science training

Maths teacher training: a 2-day training was held for all Suchana teachers involved in maths teaching. The training was conducted by Shikshamitra, Kolkata. The training included techniques for early numeracy (pre-school) and the WB maths curriculum classes 1-V (12 participants).

Barefoot Teacher training run by Loreto School, Sealdah was attended by 6 Suchana teachers and trainee teachers, for 9 days.

Computer Hardware training (1 day) was conducted for 5 teachers involved in and preparing to be involved in Suchana's computer training programme, conducted by Bolpur-based computer hardware suppliers and fitters.



Computer hardware training, October 2011

Computer Software training (2 days) was conducted by Rabia Khatoon, Uddami, Kolkata, to support computers teachers in extending their understanding of different software and identify areas to develop in the children's courses.

Story telling + Reading aloud training (one day) conducted by local education expert Indrani Barua, was held for teachers involved in library classes for the ELG, and those involved in the mobile library (10 participants).



Reading Aloud Training, October 2011

Mask Making: A mask making workshop was held by Suchana Art specialist Gopal Saha for teachers and children, in preparation for the 2011 Annual Show (10 participants).

Peer to Peer events:

The teaching programmes incorporated the peer-to-peer exchange approach to skills development on the basis that bringing people with similar areas of experience together in discussion is effective in generating self-generated ideas for problem solving which have a good likelihood of being acted on. This acts as a balance, then, to training by outside specialists, where knowledge is 'brought in'. We believe that this peer-to-peer approach is at present, and in this area, also a constructive, as well as realistic, strategy for disseminating good practice and influencing local schools.

Tuitions peer to peer exchange: a half day discussion by Suchana tuitions teachers, tuitions teachers from Antaranga, a Santiniketan NGO school and teachers from the local secondary school attended by most Suchana children. Discussion focused on how to promote active learning in tuitions, calibrating with the secondary school schedule, and problem solving around 'challenging' students. (17 participants).

ELG peer to peer exchange (1/2 day) with a group 10 ELG teachers, and 6 teachers from Shikshamitra Kolkata, an experimental school working intensively with slum children, and more recently moving into training and materials development.

Pre-school and ELG informal exchange with teachers at Nayantara.

Community workshops

Dental and Eye Camp was held for Suchana children and their families; 140 people attended; dental treatment was given in follow up visits; subsidised glasses were arranged for children and adult with vision issues.

Reproductive Health and Child Health Workshop was held for married women in Suchana's working area. 35 women attended the workshop.



Reproductive and Child Health workshop

Guardian Meetings were held on a regular basis for the ELG (2), Pre-School (1) and Tuitions students' guardians (5). Meeting time was divided into three parts: individual discussion between parents and class teachers; plenary information sharing by Suchana; and guardian's concerns and suggestions.

Managers' and users' comments on the Libraries and Activity Groups

Children's Library

"The library is running very well. All the kids now take the books on their own initiative. 2011-12 saw more cards issued over 2010-11. The children are now choosing their own books. When I go to buy books, children suggest the topics. Ladies from our local Kora village Rindanga, now frequently come and take health related books. The kids are not afraid if the books are damaged and I think it's a good sign but I'm worried that some carelessness may set in. Sometimes the kids themselves repair the damaged books. The bigger kids now take book by entering issues in the library cards themselves.

Jhuma Gonraj, Librarian

Mobile Library

"The kids eagerly wait for our arrival with new books. They tell us when books get damaged or lost. They have learnt how to put back the books in the proper boxes and in proper order. When I read stories to them, the kids mostly will say that they already know the stories. Which I think means that they are reading their books. The very small ones sometimes are very noisy and disrupt the story telling sessions. The books get returned on a regular basis and it only few times that we've to go their houses to fetch the books back. The bigger kids can't avail the mobile library."

Narayan Hembram, teacher

Basini Mardi (age 18 and mobile library user): "the books that are coming to our village with Suchana Mobile Library, we like them very much. There were no arrangement before. Now it is there and has helped us a lot. We can read a variety of books here. And we have liked them very much."

Hasi Mardi (age 14 mobile library user): "Suchana Library brings us lots of books and our village boys/girls dada/didi all take lots of books. We read them at home and learn lots of stories and poems."

Activity Groups

We think that the activity initiative, in the future, could lead to vocational training programme. The activities have helped the girl children especially as they can justify/legitimise their evening ventures to Suchana, without having to convince their parents for 'evening outs'.

Some of the activity groups like, 'vegetable garden tending, making hand fans rabindra-dance, knitting with wool, hands on math, science games, kantha stich, ason bona, making

bead-jewellery, rubber and fabric prints are more popular than the others. The skills that have been imparted through these activity courses clearly shows the need and wish to preserve local crafts, which would otherwise die out. The children love to participate and are quite focused over the 1.5 hours periods, says Jhuma our activity coordinator

4. Programme Management:

Suchana has consciously developed relatively flat organisational hierarchies in order to facilitate shared responsibility, skills pooling, shared ownership and initiative. Earlier Suchana had no paid or formal management structure, with the negative result that management was often stressed and ad-hoc but the positive result that many essential administrative tasks had been shared from the start. Now that we have a paid management structure, the existing staff were therefore in a good position to take on formal programme responsibilities when it started in January 2011.

Programme management was undertaken by Programme Co-ordinator, Rahul Bose, and Programme Development Officers (Jhuma Gonrai - Tuitions; Sushanto Ghosh – ELG and Computer Course; Bhabini Baski – Pre School; Rubai Hansda – Sports; Aruna Gonrai – Remedial; Somnath Dalui – Government Schools support; Shanto Kora, Bhabini Baski and Narayan Hembrom – Supporting Adivasi Identity) for each programme.

The Programme Co-ordinator worked 3-days a week and Programme Development Officers were allocated 1-day a week for administrative and planning tasks associated with their programme. For 'lighter' programmes (Pre-school, Computer Course, Tuitions), this was reduced to 3 days a month, with the extra day allocated to sub-programme management for Sports, Remedial, and Government School Support, which were managed with 1-day a month each.

Tasks in Supporting Adivasi Identity were production based; management was therefore divided according to the specific output. Staff responsible for producing each output were allocated 'production time' in order to do so.

Executive Committee

The Executive Committee has 24 elected members and a broadly conceived 'quota' system ensuring that all villages in Suchana's working area are represented. Most members are parents of children enrolled in the programmes. Suchana's Memorandum states that 50 % of the Executive Committee must be women and 50 % must be adivasi. Meetings have a revolving Chair; agenda-setting is done jointly by all present at the beginning of the meeting.

Executive Committee meetings were held in all months except October and June. An Annual General Meeting was held in September. The Executive Committee approves project plans, wages, and scheduling of events. It also functions as an important communication mechanism with parents and other community members.

5. Assessing Impact

Gauging impact in education is challenging, because learning takes time to flower in the lives of children, and the effects of specific events in the course of learning may be both intimate as well as indirect. Added to this is the challenge of gauging the impact of programmes taking place in the context of a (slowly) changing environment in education: it is very difficult to attribute community level or social impact only to these programmes with certainty, beyond the fact that they contribute to a discourse of universal and progressive education which is gradually gaining currency in the area from other sources as well. Discussion on the Right to Education, for example, is beginning to take place at political and social levels as well as within Suchana.

Nevertheless, the following statements can be made:

Impact in relation to stated objectives

Objective: *Support basic literacy and numeracy, increasing the breadth and depth of basic skills achieved by class 4*

This objective has had good outcomes, as discussed, and nearly all children are able to read independently by class 4. Exceptions are children with certain kinds of learning difficulties. In terms of impact, this outcome has had the result that basic education is now understood locally as being relevant and available to all children, not only more privileged children. This is a very significant change from the previous generation in which education was in practical terms only extended to the socially privileged, or to the small minority of underprivileged children who showed special promise. The transition to Education For All is underway.

Objective: *Broaden the scope of education to increase its relevance for marginalised children and provide a holistic learning environment including creative writing, art, drama and music.*

The programmes make a variety of inputs into this objective, with a variety of outcomes including performance, art work, book production, craft skills etc. In terms of impact, the results of this can be seen in children's confidence and ownership, understood as integral to building a sense of rights. In particular, the outcomes of this objective have built a sense that quality education and learning is for everyone – including those whose best skills are not academic.

There is a variety of evidence that children have:

- gained skills, not just in literacy and numeracy but also in pursuing their own learning via the library and the computers; in art and craft; and in cultural celebration through music and dance.
- feel comfortable in and pride in their learning environment.
- are increasingly confident in their interaction with teachers and other adults and in their expectations that their issues will be addressed.

Objective: *Support children in a variety of ways to prevent drop out before class 8, responding to their progression through school;*

Two adivasi girls involved in Suchana's programmes dropped out of school during 2011 – one from class 6 and one from class 7 - and were subsequently married. On the other hand, Suchana's secondary school tuition classes have 8 (of 17) adivasi girls in class 7 and 3 (of 7)

in Class 8; and 2 (of 5) in class 9. Although these numbers are small, in terms of impact, this means that in communities, a gradually increasing proportion of adivasi girls – in some villages, the majority, - are now advancing through secondary school. This is a dramatic change from a decade ago, when very few adivasi girls made it beyond class 5. Out of 4 tuition children who are going to appear for the Madhyamik exam this year, 2 are girls and three families out of the four are illiterate.

Objective: *Increase access to basic computer technology.*

Over the year, 40 children have had 3 months training in using computers and now use them freely in the programme. While these numbers are small, the impact in terms of perception in the community is significant: before the pilot stage of this programme two years ago, there were no computers in the villages available to adults or anyone else. The idea that rural children – relatively young ones at that, and including adivasis, and including girls – should and can have access to this technology is now here to stay. This initiative has also demonstrated that it is possible to run computer programmes in rural areas, despite a variety of electricity supply challenges. Just having computers that are perceived to be accessible has helped Suchana as a community initiative. Older children or adults now come to Suchana to find out about their results, exams or jobs on the internet.

Objective: *Promote social and gender equality, centralising the cultures and experience of adivasi children so that education speaks to their lives, and offering particular support to girls.*

Suchana's balanced teacher and management staff gender ratio stands in sharp contrast to almost all education establishments, from primary to university level, in the immediate area. This has impacts at several levels:

- generating jobs in the local area that are known to be open to women and which do not involve excessive daily travel.
- Generating incentives to older girls to pass Class 10 on the basis that some local jobs are available to high school graduates.
- Providing role models to younger (and older) children – both girls and boys - of women in responsible and leadership positions, including decision making.
- Capacity building of a cohort of young women, alongside young men.

Amongst children, in the context of the Suchana's culture, a focus on particular support to girls and attention to gender (in)equality has had the effect that girls are actively involved as equal participants in all activities, which often entails making behaviour change, constant attention to the detail of interactions, and a willingness to pause and change. For example, attention is paid to whether girls are being given full support to do the computer course, and where there is doubt, discussions are held with parents. Attention is paid to interactions in class and girls are asked to speak out. The effect of these interactions is that within Suchana girls and boys learn that girls have equal rights, and at least some of this culture is carried into interactions beyond Suchana. Impacts, on the other hand, are incremental and the pursuit of gender equality in general terms, in this area as in most areas of the world, has ground still to cover.

Additional impact / potential impact

Three further outcomes have begun to have impacts at community levels and change perceptions of rights and entitlements:

The Activity Groups, ELG and other teaching programmes, and the Executive Committee have centralised and demonstrated **adivasi involvement in educating at all levels**: there is a high proportion adivasis among both senior and junior teaching staff; in programme management and on the Executive Committee. Several adivasi artisans were brought in as experts to teach the Activity Groups. This has had the visible impact of adivasi ownership of the education process, as well as adivasi influence on what gets taught and how: a major step towards making education accessible and relevant to adivasi children.

Suchana has also this year taken steps towards **generating an adivasi children's literature to support education**, a basically 'new' idea which stands to have wide impact in promoting and enabling first language education, especially if taken up by other groups, and if dissemination of the material to relevant groups can be maximised.

This year, as discussed, Suchana has been able to put a formal community-based management structure in place beyond the Executive Committee (which was already community based). It has provided the opportunity to **model community leadership and management**. The Annual General Meeting which included presentation and analysis of the SDTT grant and audit report was a demonstration of **accountability and transparency to the community**, which may raise expectations of similar transparency processes elsewhere.



2011 AGM

Emerging issues

Two related issues have clearly emerged over the course of the year:

- There is ultimately a limit to the contribution community based projects can make to ensuring literacy for all children, including children with clear learning difficulties, without substantial specialist inputs, some of which need adapting to local languages and the literacy issues they imply that are specific to the language. This implies a much broader engagement with approaches to addressing learning difficulties than currently appears evident in West Bengal (for Bangla).
- As for many education projects which target the 'most marginalised', in Suchana's programmes there has been a clear tension between aiming for measurable 'results' (especially at secondary level) – which in the prevailing discourse amounts to 'pass' outcomes in classes v – x, and giving sufficient attention to children with the most difficulties – in terms of home life, social background, and learning abilities. Pressure to achieve secondary class 'pass' can sway the team towards focusing on those most likely to do so – both for the purpose of fulfilling monitoring targets, as well as to promote legitimacy as an organisation in the community - but these are rarely the children with the most difficulties. More attention needs to be paid within the teaching programmes – with external assistance where relevant – to articulate and develop indicators to capture real – though perhaps small – learning achievements amongst the most 'challenging' children, and then to promote these more widely so that these are recognised as achievements. An example might be seeking ways of recognising the achievement (to the child and the team) when a child from a very disorganised household succeeds in arriving at class on time on his/her own initiative.

6. Observations

Suchana has remained vibrant and purposeful over the year, with the SDTT grant acting as a catalyst for more efficient work, providing the opportunity for learning across the team with the potential for important long-term impacts, and the scope for innovation with methods and approach.

The programmes have had broad-ranging outcomes; have clearly benefited the children taking part in terms both of measurable competencies and of more intangible features such as an increasing sense of rights and confidence; have met most key short term objectives and have made excellent progress towards longer term objectives. Apart from being unable to operationalise three (of about 40) planned activities, all activities were achieved with good results.

Challenges to implementing the programmes – such as scheduling, ensuring consistent attendance, and addressing mixed abilities in the classroom – have been met by a genuine willingness to confront difficulties, a discursive culture which is a very promising foundation for future work, as well as increasing ability across the team to seek out new responses where old methods appear insufficient.

Some broad objectives designed to steer medium term activity towards the long term vision of the organization – such as promoting social and gender equality, and increasing the relevance of education to adivasi children – cannot be expected to be fully met in the short term, but progress towards them has been significant in both tangible and less tangible ways. Clearly, with the RTE only partially implemented across West Bengal and social

inequality broadly increasing in India's current economic climate, there remains plenty of scope for future work.

2011-12 represented an important transition for Suchana, most clearly in terms of formalised community-based management, but also by providing the opportunity to reach out to more villages, gain a stronger local identity and gain confidence in articulating areas of specialised competency, such as in remedial work and extra-curricula activities. Increased attention this year to project processes and new management tasks may have slightly swayed focus away from the central project of teaching and learning; hopefully, with a year's experience behind us, this will be rectified in the coming year.

Observations: Drop out

In our experience, 'drop out' should not be conceived not as a single, time-bound event as this is rarely the way in which children stop attending school. Rather, it should be seen as a slow process of push-out, sometimes beginning very early in the schooling process where children begin to perceive that they do not 'fit' – either for reasons of language, dominant culture, social status, or ability to meet the academic tasks at hand. Children may start attending school less (because they don't have books; because they have problems with a teacher; because mother is away so they have to cook at home; because of lack of trust between students and teachers), falling behind, worrying about censure from school if they start going back, find it difficult to transition back to regular attendance because other activities have filled the time gap. In the process, certain key events – such as failure of annual exams, or demands from households to earn income – may act as catalysts and hasten the process, but are not single direct causes.

This diagnosis of 'drop out' broadens the set of approaches that might address the issue to include, for example, changing education processes to accommodate non-dominant cultures; innovating ways of learning to meet the needs of specific children and other activities not directly targeting academic milestones.

Academic milestones are, in their current avatar as indicators to colleges and employers, intended to divide 'those who can' from 'those who can't'. 'Drop out' is merely a logical function of this. Academic milestones pre class 8 therefore sit uncomfortably alongside the initiative to make elementary education universal, it may be time to promote a reassessment of their purpose, for instance by using them primarily to assess the function of schools rather than children.

Observations: Sessions-based staff arrangements

Sessions based staff arrangements have some challenges, including that they are widely held to offer employees less security. They are also administratively challenging, involving careful scheduling and flexibility.

Given that much work in the NGO sector is insecure whether session-based or not, we find it relevant to point out some long term benefits these arrangements have had for Suchana's programmes:

- Most importantly, they have begun to show excellent results in terms of staff getting qualified/ furthering their education while working at Suchana. This is important because many projects working with adivasis, but seeking full-time employees, struggle to find adivasi staff with sufficient levels of education.

Most of Suchana's staff began working at Suchana with low education levels, but carried out their work alongside their own education and at times which they could fit in. This required creativity from Suchana's programmes in terms of calibrating timetables. But Suchana's core staff are now (7 years later), as a result, well qualified, including three adivasi BA graduates and a scheduled caste woman MA graduate. A further adivasi man, an adivasi woman and a scheduled caste woman, all of whom dropped out of school before class 10, have completed Madhyamik (2) and Higher Secondary (1) alongside working in Suchana.

We feel Suchana could not have achieved this if it required people to commit to full time work, and wherever possible will continue to adopt this approach with employees. We feel that many projects working particularly in adivasi areas where education levels are low – and those that do have good levels of education are often fully employed elsewhere - could benefit from this approach.

For staff no longer pursuing education, part time arrangements have fitted well into the character of livelihoods, as well as allowing people to continue in other work and activities. Often, the skills produced by other activities have become useful in Suchana's work – such as artisan-based work which staff can then teach children, and farming knowledge which Suchana has used to develop vegetable gardening.



Suchana's Vegetable Garden Activity Group, guided by parent Madhav Kora

Annex 1: Suchana working area 2011 + Potential working area (mobile library; mobile computers)

Village	Approx no of houses	Community Category (%)				Distance from Suchana (KM)	Primary school		Other education projects?	Working area 2011	No of children Suchana members
		St - santal	St- Kora	Sc	General		Own	Next village			
(Uttor) Chandipur	15	90		10		0.2		Khanjanpur	No	2004	15
Khanjanpur	33				100	0.3	✓		No	2005	9
Ringdanga	60		100			1		Kamalakantapur	No	2005	71
Kamalakantapur	35			50	50	1	✓		No	2005	10
Aliabad	25	2.5	95	2.5		2.5		Kamalakantapur	No	2005	5
Hanuman Mandir	2				100	0.5		Khanjanpur	No	2004	7
Bandlodanga	140	100				2.5	✓		No	2010 ELG 2011 mobile library	58
Panchabanpur	30	90		10		1.5			RSV school	2 children	2
Srichandrapur	100			50	50	2.5	✓		? none	2011	12
Kuthipara	45	100				3		Uttor Sealah	No		
Uttorsealah	190	80		20		3	✓		First Light occasional foreign volunteers		
Sealah	80			50	50	2	✓		No		

Koyedpukur	70	100				2	√		Annual book donation	Library 2011	1 +
Sorpukurdanga	65	100				1.5		Koyedpukur + Bandlodanga	No	Library 2011	
Bowtijol Santal para	75	100				3		Ghoshaldanga + Srichandrapur			
Bowtijol Bangali para	75			50	50	3		Ghoshaldanga + Srichandrapur			
Goilapara	60				100	1		Koyedpukur			5
Bandaripara	40			50	50	1.5		Koyedpukur			7
Baspukur	25	80		20		1.5		Koyedpukur			
Bandnomogram	180			25	75	2.5	Secondary + primary				
Ghosaldanga	95	100				2	√ (Ashadulapur)				
Bishnubati Santal para	88	100				3	√			2 children	2
Bishnubati general para	75			50	50	4	√				
Ashadulapur	45	95		5		3		Ghoshaldanga			
Goalpara	250			30	70	2	Secondary + primary				
Kalopukurdanga	25	100				3		Goalpara	Some informal classes		
Fuldanga Santal para	190	50		25	25	4	√			1 child	1

Annex 2: SUCHANA PROGRAMME TIMETABLE NOVEMBER 2011

	Monday			Tuesday			Wednesday			Thursday				
	CHILD RELATIONS Aruna			CHILD RELATIONS Rubai			CHILD RELATIONS Narayan			CHILD RELATIONS Kumkum				
6-7														
7-8	library	Pre school Bhabini Narayan	AG Jewellery making	library	Tutions Jhuma Babu		library	Tutions Shanto Jhuma, Diya	Tutions Rahul	library	AG Jewelle ry making	Pre school Bhabini Narayan	Comp uter Kids - Babu	AG Science Practical
8-9														
9-10														
10-11														
11-12														
12-1														
1-2														
2-3														
3-4	library		Computer – Adults Uma	library	Moblie Library – Sorpukur + Koetpurkur	Computer Adult Babu	Library		Early Learning Group + Remedial Jhuma Babu Kirsty Somnath Shanto Kumkum Bhabini Aruna (Rajesh) (Kakoli) (+1) DVD	Library		AG Sticker design	Computer Adult Babu	
		AG Easy Maths												
4-5														
5-6		AG Rabind ra Dance									AG Hotpad weavin g			
6-7														

[illegible]