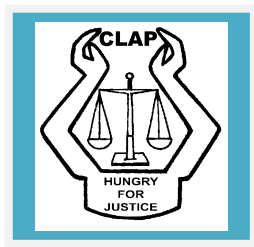


FINAL REPORT

IN DEFENCE OF THE CHILD PROJECT



Supported by
Bernard Van Leer Foundation, The Netherlands.



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Background:

With the profound financial support of the esteemed Bernard van Leer Foundation, The Netherlands, the CLAP had launched the Fifth Phase of In Defence of the Child Project from 1st of August 2010 for a period of 3-years. This phase of the project was designed to address law and public policy to ensure quality early education to scale for young children in Odisha vis-à-vis in India. Accordingly, a strategic attempt was made with a focused mandate of creating a conducive legal environment that can address the issue of failure of entitlement of young children of marginalised communities concerning the opportunity to have access to quality early education. In India the opportunity of quality early education is available and accessible for those children who hail from rich families or whose parents can bear the cost of early education services delivered by private institutions, however, a huge chunk of child population belonging to poor and marginalised families are deprived of opportunity of early education. Even though early childhood education is covered under Integrated Child Development Scheme (ICDS), this aspect has been the most neglected service due to absence of accountability in the Scheme. Therefore, CLAP identified the issue and planned to make a demand for law or public policy.

The CLAP has undertaken a Juridical Advocacy Initiative with the profound financial support of Bernard van Leer Foundation, The Netherlands to initiate a demand for law or public policy on quality early childhood education for children in the age group of 3-6 under the 5th phase of In Defence of the Child Project since August 2010.

This initiative endeavours to make a demand for inclusion of special provision under the law or public policy for mother tongue based quality early childhood education for tribal children of Odisha.

This is an outcome oriented endeavour to accomplish a provision under law or policy regarding mother tongue based early childhood education for tribal children of Odisha and a provision of accountability in the system.

In order to address the issue of deprivation of entitlement of young children of vulnerable communities, the CLAP strategically made an attempt to initiate a demand for a law that (1) assures quality early education, (2) authorises the state to invest in young children in the form of public expenditure on pre-schooling and (3) finally recognises young children as the right-holder of public service relating to quality early education.

The above stated mandate of the fifth phase of IDC Project was further refined with the proposition that tribal children being the most vulnerable segment require a special status in the law concerning access to quality early education with a provision of mother-tongue based early childhood education for them. In this regard the CLAP has drawn sanction from United Nations Convention on Rights of the Child which mandates in Article 30 that

indigenous children shall have the Right to Language. Accordingly, the CLAP under IDC-V had strategically designed a juridical advocacy initiative on the issue of access to quality early education for children especially access of tribal children to mother tongue based quality early childhood education.

It is pertinent to mention that the Fifth Phase of the In Defence of the Child Project was built on the earlier initiative under the Fourth Phase of In Defence of the Child Project implemented between 2007-2010 during which CLAP spearheaded the movement in India making a demand for statutory backup to Article 45 of the Constitution of India which provides for State Policy on ECCE. The quest for State Policy on Article 45 ended successfully with a provision regarding ECCE in Section 11 of Right to Education Act. Thus, a new search began in 2010 under the Fifth Phase of the Project where the earlier attempt ended under Fourth Phase of In Defence of the Child Project. The new search had been directed at seeking a comprehensive legal framework or public policy which guarantees Right of Young Children to Quality Early Childhood Education.



Scope of the Report:

This Report recounts the processes followed in course of making a demand for a law recognising the young child as the right holder in the matter of public service and accountability concerning access to quality early education. The Report has been prepared at the end of the second year of the project (July 2012) in the form of a Preliminary Report as per the requirement in the Term of Agreement signed between CLAP and BVLF. It is essential to point out here that in course of preparation of the preliminary report, it was found necessary to draw up a framework for final reporting at the end of the project so that concerted attempt can be made at this stage for a period of one year to develop a comprehensive final report. The framework for final report is attached with this report in the form of Annex-one.

In terms of the Grant Letter of Bernard van Leer Foundation, the 5th phase of In Defence of the Child Project seeks to achieve:

- A. A law/policy is in place in the state of Odisha which creates opportunity and appropriate environment for tribal children to have easy access to mother tongue based pre-primary education centres.
- B. Accountability mechanisms are devised within the policy with service delivery norms clearly defined to measure impact.

The present report covers the overall approach, strategy and result of the project so far in clear terms to clearly demonstrate the progress of the project to achieve the outcome.

Broad Strategy of the Project:

In order to accomplish the envisaged outcome of the project i.e. a law or public policy is in place, the project adhered to the following broad strategy:

- Advocacy and Lobby for law or public policy on Early Education.
- Networking among civil society organisations to advocate and promote social activism on ECE.
- Legal Action to secure rights of young children.
- Action Research for the Purpose of collection of evidence to strengthen advocacy.
- Media Advocacy.



Activities, Milestone and Achievements:

The programme measures under the project are aligned with the 5-broad programme strategy mentioned above to accomplish the envisaged outcome of the project. In this regard activities were planned with specific milestones for each of the intervention so as to ensure that the outcomes are accomplished over a period of 3-years. The progress of the project so far is succinctly described below:

1. Demand for Law/Public Policy:

CLAP has the unique distinction of being the only NGO in India to have sphere-headed a demand (between 2007 to 2010) for a legal framework on ECCE drawing sanction from Article 45 of the Constitution of India relating to state policy on ECCE incorporated by 86th Constitutional Amendment. Soon after the statutory recognition of Article 45 of the Indian Constitution in Right of Children to Free and Compulsory Education Act 2009 (RTE Act), CLAP again ventured into the legislative framework for making a demand for law or public policy on ECE at the state level since 2010 in accordance with the provision of Section 11 of RTE Act. It is pertinent to mention that the RTE Act of 2009 came into force from 1st April 2010.

Looking at the complex policy issues in governance, CLAP has systematically arranged an advocacy and lobby initiative to influence policy makers and legislators. In this regard a clear roadmap was contemplated with 3-specific milestones to be covered over a period of 3-years.



As a part of the advocacy and lobby at various levels, the following major interventions had been made:

- a) *Dialogue on Section -11:*** At the beginning of the advocacy for a law or public policy, a state level colloquium was organised to initiate a dialogue on the provision of Section 11 of RTE Act involving civil society organisations, govt. representatives and the Ombudsman institutions like State Commission for Protection of Child Right. This colloquium, named as “Dialogue on Section 11” was the first ever public discourse in India on the provision provided for under Section 11 of RTE Act relating to ECCE policy. As this provision desires the State Governments in India to formulate Policy on ECE and ECC, therefore, the Dialogue insisted on State Government in Odisha to formulate a Policy. Thus a demand was started to make a public policy or a law on ECE. Broadly, it impacted the policy discourse relating to development of a legal framework on ECCE. It also contributed significantly to the growth of knowledge regarding the possibility of making legislative arrangement and recognising young children as right holder to a set of services in the nomenclature of ECCE.

As this endeavour opened up a new dimension of law or policy on ECE, it received wide media attention creating a demand through media.

As an immediate follow up to the endeavour, the advocates of Right to ECE for young children submitted a Charter of Demand to

This distinctive endeavour of CLAP in India with a focused advocacy for a law or public policy on Early Childhood Education and Early Childhood Care drew public and policy attention to the issue for the first time after enactment of the RTE Act.



submitted to Government of India aligned with the development of Policy Discourse at the national level.

the Government of Odisha to formulate a Policy or Law in accordance with the provision of Section-11 of RTE Act. Consequentially, a comprehensive Memorandum on Universal Entitlement to ECE was also drafted in consultation with civil society organisation and

- b) Interface with National Advisory Council on Pre-School under ICDS:** In course of making a demand for law at the State level, opportunities at a different sphere had also been explored. As a result, CLAP was invited by the National Advisory Council to contribute to the process to bring about reform in the ICDS and strengthen the pre-school component, which was the most neglected part in the scheme, with specific provision for improvement in quality of service.

CLAP being the pioneer organisation spearheading a demand for ECCE Right was invited to participate in the consultation. In fact, the Executive Director of CLAP and the Secretary, Department of Women and Child Development, Government of Odisha were the only representatives on behalf of civil society organisation and government respectively from the state of Odisha in this Consultation. The CLAP submitted a set of recommendation in this Consultation with a clear demand to bring ECCE under the provision of law by developing a legal framework. As a follow up to the consultation, the National Advisory Council submitted to the Government of India a proposal for reform in ICDS to strengthen pre-school component. A copy of the consensus emerged from the consultation was shared with CLAP by the National Advisory Council.

- c) Review of National Policy for Children 1974:** As a part of advocacy in different spheres, the CLAP took active role in different platform mostly organised by Government of India. CLAP was invited to participate in a consultation on Review of National Policy for Children 1974 held in Lucknow organised by National Institute of Public Cooperation and Child Development (NIPCCD). The CLAP extensively and exclusively contributed on the significance of ECCE and the Pre-school component. CLAP made a recommendation for access to quality early education for all young children in the age group of 3-6 and mother tongue based ECE for tribal children. Consequently, the government after finalisation of Draft Policy solicited public opinion. In response to it the CLAP again highlighted major issues of concern including incorporation of a provision for mother tongue based quality early education and accountability. It is to be mentioned that the Government of India has finalised the revised National Policy for Children with a specific mention of ECCE, which CLAP highlighted during the Consultation.

Recommendations of National Campaign for ECCE Right (NCER) for Strengthening Pre-School Education:

Government of India has constituted the National Advisory Council (NAC) to provide policy inputs to government, and to review the flagship programme and suggest measures to reforms in the implementation and delivery of the program. Integrated Child Development Services (ICDS) is one of the flagship programmes

for which NAC has constituted a Working Group with Dr. A.K Shiv Kumar and Ms. Mirai Chatterjee to make recommendation to the government for reforms in ICDS with extensive consultation with civil society organizations, concerned government departments, and examining evaluation and research reports.

Second Working Group Consultation on ICDS Reforms was held on 4-5 May 2011 at the National Institute of Rural Development, Hyderabad. CLAP had the opportunity to attend the workshop on the invitation of NAC. The Consultation was attended by senior bureaucrats and NGOs from the State of Andhra Pradesh, Karnataka, Kerala, Tamilnadu and Odisha. Among others Dr. Ramesh, Principal Secretary of Health, Government of Andhra Pradesh, Mrs.Meenakshi Rajagopal, Principal Secretary-cum-Special Commissioner of ICDS, Government of Tamil Nadu, Mrs. Arati Ahuja, Commissioner-cum-Secretary of Women and Child Development Department, Government of Odisha made presentations on problems, challenges, good practices of ICDS programs and also provided necessary inputs for reform in planning, implementation, monitoring of ICDS programme.

Mr. Pramoda Acharya had participated in the consultation as the official representative of CLAP. Citing the experiences of National Campaign for ECE Right (NCER), key findings of ECE research conducted by CLAP, and field level experimentation of CLAP to strengthen pre-school education in the State of Odisha, Mr. Acharya offered the following suggestions which can be taken into consideration by the working group for proposing the government to make reforms in the ICDS.

Building strong community demand towards pre-school education: Parents and Community education is needed to build community awareness, demand and support for pre-school education. Key messages of ECE (i.e. why and how institutional based early childhood learning is necessary to prepare the child for primary education) should be communicated to the people through print & electronics media, gram sabha, and conventional forms of communication such theater, songs, etc so that the importance of pre-school education is rightfully understood by the parents and community.

Strengthening basic infrastructure facility and support system: Many evaluative studies of ICDS Programme have shown that the pre-school education has been the least important activity of the anganwadis due lack of basic infrastructure and support facilities in the centre such as space, minimum physical environment, teaching-learning materials, etc. In order to enable the anganwadis to provide a quality pre-school education, centers are to provided

with good infrastructure and support facilities with conducive physical environment to learning along with adequate teaching-learning materials, availability of both indoor and outdoor space

Setting quality standards: The new policy structure should lay down the standards and norms for pre-school education with specification to location of the centre, building, space, working days, working hours, pre-school education instructional hours, child-facilitator ratio, teaching- learning materials, salary of the facilitator.

Enhancing capacity of ECE Facilitator: Facilitators requires knowledge, skills, and orientation to adopt a professional and informed approach towards context, curriculum, and methodologies of pre-school education. Training and Orientation has to be conducted on sustained basis to develop professional capacity and motivation of the facilitators to conduct pre-school learning in an interactive, participative, activity-based manner. ECE facilitators will be trained to maintain link with primary school teachers and will familiarize children with environment and language of instruction in primary schools they would go. There must be scope and opportunity for the ECE facilitators to share their knowledge, experience and best practices at the district, state and national level.

Developing curriculum framework of PSE and Guideline for learning material preparation: Developmentally appropriate, age-appropriate detailed curricula for pre-school education has to be developed at the national level with the flexibility for the states to make necessary changes as per their local context, culture, dialect and languages. The curriculum must contain a guideline elaborating the preparation of learning items from the locally available materials and its use by the ECE facilitator.

Introducing mother- tongue based learning pedagogy: Tribal children, more particularly children of primitive tribal communities, have less acquiescence to the dominant regional language and they have natural disposition towards their local dialect. Any communication with the children of these communities by the ECE facilitator beyond their home languages creates difficulties for the tribal children to understand. There should be a clear cut policy statement with provision for mother-tongue based early childhood learning opportunity for the tribal children.

Promoting convergence at the operational level: Convergence of ICDS programme with the primary education systems, health systems and local self government institutions is much needed at the operational level. Convergence

may be forged with the primary schools for transition checking, curricular linkage, and education continuity. Convergence shall be made with the health and local self-government institutions for strengthening the institutional base and basic facilities of the ICDS centers by utilizing the portion of the funds of NREGS, NRHM, and Sanitation Programmes.

Institutionalizing strong monitoring system: A strong monitoring system shall be put in place for timely collection of relevant information regarding pre-school education service and for creating multi-layer accountability for the better management of the programme. A MIS system needs to be developed with the information about the enrolment, attendance, outcomes of pre-school programme of ICDS in order to promote more research, evidence-based planning and evaluation.

Ensuring child transition: Considering the fact pre-school learning stage is a phase of transition for preparing the child for primary education, a strong system need to be put in place to ensure successful transition of the child from home to pre-school and from pre-school to primary school. Hence, birth of every child has to be registered and certified so that enrolment of the child for pre-school education at the right age may be ensured. Children completing pre-school education should be provided with pre-school leaving certificate in order to give this stage an added status and to ensure the entry of the child in primary class at the right age.

Devising strong policy framework: There is a need to accelerate action for pre-school education in right based approach. Thus, ECE policy framework has to be put in place with a forward linkage approach to right to education. In this context, State should be directed by the Government of India to lay down norms and standards for pre-school education in terms of infrastructure, basic facilities, curriculum, pedagogy, language for instruction, facilitators training, etc with reference to Section-11 of the Right of Children to Free and Compulsory Education Act, 2009.

d) Memorandum on Universal Entitlement for Pre-School: Based on the consultations held at various level involving cross section of the society, evidences collected from action research in the field location of the project and review of laws and policies, the CLAP has consolidated the views and knowledge in the form of a memorandum on universal entitlement for early childhood education in India.

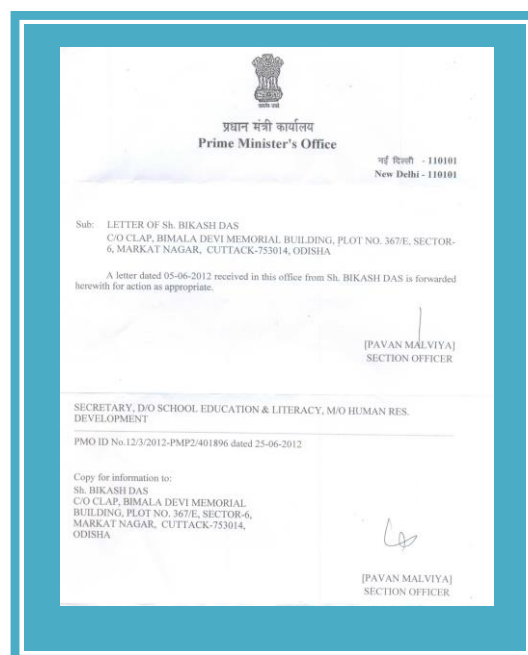
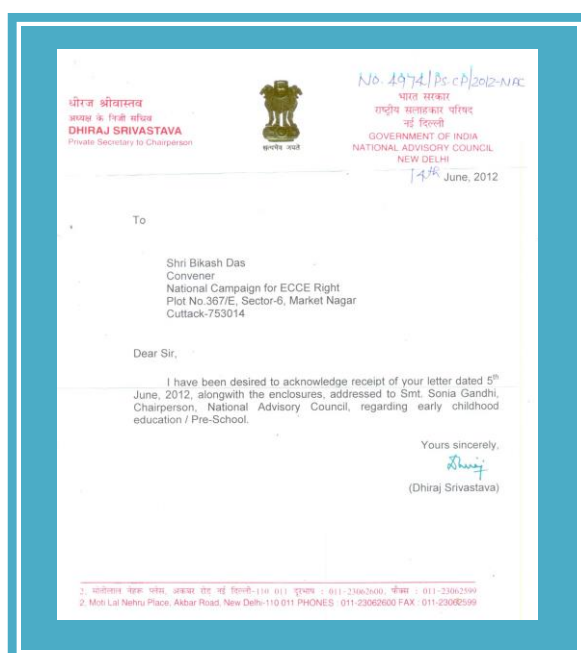
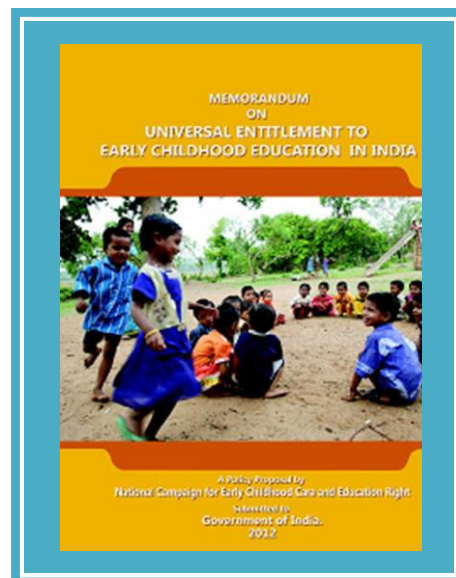
This document served the purpose of an advocacy tool to make a demand for law and policy on ECE.

The Memorandum was submitted to strategic institutions of Government for consideration like the Office of the Prime Minister, Office of the Chairperson of the National Advisory Council, Vice Chairman of Planning Commission of India and the Ministry of Women and Child Development.

The Memorandum suggested that the trend, internationally, is for states to devise comprehensive strategies for the early years and to confer universal and enforceable rights in the specific area of pre-school education. Expansion of pre-school will be a

major and long-term challenge in India. It will need commitment, planned investment, and firm

programme management. There are a number of initiatives that Government could take now, which would pave the way for the growth of high-quality pre-school education. These include the development



of curriculum guidelines, the definition of occupational competences, a workforce development strategy, and the collection of relevant demographic data.

The Memorandum is a comprehensive document with 9-different themes relating to ECE. This Memorandum called on the Government of India to develop a comprehensive strategy for early childhood care and education; and, in that context, to introduce a Bill into Parliament of India to secure universal, free, high quality and accountable pre-school education for children in the three years before they start primary school.

CLAP has already published research into the provision of early childhood services in India, including a survey of law and policy in many other countries. That research includes an

overview of international instruments relevant to early childhood rights. This brings out clearly that India, despite some useful initiatives to provide comprehensive child development and family support services to the most disadvantaged and vulnerable members of society, is no lagging behind many other developed and developing nations in its approach to early childhood services and – most importantly – in the coverage and quality of services on the ground.

CLAP as the initiator of the Campaign for a statutory right to ECE contends that the right to life enshrined in the Indian Constitution implies not merely the right to existence but also the right of the individual to education as the means to self-development and self-fulfilment. The 2002 Act provisions relating to school education followed important legal cases redefining the scope of the constitutional right to education. CLAP believes that this jurisprudence may be no less relevant to the rights of children in the early years before primary school than to the rights of school age children. It may wish to test this position in court.

Themes covered under the Memorandum:

1. ECCE – Evidence Base and the Case for Government Intervention.
2. Position in India – Law, Policy and Practice.
3. Purpose, Issues, Outcomes of NCER.
4. Proposals – A Right to Early Education within a Strategy for ECCE.
5. Infrastructure and Workforce Development.
6. Quality Assurance and Regulation.
7. Entitlement and Delivery.
8. Governance, Accountability and Parental Involvement.
9. Next Steps – Outline Implementation Programme.

- e) Facilitation of Policy Discourse:** As the advocacy progressed over 2-years of operation, it has been observed that the Government of India formulated a Draft Policy on ECCE along with Policy on Curriculum Framework and Quality Standard for ECCE. An important aspect of the Policy was the statement regarding formulation of a legal framework on ECCE. This was considered as an opportunity for advocacy to highlight the issues of quality, accountability and the provision for mother tongue based education for tribal children. Accordingly, CLAP mobilised a wide range of actors to put forth views and recommendations. Thus, CLAP not only made a demand for law but also immensely contributed to the process in course of finalisation of the draft policy by Government by offering views and recommendations from a large number of people and representative bodies. The CLAP has provided platform to 4-different segments of the society – the opinion makers to deliberate upon the draft policy and recommend on it. The recommendation which were submitted to government being facilitated by CLAP covered various actors such as civil society organisations, public opinion, expert opinion and legal opinion. The consultations for collection of recommendations were made at different level including a wide range of debates at the grassroots level involving the real beneficiaries i.e. the parents, communities and local self government institutions. As many as 17 numbers of recommendations emerged from different tribal locations of Odisha where the people demanded a clearly spelt out provision for mother tongue based quality early childhood education with multi-layer accountability as well as space for participation of parents, community and local self government institutions. The CLAP led National Campaign for ECCE Right (NCER) also provided a platform in its e-group for a nationwide debate in the society. It was observed that NCER platform emerged as the major platform for spearheading the dialogue during the time of finalisation of Draft ECCE Policy.

ECCE E-Group

The ECCE E-Group managed by CLAP serves the purpose of sharing of information regarding policy discourse in India. Over last 2-years more than 300 information were shared. During the time of formulation of ECCE Policy the E-Group emerged as the major platform for debate and dialogue among civil society organisations.

- f) Lawyers Campaign on ECCE:** As a part of advocacy, the CLAP mobilised 20 numbers of young lawyers who are the recipients of Young Lawyers for Justice Fellowship, a programme of UNDP with support of Government of India to



undertake a campaign during the Global Campaign Action Week – 22nd April to 28th April 2012 on the theme of ECCE. As a part of the campaign the Young Lawyers organised public meetings in 10-districts of Odisha and submitted Memorandums to the concerned District Collectors with a demand for law on quality early education for young children.



- g) Draft Legislation:** After a thorough review of the existing legislative measures both at the central and state level, an attempt has been made to a preliminary draft legislation covering early childhood education. In the preliminary draft the views obtained from consultation with lawyers and advocates of ECCD have been reflected. The research of CLAP into the global legal perspectives on ECCE covering legislations of various countries was taken into consideration to visualise a Draft Legislation. A summary of the Draft Legislation prepared by CLAP is given below:

As a matter of strategy, it is decided to submit the draft legislation to appropriate state actors once the National Policy on ECCE is approved. In the meantime the draft legislation is to be further revised to improve upon the inadequacies in the draft with larger consultation.

Summary of DRAFT ECCE Statute

1. All children from birth through age 6, mothers of such children and, pregnant women and would be entitled to a range of services that together comprise the ECCE program. [Section V(1)]. All services would be provided free of cost.

- [Sections IV(2), VII(3)] Services must be available to all eligible persons within 3 years of the effective date of the Act. [Section IV(2)]
2. Any person denied an ECCE service to which they are entitled could file a lawsuit to compel provision of the service any time after the third anniversary of the Effective Date. A Court could mandate that the service be provided upon punishment by contempt, award attorneys' fees to a successful plaintiff, and also by fining any official denying services 1% of their annual salary for each day they do so. [Section VII(1)]
 3. The services must all be paid for by the Central Government. [Section IV(2)] An ECCE Fund would be established to facilitate the Government's capacity to pay. [Section VI(2)]
 4. Services would be provided by three levels of Government working cooperatively together: central, state and local (to the extent local governments are authorized by their State Governments.) In general:
 - a. The central government would set quality standards for the provision of ECCE programs, and organize a system for the professionalization of staff; [Section IV(2)]
 - b. State governments would establish the actual infrastructure on the ground through which the programs would operate, and the terms and conditions under which staff would be hired; [Section IV(3)]
 - c. Local governments would administer actual program delivery, including employing, evaluating and terminating staff. [Section IV(4)]
 5. Pre-primary school would have to be offered to all children aged 3-6, for at least two years. No school could be more than 1 kilometer away from any eligible child. [Section IV(1)(b)]
 6. A teacher-student ratio of 1:30 would be established. [Section VI(1)(a)]
 7. An ECCE Monitoring and Mentoring Committee (EMMC) will be established in every Neighbourhood, with strong parental involvement, to evaluate program performance. [Section IV(5)]
 8. The scope of mandated services would be the same as now required by the ICDS Scheme, but with improved quality and features mandated. Where ICDS already conforms to these standards, it need not be changed. Otherwise, it must be upgraded. [Section IX(2)]
 9. Improvements over existing ICDS guidelines would include professionalization of staff, mandatory hot meals served to children, and proper facilities for pre-schools. In addition, accommodations would have to be made for disabled

children. [See Section IV(1) for the entire list of services that would be required under the Act]

10. Local governments would be required to widely publicize the value and availability of ECCE programs. [Section IV(4)(a)(6)]
11. Corporal punishment of children will be banned. [Section IX(1)]
12. All teachers would have to be "Highly Qualified Teachers", as defined by the Act, within 4 years of its effective date. [Section IV(1)(b)(ii)] Within two years, no new teachers could be employed who were not "Highly Qualified." [Section V(3)(a)] "Highly Qualified Teachers" would be paid at the same level as other skilled state workers. [Section IV(3)(a)(iii)]
13. Curriculum standards, teacher training and certification standards, and other standards for professional staff would all be adopted by the Central Government with input from an Educational Advisor. [Sections IV(2)(a)(iv); V(5)(b)] That Advisor would be NCERT. [Section III(1)(b)]
14. The Ministry of Women and Child Development would coordinate the Central Government's exercise of powers under the Act. [Section IV(2)(c)]

Outcome of Demand on Law and Policy

As a result of Advocacy in various spheres and at various level involving a wide range of civil society organisations and consensus building among key stakeholders, it has been observed that the Government of India has come out with a policy proposal on ECCE. A close analysis of the draft policy reveals that Government has expressed its intension to address the issue of quality early education, mother tongue based education and provision for accountability. The most significant aspect is the expression of intension in explicit terms by the policy to develop a legal framework on ECCE based on Article 45 of the Constitution of India.

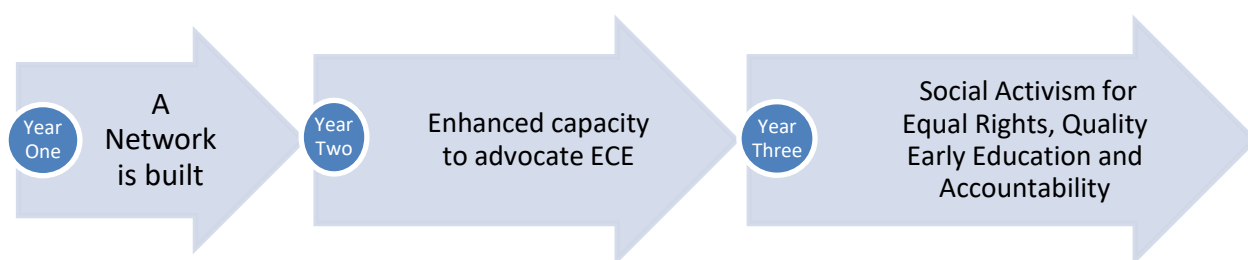
Where do we stand Now

At the end of the 2nd year of the project, it has been noticed that the overall outcome envisaged under the project is going to be realised as already the Government expressed its intension to formulate a policy on ECCE and indicated in it that a legal framework would be developed on ECCE in India. Considering this development in the sphere of policy making, the CLAP proposes to invest time, knowledge and expertise to prepare draft legislation and hold dialogue with Government and Parliamentarian over next one

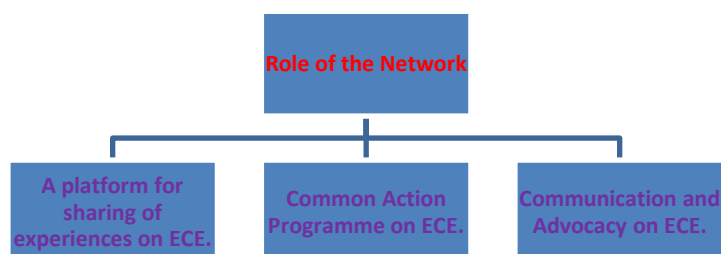
year. The only difference is that while initially the CLAP had a plan to demand for a law at the state level in accordance with Section 11 of RTE Act, there shall now be a demand to be made at the central level for a uniform law which would also be applicable to Odisha along with other states, considering the development that has occurred at the sphere of policy making. Simultaneous efforts would also be made at the state level for appropriate policy measures for proper enforcement and development of institutional mechanism.

2. Social Activism by Network:

In order to cultivate social activism on early childhood education by NGOs across the State especially among those who are working with tribal children, the CLAP under IDC – V project planned to build a network of civil society organisation. The network would be engaged in making a demand for equal right for tribal children, quality in early childhood education and accountability. A network of NGOs would also be instrumental in creating a demand among parents of young children, community and local self government institutions for early education for their children. Thus, the network of NGOs and CBOs would undertake both public and policy advocacy at different level. Accordingly, a strategic plan was contemplated with the following roadmap.



Bearing the above stated purposes in mind, an attempt has been made from the beginning of the project to build a network and engage it in a common action and advocacy to strengthen the process of advocacy. In order to build the network a wide range of activities were conducted in the first year. It includes identification of potential groups especially organisations working in scheduled areas, communication with identified organisations, development of a format for membership, reaching out to organisations for their involvement and



development of a database. The following activities were undertaken for the purpose of building the network and promotion of social activism:

A. District level Workshops.

In the process of network building, workshops were organised with participation of NGOs in 11-districts of Odisha in the year 2011. A total of 389 persons participated in the workshops in different districts mostly the Scheduled districts having concentration of tribal population. Potential organisations having programme on ECE in the network had been assigned with the responsibility to organise District level



Workshops to build consensus among NGOs on MT based ECE for tribal children. In order to understand the status of ECE in comparative perspective 3-nos of workshops were organised in non-scheduled areas out of the total 11 numbers of workshops. The following table provides an insight into the process of holding workshops.

Date	No. Participants	of District
25 th June 2011	30	Malkangiri
29 th June 2011	38	Cuttack
30 th June 2011	41	Kendujhar
12 th July 2011	30	Sundergarh
24 th July 2011	42	Mayurbhanj
30 th July 2011	34	Koraput
12 th August 2011	35	Kalahandi
17 th August 2011	45	Balasore
24 th August 2011	35	Puri
26 th August 2011	33	Rayagada
14 th September 2011	26	Kandhamal

The main objective of the workshops was to sensitise NGOs about the constitutional mandate under Article 45 and the provision made under Section 11 of RTE Act, so that, a consensus can be built to initiate demand from field location for reform. In course of the discussion an attempt was also made to orient the member organisations about the NCER- its objective, strategy & activities to enable them to understand the role to be played by each member in the advocacy initiative as a Network. Consequentially the participants were given a space in the workshop to identify gaps and challenges in the present ECCE programs so that advocacy agenda of the campaign could be rolled out.

The Workshops at different districts provided opportunity to the participants to share experiences among them relating to various issues ranging from generic to specific local issues, and from implementation to policy issues of ICDS. Issues highlighted in the workshops were mainly concerned with structural deficiency; operational problems, and policy gaps.

As a result of the Workshops at the district level not only the process of network building was fortified but also it contributed towards engaging media to highlight the issue from different parts of the State. Besides the members undertook different programmes at their level like conducting studies, orientation training programme for their staff, creating programme portfolio on ECE and seeking support from NCER Secretariat in the form of expert involvement in their work.

B. State level Convention of NGOs.

The whole exercise made by NCER from January 2011 onwards for promotion of ECE network in Odisha was culminated at a state level Convention with formal announcement by the campaign secretariat that the ECE Network is established.

The State level Convention was held on 28th September 2012 at Bhubaneswar. The



Convention was attended by 150 number of participants from 28 districts of Odisha State. The purpose of the Convention was to formulate an action framework for enhanced engagement of NCER network for policy and practice changes in ECE.

The key objective of the Convention was to develop common understanding among the network partners about the objectives, strategies and future direction of the campaign; to develop a plan of action for enhanced engagement of networks; and to decide communication strategies for sharing learning, best practice and innovations among the network partners. Aside inaugural and concluding session, the Convention had technical session which was divided under three thematic caption such as Issues and concern relating to ECCE; Development of action plan; Communication and network management strategy.

A preliminary attempt was made in the Convention to assess the strength and expertise among the network partners for ECE in the domain of Research, Advocacy, Learning Materials Development, Capacity building training for ECE facilitator; Managing ECE centres; and Community mobilization.

Date	No. of participants	Venue
28 September 2011	150	Bhubaneswar

In this Convention a presentation was made on situational analysis of ECE in Odisha prepared by CLAP. The Convention provided opportunity to share district specific issues of young children and recommendation to improve the situation. Issues which were deliberated in the Convention in participatory manner includes lack of infrastructure at the Anganwadi level; lack of trained facilitators; lack of minimum basic facilities; multi responsibility of AWWs; Improper monitoring & supervision; lack of convergence; lack of community participation; absence of accountability etc. In this background of poor status of ECE in Odisha, it was felt and decided to initiate a demand for law.

The Convention came out with some definite outcomes. First, an action plan was developed for capacity building and engagement of network members. It was decided that NCER secretariat (e.g. CLAP) shall make plan to organize perspective building workshops on ECE Policy Advocacy for network members and undertake a study for resource mapping of Odisha ECE network. Secondly, partners were agreed to document the case study, best practices and innovations relating to ECCE and to share these for fortification of knowledge.

C. Resource Mapping.

Whereas CLAP has built-up a Network on Early Childhood Education (ECE) with 150 Non- Government Organizations (NGOs) in the State Odisha under its National Campaign for ECCE Right (NCER), it was planned to make research on resource *mapping of the network* in order to evaluate the strengths and opportunities lie with the network partners to undertake advocacy to strengthen ECE in Odisha. Resource mapping of ECE Network was made with three expected outcomes such as:



- (i) identification of geographical coverage of network partners;
- (ii) identification of ECE issues at local, regional, state level;
- (iii) identification of resources (i.e. human resources, financial resources, technical skills) available with network partners;
- (iv) identification of expertise of the network partners in the domain of Research, Advocacy, Networking, Learning Materials Development, Training, Community Mobilization, Operating ECE Centres;
- (v) identification of scope for convergence of resources for sustainability of the campaign.

In this regard a Workshop was organised covering the members of the Network to make a systematic documentation of resources available and possibility for exchange among the members. A brief description about the Workshop is given in the table below:

Date	No. of Participants	Venue
6 February 2012	33	Bhubaneswar

A semi-structured questionnaire schedule, prepared in consultation with the subject consultant, was used to collect information from the network partners. In addition to the information collection through questionnaire schedule, a consultation was held with sampled network members to make resource mapping study participatory and consultative.

As an immediate outcome a report titled “Resource Mapping of NCER Network” is being finalised. This Report would provide an insight into the state of voluntary action on ECE in Odisha which would be one of its kind effort in India.

D. Capacity Building for Advocacy.

CLAP led NCER has made a successful endeavour to create a state level ECE Network of NGOs in Odisha with a view to provide a platform to amplify collective voice to impact the state institutions to make a policy on ECCE focusing on mother-tongue based early education for tribal children. In this regard it was felt that there is a



need to engage the Network for promotion of social activism on ECE. In order to promote social activism, a plan was made to hold perspective building workshop for network partners on policy advocacy for early childhood education. In this background, CLAP under the National Campaign for ECCE Right organized 2- nos. of Perspective Building Workshop on Policy Advocacy. The objectives of the workshops were to further the understanding of the network partners about the present situation, policy and practice on ECE; develop hands on experience on different methods of advocacy; understand the role of different stakeholders and their level of influence at the policy level; and how to integrate the micro level issues in the process of macro-advocacy.

Date	No. of Participants	Venue
26 December 2012	55	Bhubaneswar
21 May 2012	53	Bhubaneswar

The 2-days long workshop was helpful for the participants to further their understanding on advocacy techniques; differentiate policy issues and implementation issues; identify the key stakeholders; enhance knowledge for strategic application of advocacy techniques; and to prepare advocacy plan.

As an immediate outcome of the capacity building exercise on advocacy the participating member organisations consistently endeavoured to mobilise public opinion in various locations in the context of the policy proposal of Government of India on ECCE. The Policy dialogue was taken to the grassroots by the Network and as many as 17-nos of Memorandum were submitted to the Government on Draft ECCE Policy. The Policy advocacy by the members of the Network got wide media coverage across the State.

Outcome of Social Activism

In conformity with the roadmap contemplated for the purpose of social activism, by the end of the 1st year a network of NGOs and CBOs was built with 150 organisations joining it as members from all 30-districts of Odisha including 13-numbers of districts which are fully or partially declared as scheduled area being resided by tribal people. The process of building network and cultivating social activism progressed further by the end of the 2nd year with various forms of social activism like training of pre-school facilitators, preparation of materials, collection of evidence by way of survey and initiating demand for law. Besides, as per the roadmap perspective building on ECE was attempted by way of organising advocacy workshop, convention of network members and sharing of knowledge.

The network played a significant role at the time of formulation of policy by Government of India by organising consultations at various places involving cross section of the society followed by submission of recommendation to the Government. Besides the network was also organised district level workshops on the state of ECE in various districts of Odisha.

Where do we stand Now

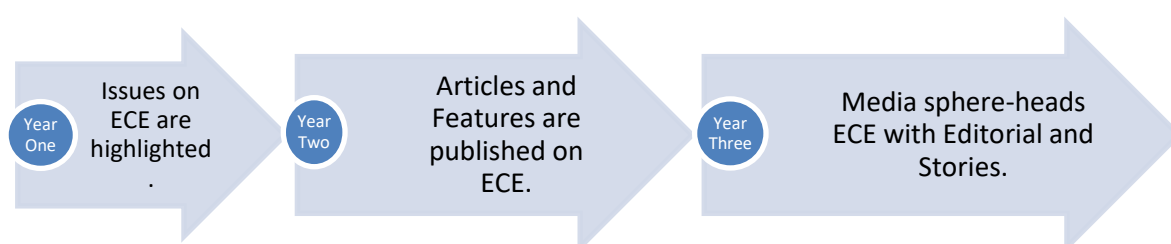
The attempt to organise a wide range of NGOs and CBOs as a Network has been successfully made with many members bringing expertise in various dimensions of ECE

like training, learning materials, community mobilisation and demand for quality early education. The members of the network have already demonstrated social activism on ECE in various forms such as initiating demand for quality early education, mother tongue based ECE for tribal children and making demand for accountability. Thus it can be stated that a network is built to advocate and promote ECE and it can be engaged in implementing, monitoring and contributing towards quality early education. Besides the Network is viewed as a form of institution for sustainability of advocacy endeavour under the project.

3. Media Advocacy:

Media advocacy was the topmost on the agenda to influence public policy and generating a debate in society from the beginning of the project considering the fact that over the years the subject of ECE is being inadequately addressed and overlooked by legislators and policy makers. The deficit in governance was still persisting when the Constitution of India already mandated for state policy on ECCE in Article 45.

In this regard a roadmap was contemplated for media advocacy in such a manner that each milestone has a direct linkage and impact on the other. It was felt that if issues are highlighted in course of various programmes it would be subsequently helpful in engaging media to prepare features and carry articles being sensitised. Further, it would help convincing the editors to express their views in their editorial and stories with persuasive features and articles. Accordingly, the following roadmap was contemplated for a period of 3-years:



Plan of Action:

The project proposed to undertake Media Advocacy initiative to sustain a debate in the society for law on Early Childhood Education. In this regard, the following activities have been planned:

1. Engagement of Journalist to undertake the media advocacy initiative to mobilize public opinion in favour of a law recognizing the Right of Children to Early Childhood Education.
2. Organizing sensitization programme for media personnel and learning workshop for a selected group of journalist.
3. Preparation and Publication of quality features, articles and news both in print and electronic media.

Activities Undertaken:

A. Ullash Newsletter: Apart from the above, the CLAP undertook the responsibility to publish the mouth piece of Successful Transition Programme of BVLF in Odisha titled ULLASH. The CLAP brought out 6-issues of the newsletter during 2010-11. As a part of this initiative CLAP conducted interviews with eminent persons including the Chairperson of the State Commission for Children who herself belongs to tribal community. Similarly, CLAP mobilised well known experts on language to provide their views which were published in the newsletter. Overall the CLAP made an attempt to strengthen the communication strategy of Successful Transition Programme by mobilising eminent persons to speak publicly in support of mother tongue based early childhood education.



B. Arunava Radio Programme: The CLAP designed a Radio Programme for public advocacy on ECE in Odisha. In this regard a 15 minutes duration Radio programme was launched under the titled Arunava (The rising Sun) in the Government owned All India Radio on a pilot basis. The pilot programme had 4-episodes. Later on with a

larger consultation with technical experts, the CLAP has prepared 32 episodes of Radio programme of 15-minutes duration each. One of the major success of this programme was a variety of experts from different walks of life like renowned educationist, eminent language experts, well known activists and child



psychologists had given their views in the programme through which support to the movement could be successfully drawn. Secondly, the Radio programme becomes a major tool for public advocacy as it is being used for micro broadcast at the community level. Meanwhile CLAP has started negotiation with corporate houses to sponsor the broadcast of 32-episode over All India Radio.

- C. Community Radio Initiative:** CLAP also designed a plan to establish a Community Radio in its project location in Badamba which can caters to the needs of 197 Anganwadi Centres in the Block. It was planned to broadcast early childhood programme to generate interest among facilitators and children as a model. During the project period CLAP has conducted a feasibility study and designed a plan to use a community radio exclusively for the purpose of ECE. Over next one year CLAP proposes to mobilise resources for establishment of a community radio in Badamba.

Outcome of the Media Advocacy

As a result of consistent media advocacy all through the project period almost 251 news items appeared between 2010 – 2012 (end of July). The news items covered issues like the demand for law, quality of early education, accountability and mother tongue based early childhood education for tribal children. With the beginning of second year, as per the plan articles and features started finding space in various newspapers and magazines. One of the largest circulated newspaper Sambad dedicated its front page in its Sunday Magazine for issue of ECE and covered a two page story including a briefing about the model pre-school in Banspal block of Keonjhar run by CLAP. Similarly, Sopana (The Steps), a development magazine dedicated one of its issue for the cause of ECE and highlighted the demand of NCER. It also, with the help of CLAP covered initiatives of Bernard van Leer Foundation partners CYSD, PREM and CLAP in Odisha for mother

tongue based ECE. In this issue the Editor wrote an Editorial with the observation that the Campaign of NCER is timely and a significant development issue. A press clipping covering English Newspapers is attached in the shape of Annex-2.

Where do we stand Now

At the end of the second year, a review was made which reveals that media has highlighted the issue by way of news items as well as by giving space to Articles and features in various forms. Adequate sensitisation of media personnel has also occurred paving the way for engaging the media to advocate for quality mother tongue based ECE through news, features, article and editorials.



4. Legal Action:

Initiation of legal action in the matter of apparent deficits in governance was one of the core strategy of the Campaign. However, in order to ensure positive advocacy strategic litigations have been attempted in cases of omission of duty or commission of offences by public authorities. During the project period of 2-years the following legal actions were initiated:

- A. A petition was filed with the National Commission for Protection of Child Right demanding improved physical environment and regulation of pre-school in the wake of death of a girl child in Cuttack city.
- B. A public interest litigation was filed in the High Court of Odisha in the context of a tragedy that caused death of 7-children due to wall collapse of Anganwadi Centre. The CLAP demanded improvement of Early Childhood Education with adequate infrastructure and accountability.
- C. A Public Interest Litigation on Crèche services in mines filed in the year 2003 was finally disposed off with a comprehensive judgement by High Court of Odisha to provide Crèche facility in mining areas. The matter was disposed off during the period of the project.
- D. 2-nos of representations were submitted to the District Administration for improvement of ICDS and coverage.
- E. A team of lawyers appeared before the public hearing organised by National Commission for Protection of Child Right held in Bhubaneswar and presented 7-nos of cases relating to children.

Outcome of Legal Action

As a result of the public interest litigation filed by CLAP in Odisha High Court, the Government was asked to file status on Anganwadi Centres. As a matter of fact for the first time strategic litigation was made with the argument that early childhood education is a neglected component under ICDS and unless safety of children and quality is maintained the entire scheme would collapsed. Hearing the petition of CLAP, the High Court issued notice to the Government with a direction to file affidavit. Apart from the above result of the legal action made by CLAP, the entire process received wide media coverage creating impact on public opinion for accountable ECE system.

THE TIMES OF INDIA

HC issues notice to govt on anganwadi deaths

Overseas: The Orissa High Court on Wednesday issued notice to the state government over the deaths of 10 children in two anganwadis in the state, which were run by the state government. The deaths occurred in the state of Orissa, India, in the months of April, May, and June. The state government has been asked to provide a detailed report on the deaths and the steps taken to prevent such incidents in the future. The court also directed the state government to take steps to improve the quality of food and nutrition in the anganwadis.

The Statesman

Nayagarh wall collapse: PIL filed, HC issues notice to officials

Overseas: The Orissa High Court on Wednesday issued notice to the state government over the collapse of a wall in the Nayagarh district, which resulted in the death of a child. The court directed the state government to take steps to ensure the safety of the wall and to prevent such incidents in the future. The court also directed the state government to take steps to improve the quality of the wall and to ensure that it is built to the required standards. The court also directed the state government to take steps to ensure that the wall is properly maintained and that any damage is repaired in a timely manner.

THE NEW INDIAN EXPRESS

HC Issues Notice to Govt

DEATH OF ANGAWADI KIDS

Overseas: The Orissa High Court on Wednesday issued notice to the state government over the deaths of 10 children in two anganwadis in the state, which were run by the state government. The deaths occurred in the state of Orissa, India, in the months of April, May, and June. The state government has been asked to provide a detailed report on the deaths and the steps taken to prevent such incidents in the future. The court also directed the state government to take steps to improve the quality of food and nutrition in the anganwadis.

5. Field Intervention:

Field Intervention component was the major effort under the IDC-V Project. This was by and large conducted exclusively in Badamba Block of Cuttack district and Banspal Block of Keonjhar district to serve tribal children of Juanga community who have a distinct language. The actions were directed at securing Access to Quality Early Education in Badamba Block whereas in Banspal Block an attempt has been made to create Access to mother tongue based quality early childhood education for children of Juanga community. The field intervention was attempted with the following purpose:

- a) Collect evidence to use for advocacy through action research.
- b) Establishment of models especially for tribal children.
- c) Conduct micro advocacy.

It has been observed that in course of fulfilment of above purposes through action research, children were directly benefited through various services like model preschool, training of facilitators, supply of materials and development of curriculum and pedagogy. For a better appreciation of the action research component directed at Access to Quality Early Education, a brief description of major activities has been lamented below:

Intervention in Banspal:

The project had a plan to generate people's demand for mother tongue based early



education opportunities for tribal children. During this periodic, initiatives had been taken to develop a micro – model of mother-tongue based early childhood education at tribal pocket of Banspal Block of Keonjhar district and to scale-up the model subsequently in other regions of Odisha in network approach. Also increased

grassroots demand for mother tongue based early education opportunities supported by documentary evidences of existing ECE provisions and practices under the ICDS Programme shall be shared in different levels (i.e. with the political parties, policy makers, media, , civil society consortium) to make a strong impact at the policy level to

recognize mother tongue based early childhood education opportunities as a right of children.

The following activities were undertaken to promote mother-tongue based early childhood education in specific tribal pockets ,i.e Bansapal Block of Keonjhar district of Odisha State.



- Survey was conducted to ascertain pre-school education situation for tribal children.
- Workshops were conducted for ICDS workers for documentation of practices in the anganwadis for pre-school education with regard to curriculum followed, TLM used, teaching method (interactive or instructional), language used in monolingual, bi-lingual, and multi-lingual environment.
- A fact-sheet of pre-school education prepared on the basis of the information obtained through facility survey and practice documentation workshop.
- Intensive community awareness made at 5 GP.
- Dialogues and Consultation held with government authorities on the subject of pre-school education and transition monitoring.
- Gram Panchayats hold discussion on mother –tongue based pre-school education at gram sabha, passed resolution with approval for mother tongue based ECE for Juanga tribe and submitted the resolutions to the line department along with copy to the Governor to exercise his power for Scheduled Areas.
- Pre-school learning materials developed in tribal language of Juanga tribes and made available at ICDS centres.
- Pre-school education centre opened to cater mother tongue based early education for Juanga tribal children on micro experiment basis.
- Social Audit was conducted in Anganwadi Centers.
- A public hearing was conducted involving Government, Media and Civil society.
- Citizen Councils were formed at the village level for micro advocacy.

Sl. No.	Activities	Duration	Milestones
1.	Model Pre-School: - Survey - Arrangement for Pre-School - Monitoring and Supervision	1 st and 2 nd -year (August 2010 – July 2012)	Identification and Establishment
		3 rd – Year (August 2012 – July 2013)	Quality Enhancement and Showcase of Model Centre.
2.	Strengthening ICDS:	1 st Year	Mobilisation and Practice

	<ul style="list-style-type: none"> - Capacity Building - Monitoring Mechanism - Exposure Visit - Training - Supply of Materials 	(August 2010 – July 2011) 2 nd Year (August 2011 – July 2012) 3 rd Year (August 2012 – July 2013)	Documentation. Quality Enhancement on MT based ECE. Showcase of Model Anganwadi Centre for Juanga.
3.	Community Mobilisation: <ul style="list-style-type: none"> - Sensitisation. - Social Audit - Public Hearing - Representation. 	1 st Year (August 2010 – July 2011) 2 nd Year (August 2011 – July 2012) 3 rd Year (August 2012 – July 2013)	Village Level Awareness Formation of Citizen's Groups and Parents Committee Demand Generation on MT based ECE, Accountability and Monitoring ensured.
4.	Participation of Grama Panchayat: <ul style="list-style-type: none"> - Workshops with PRIs - Organising Grama Sabha. - Planning. 	1 st Year (August 2010 – July 2011) 2 nd Year (August 2011 – July 2012) 3 rd Year (August 2012 – July 2013)	Sensitisation of PRI Functionaries. Resolution by Grama Panchayats. Planning for Sustainability.
5.	Youth Motivation: <ul style="list-style-type: none"> - Identification and Development of Profile. - Training. - Facilitation. 	1 st Year (August 2010 – July 2011) 2 nd Year (August 2011 – July 2012) 3 rd Year (August 2012 – July 2013)	Formation of Juanga Youth Forum. Capacity Building and Exposure. Monitoring, Accountability and Demand.
6.	Curriculum Group: <ul style="list-style-type: none"> - Identification. - Workshop. - Exposure. 	1 st Year (August 2010 – July 2011) 2 nd Year (August 2011 – July 2012) 3 rd Year (August 2012 – July 2013)	Formation of Curriculum Group. Development of Curriculum. Application of Curriculum.
7.	Group on Facilitation Materials (TLM): <ul style="list-style-type: none"> - Identification. - Workshop. - Exposure 	1 st Year (August 2010 – July 2011) 2 nd Year (August 2011 – July 2012) 3 rd Year (August 2012 – July 2013)	Formation of Facilitation Material Group. Preparation of Facilitation Materials. Supply of Facilitation Materials.



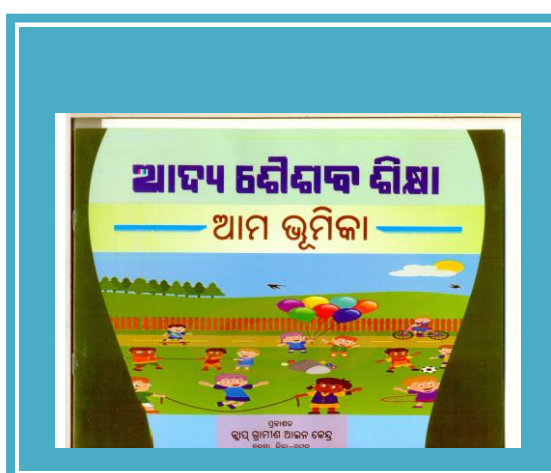
Intervention in Badamba:

The project has component to strengthen pre-school provision in order to improve access to pre-school education and successful transition of children from home conditions to school environment. This is being implemented in Badamba Block of Cuttack district of Odisha with intensive programme to improve the quality of pre-school education services. Interventions made so far to strengthen pre-school education service are hereunder explained.

A. Community Sensitization: Under the project an attempt had been made to sensitize parents, families, communities, care-givers on the need of early childhood education for children so that demand for quality ECE service is generated. Community level sensitization programmes were organized to sensitise the parents and community for promotion of early childhood education.

The target groups for community level sensitization programme include parents, community based organizations, community level workers, early childhood education facilitators (i.e. Anganwadi Workers), gram panchayats representatives, youth volunteers, primary school teachers, and others working with the children such as ASHA, health workers and mothers committee constituted under ICDS. The strategies that have been followed in the community sensitization processes include parent education, vehicle campaign, rally, village corner meeting, poster campaign, walling, and dissemination of IEC materials, radio talk, and volunteer promotion.

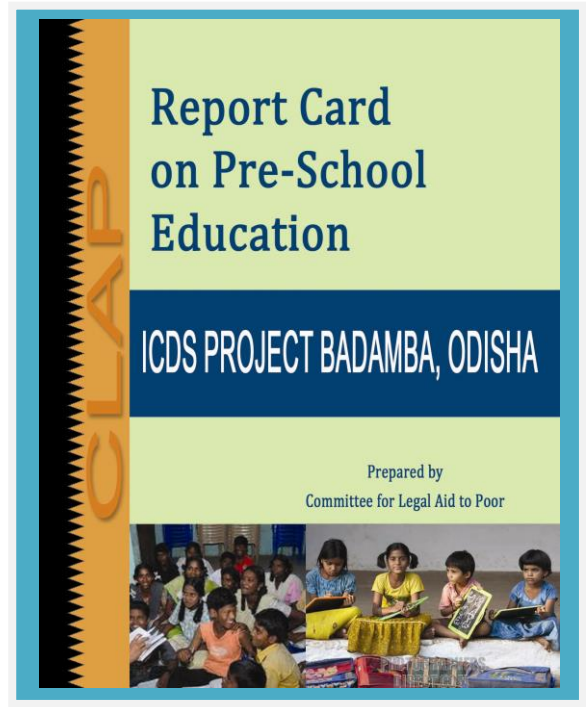
- Youth rallies, Vehicle campaign and Village corner meetings were organized in 136 villages covering 36 Gram Panchyats to sensitize parents, families and communities on ECE.
- Sensitization workshop was organized to orient PSE facilitators (i.e. AWWs) about the context, curriculum, methodologies, and pedagogy of ECE.
- Village level sensitization meetings were held in 58 villages to support, strengthen and monitor the pre-school education.
- 7-members ECE Committees were constituted in 58 villages and these committees are engaged to monitor day-to-day attendance of children, regular opening of the AWCs, attendance of AWWs.



B. Volunteers Engagement: One of the key interventions of the project was the engagement of village level volunteers who could play catalyst role. The link

volunteers have performed various functions such as dissemination of legal information, encourage people's participation in rural governance system and to mobilize community participation to strengthen the pre-school education.

- C. ECE Survey & Research:** One of the components of the project was to undertake action research in order to make an assessment of enrolment, physical accessibility, institutional facilities, facilitator competencies, monitoring mechanism for ECE service. The main purpose behind the research was to identify structural and operational problems & challenges of ICDS centres to deliver the pre-school education service, to make need assessment for ECE facilitator training, to strategies the intervention on priority, and to develop a data base of children with the base line information on health, nutritional, learning level of the child. Thus, a plan was made under this project to conduct intensive survey at the service delivery level (i.e. at the AWCs) and to bring out a base-line report which would provide information about accessibility, quality, accountability standards for ECE services under the present ICDS programme.



A set of social research methodologies was followed to collect information from primary and secondary level. Primary information was collected through institutional survey by using set of structured questionnaires. Intensive field survey was commissioned at 196 ICDS Centres to obtain information relating to enrollment status of children for pre-school education, availability of institutional facilities, competencies of the facilitators, learning performance of children. Separate set of questionnaire schedules were prepared in consultation with research experts to capture vital information about the service delivery institutions (i.e AWC) and beneficiaries (i.e. Children)

- Database of 12144 children below 6 years of age was developed containing information on health, nutritional, birth registration, early education learning status of children.
- Pre-School Education Report Card was brought out which critically examines to accessibility, facility, quality, management related indicators of pre-school education programme of ICDS.

- A baseline assessment of learning performance of children in regard to general aptitude, physical development, language development, preparatory skills of the child on sample basis.
- A fact-sheet was developed containing information on enrolment status, basic facility at the centre, profile of the facilitator, and nutritional, learning, and transition status of children of 196 ICDS centers.

D. ICDS Workers Training: Considering the role of AWWs for effective implementation of pre-school programme of ICDS, it was planned under this project to upgrade the pre-school education teaching skills of AWWs through capacity building training. Training of the ICDS Workers was a key component in the micro intervention. Capacity building of AWWs about the context, content, curriculum, pedagogy, teaching methodologies of ECE and preparation of learning materials by using locally available materials, and evaluation of the learning performance of children had been considered vital to



improve the quality of pre-school education. Hence training for capacity building of ICDS facilitators had been taken up.

For the purpose of capacity building, a Training Schedule covering course content,

methodologies, time slot was developed in consultation with panel of experts consisted of Child Psychologist, Educationist, and ECE Trainers. Contents of the training were decided on the basis of the findings of pre-training need assessment survey. Pre- training assessment was made to assess the training needs. Well structured Training Schedule was developed in consultation with the experts. Three numbers of 4-days residential training for 125 Anganwadi Workers have so far been held to inculcate skills of early childhood learning practice and stimulation, which would bring effectiveness in ECE.

E. Strengthening Pre-School Education Centre: In order to strengthen pre-school component under ICDS, the following steps have been taken in Badamba:

- 125-AWCs are provided with the TLM such as Chart, Flash card, Picture books, Drawing books, Balls, Puzzle toys, Colour, number, alphabet card.
- 125 AWWs (PSE Facilitator) have undergone training.
- Mobile Vehicle carrying with ECE learning materials regularly covered 58 AWCs.
- 5-PSE centers are opened to cater pre-school education to 70 children.



F. Transition Monitoring : Considering the fact that the transition of children to school education is not properly, accurately and timely measured, the linkage between pre-schooling and primary education is missed out to great extent. Hence plan is made to monitor the transition of children from home to pre-school and from pre-primary education to



primary class through birth registration and pre- school leaving certificate.

During this reporting period, 1385 numbers of birth applications have been submitted at the birth registrar

office. 334 birth certificates have been received. In the academic session of 2011-12, enrolment of 876 children in primary education was ensured through the project intervention.

ECE Resource Centre: Although the subject of early childhood right assumed significance among academicians, researchers, NGOs and for policy makers, there is hardly any resource centre available for study and research. Thus a proposal was made in this project to establish ECE Resource Centre which would have facilities for training, research, and community education.



There is a plan to develop the Centre to impart regular tailor-made training programme separately for pre-school teachers, primary school teachers, panchyats representatives, parents and community leaders. ECE Resource Centre is constructed with a built-up area of 2200 square feet over 2 acres 10 decimals land.



The resource centre is being developed with collection of materials relating to playful techniques of pre-school education, resource materials, audio-visual materials, documentation on effective approaches and successful transition, especially right based techniques and advocacy strategy as well as study, research and policy documents.



G. Study for installation of Community Radio: Considering the fact that Radio could be effective medium in rural area to educate and inform people about their rights and legal entitlements, the project proposed to establish a Community Radio Centre to disseminate legal information on the subject of human rights, women rights, child rights, and rural governance. The subject ECE in various thematic manifestations such as teaching techniques of pre-school education, age-appropriate development practice, role of parents, community, & care givers for early childhood development and pre-school education shall be broadcast through community radio centre to reach in a cost effective approach to around 200 ICDS centres and 27000 households of Barambah Block. In the first instance, plan is made to engage technical and expert team to conduct a feasibility study for installation of radio centre. The team shall give report about the procedure for obtaining license and other regulatory

clearance, cost estimation, personnel requirement, etc. Based on the technical team report, step will be initiated to establish community radio station.

The processes being followed for installation and operation of the community radio centre include: (i) feasibility study, (ii) cost estimation, (iii) regulatory clearance from appropriate authority, (iv) permission from Ministry of Information and Broadcasting, GoI, (v) collaboration with corporate bodies. A technical team was engaged to conduct feasibility study for the installation of radio centre. The team comprising of programme producer, and technical persons of All-India Radio, Cuttack made field visit to the proposed site, interaction with the community.

The technical team engaged to conduct feasibility study on establishment of community radio centre has provided a 67- pages report containing General concepts of community radio centre; Procedures to obtain permission, license, regulatory clearances; Required equipments; Studio operation guidelines; Establishment & Operational cost; Types of programme to be broadcast; technical parameters.

Outcome of the Micro Intervention

As a result of micro intervention universal coverage of children had been attempted and successfully realised. It was reported that all eligible children are covered under pre-school programme in the intervention location. Besides, a massive micro advocacy for public participation could be ensured through involvement of pre-school facilitators and local self government institution which is a unique achievement. Similarly, the local stakeholders become the advocates for quality ECE which was apparently made clear after a delegation of Anganwadi Worker from Badamba met the Secretary of the Department of Women and Child, Government of Odisha in the wake of the tragedy which caused death of 7-nos of children in another location. These advocates demanded quality early education and safety of children in pre-school. These local endeavours also the source of story for media.

Where Do We Stand Now

Over last 2-years attempt had been made for mobilisation and sensitisation. By the end of the first two years it was observed that a battery of bare-foot advocates of ECE have been created. It is expected that over next one year these advocates at the grassroots level would be the catalyst for change.

