

**VILLAGE RECONSTRUCTION ORGANIZATION – INDIA (VRO)**  
**Project Title: Child Education & Rights and Village Empowerment and Entitlement**

**PROJECT INFORMATION**

**Project Details**

|                   |   |                |             |
|-------------------|---|----------------|-------------|
| Project Title     | Children Education and Rights (CER) and Village Empowerment and Entitlement (VEE) | Circle         | Perecherla  |
| Project Focus     | Children and women  | Region         | Guntur      |
| Project Type      | Community Based   | Financial Year | 2021-22     |
| Project Operation | 10 Villages   | Donor Name     | Germany VRO |

**Project Holder**

|                           |  |
|---------------------------|--|
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**Project Brief of CER**

Education is the right of the child. However, at times due to various reasons the child rights are violated. In remote rural areas where the parents are uneducated the conditions of children are unsafe. In some cases the little grown up children accompany the parents for coolie work or taking care of the younger ones at home. In some cases the children automatically drop out from the school as the parents do not insist on going to school. Child labour, child marriage and child abuse are very common in rural areas. There are also cases where the children are interested to study but the land lord in whose farm the child's parent's work obstructs the education of children. In some villages we notice insufficient teachers to meet the requirement to provide quality education to the children who come to school. It is in this context VRO started the programme of Children Education and Rights (CER). Though the focus is that every child from the village goes to school, VRO aims at holistic development of the child beyond academics. The project includes various activities that aim at bringing out the inner worth of every child and creates opportunities to build leadership qualities and enable them to exercise their rights as children. VRO also focuses on parents by orienting them to the importance of education and the role of parents and the community in up-bringing the children. Children are the future citizens of the country and they need to empower, articulate their desire and to make a difference in the community. The project provides a space for children to learn decision making, and organizing small events that revoke the development process in the village. On the whole the program ensures the holistic development and improvement in quality of education.

In the similar manner Empowerment and Entitlement are the two sides of the same coin called village development. The empowerment of the village community should include the component of entitlement wherein the inclusiveness of the development process ensured besides the community gaining knowledge and skill to

fight for their rights. Hence it is important that the village community is facilitated to march towards empowerment to achieve their entitlement. To ensure this process VRO through this project aims at forming, training and facilitating organized groups in the target area that can address the issues and needs related to the areas of entitlements and empowerment. The project also facilitate community based organizations that will sustain the development process through establishing income generating activities and monitoring other allied groups i.e. SHG, Entitlement Action Team, Mutually Aided Cooperative society, (MACS),etc.

### Target Area and population

The target area Population is majorly the migrated workers who have come from Tamil Nadu, Orissa, Telangana and different parts of Andhra Pradesh 30 years ago to work in the stone crushers and stone quarries surrounded these settlements. They have been depending only on quarry works. Most of the people are Scheduled Caste & Tribes who settled here permanently. Most of the women are working in agricultural fields as daily labourers or domestic labourers in the Guntur town or chillie yards clearing chillies. Present 80% people settled and got entitlements and Government facilities. Most of the men who work in quarries suffer with Tuber Clauses because of the heavy pollution in which they work and quite a few of die very young too. Hence there are quite a few young widows in these settlements. Hence these people deserve our service presence in education and village and women empowerment.

### Information of the villages:

| S. No | Village name           | Distance from circle office | No. of families | Population |        | Total | SC   | ST | OBC | OC | Total |
|-------|------------------------|-----------------------------|-----------------|------------|--------|-------|------|----|-----|----|-------|
|       |                        |                             |                 | Male       | Female |       |      |    |     |    |       |
| 1     | Vemuluripadu.village 1 | 6 km                        | 62              | 130        | 150    | 280   | 264  | 0  | 16  | 0  | 280   |
| 2     | UnderBridge colony     | 2 km                        | 55              | 92         | 110    | 202   | 12   | 8  | 174 | 8  | 202   |
| 3     | Tellaqurry. Village    | 7 km                        | 55              | 90         | 118    | 208   | 0    | 0  | 208 | 0  | 208   |
| 4     | Dokiparru              | 4 km                        | 90              | 145        | 165    | 310   | 310  | 0  | 0   | 0  | 310   |
| 5     | Vemuluripadu 2         | 6 km                        | 200             | 325        | 320    | 645   | 645  | 0  | 0   | 0  | 645   |
| 6     | Medikonduru            | 6 km                        | 65              | 145        | 165    | 310   | 300  | 0  | 10  |    | 310   |
| 7     | Bhimanenivaripalem     | 11 km                       | 95              | 150        | 165    | 315   | 205  | 82 | 24  | 4  | 315   |
| 8     | KondaveeduVillage      | 14 km                       | 118             | 231        | 241    | 472   | 472  | 0  | 0   | 0  | 472   |
| 9     | Visidala               | 7km                         | 180             | 510        | 523    | 1033  | 1033 | 0  | 0   | 0  | 1033  |
| 10    | Velavarthipadu         | 8km                         | 200             | 450        | 545    | 995   | 995  | 0  | 0   |    | 995   |
|       | Total                  |                             | 1120            | 2268       | 2502   | 4770  | 4236 | 90 | 432 | 12 | 4770  |

### Details of the Villages under CER and VEE:

| S. NO | Village Name                  | Distance from Circle office | No. of Families | B          | G          | T          | SC         | ST        | BC         | OC        | T          |
|-------|-------------------------------|-----------------------------|-----------------|------------|------------|------------|------------|-----------|------------|-----------|------------|
| 1     | Aminabad                      | 7 km                        | 83              | 39         | 30         | 69         | 0          | 69        | 0          | 0         | 69         |
| 2     | Vemuluripadu                  | 6 km                        | 62              | 32         | 27         | 59         | 55         | 0         | 4          | 0         | 59         |
| 3     | 6 <sup>th</sup> Mile          | 6 km                        | 65              | 24         | 23         | 47         | 38         | 1         | 6          | 2         | 47         |
| 4     | 6 <sup>th</sup> Mile colony-2 | 6 km                        | 85              | 30         | 28         | 58         | 42         | 06        | 10         | 0         | 58         |
| 5     | UnderBridge colony            | 2 km                        | 55              | 19         | 23         | 42         | 3          | 2         | 35         | 2         | 42         |
| 6     | Tellaqurry                    | 7 km                        | 55              | 32         | 25         | 57         | 0          | 0         | 57         | 0         | 57         |
| 7     | NRT.gate                      | 1 km                        | 67              | 22         | 14         | 36         | 21         | 0         | 6          | 9         | 36         |
| 8     | Bhimanenivaripalem            | 11 km                       | 95              | 26         | 21         | 47         | 23         | 17        | 6          | 1         | 47         |
| 9     | Kondaveedu                    | 13 km                       | 118             | 30         | 25         | 55         | 55         | 0         | 0          | 0         | 55         |
| 10    | Ambedkar colony               | 5 KM                        | 190             | 32         | 34         | 66         | 66         | 0         | 0          | 0         | 66         |
|       | TOTAL                         |                             | <b>875</b>      | <b>286</b> | <b>250</b> | <b>536</b> | <b>303</b> | <b>95</b> | <b>124</b> | <b>14</b> | <b>536</b> |

### Details of the CER children:

| S. No | Village name        | Distance from circle office Km | No. of families | Population |            | Total      | SC         | ST        | OBC       | OC        | Total      |
|-------|---------------------|--------------------------------|-----------------|------------|------------|------------|------------|-----------|-----------|-----------|------------|
|       |                     |                                |                 | M          | F          |            |            |           |           |           |            |
| 1     | Vemuluripadu1       | 6                              | 62              | 14         | 31         | 45         | 30         | 0         | 15        | 0         | 45         |
| 2     | Under Bridge colony | 2                              | 55              | 20         | 22         | 42         | 14         | 0         | 13        | 15        | 42         |
| 3     | Tellaqurry          | 7                              | 55              | 29         | 22         | 51         | 2          | 0         | 49        | 0         | 51         |
| 4     | Dokiparru           | 4                              | 90              | 23         | 22         | 45         | 45         | 0         | 0         | 0         | 45         |
| 5     | Vemuluripadu 2      | 6                              | 200             | 16         | 24         | 40         | 40         | 0         | 0         | 0         | 40         |
| 6     | Medikonduru         | 6                              | 65              | 14         | 29         | 43         | 31         |           | 12        | 0         | 43         |
| 7     | Bhimanenivaripalem  | 11                             | 95              | 15         | 25         | 40         | 26         | 12        | 0         | 2         | 40         |
| 8     | KondaveeduVillage   | 14                             | 118             | 32         | 24         | 56         | 56         | 0         | 0         | 0         | 56         |
| 9     | Visidala            | 7                              | 180             | 22         | 23         | 45         | 0          | 0         | 0         | 0         | 45         |
| 10    | Velavarthipadu      | 8                              | 200             | 13         | 21         | 34         | 0          | 0         | 0         | 0         | 34         |
|       | Total               |                                | <b>1120</b>     | <b>198</b> | <b>243</b> | <b>441</b> | <b>244</b> | <b>12</b> | <b>89</b> | <b>17</b> | <b>441</b> |

## Profile of CER

| Objectives   | Activities   | Outcome  | Indicators   |
|--|--|--|--|
| To improve the quality of education among children | <ol style="list-style-type: none"> <li>Enrolment of Drop out children               <ol style="list-style-type: none"> <li>identifying the dropouts</li> <li>rapport building with the dropouts, parents and teachers</li> </ol> </li> <li>Conducting evening study regularly and effectively               <ol style="list-style-type: none"> <li>study and address the problems of the unattended children</li> <li>Make the centre child friendly and children involved</li> </ol> </li> <li>Monitoring academic progress, comparing academic progress               <ol style="list-style-type: none"> <li>personal and Individual attention to home work</li> <li>Conducting slip-tests, etc.</li> <li>Conducting extracurricular activities like essay writing, drawing public speaking, etc.,</li> <li>periodical follow-up with school authority</li> </ol> </li> <li>Forming and strengthening Parents committee. (9 members in committee, 5:4 ratio)               <ol style="list-style-type: none"> <li>Formation of parents' committee</li> <li>Capacity building of parents' committee.</li> <li>Enabling parents identify issues related to children and address the same</li> </ol> </li> <li>Ensure infrastructure facilities in all centres</li> </ol> | <ol style="list-style-type: none"> <li>Number of children enrolled in the school</li> <li>Average number. of children attending evening study</li> <li>Number of children improved their academic performance</li> <li>Number of education committee formed and strengthened in order the solve issues of the children intheir education</li> <li>Number of centres with Improved Infrastructure facilities</li> <li>Number of sessions</li> </ol> | <ol style="list-style-type: none"> <li>Nil school dropouts in the given village</li> <li>% of children attend evening study</li> <li>% of children have improved in their academic learning</li> <li>Improved support from parents and communities in % of centres</li> <li>In % centres the infrastructure facilities are improved</li> <li>% child improved their</li> </ol> |

|  |   |  |  |
|--|---|--|--|
|  | 6. Awareness building on Child Rights and Right to Education (RTE) to parents.  | conducted for parents on child rights and Right to Education Act (RTE).  | ability to read and write and in mathematical skills appropriate to their age level.   |
| To enhance social responsibility in the children | <ol style="list-style-type: none"> <li>1. Forming and strengthening Children Parliament</li> <li>2. Orientation on the importance of cleanliness <ol style="list-style-type: none"> <li>2.1. Sensitizing other stake holders in the community on cleanliness</li> <li>2.2. Organizing monthly service camp</li> <li>2.3. Organizing environmental activities</li> <li>2.4. Identifying and addressing community related issues.</li> </ol> </li> <li>3. Children identify and help the vulnerable people.</li> <li>4. Leadership training for children</li> </ol> | <ol style="list-style-type: none"> <li>1. Number of children parliament formed and strengthened</li> <li>2. Number of trees have been planted</li> <li>1. Number of Vulnerable people are identified and taken care.</li> <li>2. Number of leadership sessions organized for children</li> </ol> | <ol style="list-style-type: none"> <li>1. % of Villages have become plastic-free</li> <li>2. Number of community related issues identified by children</li> <li>3. Number of villages became clean and green</li> <li>2.2. % of children start helping each other</li> <li>2.3. % of children manifested leadership qualities</li> </ol> |
| To promote health and hygiene among the children | <ol style="list-style-type: none"> <li>1. Conducting health education to children once in a week</li> <li>2. Conducting health camps with the involvement of Government</li> <li>3. promoting hand wash hygiene, de-worming</li> </ol>  | <ol style="list-style-type: none"> <li>1. Number of health check-up camps conducted</li> <li>2. Number of coordination meetings conducted and attended with the community health centres</li> <li>3. Number of children de-wormed</li> </ol>   | <ol style="list-style-type: none"> <li>1.% of children are aware of the hygienic practices</li> <li>2. % children enjoy improved health status</li> </ol>  |
| Awareness building on COVID-19                   | <ol style="list-style-type: none"> <li>1. Creating awareness in the village about spread of pandemic disease.</li> <li>2. Creating awareness of cleanliness and hygiene.</li> <li>3. Enhancement of immunity power among</li> </ol>   | <ol style="list-style-type: none"> <li>1. Number of people benefitted out of awareness program.</li> <li>2. Number of people kept themselves clean and hygiene.</li> <li>3. Number of children's</li> </ol>  | <ol style="list-style-type: none"> <li>1. % people protected from COVID-19</li> <li>2. % of families promoted to safe zone in the village</li> <li>3. .% of Community workers safe</li> <li>4. % children with immunity power</li> </ol>   |

|   |   |  |   |
|---|---|--|---|
|   | <p>children through exercise</p> <ol style="list-style-type: none"> <li>4. Distribution of washable masks</li> <li>5. Awareness creation on eating the right type of food that increases immunity.</li> </ol>   | <p>immunity power increased.</p> <ol style="list-style-type: none"> <li>4. Number of people &amp; children received masks</li> <li>5. Number of people who ate right type of food to increase immunity power.</li> </ol>   |   |
| <p>To improve the knowledge and competency of the volunteers/CW on the importance of education and the rights of children</p> | <ol style="list-style-type: none"> <li>1. Continuous capacity building of Volunteers and Community Workers(CWs)</li> <li>2. Training need assessment               <ol style="list-style-type: none"> <li>2.1 Organizing trainings as per the need</li> </ol> </li> <li>3. Availing the existing monitoring mechanism (field monitoring, review meeting and operational team meeting)for in-service training</li> </ol> | <ol style="list-style-type: none"> <li>1. Number of capacity building sessions conducted for CWs and Volunteers on RTE and child rights.</li> <li>2. Number of CWs and volunteers improved their knowledge and competency in teaching skills and public relations.</li> <li>3. Number of CWs and volunteers improved skills in documentation and reporting.</li> </ol> | <ol style="list-style-type: none"> <li>1. % of community workers aware of the right to education and child protection act.</li> <li>2. % of CWs have improved their teaching skills</li> <li>3. % of volunteers/CWs improved their ability to document the process</li> <li>4. % of them are able to organize meetings effectively</li> <li>5. % of them are able to network with school authorities</li> </ol> |

## Profile of VEE

| Objectives   | Activities   | Output   | Indicators                                    |
|--|--|--|---|
| 1. To improve economic and social status of women and community. | 1. Forming and strengthening of MACS in minimum 10 villages in each circle:<br>1.1. Studying and sensitizing the community members towards formation of MACS.<br>1.2 Strengthening of Existing SHGs in the villages<br>1.3. Mobilizing savings among the members in the group<br>1.4. Registering and availing the Banking facilities<br>1.5. Identifying appropriate income generating business components<br>1.6. Promoting self or collective employment.<br>1.7. Encouraging MACS members in LOCAL Decision making process<br>1.8 Awareness program on women's rights<br>1.9 Celebrating International women's day | 1. Number of sessions conducted in sensitizing women on MACs | 1. % of women understood the concept of MACs  |
|  |  | 2. Number of MACS formed and functioning in each circle.     | 2. % of MACs registered                       |
|  |  | 3. Number of MACs availed Bank facilities                    | 3. % of MACS saved beyond Rs. 35000 in a year |





|   |   |  |  |
|---|---|--|--|
|   |   | 5. Number of attempts made by no of CBOs towards government entitlements, schemes and bank loans   | 5. % of Villages improved the community infrastructures<br><br>6. % of Villagers gained by government schemes and bank loans   |
| 3. To improve skills and competencies of the volunteers/CWs | 1. Orientation on the concept of CBOs<br><br>2. Capacity Building on Community Mobilization.<br><br>3. Training on Local resource mobilization and networking<br><br>4. Training on organizing meetings and group dynamics<br>5. Skill Development on Process Report writing. | 1. Number of orientations organized on the concept of CBOs<br>2. Number of capacity building sessions conducted on community mobilization and local resources to CWs and Volunteers<br>3. Number of trainings organized for CWs and Volunteers on group dynamics and conducting meetings.<br>4. Number of skill development training on process report writing | 1. % of CWs and Volunteers understand the concept of CBO.<br>2. %. of CWs & Volunteers understand about Community mobilization.<br><br>3. % of CWs & Volunteers facilitated CBOs in identifying and addressing issues in the villages.<br><br>4. % of CWs and volunteers organize and manage village meetings effectively.<br>5. % of Volunteers network with government officials and mobilize local resources. |

## **Description of Activities CER**

### **1. Formation of Parents Committee**

To instil the importance of education and the responsibility of the parents in the mind of the parent's periodic parents meeting is organized. Every child has rights and those rights need to be nurtured and monitored. To facilitate this VRO through its Animator and community worker form Parents Committee and strengthen the same in every village in order to look into improving the facility for learning and enabling the children to achieve their rights. This committee monitor the parents and ensure that they participate in teacher-parent meeting in the school and ensure child health and hygiene. VRO volunteer facilitate the process of forming, organizing and conducting committee meetings. Another task of the committee is enabling parents identify issues related to children and finding ways to address them. A total of 10 committee meetings will be organized in each village per year.

### **2. Enrolment of children and dropouts**

As parents do not pay attention to child education, children are not enrolled in schools. Besides, there are also drop out children due to various reasons. The Community worker by her frequent visits to the village identifies children above 5 years and the drop outs and ensures that such children are enrolled into the school in the respective village. The community worker's capacity in rapport building with the children, parents and the school teachers will make the village nil-dropout. The visit to school by oneself or with the parents to enquire about the children's progress will enhance the interest in the children to study well. 10 follow up visits will be undertaken in an academic year.

### **3. Daily Evening Supervised Study and Supportive Assistance**

The moment the children come from the school either they play or roam around wasting their time. The teacher in the school cannot concentrate on the learning of the children as he/she has to handle 50 and above children. The parents too least bother about the learning of the children. In this context quite a few children drop out from the school as they find no interest in studying. VRO having assessed the situation through its baseline survey planned the evening supervisory study whereby the community selected Community worker by visiting every family, discussing with the parents and motivating the children bring them to a common place enabling them to follow up the lessons taught in the school. The CW gives personal attention to the weaker students in the learning process. Thus the CW conducts daily the evening study to support the children not only in their academics but also to provide opportunities for children to expose their talents. Apart from above, supervised study will be a platform for all the children to come together and participate in the above said activities. Besides, the children are also supported by providing them academic material such as books, planks, school bags, etc. In order to bring out the talent of the children extracurricular activities are conducted every Saturday during the supervisory studies. Children are motivated to take part in painting, singing, dancing, and essay and quiz competitions. They are also encouraged to write biweekly tests in the supervised study centres in order to find out how the children are improving in their academics.

#### **4. Monitoring Academic Progress**

The community worker during the evening study gives personal attention to home work. In addition the CW conducts slip-tests, essay writing, drawing and other related activities. The children are also followed up in the school by the community worker by regularly visiting the school and discussing with the concerned teachers. Sometimes the CW takes the parents also to the school enabling them to observe the progress of the children by directly contacting the teacher concerned.

#### **5. Infrastructure facilities**

The volunteer and the community worker of VRO along with the active support of the parents committee should ensure the improvement of the study centres in all the villages. In order to take this forward this year VRO is planning to form an education committee in every village which will look into the various needs of the children in the village. This committee will consist of the representatives of parents, Panchayat president, and teacher and government employee if any. This committee also will be responsible to appoint the Community Worker and support the CW once VRO withdraw financial support.

#### **6. Children Parliament**

Development moves are always decided by the adults and in return they effect the children directly or indirectly. Hence, it is very vital to empower children to make decision and voice out. Children parliament provides a space to practice analytical thinking and decision making enabling them to act accordingly. Children Parliament (CP) is an organized group of children in the neighbourhood. Each CP consists of 20 – 30 children who come from a same locality and are trained and facilitated to identify the social issues that violate their rights. The objective of children parliament is to capacitate children and enhance their participation in community development. A total of 10 children parliament meetings will be organized in each village per year. The selected children are given responsibility as Prime Minister, health Minister, education Minister, social environment Minister etc. For example the education minister is responsible to identify the children who are absent that day in the school and to inform the community worker so that the child is followed and motivated to go back to the school, likewise the health minister has to inform the teacher regarding the children who are sick or with other abilities so that they are taken care of. Likewise the environment minister will identify the places where new shady tree saplings could be planted to increase the green cover in the village and to make arrangements to protect and to maintain the newly planted trees. This minister will also inform the children of the dirty areas in the villages and motivates the children to clean those areas as well. Finance minister will motivate the children to save money every day and make use of it to help others. Likewise the children are motivated to become the agents of social change.

#### **7. Children Service Camps**

It is important that the Children are enabled to imbibe the value of social responsibility in them already when they are young. They should be guided, motivated and led to identify community related issues in the village and

participate collectively to address such issues and thus bringing change in the current situation. Organizing service camp is one such activity that will enable the children to grow in social responsibility. Children will organize a camp with the help of the community worker to make people aware and act upon social issue. One such camp will be to clean the village and make it plastic free.

## **8. Children Festival**

All the children of the supervised study center from the 10 villages are gathered once a year in the VRO Jaggampeta centre to exhibit their talents through various cultural programs. Prior to this festival the children have completions in singing, dancing, painting, drama, etc. at village level. All the winners of these competitions exhibit their talents on this day in front of all the children from 10 villages, Thus the children have one complete day to interact with one another and to share their experiences as well. As they come together the villagers bear the travel expenses of the children and VRO provides lunch for all the children. Thus the children enjoy the whole day and go home in the evening. The community worker mobilizes the whole event under the guidance of the project coordinator.

## **9. Capacity Building of Volunteers and Community Workers**

To make our volunteers and community workers relevant and up to date it is important that the training need assessment is done and accordingly a well-planned out trainings are conducted every month. Besides, the existing monitoring mechanisms such as monthly review meeting, Operational team meeting and field visits are used as opportunities for in-service capacity building. There could be additional training conducted for skill development such as learning English language, documentation and communication.

## **10. COVID-19 Prevention and Control in CER centres**

The Objective of this activity is to provide clear and actionable guidance for safe operations through the prevention, early detection and control of COVID-19 in CER centres. Today, children and young people are global citizens, powerful agents of change and the next generation of caregivers, scientists, and doctors. Any crisis presents the opportunity to help them learn, cultivate compassion and increase resilience while building a safer and more caring community. Having information and facts about COVID-19 will help diminish students' fears and anxieties around the disease and support their ability to cope with any secondary impacts in their lives. The guidance, while specific to countries that have already confirmed the transmission of COVID-19, is still relevant in all other contexts. Education can encourage students to become advocates for disease prevention and control at home, in school, and in their community by talking to others about how to prevent the spread of viruses. Under this activity every children should enforce regular hand washing with safe water and soap, alcohol rub/hand sanitizer at a minimum, daily disinfection and cleaning of CER centre surfaces. The CER Centre will provide water, sanitation and waste management facilities and follow environmental cleaning and decontamination procedures. The parents committee will take initiation in cooking the nutrition food. The community worker will enforce that all the children come with the washed face mask. The CER will promote social distancing for three months until pandemic ends.

## **Description of Activities VEE**

### **1. Entitlement Action Team**

The challenge for villagers is to be equipped with information about various entitlements that are available from the government. It is hard to educate all the villagers at one time and hence forming a team from the same village will keep the help at hand and the team can facilitate people at any time. This will enable more number of people to procure entitlements. This team will work as a watch team to identify the people who did not receive their entitlements and those who received after certain effort and keep on informing the VRO volunteer for follow up.

### **2. SHG Training and Strengthening**

Self Help Groups (SHG) is one mechanism that has been initiated towards micro financing women in rural areas enabling them to set up small scale business. However, due to lack of proper understanding among each other in the groups and lack of awareness among women on SHG, the performance of the group is low. Emphasis will be laid to support SHG groups for which Animators and Community Workers will be trained. VRO volunteers in turn will train SHG-women through meetings to strengthen their performance. Most often the politicians promise just before the election that all their loans will be nullified and based on these things women do not pay back the loans to the banks and thus after some time the SHG group collapses due these bad practices. Hence VRO tries to motivate the women to pay back the loan and to keep the group alive for further progress. They are also trained in regular savings, book keeping, and keeping minutes of their monthly meetings.

### **3. Forming and strengthening MACs**

The mutually Aided Cooperatives are the latest one among the people's organizations that takes care of not only the awareness building among the people but also enables them to avail resources from the resource institutions such as banks and government departments. Unlike SHGs, MACs include both men and women. The main task is to sensitise the community members towards the formation of MACs and inculcate in them the spirit of saving. Once the groups are formed the members are oriented on the benefits of being registered into MAC and accordingly they are registered into MACS groups. The members are further informed of various income generating business components and facilitated to choose the right one. Besides, through regular meetings the members are led to decision making process.

### **4. CBOs Formation and Strengthening**

CBO is a structure created through a number of sittings with the various groups in the village for the benefit of the village community. The CBO consists of members belonging to various age groups, traditional leader, representative from Panchayat and the community worker of VRO. The main focus of the CBO will be to identify community needs and issues and taken action accordingly. In addition, it will identify and explore the possible resource bases for the planned activities.

CBO will also be responsible for water conservation measures and promoting community infrastructures soliciting community participation. The primary task of CBO is to access government schemes and ensure the reach of entitlements for the different section of people in the community.

### **5. Capacity building for the Volunteers and Community Workers.**

The community Workers are the backbone of all the village level activities starting from Children Education and Rights, selection of YSD trainees and the community mobilization. Hence they need to be rightly oriented on the various concepts such as Children's Parliament, Community mobilization, interpersonal relationships, MACs, CBOs and networking with the various human resources within and outside the community.

As they are connected to the village reality they need to be periodically facilitated, motivated and accompanied. The VRO volunteer responsible for a group of CWs will have to do the above tasks. Hence, the volunteers too need training on community mobilization, net-working with the government officials and local resource mobilization. The volunteer may require special training on group dynamics, conducting and managing different meetings process report writing and maintain success story record.

Hence the volunteers may require training on the above area at least once in three months and the CWs besides the weekly and monthly field monitoring may require once in two months one day input session along with review meeting.

## **MONITORING AND IMPACT ASSESSMENT**

### **Monitoring Methods**

The project will be monitored using periodic review method i.e. monthly regional review will be conducted for the all the sites/circles under the region. The regional review will be planned and conducted by project officer. Once in a quarter, an assessment will be conducted for each region by project coordinator. Apart from above, the circle coordinators will be present for an operational review planned and conducted by project coordinator.

### **Review structure**

1. Weekly review meetings at circle/ site level - Participants: - Project officer, Circle Coordinator and Volunteers.
2. Monthly regional Review Meeting - Participants:- Project Manager, project officer, Circle coordinator, Volunteers, community workers and accountant.
3. Quarterly Operational Review Meeting – Participants:- Directors, Project Manager, Project officers, circle coordinators, finance manager and accountants and consultant.

**Peter Daniel, S.J.**  
Operational Director

