ASPIRE ANNUAL
REPORT 2019-20

THE FAILED PROMISE OF NO CHILD LEFT BEHIND

ACKNOWLEDGEMENT

Attribution

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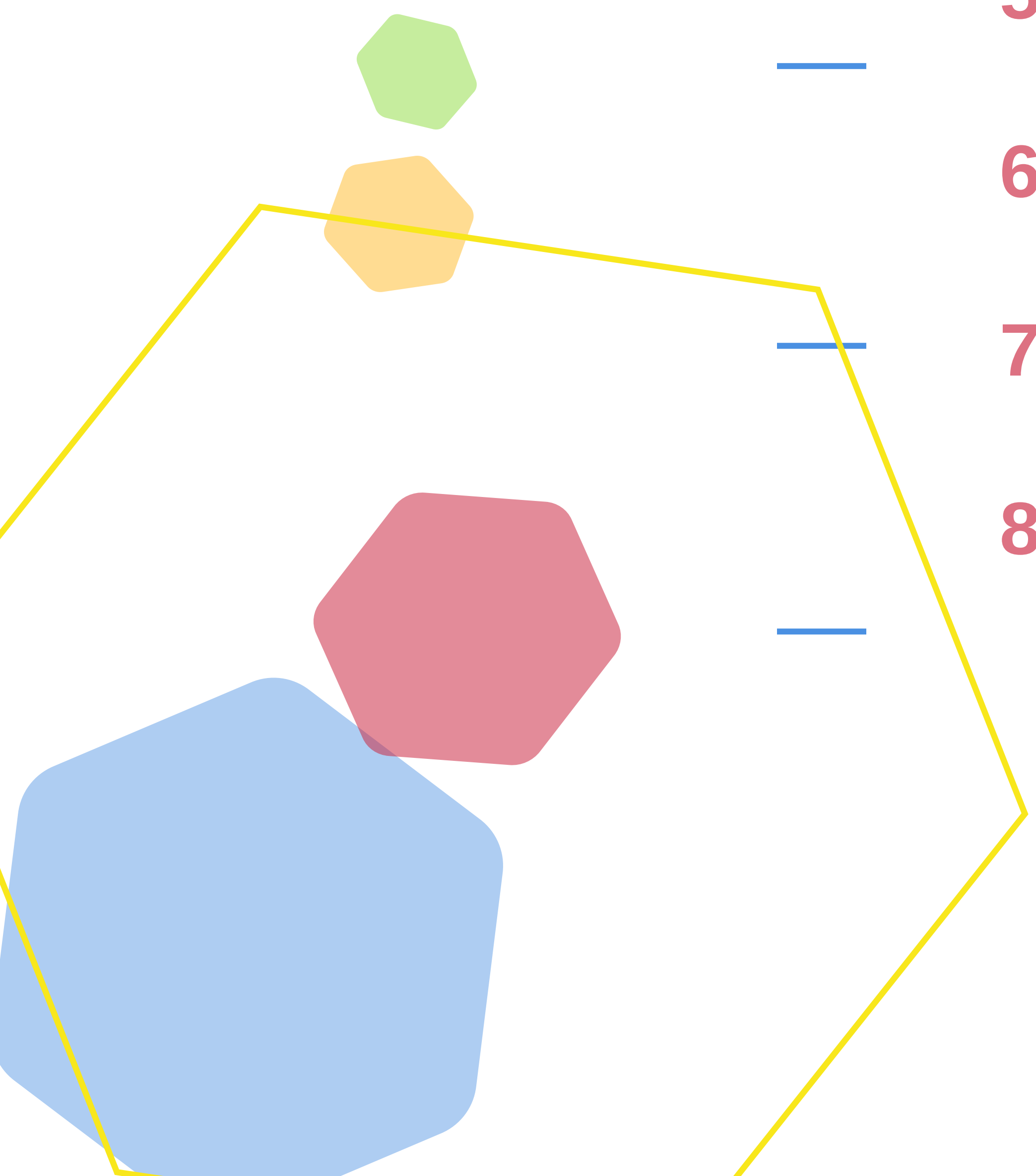
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TABLE OF CONTENTS

— **Dr Manju Rani**, MD, PhD
Regional Advisor,
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FOREWORD

ASPIRE has been able to create a culture of being 'child-focused'. In my travels to the field to visit the programme, the staff spoke precisely in terms of each and every child, and the determination to track the last child and place each child in age appropriate grade was obvious at every level. The 'child labor free zone' approach further reinforces the child focus.

The organizational structures created for this programme have been successful not only in mobilizing children and the community but also in invigorating participation from other key stakeholders like government functionaries, government school teachers, local political leaders etc. The residential bridge course (RBC) centers visited were all well run, with engaged and happy children, enthusiastic and competent staff, and neat and clean premises.

RBC is an excellent strategy to bring in the last remaining children into the school system and it seems to be working very well. The programme has successfully tried all potential strategies and approaches to reach the objective of universal access to quality education for all and create child labour free zones. The program has been scaled up at an impressive rate in very difficult circumstances.

ABBREVIATIONS

ABEO: Assistant Block Education Officer
BC: Block Coordinator
BDO: Block Development Officer
BEO: Block Education Officer
CERC: Community Education Resource Center
CF: Community Facilitator
CLFZ: Child Labor Free Zone
CRC: Cluster Resource Coordinator
CRPF: Child Rights Protection Forum
GCPF: Girl Child Protection Forum
GPCM: Gram Panchayat Community Mobilizer

HM: Headmaster
LEP: Learning Enrichment Program
LF: Learning Facilitator
NRBC: Non-residential Bridging Course
PRI: Panchayat Raj Institution
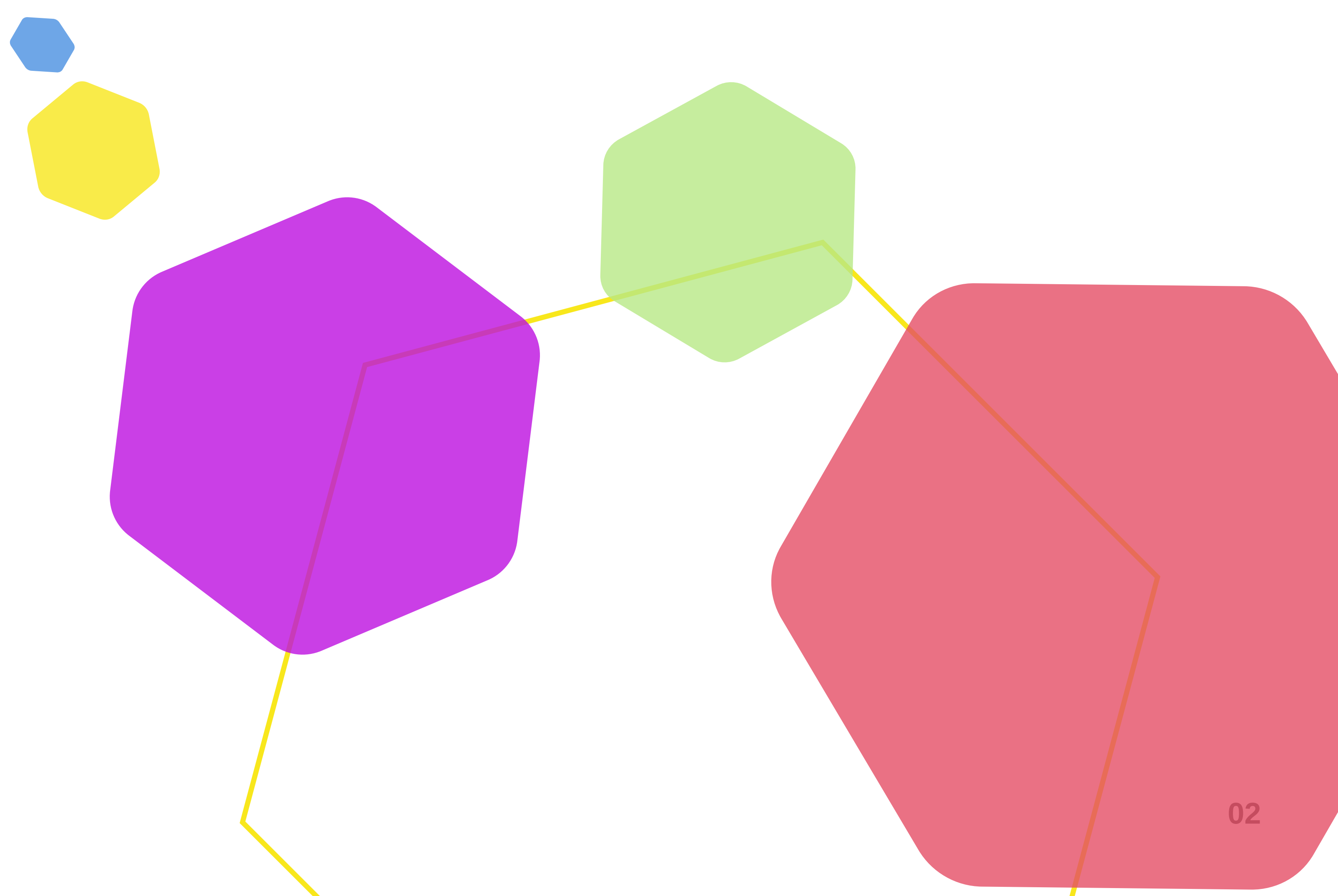PTA: Parent Teacher Association
OoS: Out of School
RBC: Residential Bridging Course
SDP: School Development Plan
SHG: Self Help Group
SMC: School Management Committee
TSF: Tata Steel Foundation

OUT-OF-SCHOOL CHILDREN

Over the last decade, access to schooling has expanded significantly in India. We have achieved near universal enrollment in primary school with the gross enrollment ratio (GER) for grades 1-5 being 95.1% and grades 6-8 being 90.7% in 2016-17.[1] More children have now access to basic education yet not all of them complete their schooling. The GER for grades 9-10 and 11-12 is only 79.3% and 51.3% respectively, implying that many children drop out after secondary and high school.[2]

Who are out-of-school children?

According to the Right to Education Act (RTE) 2009, any child who has not attended school for a single day in 45 consecutive days is to be considered out-of-school.

How many children are out-of-school?

The number of out-of-school children in official sources shows wide variation. While the Ministry of Human Resource Development survey (IMRB-SRI, 2014) estimates this figure at 60 lakh, for the same year, the National Sample Survey figure is 2 crore. The draft National Education Policy 2019, on the other hand, estimates that around 6.2 crore children of school-going age (between 6 and 18 years) were out-of-school in 2015.

Why is there such a massive difference?

Well, different data sources have underlying differences in the definition of 'out-of-school children', estimation of 'never-enrolled' and 'dropped out' children, data collection processes and estimation methodologies. These differences are aggravated by inter-state differences in the schooling system in India – school structure, school management, school calendar and age-grade norms are determined independently by each state. Very few data sources use a specific definition to identify children who are enrolled but have not attended school for an extended period.

[1] U-DISE data, 2016-17
[2] U-DISE data, 2016-17

Our definition of out-of-school children

Following RTE norms, we consider any child who has been absent for 45 consecutive days as out-of-school. We further divide them into long dropouts (absent from school for over six months), short dropouts (absent for 1-6 months) and never enrolled (children who never went to school). Based on this categorisation, we enrol these children into different programmes, namely — Residential Bridge Course, Non-Residential Bridge Course and Direct Enrolment, with the aim of mainstreaming all the children in government schools.

Out-of-school children in Odisha and Jharkhand

According to District Information System for Education (DISE) 2017-18 data, there are 3600 children in the 6-14 age group that are out-of-school in Odisha.[1] The Odisha Primary Education Programme Authority (OPEPA), estimates 3649 children in the 6-16 age group, to be out-of-school in 2017-18.[2]
In 2015, an estimated 24,036 children were out-of-school in our 8 blocks of operation in Odisha and Jharkhand.

ASPIRE Keonjhar Household Census Survey

In July 2019, ASPIRE began an Education Program in 11 blocks of Keonjhar district, Odisha, one of the most under resourced and tribally dense districts of India. The new program is an extension of our 'Thousands School Program' which runs in 8 blocks of Odisha and Jharkhand. The Keonjhar Education Program aims to create a model of universalisation of school education within the Right to Education framework that is both replicable and scalable.

A household census survey is currently ongoing in 11 blocks of Keonjhar district to assess the education status of all children. As of 15th April 2020, 144,621 households have been surveyed. There are 128,275 children aged 6-18 years in the survey so far. Since the survey has been halted due to the pandemic, this is not a representative sample for this age group. 48.98% are girls and 51.01% are boys, with 0.01% identifying themselves as others. 88.1 % of children are enrolled in school, 4.3% never went to school and 7.6% are dropouts (Figure 1).

Profile of Out-of-school children

- 61% of dropouts are 15 years and above, reiterating that more children drop out after secondary and higher secondary school. 18% of never-enrolled children are aged 10 and above which is a cause for concern as they will have a higher learning deficit when they begin school.(Figure 2).
- Girls are more likely to drop out with 58% of them having dropped out of school. (Figure 3).
- 90% of dropouts have been out of school for a year or more, suggesting that they will need to join remedial classes to catch up to their grade level before re-entering school (Figure 4).
- At the time of survey, 69% of dropouts were staying at home, 27% were working and 1.3% were in bonded labour. (Figure 5).
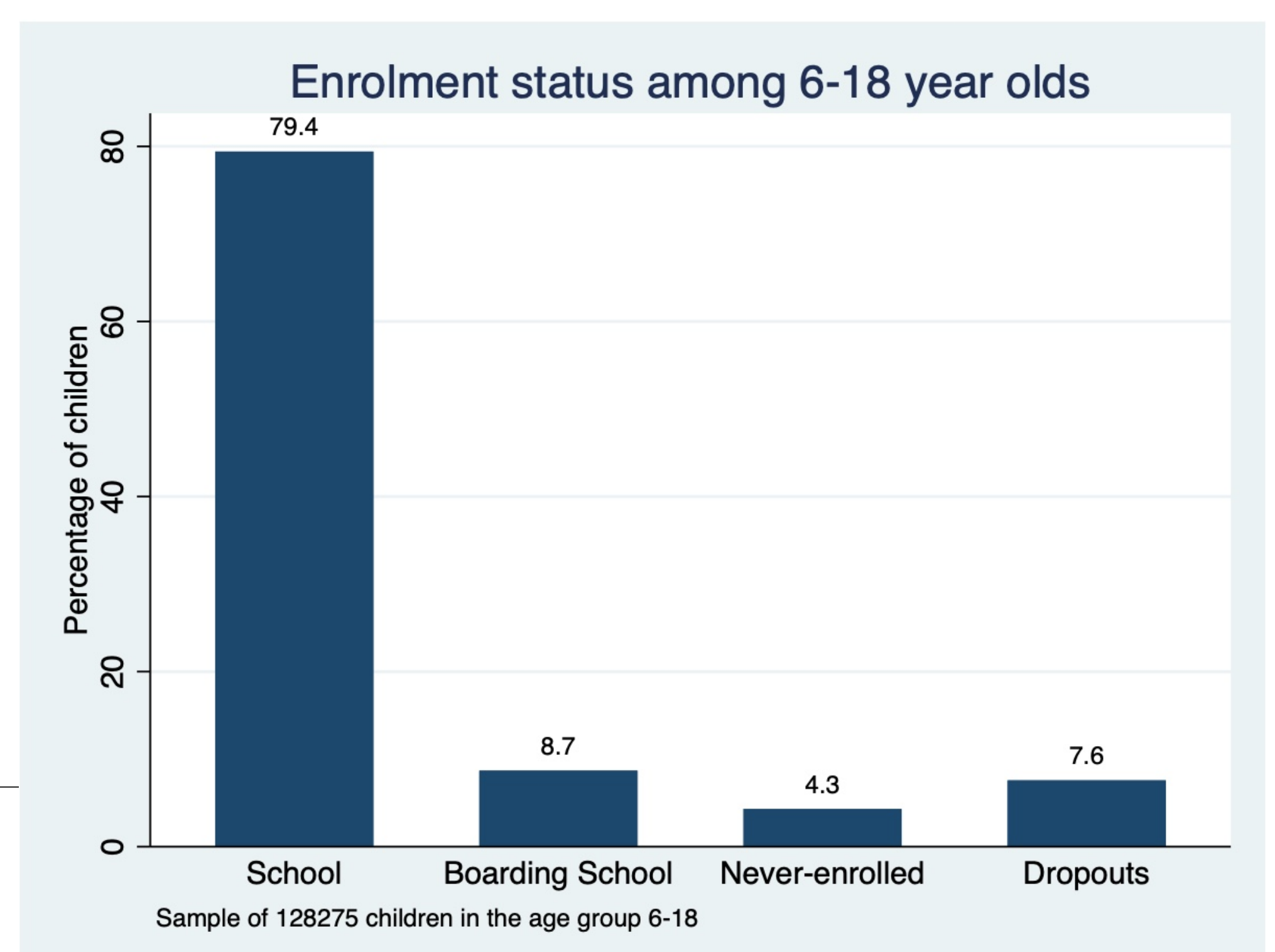

Figure 1: Enrolment Status among 6-18 year olds in Keonjhar HH Survey

[1] 2017-19. *Status of Elementary and Secondary Education in Odisha*. Unified DISE. Odisha Primary Education Programme Authority.
[2] July 3, 2018. *Odisha govt to bring in all out-of-school students to residential hostels*. The Times of India.

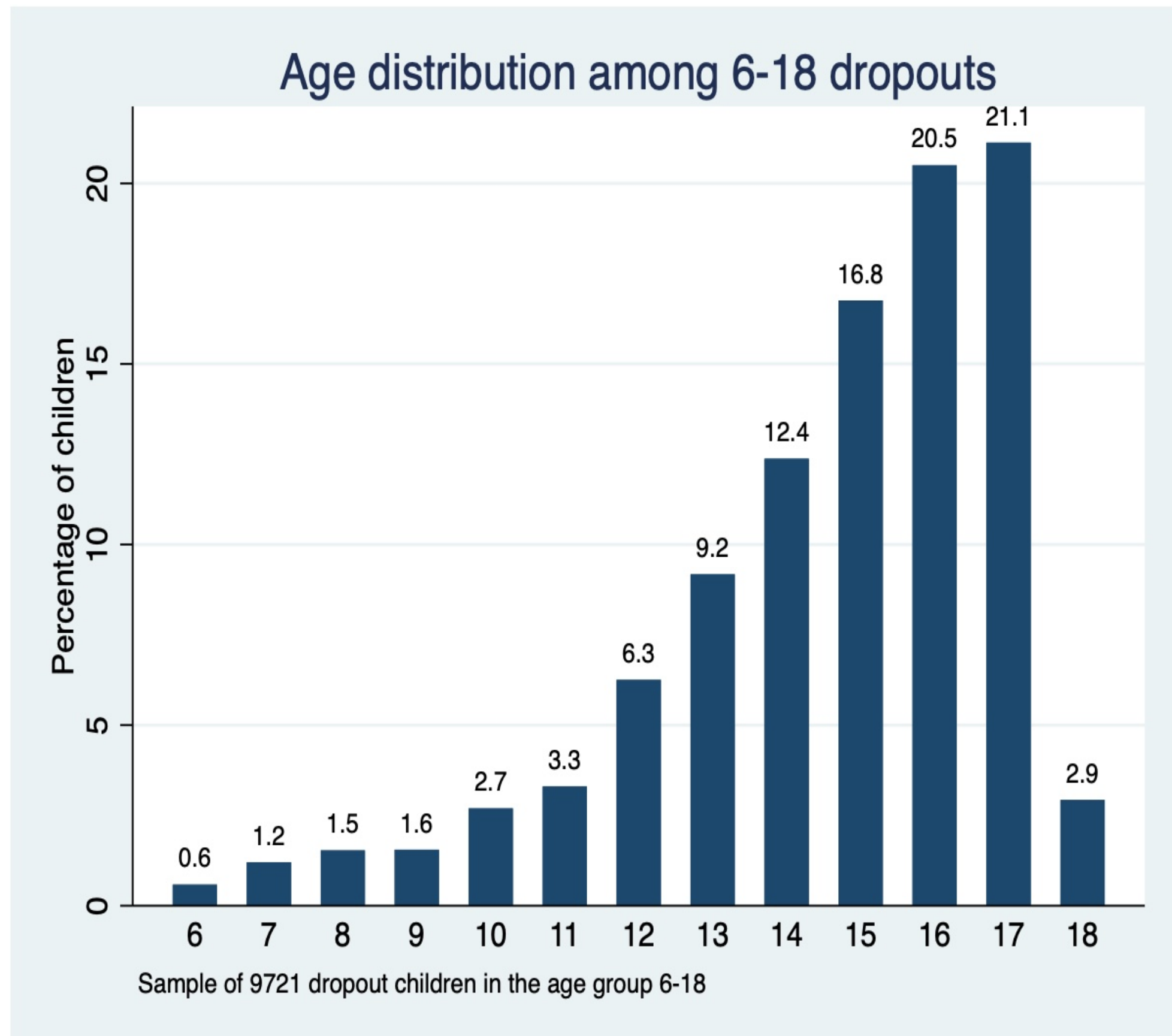Figure 2: **Age distribution** among 6 to18 year old dropouts and never-enrolled children in Keonjhar HH Survey

Figure 3: **Gender distribution** among 6 to 18 year old dropouts and never-enrolled children in Keonjhar HH Survey

Age distribution among 6-18 dropouts

Percentage of children

Age	%
6	0.6
7	1.2
8	1.5
9	1.6
10	2.7
11	3.3
12	6.3
13	9.2
14	12.4
15	16.8
16	20.5
17	21.1
18	2.9

Sample of 9721 dropout children in the age group 6-18

Gender distribution among 6-18 dropouts

Percentage of children

Gender	%
Male	42.3
Female	57.6
Other	0.0

Sample of 9721 dropout children in the age group 6-18

Age distribution among 6-18 never-enrolled

Percentage of children

Age	%
6	63.5
7	11.0
8	4.5
9	2.7
10	1.8
11	1.6
12	2.3
13	1.8
14	2.7
15	2.7
16	2.7
17	2.4
18	0.2

Sample of 5547 never-enrolled children in the age group 6-18

Gender distribution among 6-18 never-enrolled

Percentage of children

Gender	%
Male	51.0
Female	48.9
Other	0.1

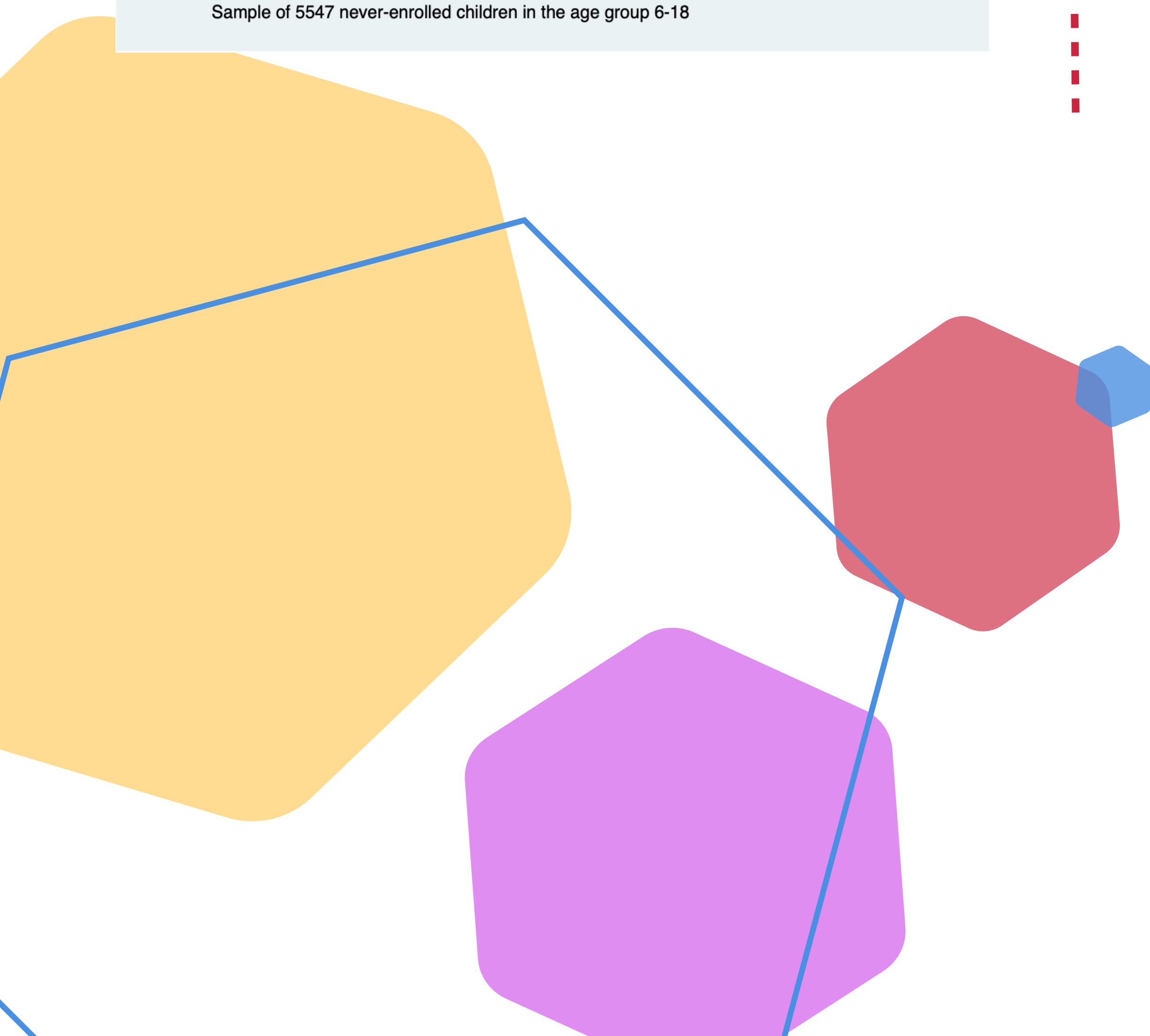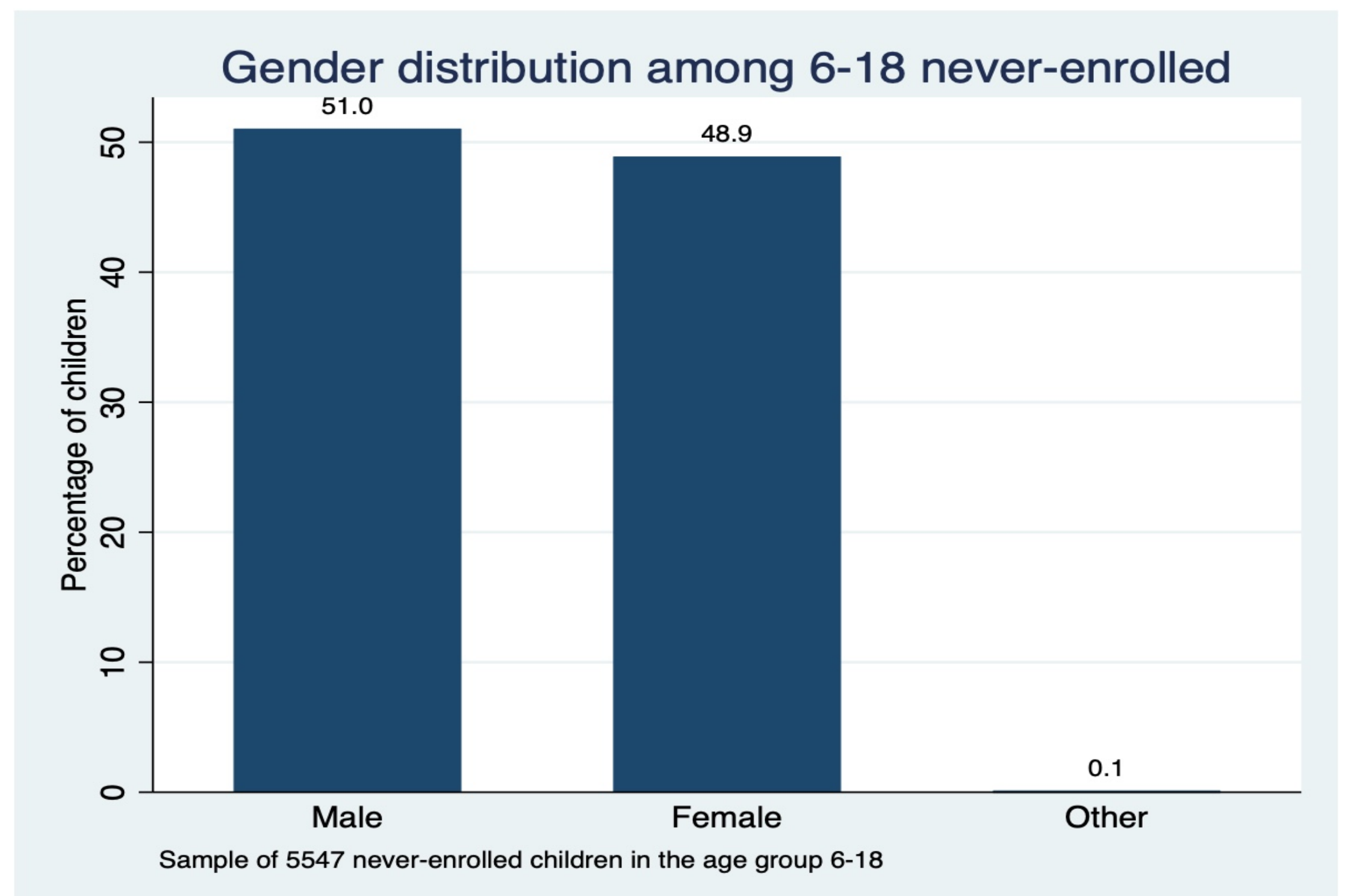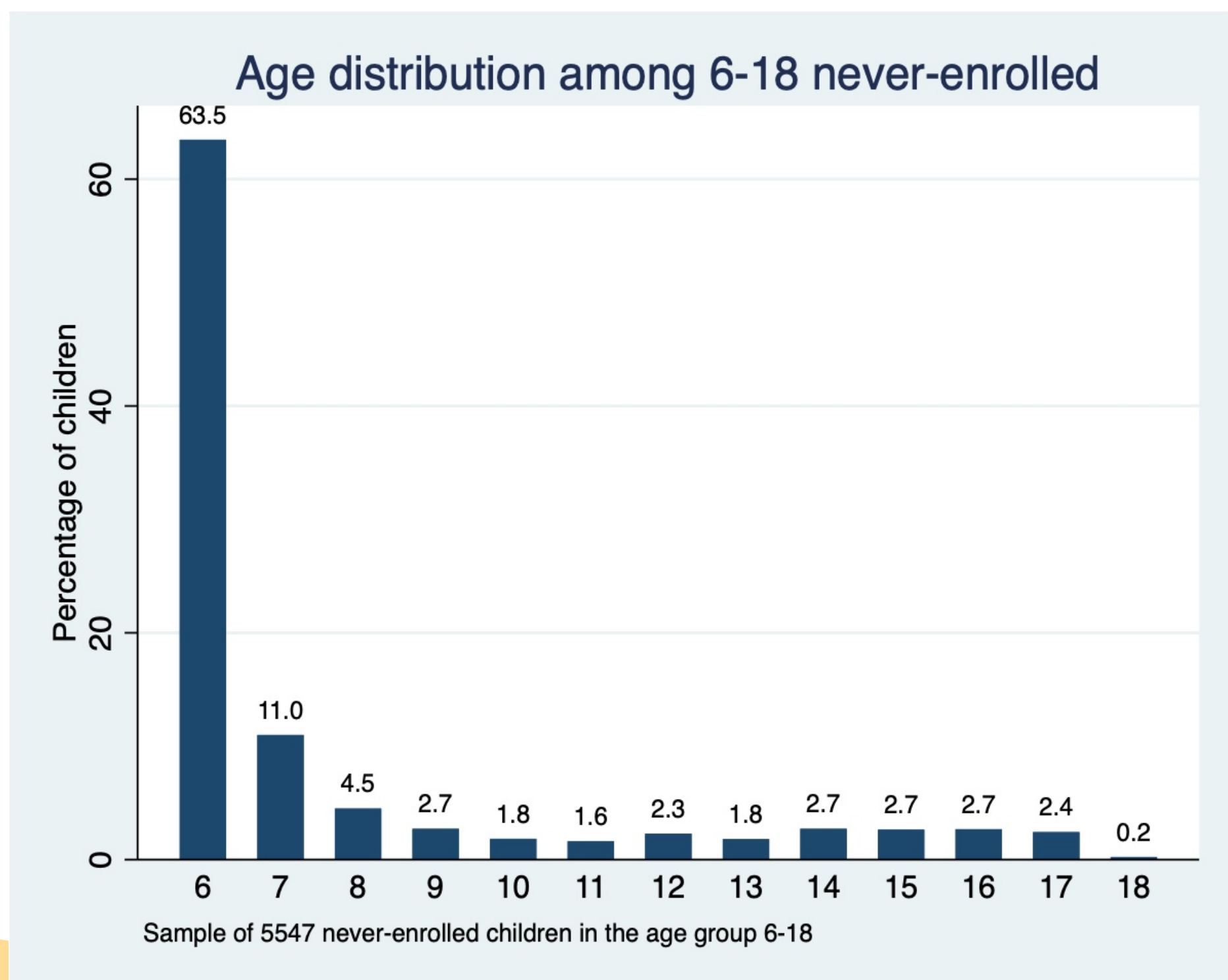Sample of 5547 never-enrolled children in the age group 6-18

Figure 4: **Duration of 6-18 dropouts** in Keonjhar HH Survey

Duration of dropout among 6-18 years

Sample of 9721 dropout children in the age group 6-18

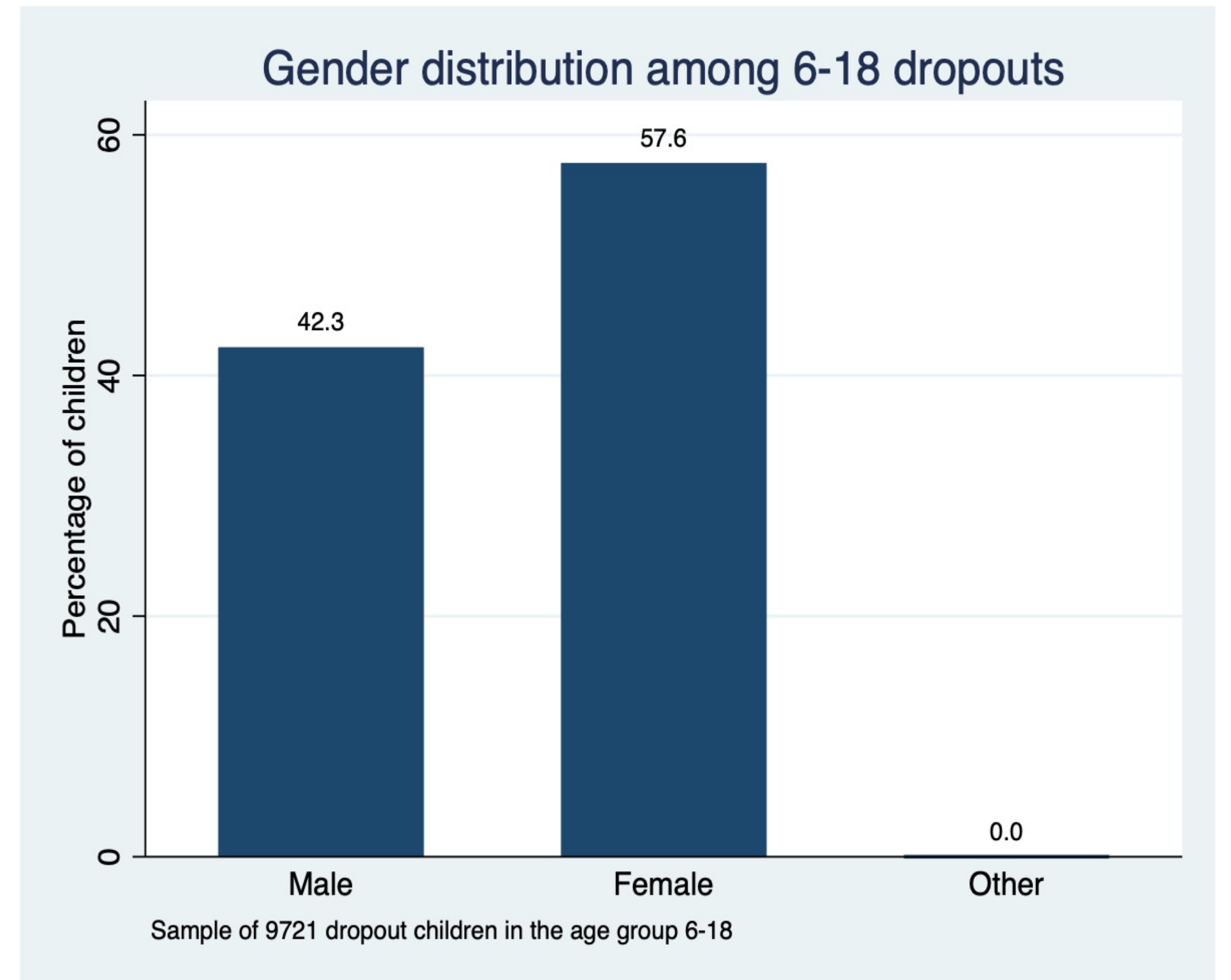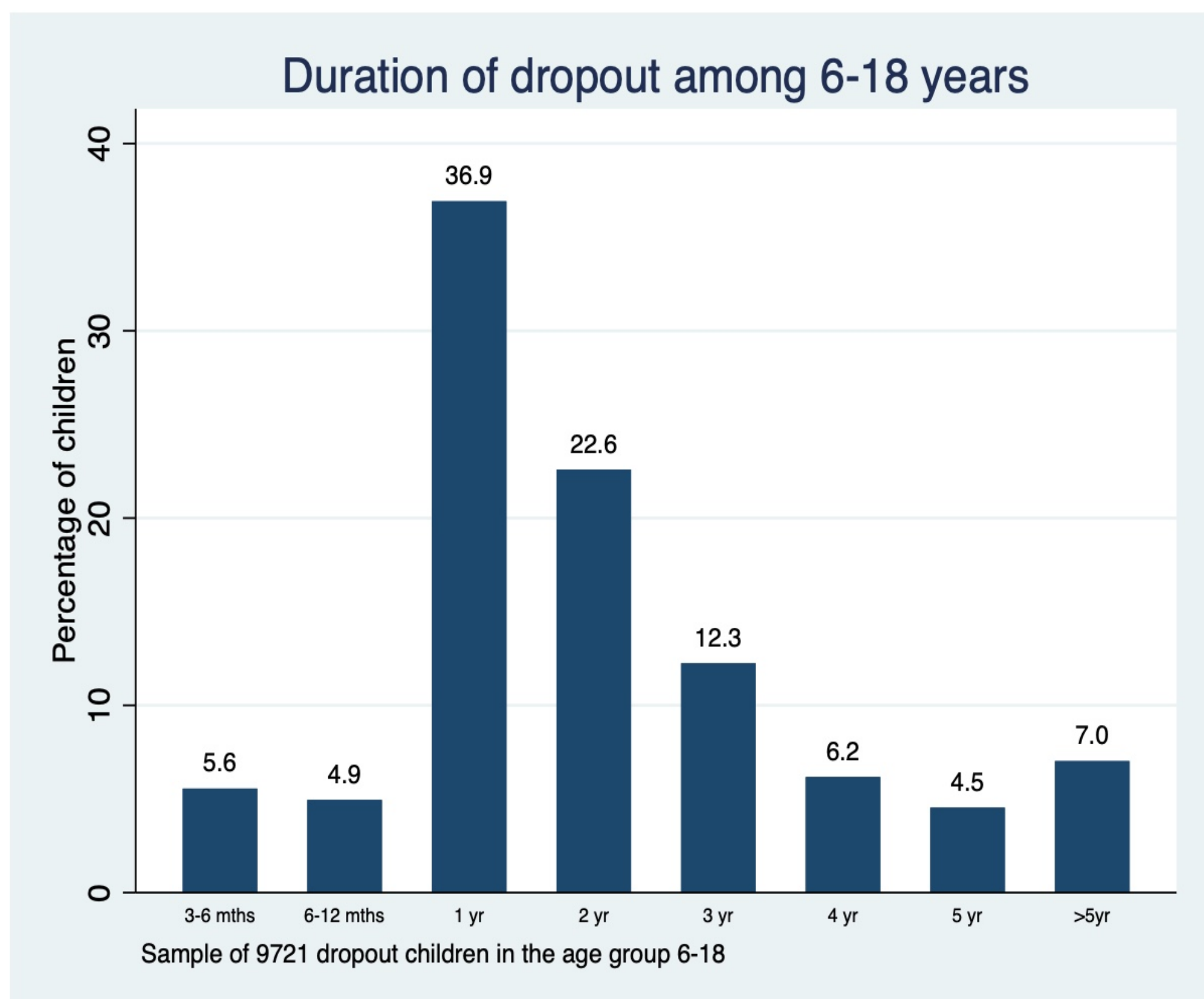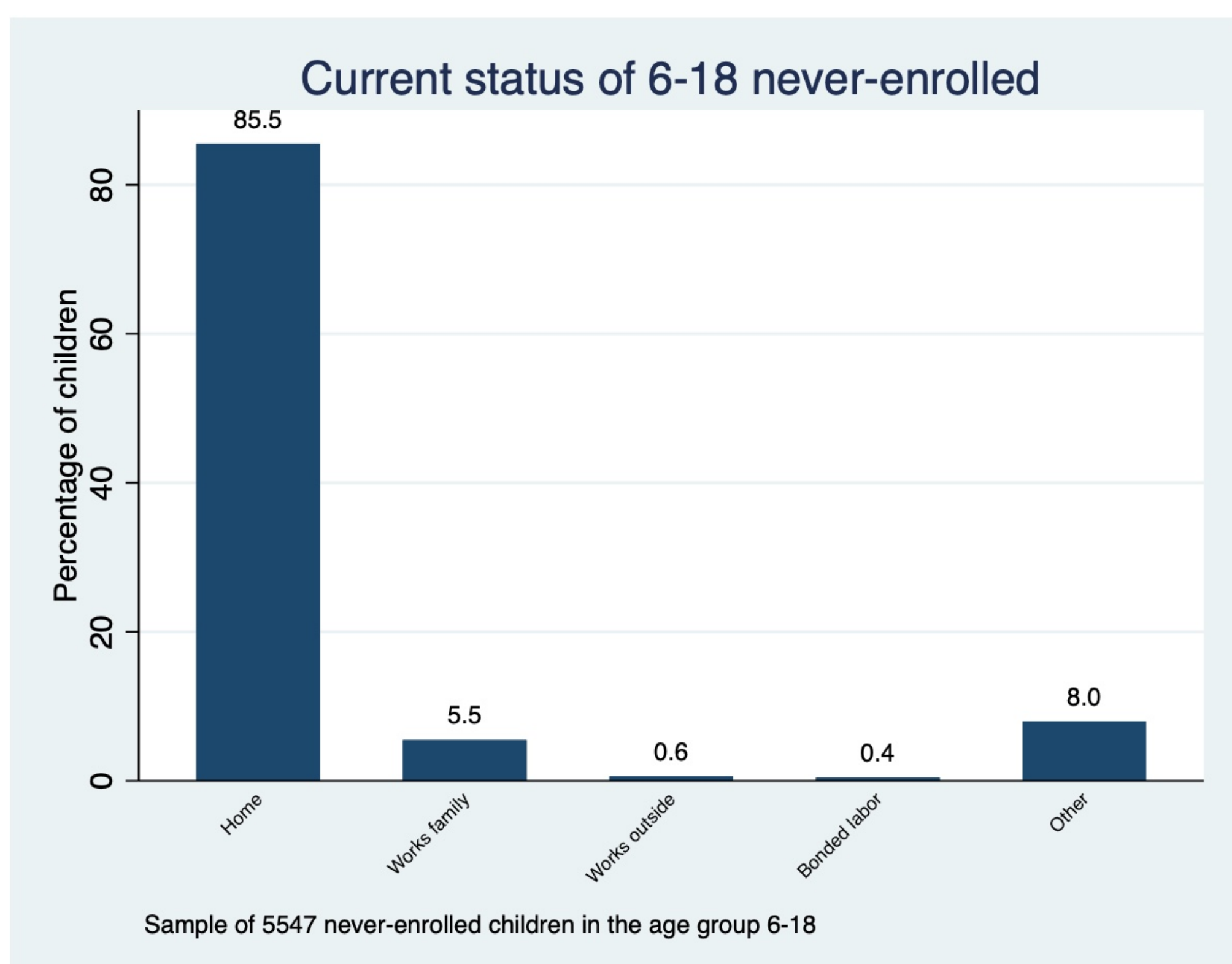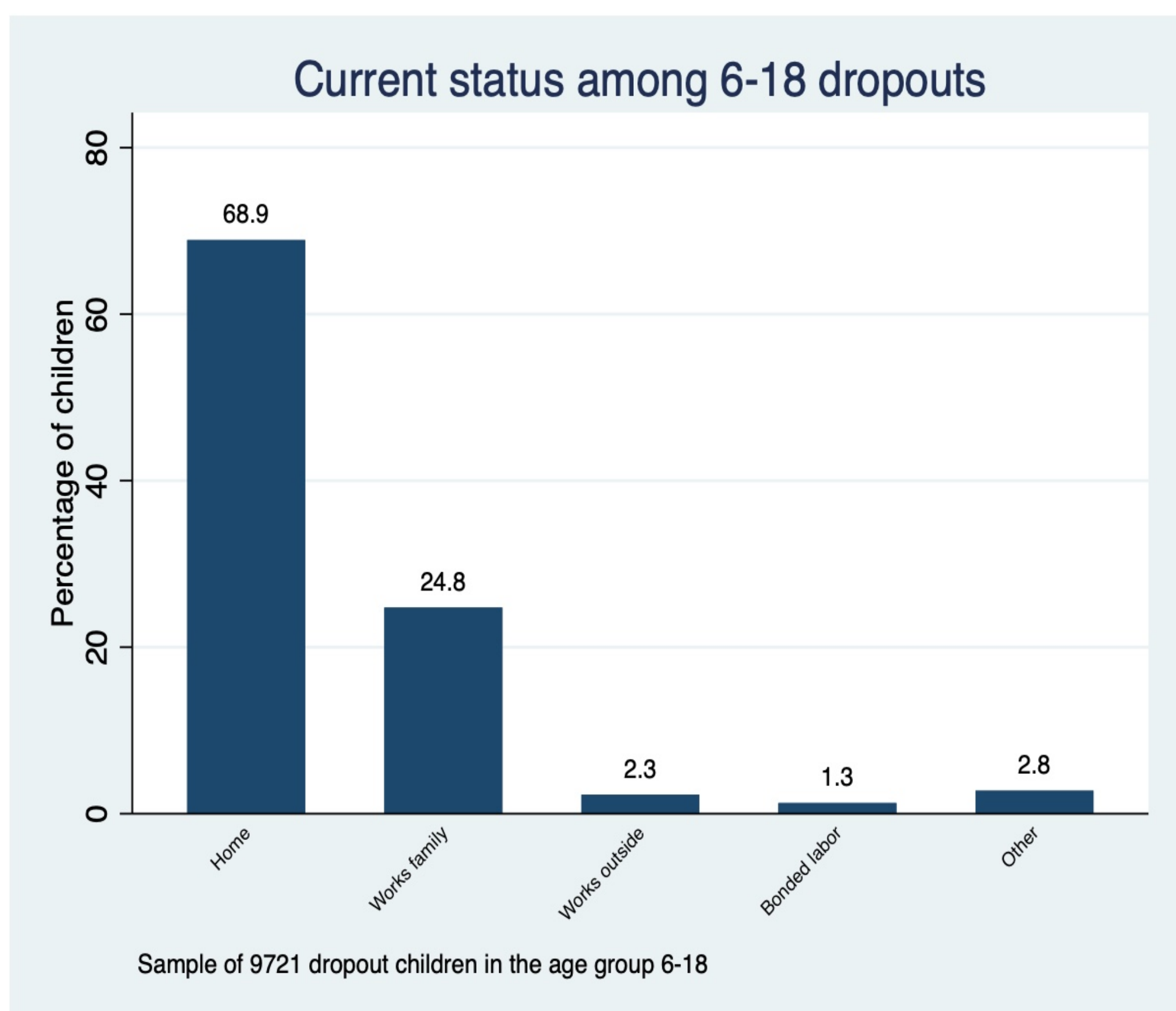Figure 5: **Current Status** of dropouts and never-enrolled children in Keonjhar HH Survey

Current status among 6-18 dropouts

Sample of 9721 dropout children in the age group 6-18

Current status of 6-18 never-enrolled

Sample of 5547 never-enrolled children in the age group 6-18

Reasons for children being out-of-school

1. **Problem of child labour**: 39% of dropouts and 29% never-enrolled children are staying at home to help their family and 16% of dropouts and 7% never-enrolled are working either for family or outside.
2. **Problem of school expense**: 11% students found school too expensive and hence dropped out.
3. **Problem of learning deficit**: Many children drop out because they lose interest in learning as they are not able to catch up to their grade level. Sometimes parents cannot see the potential in schooling and make their children leave school. 21% of children dropped out because they lost interest in school and 7% did not enrol because they were not interested in schooling. 11% of parents did not enrol their children in school because of no interest and 4% children dropped out because of disinterest by parents.
4. **Problem of access**: For many children, schools (especially secondary and higher secondary) are too far to walk, with no safe transportation available to reach school. In our survey so far, 2% of students dropped out because school was too far and 8% never enrolled in school because of access issues.
5. **Problem of disability/illness:** Almost 4% dropped out of school due to disability or illness and 8% did not enroll because of learning or mental disability.
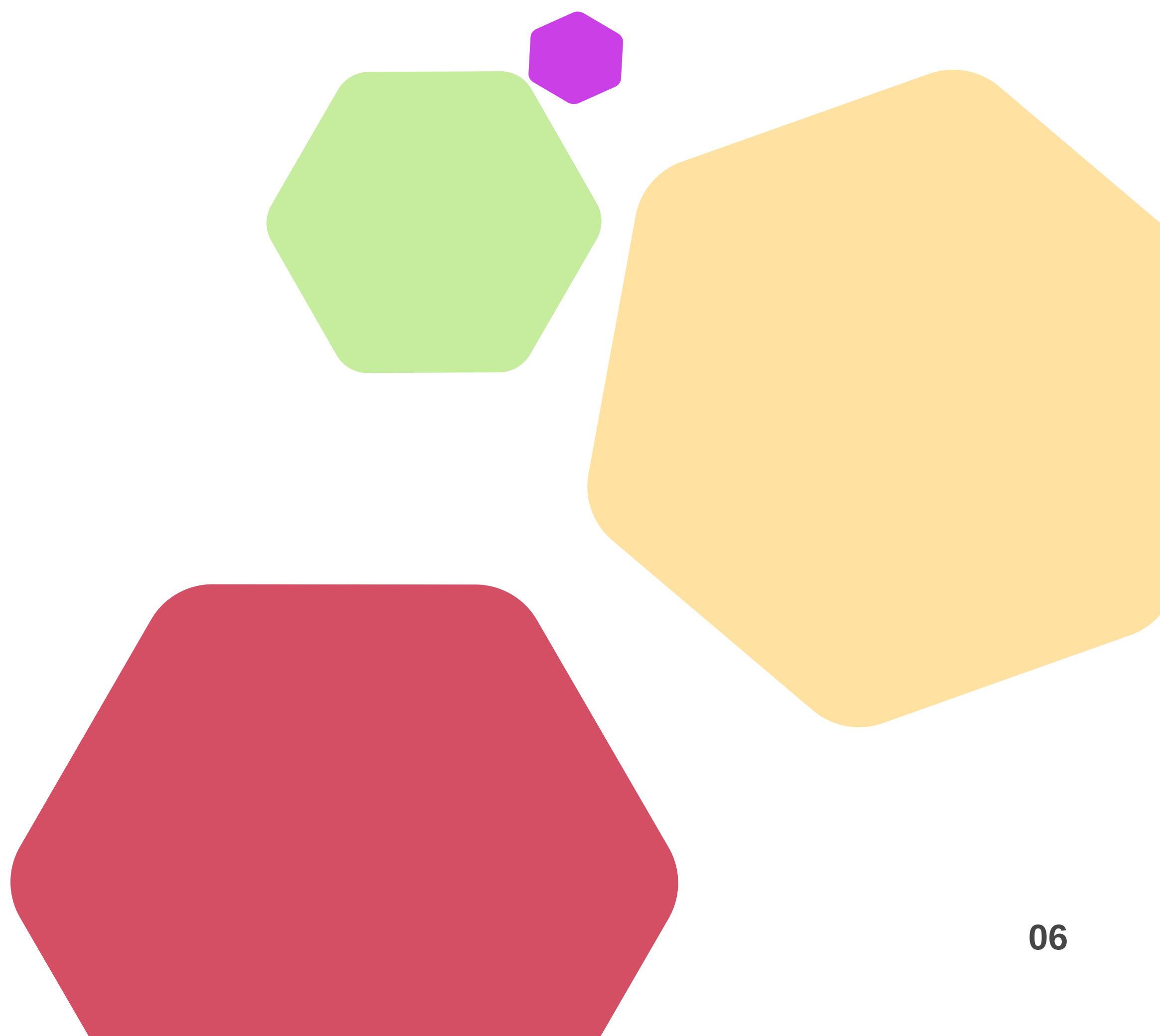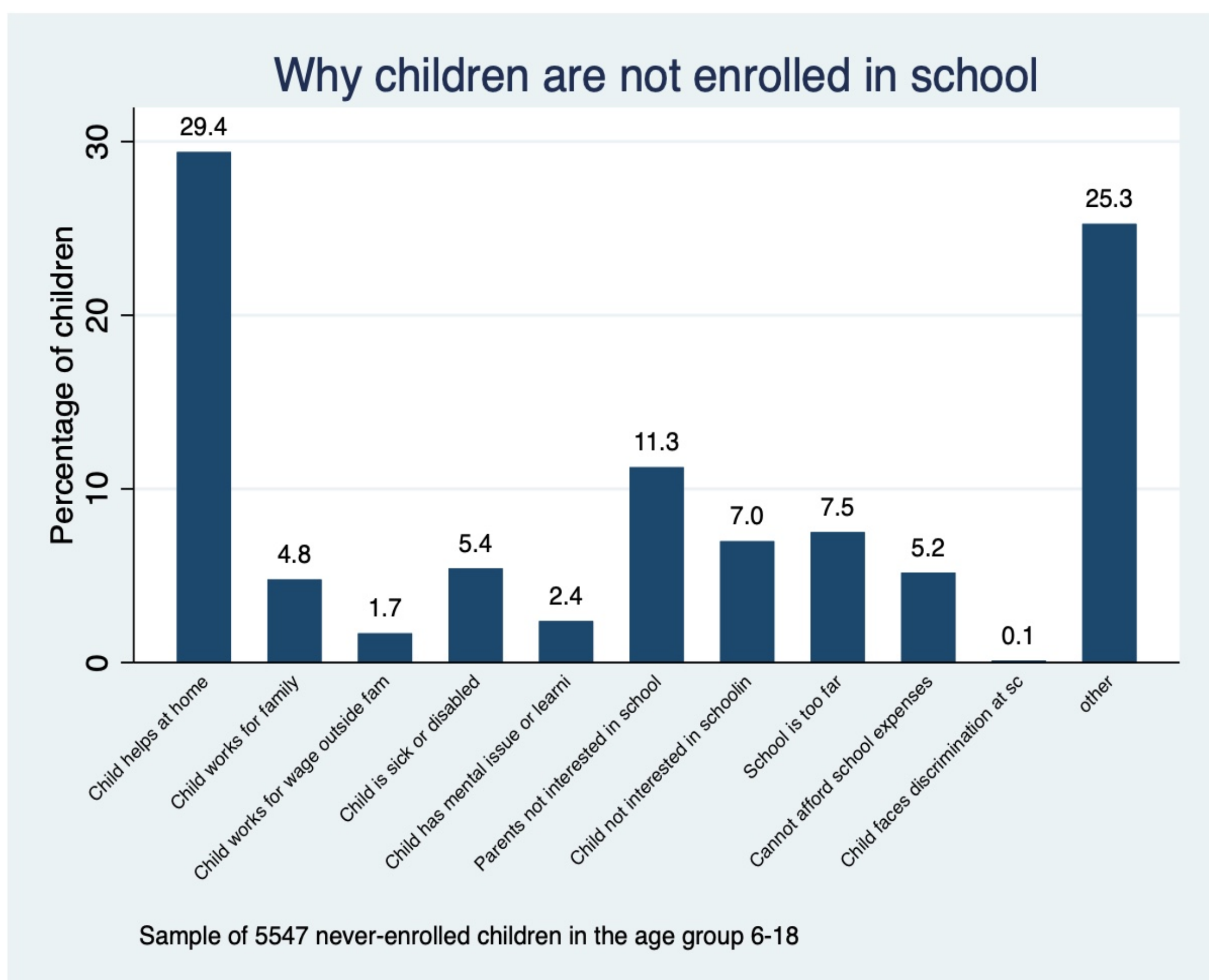
Figure 6: **Reasons** for children **dropping out** or **not going to school** in Keonjhar HH Survey

Why children drop out of school

Sample of 9721 dropout children in the age group 6-18

Why children are not enrolled in school

Sample of 5547 never-enrolled children in the age group 6-18
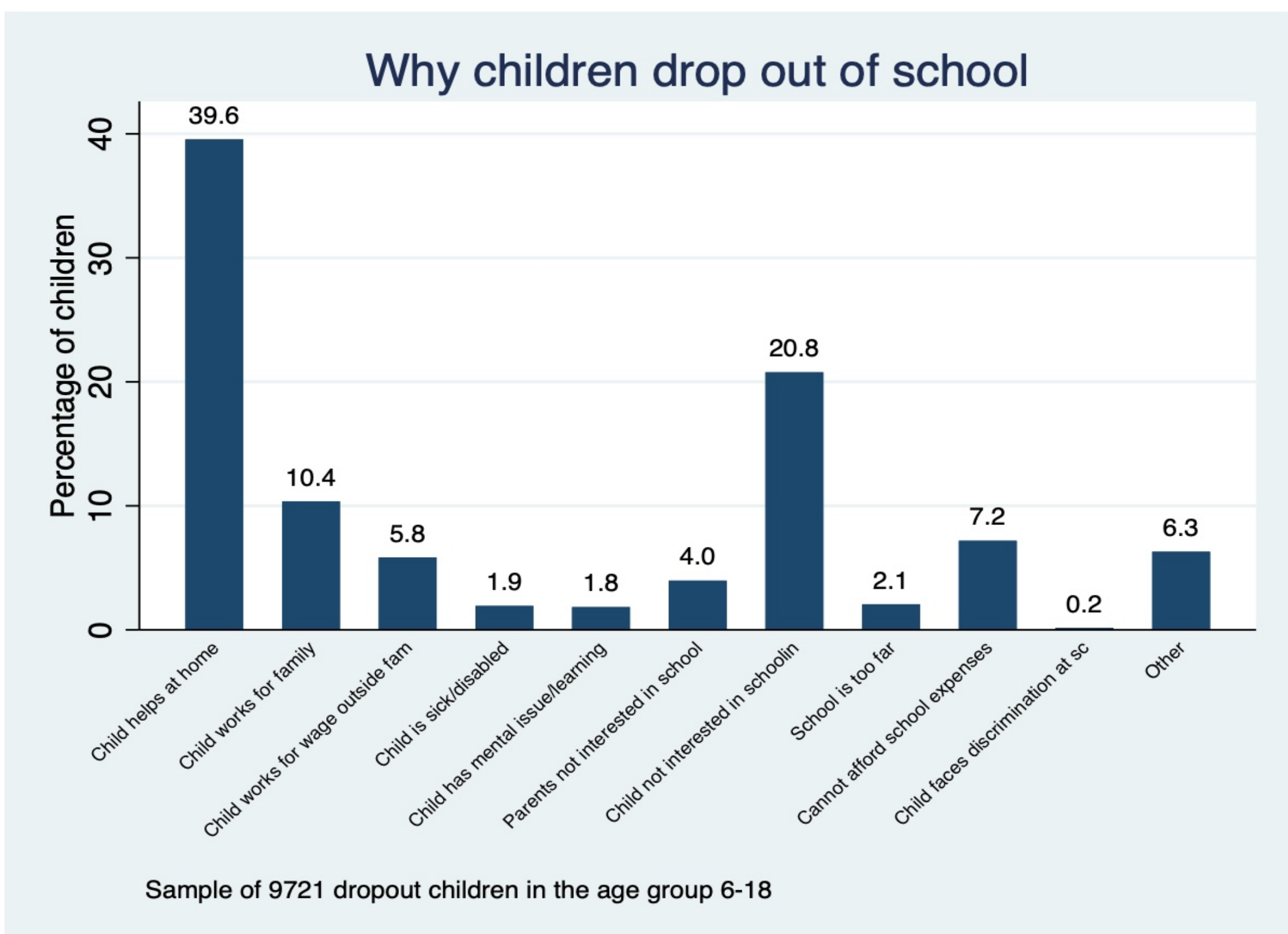
Our solution to ensure universal enrolment and 'quality education for all'

The solution, which is also a vision for us, is to develop a replicable and scalable model of improving public schools which includes universalising access, addressing learning deficits of children, improving school governance by strengthening School Management Committees (SMCs), improving government teachers' skills to deal with early literacy and numeracy of first-generation learners, and these together eventually leading to completion of schooling cycle by all children and improved functioning of schools.

About ASPIRE

ASPIRE, a registered non-profit organisation, was started in 1997 with a mandate to work towards actualizing child rights by ensuring fair and proper treatment of children across India and promote their well-being. We work in the areas of education, health, environment, civil liberties, resource management and human resource development. We work to strengthen the mainstream school education system through improved school governance, introduction of new pedagogic practices and empowering teachers and local communities. We believe in decentralized governance and assist people's organizations like Panchayati Raj institutions become effective bodies of local self-government. We support local groups and communities so that they can make the best use of their human and natural resources through promotion of scientific temperament and use of technology. We are committed to take issues concerning the community to the people at large through interventions in mass media. We work closely with the government to leverage successful interventions in order to create a bigger impact.

Our Goal

Ensure all children are healthy and safe and receive equitable and quality school education through a revitalised public-school system that prepares them to realize their full potential.

Our Core Beliefs

Adhering to the Constitutional values, we believe:

- All children should be free of economic, physical and sexual exploitation
- Education is a public good and the government should ensure equitable quality education to all
- Local self-government bodies should have effective authority in school management and village development
- Adapting new-age techniques of teaching and helping children become self-directed learners
- We would like to contribute to an informed discourse on child rights and influence public policy

Our Objectives

- Ensure all children have access to education and health care
- Learning deficit is eliminated and schools adopt effective pedagogic practices leading to quality learning outcomes
- School Management Committees and Panchayats are empowered and equipped to take ownership of education, ensuring efficient management of schools
- Learners acquire transversal skills, and an awareness of child rights, gender equality, environment, human rights and diversity
- Inclusion of local culture, language and knowledge of the local communities, especially of tribal and marginalized communities
- Influence the educational discourse in the country that leads to a transformation of government school education policy and practices

OUR
PROGRAMMES

Thousand Schools Programme, Odisha and Jharkhand

Thousand Schools Programme is the flagship education intervention run jointly by ASPIRE and Tata Steel Foundation since 2014. The program runs in one of the most under resourced tribal regions of India. It serves as a catalyst in educational interventions ensuring universal access to schools, correction of learning deficit and strengthening of public schools through community action and scientific teaching.

Coverage Area
The Thousand Schools Programme has superseded its own relative expectations by successfully partnering with 1384 public schools in Odisha and Jharkhand. The program covers 2,03,089 households in 159 Gram Panchayats and 29 urban wards in 6 blocks of Odisha (Harichandanpur, Joda in Keonjhar district; Danagadi, Sukinda in Jajpur district and Koira, Kutra in Sundargarh district) and 2 blocks of Jharkhand (Noamundi, Jaganathpur in West Singhbhum district), impacting 2,00,000 children.

Programme Goal
The goal of the program is to ensure *equitable and quality education for all children through a revitalized public education system and enabling them to realize their full potential*.

Programme Objectives

- Ensure universal access by identifying out-of-school children, providing them with remedial classes and hostels and mainstreaming them back into government schools and *ashramshalas* (residential schools).
- Ensure 100 percent transition rate by monitoring the passage of children from primary school to high school.
- Learning deficit is eliminated and schools adopt effective pedagogic practices leading to quality learning outcomes.
- Bridge the gap between mother language and school language by focusing on adoption of technology and including local cultural practices, language and knowledge into the formal education system.
- Training teachers in constructive learning principles and demonstrate to the schools and community what an alternative class looks like and how children can show hugely improved learning outcomes if engaged differently. Digital technology will be introduced for upgrading quality of transactions in the classrooms as well as in trainings teachers.
- Improving school governance by strengthening School Management Committees (SMCs) and Panchayat Standing Committee on Education as envisioned under the RTE Act.
- Make learning the agenda of the entire community by working with Panchayats, SMCs, Youth Groups and Self-Help Groups.

Key Achievements

In its fifth year the program has achieved its goal of universalization of elementary education (UEE), with over 99% children in school[1] and all six project blocks becoming child labour free zones (CLFZ), implying that every child in the block regularly attends school.[2] The community pledges to maintain the CLFZ status and does weekly monitoring of student's schooling status through regular home visits and MIS tracking.

- In FY19-20, 99% students transitioned from primary to upper primary (V to VI), and 97% from upper primary to secondary (VIII to IX) against national averages of 80% and 67% respectively.
- Every child in the program is tracked. Detailed Village Education Registers (VER) are maintained where a child's progress and schooling status is tracked by the village community and program staff till s/he passes grade 10.
- Our Learning Enrichment Programme (LEP) has enabled 1,06,667 primary students who were trailing in their classes to overcome reading, writing and math deficit, and is building higher order skills in upper primary subjects, especially in Science & English. Accelerated LEP in annual summer camps has enabled 60,000 students to overcome learning deficit across 8 blocks, and exposed children to new areas of knowledge & transversal skills.
- In FY19-20, block officials accepted our LEP pedagogy, which is now embedded in grades I & II in 90% government schools (859), to ensure proper foundational learning. Attendance went up from 60% to 90%.

- SMCs are improving schools and making villages CLFZs. In FY19-20, 49% prepared School Development Plans, (as per RTE Act); 82% SDPs were ratified by *gram sabhas*, paving the way for accessing government funds.
- A network of 33 Community Education Resource Centers (CERCs) is gradually emerging as a 'window to the world' for the remote tribal villages, connecting children and youth with rich online and off-line resources, and creating opportunities for improvement of self and community.
- Pre-school education program has been running in 50 panchayats in Harichandanpur and Sukinda in 200 *anganwadi* centers. 133 *anganwadi* workers and 1,335 mothers and monitoring committee members have been given orientation and training in maintaining good hygiene, sanitation and nutrition practices. Children's attendance went up from 55% to 80%.
- Every panchayat has a Standing Committee on Education, which was previously largely defunct. Now in over 200 panchayats, Standing Committees are regularly meeting and taking up school-related issues. Panchayats are also using substantial amount of untied funds for improving school infrastructure.

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[1] Out-of-school children in our household survey of 2014-15 have been covered. New children migrating in with their families, especially with the opening of new mines, are also being covered, but that is a dynamic number and can never be zero.
[2] The remaining 40 children in Joda and 135 in Koira were to be covered in RBCs by end of March 2020, but the process was halted because of the pandemic.

Education Signature Programme, Odisha

Upon the success and recognition of 'Thousand Schools Programme', we expanded to cover entire Keonjhar district on 15th July 2019. The new program covers 11 blocks and 4 municipalities with 3,38,921 households in 253 gram panchayats and 50 urban wards.[1]

Journey So far

The program is in its first year of operation and has reached out to 59,445 children in 2,446 government schools. In this phase of the program, a household census - tool to identify dropouts and never-enrolled children - is ongoing. So far, 12,166 out-of-school children have been enrolled in our Non-Residential Bridge Course centers and our learning program. Since the Covid-19 lockdown, 32,500 children are participating in our lockdown learning program.

Enhanced Objectives of Education Signature Programme
- Universalization of education from pre-primary till secondary (3-18 years)
- Effectively managed schools through empowered communities
- Focus on transversal skills for adapting to 21st century
- Local language, knowledge and culture to have their due place

Alignment with SDG targets
- Ensure inclusive and quality education for all and promote life-long learning, with special focus on SDG targets 4.1, 4.4, 4.5, 4.7, 4b & 4c.
- Ensure elimination of the worst forms of child labour as per SDG target 8.7.
- Model for public private partnership towards achieving SDG targets and outcomes.
- Ensure full and effective participation and equal opportunities for women in education and leadership.

Quest Project, Odisha

We work in 6 gram panchayats in Angul and Dhenakanal districts of Odisha in partnership with Tata Steel BSL. The programme reaches out to 6,756 households and 32 government schools with an aim to ensure universal access and improved learning for all children.

Magic Bus Project, Delhi

In Mandawali and Shakurpur areas of Delhi, we work with 2,341 children in ten government schools and two community learning centers. The project is in partnership with Magic Bus Foundation and is supported by Hero Moto Corporation. The goal of the project is to enable first-generation adolescent learners from underprivileged households to complete their formal education and acquire employability skills.

All round School Improvement Project, Delhi

With support from our partners, TATA-AIG, we work in ten government schools of Delhi, covering 4,039 children. Remedial classes are given to all children who are lagging behind in their studies and training workshops are held for government school teachers, School Management Committee members and headmasters to improve their functioning and management skills.

Other Partnerships

In Telengana, we partnered with Mamidipudi Venkatarangaiya Foundation (MVF) to run an advocacy campaign and social audit of learning outcomes in the entire state. We are working with the Homi Bhabha Center for Science Education on improving pedagogy in science.

EMERGENCY COVID-19 RELIEF WORK

Our team is working across 416 *gram panchayats*, 4 municipal corporations and 2 notified urban areas in Odisha and Jharkhand in full coordination with PRI members and ward councilors, with involvement of SMCs and SHGs and youth groups to help government in Covid-19 relief work. Our Covid-19 work includes:

- Tracking children and supporting their learning during the pandemic
- Building awareness about Covid-19 prevention protocols among communities and children
- Identifying last mile families, especially in the remotest habitations and distributing food and ration to them
- Helping SHGs to prepare hygienic meals, with masks, distance and hand wash
- Support local authorities in setting up and running isolation centers
- Renewing or getting job cards made under MNREGA for people returning back from cities
- Identifying with the help of panchayat possible jobs under MNREGA

OUR
COVERAGE
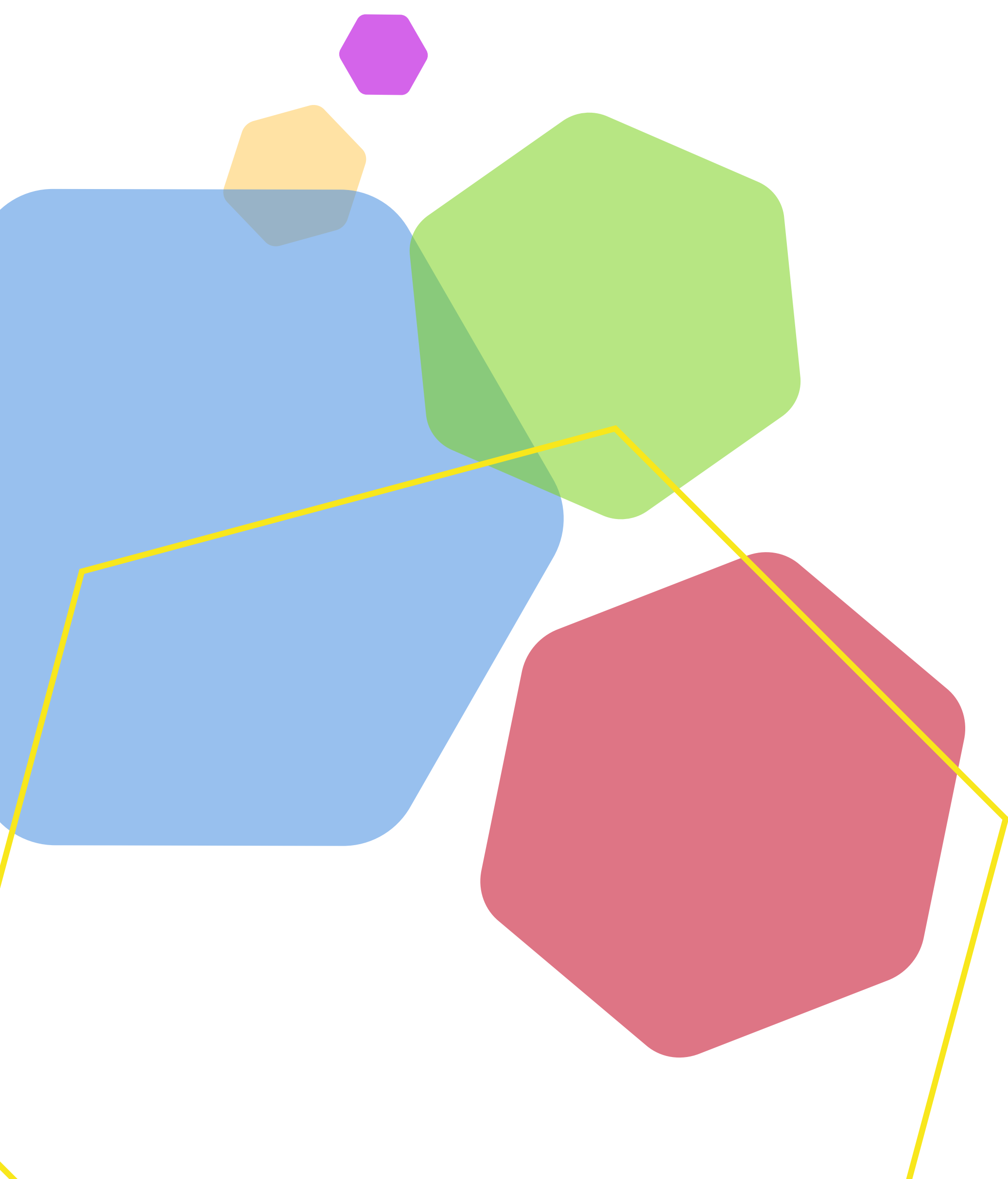
Districts of Odisha
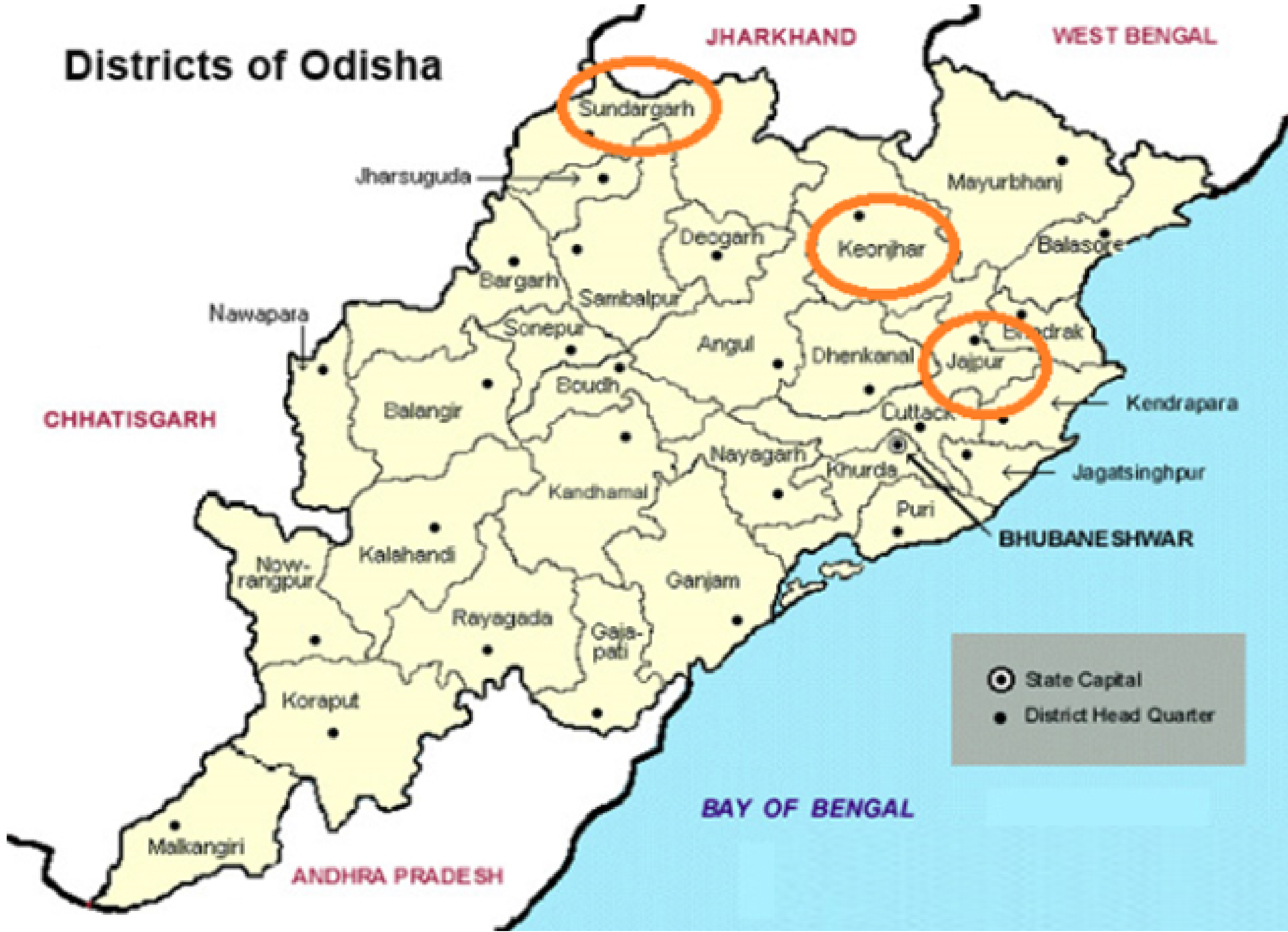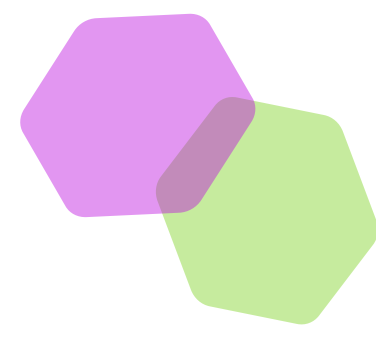
The Thousand Schools Programme, Odisha

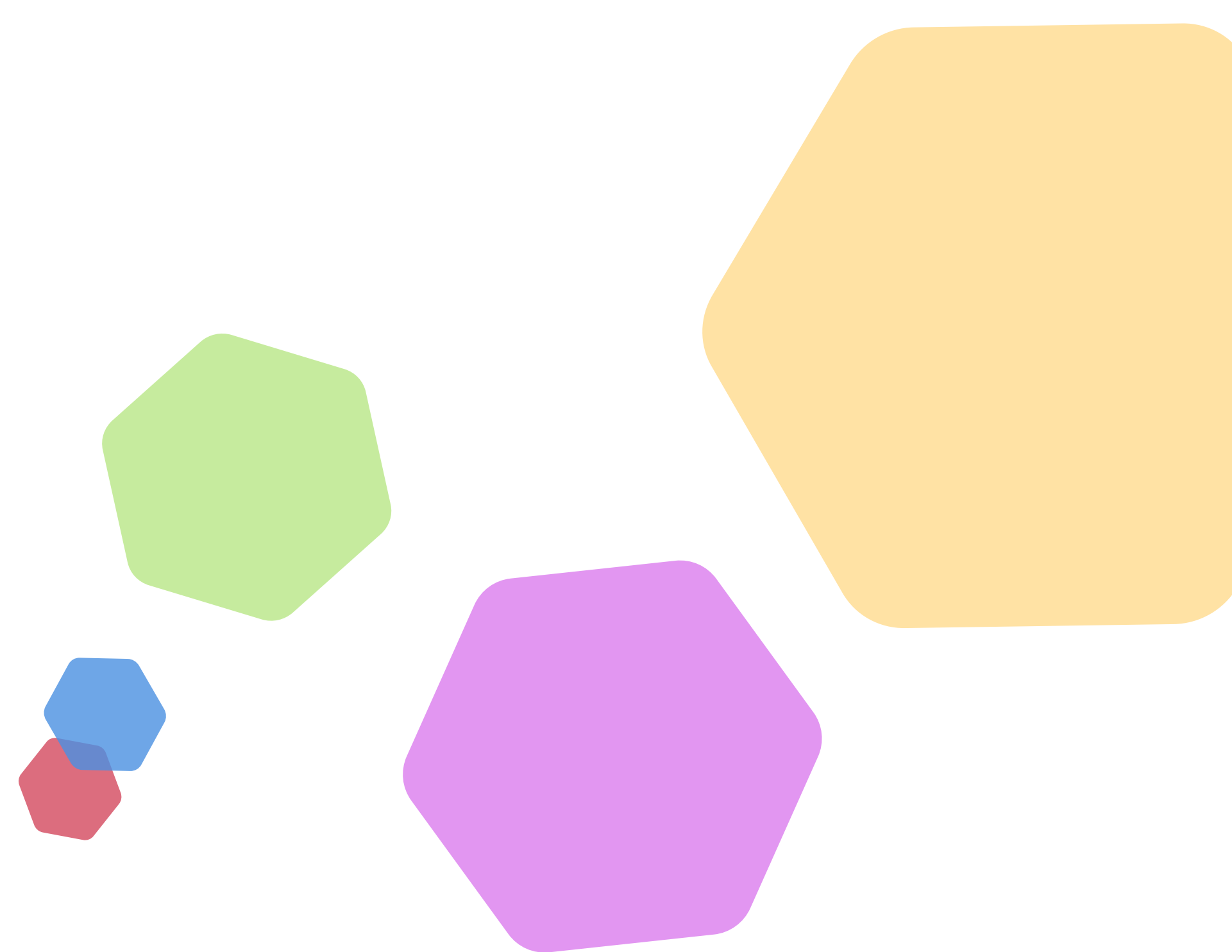Jajpur, Keonjhar and Sundargarh districts in Odisha

School Improvement Programme, Jharkhand

Naomundi and Jaganthpur block in West Singhbhum district, Jharkhand

Education Signature Programme, Odisha

11 districts in Keonjhar, Odisha

Magic Bus and All Round School Improvement Project, Delhi

Mandawali and Shakarpur area in East Delhi; 10 government schools in south and west Delhi

Coverage in Numbers

State	District	Block	Project Name	Gram Panchayats	Municipal Corporation	Urban wards	Habitations	Total HH
Odisha	Keonjhar	Anandpur	Education Signature	18	1	16	395	35104
		Banspal	Education Signature	21	0	0	270	25696
		Champua	Education Signature	22	1	13	163	26868
		Ghasipura	Education Signature	25	0	0	228	33355
		Ghatgaon	Education Signature	27	0	0	345	28415
		Hatadihi	Education Signature	31	0	0	282	37749
		Jhumpura	Education Signature	22	0	0	296	26906
		Keonjhar	Education Signature	25	1	21	928	57227
		Patan	Education Signature	20	0	0	566	24962
		Saharpada	Education Signature	20	0	0	236	21493
		Telkoi	Education Signature	22	0	0	293	22337
		Joda	1000 Schools	19	2	29	508	40391
		Harichandanpur	1000 Schools	25	0	0	505	32676
Jajpur		Danagadi	1000 Schools	23	0	0	238	25738
		Sukinda	1000 Schools	25	0	0	224	31431
Sundargrah		Kutra	1000 Schools	16	0	0	332	11040
		Koira	1000 Schools	15	0	0	432	19506
Jharkhand	West Singhbhum	Noamundi	School Improvement	18	0	0	413	21393
		Jaganathpur	School Improvement	16	0	0	354	21305
Odisha	Dhenakanal	Odapada	Quest	3	0	0	34	7306
		Hindol	Quest	2	0	0		
	Angul	Banarpal	Quest	1	0	0		
Total				416	5	79	7042	550898

Magic Bus Programme

	Delhi	Girls	Boys	Total
Community Learning Centre	Mandawali	167	165	332
	Shakurpur	111	152	263
	Total Communty Learning Centre	278	317	595
Government schools	Mandawali	562	641	1203
	Shakurpur	216	367	583
	Total government schools	778	1008	1786
Total		1056	1325	2381

OUR
REPORT
CARD
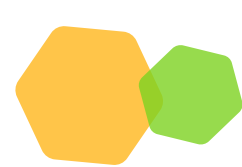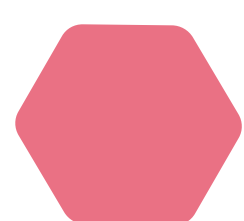
Access
Achievements

Table 1: Child Labour Free Zones

State	District	Block	CLFZ Habitations	CLFZ GPs
Odisha	Keonjhar	Joda	354	4
		Harichandanpur	505	25
	Jajpur	Danagadi	238	23
		Sukinda	224	25
	Sundargrah	Kutra	332	16
		Koira	325	2
Jharkhand	West Singhbhum	Noamundi	326	0
		Jaganathpur	149	0

Table 2: Children brought back to school (as on 24th March 2020)

Block	Out of school children(6 to 14 years)	Brought back to school	Direct Enrolment	NRBC	RBC
Danagadi	2924	2924	1880	651	393
Sukinda	2965	2965	1533	816	616
Harichandanpur	1915	1915	1226	361	328
Joda	3572	3159	1939	545	675
Koira	2436	2262	872	684	706
Kutra	527	527	195	0	332
Dhenakanal	61	25	0	19	6
Odisha	**14339**	**13752**	**7645**	**3057**	**3050**
Jaganathpur	4564	3738	2619	999	120
Noamundi	5133	4560	2762	1241	557
Jharkhand	**9697**	**8298**	**5381**	**2240**	**677**

Learning Achievements

Table 3: Our L1 and L2 coverage (as on 24th March 2020)

Block	Total schools (with grades 3-5)	Schools covered under L1&L2	No. of children
Noamundi	117	21	1021
Jaganathpur	112	20	922
Jharkhand	**229**	**41**	**1943**
Danagadi	153	31	782
Sukinda	147	27	767
Harichandanpur	216	35	771
Joda	175	27	750
Koira	157	44	1126

Note: Our L1 and L2 learning programme is for government school children in grades 3 to 5

Table 4: Our L3 coverage (as on 24th March 2020)

Block	Total schools (with grades 6-8)	Schools covered under L3	Teachers	Boys	Girls	Total
Danagadi	57	31	24	576	608	1184
Sukinda	68	27	24	601	680	1281
Harichandanpur	71	30	25	515	576	1091
Joda	48	18	17	401	499	900
Koira	68	12	12	288	290	578
Kutra	59	17	15	220	327	547
Odisha	**371**	**135**	**117**	**2601**	**2980**	**5581**

Note: Our L3 learning programme is for government school children in grades 6 to 8

Learning Achievements

Table 5: Support for Odisha government's Ujjwal Programme (as on 24th March 2020)

Block	Schools being supported	Government teachers being support	Children covered
Danagadi	109	312	6674
Sukinda	107	295	6173
Harichandanpur	91	187	5245
Joda	92	213	4515
Koira	40	134	2858
Kutra	77	223	3696
Total	**516**	**1364**	**29161**

Table 6: Supporting grade 1 and 2 government teachers (as on 24th March 2020)

Block	Total schools with grade 1-5	No. of schools supported	No. of project teachers supporting schools	Children covered		
				Boy	Girl	Total
Danagadi	153	151	60	2054	2077	4131
Sukinda	147	146	61	2079	2288	4367
Harichandanpur	216	195	71	2475	2294	4769
Joda	175	105	50	1915	1897	3812
Koida	157	116	61	1445	1532	2977
Kutra	103	103	47	1015	1102	2117
Total	**951**	**816**	**350**	**10983**	**11190**	**22173**

Learning Achievements

Table 7: Orientation training for government teachers (as on 24th March 2020)

Block	Schools with grade 1-5	Supported schools	Participating schools	Govt. teachers oriented	CRCs and BEOs
Danagadi	153	150	151	248	14
Sukinda	147	147	134	264	12
Harichanpur	216	195	195	283	17
Joda	175	147	140	162	16
Koira	157	116	151	158	15
Kutra	103	104	92	103	1
Total	**951**	**859**	**863**	**1218**	**75**

Governance Achievements

Table 9: School Development Plans (as on 24ᵗʰ March 2020)

Block	GPs	Planned SDPs	Actual SDPs	SDPs covered by GP resolution	SDPs processed for resolution
Danagadi	23	105	95	55	40
Sukinda	25	108	97	76	21
Harichandanpur	25	100	96	80	16
Joda	21	178	153	137	16
Koira	15	58	56	50	6
Kutra	16	60	55	55	0
Total	**125**	**609**	**552**	**453**	**99**

Note: School Development Plan (SDP) is a 3 year action document prepared in the first year of formation of a SMC, along with 3 annual sub-plans. SDPs set out the school's strategy and development planning for the next 3 years.

Table 10: Meetings of Child Rights Protection Forum (CRPF) (as on 24ᵗʰ March 2020)

Blocks	Habitation Level		GP Level	
	Habitations	CRPF	GPs	CRPF
Danagadi	238	224	23	17
Sukinda	224	175	25	7
Harichandanpur	505	494	25	23
Joda	508	453	21	19
Koira	432	326	15	0
Kutra	332	225	16	5
Odisha	**2239**	**1897**	**125**	**71**
Jagnathpur	354	105	16	16
Noamundi	413	40	18	18
Jharkhand	**767**	**145**	**34**	**34**

Governance Achievements

Table 11: Orientation of SMC members (as on 24th March 2020)

State	Block	School Covered	Male SMC Member	Female SMC Member	Total
Odisha	Anandpur	40	175	213	388
	Banspal	19	69	93	162
	Champua	94	309	359	668
	Ghasipura	60	211	261	472
	Ghatagaon	105	412	578	990
	Hatadihi	98	482	562	1044
	Jhumpura	54	339	358	697
	Keonjhar	126	478	613	1091
	Saharpada	106	450	519	969
	Patan	83	390	430	820
	Telkoi	69	396	353	749
	Odapada, Hindol and Banarpal	21	69	127	196
	Danagadi	125	468	571	1039
	Harichandanpur	137	544	749	1293
	Joda	172	735	1006	1741
	Koira	92	474	449	923
	Kutra	54	77	141	218
	Sukinda	121	554	589	1143
Jharkhand	Noamundi	80	534	492	1026
	Jaganathpur	116	662	503	1165
	Total	1772	7828	8966	16794

Early Childhood Education Achievements

Table 12: Pre-school education programme (as on 24th March 2020)

Blocks	Habitation Level		GP Level		Block level
	Habitations	CRPF	GPs	CRPF	
Danagadi	238	224	23	17	1
Sukinda	224	175	25	7	1
Harichandanpur	505	494	25	23	1
Joda	508	453	21	19	1
Koira	432	326	15	0	1
Kutra	332	225	16	5	1
Jaganathpur	354	105	16	16	1
Noamundi	413	40	18	18	1
Total	3006	2042	159	105	8

Note: CRPF stands for Child Rights Protection Forum. It is a voluntary body constituted at habitation, panchayat and block level with 10-15 members at each level

OUR ANNUAL BUDGET

ASPIRE Receipt and Expenditure A/c for the F.Y. 2019-20 (Unaudited)	Receipt (Rs.)	Expenditure (Rs.)
Projects		
1000 School Programme (TSF)	16,34,11,733.50	15,84,30,306.79
TATA AIG General Insurance Project	30,37,930.00	27,59,820.00
Quest Project (TSBSL)	68,62,406.00	31,79,291.10
Indraprastha Gas Limited (IGL)	56,72,856.00	59,36,704.00
Magic Bus India Foundation & Hero moto Corp.	98,80,266.00	93,27,100.91
Education Programme (TSF)	7,83,19,418.00	6,53,25,809.34
School Improvement Programme (THF and TSF)	2,94,62,039.54	3,40,32,854.72
Grand Total	**29,66,46,649.04**	**27,89,91,886.86**

STORIES OF CHANGE

Case Study: 1

12-year-old girl from Joda block, Keonjhar district, Odisha, had to drop out from a government school in Class 2. Growing up at home, as an 8-year-old, she saw her parents quarrel with each other a lot and her younger siblings (two brothers and two sisters) starving.

Observing some kids begging at a bus stand, she thought she could do the same to earn some money for herself and her family. When she got 'decent' money from it, her mother started forcing her to beg every day.

"If I refused to beg, I would get beaten up and kept starving for a day. So, it became my daily routine to beg from morning to late evening. On days I failed to get 'sufficient' money, I would get beaten and kept starving again," said Sandhya.

From begging, she began working at a hotel for Rs 100 a month. She also ventured into doing illegal activities with other kids that also lead them into trouble with the Police and local community. In the wrong company, she developed addictions to many substances at the mere age of 10. Sleeping and wandering on the streets crossed her path with one of our staff, whom Sandhya overheard talking about school admission.

And on May 25, 2019, she joined our RBC centre in Joda. She is now rid of all unhealthy addictions and enjoys studying with 208 children in the RBC currently.

One of the main aspects of ASPIRE's programme is identifying children who were never-enrolled into schools or have dropped out. How do we do that? By literally going door-to-door and convincing the parents to send their children to school. We are able to do this because we involve all actors in a community -- from panchayat to district officials -- in our mass movement of providing quality education to all.

She is one amongst the 4,000 children who have been withdrawn from work and brought back to schools through RBCs in the past four years.

The Residential Bridge Course (RBC) centers, which act like a hostel for these children, provide remedial classes to children who are long dropouts or were never enrolled in a school and need a bridging course to catch-up with their age-appropriate class. After completion of the course, that typically lasts for six-eight months, children are mainstreamed into schools.

Case Study: 2

13-year-old **Upendra Birua** from Sukinda block, Jajpur district, Odisha dropped out of school in class 5 in 2017 to help his single mother and brother make ends meet. His father died when he was a toddler. Two years ago, while playing with his brother, the tip of an umbrella hit his right eye and caused severe injury in 2015. He was taken to a hospital immediately but was informed that his right eye had completely lost vision and could not be treated.

"My suffering started since then. My mother started coming home inebriated most of the time and my brother was doing cattle grazing full time for a neighbour, barely paying attention to his studies. And there I was. Barely able to see anything, barely able to study and barely able to work," said Upendra.

Upendra says that poverty had forced her mother to get inebriated again and again. She used to barely cook food for them and would stay depressed and drunk all day. Within a few months, alcohol claimed her life in late 2017 and Upendra thought "his life was over."

He also started cattle grazing with his brother day after day for a neighbour that would only give them food in the form of payment for working 10 hours in the field.

"I really wanted to study. When I used to see children my age attend school, I wanted to join them but my future seemed dark to me," said Upendra.

However, a year ago, one of ASPIRE staff Geeta found him grazing the cows. In consultation with the neighbour, she admitted Upendra in our Residential Bridge Course in June 2019, a centre where children stay and study with the aim of being sent to age-appropriate class after correcting their learning deficit.

"I am really happy to be here. I not only read and learn, but also play games, dance and sing. I hope to educate myself and treat my eye," said Upendra.

Upendra would have been enrolled in a school especially catered for disabled children in Bhubaneswar but the pandemic has put his future on hold right now
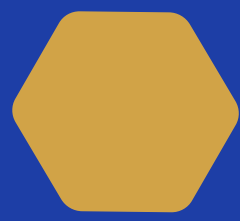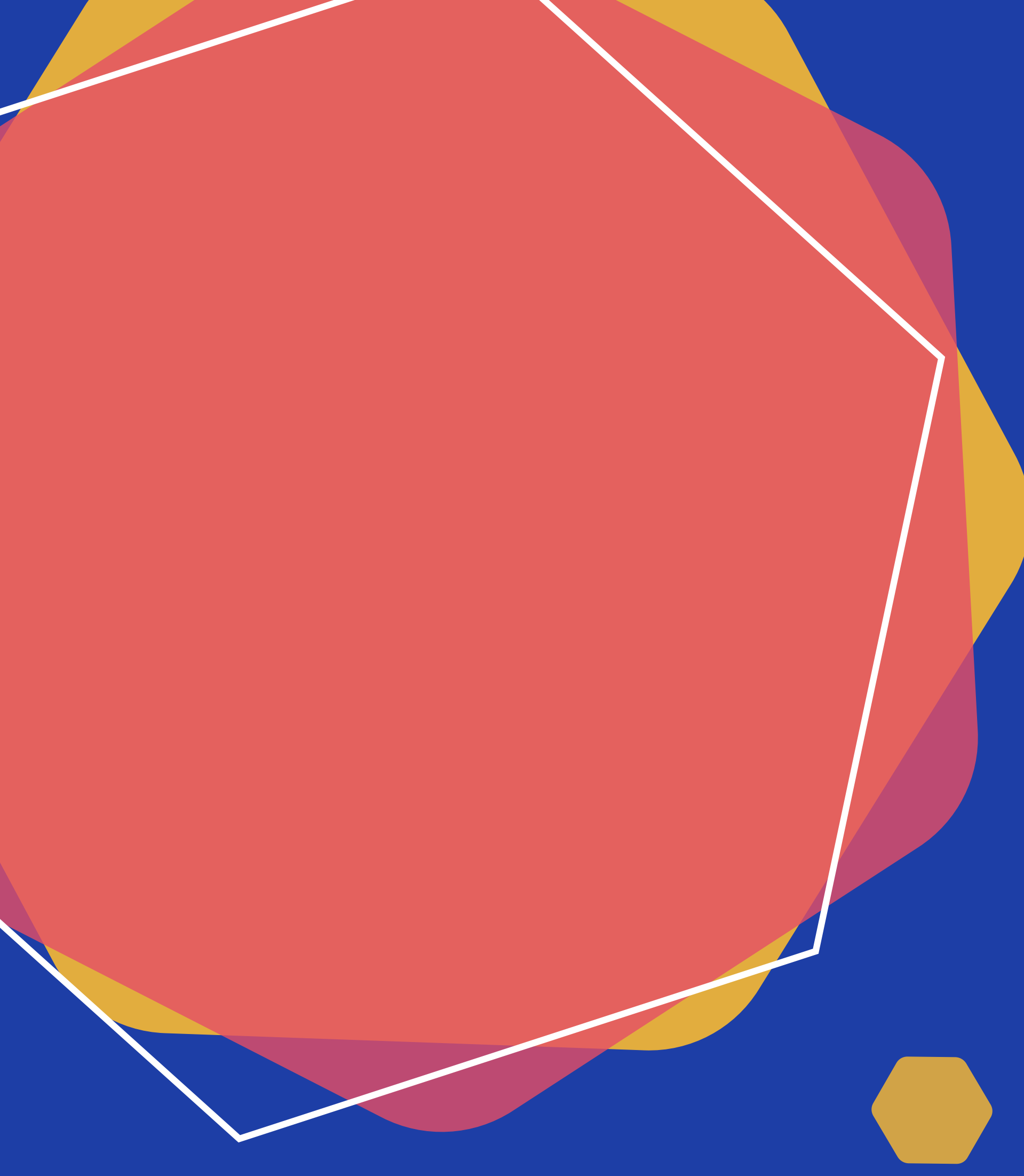
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