

# External Evaluation Project Report (2012-2021)

**Empowering the Rural Poor  
through Quality Education  
and Skills Training  
with the Involvement of  
Community Based Organizations**

**Uday Social Development Society**

Project Implementation:

**Uday Social Development Society**

Supported By:

**IBC**

**Conferenza Episcopale Italiana**

External Evaluation Process, Report & Design:

**Eka – The Communicators’ Collective**

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Jai Ganesh Bal Samuh members, from Aulia Unit share their experiences of caste-based discrimination in their community.

## Chapter 1

# Background

<b>Project Name</b>	<b>Empowering the Rural Poor through Quality Education and Skills Training with the Involvement of the Community Based Organizations</b>
<b>Project Location</b>	<b>Aulia, Sirpur, Dharampuri clusters of Khandwa and Badi Dhamini cluster of Jhabua districts in Madhya Pradesh, India</b>
<b>Donor Organization</b>	<b>IBC</b>
<b>Areas of Intervention</b>	<b>Child Rights, Education of slow learners, Women's Empowerment, Community Development, Skills Development.</b>
<b>Implementing Partner</b>	<b>Uday Social Development Society</b>
<b>Visiting Team</b>	<b>Eka - The Communicators' Collective</b>
<b>Field Visit Dates</b>	<b>November 16-22 November, 2020</b>
<b>Persons/Groups met</b>	<b>SHG members, Vikas Manch, Gram Sawathins, Bal Samuh, Skills Training Girls, Income generation groups, Parents &amp; other community representatives, Government Officials, PRI members, Project Unit Team</b>
<b>Research Methodology</b>	<b>Participatory Evaluation</b>

## About

### Uday Social Development Society

Uday Social Development Society is managed by the Missionary Sisters, Servants of the Holy Spirit (SSpS, Central Indian Province). It is the Social Development wing of the Province. Uday Society was legally registered in 2003 under the MP Societies Registration Act for the integral development of the underprivileged sections of the society.

Focusing on women, children and the youth, Uday began its activities in few slums of Bhopal city and in 2010 the activities were expanded to different parts of Madhya Pradesh. At present the organization supports and facilitates activities under six units of SSpS in four districts of Madhya Pradesh.

- Slum Development project, Bhopal, Bhopal District
- Domestic Workers solidarity, Indore, Indore District
- Community Development project, Aulia, Khandwa District
- Community Development project, Sirpur, Khandwa District
- Community Development project, Dharampuri, Khandwa District
- Community Development project, Badi Dhamini, Jhabua District



Vikas Manch, Koladit, Auila express their willingness to demand a new construction of Anganwadi Bhawan in their village.

## About the Project

*[Title of the Project changed phase wise while retaining the goal, objectives and adding new activities around women's empowerment]*

<b>Project Title: Phase 1</b>	<b>Empowerment of Women and Holistic Development of Children</b>
<b>Project Title - Phase 2</b>	<b>Accelerating the Pace of Rural Development through the Empowerment of Self Help Groups and their Federations as well as main-streaming the Children for Education and Youth towards Economic Self Reliance</b>
<b>Project Title - Phase 3</b>	<b>Empowering the rural poor through quality education and skill training with the involvement of Community Based Organizations</b>

## Project Goal

To empower the rural poor by enhancing the quality of education imparted through the government schools and imparting vocational skills to women and girls with the active participation of Village level federation of SHGs.

## Specific Objectives

- To enhance the quality of education imparted through the primary and secondary schools by improving their functioning of the project area.
- To impart vocational skills to the girls and women of the project area in view of making them employable.
- To build the capacity of the village level federations (Vikas Manch) of SHGs for advocacy and lobbying.

## Strategies

- Forming and strengthening CBOs: Self Help Groups and Children's Groups
- Strengthening Panchayati Raj institutions and collaborating with them
- Networking with like- minded NGOs and Government Agencies.



Gram Saathin of Saleha village shares her experiences of working with women.

## Key Activities

Enhance the self confidence of women and organize them through SHGs and strengthen through the capacity building of the members and formation of Federation at the block level.

- To enhance the status of women through better participation in decision making at different levels.
- Improve the functioning of Integrated Child Development Schemes, Mid Day Meal, Public Distribution System, Mahatma Gandhi National Rural Employment Guarantee scheme and Government Schools.
- To instill interest in the students to continue schooling.
- Create awareness among parents about nutrition, child care and education of children
- The proper functioning of the 24 primary Government schools and the children (1st to 5th standard) out total 46 Government schools will be further improved
- Sanitation in the project villages through proper drainage and construction of toilets.
- Multi Skill Development of the youth especially girls and women in view of making them employable. Awareness generation on the issues related to climate change.
- Providing additional support to the Integrated Child Development Scheme in villages
- Build the capacity of the village level federations (Vikas Manch) of SHGs for advocacy and lobbying.

## Chapter 2

# The Evaluation Process



Vikas Manch members sharing their journey of empowerment with the evaluation team

## Approach

Uday Social Development Society has been implementing the project 3 phases of 9 years Empowering the women and children in the rural areas of Madhya Pradesh from 2012 to 2021. Over a period of 9 years, the organization has intervened in three core areas of Child Rights, Women's Empowerment and Community Development through various strategies.

The Evaluation team had the mammoth task of reviewing the 9-year old work in a period of 7 intensive days in field interacting with project stakeholders.

During the evaluation we met and interacted with the community groups, PRI functionaries, government grassroots functionaries and organization teams. The team used participatory qualitative data collection tools and methods to arrive at an understanding of the organization's work in Jhabua and Khandwa districts of Madhya Pradesh. Structured questionnaires, FGDs, semi-structured interviews and participatory tools were used during the process to derive responses.

Available secondary data literature was used to guide our conversations with the respondents. Photographs were taken to support the recording of the findings. Efforts were taken to engage respondents in an assessment process to understand the impact of the project from a stakeholders' perspective as well.

The Evaluation report seeks to inform perceived impact of the project over a period of nine years especially in the area of Community Development, Women's Empowerment and Child Rights. It also offers recommendations which may help guide future project intervention, for continued, deepened and up-scaled sustainable work in the two districts.

**The Evaluation report seeks to inform perceived impact of the project over a period of nine years especially in the area of Community Development, Women's Empowerment and Child Rights.**

## Evaluation

Specific Objectives of the External Evaluation	Understand the impact of the project
	Understand the key impacts on life of women
	Understand the sustainability of CBOs (SHGs, Children's Parliament, Vikas Manch)
	Assess the strategies and models of change adopted
	Identify best practices as a result of the program
	Assess Uday Team's capacity and performance to manage the project in terms of gender sensitivity and understanding of community issues)
Recommend scope for future intervention of Uday in these communities	

## Methodology

Semi-Structured Interviews
Focused Group Discussions
Questionnaire
Participatory Tool: Taking a Stand
Participatory Tool: Measuring Empowerment
Observation
Listing
Secondary Data Review

## Sample Size

Sample Size for the Evaluation Process <i>(as organized by the unit teams)</i>	SHG members (Self Help Group)	3.6 % (46 women)
	Vikas Manch (women's Federation)	20.47 % (241 women)
	Bal Samuh (Children's Groups)	9.35 % (67 children)
	Bal Mitra (Trained volunteers to teach the children)	78.7 % (26 Bal Mitras)
	Gram Saathins (woman leader from the village)	54.55 % (12 Gram Saathins)
	Adolescent Girls from the Skills Development Unit	(46 Girls)
	Income Generation Units	12 enterprises
	Team Members	100 % (13 team members)
	PRIs	23
SSK (Shiksha Sahyog Kendra- coaching centres for children) and Parents	18	

## Groups Met

VIKAS MANCH	Location	Numbers	Status
	Badi Dhamini Unit (Kotada Village)	60	Active
	Aulia Unit (Koladit Village)	76	Active
	Sirpur Unit ( Salyakheda Village)	35	Active, Needs Facilitation
	Sirpur Unit ( Madni Village)	30	Dysfunctional, Needs Facilitation
	Dharampuri Unit ( Rampura Village)	40	Active, needs facilitation
	Overall Status	241 Women	Active (Needs facilitation & conflict resolution to shift from individual to collective focus.)

## Groups Met

SHGs	Location	Numbers	Status
	Badi Dhamini Village	9	Active
	Aulia Unit- Barkhedi Village	8	Active
	Sirpur Unit – Village Harivanshpura (2 groups)	19	Active
	Dharampuri Village	10	Active
	Overall Status	46 women	Active (Needs further inputs to move from individual focus to collective focus)

## Groups Met

BAL MITRA	Location	Numbers	Status
	Badi Dhamini	2	Active
	Aulia	10	Active
	Sirpur	9	Active
	Dharampuri	5	Active
	Overall Status	26 Bal Mitras	Active (Has potential to function as project staff.)

### Groups Met

BAL SAMUH	Location	Numbers	Status
	Badi Dhamini Unit	8	Inactive
	Aulia Unit- Karoli & Barkhedi Village	31	Active
	Sirpur Unit - Madni Village	5	Inactive
	Dharampuri Unit- Siwna Village(mix of SSK & Bal Samuh)	23	Active
	Overall Status	67 children	Not yet active / In a nascent stage. <i>(Children have potential; adults need facilitation skills &amp; inputs.)</i>

### Groups Met

PARENTS	Location	Numbers	Status
	Badi Dhamini	7	Aware about SSK, Concerned
	Aulia - Barkhedi	4	Aware about SSK, Concerned
	Sirpur - Madni	5	Aware about SSK, Concerned
	Dharampuri	2	Aware about SSK, Concerned
	Overall Status	18 Parents	Aware, Concerned <i>(Parents are aware and engage with the Bal Mitra)</i>

### Groups Met

Adolescent Girls (Skill Development)	Location	Numbers	Status
	Badi Dhamini	11	Active
	Aulia	-	--
	Sirpur	13	Active
	Dharampuri	22 girls and 5 older women	Active
	Overall Status	46 girls, 5 Women	Active <i>(Trained, vocal, interested in forming girls groups)</i>



Evaluation team works together with the Kishori Samuh to understand their skills development needs, in Badi Dhamini, Jhabua



Evaluation team member interacts with Bal Samuh boys from Madni, Sirpur who do not attend the Bal Samuh meetings.



## Groups Met

### PRIs/GOVERNMENT REPRESENTATIVES

(Sarpanch, Sachiv, Panch, ADO, ANW, Block nodal Officer, NRLM officers, TATA Trust, Block CEO, District level Panchayat members, NGO, Police department, Media, Agriculture department, Bank Manager, ASHA)

Location	Numbers	Status
<b>Badi Dhamini</b>	<b>2</b>	<b>Active</b>
Mr. Shailendra Chauhan, NRLM		
Mr. Deepak Bhilwal -Sarpanch, Badi Dhamini		
<b>Aulia</b>	<b>14</b>	<b>Active</b>
Mr. Ramdas Patel-Sarpanch, Aulia		
Mr. Deepak Kushwaha- Sarpanch, Koladit		
Miss. Kalyani- CHO Block of Chegav Makhan		
Mr. Kadwa Kushwaha- Panchayat Secretary, Koladit		
Mrs. Meena Patel & Mrs. Rachna Kushwaha- ASHA Workers		
Mrs. Vandana Oswal, Mrs. Santosh Tirole, Mrs. Maya Patel- Anganwadi Workers		
Mrs. Asha Kushwaha, Mrs. Mamta Bharlay, Mrs. Vibha Patel- Anganwadi Sahayika (ICDS Helper)		
Mrs. Jyoti Karole- Cluster ASHA Sahyogini		
Mrs. Kasturi Virle- Government Primary School Teacher, Aulia		
<b>Sirpur</b>	<b>2</b>	<b>Active</b>
Mr. Jokhii Lal Uikey -Sarpanch, Salyakheda		
Mr. Jagmalani- ADO, Khalwa Block		
<b>Dharamपुरi</b>	<b>5</b>	<b>Active</b>
Mr. Kailash - Pranchayat Secretary, Dharamपुरi		
Mr. Mahendra Pawar - Upsarpanch, Dharamपुरi		
Mr. Phoolchand Verma & Naresh - Community representatives, Dharamपुरi		
Mrs. Bansanti Ginnare -Anganwadi Worker, Dharamपुरi		
<b>Overall Status</b>	<b>23 Members</b>	<b>Active (All PRIs/Govt representatives play a supportive role.)</b>



Evaluation team interacting with Bal Mitra's from Sirpur Unit.

## Programs

INCOME GENERATION ACTIVITIES	Location	Numbers	Status
	<b>Badi Dhamini</b>	<b>5</b>	<b>Tailoring all active, Soap production inactive</b>
	<b>Aulia</b>	<b>4</b>	<b>Active (Diary, Tailoring, Grocery shop, DJ hiring)</b>
	<b>Sirpur</b>	<b>2</b>	<b>Active (Grocery Shop, Flour Mill)</b>
	<b>Dharamपुरi</b>	<b>2</b>	<b>Active (Tailoring, Grocery shop)</b>
	<b>Overall Status</b>	<b>13</b>	<b>Active</b>

## Groups Met

Gram Saathins	Location	Numbers	Status
	<b>Badi Dhamini</b>	<b>2</b>	<b>Active</b>
	<b>Aulia</b>	<b>6</b>	<b>Active</b>
	<b>Sirpur</b>	<b>4</b>	<b>Active</b>
	<b>Dharamपुरi</b>	<b>0</b>	<b>---</b>
	<b>Overall Status</b>	<b>12</b>	<b>Active</b>

सारे काम छोड़ दो।  
सबसे पहले वोट



Koladit, Vikas Manch President, Usha bai raises a challenging question!

## Chapter 3

# FINDINGS



Evaluation team interacting with Vikas Manch at Dharampuri

## A. Impact of the Project

### Community Presence:

The organization has a strong community presence due to the past work done by the sisters including dispensaries, nutrition gardens, leprosy eradication work, education in the school and other voluntary processes carried out.

The elderly in the community recount the range of work done by the Mission especially with the poorest. Of these the Mission School's contribution to Education over the decades can be seen in the increasing number of highly educated ex-students in a range of important positions, adding value to the community development process.

We met and learnt about many ANMs, teachers, student doctors, PRI members, Anganwadi workers, ASHAs and other professionals who have been nurtured by the Mission School. Strengthening of primary education is one of the most relevant contributions made by the Mission.

With a revision in approach at the beginning of the 1st phase itself, Uday has adopted a rights-based approach which focuses on building community leaderships. The project is nested in this sturdy background of community engagement with poorest households, especially with children and women.

### Sustainable Community Development:

Outcomes as well, are evident in the approach of the Gram Saathins, some child leaders, women entrepreneurs, retention of children, women PRI members, presence of volunteers and advocacy efforts that have brought in roads, water connections, electricity, additional school teachers, waste management, schemes and services to the villages.

Most marginalized groups especially landless, daily wage earner women are speaking up against the exploitation and demanding their rights. The women's collectives are recognized as a power centre in villages.

## Sustainable Community Development

Women's Leadership in Community Development Processes		
Unit	SHG Women	No. of SHG Leaders
Badi Dhamini	405	80
Aulia	348	102
Sirpur	354	68
Dharampuri	140	28
<b>Overall Status</b>	<b>1247</b>	<b>278 ( 22.29 %) women are in leadership roles</b>

## Sustainable Community Development

Women's Leadership in Community Development Processes						
Location	Toilet Construction Under SBM	Ration card	PM Ujjwala Scheme (Gas connection)	PM Awas Yojna	Pension (Widow/ Old age pension/ Disability)	Plantation
Badi Dhamini	2238	23	276	342	42	28320
Aulia	1315	21	70	150	56	11573
Sirpur	1518	--	---	631	130	8306
Dharampuri	950	11	710	--	32	150
<b>Overall Status</b>	<b>6021</b>	<b>55</b>	<b>1056</b>	<b>1123</b>	<b>262</b>	<b>48,349</b>



Mayabai Chauhan, beneficiary of the Income Generation Program, in her grocery shop managed jointly with her daughter and mother-in-law.

## Strengthening the Roots

The Shiksha Sahyog Kendras (SSK) have helped strengthen the primary school education system in government schools by addressing learning needs of slow learner children. The SSK has helped improve retention of children in school, in addition to enhancing their reading, writing and arithmetic skills and taught them about the good practices.

The communities, especially parents are appreciative of the SSK initiative since daily wage earners are unable to coach their children or pay for their coaching. More importantly, children themselves rush to the class since they enjoy the learning process. The fact that children love and own the SSK process speaks a lot about the need and scope of the SSK.

Through their work with the SSK, the Bal Mitras, largely a youth force have earned the respect of their community. With the opening of SSKs, 23 children have stopped migrating with their parents especially from Jhabua.

Status of women and children are the key indicators of development in any society. The team felt that Uday Social Development Society's presence in the communities have improved the overall status of women and children in the community, impacting household quality of life in areas where the project intervention is present.

## Shiksha Sahyog Kendra Progress

Unit	Schools	Number of children enrolled in govt. schools (Primary & Middle)	No. of SSKs run by Uday carried out by Bal Mitras	No. of children Studying in SSKs
Badi Dhamini	05	435	5	116
Aulia	24	1962	13	280
Sirpur	17	2116	9	261
Dharampuri	10	1230	6	145
<b>Total</b>	<b>56</b>	<b>5743</b>	<b>33</b>	<b>852</b>

## Way Ahead

There are areas where the organization needs to clarify and strengthen its rights-based approach especially where women's empowerment is concerned. Violence against women despite being a lived reality of the women still enjoys a high level of normalization. Engaging the women in holistic community development activities has well-begun in the established leaderships and needs to continue for more visible impacts.

Initiating a child-centric approach is great, but it needs further intensive investments in financial and human resources to support the emergence of child leaders. Engaging with PRIs with SHGs for realizing development works needs more intensive focus in the future that will build Uday's identity as a pro-people, rights-based organization.

### Work for hands, instead of machines!

**The women who stopped the JCB – Kaler bai from Badi Dhamini**

During lockdown, a pond work was going on under MNREGA. They brought JCBs for doing the work instead of getting the work done by people. Men refused to intervene fearing action by government. Eventually women went forward to stop the JCB machines. They argued, but nobody agreed. Finally, Kaler didi marched forward grabbed the keys of the JCB machine and refused to give it back to the driver.

That paved the way for the other women to amplify their voices and barricade the machines. The Panchayat had to eventually give up and give work to the women. The women till today remember Kaler's initiative. It also gives them a sense of power. Her children in the Bal Samuh feel proud of her achievement.



Vikas Manch, Badi Dhamini, Jhabua take a stand against violence

## B. Impact Specifically on the Life of Women

### Women Stepping out of Boundaries

The 9-year old intervention has impacted the overall socio-economic-cultural and political scenario in most communities. Delaying early marriage, continued education of girls beyond high school, improved rates of enrolment and retention in public schools, improved social status and economic empowerment of women's groups, increasing participation of SHG women in community development decision-making spaces and politics, changing negative cultural norms like the ghonghat, improved access to government schemes and services, and enhancement in the overall quality of life of the poorest households project intervention area in the are some of the outcomes.

The outputs of the projects are tangible and measurable like the increase in the number of SHGs, women's leadership, bringing children into the centre of community development, skill development & income generation initiative, economic empowerment and participation in community development.

The Evaluation team met with 5 SHGs during the field visit. The empowerment journey of the women's groups is more or less similar in all units, with some positive variation in Badi Dhamini, primarily due to the presence of a female field staff who is interested in gender and women's empowerment. Most SHGs members are able to articulate their own journey from being "self to a collective", the advantages of being in a collective and what empowerment means for them. Most groups mentioned the following in their journey:

- Moving beyond self to a group which offers them financial growth and support. Most SHGs are of similar social groupings with relatives as members.
- Women adhere to community norms of mutual trust and handholding in difficult times. They even support other women who are not SHG members with emergency loans.

- Women feel empowered by having money in their hands – both as savings and ability in bringing loans to the family. They gain exposure, new information and skills especially improved communication skills which they often term as, “bolna seekha”. (learnt to speak up)
- Out of 131 SHGs in the entire project areas, 94 SHGs enjoy better status in their family, they can participate in decision-making and their contribution is acknowledged by the family. The family knows that the SHG loans can get agriculture implements, meet marriage expenses and provide for bikes needed by the household.
- Most women explore avenues for growth in the growth mostly through SHG leadership and as Gram Saathins. The Vikas Manch brings them all together as a unit and the collective exchange of information interests the women. Confidence improves through sharing, speaking up and standing up for each other. This confidence has enabled them to enter the public domain in many roles.
- Women enjoy these experiences of empowerment leading from self to family to community. They are excited about cross-group meetings, trainings and exposure visits. Some of them have gone to cities where the men haven't reached so far.
- Women's participation in decision-making spaces also gives rise to conflicts in personal and public spaces. The women leaders are confounded by these new experiences but they are not stepping back. This resolve is closely observed by other women and gives strength to others.
- Women are now PRI members as well, attend Gram Sabhas, get resolutions passed and supervise development works. The grassroots government functionaries seek their support, PRI recognize them as stakeholders and the current generation of children in the community are witness to women in empowered roles. This was not the case a decade ago.
- Women's solidarity is more sustained. Hence, savings, loan disbursements and repayments are steady. Defaulting is a rare occurrence. Put together, all of these factors have made the SHGs an enabling nesting ground for women's eco-socio-political empowerment.

Women are able to recognize all these factors in their own words. The one area where they fall weak due to lack of exposure and information is Violence against Women. This is another layer of work that the organization has to deepen with an intensive focus with SHG leaders and Gram Saathins. Concept of gender based discrimination and violence, decision-making, choices, participation, domination need further unpacking. Further analysis of loan purpose in this context needs to be done. Women believe that family expenditure related loans for marriages, family functions for birth and death, farming related are all fall in the domain of personal loans. Property rights, creating wealth and assets for self is still an alien concept.

Collective investment and engagement in a business enterprise as a group is still not on the group's horizon. Most women in the SHGs are yet to gain the exposure that the SHG leaders have received. As of now, 110 SHG leaders are vocal, confident and proactive; often consuming most spaces for dialogue, thereby excluding others who may have a different point of view. In most places, when group leader were asked to remain quiet, other women clearly articulated their views. This indicates a layer of potential leaderships that can be nurtured with effective conflict resolution and team building processes. Till so far, the project has managed to mobilize women into a Vikas Manch – a community development forum. This by itself is a long and empowering journey over the last 9 years. There are 22 Vikas Manch in 4 units, 11 of which are leading, raising their voice and taking anticipatory initiative for the development of the village.



Women from the skills development unit at Dharampuri share their experiences.



Bhumika Samuh, Badi Dhamini after their resolve to take proactive steps to stop domestic violence faced by their members.

## SHG- Bhumika Samuh

### Badi Dhamini

Eleven year old Bhumika SHG with 10 members is one of the oldest groups in Badi Dhamini, Jhabua. The group has so far given out a sum of 41 lakhs as loans. Bhumika SHG also has the distinction of bagging the best SHG award which they collected at a grand event in Delhi in the year 2018. A year and many fights later, the award money of 1 lakh rupees has finally reached the group account.

Over the past one decade, the women have waged a war against money lenders, poverty, domestic violence and economic insecurity. Their resilience aided with the economic empowerment has improved their self confidence, mobility, communication skills and propelled them as decision-makers in their families, earning them the very crucial support of men and other family members. They can now claim to contribute to the household economy equally by bringing in the much needed funds through SHG loans for procuring farm equipments, cattle, digging of wells for irrigation, emergency household expenses including health and education of children. They have set up grocery shops, grinding mills and other small shops.

Participation in trainings, meetings, exposure visits, rallies, media conferences has improved their knowledge, confidence and communication skills which are reflected in their uninhibited interaction with district officials for bringing services to their village including roads, water, electricity and higher education for children.

The Sarpanch of the village acknowledges the contribution of the SHGs in community development. He views them as a potential force. Despite the fact that 7 in the group are not literate, the group functions efficiently, primarily due to their trust in each other. Bhumika SHG is now considering collective investment of saving in a joint effort by group members.

## C. Impact Specifically on the Life of Children

### Precursor to Child-Centric Planning

The process with children's groups has taken off well and needs further intensive handholding support by the organization team and community leaderships. Children including adolescent girls engaged in skills training are interested to form and work in groups. With effective facilitation, the child rights process can be rich ground for catalyzing change processes.

Some child leaders are able to critique their own collectivization process and have pitched their key problem areas as low membership, irregular meetings, exclusion of children with disabilities and those from poorest households, lack of organized action among others. This analysis by children can be seen as guiding lights for the project ahead.

All units have at least one team member who is interested in working with children. However, they lack right perspective, skills and knowledge required for engaging with children. The child rights initiative is as yet at a rudimentary stage. There seems to be a rush to lead children from the Bal Samuh process to the Children's Parliament. This is process-intensive work and needs to be paced out.

## Current Status

### Bal Samuh

- Bal Samuh is in a nascent stage.
- In each Bal Samuh that we met, 3-4 children were extremely expressive and interested in issues related to child rights and community development.
- Most group members complained about low membership, irregular meetings and non-participation of older boys in the 12+ age group.
- In some groups, some children raised critical questions related to casteism, inequality, gender-based discrimination and non-participation of children from the poorest households.
- The Bal Samuh is currently comprised of children from better off families. The project however aspires to create an inclusive process with a focus on out of school children.

### Bal Samuh

#### Children's Suggestions

With facilitation, children opened up and gave in their suggestions to improve the Bal Samuh process:

- Improve participation of children in Bal Sabha by doing programs like sports, theatre, poetry, dance and fun activities with children
- Hold meetings regularly
- Talk to children one to one to understand their reasons for not attending the meetings
- Bring out the children's magazine regularly
- Build linkages between the women's groups and the girls groups
- Do home visits and explain the importance of education to parents
- Initiate work on child marriage, child labour and encourage personal hygiene

- While children in the age group of 8-18 are present (with majority of younger children) in the Bal Samuh, children are yet to be at the centre of all development activities.
- We heard no mention of the Children's Parliament / Bal Sansad in our conversations with children.
- Children mentioned the online meeting activity with much excitement. They look forward to many more interactive processes and meeting with other children in other units.
- Work with children has just taken off and needs further focus, financial and human resource investment.

**The key challenge is to link all components to create synergy between all components. The Vikas Manch, Shiksha Sahyog Kendra and the Bal Samuh need to have some joint meetings and plan collective action.**

**Similarly, the PRIs are not aware of the Bal Samuh process. Engagement of PRIs and government functionaries is critical for child-centered programming. Intensive training of team members who handle child rights programming is crucial.**

## Voices of Children to improve Child Rights Initiative

Unit	No. of Bal Samuh	No. of children	Feedback by children during evaluation
Badi Dhamini	5	105	Carry out activities to increase membership, bring out wall magazine, do more meetings, work on community issues
Aulia	12	214	Children are active and want to work on discrimination, wall magazine, support for the same. Children talked about including disabled child in their group, they also want to work with school drop outs from other communities.
Sirpur	10	272	Children's group was absent. A child shared that meetings are not taking place. Children are able to identify issues, but adults need to hold meetings on time.
Dharampuri	4	72	Children are active. But issue-based work or attention is missing. They want to include more children who are drop-outs. Also work on community issues.
<b>Total</b>	<b>31</b>	<b>663</b>	<b>Overall, potential of children is strong. Adults need to listen to children carefully and draw out children's issues.</b>



## Voices of Children to improve Child Rights Initiative

Unit	No. of children	Age Group	Meetings	Membership	Gender segregation	Issues worked on	Knowledge Recall about Children's Parliament, UNCRC, Child Rights, wall magazine, online meetings etc	Positive trends	Facilitator inputs
Badi Dhamini	8	10-15	Children said no regular meetings	Upto 10 girls	Only girls, boys run away, trouble them, tear their posters	Water, road, cleanliness rally, poster	No recall about CP, UNCRC, Child Rights. They remember their wall magazine as Poster	Ability to analyze, willingness to expand work	Poor
Aulia	31	7-17	Children meet weekly	12-15	Mix group, but led by girls	Discrimination, water, plantation, education, cleanliness drive,	Wall magazine, child rights, discrimination, online training	Wall magazine, leadership, understanding of issues, discipline, inclusive, willingness to work, vocal	Good
Sirpur	5	11-15	No meetings	Child could not say	Boys do not come	Playground, education	No recall	Children are interested, adults need to facilitate	Poor
Dharampuri	23	6-14	Regular meetings	25-30	Mix group, mixed leadership, children belong to the same family	Cleanliness drive, education	Vocal on many topics, but not on child rights.	Active children, adults need more information on facilitating with children	Average



Bal Shiksha Sahyog Kendra students at Madni, Sirpur share how they manage their classes before the Bal Mitra arrives.



Bal Shiksha Sahyog Kendra students sing a welcome song for the evaluation team!



Madni Vikas Manch express their anger about the lack of support for housing, livelihood and children's education.

#### D. SUSTAINABILITY OF CBOS (SHGS, CHILDREN'S PARLIAMENT, VIKAS MANCH ETC) VIS A VIS STRATEGIES AND MODEL OF CHANGE ADOPTED

The Model of Change adopted during the third phase under the Project Director's leadership has been instrumental in steering the work towards a rights-based approach. This essentially meant quite a challenging shift from the earlier charity and welfare based approach of the Mission's work.

The focus is now on community-led demand for rights & entitlements through the Vikas Manch, Children's Parliament, Gram Saathins and SHG leadership. Even the skill development model approach is focused on empowering women with income generation activities. The SHGs are trained to scrutinize loan requests, support women outside the group and engage in development activities.

##### Key Strategies

- Formation & Training of SHGs
- Formation of the Vikas Manch
- Creating the Gram Saathins force
- Children's Groups and Children's Parliament
- Capacity Building
- Shiksha Sahyog Kendras run by Bal Mitras
- Skills Development and Income Generation program
- Communication & Awareness building programs
- Advocacy, Networking & Building Linkages

The strategic creation and strengthening of community leaderships through the SHGs, Vikas Manch, the Children's group and Shiksha Sahyog Kendras has worked effectively since all structures are functional with minor variations in places.

##### SHGs

The SHGs are a functional and dynamic group structure. Most group members are taking a stand, speaking up and moving beyond personal boundaries & savings activities to take up community actions. While doing so, the women are breaking generational socio-cultural barriers that kept them powerless. Their journey has begun and can be nurtured further with local leaderships and external mentors. The SHGs are perhaps the sturdiest process outcome, with the highest potential for sustainability.

##### Vikas Manch

Vikas Manch, the women's federation is an outcome of intensive capacity building and handholding of SHG members. The Vikas Manch holds much promise as a sustainable community based organization in the future. In most places, the dynamic women's leadership is capable of problem identification and analysis. However, since most women are non-literate or semi-literate, they depend on the organization team for better access to information.

##### Gram Saathins

Gram Saathins have been instrumental in filling the human resource gap in the project areas. Most Gram Saathins volunteer their time, energy and resources to support organization activities as well as community development related work.

Some of the Gram Saathins are capable of sustaining and leading the Vikas Manch in another couple of years after some more training, exposure and knowledge building. As of now, without facilitation they may scatter since the Vikas Manch has only recently gained strength. The Vikas Manch also needs to step up the process of monitoring institutions for children and women in the community like the School and Anganwadi Centre.

## Child Rights

Child Rights has begun well, despite limited team members with adequate training in facilitating processes with children. The work with children is as yet at a nascent stage with Bal Samuhs being set up and activities around child rights introduced. We missed any mention of the Children's Parliament in our interactions. Child rights programming holds immense potential in the project area if supported with a process-oriented, well-paced out approach.

## Shiksha Sahyog Kendra

Shiksha Sahyog Kendras are effectively managing to strengthen primary school education with support from Bal Mitras. If discontinued, parents, Vikas Manch members, organization team fear that children will lose out on qualitative education.

Parents strongly recommended that the SSKs should continue. Since the Bal Mitras have been paid a basic honorarium so far, it may be a challenge to find volunteer-teachers to ensure continued support to children. Role of SMCs can be crucial for ensuring quality education in schools, teacher training and supporting with learning & teaching resources can be explored further.

## Skills Development

Skills Development currently focussed on traditional trades are quite popular with girls and women. When linked with income generation programs, skills training is sustained, contribution to household economy is more visible and overall status of the woman/girl improves. However, the organization needs to think beyond traditional trainings. Some of the ideas suggested by the girls engaged in skills training includes:

Beauty Parlour	Preparing pickles
Computer Training	Setting up a Photo studio
Mehendi	Running a food joint
Baking	Driving
Farming including nutrition gardens	Learning small repair work for hand pumps, tube well, tractors etc
Training to work at a Petrol Pump	Poultry farming

These suggestions by the girls' group definitely deserve consideration. Vikas Manch has already placed a strong demand for income generation opportunities, either as individuals or in groups. IG activities engage women in a range of business activities which allows them to explore their potential as entrepreneurs.

During the project period, a total of 1168 women and men were trained in various trades through collaboration and networking, some of which are cattle rearing, organic farming, basic computer courses, automobiles, cooking and housekeeping. As results of these trainings, 483 beneficiaries have started their work in a small-scale manner and gradually these individuals have contributed is their family total income.

Name of District	Unit Name	Total Trainees	Number of trainees IGA	Income ranges from Rs.
Khandwa	Sirpur	418	298	3000 to 3500
	Dharampuri	108	62	2500 to 3000
	Aulia	215	65	2800 to 3500
Jhabua	Badi Dhamini	427	58	3500 to 4000

## Communication and Awareness Building

Strategically street plays, film shows, women's day and children's day celebration seem to have helped convey various messages to the community on a range of issues. In depth analysis of the content, presentation, timing, audience availability and participation of community would throw up ideas on improving the activities. Besides the SHG leaders, Gram Saathins, Bal Mitras, rest of the community has little recollection about the awareness activities. The organization needs to develop its own need-based, localized, communication strategy for its specific audiences.

## Networking and Advocacy Initiatives

These propel the SHG women into Vikas Manch leaderships, having engaged with duty-bearers for dialogue and confrontations as well. PRI members, government officials may find it difficult to deal with questions raised by Vikas Manch in the Gram Sabha, Jan Sunwai and other forums. But the Vikas Manch is definitely a force to reckon with and one of the well-placed strategic actions by the project.

## Objective Analysis

An Objective Analysis carried out by the Project leadership during the initial phase of the project shows the correlation of issues while working with children. This includes working on Child marriages, child labour, school drop outs, substance abuse, education, improving functioning of ICDS, malnutrition, govt schools. This framework can be revisited.

### Steps in the Empowerment Process

The groups unanimously said that the situation of the woman, who is alone, scared, troubled and unhappy will change if she:

- Comes into a group
- Shares her worries
- Group helps her out
- She learns to save, takes loans
- Participates in group meetings, trainings and visits
- Understands her rights
- Makes new friends, learns about the world outside
- Resolves her financial distress, gains confidence
- If required, take help of police
- With new confidence and lesser financial troubles and support of her group, she can deal with all other barriers that push her down.
- Eventually, she will learn to help someone else and thus empower herself by becoming active, vocal and confident

They feel that most women in the SHGs have gone through this process or are in the process of gaining strength. Domestic violence is something that they have been unable to resolve so far. Unhappiness and feeling of humiliation is reflected in their dialogue. This is a rich ground for introducing learning on gender based discrimination and violence.



SHG women at Sirpur singing a welcome devotional song.

### Inputs from Women

What have women gained from the process?

- Economic Security
- Nutrition
- Education for their children
- Support to their agriculture related work
- Broke boundaries by stepping out of the house and speaking up
- Are no longer scared since now in a group
- Ability to buy things for themselves with their own money

## OBSERVATIONS BY EVALUATION TEAM VIS A VIS DEFINED PROJECT OUTPUTS, ACTIVITIES

Output	Activities Planned	Observations by Evaluation Team
<p>Children attending schools will be improved.</p> <p>Children will conduct meeting with panchayat members and raise their voice against denial of rights and other children issues</p> <p>School teachers will use creative methods during classes</p>	<p>Meeting with block resource centre (BRC), SMC, Jan Sikshak and other stakeholders for improving quality of education</p> <p>Monitoring of schools (check toilets, cleanliness, infrastructure etc.)</p> <p>Training of teachers</p> <p>Group of children (active) leaders will be formed and trained on government schemes and departments</p> <p>Visits to the school by Gram Sathin and Bal Mitra</p>	<p>Project Team finds it challenging to mobilize the SMCs. Further training and analysis of barriers is required</p> <p>Vikas Manch in some places are monitoring schools</p> <p>Regular training of Bal Mitras</p> <p>3-4 children are vocal in all groups. Children's groups are irregular.</p> <p>Some teachers shared about the innovative teaching and learning methods shared by Uday</p> <p>Bal Mitra is a dynamic group and has immense potential to carry forward the work with children's groups</p>
<p>Adolescents and women will start their income generation program</p> <p>Women and adolescents will involve in the mainstreaming developmental activities</p>	<p>Women and adolescents will be linked with the skill development program</p> <p>Training of Adolescents and women for government program and schemes leadership quality ( Self confidence/ decision making/ rights etc)</p> <p>Adolescents and women will participate in the Gram sabhas and conduct meeting with stakeholders to raise their voice for their rights.</p> <p>Women and adolescents will take initiative in developmental activities in their</p>	<p>Skills Development training is being done effectively and women, girls are engaged in successful income generation programs.</p> <p>Women and girls engaged in skills development are confident, articulate and are actively involved in decision-making. Most skills development is around stitching and knitting.</p> <p>Women have started attending and participating actively in Gram Sabhas despite the male resistance in some places. Wherever represented as a unit, the Vikas Manch is recognized as a powerful force in the Gram Sabhas.</p> <p>Women actively take part in community development activities. Girls are however not yet forthcoming. They are as yet concentrated on learning and earning.</p>

Output	Activities Planned	Observations by Evaluation Team
<p>Functions of local government institutions (Panchayat/ SMC/ Aanganwadi etc) will be improved.</p> <p>5000 women will participate in Gram Sabha and raise developmental issue.</p>	<p>Training of Vikas Manch on government program and schemes</p> <p>Awareness generation through film shows</p> <p>Visits and meeting with the concerned departments(Government) and local leaders</p> <p>Meeting with the women and adolescents to participate in Gramsabhas and developmental issues</p>	<p>Vikas Manch members acknowledge and appreciate the trainings in the Unit as well as outside their districts. Their confidence, knowledge and communication skills have improved. Those with some levels of literacy have better understanding of government schemes and services. However, even poorest non-literate women are aware of their entitlements.</p> <p>We could not find any recollections about the film shows or street plays.</p> <p>Vikas Manch leaders are in touch with government officials and PRIs</p> <p>Women remember and recollect the key events and programs including Women's Day celebrations, rallies, exposure visits and initiation of development works in their villages</p>



Project Team meeting of three units from Khandwa district, to share their experiences.



Bal Mitras of the Aulia unit sharing their experiences and suggestions to improve the child rights program.

### Taking a Stand on “Disciplining Women”

Of all the women who were present, more than 50% of the women actively participated in the group process, expressing their opinions on gender based discrimination & violence, status of women in the family, intimate partner relationships. In the exercise, almost 25% of the women took a stand that it was not ok to hit a woman, for any reason whatsoever. The other 75% felt that it was ok to hit a woman to discipline her, but as the discussions progressed, many crossed over, many remained confused and those who retained their stand had questions, hurt and anger while expressing their own experiences of dealing with violence.

Overall, the women were hurt and humiliated over the persistent violence in their lives, but do not know how to deal with it. They get information about government schemes and services through the organization teams and Gram Saathins as well. It was only in Sirpur that 100% of the women said that violence against women was justified and good for the women themselves. Someone wanted to start a discussion, but the others hushed her up admonishing her “why get into all these useless topics? Do you want women to break up families?”

## E. BEST PRACTICES IN THE PROJECT

Area	Process
Child Rights	<ul style="list-style-type: none"> <li>▪ Wall Magazine</li> <li>▪ Shiksha Sahyog Kendra reducing children in migration</li> <li>▪ Bal Mitra cadre</li> <li>▪ Online interaction with Bal Samuh</li> </ul>
Women’s Empowerment	<ul style="list-style-type: none"> <li>▪ Meetings &amp; Trainings with SHG leaders</li> <li>▪ Monthly meetings with Vikas Manch</li> <li>▪ Capacity building of Gram Saathins</li> <li>▪ Regular evaluation and analysis of voluntary work as well as rewarding volunteers for their initiative, leading, transforming and good work.</li> <li>▪ Exposure trips, residential workshops in Bhopal and district places</li> <li>▪ Women’s participation in Gram Sabha</li> <li>▪ Women leadership in community development work</li> <li>▪ Women-led protests to demand rights (without organization facilitation) especially in MNREGA related works</li> <li>▪ Skill Development Training and street play on various social issues by women</li> <li>▪ Income Generation support</li> </ul>
Work with PRIs, Government officials	<ul style="list-style-type: none"> <li>▪ Exposure visits to Hiwre Bazaar, Ralegaon Siddhi , Modal village khategav &amp; maswanddi and govt. Offices.</li> <li>▪ Engaging PRIs in Vikas Manch programs</li> <li>▪ Engaging with Block level officers</li> <li>▪ Linkages with NRLM</li> </ul>
Community Development	<ul style="list-style-type: none"> <li>▪ Memorandum submission by women’s group which initiates work</li> <li>▪ Training women to write applications to government departments</li> <li>▪ Monitoring of school, Anganwadi, PDS Shops, SSKs Centre by Vikas Manch</li> <li>▪ 1 PDS shop is being run by self-help group in Kotra village of Badidhamini cluster.</li> <li>▪ Swachta campaign (Cleanliness Drive)</li> <li>▪ Engaging Gram Saathin for Legal Aid work</li> <li>▪ Awareness programs about rights &amp; entitlements</li> </ul>
Other self-initiated actions by Unit Leaderships	<ul style="list-style-type: none"> <li>▪ Nutrition Gardens &amp; Plantations - 48,349 saplings were planted.</li> <li>▪ Health Camps</li> <li>▪ Working closely with PRIs</li> <li>▪ Balika Samuh initiation</li> <li>▪ Supporting women survivors of violence</li> <li>▪ Health Emergency support to families</li> <li>▪ Swachta Campaigns</li> </ul>

## G. UDAY TEAM'S CAPACITY AND PERFORMANCE TO MANAGE THE PROJECT IN TERMS OF GENDER SENSITIVITY AND UNDERSTANDING OF COMMUNITY ISSUES

EVALUATION OF UNIT TEAMS BASED ON OBSERVATIONS DURING FIELD VISITS, MEETINGS, SWOT PROCESS			
Unit	Team member	Observations	Potential
BADI DHAMINI	Gabbu	Multi-tasker, administrative, documentation and child rights programming support, local knowledge, community connect, active in field, struggling to facilitate processes with children.	Documentation and administrative support
	Vidya	Multi-tasker, able facilitator, passion for women's empowerment, connect with women and community, hardworking, analytical, cheerful despite personal hardships, willing to learn. Overloaded with SHG group handling.	Project Coordination, Advocacy, Communication
	Sr. Anna	Leadership, community connect, team-player, nutrition garden expert, passionate about working with women, able facilitator, multi-tasker, ability to accept feedback, supportive. Finds child rights work, SMC related process challenging.	Nutrition expert for all units, Advocacy at District, Documentation of Best practices in income generation, volunteerism, networking, govt linkages (NRLM)
AULIA	Narayanji	Years of experience, understanding of community, shares good rapport with SHGs, knowledge of local systems	Guiding the SHG income generation process, engaging with opinion leaders, supporting advocacy processes
	Raju	Interested in child rights programming, ability to work with children, community connect, rapport with SHGs, linkages with duty bearers	Child rights facilitator, SSK coordination
	Lakhan	Deeply analytical, critical thinking and communication skills, ability to connect issues of women and children with larger community issues, pro-rights based approach, documentation & communication support	Project Coordination, Monitoring, Advocacy, Networking, Communication, Documentation of best practices
	Sr. Rosaline	Effective leadership, vision, Expertise on working with PRIs/Advocacy, team management is excellent, good rapport in community especially with women, multi functional, good understanding on adolescent and women health issues.	Can lead processes across units for working with PRIs/Advocacy, for capacity building, learning through exposure visits

EVALUATION OF UNIT TEAMS BASED ON OBSERVATIONS DURING FIELD VISITS, MEETINGS, SWOT PROCESS			
Unit	Team member	Observations	Potential
SIRPUR	Rajesh	Active community worker, interested in child rights programming, rapport with SHGs, communication, documentation, administrative support, somewhat skeptical about managing confrontation/ conflicts in the groups or community	Child Rights programming, SSKs coordination, administrative support
	Raju ji	Experienced community hand, voluntary actions especially for education of girls, deep engagement with SHGs, Vikas Manch, mirco-attention to details, as compared to experience, not engaged in advocacy and networking efforts.	SHG management, Coordination of skills development and training process
	Sr. Nirmala	Visionary, a much loved and respected leadership, interest in women's empowerment, critical thinking abilities, needs to focus more on presence in field, conflict resolution and collectivization with women and children.	Team Leader for all units in exploring alternative, voluntary community actions especially with Bal Mitras, Kishori samuh and PRIs
DHARMAPURI	Kashipur	Committed, experienced worker, administrative support, multi-tasker, deeply interested in working with SHGs, community connect, critical thinking skills. Somewhat inhibited by limited education	SHG networking between units, guiding younger team members.
	Praveen	Active, interested in child rights programming, communication and documentation support. Limited understanding of community especially women and children. Tendency to skip extended discussions, is more interested in action.	Communication and child rights programming
	Sr. Marie	Experienced leadership, deep understanding of skills development and income generation processes, ability to critique and steer Vikas Manch processes with leadership of women, somewhat disconnected from field realities especially those related to caste, class etc	Team leader across units for steering Skills Development and Income generation processes, guiding voluntary Vikas Manch advocacy activities

**EVALUATION OF UNIT TEAMS BASED ON OBSERVATIONS DURING FIELD VISITS, MEETINGS, SWOT PROCESS**

Unit	Team member	Observations	Potential
HEAD OFFICE	Sonu	Team player, efficient coordinator, strong community connects, experienced in child rights programming, effective communication, coordination, and documentation and reporting skills. Needs to strategically plan for rolling out child rights programming without rushing to form children's parliament.	Team Leader for rolling out child rights programming, capacity building of Bal Mitras and older girls in the skills training program.
	Sr. Lizy	Effective manager, respected leadership, visionary, strong rights-based approach, ability to convert ideas into actions, deep interest in sustainable collective community actions, trust the team and interested in capacity building of project team as well as community leaderships. Needs to spend more time in field especially with unit directors, community leaderships and project teams	Leadership to plan strategic actions to steer the Vikas manch, Bal Manch for advocacy processes. Leadership for leveraging recognition of Uday's work at district and state level. Plan intensive engagement with other rights based SHG networks to strengthen the units approach.

Team capacities are around working with women and community development. Team lacks skills for child rights programming which is reflected in the irregularity of Bal Samuhs.

Most team members are equipped with basic information about PRIs, government schemes and services, especially for the poorest.

The team has a mix of senior people and younger members. With age, the older members hold a wealth of experience, but may not reach field as often. Presence of Sisters in field is instrumental in channelizing activities.

Younger members tend to get impatient in extended discussions. This needs further unpacking in an organization development workshop/process.

Kashiram ji has dual roles of driver and field worker. Given a choice, he wants to concentrate on his field work. Like Rajuji in Sirpur, Lakhan in Aulia and Vidya in Badi Dhamini, Kashiram in Dharampuri has strong critical thinking skills which enable him to analyse the work objectively and honestly. Continued critical and appreciative inquiry of the process is needed.

Team work at Badi Dhamini Vikas Manch is impressive. Sirpur Vikas Manch needs more work. Aulia Vikas Manch is still focused on personal issues; collective community action needs to be developed further. Dharampuri Vikas Manch has potential if the work continues here.

Team blends very beautifully with the women's groups. The women share a friendship with the project team and look forward to their inputs. This is true for the youngest member and the oldest team member with years of experience. Hence Raju bhai in Sirpur and Praveen in Dharampuri are trusted friends of the SHG groups.

All units are doing extremely well in skills development and income generation activities. Sirpur and Dharampuri units are vibrant and a full class.

Bal Mitras in Dharampuri, Badi Dhamini and Aulia were quite well informed about the teaching and learning methods, process and outcomes. Sirpur team of Bal Mitras are largely interested in improving their scope of employment with the organization.

Leaderships by all Sisters are respected by team members and the community as well. Each Sister has an individual area of passion that adds value to the project – Sr. Rosline is passionate about strengthening PRIs and Sr. Anna has already shown the impact of spreading the Nutrition Garden's ideas.

Sr. Nirmala and Sr. Marie have a deep understanding of the empowerment process and focus on skills development leading to income generation.

**H. OBSERVATIONS OF THE PROJECT TEAM & WORK IN DETAIL**

The Uday team in all four clusters have variations in their understanding of Gender, Child Rights and Community Development with a rights-based approach.

In places where more than one woman staff member is present, the women's empowerment process delves a bit deeper. For e.g. Badi Dhamini team

Unit Teams feel the need for a woman staff member. All male staff is comfortable working with women. But women do not share on sensitive topics like health and violence with them.

At least one member in each team is interested in child rights. They need training on facilitation and communication with children. Sisters feel that the Child Rights is a new component and will take time to pick up with more inputs to team. Team work on Bal Samuhs is visible to some extent in Aulia and Dharampuri.





Skill development unit at Sirpur engaging adolescent girls



### I. Conversation with Sr. Lizy, Project Director

The earliest project member points out that:

- Changes are many especially in women's leadership, confidence, resilience, self-reliance, mobility, socio-economic status and communication skills which are result of continued trainings, exposure visits and handholding through processes. Women are now visible in spaces like the Gram Sabha, government offices, Jan Sunwai, Panchayat offices, in residential workshops and income generation activities. These spaces were more or less forbidden for women 9 years ago.
- Women have learnt empowering methods like writing and submitting a memorandum, doing follow up, monitoring village level institutions like school, AWC and speaking up in the Gram Sabha after equipping themselves with information.
- The model of change with the introduction of the rights based approach has been a felt need, arising out of the Vikas Manch experience where women self-organized themselves into a larger group. The Rights based approach is a challenge to implement, but essential for demonstrating sustainable development work with communities.
- Empowerment processes take time to emerge with results. It's basically process oriented and hence needs time, patience and commitment. The 9 years of work has yielded rich results like the SHG leaders, Vikas Manch, Child leaders and Bal Mitras. Some in the team may get worried when immediate results are not seen as in other charity or welfare based work. Continued dialogue with the team has sustained the process so far.
- Visibility of project outputs has begun despite many barriers like transfer of government officials and Sisters from one unit to other.
- Child Rights programming needs more strengthening since it was introduced only in phase 3
- Political representation and empowerment of women needs more inputs
- Presence at district level can be enhanced through networking. Badi Dhamini unit is progressing well in this regard.
- The project has invested more in CB, visits, learning and the results are visible in the empowered status of Women, PRI members and children.

- Sr. Lizy had initiated the project 9 years ago with direct community involvement. With more unit level staff, her direct involvement with community has reduced. Work load makes it impossible for her to give more direct time in field. The Program Officer now takes care of most project related technical support including coordination and monitoring.
- Skills Development needs further attention to explore markets for products and other non-traditional trainings.
- Key processes like Anganwadi monitoring needs to be followed up to ensure all processes under Right to Survival and Development of children.
- Intensive relief work for COVID -19 was undertaken by the team and all CBOs representatives.
- Continued dialogue can help resolve some barriers related to age, understanding of organization vision and difference of approach. More intensive presence with additional women staff is required. To sustain Bal Mitra process, ideally married women (daughter-in-laws) of the village should be identified.

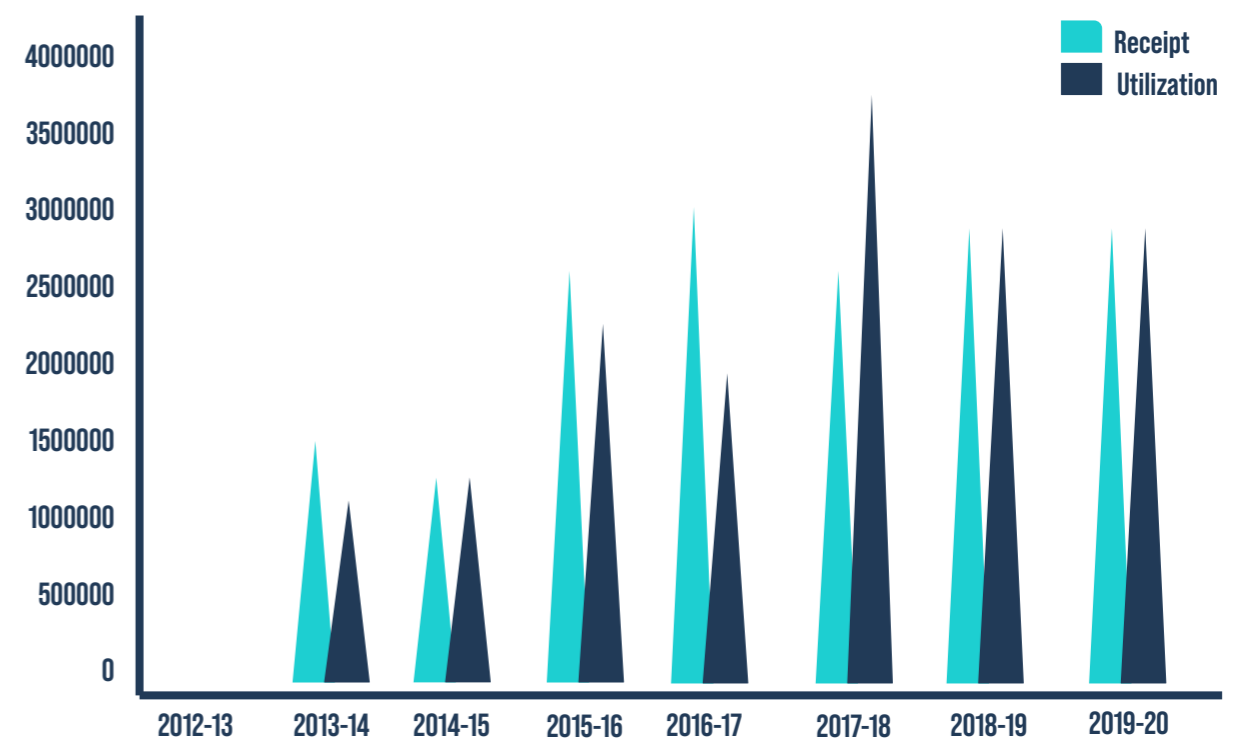


Skills development unit at Dharampuri stating their learning needs for non-traditional trades.

## J. Cost Analysis

### Year Wise Budget

Year	Budget Receipt	Utilization	Percentage
2012-13	NA	NA	NA
2013-14	1556762	1265081	81.26
2014-15	1397811	1397811	100
2015-16	2614283	2241907	85.76
2016-17	3072683	1933967	62.94
2017-18	2659043	3797759	142.8
2018-19	2898444	2898444	100
2019-20	2886492.50	2886492.50	100
2020-2021	Due to COVID 19, no fund is received. But works are carried out in low key level		



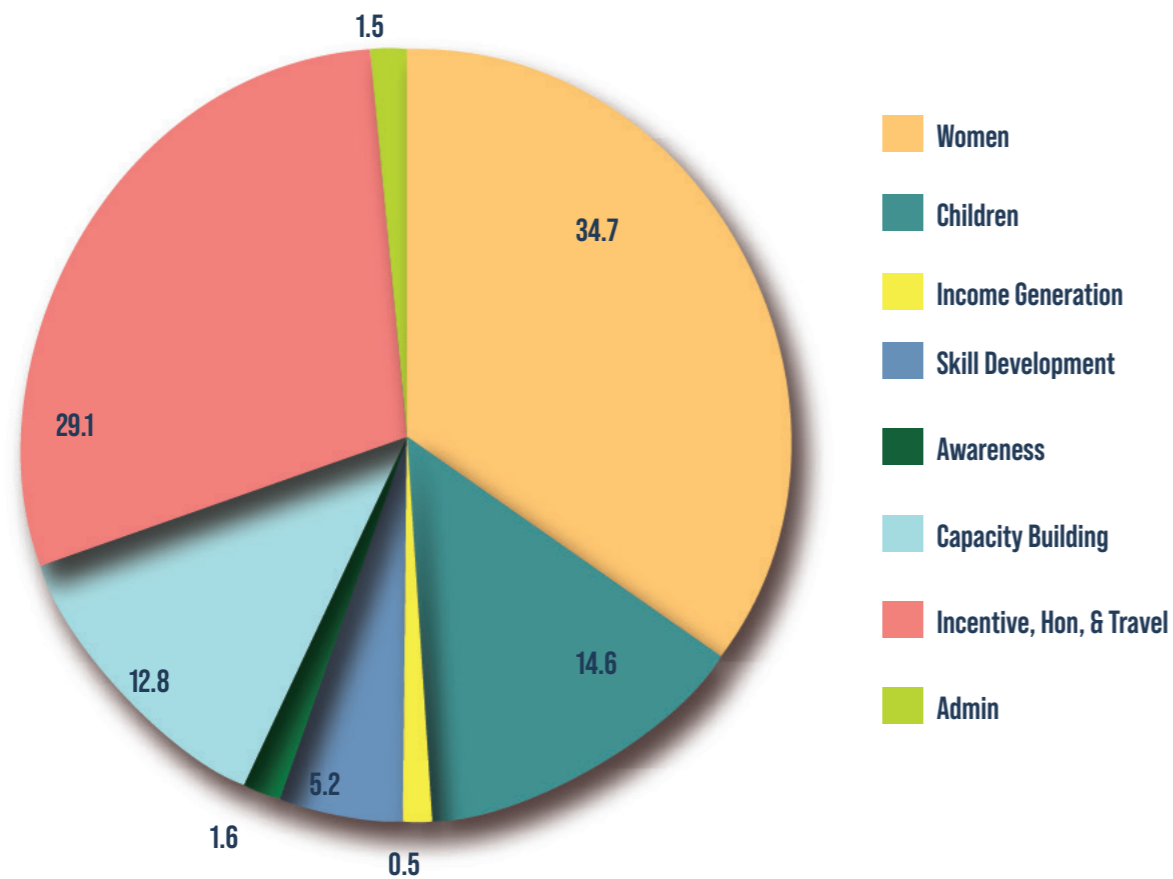
Year wise spending has been even, except for:

- Year 13-14 the utilization was at 81.26%
- Year 15-16 utilization was at 85.76% (fund received only 6 months later)
- Year 16-17 utilization was at 62.94% which is quite low. (fund received only 6 months later)
- Year 17-18 utilisation was 142.82%. The 16-17 balance amount was utilized in this year.

## Overall Spending

Uday Project	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Total	%
Women	-	526109	578034	756803	593748	1134159	680311	1434127	5703291	34.7
Children	-	174439	199407	338377	277180	642147	694095	82074	2407719	14.6
Income Generation	-	0	0	8823	3810	38920	23217	0	74770	0.5
Skill Development	-	0	0	82082	92268	392625	140880	149822	857677	5.2
Awareness	-	17956	27549	33232	28065	49740	86932	27166	270640	1.6
Capacity building	-	171747	140078	189648	210300	593109	514691	264970	2084543	12.8
Incentive, Hon. & Travel Cost	-	311871	332075	773028	727940	945588	757519	927306	4775327	29.1
Admin	-	62959	120668	59914	656	1471	799	1027	247494	1.5
<b>Total</b>	-	<b>1265081</b>	<b>1397811</b>	<b>2241907</b>	<b>1933967</b>	<b>3797759</b>	<b>2898444</b>	<b>2886492</b>	<b>16421461</b>	<b>100</b>

## Cost Analysis



Teacher holding early morning classes at the Aulia unit premises



Angoor Bai, Gram Saathin, Salehakheda, beneficiary of the income generation programme.



Friendship spanning across communities: Sarpanch Jhokhi Lal Uikey with his trust worthy friend Malla Pawar.



Sarpanch Ramdas Patel from Aulia shares his experiences with the evaluation team



Program officer Sonu interacting with Bal Samuh at Madni, Sirpur



Meeting with PRIs at Dharpuri



Evaluation team with the Badi Dhamini Unit

## Recommendations



Gram Saathin are proud of the support that they receive from their husbands, helping them to lead empowering processes with other women.

### Recommendations for Project Team to enhance future work in the project:

- Uday's work in all four units should continue with a focus on strengthening federations, engaging with PRIs intensively, enhancing women's political participation, child rights particularly child participation and protection, skill development, income generation with SHGs and establish a district level federation of women and children, with improved visibility, powers and say in decision-making spaces.
- Key areas of capacity building should include Gender, Masculinities, Women's empowerment especially decision-making, choices, Property Rights, Child Participation, Child Labour, Digital training, exposure visits to other federations, Collective community action, working with PRIs, networking with other like-minded groups and forums.
- Sirpur Vikas Manch especially in Madni needs to be revisited. There are many areas for learning for the entire project team. The Madni Vikas Manch has a Muslim Gram Saathin who faces rejection by the other group members, mostly landless labourers who feel discriminated. Housing entitlements have not reached the most marginalized women. Team needs to listen carefully to what the poorest women are so very agitated about and form that as the basis of next set of actions.
- Project leaderships should examine areas where the team feels insecure or threatened and find out ways to address the situation. This is where senior team members experience can guide the younger members who fear intimidating situations.
- While team members as in Dharampuri have successfully dealt with and overcome caste, gender and religion-based barriers it makes good sense to report this to the Vikas Manch and seek their intervention to resolve the threats.
- For the next phase of work, it will be worthwhile to engage the team in an organization development process (including Bal Mitras at some stage) to understand capacities, clarify vision and align with the Rights based approach. Team needs intensive inputs on child rights programming.
- Bal Mitras have requested for better salaries up to a minimum of 3000/-, more teaching and learning resources and training. Project leadership should look into these requests ideally through a meeting with the Bal Mitra cadre.

- Exposure visit has helped the CBOs to explore their potential further. We strongly recommend Vikas Manch and organization team visits other rights-based, women-led processes at PRADAN units in Kesla, Hoshangabad or Balaghat.
- Improve media presence especially representation of work done by Vikas Manch.
- Documentation of stories by Animators and Bal Mitras should be taken up in different formats. Women and children can narrate their stories in case literacy is a problem.
- The Income generation program is functioning efficiently with women taking up a range of trades and making profits. Women need training to keep accounts as also to link them with marketing skills. The link between skills development leading to income generation needs to be documented separately especially in Dharampuri if it plans to have this focus further.
- All units need to look into the suggestions made by the girls group to introduce non-traditional training as well. This will require some logistical additions/changes as well. For example, in Sirpur the very important suggestion of setting up a Computer Training Unit will require refurbished infrastructure to include internet connection as well.
- Networking needs to improve further with other organizations and forums at the district level working on similar issues. After 9 years of work, the units need to establish a district level presence with the departments and other civil society groups as well.
- Vikas Manch has the strength to hold public meetings on its own to receive more women into its fold. Public programs will give visibility to the women's work. This should essentially be community supported, without much funds investment by the organization.
- Bal Mitra cadre holds immense potential to function as field animators irrespective of possible barriers of marriage, jobs etc.
- Balika Samuh / Girls groups - we met in all places hold much promise. The skills development process should explore possibilities of engaging girls in activities beyond skills training. The project can explore the possibilities of adding a Kishori Samuh with older girls to its next phase of work. This layer will add strength and help sustain the Vikas Manch especially.

- Organization needs to brief team about Child Protection policy. Team with chronic habits like alcoholism cannot be given responsibility of working with children.
- Project should add capacity building opportunities for team to train outside Uday as well. For example, a combination of male and female team members can attend the residential workshops organized by Jagori or Nirantar. Meeting other practitioners can help broaden team perspective. These organizations can be invited for training in project areas as well.
- There is immense potential to explore the strength of a women's district level federation that can join forces with other women's groups elsewhere on issues beyond savings. Land Rights, displacement, demand for government schemes and services, casteism, education for children can be some of the areas for further mobilization of women's group.
- Objectives are clearly defined in the first phase (2012-1015) as also the outputs and activities. This table needs to be revisited as the project nears the end of Phase 3.
- The project leadership needs to consider - what is the way ahead for the project? Further deepening or expansion with more SHG formation? If expansion is being planned, the team composition needs to be reconsidered.  
*(NOTE: As informed by the Project leadership, there was no plan of expansion of SHGs, and was carried out only based on the request of the community. The SHGs were started just as an entry point/ a CBO to facilitate initiation of community development process and to organize the community in the project)*
- Each Unit Leadership has an area of interest/passion which can be expanded to cover other units as well. Sr. Rosline for example can lead overall Khandwa PRI strengthening program. Sr. Anna's well established work on Nutrition Gardens can be an independent program, which can be expanded in other units as well. Sr. Nirmala and Sr. Marie can lead skill development program for all units. This helps the individual grow and nature their passions further which will ultimately feed into the project.
- Project needs to be seen as a WHOLE. Not as merely as unit-based. Khandwa team can have joint & cross learning sessions.

## Specific Directions as required from the Evaluation Team for further growth of the Project Team:

Continue community development work with children, women and adolescent girls with a strengthened rights based approach.

### Plan capacity building on:

- a. Organizational Development Workshop
- b. Gender, Masculinities, Digital Learning, Child Rights, Women's Empowerment, Collective Community Action
- c. Exposure visits to other rights based organizations

### Improve:

- a. Monthly review process with SHGs for conflict resolution
- b. Networking with other groups and organizations
- c. Media presence
- d. Linkages with government and PRIs.
- e. Documentation of stories
- f. Vikas Manch community presence through public meetings

### Build:

- a. District level federation of Vikas Manch
- b. Bal Mitra as the future cadre of the organization
- c. Step by step child rights programming
- d. Kishori samuh as leaders in community development
- e. Non-traditional skills development

### State non-negotiables clearly:

- a. Child protection policy
- b. Listening to the poorest women
- c. Gender sensitivity
- d. Rights based approach (strengthen)

### Reimagine the Management Team

- a. Engage the senior management team in visionary work across units.
- b. Each management team member identifies their own area of passion and leads that work across unit.  
For eg: Sr. Maria leads Skills Development work across all 4 units as Team Leader.
- c. Hand over management to new team members and guide them
- d. Management builds institutional memory by documenting processes  
(for example, writing story of how the work began and where it stands now, in their own words)
- e. Engage Unit Directors in State Level Advocacy and lobbying work based on the wealth of their experiences.



## Chapter 5

# Annexure

### A. Information about the Project Area and Groups:

#### Village Profile

Unit	No. of villages	Total Population	Staff	AWCs	Govt Schools	Gram Panchayat	AWMC
Aulia	12	18,383	4	21	24	12	0
Sirpur	10	15,602	3	22	17	7	6
Dharampuri	7	7865	3	5	10	4	0
Badi Dhamini	5 (45 hamlets)	12,609	3	12	5	5	4
	34	54,459	13	60	56	28	10

#### Self Help Groups

District	Unit	No. of villages	No. of SHGs	Membership	SHG leaders
Khandwa	Aulia	12	40	413	102
	Sirpur	10	34	354	68
	Dharampuri	7	17	174	34
Jhabua	Badi Dhamini]	5 (45 hamlets)	40	405	80
		34	131	1345	284

#### Financial Status of SHGs

Year	Number of SHGs	Total Women in SHGs	Total Savings
2012-13	38	403	3,92,067
2013-14	68	713	2,21,446
2014-15	104	1098	29,79,454
2015-16	115	1193	40,63,714
2016-17	123	1272	49,80,463
2017-18	117	1213	58,23,143
2018-19	116	1203	19,78,780
2019-20	124	1265	27,94,058

#### Bal Samuh (Child Clubs)

District	Unit	No. of villages	No. of Bal Samuh	Membership	Bal Samuh leaders
Khandwa	Aulia	12	12	214	48
	Sirpur	10	10	272	40
	Dharampuri	7	4	72	15
Jhabua	Badi Dhamini]	5 (45 hamlets)	5	105	18
		34	31	663	121

#### Vikas Manch (Women's Federation)

District	Unit	No. of villages	No. of Vikas Manch	Membership	Women Leaders
Khandwa	Aulia	12	8	385	32
	Sirpur	10	6	255	24
	Dharampuri	7	4	144	12
Jhabua	Badi Dhamini]	5 (45 hamlets)	4	405	40
		34	22	1189	110



## Shiksha Sahyog Kendra (Non-Formal Education for Children)

District	Unit	No. of villages	No. of SSKs	No. of Bal Mitras	Total no. of children in SSK
Khandwa	Aulia	12	13	13	280
	Sirpur	10	9	9	261
	Dharampuri	7	6	6	145
Jhabua	Badi Dhamini]	5 (45 hamlets)	5	5	166
		34	33	33	852

## Gram Saathins

District	Unit	No. of villages	No. of Gram Saathins
Khandwa	Aulia	12	9
	Sirpur	10	8
	Dharampuri	7	0
Jhabua	Badi Dhamini]	5 (45 hamlets)	4
		34	21

## B. Self- Assessment



Team meeting, Sirpur Unit



Team meeting, Dharampuri Unit



Team meeting, Aulia Unit

**Badi Dhimmi  
Team SWOT**

**Strengths**

Women & Children  
Supportive men  
Networking  
Team work  
Timely reporting & documentation  
Coordination  
Gram Saathins, Bal Mitra, SHG leaders  
Ability to multi-task

**Opportunities**

Linkages with govt officers  
Bal Mitra  
Taking out a Rally with Vikas Manch to demand rights  
Exposure  
Capacity to multi-task  
Coordination with the unit and other units as well

**Weakness**

Unable to convince some women  
Lack of training on child rights  
Low memberships in Bal Samuh  
Delay in documentation & reporting at times  
Documentation overload  
Delay in implementation of women's memorandum  
Overload for Vidhya who handles all 40 SHGs  
Training to define better activities and improve facilitation  
Lack of additional female staff

**Threats**

Time management  
Drop-out Bal Mitras  
Lack of follow up  
Not enough avenues to bring Bal Samuh potential into use  
Lack of time for process roll-out  
Women leaders are not yet fully ready for leadership roles  
Bal Samuh formation may be affected by migration  
Education of adolescent girls is under threat

**Aulia  
Team SWOT**

**Strengths**

Team Confidence  
Gram Saathin, Bal Mitra, Vikas Manch  
Continued efforts  
Community connect  
Key opinion leaders in the community  
Support from key opinion leaders in the community

**Opportunities**

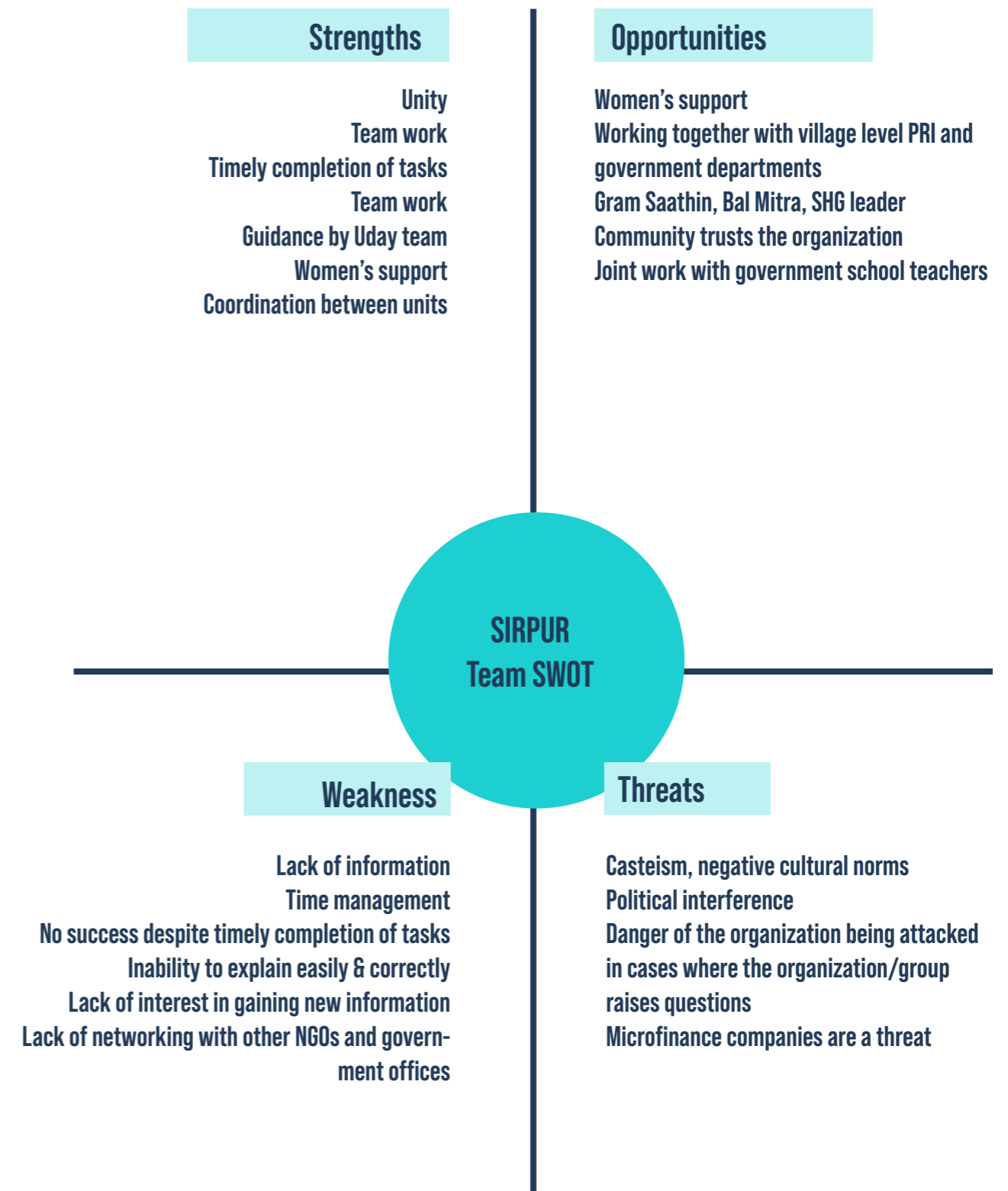
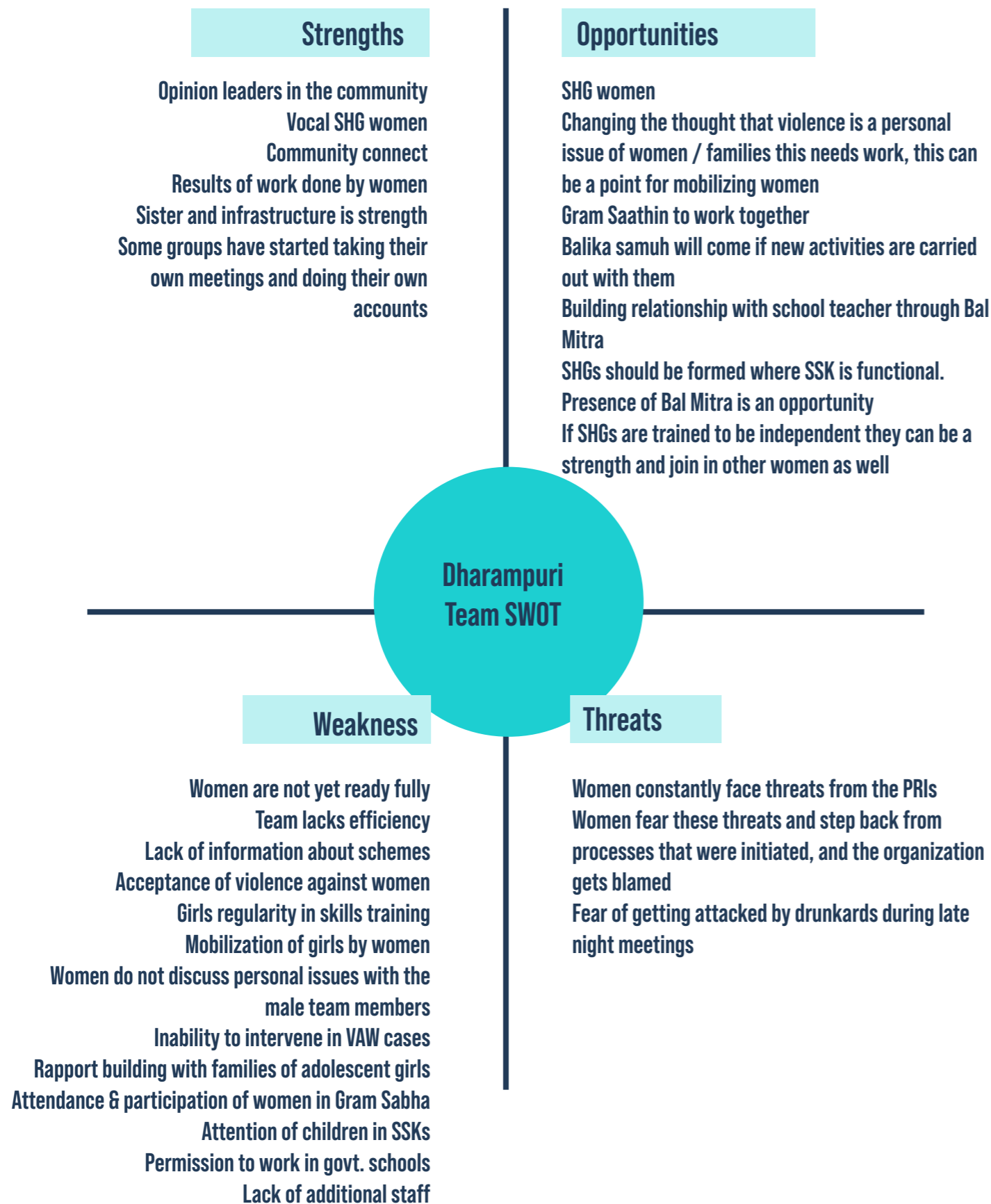
Women,  
Children,  
School,  
Anganwadi,  
Panchayat  
Networking with other organizations

**Weakness**

Casteism  
Betrayal by certain people  
Seasonal migration  
Negative cultural norms  
Bias / Discrimination  
Microfinance companies

**Threats**

Lack of information  
Transfer /Change of officials and elected leaders  
Giving up, disappointment



## C. Evaluation Tools and Methods

### TOOL 1 – MEASURING EMPOWERMENT

#### Illustration for initiating discussion

##### Defining what empowerment means:

- Listing of words and sentences that women use
- Individual empowerment and group empowerment
- Group together defines empowerment

##### Discussion on the image of a vulnerable woman at the bottom of steps, leading upstairs to a confident woman with a group:

- What will be the steps towards becoming an empowered woman?
- What stage are they at now.
- what will they do to move ahead
- how is the project supporting their empowerment process
- Challenges, Learnings from the process
- Suggestions for the project's work in the future
- Will they be able to sustain their own work? How Gram Saathins / Vikas Manch / SHG Leaders in same space but sitting in their own groups



Evaluation team facilitating process with SHG members

### TOOL 2: RANKING – On a scale of 1-10

#### Personal Level:

- Confidence, self-worth
- Knowledge
- Skills
- Attitude
- Economic growth
- Understanding of GBV (Gender Based Violence), causes and impact, taking a stand against GBV
- Ability to take decisions
- Choices

#### Family

- Decision making
- Ability to take correct and timely decisions
- Ownership and control over assets
- Economic independence leading to contribution in household income
- Influential and respected
- Control over household
- Ability to intervene in and stop violence in relationships
- Time for self
- Ability to guide others / relationships
- Improved communication skills
- Improved negotiation skills
- Emotional intelligence
- Critical thinking

#### Community

- Participation in community / collective efforts
- Leadership
- Ability to raise questions and challenge status quo
- Ability to suggest solutions
- Ability to lead group work towards the solution
- Conflict resolution
- Nurturing leaderships
- Ability to intervene in powerful spaces and claim spaces
- Ability to collectivize
- Ability to mobilize
- Knowledge of legal aid
- Access to Legal Aid services
- Active legal aid support

### TOOL 3: STRUCTURED INTERVIEWS

#### Sarpanch (check if woman sarpanch)

- When did the project work initiate in your village (SHG, Bal Samuh, AWC Monitoring)
- What work has been done in your elected period by these groups?
- What change has been initiated in the community because of these groups?
- Do these groups ask questions, challenge the status quo often?
- What is the relationship between the Panchayat and the groups?
- What suggestions will you give to improve the work of these groups?
- Will you like to make more groups like these?
- Are the women in your household a part of the SHG? Do you see any change in them, if not why not? If yes, what changes do you see?
- Will you link the women/girls in your family with any of these groups?
- What difference do you see between the children of these families and other children /women who are not part of these groups.
- What are your suggestions for the organization and the project specifically?

#### Parents:

- Social group of parents and whether it impacts the child's participation in group / community activities
- How do they view the project intervention? Did it have any impact on them?
- What they expect from the child's participation in the Bal samuh?
- Changes in child after joining the Bal Samuh
- Home visits by the Uday team and its impact
- Parents' participation in project activities (whether member of SHG or any other project group)
- Parents' participation in community activities especially AWC, School, Panchayat? (whether active member of any village committee or any other position-holder.

### Tool 4: COMMUNITY CONNECT

#### Transect Walk and Observation

##### In the community:

With SHG / Bal Samuh members while making the visit to Parents, Sarpanch, Bal Mitras. The Transect walk will be led by children or women in the way they wish to show the work done by them in the community. Evaluators will observe (a) community response to the work / presence / rapport built by the children/women/Bal Mitra/ Gram Saathin groups (b) development work done by the groups.

##### Anganwadi Monitoring Committee:

##### Structured Interview in any AWC premise

- Anganwadi Monitoring Committee – clarity about Roles and Responsibilities
- Status of Malnourished children in the community
- Connect with the NRC
- Status of the AWC
- Key indicators of progress
- Key challenges faced
- What they have in plan?
- how has the project helped improve the overall status of child health and nutrition
- Will they be able to continue without the project
- What further support do they require from the project?
- What attitudes do they want to change?
- What knowledge have they gained during this period?
- What skills – or changes in their personality do they perceive due to their involvement in the community
- Their suggestions to the organization / project team



#### Tool 5: FOCUSED GROUP DISCUSSIONS:

##### Bal Mitras:

- Role & Responsibility of the Bal Mitras
- How do they work
- How far have they achieved the goal of the Educational intervention?
- Challenges
- Learnings
- Situation before the shiksha kendras? How important was the initiative for children?
- Changes brought about by the project in self, in children, in the village
- Your suggestions to improve the same?



Adolescent girls at the Skills Development unit at Dharampuri

#### TOOL 6: Mix of Focused group discussion

##### Bal Samuh Members / Leaders

##### List of opening questions

- Why did you join the Bal samuh
- Who linked you with the bal samuh
- Did you have information about the bal samuh before joining it?
- What work do you do you in the Bal samuh?
- What work did you like the most till now?
- Is anybody else from your family associated with the organization? How?
- What do you feel you have achieved after being associated with the Bal samuh?
- What is your role in any program of the Bal samuh? Who plans this? Do you have any say in these matters? Or do the organization project staff decide this?
- If you had to do any work in any village, what would you do?
- Would you want to work in your own village in the future or go to other cities?
- How many members are there in your Bal Samuh?
- How many members have you brought into the Bal Samuh?
- Before the Bal samuh, how did children meet and work together?
- How do you talk about the bal samuh in your own house?
- Are all your friends in the Bal samuh? Those who are not your friends, are they in the Bal Samuh as well?
- How much time do you give in the Bal samuh? If you need to give more time, will you??
- How many of you have visited places outside the village? Where all?
- If you need to travel outside of your village, will you?
- If you have to choose between your studies and taking up any work in your village what wil you choose?
- What work does the organization do? Share the work of the organization.
- What more work should the organization do? Any suggestions?
- Do you think similar groups are working elsewhere? Do you want to associate with them? How?
- What have been the effects of the project on children in the community?
- What changes have been brought about in thier lives?
- Will they be able to function without the project facilitator?
- How do you perceive change?
- How (and how much) are they connected to each other?
- What do they want to do in the future?

**TOOL 7: SWOT & FGD (With a Focus on: )**

**Project Team:**

**Impact:**

What changes did the project bring?  
Did the project have any other achievements as well?

**Effectiveness:**

Did the project achieve its objectives?  
What were the outputs and outcomes?

**Efficiency:**

Were all activities carried out in time? (schedule) What kind of activities generally tend to get delayed?  
Did the delay cause any loss of quality? How did it impact the overall program?  
Were the numbers proposed achieved?  
Was the budget utilization carried out effectively? Which heads remained unspent or overspent?

**Sustainability:**

Will the groups be able to sustain the work initiated by the project?  
What specific activities do you think will be sustained longer?  
What specific activity do you wish to be sustained that will benefit the overall community?  
What are your suggestions for this?  
What resources / support will be needed to ensure sustainability of this process?

**Relevance:**

Does the community find the project activities relevant?  
Can you give some examples to establish that?

**Participation, Coordination & Communication**

Team participation and decision-making in project related work  
Decision making  
Communication within the team  
Communication with groups in the community  
Community with group leaders (Vikas Mitra, Gram Saathin, Bal Sansad)  
Inter-linkages between the groups working on the ground  
Coordination  
Partnership Management

**Learning opportunities for the project team**

Conflict resolution that may impact the project activities. Suggestions to resolve the same.

Your suggestions for the project in the future.

External Evaluation Process, Report and Design



**Eka – The Communicators' Collective**

**Project Implemented By:**  
**Aulia, Sirpur, Dharampuri clusters of Khandwa**  
**and Badi Dhamini cluster**  
**of Jhabua districts in Madhya Pradesh, India**



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