

Project Evaluation Form

Purpose of Project Evaluation

The systematic monitoring and evaluation of projects is geared toward the **constructive goal** of accumulating information and building knowledge from education programs funded by Asha. This information and knowledge will be used by Asha to:

- a) Share experiences and lessons among administrators of currently funded projects
- b) Fund future projects with proven methodologies or new ideas that have the potential to succeed

Project Administrator's Role

Please answer all the questions that are applicable to your organization. The form consists of two sections:

Section A: Please submit responses to this section **every 3 months**.

Section B: Please submit responses to this section **every 6 months**.

As part of this evaluation process, the Asha contact for the Program will select 3-5 students from the list of students provided in section A and request specific information about those students every 6 months. The names of these students will be sent to the program coordinator a month before the information has to be submitted. The information will consist of the following:

- family background (e.g. number of brothers and sisters, age, whether they go to school, etc.)
- father/mother occupation, literacy level, monthly income, etc.
- how long has the student been at the <Name of School/Project>
- what was performance level of the student during the last 6 months
- what was the education-level of the student before joining the <Name of School/Project> center
- what are the activities the student has participated in
- what is the teacher's assessment of the performance and behavior of the student

We recognize that filling out this form requires significant investment of your time. However, we feel that this exercise will help us as well as your organization in becoming more effective in working towards the goal of providing high-quality education to children in India. We thank you for your effort and commitment!

Also, if you feel that any of the information you enter in this form should not be made public by Asha, please let us know so we will pay special attention to that.

SECTION A

Please submit responses to this section *every three months*.

Section A focuses on the following:

1. Student Information
2. Staff Information

I. Student Information

1) Please provide numbers for the following student information:

- (a) Total Number of Students: **140 (ESP I) + 104 (ESP II) + 38 (ESP III)**
 - (b) Number of new students in the program: **79 (ESP I) + 20 (ESP II) + 3 (ESP III)**
 - (c) Briefly explain why the new students have joined the centers : **In general the reasons for new admissions to the ESP are two-fold. On one hand as part of the outreach programme, children who have been enrolled in school and also enrolled in the ESP. On the other hand, children who were previously attending the Balwadi have been enrolled in the ESP to prepare them for their upcoming school admission, account for a significant number of new admissions.**
 - (d) Number of students dropped out from the program: **25 (ESP I) + 20 (ESP II) + 6 ESP (III)**
 - (e) Please provide main reasons for dropping out*:
 - **some children migrate (either they return to their native place or to another red light area).**
- * There are some children that are placed in Boarding Homes. Their files are thus transferred to IPP.

We are presuming that the information here should of children attending the NCC of all age group and those covered under the Educational Support Programme (ESP) and those who were in the institution prior to Asha support and admitted into institution after receiving Asha's support. Kindly also tell us whether we should provide you with information related to the Falkland Rd. and Vashi Trubhe centres as the funds from Asha are utilized for these two centres.

Yes. Since this is the first evaluation, we suggest you send info. for all centers, but also clearly indicate the numbers for Vashi Turbe and Falkland Road centers. Same applies for similar questions asked below.

As far as dropout numbers etc., you may calculate them over the period July 2007 – Jan 2008.

- 2) Please provide the current break-up of your students by age and gender. **(Feel free to attach a sheet, if necessary) (Should this be only school going children or also those attending NCC but below six years and not attending school. Should this also have data on institutionalized children who attend school)** Please send numbers for all of NCC, with a clear breakup (centerwise and whether they go to school or not). If possible, include data on institutionalized children also.

Please see attached lists

II. Staff Information (Should this be only the teaching staff or the NCC staff as well- Kindly note we do not run a school. All children go to Municipal schools and attend study classes at Prerana)

Mention all NCC staff, their roles and also indicate those who come under Asha support.

3) Please provide **numbers for the following staff** categories.

- (a) Total staff: 42
- (b) Number of teachers: 8
- (c) Number of new teachers: 3
- (d) Number of teachers who left: 3
- (e) Number of Administrative Staff (Please list positions: e.g., peon, clerk, etc.):
 - Project Manager: 1
 - Project Coordinator : 8
 - Outreach worker : 5
 - Caretakers: 17
- (f) Other (Please specify):

Project Coordinator

- Manage the implementation of all the project activities as outlines in the project documentation. Undertake the day to day management and execution of project activities.
- Supervise and assist the Outreach Workers in the discharge of their roles
- Visit homes, communities, referral organisations and other influencers.
- Conduct LSE sessions and other meetings such as Ekta Gat, Mothers Meeting, Staff meetings
- Coordinate with the Child Guidance Clinic (referral, meetings to discuss individual cases and whenever necessary follow up along with the outreach worker)
- Prepare and submit monthly progress reports and quarterly analytical reports to the Project Director.
- Monitor and coordinate the work of the project team (Outreach Worker, study class teacher, volunteers)
- Network with government departments, NGOs, CBOs and other stakeholders
- Coordinate with existing resources for referrals and linkages and identify new resources
- Submit statement of expenditure as per rules of the organisation

- Monitor and maintain the project MIS
- Plan and organise different training programmes for the staff and arrange appropriate resource persons
- Plan and organise different activities of the target group in coordination with the project team and wherever possible with the stakeholders.
- Conduct individual counselling sessions with children enrolled in the programme when necessary.
- Liaison with IPP team members for institutional placement

Outreach Workers

- Conduct regular home visits
- Liaison with community groups
- Identify, train and extend supervisory support to the Peer Educators
- Refer youth, children and women to government and private health facilities such as VCTC, DOTS centers, hospices, banks, schools, and educational institutions
- Conduct home visits to provide home and community care to youth, children and women
- Coordinate with the Child Guidance Clinic (referral, meetings to discuss individual cases and wherever necessary follow up)
- Assist the Social Workers/project coordinators in planning and organizing events.
- Assist the Social workers: project coordinators in conducting LSE sessions and other meetings whenever necessary

Teachers:

- Conduct remedial education classes
- Facilitate extra curricular activities
- Distribute nutritional supplementation among the children
- Monitor healthy and neat appearance of the children and report deviations to the appropriate person (e.g. identifying preliminary symptoms of ill-health and reporting to the doctor and reporting untidy appearance to the caretaker)
- Whenever the need be assist the outreach worker in the work related to the Child Guidance Clinic (referral, meetings to discuss individual cases and wherever necessary follow up)

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- 4) Please provide the following **information about teachers** at your school or center. (Feel free to add additional pages)

Teacher Name	Teaching at this school since... (months, years)	Center	Qualification(s)	Gender	Age	Local Resident (Yes or No - (village/district name))
	2 years	FR	TY BscIT	M	20	
	1 year	FR	10 th std	F	28	
	5 months	FR	10 th std	F	22	
(Balwadi morining and study class evening)	8 years	KP	10 th std	F	32	
	4 years	KP	10 th std	F	36	
	15 days	KP	B.Ed	M	34	
	15 days	KP	B.Ed	F	27	
	2 years	KP	12 th std	M	22	
	7 years	KP	10 th std	F	30	
	6 months	KP	10 th std	F	26	
(Balwadi morining and study class evening)	2 years	Vashi	12 th std	F	27	

SECTION B

Please submit responses to this section *every 6 months*.

Section B focuses on the following:

1. Cost/Expenses
2. Performance Measures
 - a. Student Information
 - b. Staff Information
 - c. Community Information
 - d. Organization Information
3. Assessment of success
 - a. Objectives
 - b. Impact on Community
 - c. Benefits to Students
4. Unexpected Problems

I. Costs/Expenses (**Should this be only related to the Asha Budget?**)

Yes. Wherever things seem unclear to you, please make your own rows and columns to fill in data in a clearer manner.

1) Please report **all your expenses** within the last 6 months in the following categories:

Categories	Cost in Rupees (last 6 months) <i>This column refers to the costs in the period July 2007 – Jan 2008</i>	Previous Year Cost (this will be pre-filled once the historical data is available)	Any Comments?
Teacher salaries (all staff included in the Asha proposal) total	INR1,52,287	This column refers to the costs in the period Jan 2007 – July 2007	
Learning materials	INR 589		
Learning aids			
Food	INR1,66,939		

Uniform	-		
Administrative costs	INR 25,000		
Start-up costs (e.g. infrastructure, construction, etc.)	-		
Space/ Property (e.g., building rent)	-		
Other (Please specify):	-		

Additional Comments:

2) Have there been any **unexpected costs** that have come up recently? If so, please list these costs.

Type of Expense	Explanation for unexpected cost
1. nil	N/A
2. nil	N/A
3. nil	N/A
4. nil	N/A
5. nil	N/A

II. Performance Measures

A. Student Information

3) Please report **student performance** for the following categories:

Note: You can provide this information for each school/center OR for all schools/centers combined.

Identify the school/center if you provide information for each school/center.

Student Performance Categories (for the past 6 months)	Number			
		ESP I	ESP II	ESP III
Student attendance in number of days*	Average: Minimum: Maximum:	10% 15% 75%	15% 20% 65%	20% 15% 65%
Score on exams** (Note - If students are not tested, give the performance indicator you use to measure their progress).	Average: Minimum: Maximum:	60-70% 45- 50% 89%	60- 65% 45% - 50% 70%	50 -55% 40 - 48% 69%
Number of students working; please explain why they work	13 This figure consists of college students who do not attend study class so as to earn a small livelihood. Some of these students live in Group Homes so their salary is contributed towards rent. Others live with their mothers in the community and have chosen not to pursue their studies, for the moment.			
Other (Please specify)				

***Total working days of the study class (all centers) from July 07- Jan 08 = 168**

Student having attended 160-168 days = maximum attendance

Student having attended 100–167 days = average attendance

Student having attended below 100 days = minimum attendance

****Given the socio-econmic and cultural circumstances in the community 89% is an outstanding score.**

5) What additional support is provided to students who are not performing well to motivate them to improve their performance?

The ESP offers different types of support to motivate children to improve their academic performance depending on the needs and situation of each individual student.

Incentives based motivation

- **Star system:** this monthly points based system among others allocated points to each child on the basis of his/her academic performance. Each month the child with the highest score receives a small token such as stationery, other school supplies etc.
- **Experience sharing:** during camps and Ekta Gat meetings, those children having achieved high scored, and/having successfully completed their education are encouraged to share their experiences with others. Thus, incentives are in the form of success stories on a peer to peer level.
- **Balak Utsav:** Prerana's annual festival for children and their mothers provides a platform to acknowledge academic performance. The highest scorers from all three centers are rewarded for their performance by the chief guests.

Individual motivation

- Extra classes (subject wise) and private tuitions (subject wise), vacation classes
- Activities
- Counseling with the child and his/her mother.
- School visits

6) Curriculum:

- a) What areas of the **curriculum** have you focused on in the past six months? Please attach curriculum details of each area, including instructional material and methods used.

(What do we write here as we don't run a school? Should we give a list of all extra curricular activities that we do for the children ?)

You may write about the educational support program and teachings through extracurricular activities. You can also talk about other teaching related activities for mothers (e.g., mothers' meet).

Activities of the ESP

Balwadi:

Every Monday to Friday from 9.30 to 12.30 for children from 3 to 5 years of age. The aim of the Balwadi is to prepare children before they start attending school.

9.30 – 11. 00 am Prarthana, exercises, and basic education such as names of flowers, fruits, animals etc.

11.00 – 11.45 Snacks and toilet.

11.45 - 12.30 recreational sessions such as singing, story telling etc.

Staff Training:

While working with the children, the staff has realised that the teachers and outreach workers are better prepared for the situations they face if regular training programmes are conducted. These aim to develop new and enhance existing skills. Moreover the staff training programmes are valuable in educating the staff on topics they might not know very well so that they can bring up the same with the children in the different classes. Further, this is a platform to discuss new teaching methods, child rights and child participation. Staff training generally takes place twice a month of diverse topics such as first aid, HIV/AIDS, sex and sexuality, nutrition, story telling sessions, puppet show sessions etc.

Teachers' meeting:

Twice a month (1st and 3rd Monday) at FR center and KP Center. This meeting is organised so that teachers can give each other feedback on how their classes are functioning. This is also an occasion to share activities, daily planning of classes and strategies to motivate the children for their studies. Simultaneously, the teachers share the follow up they conduct at the schools the children attend. Individual cases and follow up are also discussed so as to refer children to [REDACTED] or to draw up individual plans for certain children. The teachers participate actively in all events or celebrations that are organised under the ESP. Their input is essential since their input on the educational needs, evolution and capacities of the children is extremely valuable. Lastly, the topics and planning for monthly educational sessions with the children are decided upon at the teachers' meetings. This is a forum that permits the teachers to discuss different teaching methods and different ways in which to deal with the various behavioural patterns of the children.

Mothers Meetings:

The mothers meetings are a platform for information, and for discussion on various matters that concern the mothers such as: education, school routine, mothers involvement with the school, information on activities conducted by the ESP and their objectives, information on scholarships, behavioural difficulties encountered by children, childrens need for proper nutrition, counselling on building a relationship with children, implicating themselves in their childrens educational evolution and giving positive support to their children.

Ekta Group Meetings:

All children above the age of 12 participate in the Ekta Group meetings. These childrens meetings are based on the principle of equal participation and provide a platform for discussion on different issues, so as to involve youth in the running of the ESP.

A typical Ekta Group meeting is characterized by discussions on

- planning of activities and events,
- individual cases,
- the children's interests,
- CGC, counselling services and why the children are referred for the same,
- preparation of every festival,
- summer and winter camp planning,
- vocational training,
- pulse polio campaigns,
- community related activities such as awareness building,
- enrolling children in school, and in the NCC
- punishments.

Once a month a chairperson is elected by universal suffrage, who is responsible for convening the meetings. The aim of the Ekta Group is not only making children actors in their own evolution but also making them responsible vis a vis the community and ways in which they can contribute to its well being.

Peer Educators Project:

The Peer Educators Project was set up in 2000 at all three centers for children between the ages of 13 and 18 years to volunteer to serve as, identify, be trained and to help serve as peer educators. The Peer Educators specifically help other children and their mothers in the community by focusing on the following

1. Disseminating appropriate messages on HIV/AIDS
 - i) Care and Support
 - ii) Gender
 - iii) Stigma and Discrimination
2. Working for outreach for early detection and referral.
3. Serve as a support Group.

Moreover, the periodic meets of the PE will provide information related to HIV/AIDS such as: Pretest and Post Test Counselling, Consent & Confidentiality, Myths regarding HIV/AIDS, Human and Child Rights, Developing leadership, perceiving oneself as a stakeholder.

The PEs are trained by competent resource persons during their weekly sessions every Sunday. After they have exhausted a certain topic, the PEs generally spread awareness about the same in the community through street plays and dramas.

Life Skills Education:

Life skills refers to a large group of psycho-social and intrapersonal skills which promote mental wellbeing and lead to a healthy and productive life, health is defined in its broadest sense by a state of complete physical, social and mental wellbeing. The ESP prioritizes Life Skills Education since this is a good way to ensure holistic development of the children. These sessions are conducted twice a month in different age groups (6-7, 7-9, 10-14).

Career Sessions:

These sessions are conducted on a monthly basis so as to expose the children to different professions and the levels of education and experience required for different professions.

Stress Management Sessions:

Twice a year these sessions are conducted for children from the 8th standard and above so as to help them manage their workload, and concentrate on their studies without being stressed.

Vocational Training and Job pre-placement:

Those children who have failed the 10th standard are referred to OASIS for vocational training programmes. The ESP also looks for job placements for these young adults and conducts orientation visits with them before they take up any employment.

CGC:

It is essential that children who encounter behavioural and/or learning difficulties be referred to the counsellor or the psychiatrist.

Every Tuesday and Thursday the counsellor visits the center

Every Thursday, the psychiatrist visits the center.

Every Monday and Wednesday, Speech Therapy is conducted at [REDACTED]

Every Saturday, IQ testing, CAT testing and ROSHAK are conducted at [REDACTED]

Medical Follow up:

All children are referred to [REDACTED] twice a month. Regular medical follow up is also conducted at Nair Hospital by the Project coordinator and ORW.

Dancing Feet:

every Monday and Tuesday from 5.30 to 6.30, the young children (1st standard), and 2nd to 4th std. 6.30 to 7.30.

Friday and Wednesday 5th and above 6.00 – 7.00

Balak Utsav:

Prerana's annual children's day. This is a fun filled entertainment show where children and their mothers are present.

Picnic:

Picnics are organised on a yearly basis. One for Blawadi and 1st std children and one for 2nd standard and above.

Community cum Home Visits:

Home visits are conducted by the Project Coordinator and ORW around 3-4 times a day to ensure if children have gone to school or not, to enroll new children in school and at the NCC.

School visits:

School visits are conducted 2-3 times a week, except for high school where visits are conducted every 15 days. The Project coordinator and ORW generally check if the children are at school and enquire about them with the teachers and the principal. It is very important that the question of drop outs be raised during school visits. All efforts are made with the child, school teacher and principal to encourage the child to attend school.

Reports:

The ESP's activities are recorded in a three monthly report. Individual reporting is conducted on a quarterly basis.

Networking :

The ESP team members must communicate with other NGOs present in the community so as to be aware of different activities that are being organised for children and also to share experiences and knowledge.

ABCUS Training:

This training conducted by the Project coordinator for the teachers, and ORW, once a month so as to update them on different ABCUS teaching methods that can be implemented in the ESP.

Film Screening:

(once a month)

Summer camp:

(April to May)

The Summer camp consists of month long educational visits, competitions and activities all over the city. Each event is targetted towards a different age group. The summer camp ends with a prize distribution.

Winter camps :

Three 3 day camps for different age groups 6-9, 10-13, 14+.

The point of the Winter camp is to unite the children for healthy recreation, as well as educational sessions on different topics.

Independence Day and Republic Day rallies:

On both days the children hoist the flag, and makes speeches at the center. This is followed by awareness building activities in the community on different topics such as HIV/AIDS, malaria etc. Often the children enact roleplays to discuss health related issues. The highlight of these days are the educational rallies conducted bt the ESP children so as to encourage other children in the community to attend school. In addition, plants are placed in different parts of the community.

Birthday Celebrations:

Each month a chart is made by the children with the names an dates of all those who have a birthday in the month. At the end of the month chocolates are distributed to celebrate the birthdays.

Annual prize giving:

Those children that have secured excellent marks are awarded with an education- related prize such as a school bag, books etc.

- b) Has the curriculum been significantly modified in the last six months? (please put a _ next to one response below)

Yes _____ No _____

- c) If yes, what are the major modifications?

In the case of hyperactive behaviour, and in consultation with [REDACTED] psychiatrist, Child Guidance Clinic; intensive activity planning was conducted to channel their energies in a more productive manner, taking into account at all times their needs, interests, strengths and weaknesses.

- 7) Have you organized any **athletic or cultural activities** recently? If yes, please list. (please put a _ next to one response below)

Yes _____ No _____

Activity Name	Participants' Qualifications (e.g., boys, girls, student of certain age group)	Number of participants	Outcome
A flag hoisting ceremony was organized at 8.30 am at the KP center. Flags were distributed to children who are studying in the 4 th std and above. The Youth and Children's group put up a street play on Drug Addiction. This was followed by a rally in the lanes of Kamathipura.	Ekta Collective Youth Group Students (age Group 13- 18) Women from the community	70 + 12	Posters and placards on the effects of Tobacco were carried during the rally. This programme was covered by NDTV. Some of the children were interviewed and asked what independence means to them. The children were happy to see themselves on NDTV at 5pm. This year the children lead by the PSW roved through the streets of Kamatipura collecting flags that were thrown on the roads. This act of the children sent out a message in the community and any one who saw a flag on the road handed the flag to the PSW
Raksha Badhan Celebration. The children made rakhis and tied it to their friends. Sweets and gulab jamuns were distributed.	ESP children (age group 6-18)	47	Celebrating this festival, smbolic of love and family, at our centers was synonamous with nuturing a feeling of togetherness and unity amongst the children.

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The children on the occasion of World AIDS Day had done a street play in the community of KP and FR.	Ekta Collective Youth Group Students (age Group 13- 18) Women from the community	120(Mother AND Chidren)	Through the street play the children spoke about the HIV infection and also educated the people around about the importance of ARV medicines. In order to make the recognition of medicines easier, 3 children were dressed in red, blue and yellow; to educate people about the colour of ARV tablets. The children later distributed candles to the onlookers, and the lit candles were placed on the borders of the HIV/AIDS logo, in remembrance of those women and children who have died because of HIV/AIDS.
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- 8) Do the students in your program receive any **health care education** (from either your organization or another organization)? (please put a _ next to one response below)

Yes _____ No _____

Name of the Provider: Different resource persons such as doctors from Nair Hospital or Tata Cancer Hospital or a child counsellor are invited for these health care education sessions depending on the topic.

Description of the Education Received:

The following topics have been covered in interactive and participatory sessions with mothers and children as part of health care education

HIV/AIDS and ARV

Malaria and other infectious diseases

Health and hygiene

Cancer

Tobacco awareness

Drug and substance adiction

Health and hygiene tips for different seasons of the year


Nutrition and balanced diet

Moreover, as part of Career Orientation as well as Life Skills Education and Health Care Education, visits to local hospitals such as [REDACTED] are organised at least on an annual basis.

II. Performance Measures

B. Staff Information

- 9) Do you provide any **support to teachers** (e.g. training)? Please elaborate on both initial and ongoing training. **(Should this be only the teachers or also the NCC staff) All staff.**

Training Name	Training Provider	Number of Teacher Attendees	Training Duration	Training Description
Sex and Sexuality		25	1 day	The aim of this training was to share ways in which teachers and caretakers can take up these issues with children and adolescents
Child Abuse (with child participation)	Department of Women and Child Development	2	4 days	This 4 day training focused on different types of Child Abuse and laws against the same.
Magic Bus Training	Magic Bus	12	Half day per week	To initiate teachers and staff into organising interactive recreational sessions on various topics.

- 10) Has any staff or board member or teacher recently left the organization? Please provide the three main reasons for this.

- personal problems
- pursuing higher studies
- better paying employment

II. Performance Measures

C. Community Information

11) Socio-economic Needs

- a) Can this educational project address the broader socio-economic needs of your community?
(please put a _ next to one response below)

Yes _____ No _____

- b) If yes, then in the last six months the needs of which communities have been addressed through this project?

Community (e.g., students, parents, women, etc.)	Needs Addressed
Students	Life Skills Education Career Orientation A sense of the world outside the community Interaction with outsiders
Mothers	Tips for ensuring holistic development of their children Engaging mothers in education (school visits) Engaging mothers in health matters (medical follow up at hospitals) Mothers meeting to bring up issues related to mothers and their children.
Women	Building a sense of community and solidarity (camps) Savings and Bank account Ration card Medical Follow up. Individual counseling

12) Community Participation

- a) Have you tried to encourage **community participation**? (please put a _ next to one response below)

Yes _____ No _____

- b) If yes, how and what has been the response of the community to these initiatives? Please provide specific information (e.g. attendance rates in events, etc) where possible. Peer Group and Nishant

Initiative taken	Type of Community Involved (e.g., student, parents, women)	Attendance at event	Contributions made by Community (e.g., cash, service provided, volunteer help)	Impact of the Program
HIV and ARV street play	ESP student and women from the community	It is hard to judge since this event took place in streets of the community	Volunteer help	Encouraging community members affected/ by HIV/AIDS to get ARV and paying a tribute to women from the community that have succumbed to HIV/AIDS
Shikshan street play	ESP students	It is hard to judge since this event took place in streets of the community	Volunteer help	Sharing the positive education experiences of children from the community
15 th August and 26 th January Rally	ESP Students	It is hard to judge since this event took place in streets of the community	Volunteer help	Spreading messages of Citizenship, environmental awareness and health

13) In the last 6 months have you tried to collaborate with any **other organizations** that provide services in your area? Please provide details.

Organization Name	Service Provided by the Organization	Collaboration details (e.g., hosted joint events)
	Night and Day care facilities, institutional placement and Educational Support	Day Care and Night Cases: referring cases
	24hrs shelter home and Boarding Homes	Day Care and Night Cases: referring cases
	Health and Reproductive Health Services	Medical follow up for mother
	HIV AIDS prevention and distribuion of medication	TB Medication free of cost, in case there is not stock at
	Street children and youth, Child Protection.	Training, After care facilities such as Group Home referrals.

II. Performance Measures

D. Organizational Information

- 14) How have you been **coordinating among your different centers**? Please provide information about the centers you have been coordinating with.

Weekly staff meetings are organised for which project coordinators and out reach workers from all centers are present.

KP and FR Centers staff have fortnightly meetings for which ESP Team, NCC Team and IPP Team is present, to coordinate their work and efforts.

Monthly meetings are conducted for the NCC teams from all three centers.

Fortnightly meetings of the ESP Teams, attended by the Project Coordinators, the Outreach Workers and the Teachers.

Weekly meetings of all Project Coordinators

- 15) Please list any problems that you have experienced in the coordination efforts. Have you tried to resolve them? How?

The coordination efforts we have faced are mainly restricted to finding coinciding time slots for meetings. As a result, the organisational policy is to allocate one particular day of the week for meetings, so that there is no overlapping with other activities. As a result each team member works out their schedules keeping in the mind the designated meeting days.

- 16) Please provide details on what has worked well to ensure effective coordination.

Open-ness in Supervision

Open Communication

Transparency

Protocols

Team Spirit

Open-ness to new ideas, suggestions and criticism

Sharing a meal after the meeting

Regular one-to-one communication between the project managers and project coordinators, and the project coordinators and their teams

Independence to carry out one's work without being answerable at all times

17) Have you approached other **sources of funding for the schools/centers**? If so, please list any additional funding that you may have received or may receive in future.

Name of Funding Source	Duration of Funding (Please include start and end date)	Amount of Funding
	18 Months from December 2005 to May 2006 + 'no cost extension' of 3 months	US \$ 68996
	1.5 years	INR 65,93,690 over
	12 Months	App. 19,00,000/-
		Rs. 30,000/- to be paid as stipend to the trainee girls.

Additional Comments:

III. Assessment of Success

18) Based on the **objectives** listed in your proposal, please provide an honest assessment of how successful your organization has been in accomplishing its objective(s).

Objectives List	Achieved	On Track	Delayed	Unsuccessful
Protective shelter: 180 (40 Vashi Turbhe, 80 Kamathipura, 60 Falkland Rd) . children use the shelter to protect themselves against hostile and dangerous situation.	–			
	Reason:			
Nutrition: 180 (40 Vashi Turbhe, 80 Kamathipura, 60 Falkland Rd) . children are covered under a professionally designed nutrition programme and get it for the entire project period.	–			
	Reason:			
Education: 350 children (40 Vashi Turbhe, 200 Kamathipura, 110 Falkland Rd) are covered under formal educational system and are supported throughout to ensure sustenance, and prevent drop out, stagnation, wastage etc.		–		
	Reason:			
Institutional Placement: Since red light areas are not safe places and Night Care centres cannot give complete protective cover against the hazards present in the red light area situation in the given circumstances institutional placement appears the only viable alternative. 30 children will be newly placed in institutions for residential care and development. 500 children already placed in institutions will be professionally followed up and given certain inputs.	–			
	Reason:			
Recreation: 180 children (40 Vashi Turbhe, 80 Kamathipura, 60 Falkland Rd). will be regularly provided with varied forms of professionally devised and conducted recreation on round the week basis.	–			
	Reason:			

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Health: 350 children will be covered under comprehensive health care programme that includes periodic check up, referral, immunization, preventive and promotive health care, including mental health etc		–		
	Reason:			
Life Skills Education: 180 children (40 Vashi Turbhe, 80 Kamathipura, 60 Falkland Rd) will be regularly covered under Life Skills Education activity with help of professionally devised modules of LSE		–		
	Reason:			
Empowerment: 150 children (above 6 yrs age) will be empowered through participation in their Collective EKTA.		–		
	Reason:			

- 19) Please provide specific instances when you felt your project recently had a **positive impact on the broader community** (e.g. parents, siblings, other community members). Please be as specific as possible (e.g. quotations from community members).

Social Development:

Intensive Outreach work for school enrollment during the months of June, July August

Environment:

Planting trees in the community and rally of cleanliness on 26th January to encourage citizens participation in nurturing a clean and green living environment

Sessions on the environment with children

Bombay Nature History Society visits for children

Health & Hygiene:

Sessions on health and hygiene for different seasons

Checking TB in the community

Providing regular medical check ups

HIV AIDS awareness and ARV

Village Policy Level:

Other (Please specify):

Collaboration with CWC for the better care and protection of children in the community.

20) Please provide **specific examples of students** who have recently benefited from your projects.
Exactly how have they benefited? Please be as specific as possible.

Student Name	Student Age	Grade	Details of how the student has benefited
██████████	20	SYJC Science	██████████ is an orphan. Prerana provided private tuitions, sponsoring of college fees and Group Home in collaboration with CCDT. He now comes to teach children in study class on part time basis. ██████████ wants to join the Navy so he is getting ready to prepare for the NDA exams
██████████	18	SY BScIT	██████████ successfully completed his 10 th and 12 th std. Private tuitions for the same were sponsored by Prerana. During his summer holidays after his 12 th std, he requested Prerana to sponsor a computer course for him since he was interested in IT. Following this ██████████ decided to pursue higher studies in IT. Career orientation and individual counseling helped him make a choice to pursue these studies at a higher level. His college fees have also partly been sponsored by Prerana. ██████████ is a very patient person and was often seen helping younger children with their studies at the study class. He had also displayed immense leadership qualities during Life Skills Education Session and Ekta Collective meetings. He was offered part time employment as an ESP teacher in the FR Center. This permits him to be financially secure while pursuing his studies. ██████████ is very interested in Life Skills Education and in teaching. The children respect and admire him and look forward to his study class lessons.
██████████	20	SYBCom	A safe shelter and personal attention given to his education, have motivated ██████████ to pursue his education so as to achieve his dream of becoming a Chatered Accountant. He chose thsi career path following a career orientation session. Prerana has sponsored his college fees as well as fees for Tally classes.
██████████	20	FYBA	██████████ was always interested in arts, drama and dancing. Career orientation and individual counseling helped him make a choice to pursue these studies at a higher level. His college fees have been sponsored by Prerana. Moreover, ██████████ is a very talented teacher and lives his passion on a weekly basis by teaching the NCC children dance as part of the Dancing Feat Project.

			██████ was committed to being a factor of positive change in the community and approached Prerana for employment as part of the ESP. Since January 2008 he has been given the post of Out Reach Worker at Prerana's ESPII, Falkland Road Center. The job permits him to be financially independent and to continue his studies.
██████ (Naunihal)	9	5 th std	██████ was admitted to Naunihal after her maternal aunt left her at Prerana's Vashi Center. Actually she had run away from home to her aunt's house after her mother's death since her father physically abused her. Her aunt being a victim of commercial sexual exploitation, did not wish to take care of her. At Naunihal ██████ was taken for a thorough medical check up and was tested HIV positive. She is not only undergoing ART at a public hospital, she is also a member of their support group and regularly attends meetings. Her diet and medical status are closely supervised, and she has also been enrolled in formal school, where she is thriving in her studies.

IV. Unexpected Problems

21) Please list and describe any **unexpected challenges** that you have encountered as you work towards achieving your objective.

Challenge Encountered	Steps taken to overcome challenge - if you approached any other organization for help - please provide details - Can Asha provide any help to overcome challenge – if yes, please provide details	Successfully overcome challenge (Yes/No)
Placement of boys in Group Homes post their school education.	Prerana collaborates with organization such as ██████ that run Group Homes to find placements for youth requiring the same. However, there is a shortage of resources to set up more Group Homes.	In progress

Mother's participation in health follow & education	The Prerana Social Workers conduct intensive home visits to encourage mothers to come to [REDACTED] with their children. Moreover women who are financially capable are encouraged to sponsor part of their child's treatment. Prerana has also evolved a system whereby mothers contribute to a part of the child's education costs. After the child successfully completes his education this amount is reimbursed to the mother.	
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22) Please feel free to add any other comments regarding your program.

Thank you for completing the evaluation!