

**ASHA FOR EDUCATION
SILICON VALLEY
USA**

Questions from Chapter presentation

Answer from the CSRA -

- 1. After this year's funding, what will be the funding source for CSRA? How's the progress in securing these funds for CSRA for next year? What will be Asha's involvement with the project after the end of this year?**

As stated earlier that all libraries will be taken over by the Gram Unnyan Samities (GUS) (as a lower unit of panchayat system part of decentralized process) in concern villages under their small education fund of concern gram panchayats. The dialogue is ongoing; whereas, GUSs have shown their willingness carry forward this program. Similarly, a book bank fund had been already been developed followed by a Library Committee in each village. The fund has been collected from each household as per their ability and a post office account has been opened for said fund.

These community libraries are now the most attractive and activity place for all children in concern villages. Therefore, the CSRA will complete its remaining work in next year's fund and replicate this model in other areas of district through Government support.

There are several pertaining issues still to be addressed relating to improvement of these tribal, minority and dalit children and most significantly adolescent boys and girls who need more support from the Asha for Education in concern of area and issue based approach. The areas of concern are –

- a. Asha's team may use lessons of this project in other parts of India;
- b. Eradication of child labour and child marriage among adolescent girls it needs vocational training cum small income h opportunity to the school going adolescent boys and girls, an essence has been realised to educate them on computer application along with existing education curriculum in collaboration with Government's secondary and higher secondary schools;

- 2. On page 4 of the progress report in the table, is the data presented quantitative or qualitative? If qualitative, please elaborate on methodology and framework to arrive on those numbers.**

The qualitative description as given in the table on page -4 was simple to justify the progress of project to contextualize of quantitative data as collected from project area. The quantitative data actually reflects the change process as well as achievement from initial period and particular areas of change or current situation had been shortly described in qualitative basis.

The 'Actual & Projected' quantitative data had been generated through baseline assessment of the children, plan of action of the project as well as projection of structural requirements to be needed in Government's schools for strengthening quality education of the children. So, the data had been generated from three sources – Assessment of Target Children, Plan data of the Project and Government schools to mark the actual situation which need to be changed as well as projection data of Gram Panchayat and Government to be achieved through numerous advocacy and campaign through Village Education Committees and Parents-Teacher Associations. Based on 'Actual & Projected' data, whatever achievement in last 10 months occurred had been give in next column with supporting data as available from volunteers and target communities, Gram Panchayat and the Government as well.

3. On page 3 of the progress report, does the numbers in column 3 (Actual/Projected) for 2 years?

As CSRA's always work with deliberate plan of action with baseline data for assessment of progress of the project at regular basis, this data actually help the field workers and community groups to understand the gap areas as well as possible targets to be achieved for a sustainable change from previous situation. Therefore, the 'Actual/Projected' data given in column no.3 is for 2 years duration.

4. In general there was some confusion about tables on page 3 and 4 of the progress report; it will be very helpful if you could elaborate on these.

The CSRA had tried to explain the whole situation that how the Asha's Project is working for quality aspects of education among poor performing children. As all know that this project is not create a parallel process of education in project location rather than it aims for strengthening Government Primary Education system by structural improvement of existing school, demand for new schools through community advocacy and ultimately quality classroom teaching as well as learning through different library books for a strong base of education of each child, which may give them confidence and motivation for further education. The given table in the report has few points which are explained below for better understanding –

Sector	Description	Actual / Projected	ASHA SV Project	What change occurred	Specific lessons learned
		Numeric	Numeric	Fact Findings	
1	2	3	4	5	6
In this column we describe our aim, that we want to achieve through Asha's project by showing a model to the Government and Panchayat through identification of gaps and	In this column we addressed the issues addressed through this project relating to primary education and few are also relating to project	In this column we have given actual and projected data gathered from pre-assessment of children, existing gaps in schools, panchayat and Government,	In this column we are giving data as available from project team and other sources as achievement after 10	In this column, we described whatever we achieved or change visible compared to previous situation in small facts. For example, 'Children assessed under reading skills' the actual no. we found	What we have learned and shared with volunteers, Govt. teachers and VEC have been described precisely for understanding and further scale up.

structural problems in primary education by multi stakeholder's action	components.	which we intend to achieve within two years span.	months against actual/ projected data	392, after 10 months 168 children improved reading skills, if we percentile than it come 42.8% as achievement against 392 nos.	
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