



the **Nangal** project

Activity

Report

January- June 2007



CONTENTS

INTRODUCTION: NANGAL FUNDAMENTALS AND EVOLUTION 3

<i>SHORT PRESENTATION OF NANGAL PROJECT</i>	3
<i>WHAT HAVE WE DONE THIS SEMESTER?</i>	3
<i>MAJOR WORK ISSUES FOR THE COMING MONTHS</i>	3
<i>PROJECT FUNDAMENTALS AND OBJECTIVES</i>	4
<i>GENERAL DESCRIPTION</i>	4
<i>BENEFICIARIES</i>	4
<i>MAIN ISSUES OF THE PAST MONTHS</i>	5
<i>PERSPECTIVES OF THE PROJECT</i>	6

PEDAGOGICAL ACTIVITIES 7

<i>PROJECT FUNDAMENTALS AND OBJECTIVES</i>	7
<i>GENERAL DESCRIPTION</i>	7
<i>BENEFICIARIES</i>	7
<i>MAIN ISSUES OF THE PAST MONTHS</i>	7
<i>PERSPECTIVES OF THE PROJECT</i>	8

CORRESPONDENCE PROJECT 9

<i>PROJECT FUNDAMENTALS AND OBJECTIVES</i>	9
<i>GENERAL DESCRIPTION</i>	9
<i>BENEFICIARIES</i>	9
<i>MAIN ISSUES OF THE PAST MONTHS</i>	9
<i>PERSPECTIVES OF THE PROJECT</i>	10

GLOBAL PERSPECTIVES OF NANGAL 11

<i>CONTINUATION OF NANGAL KID CENTRE'S BUILDING</i>	11
<i>INVOLVING THE LOCAL COMMUNITIES</i>	11
<i>DEVELOPING OUR TEAM COMPETENCIES</i>	11
<i>PROMOTING THE NANGAL PROJECT LOCALLY</i>	12
<i>DEVELOPING A MONITORING AND EVALUATION STRATEGY</i>	12
<i>ASSESS THE POSSIBILITY AND RELEVANCY OF STARTING ACTIVITIES OUTSIDE THAZHANGUDA</i>	12

INTRODUCTION: NANGAL FUNDAMENTALS AND EVOLUTION



Short presentation of Nangal project

The Nangal project has been implemented after the December 2004 Tsunami in Thazhanguda village, Tamil Nadu, 30km South of Pudhucherry. It has been co-created and supported by IDES – Initiative for Educational and Social Development.

Based on an in depth field inquiry which pointed out education as a main preoccupation and need for Thazhanguda families, the Nangal project has grown with the same wish of accompanying children's education in studies as well as in life.

Since more than two years, three main projects have been developed in Thazhanguda, aiming to provide a participative and active education focusing on children's needs:

- Tuitions for accompaniment of school studies,
- Pedagogical activities out of school time,
- Exchange program with French children.



What have we done this semester?

The first semester of 2007 has been dedicated to work on strategies in order to consolidate our projects developed so far in Thazhanguda as well as to reinforce our team capacities.

Several issues have constituted the main work axis of this last six months and will remain very important until the end of the year:

- The preparation and leading of training programs for the pedagogical team,
- The reorganization of our tuitions project,
- The consolidation of our pedagogical project,
- The construction of Nangal Kid centre.



Major work issues for the coming months

Add to those specific issues, our experience as well as the consolidation of our projects so far permits us to focus this year on precisising strategies linked to our project's perspectives and evolution:

- The continuation of Nangal Kid Centre construction
- The reinforcement of our team's competencies
- The involvement of local communities
- The development of a local communication and fundraising strategy
- The reflection and implementation of a clear monitoring and evaluation methodology
- The extension of our project outside Thazhanguda

THE TUITIONS PROJECT

Project fundamentals and objectives

The tuitions project aims at accompanying the children in their school studies and at providing them with practical knowledge that they don't get in school. A methodology of teaching, based on practice and exercises, has been developed in order to adapt the teachers' work to the several standards. We put a specific focus on preparing the children to enter and succeed in their studies in high governmental school - standards 10th to 12th.

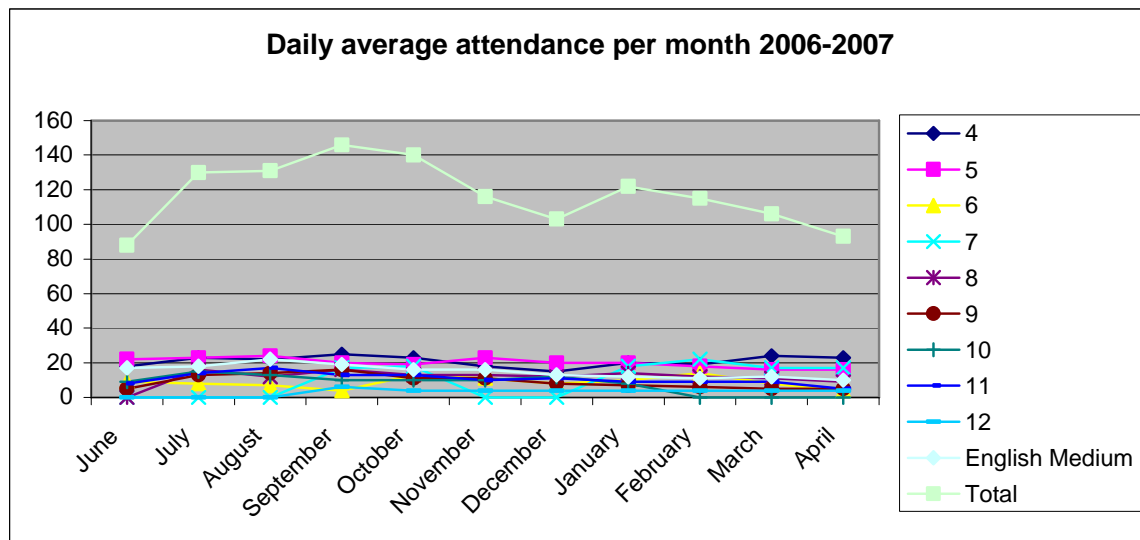


General description

- The tuitions run each week day and are divided in two batches:
 - First batch for 4th to 8th standards: 5 pm- 6.30 pm
 - Second batch for 9th to 12th standards: 6.30 pm– 8 pm
 - Extra third batch for 12th standards, once a week: 8 pm- 9 pm
- Team involved:
 - 7 teachers (part time)
 - 1 coordinator (full time)
 - 1 cleaning lady

Beneficiaries

The tuitions were opened this year to 4th to 12th standards for Tamil Medium students. One extra class involved English Medium students.



The monthly average of students coming each day was between 90 and 150 this year. The decreasing average number of students since January can be explained by two factors:

- We stopped from January to provide children with free biscuits and notebooks. We will start again to distribute notebooks for the coming year but every two months only. However, it seems more important to responsabilize the children towards their education: their decision to come should not be linked with the distribution of biscuits. We will for the coming year implement assembly activities (games, short stories, etc...) at the beginning of each batch. We indeed consider that such activities and the improvement of our pedagogy are better tools to reach children's interest.
- Second, we didn't implement class for 10th standards from January due to recruitment problems. We have recruited new qualified teachers and the class will start again this year.

Main issues of the past months

➤ **New organization of the tuitions**

We have been reorganizing the tuitions for the coming year. We have now one teacher per subject instead of having one teacher per standard. This organization permits the teachers to develop special teaching methods according to the different subjects. It also strengthens the relationships between teachers and students, as the students of one standard will get lessons from several teachers. If some problems between a teacher and the students occur, the risk that students refuse to attend the class will also be reduced.

➤ **Implementation of Reading classes**

Reading classes is a new component of the project and have been developed for children who have big reading difficulties. They run everyday during the second batch and concern between 15 and 25 children.

➤ **Involvement of the teachers team**

We have continued to pay attention to the involvement of our teachers' team in the development and improvement of the tuition project. The month of May has been particularly important in this field: the teachers have been working for one week in exchanging about difficulties of the past year, proposing solutions, preparing syllabus and developing new tools to make links with the parents and the school.

➤ **Links with the parents and the governmental school teachers**

Since we begun to introduce parents and teachers meetings last year, the tuitions' teachers have been meeting the governmental school teachers on a monthly basis to discuss about the children's evolution in both classes. Individual parents meetings occurred twice last year, after governmental school exams.

During such meetings parents and tuitions teachers have the opportunity to speak more specifically about each child's difficulties.

For the new school year we have been working with the teachers in developing more tools to strengthen the links between our team, the governmental teachers and the parents:

- a progress report is to be completed for each child and signed by both teachers and parents,
- an attendance follow-up is kept in children's notebooks and reported to the parents if needed,
- a guideline form has been be created in order to have regular issues to discuss with the school teachers every month,
- individual parents meeting will take place after each school exams for children who have the most difficulties and after the principle exams for the others. A specific guideline of main issues to discuss with the parents is to be followed,

-a global parents meeting has taken place early June, during which we have presented the main evolutions of the project and exchanged about important issues.

Perspectives of the project

➤ Assess the relevancy of choices made and tools selected for the new year

As we have just begin to put into practice and implement ideas which have grown from the experience gained last year, the main perspective for the tuitions project will be to assess the relevancy of this new organization as well as to use more formalized follow-up tools.

We will certainly have more work to do in succeeding to strengthen relationships with parents and school teachers.

➤ Develop the competencies of the pedagogical team

A long-term training programme has been prepared and developed during the last months with our French partners, Solidarité Laïque and Céméa.

Three trainings of two weeks will be led until 2009 by Céméa trainers, aiming at developing pedagogical capacities among our team.

See the “Global perspective” chapter for more details.

PEDAGOGICAL ACTIVITIES

Project fundamentals and objectives

The pedagogical project aims at developing new ways of learning for the children, out of school or of any formal frame.

By running alternative education activities we aim to participate to the children's construction, developing their personal and social skills, raising their critical mind as well as sensibilizing them to respect and non discrimination values. They get practical knowledge on several fields and are the main actors of the workshops led : street play and theatre, songs, media workshop, sports, etc...Those activities are also focusing on sensibilizing the children to social and environmental issues.

Through pedagogical activities we encourage them to grow as responsible citizen, aware of their social, cultural and natural environment.



General description

- The activities take place each Saturday, morning and afternoon, as well as during school holidays.
- A summer camp is led during the summer holidays in May
- Team involved :
 - 2 animators
 - 1 coordinator-animator
 - external artists or education specialists also join punctually for specific workshops

Beneficiaries

The pedagogical activities are opened to all the children of Thazhanguda. Around 50 children aged from 5 to 17 are currently following the activities.

Main issues of the past months

- **Recruitment of a new team**

We failed at running pedagogical activities regularly during the first months of the year: we have encountered difficulties to recruit a motivated team and especially a relevant coordinator for the project. A new coordinator has been recruited in February and has been working on the recruitment of a new animator's team. We focused on recruiting two animators living in Thazhanguda or in the surrounding villages: the animators will be more likely to stay and work with us on the long run. The competences developed in animation and alternative education will also remain in the village.

- **Summer camp**

Though we had less means than last year the summer camp has been led with success in May. The children had their word to say in the choice of the activities: street play, folk songs and dances, science workshop, paper masks, collage, media workshop, sport, treasure hunts...

We closed the camp with a show prepared by the children themselves. A small evaluation of the activities has been led among the children in order to prepare the coming year activities and to know what they would be interested in.

Perspectives of the project

➤ Run the pedagogical activities on a regular basis

From June onwards, pedagogical activities will run each Saturday, as we now have a regular and motivated team.

The animators and the coordinator have regular weekly meetings and share common time for the preparation of the Saturday activities every Friday.

➤ Develop a work frame for pedagogical activities

One of our priorities for the coming months will be to develop a clear organization for pedagogical activities, especially focusing on:

-precising our pedagogical project and proposing to the children different kind of activities: regular activities which will be organized each week (e.g. sports), regular activities which will be led regularly but less often (e.g. media workshop), ponctual activities which are part of a specific project (e.g. activities led with our partner A&D around the construction of Nangal Kid Centre)

-developing a basic methodology with the animators on how to lead an activity and how to organize the day (warm-up times, activity time, quiet time...),

-Develop a clear but flexible programme of activities each 2-3 months,

-etc...

➤ Propose specific activities for teenagers

We sometimes encounter violence problems with some the teenagers of the village who are not involved in our project. However, we led a successful sport competition last year in which they were actively participating.

Developing more activities with the teenagers would permit us to reach a broader part of the youth population of Thazhanguda and get more support and involvement from the community in our projects.

One of our priorities for the coming months will be to try to conduct sports activities specifically directed towards teenagers, then to assess the relevancy and the possibility to organize such activities regularly.

➤ Develop partnerships in alternative education

We would like in future to work more closely and on the long run with specialized organizations that could accompany and train animator's team in specific fields, e.g. sports. We have identified some local organizations as interesting potential partners, and will see in the coming months how we can build such partnerships for the coming year.

➤ Train animators and develop our team competencies in animation

The animators are, with the teachers, the first concerned by the coming training program for the year 2007-2009.

The Céméa trainings will particularly help us to specify and clarify our pedagogical project concerning Saturday's activities.

The coordinator of the project is also bringing new competences within the animator's team, as he has already followed several trainings in this field: part of his role is to follow and accompany the animator's work.

CORRESPONDENCE PROJECT

Project fundamentals and objectives

Free from any constraint linked to school or formal education frames, the Correspondence project aims at improving the very poor English level of Thazhanguda children by practicing it orally and by developing joyful tools or activities in English. It also promotes interculturality through the exchange of workshops with two French classes on specific themes.



General description

- The Spoken English classes run every weekday for one hour. The project is composed of :
 - General Knowledge class, 1 hour a week: practical workshop focusing on raising children's interest and knowledge on worldwide culture and bringing basic English vocabulary
 - Oral Communication classes, 2 hours a week: specific focus is put on speaking and practicing English (situation games, dialogues, etc...)
 - Correspondence project, 2 hours a week: the children are in touch with French children and both groups correspond through workshops about their countries on specific themes.

- Team involved:
Two of the coordinators are handling the class under the responsibility of the pedagogical coordinator.

Beneficiaries

- Around 20 children in Thazhanguda
- Two classes of 5e of the College of the Ile-de-Ré

Main issues of the past months

- Choices of current and coming themes for the Exchange programme

We have commonly selected with the French partners two themes for exchange programme this year:
-workshops on the economical activities of the village/island: currently running
-creation of a story tell in partnership with the French children and a new country in Africa - Mali: each group of children will write part of the story and participate to the illustrations. This project will start from end of year 2007.

- Difficulties in handling the classes

Decision was taken last year to organize Spoken English classes by giving more time for General Knowledge than for the Exchange programme.
This was actually a difficult organization to follow as the exchange programme workshops were very numerous.

Therefore, we decided this year to give more place to the Exchange programme (2 hours instead of one). The General Knowledge workshop will be a time for the children to learn about other countries and cultures on a very much practical way.

A precise attribution of responsibilities for Spoken English has also been distributed in between the coordinators.

Perspectives of the project

➤ Support of a volunteer for Communication classes

A volunteer is coming in July and will help our coordinator in charge of communication classes to build a better syllabus for the year. The volunteer will follow the class and work on improving the coordinator's Spoken English teaching skills.

We will have to focus on developing a better methodology for teaching English by speaking only.

➤ Exhibition of the economical activities workshop

An exhibition regrouping the work done by French and English students on the exchange programme will take place in France before the end of 2007 and will then run in Thazhanguda centre.

➤ Development of links with a partner in Mali

We will work during the coming months in precisising our work with a French organization working in Mali in order to develop and implement the idea of creating a story tell with children from France, Mali and India.

GLOBAL PERSPECTIVES OF NANGAL

Nangal continues to both consolidate and develop its projects. The construction of the Nangal Kid Centre is no more a future project but has become an ongoing reality; the partnership concerning the development of our pedagogical competencies is now formalized and we are trying to develop new possibilities of trainings in other fields; we continue to lead a reflexion on how to involve the local communities as supporters and/or direct beneficiaries of our activities.... Furthermore, a question has risen more precisely this year as a part of our future strategy: starting to extend our project outside Thazhanguda.



Continuation of Nangal Kid Centre's building

The construction of Nangal Kid Centre has started in May, under the supervision of our partner Architecture and Development. The centre will follow an eco-friendly charter concerning waste management, water and electricity supplies as well as the choice of materials. The community has been regularly involved in the decision process through the organization of village meetings, and will continue to participate to the project by being beneficiary, with the children, of environmental and eco-friendly building awareness activities.

Involving the local communities...

- ...As supporters and participants of our project

The local community has been more and more involved in Nangal activities since last year: several meetings have been led (global and individual parents meetings, teachers meetings, meetings around the centre's construction...). Specific tools have been formalized and are used regularly in order to strengthen our links on the long run (progress report for example).

We will continue to work on how to implement our project more closely to the community and how to give them more responsibilities in our development.

We are lacking competencies on community-participative methods and plan to meet and share with local NGOs in order to improve our actions on this field.

- ...As direct beneficiaries of our activities

This year the local community will also be a direct beneficiary of our project concerning non-regular activities: awareness activities on eco-friendly behaviours and visit to our new centre will be led.

We still have to assess if we can/should develop regular activities for the community, such as, for example, literacy classes. In this case it would be essential that Thazhanguda inhabitants are not only beneficiaries, but also actors of the project. We will have to find a balance between both roles if new activities are organized.

Developing our team competencies

- A training programme cycle on pedagogical competencies

We have been developing a long-term training program with our French partners Solidarité Laïque and Céméa. Three trainings will take place in Thazhanguda between 2007 and beginning of 2009 in order to reinforce the pedagogical capacities of our team :

-the first training will mainly provide the team with basics concerning children, the use of space, how to deal with violence, etc...

-the second training will focus on how to build a pedagogical project, how to plan and organize an activity on the long-run, how to develop tools adapted to the environment of the children and to the aim of the activity....

-the last training will, according to the progresses made by the team, whether give more precise knowledge and practice on animation, whether focus on developing training skills among the team.

The aim of those trainings is that the competences provided and developed are used inside the Nangal project but are also spread in other organizations, and even schools, in Tamil Nadu. The Education office in Cuddalore district might be interested by supporting us in future.

➤ *More regular trainings provided locally*

We want to develop local trainings among the team. The work done by local specialists of education can bring us a lot in terms of competencies, and it is as well very much interesting for us to exchange about our activities with other organizations working in education fields.

The coordinators have been following Sangati's monthly training on science workshop and will continue to attend such trainings when they are relevant for our project.

➤ *Reinforcement of NGO management capacities*

We are studying the possibilities of developing new partnerships in order to integrate training programmes in NGO management for the coordinators.

Promoting the Nangal project locally

Communicating on Nangal, looking for new partnerships and fundraising locally will be one of our priorities for the coming months:

- an event will be organized in August in order to promote Nangal project and activities,
- One coordinator is specifically working now on developing local fundraising strategies and looking for local donors.

Developing a monitoring and evaluation strategy

Nangal project has been running since 2 years and we have been developing and improving several indicators or monitoring tools, but without implementing a real and concrete follow-up and monitoring strategy.

One of the goals of this year will be to develop a clear monitoring and evaluation strategy.

One coordinator has intergated this strategy as an objective and part of his regular work .

Assess the possibility and relevancy of starting activities outside Thazhanguda

The different projects we have been implementing in Thazhanguda are now getting more and more autonomous and stronger, though we still have to work on their consolidation.

We will start this year to assess the possibility of starting new activities outside Thazhanguda. Indeed, it appears that there is a real need of educational support in other villages of Cuddalore district, and the Education Office seems to be ready to help us in this development of our activity. The end of 2007 will be a period of assessment of such possibilities, and of decision towards the kind of activities we could start in another village if it appears relevant to do so.

Indeed, beginning to intervene in a new village also means using the Thazhanguda experience to design new appropriated and adapted strategies, especially concerning the links with the community and the schools.