



CHERYSH ANNUAL REPORT APRIL 2016 – MARCH 2017

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LEARNING TO LIVELIHOOD

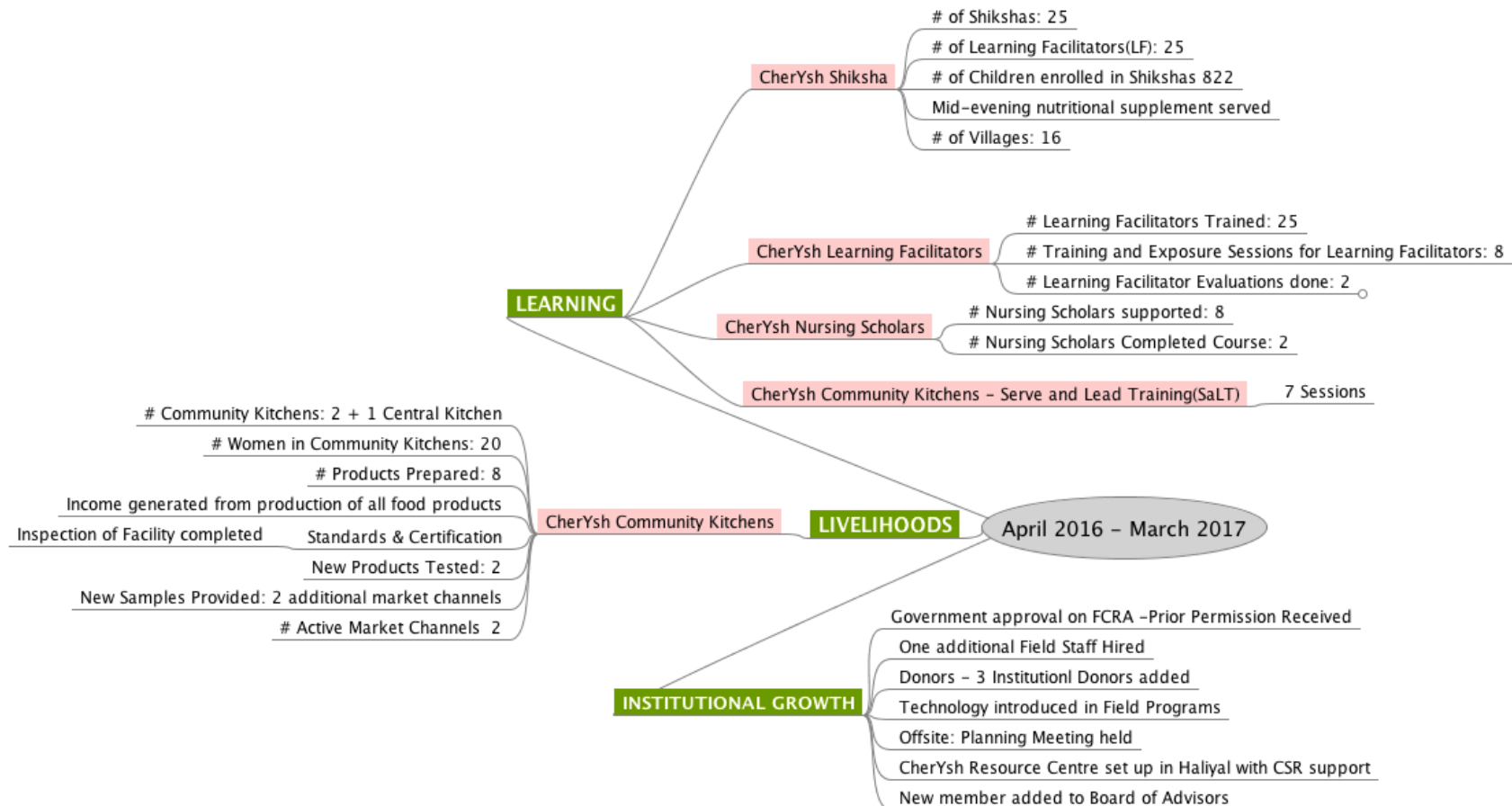


INTRODUCTION

The year brought significant impetus to the mission to support the rural girl from early learning to livelihood. The CherYsh annual program cycle 2016-17 concluded successfully: 25 CherYsh Shikshas, 822 student enrollments in 16 villages of Haliyal Taluk. Three Community Kitchens - that included one core unit for stocking and distribution in Haliyal - delivered livelihoods to 20 women of Jogunkoppa and Mundwad villages.

The programs progressed in pursuit of systemic solutions to strengthen education, skills and livelihoods in hard-to-reach rural populations of Uttara Kannada district, Karnataka. Key themes – to include Women Leadership, Partner Engagement, Environment and Enterprise, Youth Engagement, and Value in Village Neighbourhoods – were evaluated for future action.

The infographic below briefly captures a snapshot of CherYsh programs, and milestones.



OUR MISSION TO EDUCATE

CherYsh Shikshas

The steady expansion took the number of Shikshas up to 25 in 16 villages. The reach increased to cover 822 children. Villages in need of education support, and situated remotely were identified by the CherYsh Field Staff. The process of initiation of the CherYsh Learning centres was done in consultation with the village leadership: The Panchayat (local governance leadership) and the Aanganwadi teacher/supervisor (Pre-Primary Government centres).

The curriculum adopted active methodologies: An Active Learning Curriculum team was formed. The team comprised professionals in Child Education, Curriculum design, and Teachers of English to first time learners. The English module was developed using activity as the learning medium. Music, Sport and Art were used as channels to accelerate learning of the language. Phonics-based learning was initiated for the English program under the ARC. The ARC built its content framework around the native ways of learning. This recognized children's natural inclination for active, creative, and innovative thinking.

A Child Education specialist, Ms. Indira Swaminathan, conducted workshops for the Learning Facilitators. They were given a conceptual understanding of Active Learning Methodologies. The Facilitators demonstrated keen participation during the workshops, and used the methodology successfully at their Shikshas. Creative art, and music are used to teach the children simple words, sentences, and build comprehension of spoken English.





Music and learning

Music made children from the CherYsh Shikshas learn differently. At the *Serendipity* Concert, in collaboration with the Bangalore School of Music, a group of 7 musically talented young girls from Haliyal shared the stage with Marialena Fernandes, and the Trio Viennair. The girls participated in a music workshop at Bangalore, conducted by Marialena Fernandes - world-renowned pianist, and professor at the Vienna Conservatory.

The experience gave the CherYsh girls from Haliyal, newfound confidence, content learning, exploration of musical composition, and multicultural



exposure.

It also underscored the value of the Active Rural Curriculum, initiated by CherYsh, which uses music as an active channel of learning.

Youth and RITE(Rural Innovation Through Education)

The RITE program initiated and conceived by CherYsh Trust, Bangalore, in collaboration with the KLE Technological University, Hubballi, engaged over 60 youth in education of children in villages. They participated and actively improved conditions for learning in rural areas.

Dr. Ashok Shettar, Vice Chancellor The KLE Technological University, shared his view on RITE: “ Today’s youth decide what society will be 10 years from now. If their mindsets start accepting social responsibility they can be great change drivers in the coming decades. We need to create a learning experiences wherein they observe, connect, empathize with the societal challenges around them. This will ensure they see themselves as part of the solution. It will help them realize their ideas, and see first hand the impact they can make.” The CherYsh value-addition he feels, is: “ Students are able to get the context of learning, and engagement, and RITE is an important initiative in much needed collaboration in education, and to create the context of reality.”

As a related outcome students of the College showed interest to participate in three areas of development with CherYsh: Fuel efficient stoves for the Community Kitchens; Information Technology; Cost effective Lighting.

Students of the Renewable Energy department, KLE Technological University were deputed to study the lighting needs in CherYsh Shikshas. Their goal is to develop an energy efficient battery back-up system for 2-3 hours while the Shiksha is in progress.

CherYsh met students and faculty of the KLE Tech. Hubballi, to review the RITE program and children’s performance at the Shikshas, in Math. Students from KLE Tech. felt that RITE gave them an opportunity to “contribute to a village, and make an impact by improving levels of learning amongst children, and the local tutor.” RITE students discussed a plan to ensure a volunteer pipeline is maintained to strengthen learning outcomes in CherYsh Shikshas.



The Local Learning Anchors



In the 16 villages where CherYsh Shikshas are active, all Learning Facilitators underwent preparatory training, and exposure to learning methods.

CherYsh continued to explore the nearby region and found anchor in the twin cities of Hubballi-Dharwad to enlist trainers. A private Coaching Institute that teaches English provided pro-bono training to CherYsh Learning Facilitators in Hubballi.

Several graded evaluations were undertaken for the Learning Facilitators, and both their levels of participation, and learning have shown definitive positive results.

Shared value



The Learning Facilitators institutionalized monthly meetings as a review process of the Shikshas. The CherYsh Field Staff team records these meetings, and notes good practices employed at the Shiksha. These are innovative practices around daily teaching, attendance, record-keeping, tracking dropouts, and participation in school meetings.



Learning infrastructure

CherYsh has ensured infrastructure is provided as standard set to each Shiksha. This includes tested learning materials, seating, lighting, a bi-lingual library, and storage. A sports kit is provided to each Shiksha.

The CherYsh learning centres donned a new look with enhancement to the elements of infrastructure. New blackboards with stands were added in all Shikshas. This tool besides being mobile is a space saver in the minimal area available inside the Shiksha. Workbooks and play materials were distributed. Digital devices (Tablets) were handed over to the Learning Facilitators. This e-enabled all record keeping currently maintained on student enrolment, training, evaluation and performance. A review of infrastructure needs was completed. Mats, lights, solar lamps, and library books were given out.

The Learning Facilitators were trained to manage the infrastructure.

The e-story: User Learning Curve



The e-story in Haliyal began with the introduction of Digital devices (Tablets) for Learning Facilitators. This enabled them to maintain enrollment records of all children, their performance evaluation, and attendance. In addition, the devices were updated with audio-visual content for the phonics-based English learning programme.

Training programmes were conducted and covered aspects of excel usage, user interface, data, and data integrity.

Team leads were identified from amongst the 25 Learning Facilitators, to be the local resources, based on their technology usage skills. These Facilitators focused on enhancement of the quality of training within the 25 Shikshas that they manage. The training also helped to deepen their skills for livelihoods. The Shiksha Tutors demonstrated quick learning as they captured fresh user generated content for the programme.

OUR MISSION TO PREPARE

Scholarships

The women were given skills training to propel them into taking up local enterprise and jobs. This made them better prepared to take on the role of Learning Facilitators, and Managers of their Shiksha Units. Women were also given training to manage production schedules, and delivery of food products from the Community Kitchens. The RITE and SaLT programs brought in Youth Engagement, and Trainers, and Market Channels such that a wider participatory network was set in place.

Women developed local enterprise

The Serve and Lead Training (SaLT) sessions honed leadership skills amongst women of the Community Kitchens. In the first session 18 women learned the aspects of Entrepreneurship, and the steps to sustain their enterprise. An intern – Alejandra Rossi, from The Fuqua School of Business, Duke University, designed the session.

In the next session women spent time with the culinary team from the Gateway Lakeside hotel, from Hubballi. Women learned an additional array of food product preparation, and processes to store food products for longer shelf life. In the next two sessions the women developed skills to conduct Peer Training. Additional sessions were held to cover aspects of production, packaging, quality and pricing.

Eight Nursing Scholars were given scholarships to support their professional pursuit to graduate as Nurses. They showed great promise, and institutional linkages were strengthened with the College of Nursing, St. Martha's Hospital.



OUR MISSION TO SECURE *Community Kitchens*



Income generation

Women of the Community Kitchens generated income from production of all food-products. This sustained economic opportunity has given impetus to the expansion plans of the kitchen enterprise.

Expansion of market channels

The market channels increased. The third factory of EID Parry in the region made request for samples, and generated orders. In addition, local outlets and village homes placed orders for products prepared at the Community Kitchens.

Renovation of decentralized kitchen at Jogunkoppa village

The village conditions were studied, and renovation work was taken up at the Jogunkoppa village Community Kitchen. The enhancements included upgrade of the roofing, structure, painting, and storage.

Central Kitchen and Food Safety Standards

A third central kitchen was set up at the CherYsh Resource Centre in Haliyal.

This space is utilized for packaging, and distribution. In preparation for registration under the Food Safety Standards Authority, officials inspected the facility. The effort of CherYsh staff, and women of Community Kitchens was lauded by the officials.

Feedback and growth

A feedback system was instituted by CherYsh to enable women to engage directly with the buyer on aspects of quality. The Canteen Manager and staff at the local sugar factory of the EID Parry group offered appreciation, and discussed process enhancement.



PROGRAM IMPACTS

Qualitative

EDUCATE

CherYsh Shikshas

- Content of Active Rural Curriculum - a basic framework was developed
- Personal growth – Learning Facilitators demonstrated increased confidence levels, and curiosity to learn Skills
- Enhanced Teaching skills, ownership, use of lesson plans, schedules for classes
- Leadership – Managing information on attendance, performance
- Process – All infrastructure, and documentation streamlined, monthly review meetings held
- Bridge to school - Links to school regularly maintained
- Technology enhancement -Devices to capture data in use

PREPARE

Scholarships

- 8 Scholars average performance 69%
- 2 completed course, and earning.

SECURE

Community Kitchens

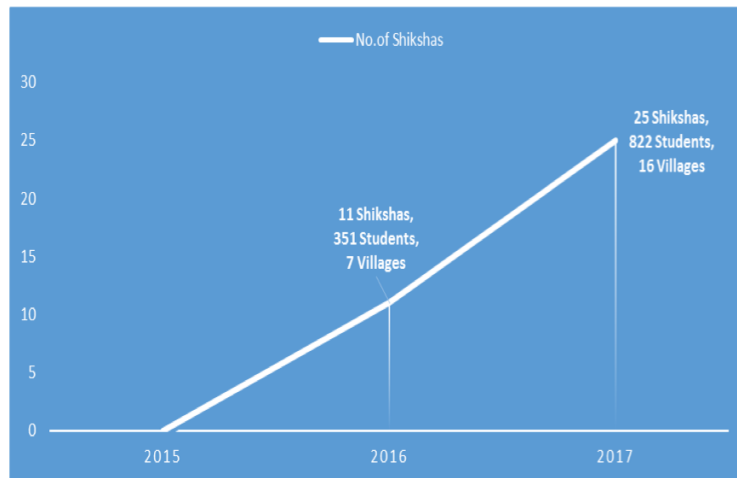
- Community Kitchens – Ensured income generation through a neighbourhood level opportunity
- Capacity building – Women demonstrated confidence and curiosity to learn professional skills
- Women learned new skills of managing production, quality control, pricing, delivery etc.

- Members of the community kitchens showed leadership, and shared responsibility
- Process enhancement was visible in the way orders were recorded, and through the value chain of purchase, production, storage, quality and delivery.
- Peer Training was conducted to develop new leaders
- Institutionalised feedback mechanism with local buyer
- Tools to maintain standards for weighing, packaging were used
- Saving potential was tapped.

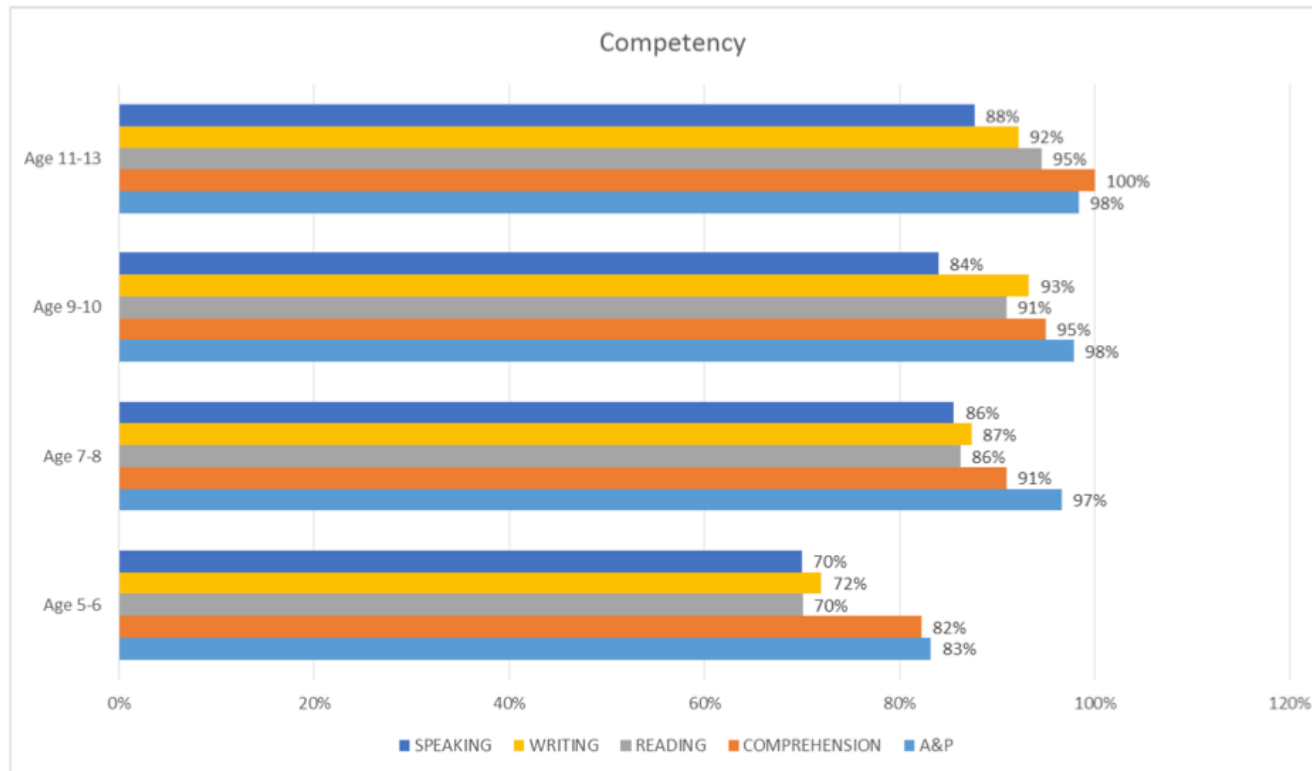
PROGRAM IMPACTS

Quantitative

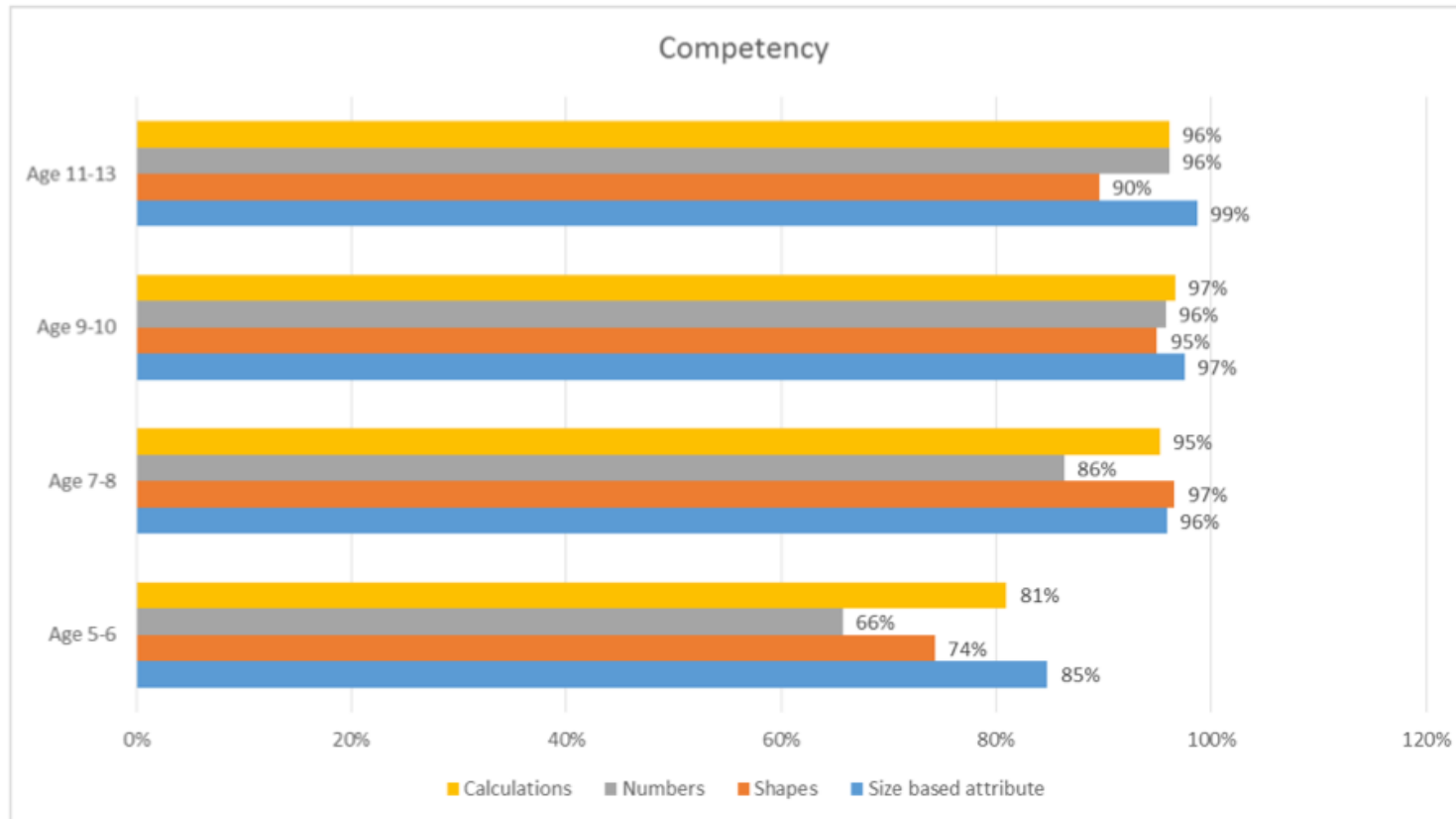
Reach



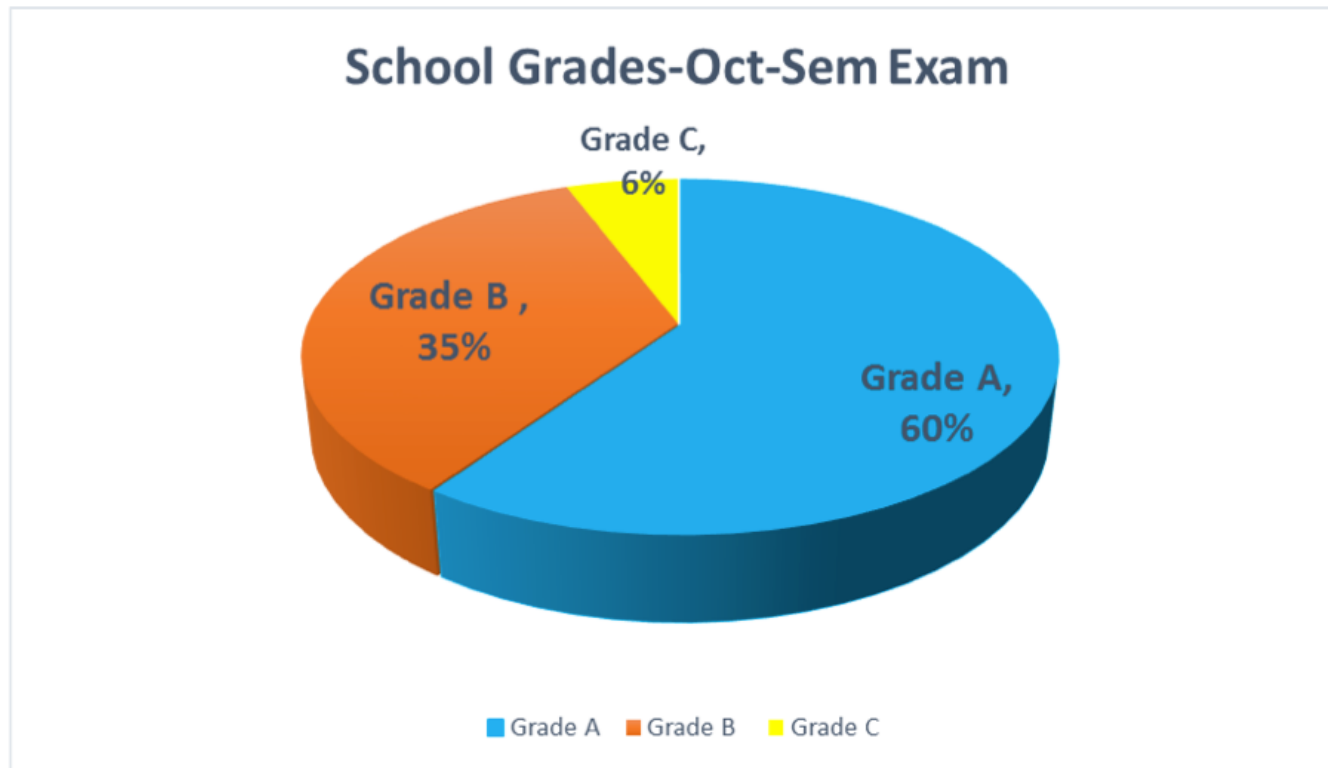
English competency



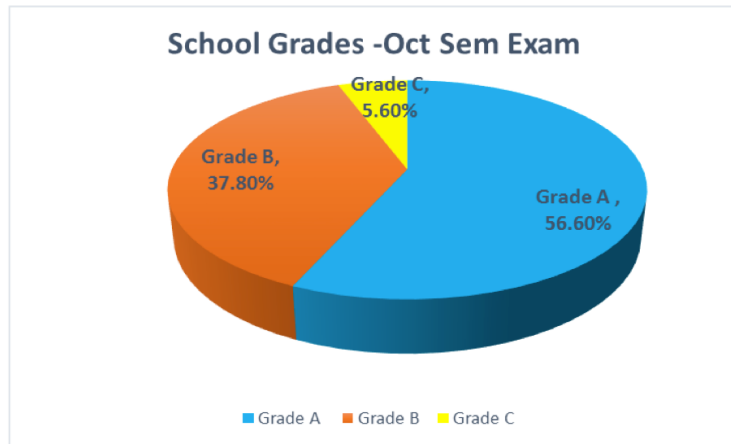
Math competency



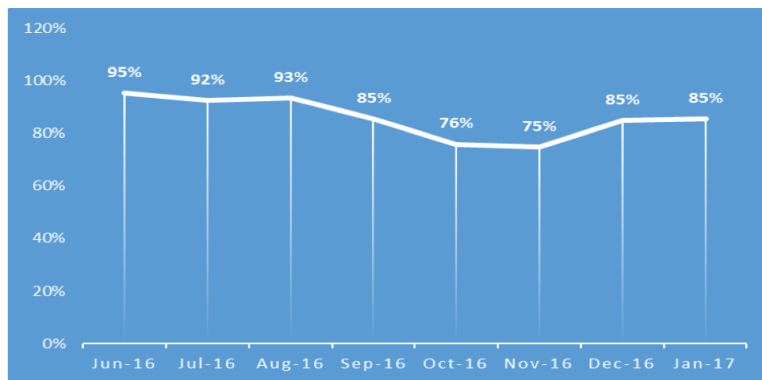
School performance – English



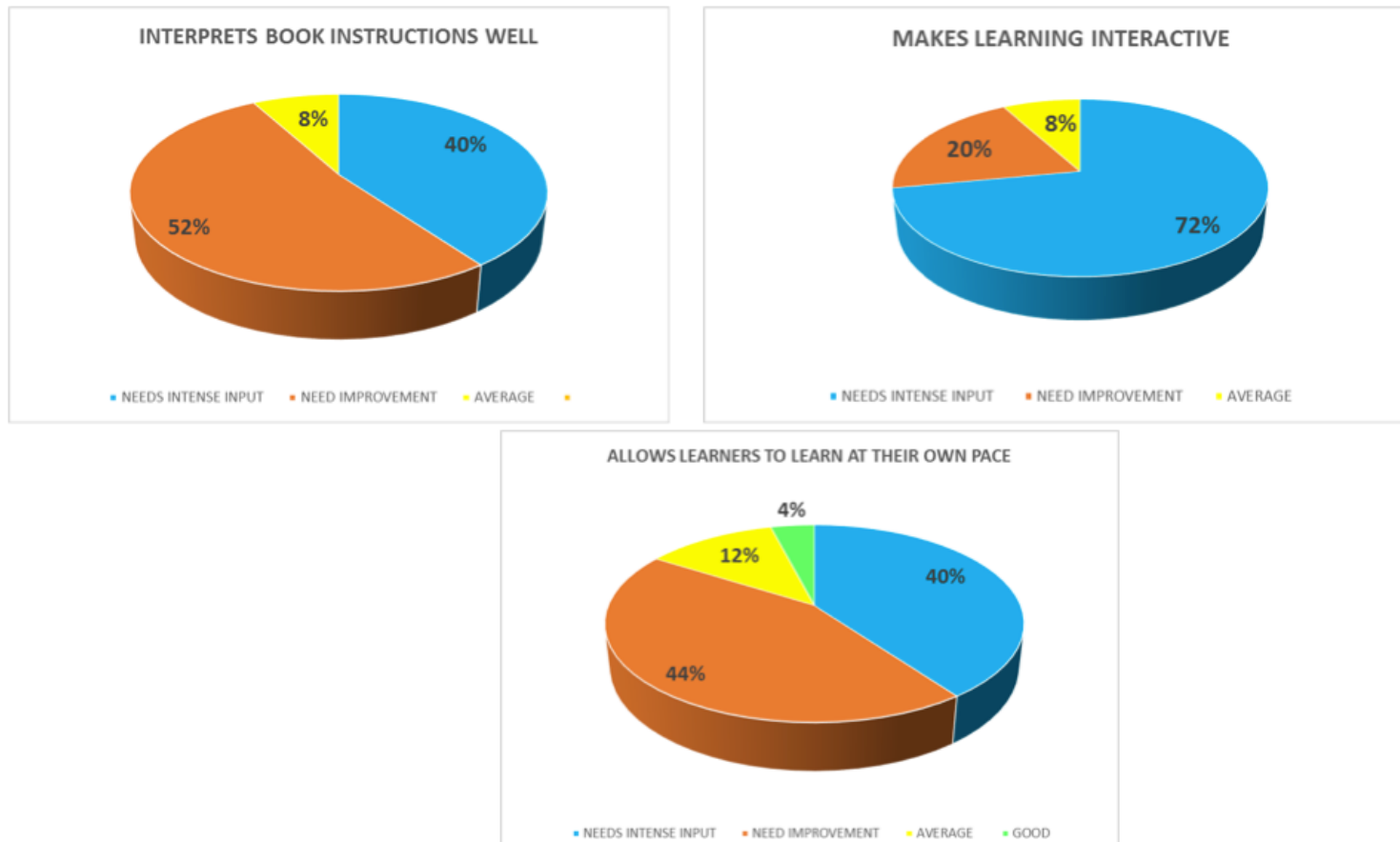
School performance – Math



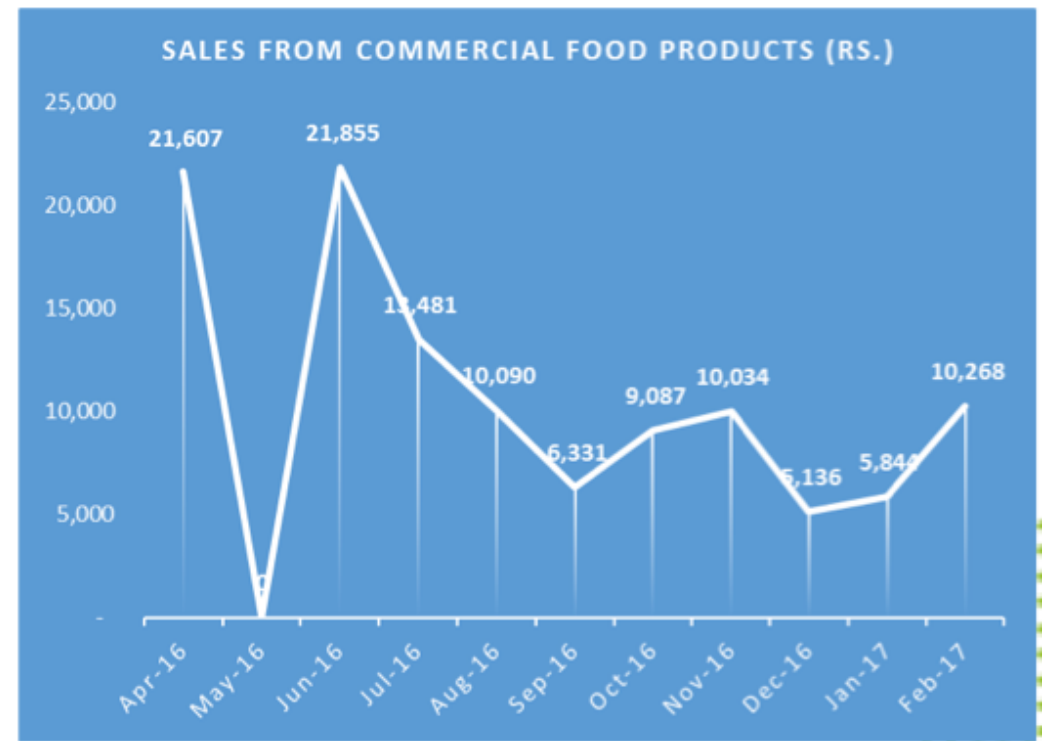
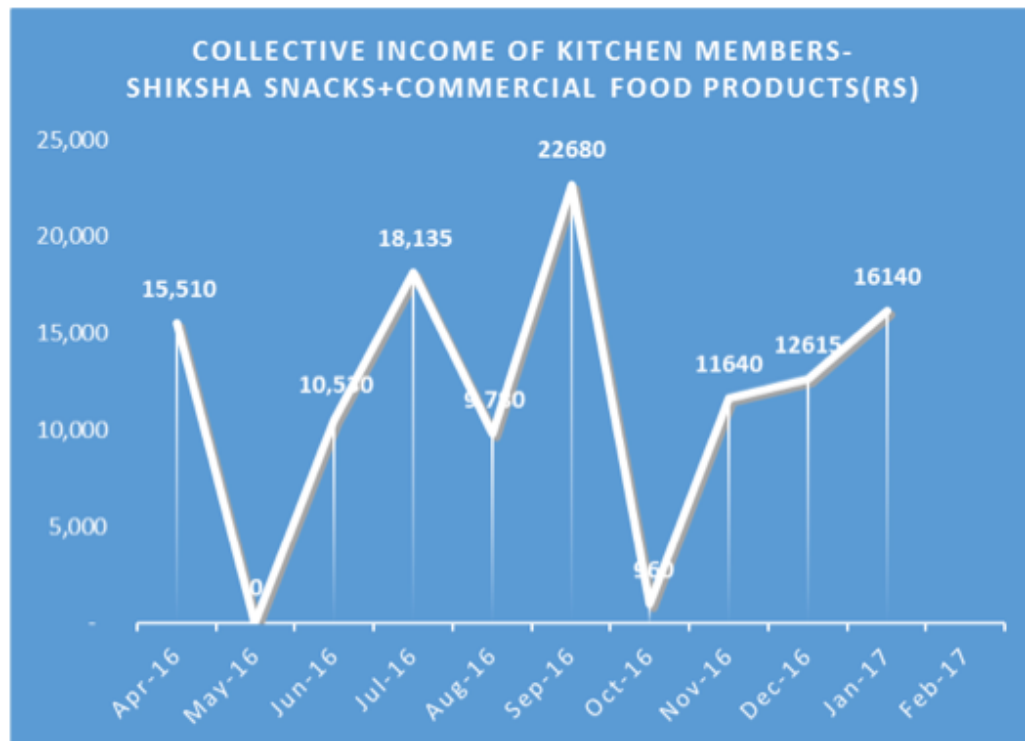
Shiksha attendance



Learning Facilitators' progress



CherYsh Community Kitchens



ORGANIZATIONAL DEVELOPMENT

Board Meeting deliberations at CherYsh

Strategic themes that promote growth and sustainability at CherYsh were discussed at the thought-leaders' meeting as part of Pre-Board Meeting deliberations. The objective was to explore strategies for value, scale and sustainability.

Ideas on co-creation of value, alliance building, and a strong regional framework for development emerged.

Panelists

T Raghunandan - Rural Decentralization expert, and former Jt. Secretary Ministry of Panchayati Raj, Government of India.

Dr. Ashok Shettar - Visionary in the practice of learning at Academic institutions, and its development in an entrepreneurial context.

Suresh Heblkar - Environmentalist, and filmmaker focused on environmental protection, and enterprise.

Nishka Crishna - Researcher, Human Resource development, and Fundraising professional.

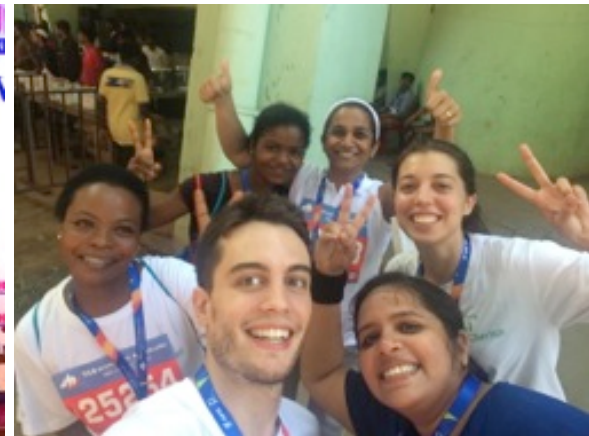
Shantha P. Doddamani – Grassroots leader, who combines personal aspiration, and sense of agency to straddle multiple levels of change.

Regional framework: Institutionalizing channels of change

In pursuance to the Strategy session discussed at the CherYsh Annual Board Meeting, a field trip was undertaken to interact with partner institutions. A series of meetings with leadership of the KLE Technological University, Deshpande Foundation, Akshaya Patra Foundation, in Hubballi, and the EID Parry in Haliyal were held, and future plans discussed. A strategy map is being drawn up to consolidate value across this stakeholder chain of partners.

- Sanjiv Shanmugam, dedicated donor, supporter visited CherYsh projects on site. Meeting CherYsh partners in the region, Learning Facilitators, Children, and Women at the Community Kitchens – he felt a greater driving purpose to educate, prepare and secure rural girls and women.
- Capacity building: Staff of CherYsh, and Learning Facilitators were given an orientation in accounting, operations processes, and HR as part of ongoing capacity building for CherYsh field personnel.

- An additional staff person was hired for the CherYsh field operations.
- FCRA Prior Permission: CherYsh received government approval to receive a foreign grant for the CherYsh Shiksha project.
- The CherYsh Offsite: The CherYsh team including Field staff, and the CherYsh Executive Committee participated in the offsite and detailed the roadmap in the medium term.
- World 10K TCS Marathon: A team of 22 runners participated in the second such development effort at CherYsh. Two institutions pledged support.
- CherYsh Executive Committee (CEC) Meetings: Regular meetings of the CEC were held.
- Meera Vasudevan joined the Global Board of Advisors.
- CherYsh Resource Centre was set up in Haliyal through support via Corporate Social Responsibility (CSR) from the EID Parry Group.



TOGETHER, CherYsh Runners #MakeItHerRun



ETHAN MARTIN | SHANTRA P. DODDANANI | SILVIA ILLA | GITA PETERS
 ABHIMANYU KUMTA | CHERYL REBELLO | ALEJANDRA ROSSI
 SHALIN THOMAS | TIRTHAN KAR BASH | AMEKA SALDANHA
 CHRISTINA M. GHOSE | KESARI NANDAN | GURUPRESH REDD
 PRIYANKA KULKARNI | SISILYR DIGGEEKER | SHAUNALI SALDANHA
 APORVA B. V. | DENAKAR B. | KAMALAKANNAN R.

MEDIA



SOCIAL CONCERN

Tech students light up classrooms in remote villages

RITE, initiated by CherYsh Trust of Bengaluru along with BVB College of Engineering, aims at engaging youth in education of rural children

EXPRESS NEWS SERVICE
@Hubballi

TUNGA, an MSc student at the Energy Systems Department of the BVB College of Engineering, is on a mission.

She along with her classmates is now busy teaching and providing basic facilities at government schools in remote areas of Western Ghats.

These students have signed up to Rural Innovation Through Education (RITE) and are now taking their skills to a whole new level. The classrooms which were dark during the rainy days, are now lit up with bright solar and LED bulbs.

The RITE programme, initiated and conceived by CherYsh Trust of Bengaluru in collaboration with BVB College of Engineering, aims to engage youth in education of children in villages and improve the conditions for learning them.

This week, the students' team has successfully added glass roofs and LED bulbs to the classrooms in 11 villages of Kodagu.

These villages have an average population of 1,200 and one school each. But due to poor transport facilities, teachers hardly visit the school.

The teachers, who work here, are forced to teach children from different sections.



Students from BVB College of Engineering in the Ghats often having a lesson in Haliyal. Right: They are checking the availability of light in a classroom after putting an LED bulb (EXPRESS)

"It's a great feeling to see the real impact of a lighting solution, and one where it is much needed. I wish someday I can do this full-time as well," says Tunga.

Ashish Sharma, principal of BVB College of Engineering and Technology, says it's a win-win situation for the students of the college as well as those of the rural

schools. "Today's youth decide what society will be 10 years from now. If they start adopting social responsibility, they can be great change drivers in the coming decades. We need to create a learning experience, whereas they observe, connect and empathise with the societal challenges around them. This

will ensure that they are themselves as part of the solution. It will help them realise their ideas and see first-hand impact they can make," he said.

"Students are able to get the concept of learning and engagement and RITE is an important initiative to reach needed collaboration in education," he added.

