

School4Freedom Report September 2017

Reporting month : April-June 2017 (6th Quarterly report)



Meeting of Children's Forum

New Developments:

1. In the last three months, some of the most exciting or rewarding things to happen at this site have been:
 - S4F Team organized the meeting of community members. S4F Coordinator explained about the risks of unsafe migration and made community members aware of the consequences. As result, the community members who worked out-side, didn't migrate. They sought employment close to the community.
 - Community Vigilance Committee (CVC) (please see acronym list at the end of the report) networking meeting was organized at large level. The labor officer

was invited in the meeting. In CVC networking meeting, he told CVC leaders about the Building and other construction Labour Welfare program (BOC – again, see acronym and explanation at the end). They got aware about the role and importance of BOC. After, 3 community members filled out the form and registered.

- S4F teacher collected community women to facilitate about the Integrated Child Development System (ICDS) schemes. He discussed the schemes of ICDS that were beneficial to them and their children. 16 children were enrolled at ICDS center.



Enrollment of child in ICDS center from ICDS worker

- In order to provide literacy to the community women, S4F Teacher taught them to read and write their names. 8 Self Help Group (SHG) women have learnt to read and write their names.
- S4F Coordinator facilitated to get land on lease for sharecropping from the big farmers. With the NRLM fund, SHG women got the land from big farmers so that they can start sharecropping.
- A training program on tailoring was held for SHG women. 10 women got trained. Now, they are quite confident that they can do tailoring, made them very happy.
- The CVC members along with the S4F Coordinator made efforts to rescue a victim family from the slave-owner's agriculture field. 6 members in the family and all were bound to live as debt-bondage laborers. One male, one female, two girls, and two boys were rescued.
- One girl and one boy of that family have been enrolled in S4F School.

2. Some of the most difficult things about the project lately have been:

- The slave-holder comes to the community and sees the children of the slave families are studying at S4F School; he takes them by force.
- S4F male teacher started to coordinate with government officials for the entitlement of the community and the slave-holder threatened him and tried his best that he could not get his work done.
- Gram Pradhan (leader of local parliament) doesn't want that the S4F male teacher work in the community.
- The Gram Pradhan does not think about well being of the community and he is not willing to do any work of community members. He is in favor of the slave-holder (the landlord)
- The slave-holder and his men often disturb the CVC meeting. He threatens community members those participate and asks to quit.



SHG meeting to collect their savings

3. What are the next steps, the things you are hoping will happen in the next few months at this site?

- Community will give applications to different government departments for entitlements.
- Community persons will be registered under BOC scheme and MNREGA.
- In order to make community self-reliant, the landlords who do not exploit labors, will be contacted and motivated to lease out their land against money or crop to the community members for sharecropping.

Teacher's Report: Sandip



Overview of school

- During this quarter, we focused on preparation for examination of those children who are studying in government school.
 - The attendance of 26 children was 100%; 14 children's attendance was 80%; while rest of the children's 16) attendance was 50%.
 - We made changes in the education plan we developed for those children who are attending government school. We developed the plan oriented to preparation for examination. The rest of the children we planned as per their minimum level of learning.
- We taught our students as per the plan. Preparation for the examination, Role-play on child labor, motivational songs, sketching & drawing, debt-bondage slavery and human-trafficking. All subjects were covered.
 - Male Teacher worked on preparing children for the exams who have been mainstreamed in Government school, one-to-one contact & discussion with the community members, taught sketching & drawing, entitlement for the community members and teaching at S4F.
 - Female Teacher taught community women to read and write their name; and children were taught singing and role-play and subjects as per MLL.
 - The parents seem satisfied with the development of their children and the children are being given homework on regular basis. Some parents want that we should punish their children if they are being naughty; but we do not do so and explain the reasons.
 - Adolescent girls are being trained in tailoring along with reading and writing; but they themselves have no opportunity for better employment.

Progress

- As per the Progress Tracking Card, there are 8 children who attained the MLL (Minimum Level of Learning).
- Children have learned addition and subtraction of 3 digit numbers, how to participate in Bal Panchayat (children's forum), a motivational song along with acting was learned by them (Song Translation: The smaller things should be taken in to consideration. Each person should have love and affection for the other)
- Children were introduced to computers function.
- All the children have the knowledge of their rights.
- The parents send their children to S4F School regularly. They participate in parents meeting and monitor the progress of their children's progress report card.
- The mothers of the children provide support in organizing education-based activities.



Children learning computer skills

Problems:

- The children went along with their parent to relatives for attending marriage and other functions.
- During the days when it was too hot in summer, presence of children was less.
- Misbehavior of Gram Pradhan created several problems that made conducting S4F activities difficult. When S4F Teacher went to him and asked to give community member's job-card, which was under his possession illegally, he abused and threatened to beat S4F teacher and close the S4F School. It affected school functioning.
- The slave-holder used to come in school premises and take the children of those parents who were under his debt-bondage slavery along with him for work by force.
- Male teacher left the work in S4F project. He went for his further study.

Process:

- We along with the children organized 'World Play Day' on 28 May. We told them about the importance of this day and why this day is celebrated. We played traditional games with children. Prizes were distributed among them. All the children were happy.
- The children were taught how to sketch and make drawing.
- Appropriate TLMs were used for making learning easy, interesting, and effective for the children.
- We are educating our students on the consequences of child labor through the practicing role-play by themselves.
- We are teaching them about basic facts of general knowledge like the name of our prime minister and chief minister etc.
- The children have learned to read and write simple sentences in Hindi.

- They are increasing their knowledge through singing practice educational and motivational songs.

How do you think the school is impacting students?

- The children are getting aware about the importance of education.
- The children have started to care for cleanliness as they take bath daily and come to school in neat & clean clothes.
- They respect to their elders and learned manners as they greet their seniors and elders.
- The children who are reading in government school have scored good marks in examination.

How do you think the school is impacting the entire village?

- The community is becoming aware, now preparing for protests against corruption. The community members are getting united and understanding the strength of unity.
- The government officials visit community frequently. The community members are getting aware and informed about the government schemes and services meant for them.



Planning meeting with women for tailor training

What are you doing well? What could you do better? What would it take to do it better?

- We are making efforts to make community fearless from slave-holders.
- We will make them enrolled under BOC so that our students in government school and they were enrolled for further formal education.
- We shall involve community women in duck farming for income generation so that they may be empowered economically so they cannot be trapped under debt-bondage slavery in future.

Case study –Student



Name : Ganesh

Sex: Male

Age: 12 years

Mother and Father

Brother: 2

Sisters: 3

Brief background on their history, family.

I used to work in slave holder house that was the agriculture landlord in my villages. Prior to join the S4F School I had worked in the dairy and house of the slave-holder for two years. Those two years were very hard and painful period in my life. I had to clean the houses of cattle, wash the cattle, collect the dung and also clean the slave-holder's house and courtyard. My parents worked in brick kiln. My younger sister also worked in the brick kiln with my parents. The S4F team helped my family and me to quit from debt bondage slavery. I am in S4F School now.

Tell us what you do in school? What are you learning?

I study in S4F School. I learned reading simple sentences in Hindi. When the children came in S4F School I helped them sitting properly in the classroom. I learned table up to 6 and counting number up to 100. I am very fond of playing Cricket and Carrom board. I am the member of children's forum in S4F School. I can write the name of my family member and me in Hindi.

What is your favorite thing about school?

I like switching on the solar lamp in my class. I like everything in my school, the environment, the teachers, and the food. I have nothing to do except study, play, and joy. I like my school. I like to play cricket. I like to eat puri and sabji (curry). The children who don't come in S4F School the teachers visit their homes and bring them from their home to school. I am very happy in S4F School.

What don't you like about school?

Whenever slave holder had come to our community and threaten to my parents and teachers I scared and didn't feel good. Whenever my school closed on Sunday or the holidays, I don't get a chance to play with my friends on those, I did not feel happy on those days. I don't like English study.

How did you spend your days doing before you started school?

Before joining the S4F School I had worked a lot in the dairy farm of the slave-holder. I worked 12-14 hours in a day. I felt my life would have exploited in dairy. Apart from working in dairy, I had to work in slave holder's house. At the end of the day slave owner provided food to me, but I only got the food

remaining after slave holder's family member's dinner. Whenever I slept few more hours, the slave holder had beaten me. My father had taken the debt therefore the entire family had to work.



Ganesh playing with his friends

What does your family thinking about you going to school?

My family and I freed from debt bondage slavery. My parents are happy to see me in S4F School. My parents encouraged me to complete my education. They hope I would get good job after my education completes. They want to keep me away from debt bondage slavery.

What is the most important thing you are learning in school?

I study in S4F for 5-6 hours everyday. I am the student now. I am no longer a labor. I learned Hindi, English and Maths. Apart from that I learned moral education. I learned about dial 100 to Police and many more things.

What do you want to be when you grow up and why? How do you think you will be able to make that happen?

I want to become a doctor when I grow up. Because I had been working for the slave holder, I got sick but he did not helped me for my treatment. I will treat the sick people when I would become a doctor. I will work hard to become a doctor. I always come to S4F School on time and attend all the classes.

What have you learned about your rights?

Right to play and right to Education are important rights we have.

What do they think they have learned about themselves, their personal strengths and weaknesses, as they have been going to school or working to improve things?

Earlier I did not know about anything in study, but now I learned many things. I am still learning English, Hindi, and Maths and many more. Earlier I did not have any idea about talking to others, but now I can communicate to the people sincerely. I always come in S4F School.

What do they hope for in the future, for themselves and their families?

I will make a house for my family. I will go for marry only attaining 18 years of age. And I will buy a new motorbike for my father.



Children at S4F



Children learning about their rights through documentary

Case Study – Adult



Name- Reema

Age-36 years

Sex- Female

No. Of Children – 4 (3 girls, 1 boy)

Job profile before S4F intervention:

I had been working on a brick-kiln for 12 to 18 a day against the debt took from the slave-holder.

Job profile after intervention:

Now, I am working as a sharecropper.

Describe how they join in the program

Reema resided at the village. She took a debt of Rs. 10,000 (about \$156) from the slave holder for the treatment of her husband. She had to work at the brick kiln as repayment of interest. The slave-owner forced them to work. They use to work there for 12 hours a day; even 18 hours sometime. They had no permission to go to any other place. Very often, they were abused and beaten by the slave-holder, as they couldn't work till as long as he asked. S4F team members knew about us when they started S4F School in our community. S4F team helped us to quit from debt bondage slavery and we are free now.

Can you tell us about the loan your family took that trapped you in debt-bondage slavery?

Three years ago, I took the sum of Rs.10,000 for the treatment of my husband as advance and promised that I would repay the money. About one month later, the slave-holder came to my house started to shout at family and me and threatened also. He forced us to work at his place. The other family members were also bound to work along with me there. He deducted all the money of our wage and gave us only Rs. 200 a week (about \$3). It was very less as compared to our minimum basic needs. At the time of payment he used to say that Rs.10000 was still to repay. And we were bound to work for him. When we tried to refuse to work, he had abused and beaten us. Once, I came to my village for any reason. There I saw a meeting was being conducted. The members of my community were participating in the meeting. I joined them eagerly. There, I came to know that if someone forced us to work, should dial 100. S4F workers also came to me and encouraged me to face the slave-holder because debt bondage is illegal. After few days I went to the owner and asked for the payment. Again, he told that Rs.10,000 still to pay. I asked him to calculate

rightly otherwise I would dial 100 and tell about his unfair dealing. Then, he calculated correctly and my family and I got freedom from the debt bondage slavery because of the S4F support.

Highlight how they benefit, as well as describing if there are ways that they contribute

Now, I am living freely along with my family. I have become a member of Self Help Group and CVC. Through the motivation and support of S4F workers, I have been able to become a sharecropper now. I provide support through reminding and inviting the persons to assemble for the CVC or SHG meetings. I counsel the parents not to take their children at work.



S4F teacher helping SHG to prepare documents to link SHG with NRLM

What do they think they have learned about themselves, their personal strengths and weaknesses, as they have been going to school or working to improve things?

Before, I used to live with a sense of insecurity, but I feel confident now. It became possible due to S4F support. Now, we feel that there is some mighty force with us thus there is no reason to feel insecure. I am an illiterate but I try my best to overcome my weaknesses through getting appropriate information in SHG and CVC meetings. To keep it continue, I participate these meetings regularly.

What additional skills or abilities do they want to work on, for themselves?

I want to skilled in washing powder production so that we all women of our self help group may be involved in production of washing powder production and its marketing in nearby villages. We purchase the washing powder made in outside but this way we shall buy our own product. S4F team will impart training in this activity.

What impact do they believe the school is having in the village? Is one of their children in the school?

Immensely good impact of school on the community can be seen. All the children of school going age are studying in school. Now the children do not go for work. The children have learned to read and write their name. I have 4 children – 3 daughters and 1 son. All go to school. There, they learn about good moral behavior. Now, they have developed better behavioral practices and behave with elders and younger ones.



Literacy class for SHG Leaders

How do they try to help their children with schooling? What do they do to learn with their children?

I try my best that my children are not forced to work like us. They may do the good job by study. I wake up my children in the morning, make them ready for school. I do not share the family problems with them. In the evening, I ask them about the school activities thereafter sit along with them for study.

How has their life changed (practically and in how they are feeling)?

Life of my family and mine has changed completely. Now, we are free from debt-slavery. Earlier, we were slave of our slave-holder and we were bounded to work for him. We were living in helplessness. But now, we do work according to our own choice and ask for full wages.

What do they hope for in the future, for themselves and their families?

In future, I want to do my own business; shall purchase land for agriculture and do cultivation. I shall construct a house. I will marry my daughter not before the age 18 years and take her suggestion; enquire about groom and his family well before marriage.

If they feel their village has stopped slavery, how do they think it happened?

I want to stop debt bondage slavery from my village. Whoever is still bonded laborer must be freed. Meetings for awareness generation should be organised regularly so that villagers might be capable to resolve their problems. They should be skilled enough to be employed. They should be trained for it. Institution's method of children's learning and feeding is good.

What would they like to share that we haven't asked?

I counsel and motivate parents for sending their children to school, not to work. I want to provide support in making people free from debt-slavery. Regular meeting, skill training and support for the employment are essential for it.



S4F children enjoying their mid day meal

Statistics:**1. School attendance (at transitional school)**

Numbers of Boys	Numbers of Girls	Total	Cumulative no. of boys	Cumulative no. of girls	Total Cumulative no.
31	17	48	34	22	56

Explanation: During this quarter 1 boy & 1 girl enrolled in S4F School. Altogether 48 children enrolled in S4F School.

2. Detail of skill training

Name of the Trade	Numbers of SHGs	Total participants	Cumulative no. of SHGs	Participants Cumulative no.
Agriculture	1	12	2	22

Tailoring	1	10		
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Explanation: During this quarter Skill training had started and 10 woman of 2nd SHG participated in the training.

3. Detail of mainstream children to Village school from S4F

Currently mainstream children to Village school from S4F			Cumulative no. mainstream children to Village school from S4F		Total Cumulative no.
Male	Female	Total	Male	Female	Total
0	0	0	10	8	18

Explanation:

4. Detail of CVC

Members of Male	Members of Female	Total Members	Members of Male cumulative no.	Members of Female Cumulative no.	Total Cumulative no.
13	17	30	14	17	31

Explanation: During this quarter 2 new (1Male & 1 Female) freed laboures participated in CVC meetings.

5. Numbers of children gained access of education.

Children currently in MSVS school			Children enrolled/ made continued in Village school through pressure/ campaigning (Cumulative no.)		
Male	Female	Total	Male	Female	Total
34	22	56	0	0	0

Explanation:

6. Any other work that improved the quality of education.

- To ensure quality education to the children, we teach and explain the topics to children in such a way so that clear understanding may develop among children.
- We assign children to memorizing the things taught as home-work. Next day, we ask them to understand whether they could learn or not well. If some difficulty felt by the child, we facilitate.
- In Bal-Panchayat, all the children participate actively with interest.

7. Any work that improved access to health.

- The ICDS worker weighed the children of the community and talked about the growth of the children through organizing a camp in the community for it. She counselled the mothers of the children who had less weight. This counseling was focused on proper nutrition by adding locally available vitamins & minerals rich food & fruits in children's diet.

8. Number of people with increased access to nutrition and child health service

PDS				ICDS			
Got BPL cards	Got ration	Got BPL cards Cumulative no.	Got ration Cumulative no.	Children	Women	Children cumulative no.	Women cumulative no.
0	13	0	13	16	0	27	13

Explanation: During this quarter 13 community members had accessed to ration and 16 children linked with ICDS.

Read Me and Smile:

Voices4Freedom works with partner, MSEMVS to address the issue of slavery in a holistic manner. People are trapped in slavery in northern India villages because they are extremely poor, illiterate, innumerate and vulnerable to exploitation. And there are people ready to take advantage of their desperate hope to take care of their families.

There are great government programs for the very poor in India but most of the poorest people don't know how to navigate the system and like many places in the world, the villagers don't even exist for their government because their birth was never registered. There is no record of them. That all changes with the S4F program.

A large part of the Schools4Freedom work is to educate the parents about their rights and help them register with the government and get identity cards that are needed to access all programs. This gives them socioeconomic benefits which reduces their vulnerability and helps sustain their freedom.

The numbers at the end of each report indicate the access people are gaining to specific programs. The numbers can look so bland but they represent another gigantic step to freedom.

The alphabet soup can be confusing. Understanding and accessing these programs can be the difference between freedom and slavery.

Each acronym or abbreviation is explained below.

Acronyms list used in report

1	CVC	Community Vigilance Committee	<p>Group of survivors/vulnerable people in a village who come together to resist slavery and protect their communities. As these committees learn about their own rights they are empowered to stand together and grab freedom. They also empower other communities and help them come to freedom.</p> <p>One of the first things frontline activists do is help villagers form CVCs and SHGs. The villagers are enslaved together and learn to unite to come to freedom together.</p>
2	SHG	Self Help Group	<p>Women in groups of 12 or more organize themselves to multiply their income collectively. SHG members do savings in groups which is often used for emergency so they do not fall prey to loan sharks and slip back in debt bondage slavery.</p> <p>They also learn about hygiene and other issues that help the community get healthier.</p>
3	TLM	Teaching Learning Material	Community teachers are from the same caste, which reassures people coming to freedom that the teacher understands their troubles. The teachers are provided regular technical training on teaching methods for children who have not ever been to school.
4	H.R Education	Human Rights Education	CVCs and SHGs and school children regularly get orientation on human rights to sustain their freedom
5	AHTU	Anti-Human Trafficking Unit	A Police unit working for Anti-Trafficking at a District Level. A statutory government body dedicated to address trafficking cases
6	PDS	Public Distribution System	A Govt. Department that provides subsidized Food Grains, Kerosene oil etc.
7	BPL-Card	Below Poverty Line- Card	This is a critical piece of freedom, this card is issued by the government and used for PDS (above mentioned Service) service. BPL card holders get rations at subsidized rates. Also ID for accessing government welfare schemes
8	AAY-Card	Antyodaya Anna Yojana- Card	An ID card issued by the government. for special families i.e. Physically Challenged, single mom, head of households, etc. and used for PDS (above mentioned Service) service.
9	APL-Card	Above Poverty Line- Card	A card issued by the government and used for PDS to subsidized Food Grains, Kerosene. This subsidy is not as large as the below poverty line cards.

10	MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act	<p>This is a highly-regarded Indian labor law and social security measure that guarantees poor villagers the 'right to work' at least 100 days in rural areas during each financial year to every household whose adult members volunteer to do unskilled manual work.</p> <p>The workers help create durable assets such as roads, canals, ponds and wells.</p>
11	ASHA	Accredited Social Health Activist	ASHA are local women trained as frontline health workers. She is responsible for taking care of pregnant women and other Reproductive Health services. She serves in the community. This service is free of cost.
12	ICDS	Integrated Child Development System	This scheme is basically for pregnant women, lactating mothers and children below 5 years of age. The women get immunizations and food supplements. The children get supplementary food and pre-primary education. This service is free of cost.
13	ANM	Auxiliary Nurse Midwife	Similar to ASHA and provides more expert services.
14	NRLM	National Rural Livelihood Mission	The government of India scheme/program to alleviate rural poverty and empower villagers to organize and create jobs by forming SHG that is similar to what S4F/MSEMVS does.
15	JSY	Janani Suraksha Yojana	An incentive to promote birth registration. Women are given Rs 1500 INR [about \$22.00] when they deliver in a government hospital. Health care is free in India.
16	UIDAI (AADHAAR-Card)	Unique Identification Authority of India	An Identity card for social security
17	NFSM	National Food Security Mission	<p>National Food Security Act (NFSA), 2013</p> <p>As passed by the Parliament, Government has notified the National Food Security Act, 2013 with the objective to provide for food and nutritional security in human life cycle approach, by ensuring access to adequate quantity of quality food at affordable prices to people to live a life with dignity.</p>
18	SPY	Samajwadi Pension Yojana	Samajwadi Pension Yojana is one of the pension schemes launched by the Government of Uttar Pradesh to encourage savings among people living below the poverty line and provide them financial assistance.

19	BOC	Building and other construction Labour Welfare scheme	BOC stands for Building and other construction Labour Welfare scheme, under this scheme the labourers working in construction sector may get the registration through labour department and they get many benefits from labour department.
20	CMT	Community Maturity Tool	A tool to measure the community vigilance committees. MSEMVS has set some benchmarks for the CVC and CMT is administered once or twice in a year.
21	Mediation	Section 64(2) of the Arbitration and Conciliation Act, 1996	Mediation is an alternative process of dispute resolution in which a neutral party plays the role of a mediator, enabling two conflicting parties to arrive at a settlement. Legal counseling and mediation strategies are deemed valid under the law.
22	Tahsil Divas	Conducted every third Tuesday (or certain days decided by the Govt.)	Third Tuesday of every month is served as Tahsil Divas. On those days all the Sub District level officials assemble at Sub District headquarter. Any person can come and complain in person directly to the Sub District level officials.
23	PAN card	Permanent Account Number	This is a code given by the Income Tax Department. The current Govt. has made an order that “no bank account will be opened without PAN”. In order to support the community to open the bank accounts, S4F team supports the community to obtain the PAN number and PAN card.