Fourth Wave Foundation

Fourth Wave is a response to a call for social change. Our mission is to encourage all sections of society attain self-reliance with focus on marginalised / unrecognised / ignored segments through multi-stakeholder participation for sustainable change. Our key areas of focus include education, empowerment and inclusion.

Project VENDA™

An initiative of the Fourth Wave Foundation, Project VENDA works in Kerala, India to effectively contain and manage the issue of substance abuse among children and teenagers creating S.A.F.E. (Substance Abuse Free Environment). To achieve this end Project VENDA works in bringing together stakeholders, policymakers and law enforcement agencies to ideate and commit to creating roadmaps for short and long term goals towards creating a drug-free society. This also includes commitment and partnership from media, health, educational and the welfare sectors.

Overview

Project VENDA has identified areas with high-risk for substance abuse among teenagers. To ensure that these teenagers have a safe environment in the future, a multidimensional community intervention program involving all the stakeholders of the community is currently in place

1. In the past year, 6851 students were trained under the student empowerment program in 142 batches
2. 221 priamary care files opened.
3. 6 VENDA Sandhyas were organised with the people of the community.
4. 10 students were enrolled for vocational skilling program at Little Flower Engineering college.
5. 13 Students were oriented and interviewed at Casino Air Caterers and Flight Services. Two candidates were placed at CAFS.
6. 35 candidates participated in the Curefit recruitment program. Spoken English class for the candidates have been organised.
7. 250+ students participated in the VENDA Cup 2018, professional football tournament.
8. 20 boys and 15 girls attended football coaching under alternative pursuits program
9. 8 Boys and 8 Girls participated in 17th Sony Pictures Network (SPN) National Inclusion Cup 2019 organised by Slum Soccer at Mumbai. 1 boy from the team has been selected to represent the country at the International tournament.
10. Theatre and Music workshops organised for children with support from skilled
Student Empowerment Program

The student empowerment program has been designed to enable the teenagers to say “NO” to drugs at the face of it. Students are given substantial information to make a well-informed choice. For this term, 6851 students in 142 batches have attended training. Catalyst from the VENDA office visited the schools and trained the students.

---

Project VENDA Counselling and Care
Total 221 Cases

- Base Case: 11
- Follow-up: 37
- Psychiatric: 25
- Counselling camps: 138
- Deaddiction/placements: 10
Project VENDA - Case Breakup

- Psychiatric: 62%
- Deaddiction/placements: 17%
- Follow-up: 11%
- Base Case: 5%
- Counselling camps: 5%

Project VENDA - Care Metrics

- Tertiary Care - Deaddiction/Rehab: 10%
- Secondary Care - Counselling/Followup: 28%
- Primary Care - At Risk: 62%
Vocational Skilling and Mainstreaming

In order to create a safe future for our teenagers, it is important to ensure that they have a safe career path. Project VENDA partners with educational institutions and corporates including Curefit and CAFS to mainstream young adults at high risk of substance abuse by providing them vocational skilling and placements.

- In September 2018, 10 students were oriented for vocational skilling program at little flower engineering college and their classes began from October 2018.
- In November 2018, 13 candidates attended a career placement program under Casino Air Caterers and Flight Services, out of which 2 candidates were recruited.
- In February 2019, 35 candidates attended an orientation about Curefit. From March 2019, spoken English classes have begun for these candidates to meet the job requirements at Curefit. More candidates from the region have joined the program since then.
Alternative Pursuits

Seeking a ‘high’ through substances is a high-risk behaviour. ‘Alternative pursuits’ model adopts more enjoyable social engagement activities to help kids focus on positive goals and to channelize their energy in a productive way. This also helps in aspiration building.

Football requires both physical and mental energies, therefore, it engages teenagers to move towards a more focused and goal-oriented behaviour.
• Throughout the year 20 - 30 teenagers and young adults from the community receive football training from VENDA team with the support of professionals.
• In November 2018, Project VENDA organised a professional football league, VENDA Cup 2018, at Maharajas ground. 250+ students participated from schools under Ernakulam districts. The students from the Chellanam region won the trophy for both men and women.
• In February 2019, 16 players from the Chellanam region travelled to Mumbai to participate in the 17th Sony Pictures Network (SPN) National Inclusion Cup 2019 organised by Slum Soccer. The boys team topped the table in the league matches while the girls team proceeded till the Semi Finals. 4 boys and 2 girls from the VENDA team were selected to participate in the training for the national team. At present 1 boy from the team has been selected to represent the country at the International tournament held at Cardiff, Wales.
Alternative Pursuits

Music & Theatre workshops are organised during summer with the help of professional artists from the respective field to help children build aspirations. This summer renowned theatre artists like Vinay Fort & Joseph Nellickal are supporting the theatre workshop while stars from Madras Mail band are helping with the music workshop. The workshops not only train them artistic skills but also help children develop soft skills and interpersonal skills. Throughout the summer children are also empowered with skills which enables them to say no to substance abuse. These two months also helps Project VENDA to identify children at risk of substance and addicted children through daily interactions, buddy program and surveys. Football trainings for around 150 students also take place during the summer camp.

Multi Stakeholder workshops

A multi-stakeholder workshop inclusive of ward Counsellor, Head of the schools, teachers, self-help group members and Parents Teacher association members was organised to elucidate their roles in the community intervention.

VENDA Sandhya

An evening of live, unplugged music and storytelling led by prominent literary figures organised by Project VENDA; ‘VENDA Sandhya’ is a once-a-month affair in the evenings of the 10th of every month evening at Mundamveli/Chellananam, where it becomes a downtime for teens and their family to become smart, informed and hang out in the good company of friends. This is an effort by Project VENDA to showcase a healthy, safe and enjoyable way of having fun.

6 VENDA Sandhyas were organised with the people of the community in this year. Many literary figures and artist shared stories and personal experiences with the community.
Milestones

- Project VENDA has been recognized as a best practice model by the United Nations Office on Drugs and Crime in their Guide for civil societies.

- Project VENDA was presented at the United Nations Office on Drugs and Crimes, Commission on Narcotic Drugs, 61st intersessional meeting.

- Project VENDA was presented at Drugs and Addictions: an Obstacle to Integral Human Development conference, organised by the Dicastery for Integral Human Development, Vatican. The project was also presented to his Holiness Pope Francis at the personal audience.

- In two years, Project VENDA has reached out to 11,424 students through the student empowerment program.

- Project VENDA organises a Multi-stakeholder forum annually to create roadmaps for Substance Abuse Free Environment.

- VENDA Cup 2018, an annual football tournament was organised in a professional field. The annual tournament will again be organised in 2019 November.

- The esteemed International WFAD Conferences are hosted in carefully chosen strategic locations in the world. This year Project VENDA has been selected for hosting the Asia Region in Kochi.
Narokara

where all belong
Nanagu Shaale

Nanagu Shaale- where all belong! Is a successful Inclusive Education (IE) model built on a multi-stakeholder approach Nanagu Shaale(NS) involves all segments of society and the Government to enable significant transition of CWSN from segregated to Inclusive Education. In recognition of our contributions in enabling enrolment, retention and training teachers, FWF was commissioned the evaluation of all CWSN programs under the SSA in 2013. Subsequent evaluations mapped that, all process suggested by Nanagu Shaale have been successfully adopted and the recommendation with the learnings from project Nanagu Shaale has been implemented in 2015-16.

Based on the commitment from Wipro Cares, Nanagu Shaale initiated the SRP program at 4 schools in 2 districts working with 200 home based and CWSN and below is the year end activity report.

This project with SSAK partnership at the SRP level will deliver the below in 5 years:
1) To enable inclusion of 200 CWSN in the respective Government schools at 4 SRP centers.
2) To train 40 government school teachers and volunteers/staff on enabling inclusive classrooms, need and sustenance of Inclusive Education in the context of RTE.
3) To train 20 special teachers on technical aspects of different disabilities and practical classroom inclusion needs for each.
4) 4 SRPs to be made fully functional: Ensure availability of appropriate physical infrastructure, usage of assistive technology and ensure supply and use of teacher learning materials specifically designed for CWSN and support SRP staff to provide case specific counselling and therapies.

Workshop and training plan:

The objective of the various workshops held this year (2018-2019) for FWF and SRP related staff is specific to:
• Give an overview to the teachers and officers on the effective functioning of the SRP units and the operations of Nanagu Shaale in Dharwad and Koppal centers.
• Introduce Inclusive Education (IE) approach to the participant and to make them aware about the rights of CWSN.
• Introduce a new approach of art therapy to make IE possible.
• Get a feedback from the participants about challenges/ issues in execution of IE.
• Enabling access to Education: Environments that support an Inclusive Education model, through understanding right to access and reasonable accommodation for CWSN in learning environment.
• Need and methodology for development of learning plan for CWSN.
The participants understood about:
1. The 21 disabilities and various aids and appliances for their amelioration.
2. Inclusive approach at Nanagu Shaale,
3. Techniques of inculcating of emotional balance in the learning environment.
4. Importance of art therapy for their overall personality development.

The objective of Stakeholders training is to advocate and sensitize community members, parents, teachers, school authorities and the education department staff towards need for inclusion in the school, home and the society around.

• Showcasing the children who have been mainstreamed and are currently attending their regular school. These success stories motivate the other parents to work with their child/children in order to join a regular school.

Objectives of Year Two:

Stakeholder Centric activities

Q1-Q2 : Parent and caretaker cantered stakeholder sensitization and awareness
1. Caretakers and parents, School and SRP workshops 50 Caretakers/parents.
2. School related teaching and non-teaching staff and student’s capacity building workshops
3. Child home visits with caretakers and parents to enable, mentoring match25 Special Teachers training and mentoring enabled

Q3-Q4 - working on inclusive needs within SRP
1. SRP assessment and upgrading 4 SRP center’s upgraded for reasonable accommodation, therapy and learning needs
2. Level Two: Age appropriate learning and class appropriate bridging chart plan progress card for each CWSN and move over to level two - Progressive Level of learning and skill development plan

Objectives for the year 2018 -2019

Quarter 1 – Caretakers and parents, School and SRP workshops.
In Q1 the prime focus was to empower the teachers of Nanagu Shaale, parents and caretakers. The teachers went through a rigorous training from experts in the field. Nanagu Shaale team also participated with the parents in the Belgaum Divisional level meeting organised by the Karnataka State Commission for protection of Child Rights (KSCPCR). Fourth Wave Foundation was also one of the organisers for the state level round table conference on Inclusive education.

Completion of IEP plan for the year 2 pictorial as a graph and the improvements every quarter.
Quarter 2 - Enrolment of children and conduct teacher’s training workshop
This current phase of Nanagu Shaale witnessed enquiries from the parents of CWSN to enrol their children in all the NS units of Dharwad and Koppal. The enrolment involved interaction and screening of the children with their parents. Nanagu Shaale conducted a State level training for 130 teachers, IERT’s and other officers in Dharwad on Inclusive education.

Quarter 3 - Working on inclusive needs within SRP
SRP assessment and upgrading and SRP centers upgraded for reasonable accommodation, therapy and learning needs

- This current phase of the program Nanagu Shaale had a series of workshops including a State level workshop in Bangalore.
- Medical camps and assessment of the CWSN in Huballi, Dharwad and Gangavathi were held in the respective regions, for identification and evaluation purposes.
- The updated list of children has been received from the BRC and NS is in the process of networking and assessing the needs of the allotted CWSN for NS centers.

Quarter 4
Level Two: Age appropriate learning and class appropriate bridging chart plan progress card for each CWSN

CWSN move over to level two – Progressive Level of learning and skill development plan

As an outcome of the last year’s activities in the SRP’s some children have been enrolled in regular school prime factor for bridging the chart plan and age appropriate learning is from the feedback and interactions with the parents, school teachers, IERT and the HM which has been documented by the team. The skill development plans have been initiated for children above 13 years who are a part of NS SRP’s. There has also been a considerable delay from SSA to specify the list of new children enrolled, physical examination through the medical camps and the physiotherapist visiting the centres.
### Overview of all the centres

<table>
<thead>
<tr>
<th></th>
<th>SRP1</th>
<th>SRP2</th>
<th>SRP3</th>
<th>SRP4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of SRP</strong></td>
<td>Tunga</td>
<td>Bhadra</td>
<td>D R Bendre</td>
<td>Gangubai Hangal</td>
</tr>
<tr>
<td><strong>Region</strong></td>
<td>Mallapura</td>
<td>Hirejanthakal</td>
<td>Dharwad</td>
<td>Hubli</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Initiated</td>
<td>Initiated</td>
<td>Initiated</td>
<td>Initiated</td>
</tr>
<tr>
<td><strong>Permit for SSA and local offices</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Access Audit</strong></td>
<td>Initiated</td>
<td>Initiated</td>
<td>Initiated</td>
<td>Initiated</td>
</tr>
<tr>
<td><strong>Facilities Audit</strong></td>
<td>Initiated</td>
<td>Initiated</td>
<td>Initiated</td>
<td>Initiated</td>
</tr>
<tr>
<td><strong>TLM Audit</strong></td>
<td>Initiated</td>
<td>Initiated</td>
<td>Initiated</td>
<td>Initiated</td>
</tr>
<tr>
<td><strong>Panchayat Meetings</strong></td>
<td>Initiated</td>
<td>Initiated</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td><strong>SDMC Agreement</strong></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td><strong>IERT designated</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Schools Permission</strong></td>
<td>Yes for 2 rooms</td>
<td>Yes</td>
<td>Yes for 2 rooms</td>
<td>Yes for 2 rooms</td>
</tr>
<tr>
<td><strong>NS volunteers assigned to SRP</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>CWSN identified</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>CWSN preliminary Case File Creation</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Accessibility work of physical Infrastructure rework</strong></td>
<td>Work in Progress</td>
<td>Work in Progress</td>
<td>Work in Progress</td>
<td>Work in Progress</td>
</tr>
<tr>
<td><strong>Toilets rework</strong></td>
<td>Completed</td>
<td>Initiated</td>
<td>Initiated</td>
<td>Initiated</td>
</tr>
<tr>
<td><strong>Regional Office</strong></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Add on teachers</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Art therapy workshops and videos</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Key Points - Quarter 1

1. A week-long training for our teachers and staff was held in Indian Social Institute Bangalore from 16th April 2018 to 20th April 2018. The main aim of the workshop was to empower the teacher and staff in the diverse methodologies of teaching for the children in the centres. The workshop was conducted by various professionals who specialises in coaching children with disability. The workshop also emphasised on self and personal development of the teachers. The details are as follows:

• Inauguration by Mr Praveen Beechagondahalli, Ms Divya Sharma from Wipro cares, Mr Raja Shanmugham Board of Director of FWF and Ms Diana Joseph Director FWF.

• Talk by Mr Sunil Jain – Astha foundation which works on the empowerment of disabled through sports and by Ms Nivedita Vasant who works for Green peace. Sunil and Nivedita shared about their life experiences, their struggles and how they exceeded in their respective fields despite their disabilities.

• Mr M Madaiah State level trainer conducted an introductory session with the participants on the importance of emotional management through his exercises, activities and group discussions. The aim was to facilitate the importance of self-awareness and self-discovery in their personal and professional lives. The value of emotional well-being and personal therapy in teaching and working with children with special needs.

• Ms Bhuvana the founder of Resilient minds conducted a workshop on speech therapy and shared a few techniques with the groups.

• Dr Archishubra Pal who is FWF’s online consultant for physiotherapy trained different methods in physiotherapy to accommodate children with disability in school and home environment.

• Ms Pallavi and Achuta art therapist conducted workshop on how painting (visual stimulation), performing art (emotional and creative expression), storytelling etc can be used as a therapy for rehabilitation and functional improvement.

• A visit to Wipro was organised by the Wipro Cares team to their Electronic city campus and the team was introduced to Ms Vibha Sequeria, Ms Divya Sharma and Mr Praveen Beechagondalli of Wipro Cares. The ideas were to present an overview about Wipro’s Inclusion Charter to the FWF team.
Key Points - Quarter 1

2. The summer vacation for the teachers was from 23rd April 2018 to 26th May 2018.

3. Due to the variations in the enrolment of the CWSN in the State, NS teachers and the coordinators are doing a door to door survey to identify the new children as per list specified by the local SSA officials.

4. As the new list of CWSN children has not been finalised by the authorities in the units where we operate NS is continuing with the students previously enrolled in the centres.

5. NS is in regular touch with the taluka authorities to get the revised list of CWSN for this academic year (2018 -2019)

6. The physiotherapy sessions are not operational yet, as SSA has not issued any orders for the appointment of the same. However, NS teachers are following up with the parents to ensure that the specified exercises are being done to the CWSN.

7. FWF along with other DPO’s and NGO’s organised a state level round table conference on inclusive education. The objective was to network with the government departments, parents of CWSN and other stake holders to be a part of the education of the CWSN in the state.

8. We also met the State level SSA authorities on Inclusive education along with the coordinators of Gangavati and Dharwad to give an overview of the program in their respective centres. For further follow up a meeting is scheduled with the State Project Director - SSA in the month of August.

9. All the 4 SRP’s have been functional despite the budget not being released to the CWSN enrolled in the schools. The parents have been receptive to the functioning of the SRP’s as they perceive an improvement in the children attending NS centres.

Though the local authorities are yet to finalise the list of the children attending the school, the parents have been visiting the centres and enrolling the names of the children primarily in Hubli and Dharwad schools. In the meanwhile, the teachers are collecting the basic information about the child and noting their observations.
Key Points - Quarter 2

1. In this quarter SSA Karnataka and FWF had a series of meeting to understand the functioning of the four units in Dharwad and Koppal.

2. An annual report was submitted to update the progress of Nanagu Shaale.

3. This resulted in further interaction with the State Project Director SSA Karnataka, who deputed his program executive of inclusive education to visit the SRP units. This was to analyse and report to the SPD on the functioning of Nanagu Shaale units.

4. The Deputed program executive of Inclusive Education visited Hubli and Dharwad centers and had a in dept interaction with the teachers, parents and official which resulted in an effective outcome for the operations of the centers.

5. Based on this report the we were asked to organise a one-day workshop along with SSA in Dharwad. The main objective of this workshop, is to give an overview to the teachers and officers on the effective functioning of the SRP units and the operations of Nanagu Shaale in Dharwad and Koppal centre.

6. The program was jointly organised and conducted by SSA Karnataka and Fourth Wave Foundation Bengaluru on 27th October, 2018. In this program the SPD, Commissioner, Director and other senior officers from Bangalore and Dharwad participated the occasion. A total of 130 participants comprising of teachers, IERT’s, BRC and DYPC were present.

7. The training was on RTE and CWSN, the successful learnings of the units of Nanagu Shaale and various methodologies to handle CWSN through art therapy and the strengthening of their emotional balance of the teacher and their crucial role they play in the development of a CWSN.

8. All the units are getting enquiries from the parents on enrolling their children in the centers where NS is functioning. This is the outcome of the success of the SRP and the references given by the IERT”s and parents who have emerged as a strong stakeholder in support of this program.

9. NS is in regular touch with the taluka authorities to get the revised list of CWSN for this academic year (2018 -2019). However, the attendance has been around 75% of the previous year as the parents identify with the program and they don’t want a break in the learnings of their child. The final list will be issued once the health camp is scheduled.
Key Points - Quarter 2

10. The physiotherapy sessions are not operational yet, as SSA has not issued any orders for the appointment of the same. However, NS teachers are following up with the parents to ensure that the specified exercises are being done to the CWSN.

11. Independence Day celebrations - In Hubli the SRP children had a fancy-dress competition, while in the other centers the teachers and students were part of the school programme.

12. Ms Mahadevi Sangam, NS teacher from Dharwad SRP center was felicitated and given a best teacher’s award in recognition for her work done for Nanagu Shaale.

13. In all the centers the teachers use different techniques to improve the ability of the children coming to the SRP e.g. through dance and movement, art therapy, speech therapy etc. As a part of the art therapy programme, the teachers along with the NS art teacher had a theme for the month. The theme was storytelling and all the centers took up thirsty crow story as the story for the month. This was taken forward with diverse methods such as song, drawing, picture sequences, enacting, singing and dancing. The learning for each child has been exceptional.

14. The Individual Education Plan (IEP) for each child is in track and the teachers have been making a note of the improvement of the children. A quarterly achievement has been updated in each of the files for the children who have been attending for this academic year. The teachers have made a pictorial graph and the progress of each child is marked under the areas of hygiene, nutrition, social interaction, physical activity and learning.

15. In the first year of the program (2017-18) 34 children have been mainstreamed i.e. they have been enrolled in regular schools. There has been a remarkable improvement in few of the children through regular exercises and physiotherapy which has been appreciated by the parents and the community at large.

<table>
<thead>
<tr>
<th>Name of the center</th>
<th>No of children mainstreamed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dharwad</td>
<td>12</td>
</tr>
<tr>
<td>Hubli</td>
<td>6</td>
</tr>
<tr>
<td>Mallapur</td>
<td>8</td>
</tr>
<tr>
<td>Hirejantkal</td>
<td>8</td>
</tr>
</tbody>
</table>
Key points - Quarter 3

1. The medical camps were held in all the centres:
   - Gangavati - 31st November 2018
   - Hubli - 5th December 2018
   - Dharwad - 11th December 2018

In Hubli and Dharwad the physicians from KIMS (Karnataka Institute of Medical Science) visited the camp and examined all the children attending the SRP's. The parents brought to notice of the medical and other officers, the various health issues faced by the children and requested for a detailed medical examination. They also sought the official to provide the necessary facilities and devices for the child in time. Overall there was a good participation of the CWSN attending the medical camps.

2. World disability day celebrations was held in all the centers. As a part of the celebrations there were diverse activities like fancy dress completion, sports and cultural events.

3. Special feature of the programme in this year was children with and without disabilities were part of these activities held in the respective centers. The main idea of inclusion in all aspects has been reemphasised.

4. On November 14th 2018 children's day was celebrated. Each centre had different set of activities.
   - Dharwad - 50 children along with the parents and IERT's had organised a picnic to a children’s park.
   - Hubli – The SRP children participated in the school’s fancy-dress competition and a few of them said a few lines on the character’s they were portraying.
   - Mallapur - Games were organised for the SRP Children attending the center
   - Hirejantkal - Various activities and games along with music were effectively held with enthusiastic participation of the children in the SRP center.

5. The new list of children to the SRP’s is being finalised. NS teachers are conducting an in - depth door to door survey and interacting with the parents of the newly admitted CWSN who have joined the respective SRP’s.

6. The NS team has been regularly monitoring the children who have been mainstreamed and following up with their teachers and parents.
Key points - Quarter 3

7. FWF and NS team organised a State level workshop on the “Role of the State Government in the Development of Women and Children with Disabilities”. The objective was to share the experiences of NS and provide a wider impact to the larger community.

8. Nanagu Shaale conducted a District level teacher’s training workshop in Gangavati. The purpose was to give an orientation of Nanagu Shaale and to understand the teachers’ experiences in handling CWSN. This was attended by the officials from Gangavati and by the State Project officers handling CWSN in SSA.

9. The State Project officers handling CWSN in SSA visited the schools at Hirejantkal, Gangavati city and Mallapur, Gangavati rural. The parents had an interaction with the officers and discussed the issues and concerns on the education of their wards.

10. In the course of interaction with the officers, the parents expressed their concern of conveyance and a lack of a physiotherapist in the respective schools. Some parents also brought to their notice, how remote physiotherapy consultation provided by NS was improving the functioning of their children.

11. In Hubli and Dharwad, the stake holders have taken the initiative to sponsor diapers, water filters and T-shirts for the CWSN attending the SRP.

12. In Mallapur school, the teachers take the children to the age-appropriate classroom as part of the learning process for the CWSN attending the SRP. This learning process helps the SRP child to adjust to the class room - situations and also be a part of the interaction process with the other children. This has enabled the regular children to assist the CWSN when they are performing any activities in the SRP centre. The teacher is able to observe the needs of these children when they sit in a regular classroom.

13. In Hirejantkal school, the regular children participate in the SRP centre in teaching the CWSN. NS teachers supervise them and help the CWSN to be part of the learning process.

14. In Hubli, the school children come to the SRP class room and support the CWSN when they have to be taken out for any outdoor activities or during physical activities in the class room.

15. In Dharwad, few of the SRP children attend the same school. These children have buddy friends who help them with the activities in the SRP and in the classroom. This has helped the SRP children to develop better rapport with the other classmates and address their needs with confidence.
Key points - Quarter 3

16. Physiotherapy sessions have started in Hubli and Dharwad. The doctor visits the centre once a week. In Gangavati, remote consultation is now operational. The issue of physiotherapists not being available in Gangavati has been discussed with officials in Gangavati and Bangalore.

17. FWF has brought to the notice of the officials the state of the toilets in the schools. These toilets are not disabled-friendly and the concerned officials have visited them.

18. Overall, the attendance has been around 60-70%. The decrease in the children attending the SRP has been due to the delay in paying the allowances and lack of transportation facilities.
Key points - Quarter 4

1. The focus has been mainly in improving the attendance in all the four SRP centres. In Hubli and Dharwad a meeting was organised with the BEO, BRC, IERT’s and the parents of the CWSN who are enrolled in the SRP. The officials clearly informed the parents that the monthly transportation allowance will be remitted to them only if they are bringing their child to the SRP regularly. They also clarified that they will be monitoring the attendance of the children attending the SRP. Since then the attendance has considerably improved in both the centres. In the meeting the parents suggested that it would be great if the physiotherapist visit the centers twice a week as done in previous year.

2. In Gangavathi, the team has brought to the notice of the officials that most of the new children that are being enrolled this year are not within the 5 - 6 kms radius, which is causing a great difficulty for the parents to bring the child to school. There has been a regular follow-up from the team to get the new list of children enrolled in the schools.

3. In Mallapur SRP, the parents have taken the initiative of hiring an autorickshaw and conveying the children enrolled in the school from the surrounding areas as per the scheduled timetable. This has been an outcome of regular house visits interactions and suggestions given by the teachers and NS coordinator.

4. Wipro team comprising of Mr Praveen Beechagondahalli and Ms Subrata visited the 4 centers on 20th and 21st February 2019 as part of their year-end appraisal.

5. Physiotherapy sessions have been regular in Hubli and Dharwad. The parents are very appreciative with the regularity of the physiotherapists coming to the school and the improvements they can see in their children. In Gangavathi, taluka remote tele video physiotherapy has been very effective (Mallapur and Gangavathi). The physiotherapist from Bangalore has visited the SRP’s and personally assessed children and trained the teachers with the necessary physiotherapy skills.

6. The DDPI in Dharwad district has been transferred and the new DDPI has been appraised and updated about NS programme.

7. As an outcome of Nanagu Shaale’s interactions, meetings and updates with the officials (state, district and taluka levels) there has been a positive and holistic impact from the state on Inclusive education programme.

8. A week-long training for the NS team, coupled with year-end assessment and appraisal is also planned along with the academic year end assessment of the team, SRP related resources, trainings, physiotherapist assessment and progress.
Key points - Quarter 4

9. On-going evaluation of the inventory and investments of all Nanagu Shaale SRP’s in terms of physical accessibility, ramps, special toilets, setting up of SRP painting, ventilation, lighting, water, sanitation teacher learning material, opening files and medical assessments of children, aids and appliances for students is in progress.

10. Year-end assessment of the IEPs and child’s progress was created with photo and video documentation where ever necessary.

11. The team is in the process of identification of the children aged 13 years and above for the various skill development and rehabilitation purposes.