Non-formal Education Project Proposal

Background and analysis of the problem to be addressed:
Wazirpur, an urban village, the proposed location for the educational learning Centers, is one of the many in Delhi (near Ashok Vihar) and no longer surrounded by farmland. Instead they are in the midst of untamed development. Originally it is dominated by 'Gujjar' community and to be very precise 'Khari' clan of Gujjars. They own big plots and houses and give them on rents to the migrated people. The migrated people are mainly from Bihar, Rajasthan, Uttar Pradesh, Jharkhand etc. Most of these migrated people belong to the labor class and work in the nearby factories of Wazirpur Industrial Area and the rest are construction labor, carpenter, mason, painter etc. The other class consists of rickshaw pullers and vendors. Basic municipal services like roads, water supply and drainage have not reached them but cars, amenities, and other such luxuries have.

In a pilot survey, in Wazirpur Village, ANK has identified 80 out of school children in the age group of 6 to 14 years, out of which 45 are girls. These students are either indulged in rag picking or work related to recycling of wastes.

The children are out of school in Wazirpur village area because of the following reasons:

1. **Social Exclusion of parents:**
   It is the state or condition of an individual where they are unable to participate fully in their respective society, since the parents of these children are not so sound in their socio-economic conditions; they always face the problems of social identity like race, gender, ethnicity, caste and religion or social location.

2. **Illiteracy and ignorance of parents:**
   Since the parents are not educated or possess a very poor education level, this affects the continuity of education or to admit their children in the schools.

3. **Gender discrimination:**
   Our survey discloses that the people belonging to the underpriviledged section of the area still discriminate between a girl child and a boy. They prefer sending their sons to school but force girls to stay at home and help in household chores. This keeps a large number of girls out of school.

4. **Working parents:**
   These children belong to the age group of 6 to 14 years; most of them have never been to school or dropped after a year or so. In majority of families both mother and father are working as laborers. As a result, there is no one to take –care of house as well as small children. This forces the older siblings to stay at home to take care of the same.

5. **Migration:**
   These children come from migrated families. So the children who have gained some education in their native places find it very difficult to get admitted in schools of the new areas. Suppose a child is 12 and has completed his 6th but after his or her family's migration, a lot of time is wasted in settling down in new place. This almost takes a year. After a year schools generally refuse to give admission in the class appropriate to the age of children. So a child who should be admitted in class 7th is generally enrolled in class 5th. Obviously, this is a big loss for children. This also increases school drop-out rates.

6. **Child labor:**
   This area is adjacent to the Wazirpur Industrial area. Here, child workers are preferred because they can be hired on low wages and are unable to fight against exploitation. A large number of children work as rag pickers and vendors in this area. Due to poor enforcement of legislation on child labor, the number of working children is high. Such children are unable to attend any school and are deprived of education.

Proposed goal, target group, objectives and implementation plan:
For the fulfillment of the project goal ANK has planned to set up Non-formal Education Centers in the targeted community. So unlike the formal schools these must be easily accessible for children. Our curriculum attempts to cover the basic contents of the first four grades of the formal primary school curriculum. The NFE community centre and its curriculum are the heart of the project's programmes in non-formal education.

Our targeted out of school children falls in age group of 6 to 14 years. We have to group them in 2 batches of each based on their age. We will conduct one class of 3.5 hours duration daily for each batch. The details are as follows: -

Batch	Age Group	Class Timing
1	6-10 years	9.00 AM to 12.30PM
2	10 above -14 Years	1.00PM to 4.30 PM

Our main objectives behind running these centers are:
- To mainstream the children to the appropriate classes in the nearby MCD schools.
- To educate the drop-outs from formal education.
- To provide life-long education.
- To raise the social and scientific awareness.

To run the proposed project successfully, we will execute the following tasks:

- Recruitment of the facilitators and staff.
- Train authorities and facilitators in community "mapping" technique and how to target programs by poverty, age, gender, ethnicity, social group, etc.
- Selecting and training local learning center facilitators;
- Development of guidelines and training materials;

- Local facilitators should be exposed to the full range of NFE and development training programs available or planned for their community;
- Monitor learning centers.

We have been working in collaboration with Tech-Mahindra Foundation, SMILE Foundation and NASSCOM Foundation. We always lay emphasis on innovative teaching methods and use of different learning aids to make education more fruitful. In this regard, NASSCOM Foundation has shown interest in donating few used PCs which are in working condition. Also, they will be providing us with the computer aided learning curriculum which has been designed and developed by Azim Premji Foundation. These computer aided learning tools will help to provide a conductive learning environment to children. We will implement the Computer Aided Learning methods like use of relevant audio and videos materials. We understand the significance of Information and Communication Technology in our projects. The Information and Communication Technology in Education programme consists of a range of interconnected projects in six key areas: Policy; Training of Teachers; Teaching and Learning; Non-Formal Education; Monitoring and Measuring Change; and Research and Knowledge-Sharing.

ANK has been running learning centers for 800 out of school children from August 2004 to July 2007 in the Said-ul-Azab and nearby areas like Neb Sarai and Maidan Garhi in association with Directorate of Education, Govt. of NCT of Delhi.

We have been running Non-Formal education center in Khirki Village in South Delhi. From our experience we have learned that the participation of the targeted community is very important to implement community-based projects. Our team is well versed with the skills to involve community in our projects. We have conducted community mobilization workshops in the nearby area also.

Teachers will play a very important role in implementing this proposed project successfully. The location of the educational learning center will be within the community and will be very close to the slum. Hence the working environment for the teachers will be very challenging. In this regard we plan to recruit teachers who have worked with us in past on similar kind of projects. We understand the need of capacity building of our teachers. Teachers from ANK have attended following workshops and trainings: -

- 10 Days teacher training by SCERT at DIET, Keshav Puram
- Workshop on Value Based Education at IIC, Delhi.
- Teacher training on Community based education by Amity Foundation at Amity International School, Saket.
- Workshop on community mobilization.
- 10 Days Teacher Training by Nehru Yuva Kendra
-

So, we have some good experienced and trained teachers who can work on the project. Also, we have a very good network of volunteers from different backgrounds who will work with our teachers on the project.

In these non formal education centers we are going to follow the SCERT recommended curriculum which is also being followed in the Municipal's Primary Schools.

Mainstreaming Strategy:
In Wazirpur village there are two MCD schools. We will bridge our networking with these schools and will try to mainstream our children in these schools. There is another MCD school in Ashok Vihar Phase-1, Block-D, and Ashok Vihar-2 which are just adjacent to the proposed site. We will ensure our liaising with these MCD schools and the nearby Public Schools also where we can approach them on the various grounds such as the Economic Weaker Section (EWS) Scheme.

Annual project budget:
To run the Non- Formal Center successfully for an year, we are looking forward for the following financial support from your organization:

A. **Fixed Expenses :-**

Particulars		Cost (Rs.)
40 Study chairs for children @Rs.400/-	40 x Rs. 350/-	Rs. 14,000/-
Whiteboard with stand		Rs. 1,000/-
*A small library with 300 books		Rs. 10,000/-
Total		**Rs. 25,000/-**

*We are in touch with ASHA, London Chapter to support the small library for this center. ASHA, London helps to set up small libraries like this.

B. **Monthly Expenses -**

Particulars		Amount(Rs.)
Salary of 2 Teachers @Rs. 7500/- each	2 x Rs. 7500 x 12 months	Rs. 1,80,000/-
Lump sum Rent of the center @ Rs. 7,000 per month.	12 x Rs.7000/-	Rs. 84,000/-
Miscellaneous Expenses @ Rs. 1000/ month.	12 x Rs.1000/-	Rs. 12,000/-
Total		**Rs.2,76,000/-**

Grand Total (A+B) – Rs. 3, 01,000/-

The total cost of the project is **Rupees Three Lakhs One Thousand Only**.

Impact:
With the proposed project the impact can be seen as follows:

- ❖ **Entry into the formal school system**: Ensuring that the children that bridging/accelerated our learning programmes re- enter formal school. They will start at integrated level. So after one year's quality oriented hard work and curriculum, we will be able to mainstream a minimum of 90% children in the MCD schools from our center.
- ❖ **Literacy:** The children will be able to read at a functional level after the completion of the program.
- ❖ **Behavior change**: Less aggression and anxiety among children, adoption of specific hygiene practices, etc.

The non-formal approach at all stages, particularly in the age group 6-14, has still a long way to go to make any reasonable impact on the masses but we all know that NFE may be seen as an evolving model emerging from existing socio- economic realities. Where it has been effectively and properly implemented, NFE has been useful as a stepping stone for formal schooling, in addition to improving the self esteem, confidence and social skills of children.