



Asha for Education, Silicon Valley



Report on Educational Activity Centers (Project Foundation) April to September 2013

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Executive Summary

Door Step School would like to thank **Asha for Education Silicon Valley** for sponsoring our “**Project Foundation**” activities over the years.

“**Project Foundation**” is part of the **Educational Activity Centers** of Door Step School which addresses the needs of children in the age group of 6 to 14 who do not have access to formal schools. DSS runs Educational Activity Centers (EAC) - Literacy classes and study classes for these children, as well as Pre-Primary Classes (Balwadi) and Day Care Centers.

For the period of April 2013 – September 2013, a total of 8,592 children were reached through our core activities and 1,952 children benefited through the support activities (School Enrolment and Transport) at 120 Educational Activity Centres in Pune. This report presents details of the 10 Centers funded by **Asha for Education Silicon Valley** covering the period April 2013 to September 2013. These centers address the educational needs of children at Construction sites and Urban Community slums.

Direct Education Program			
Programme	No. of Children Enrolled		
	Girls	Boys	Total
Pre-Primary Classes (Balwadi)	211	164	375
EAC (Literacy Classes)	124	134	258
Study Classes	107	79	186
Crèche	245	233	478
Total	687	610	1297

Direct Education Support Services	No. of children
Children Enrolled in schools	100
School Transportation Provided	106
Children going to school by themselves	25



1. DOOR STEP SCHOOL at glance

Door Step School is an NGO (Non Government Organisation) working in the field of **Literacy and Primary Education** for the past 22 years in the Urban cities of **Mumbai and Pune**.

All children deserve an education. An alarming number of India's urban poor still remain without an opportunity to receive formal education. Door Step School has been addressing this gap through multiple programs.

1. Direct Education Program – “Project Foundation”: Children of construction site labourers do not go to school for various reasons. Door Step School sets up temporary education facility with the help of the builders at the construction site. **Over 39000 children have gained literacy in the last 5 years** through this program.

2. “School on Wheels”: Specially fitted buses are deployed to reach children when there are delays in setting up schools at sites or when sites are small or remote. These buses then become “Schools on Wheels” and reach more than **500 out of school children** annually.

3. School Intervention Program – Project “Grow with Books”: Door Step School works with Municipal Schools to conduct 90 minute reading classes in the primary schools. The goal of this program is to enhance reading capabilities of the children and improve overall educational performance of the children. **145,000 children have benefited through these programs over the last 5 years.**

4. “Community Learning Centres”: Community learning Centres cater to the educational needs of urban slum communities. A Community Library, Reading Room Facility, Computer Classes and Science Laboratory are run at these Centres. **Over 1000 children benefit each year from these programs.**

5. “Parivartan Training Center”: Provides customised In house teacher training program and staff development programs to **the 500+ staff as well as other NGOs.**

6. “First Steps Forward”: A special intervention program started in 2011 for improving the reading and literacy skills of children in First Standard in municipal schools. **2574 children from 122 schools benefited from this program in the last 2 years.**

7. “Every Child Counts” - Citizens’ Campaign: City-wide survey of school-age children, their enrolment and follow-up in government schools, with active participation from citizen volunteers. **1300+ children enrolled in PMC schools for year 2012-13, under RTE Act 2009.**

8. Parents' Participation in Children's Education - A parent counselling program launched in 2012 to educate parents on the Right to Free and Compulsory Education and their role in school enrolment and regular attendance of children. **Over 1000 parents counselled so far resulting in enrolment of more than 500 children.**

2. “Project Foundation” at Door Step School

The **Direct Education Programme** of Door Step School addresses the needs of children in the age group of 6 to 14 who do not have access to formal schools.

Since its inception, Door Step School has seen a steady increase in the number of sites covered and the number of children brought under its network.

Under **Direct Education** the following four programmes are conducted-

- **Pre-Primary Education (Balwadi)** –This programme is for pre-schoolers in the age group of 3 to 5 years.
- **Literacy Classes** – This programme covers non-school going children in the age group of 6 to 14 years.
- **Study Classes** – This programme caters to school going children in the 1st and 2nd standard.
- **School on Wheels** - These are buses that serve as mobile classrooms to enable us to reach difficult areas or to collect children from smaller sites to one location. The School on Wheels is also useful to jump start classes at a site when facilities are being made ready.

We also have other **Supporting Activities** under our **Direct Education Programme**. The following programmes are conducted-

- **Day Care Centers (Crèche)** – This programme caters to children in the age group of 0 to 3 years.
- **School Transportation** - It is an added service provided to bring children to municipal schools as well as collecting them from different construction sites to one location for conducting classes.

3. Project Evaluation Metrics

The following metrics were collected and analysed for evaluating the impact of the program and necessary interventions.

Each child should be able to read simple sentences with composite letters in 120 days- learning letters in 50 days, learning Matras in 40 days and eventually composite letters in 30 days. In other words, after 120 days the child should be able to read the newspaper. Actual level of that child is compared with the attendance based expected level and then he/she is put in either “as expected”, or “above expected” or “below expected” category. While majority of children fall in “as expected” category, there are many reasons why there are also some in below expected level (need more time to learn, no parents support, lack of concentration etc.) and above expected level(faster learners, already gone to school before coming to DSS class, good support from parents/siblings etc.).

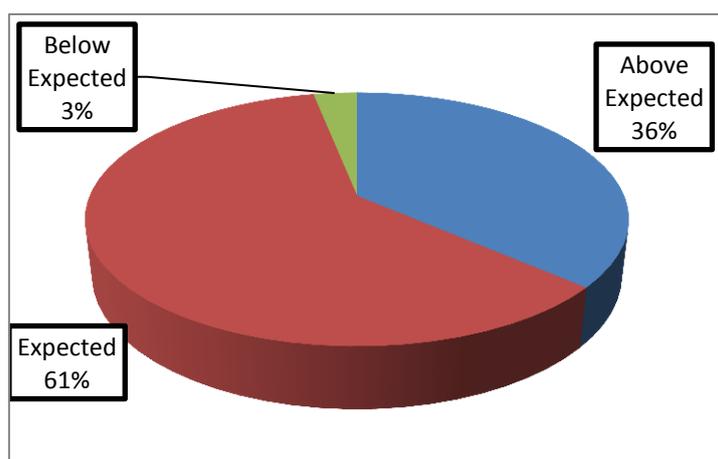
As part of our process of measuring child’s progress we categorise them into 4 levels and track the levels reached based on the child’s attendance.

3.1 Attendance vs. Learning Levels of Literacy classes & Study Classes

I. Literacy Classes – Learning Levels

EAC Classes - Expected Levels					
Levels / Attendance	1 to 25	26 to 50	51 to 90	91 to 120	Grand Total
Learning alphabets	133	14	6	1	154
Alphabets completed	40	10	9	1	60
Matras completed	8	1	1	0	10
Composite Letter	25	7	1	1	34
Grand Total	206	32	17	3	258

Note: The yellow cells indicate “Expected levels”.

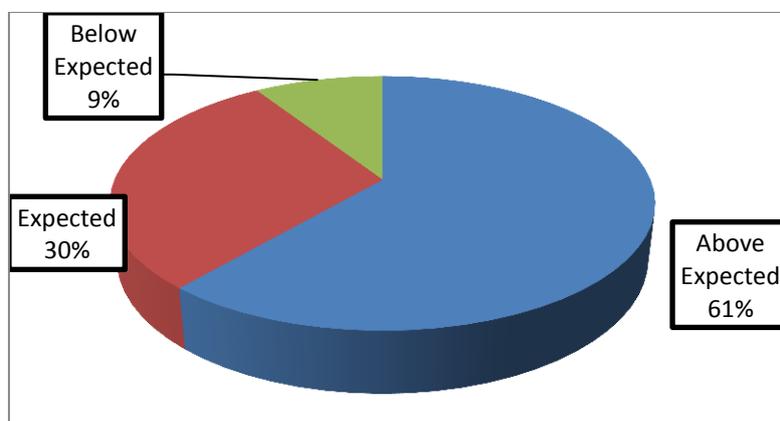


3% of children are below the Expected levels of learning in our Literacy (EAC) Classes. These are children who need more time to learn. (It has been researched that 10% of children in general are below expected levels of learning)

II. Study Classes – Learning Levels

Study Classes - Expected Levels						
Levels / Attendance	1 to 25	26 to 50	51 to 90	91 to 120	above 121	Grand Total
Learning alphabets	17	6	5	5		33
Alphabets completed	14	9	21	2	4	50
Matras completed	4	2	4	2	1	13
Composite Letter	26	14	22	19	9	90
Grand Total	61	31	52	28	14	186

Note: The yellow cells indicate "Expected levels".



9% of children attending Study classes are below the expected levels.

We enrol the children in Government schools so that they get an opportunity to go to a formal school and if they move to any other place, they can join the school there and continue their education. For studies, they depend on our classes because these children belong to the migrant community and many of them do not know the local language. There is no one at home who can help them in their studies. The study classes are the only support mechanism for these children.

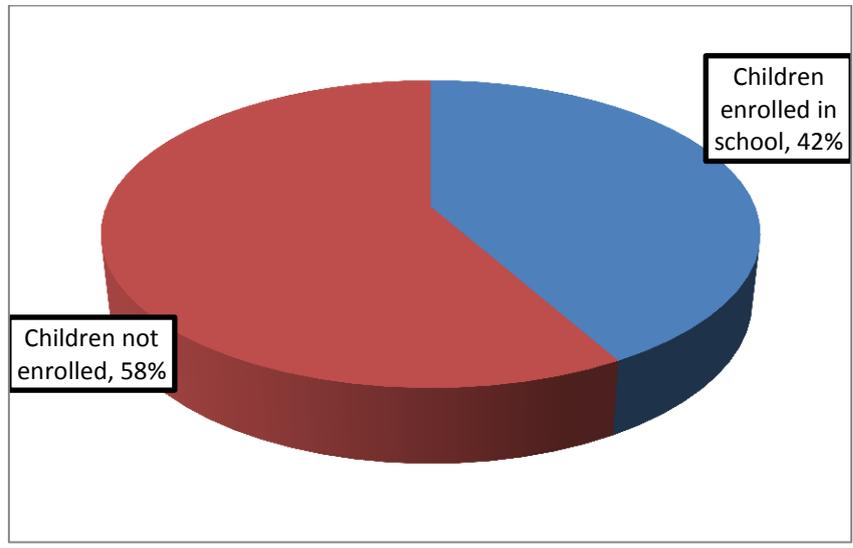
There are 3% children below expected in Literacy classes, while in Study classes 9%. The children of Literacy class attend the DSS centers full day(9.30am to 5.30pm), while Study class children attend the DSS centers only for 2hrs as they attend Government school.

3.2 Enrol 100% children of the community/construction site in DSS Educational Center.

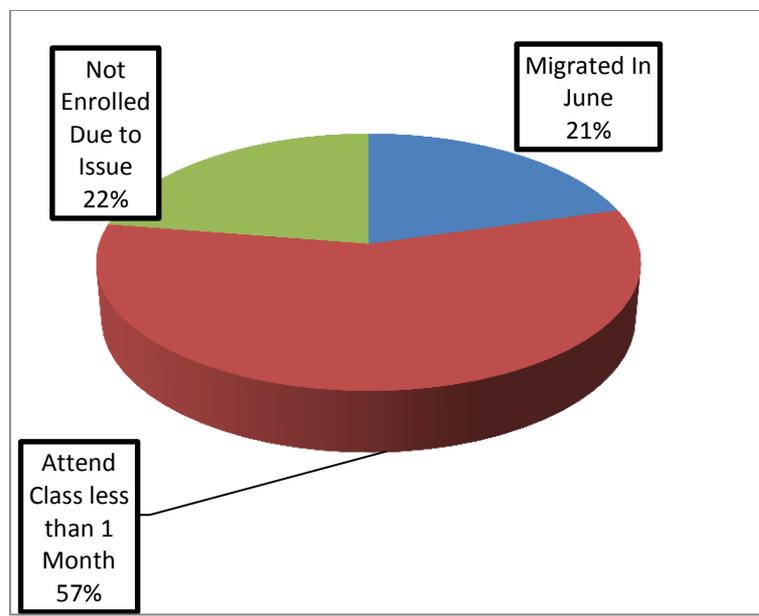
S.No	Name of the Centre	Total No of Children at Site/ Community	Total No of Children Enrolled in DSS Centre	% of children enrolled in DSS centre	Total No. Children Not Enrolled	Reasons for Non Enrolment
1	Arc Gaurav	41	41	100	0	
2	Glitterati 24K	30	30	100	0	
3	Kumar Siddhachal	23	22	96	1	The child keeps poor health, therefore parents don't allow him to attend the center.
4	Kumar Surabhi	15	15	100	0	
5	Liviano	54	51	94	3	All three look after their younger sibling/niece/nephew, also do household work.
6	Prime Plus	7	7	100	0	
7	Pristine Royal	32	32	100	0	
8	River residency	180	176	98	4	All 4 are new at the construction site, DSS staff is trying to convince their parents to send them to the center.
9	Rohan Leher	38	38	100	0	
10	Simply City	24	24	100	0	
	Total	444	436	98		

98% of children at the sites were enrolled in DSS Centres. This high enrolment is because the Builder take cares that all children attend the center. Parents are motivated and they make sure all children attend school.

3.3. Try to enrol 80% of children of our educational center between age group of 6 to 14 years in government schools



Total no. of children between 6 to 14 yrs. who joined the Literacy (EAC) classes and Study Centres at the sites were 444. 186 enrolled in school till September and 258 were not enrolled. The reasons are given below:



Out of 258, 147 children (57%) attended our centres less than a month and were therefore not considered for Enrolment. 53 (21%) children came to center during the summer vacation in the

month of May, they visit their parents during May to July and continue their education at their native village once they are back to village. Remaining 58 children (22%) could not be enrolled due to the following reasons:

The reasons of non-enrolled in mainstream school are following:

- A. 22 children had enrolled at DSS center in this month (within span of 20days)
- B. 11 children look after their younger siblings and their parents not allowing them to go to school
- B. Girls who are 11yrs and above, their parents are not allowing them to attend school, we have 3 children.
- C. Parents of 5 children are not ready to enrol them here, they want their child to learn at native village.
- D. 6 children are irregular to center therefore not enrolled.
- E. 3 children need special attention and more time to learn, so parents are unwilling to send them in formal school.
- F. Transport facility was not available at River Residency site, in October month we had provided them transport therefore these children were part of literacy class studying at DSS center.
- D. 8 of the children enrolled with us are from 'Urban Gram' site. The distance of school is more than a kilometer from the site. Our construction site is in the outskirts of city on a farm land so there is no road or public transport to reach up to the center. In rainy season it's difficult to walk on the roads as they get muddy. Therefore we took the decision to enrol these children in school after the monsoon i.e. in September.

22% children at the 10 Sites are still out of school. It is our endeavour to enrol maximum no. of these children into school. We hope to establish the parent's trust so that they will willingly send their children to school. We hope to raise their awareness about the importance of their child's education. As these labourers come from different parts of India, it takes a little time to establish their trust

Challenges faced during enrolment of children in Government school

1. The problem of non-enrolment amongst the children of construction workers is quite large. The reasons are many, the transient nature of the work of parents, lack of awareness about the school, procedure of enrolment and also the logistical impediments (transport to school) and local conditions (children need to stay at home while parents are at work, look after younger siblings, language problems etc.)
2. Sometimes parents want to admit their children in their own village, but after lot of convincing they are willing to trust us and enrol them in school. Among the many reasons is the underlining fear of the safety of their children. Language barrier is another hindrance.

3. Some parents tell us that they are leaving the sites within a few days, so it is not possible for them to enrol the children in the school. A few parents do not trust our teacher with their young ones, so their elder siblings cannot attend school.

4. When we go to schools to enrol the children, the Principal or class teacher are not very happy to enrol the children of the construction workers. Their complaint is that after we admit these children, they move to some other location after a few months and stop attending school. At that time, the parents do not take transfer certificate (TC). As a result, the names of these children are never struck off from the register but are carried forward. So in reality, there are always fewer children attending school but more children on roll.

3.4 Pre-primary Education

Educating Balwadi children on different aspects such as importance of water, vegetable, fruits, animals, birds, seasons. Also teaching alphabets and numbers to children of the age group 4-5 years.

For children in the age group of 3-5 Years, classes are held for children below the school going age. The focus is on preparing the children for entry into school. Each Balwadi class is assigned a teacher. Innovative teaching aids are used to teach the children. Parents are also involved in the process of education of their children

We have a Project Based Teaching Method for Pre-Primary Children (Balwadi Children). One Topic is chosen for a month and all aspects of that topic are covered. For E.g. Birds: we create a model in class related to that topic and put up charts and words related to that topic in the class to create an “Environment” in the class . Then we discuss the topic, conduct different activities like craft, drawing, songs and stories related to the topic. Sometimes children also bring some bring different items in the class related to that topic.

The experience through all sense organs gives them long lasting understanding of the subject and also help them to relate the topic with their daily life. The children develop their vocabulary and also



The topics covered each Month and the concepts taught are listed in Annexure-A.

3.5 Special Initiatives

This year we have initiated a programme to assess the learning level of Maths of children 6yrs and above. Also another program to assess the level of different skills of the Pre-primary children.

3.6 Cleanliness and Hygiene activity:

Under the 'WASH (Water Sanitation and Hygiene)' program with initiated by 'Kirloskar Foundation' we conducted the following activities at our centers in the month of July and September:



A. Rally on surrounding cleanliness: in the month of July

Objectives:

1) To make the children aware of cleanliness of surrounding and reach out to the community people.

Children took out Rally in and around labour camp where they live and shouted slogans of cleanliness and its importance. Discuss the importance of cleanliness with their parents.

B. Use of Urinals and Toilets in the month of August.

Objectives were:

1) To create awareness related to proper use of toilets.

2) Consequences of improper use of toilets.

3) Create awareness regarding keeping the toilets clean after use.

The teacher wrote the word on the board "Swachta Graha". Then she asked the children what it means, or what comes to their mind when they read the word. The children said: a clean house. The teacher said no, it means bathroom. The children became a little confused. All the children were sitting quietly. After the teacher explained to them it means bathroom, she asked them what comes to their mind. It was a 'Mind Mapping' activity for children.

The following words were uttered by the children: Dirt, Foul Smell, Door, Ceiling, Tap, Water, Cockroach, Insects and Light.

The teacher explained to the children about the cleanliness of toilets on the site and also in school. Then the teacher asked the children how should the bathroom be? The children replied: it should be clean and it must be washed every day.



C. Cleanliness and Hygiene in the month of September

Objective:

- 1) To create awareness about the cleanliness.
- 2) Importance of health.

A team of teachers performed a puppet show "*Bandu Shahana Shala.*" The puppet show was about the habit of cleanliness and its importance. The teacher taught the children after the puppet show that they should come clean to school. The next day all the children came in new clothes in school. The teacher asked them the reason for new clothes. They told her that the puppet show yesterday taught us that to come in clean clothes in school. In the story in the puppet show they saw that the main character (Bandu) who was wearing dirty clothes has no friends. The children therefore were afraid that no one would play with them, hence the efforts of new clothes.

In the story the character of the Rabbit (Sasa) was said he was clean and he told Bandu that he should be clean. The children therefore taught that being clean was like being like Sasa. They asked the teacher if they look like Sasa.

3.6 Tracking Migrant Children: April to September 2013 :

Total No. of Children enrolled and migrated:

Class Type	Continued	Migrated	Transient	Total
Balwadi	143	52	180	375
E.A.C.	44	34	180	258
Study Class	98	33	55	186
Crèche	169	81	228	478
Grand Total	454	200	643	1297

The transient nature of the work of construction means that often labour camps and children move away. In last six months 643(49%) out of 1297 children were transient (attend class less than 25 days).

The rate of migration is high 843 (65%) children in 6 months out of 1297. We have increased our efforts to track the migrated children of EAC and Study class by calling their parents to ensure that they re-enrol at the new sites. We make all attempts to track the children who migrate from our sites to know whether they are continuing their education after migrating to a new location. We were able to track **121 (40%) out of 302** (Migrated and Transient children from EAC and Study class). Out of the **121 children tracked, 78 (64%)** are continuing education wherever they have moved. We are trying to involve parents more in all the processes towards sustainability.

3.7 Achievements and important features

In 2012-2013, we continued to work on enlisting builders support to our centers and our **Foundation program received full or part financial support from builders at 100% of our sites**. This is a great stride in the partnership with the builders. We appreciate our builder partners who have come forward not only for financial assistance but also for taking more interest in providing better facilities, helping with parents meetings and conducting events and providing snacks to the children. This year saw **increased awareness among the parents towards their children's education**. We have noted many instances where the parents have chosen to stay in the same locality even after the construction is over, so that the children can continue going to the school. We have also heard about cases where parents have told the new site personnel to invite Door Step School to start a center. These instances show remarkably **positive changes in the attitudes of the construction site workers**. Due to the awareness of education and RTE parents have started keeping their older children at their native village and coming to construction site with their younger children.

The increase of sites in the suburbs leads to a lack of school infrastructure in many areas and problems of accessibility of schools as well. Access to safe transportation for children enrolled in Mainstream schools is also an issue; DSS are working with '*Shikshan Mandal*' to convince them for the need for transport facility for children to reach school. Gradually the government should take over this responsibility. We have received one month transportation reimbursement from *Shikshan Mandal* for PMC schools (Pune Municipal Corporation).

3.8 Qualitative Impact

Simply City: Asif Ajibaba Shaikh age 7yrs, from Karnatka. Since he was 7yrs we tried to get enrolled in the PMC school in std Ist. He was afraid to go to school because he has never been to school. He plays with Kinder Garden children. Gradually he did not like playing with Kinder garden children. He saw other children of his age going to school by bus. They got new books, school bags and new clothes (uniform) from the PMC school. He felt he wanted to travel by bus, wear new clothes, use new books and carry a new school bag.

He felt he wanted to go to school. Now he goes to school regularly and he is good at his studies and moving forward.

Liviano: Shital Verma had completed six years, we spoke to her parents about admitting her in PMC school. She liked going to school, and looked at children came from school with lot of fascination. We spoke to her parents about admitting her into school they were reluctant at first as she had a younger sibling. However after some persuasion they allowed her to attend school. When we took children for admission, we had asked them to carry the tiffin as the procedure will take a long time. Shital carried her lunch also but she brought a slate and chalk with the school teachers permission. When all the children were waiting for their admission shital sat in one corner with a slate and a chalk and was busy writing something.

When she was given her books, her bag and her uniform, she happily looked at them and would turn the pages of her books. When her teachers praised her she attended school dressed in clean uniform before all the students. She had made very good progress in school. Parents are no doubt proud of her.

Kumar Siddhachal: For the last two years it was difficult to arrange transport for the children going to PMC school. We spoke to parents for private transport like rickshaw charged Rs.350 per student. We requested the parents to share the cost of transport since our funds were not that large. Parents readily agree to pay one hundred directly to the Rickshaw man and we paid the difference. This year the parents were paying the full amount of the rickshaw. We were working with government and the school for transport being arranged, since the transport was the biggest problem in children attending the school. After a lot of coordination between the school and the govt. the school was able arrange transport with govt. funds. Now the children come to school by school transport. They come regularly to school and happy to sit in the van. Parents are increasingly becoming aware of the need to educate their children.

Pristine Plus: Sagar came to new to the community. He didn't attend school event though he went past to the school. When the teacher called him to class he would cry but could not come to class. Some of the students went to his house and sang some songs and told him how it was fun to attend school. With this kind of motivation from other students he started attending school. Besides the teachers the students also motivate other students to come to school.

Notting Hills: Kavita parents after a lot of persuasion sent her to school. To enable to her to attend school her mother took her two younger siblings to a construction site with her. Even on a rainy day she cover her younger children with a plastic sheet and take them along with her so that the Kavita can attend school.

4. Picture Gallery

1. ARC Gaurav



Story session for children



Playing with puzzles

2. Gitterati 24K



Learning in process



Volunteers interacting with children

3. Kumar Siddhachal



Learning by doing



Young ones are sleeping

4. Kumar Surbhi



Celebrations in class



Learning numbers with abacus

5. Liviano



Children enrolled in Government school



Children going to school

6. Prime Plus



How am I looking? Great!!!



Drawing of children

7. Pristine Royal



Children learning through pictures



enjoying the lunch break

8. River Residency



Playing '*laziam*' at center



Looking at us...

9. Rohan Lehar



Children going to school



Learning in group

10. Simply City



Puppet Show



developing various skills through play