

# **ILM (Interactive Learning Method) Schools**

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## **Some general information**

### **The jewel industry in Jaipur in a few words...**

Jaipur is well known as the worldwide capital for Jewels. It is possible to find all types of these in the pink city, from the cheap rings to the luxury collars. This industry is one of the most important one in this area and involves a significant part of the people living there. In the conception of a jewel, there are different steps that start from the faceting of the brute stone to the final sell in a shop. The artisans are working at the base of this chain and they are currently still using traditional techniques. These artisans have often been working with the same methods for several generations and proud of their knowledge, they are hardly aware about innovation. So finally, their situation becomes precarious and dependent of the buyers who hold a place at the top of the industry.

### **Our project:**

Already working on different livelihood projects, JKSMS staff and Access Development with the support of SEEP Network were convinced that the role of the artisans in the jewel industry had to be strengthened in order to improve their life conditions. Therefore JJADe (Jaipur Jewellery Artisans Development) project was created to have an impact on different issues that the artisans currently face. According to that objective the creation of schools for the children of artisans is one of the branches of the project and should lead to a long-term development and self-sustainability.

### **The ILM-schools in a few words:**

The ILM-school concept has been created to fulfill a very specific need of the artisans concerning the education of their children. Indeed, these children will later work as artisans and use the skills transmitted by their parents. But since the artisans have very less knowledge about current market expectations, this transmission to the next generation may not be accurate enough and can end to life conditions getting even worse in the future. Therefore, we are currently implementing schools that provide both a general and a technical education to all artisans' children. There, we want to ensure a training that sticks to the reality of the market and that also sensitize children to all the existing possibilities.

## **I) OBJECTIVES**

- **General objective:**

To improve livelihood of craft artisans of Jaipur through a reinforcement of their work skills.

- **Specific objective:**

To provide adapted education facilities to all working children in the craft sector of Jaipur.

## **II) ISSUES AND NEEDS**

### **A) Current issues:**

There are different types of issues identified that are related to children education:

- Parents and community:
  - they aren't aware of the importance of education
  - they don't let children go to school because it will be a loss of incomes for the family
  - girls aren't allowed to go to school
- Interest of children in education:
  - at school, the program is the same for all children, even if they have different ages or standards
  - the atmosphere is bad within the school and children don't want to go there
- Education facilities:
  - there is a lack of basic material facilities (such as water, lavatories...)
  - there are very few adapted educative devices for children (like computers, games...)
- Teachers:
  - teachers don't care about children or don't work
  - teachers think about their carrier so they only work according to the curriculum few time before the end of the year
  - teachers beat children

## **B) Needs**

### **1) Identified according to the issues:**

- Parents and community:
  - to sensitize the parents about education and its value at school
  - to convince the parents to allow the girls to go to school
  
- Interest of children in education:
  - to create a good and healthy atmosphere at school
  - to create adapted programs and curriculums to the age or standard of the children
  
- Education facilities
  - to provide basic facilities
  - to ensure a proper management of the school
  
- Teachers:
  - to sensitize teachers to child psychology and pedagogic methods
  - to ensure quality control of the work of the teachers
  
- capacity building:
  - to provide adapted market, technical and financial trainings to the children
  - to prepare the youth to be self entrepreneurs
  - to provide trainings to the artisans, even after they have finished school

In order to fulfill all these needs or detailed objectives, some activities have been set up.

### **2) Identified according to data:**

In the whole area of the project, there are around 830 children who are not going to school on a total targeted population of 1716 children.

All children over 5 years old (until 18) are working with their family and represent a total of 1370 children. Only 346 children are not crafting with their family and it is because they are below 5 years old.

Our objective being to send all these children through education facilities, it is necessary to be prepared to welcome as much children as possible in one time. It means that this project is set up with the ideal objective of establishing education process for 830 children.

### **III) IMPLEMENTATION OF THE PROJECT**

#### **A) Strategy of implementation**

1) Main strategy: The goal of this project is to lead the community to become self-sustainable on issues related to education. This objective will be achieved if the community understands the importance of education and then mobilizes itself to ensure it. Therefore, the activities of the project will take place for and through the community. The strategy is to increase the responsibilities of the community all along the project while our staff would slowly tend to act as a regulating organ (see figure 1).

2) Duration: It is a 5 years project.

3) Actors: The actors of the implementation of the project are:

- the project coordinator ; from the staff of JKSMS.
- the teachers of the ILM-school
- the SMC (School Management Committee)
- the volunteers ; from the Artisans' Assistance Center
- the community

4) Responsibilities:

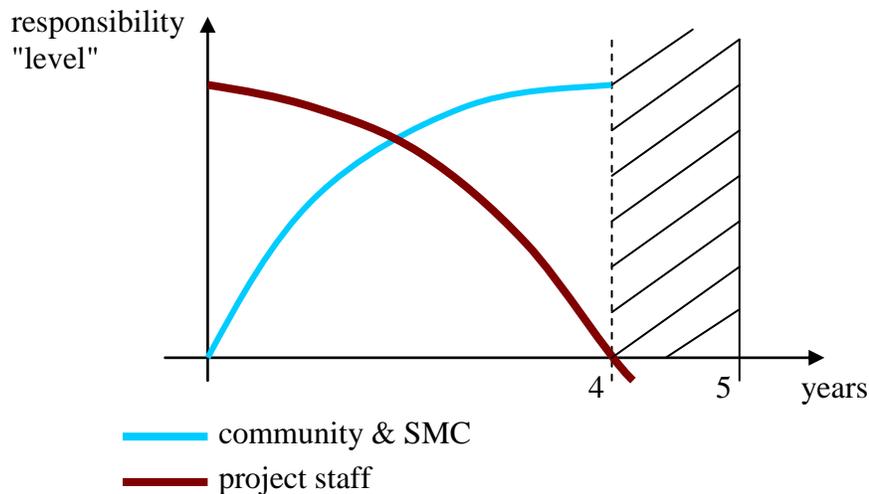


figure 1 : evolution of the responsibility of the actors of the project

#### **B) Main steps of the project**

There are 4 main steps in the creation of the school, its good ruling and also in all the strategy of implementation of this education system.

- Step 1 : Capacity building of teachers & Discovery of the project by community
- Step 2 : Creation of school and sensitization of community
- Step 3 : Capacity building of the forum-theater troupe and the SMC
- Step 4 : Management of school and continuous capacity building of the actors of the project

However, it is important to keep in mind that these steps are very general and can be divided in more precise milestones.

## **IV) ACTIVITIES**

The different activities and tasks being linked to the actors of the project they are detailed in function of their acting organ.

### **A) The coordinator**

The coordinator will be at the origin and then in charge of the good implementation and supervising of each step of the project.

The main goal of the mission of the project coordinator is to facilitate the beginning of each new activity of the project. But it is also to transmit his own skills to the new actors of the project such as the teachers or the SMC. Finally the project coordinator will have to manage all the activities on the field level.\

Slowly, the coordinator will delegate his responsibilities to the community and its actors (SMC, teachers...)

### **B) The teachers**

The teachers will be recruited before the beginning of this phase of JJADe project. They will have 3 major roles during the 5 years:

- To help to the initial implementation
- To help to the creation of the others organs (SMC & forum-theater troupe)
- To teach to children at school

The teachers will really be the link between school and community.

#### **1) List of activities of the teachers**

The following table will sum up the main activities of the teachers all along the project and the related deadlines:

Activity	Description	Duration	Beginning
T0	- Recruitment of the teachers	1 month	Before project
T1	- Initial training of the teachers	3 months	-
T2	- To introduce the project to the community - To sensitize the community about the project - To find the buildings and facilities for the school - To identify the catchments areas	6 months	-
T3	- To create the good atmosphere at school - To start to teach at school - To identify the future SMC and forum-theater troupe members	6 months	End of T2
T4	- To help on the capacity building of the SMC - To teach the children at school according to the established curriculum	1 year	End of T3
T5	- To start to mainstream children through government schools - To ensure teaching of children at school	Until the end of the project	-

## 2) Detail of the activities

The detail of the activity is in chronological order.

- *Recruitment of the teachers* (See Pre-project):  
The teachers will be recruited during the pre-project phase.
  
- *Capacity building of the teachers:*
  - a- Initial training (T1):
    - Experts and JKSMS staff will ensure it.
    - The themes of the training will be: pedagogy, curriculum, empowerment of skills, child psychology and community participation.
  - b- continuous empowerment:
    - Teachers will meet every 15 days with project coordinator
    - There will be a orientation workshop every year in June.
  
- *The sensitization of the community:*  
Once started, the sensitization work of the community by the teachers will last until the end of their work there. The teachers will have first to introduce themselves to the community, but also to introduce the project and to build up confidence (activity T2). Then, they will focus their work with community on 2 levels:
  - a- Dealing with the importance of education, the benefits of it and the possibilities for the children.

b- Working with community on technical or market related expectations of artisans

- *Identification of the catchments areas:*

At the beginning of the project and during their initial sensitization work within the community, the teachers will identify the catchments areas for the schools. The project coordinator will support them. There, the objective is to have an accurate idea of the geographical repartition of the children.

- *The teaching of children at school:*

During the first 6 months of their work with children at school (activity T3), the teachers will actually ensure the good atmosphere and the interest of children for education. This will take place through games, songs.

After, when the curriculum is created, the teachers can really start to follow it and train children about literacy, mathematics and general knowledge. Besides, they will sensitize children about stones and some aspects of their future life as artisans.

- *The participation to the creation of the other organs of the project:*

The following activities of the teachers will be achieved with the help of the project coordinator and caravan theater troupe:

- Identification of the buildings that will become the school (T2).
- Identification of the members of the SMC and of the forum-theater troupe (T3).
- Participation to the creation and capacity building of the SMC (T4).

Caravan theater troupe (JKSMS staff) will ensure the capacity building of the forum-theater troupe of the community.

- *To start to main stream the children (See education System):*

After 2 years, the teachers will have a strong knowledge about the community, the children and the school. It will be the start point of the mainstream of children through government and private schools.

### **C) The SMC**

The SMC (School Management Committee) will be in charge of 2 main activities:

- The management of the school
- The sensitization of the community about education and technical trainings.

The SMC is composed of:

- 2 teachers (male & female)
- 4 community members (2 males & 2 females)
- 4 parents
- 2 children
- 1 project coordinator

The 4 community members will be retired artisans who will be selected on voluntary basis by the teachers and the project coordinator.

Within the SMC, 3 office bearers will be elected. They will be:

- 1 president
- 1 secretary
- 1 treasurer

They will be elected for 1 year.

**1) List of activities of the SMC**

The following table will sum up the main activities of the SMC all along the project and the related deadlines:

Activity	Description	Duration	Beginning
S0	- Recruitment of the members of the SMC	1 month	11 months
S1	- Initial training of the SMC	7 days	End of T3
S2	- Ruling the school - Sensitization of community about education - Sensitization of community about trainings (With assistance of the coordinator)	1 year	End of S1
S3	- Ruling & management of the school - Sensitization of community about education - Sensitization of community about trainings (Autonomy work with control of coordinator)	3 years	End of S2

**2) Detail of the activities**

- *Capacity building of the SMC*

a- initial training (S1):

- SMC will attend workshops, exposure visits, and theory trainings
- The themes of the trainings will be: management of a school, finance literacy, forum-theater, communication and accountability.

b- Continuous empowerment:

- SMC will have meeting every month

- *Work at school (S2):*

The SMC will just have been trained and won't have experience. So it will start to do its work with the assistance of the coordinator. The main mission of the SMC is to manage the school and to sensitize the community about education (After identification of the need by the teachers). But SMC will also sensitize the community about the technical trainings available for the artisans.

- *Work at school (S3):*

At that point of the project, the SMC will benefit of 1 year of experience on the field. It will continue the work at school and within the community; and then go further. There, the project coordinator will slowly act as a control organ, as an advisor. He will tend to help the SMC only on request of this one. The objective is to make the SMC self-sustainable and efficient at the end of the project. (See figure 1)

### **D) The volunteers**

The volunteers aren't directly involved in the school project but they have a major role in the whole education part of JJADe project.

Their main task there is to identify technical trainings for young artisans. They will be the link between community and training institutes. The volunteers will identify the adapted trainings according to the market needs.

Volunteers will have been recruited before this part of JJADe project.

### **E) Community**

The role of community can be divided in 2 successive parts:

- Community has to understand and integrate the activities of our project
- Near the end of the project, the community will have to mobilize itself to ensure a continuous work.

It is important to notice that community is an actor whose role depends on the quality of the work of the staff members such as teachers, coordinator or SMC.

## **V) SCHOOL EDUCATION SYSTEM**

### **A) Our objective:**

We want to set up an education system that responds to 2 major needs of the community. First, we want to create schools that attract children and provide them a general knowledge. Secondly, we plan to create facilities that skill children and young artisans up on technical issues. The main strategy here is to allow the artisans' community to become self-sustainable on market level and we believe that it will be achieved through our education system.

### **B) ILM School**

The ILM School is our main education facility within the community. It is an adapted answer to the need of children in the matter of education.

At school, children will be able to learn basic knowledge. More, they will be sensitized and then trained on technical issues related to their future activity as artisans. The teachers will provide this knowledge.

**1) How ILM School works?**

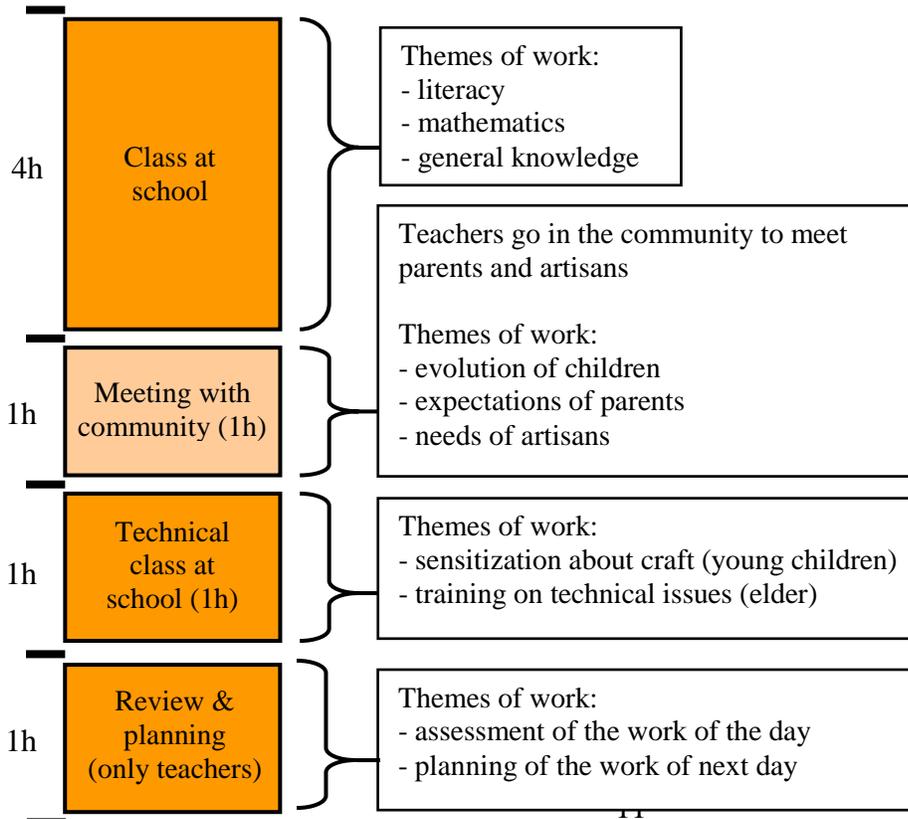
SMC will rule and manage all the activities of the school. Teachers will work with the children in the class that will be formed on age basis. Besides, teachers will daily meet community to work on expectations of parents, evolution of children and needs of artisans.

Teachers will train children on literacy, mathematics, and general knowledge. They will also sensitize young children about stones or craft while elder children will be trained on artisans' work according to market.

Our objective is to set up classes involving a maximum of 32 children in order to ensure a good atmosphere. Besides, with small classes teachers will be able to ensure individual and efficient work with all the children.

**2) A classic day at school**

On the following figure, you can see what a common day at ILM school looks like.



**Figure 2:**  
A classic day at ILM School

## **B) Mainstream of children to public schools**

ILM school is not the final step of our plan to educate children, it a part of the general process of education. In a few words, our main objective is to renew interest of children in education and then to lead them to go in government or private schools. However there will still be technical education at ILM School, even for children in public schools.

- *Why do we want to bring children to public schools?*

Despite our efforts to set up an organized and adapted program at ILM School, it will be extremely difficult to teach children "classic knowledge" according their exact standard. Besides, by going to public schools, children will have the opportunity to get a diploma at the end of higher secondary education.

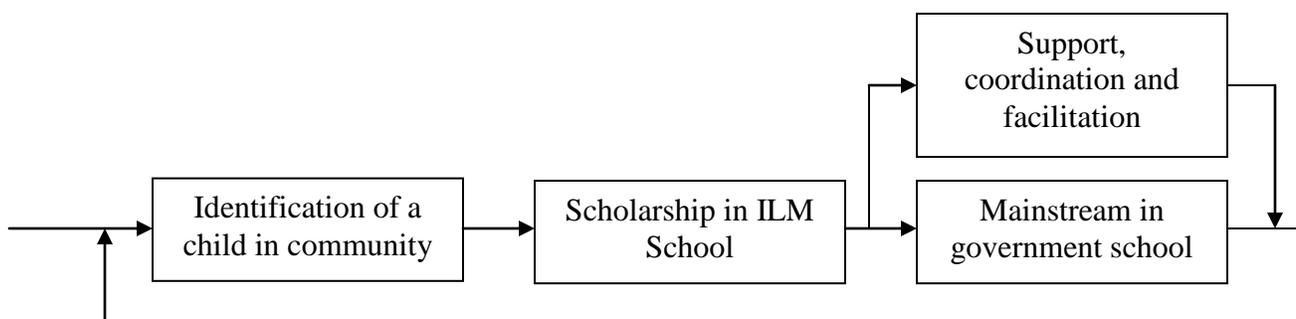
### **1) Description of the mainstream process**

Even if our final goal is to bring all children to public schools, it won't be possible to achieve that in one time. Because our role of reinforcing the interest of children in education will be long and because each child is unique, we will have to ensure a individual main stream process for each one of them. It means that the staff and the parents will have to identify the suitable moment to bring the child to government school.

The role of the teacher will be to assess the evolution of the child, both on his skills and psychology level, in order to find the best moment to mainstream him. Therefore, the teacher will meet the parents every month and evaluate with them the situation of their child.

Once a child has been mainstreamed to a government school, a new child will be admitted in ILM School.

On the following figure, you can see what the mainstream process looks like (for one child):



**figure 3:** mainstream process (child point of view)

## 2) Continuous work

The teachers will go in government school to continue the work they initiated in ILM School. They will be in touch with government teachers to make sure that atmosphere is good for the children and that they keep interest in education.

Besides, they will assess there the pre-required knowledge of children to get in government school in good conditions.

## C) ILM School and mainstream: the combined forces

### 1) Classic process:

On the following figure, you can see the whole education process. Comments on the steps are detailed below.

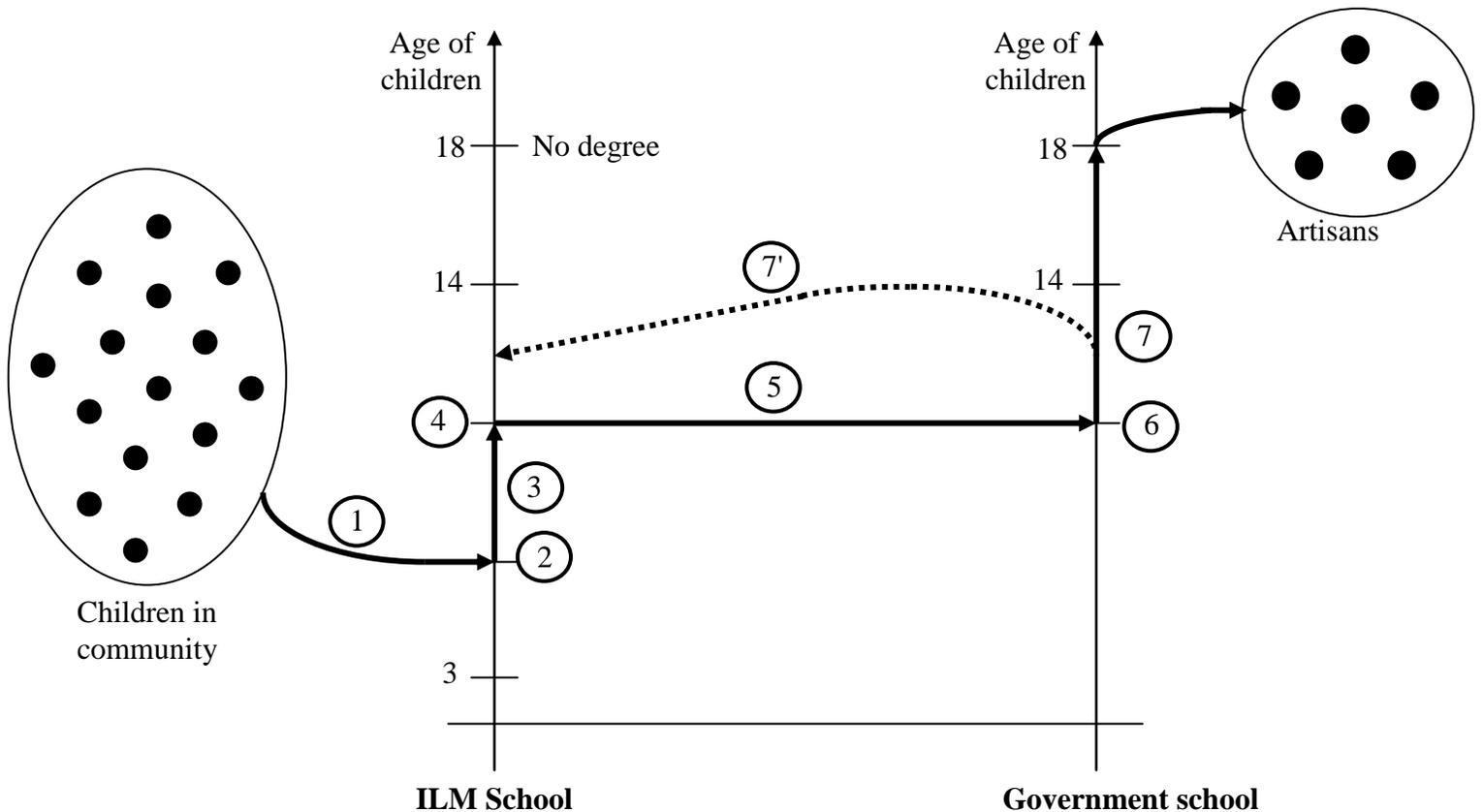


Figure 4: education process

Details of the steps of mainstream process:

- **Step 1:** Child is identified among the population of the catchments area.
- **Step 2:** Child is admitted in ILM School. He is between 3 and 14 years old.
- **Step 3:** Child is attending class in ILM School. He is studying according daily planning (See figure 2)
- **Step 4:** The teachers with agreement of the parents judge that it is the suitable moment to send the child to government school.
- **Step 5:** The teacher and the parents ensure a smooth transition and support the child in this changing.
- **Step 6:** Child starts his new scholarship in government school.
- **Step 7:** Child studies in government school until the end of higher secondary education (in the best case).
- **Step 7':** Child comes back in ILM school every day after finishing class at government school in order to attend technical training.

2) Process for elder children (above 14 years old):

It is important to notice that the process described previously applies for young children whose age matches to the standard. For elder children (mostly above 14 years old) who get admitted in school for the first time and whose age doesn't matches with the standard, the process is different.

For those children, scholarship will only take place in ILM School. They won't be mainstreamed through government school due to their important lacks of knowledge. So they will attend morning class with teacher in the morning and technical training in the afternoon. At 18 years old, they will leave ILM School to become artisans.

**D) Technical trainings**

Technical education will take place through 2 different processes:

- Technical sensitization and training an education at ILM School
- Technical trainings in institutes and exposure visits

**1) Technical sensitization and training an education at ILM School**

All children will be trained on technical issues. However, the concrete form of training will evolve with the growth of children.

Initially we will sensitize young children about subjects as identifying the different stones, how to use them.... It will take place through games, art, visits, and workshops managed by the teacher.

For elder children, teacher will really train children on skills and knowledge that they require as future artisans.

## **2) Technical trainings in institutes and exposure visits**

Artisans may require empowerment on a very specific issue of their activity, which can allow them to develop it. Therefore, trainings we will be identifying for them in institutes, or workshops will be set up.

According to their needs, volunteers will also identify factories, companies or shops where visits can be organized for the artisans.

- *Who will provide these trainings?*
  - 1- Teachers will identify the need of artisans and who should attend the courses.
  - 2- Volunteers will identify the adapted training.
  - 3- SMC will sensitize the community on the importance to attend these trainings.
  
- *What are the institutes?*

Several institutes have already been identified:

  - IIGJ: Indian Institute of Gems & Jewelry
  - IICD: Indian Institute of Craft & Design
  - JPDC: Jewelry Promotion Development Council
  - Pearl Academy

There are also organs from government that provide structures, help or trainings:

- MSME: Micro Small Medium Enterprise
- DCHC: Divisional Commission of Handicraft

- *Who will pay these trainings?*

Because courses in these institutes are not free and because artisans are poor, project will pay a part of the trainings in institutes. Besides, the goal of project being to lead the community to become self-sustainable, we will reinforce their interest in trainings with financial help.

For example, if the cost of a training is 500Rs, project will take in charge 400Rs and the artisan will pay 100Rs.

After the end of the project, community will bear the entire cost of the trainings.
  
- *How long will last these trainings?*

The duration of the training depends on the course itself. There are trainings of 1, 3, 6, or 12 months.

## **V) RISKS**

### **A) Risks of the project**

- **Project:**

- (R1): Project is longer than initially predicted
- (R2): Situation of community may come back its initial point after project

- **Community:**

- (R3): Community doesn't believe in our project and doesn't mobilize itself.
- (R4): Community doesn't understand the benefits of education
- (R5): Women may still have issues to have access to education (even after the project)
- (R6): Parents don't let children go to school (even after project)
- (R7): Community isn't sensitized at all levels (youth, men, women, old people...), which creates intern conflicts
- (R8): Community isn't aware of time issues (delays of the meetings, children late at school...)

- **SMC:**

- (R9): Identification and recruitment of SMC members is not accurate
- (R10): SMC members don't mobilize themselves in the project, or don't invest time in their task
- (R11): SMC is still not self-sustainable after the end of the project
- (R12): office bearers don't want to change after new election each year

- **Children:**

- (R13): Classes are too crowded. So atmosphere is bad, education quality is poor and facilities are not adapted to welcome too many children
- (R14): Catchments areas are not accurate

- **Teachers:**

- (R15): Teachers don't manage to identify the needs of artisans in the matter of trainings

- **Volunteers:**

- (R16): Volunteers may leave this job for another one
- (R17): Volunteers don't manage to identify the adapted institutes
- (R18): Volunteers don't make good linkage with institutes

- **Curriculum:**

- (R19): Curriculums are still not adapted
- (R20): Curriculums are too long to be created

- **Mainstream process:**

- (R21): Linkage with government schools is not good or not ensured
- (R22): Process is tough or too "violent" for the children

## VI) QUALITY CONTROL

### A) Why Quality control is so important in our project?

The project we will implement is entirely innovating. The first ILM School was an experiment and is a success, so we will now go deeper and faster. So we will implement our whole education system and this will require quality control to make sure that our work is still reliable, adapted and motivating.

### B) Quality control process

Most of the risks detailed above can't be managed by single solutions. This is due to the fact that we will act on the social level with community and this can't be quantified. Therefore, quality control process will be set up to make sure that community is motivated and satisfied by our project.

This process will be the task of our staff on the field. Our strategy to guarantee quality control is to make sure that every organ of the project is controlled by another one.

The base of all the process will be the mobilization of the community within this project, which will lead to a constant research of quality education.

On the following figure, you can see the quality control process:

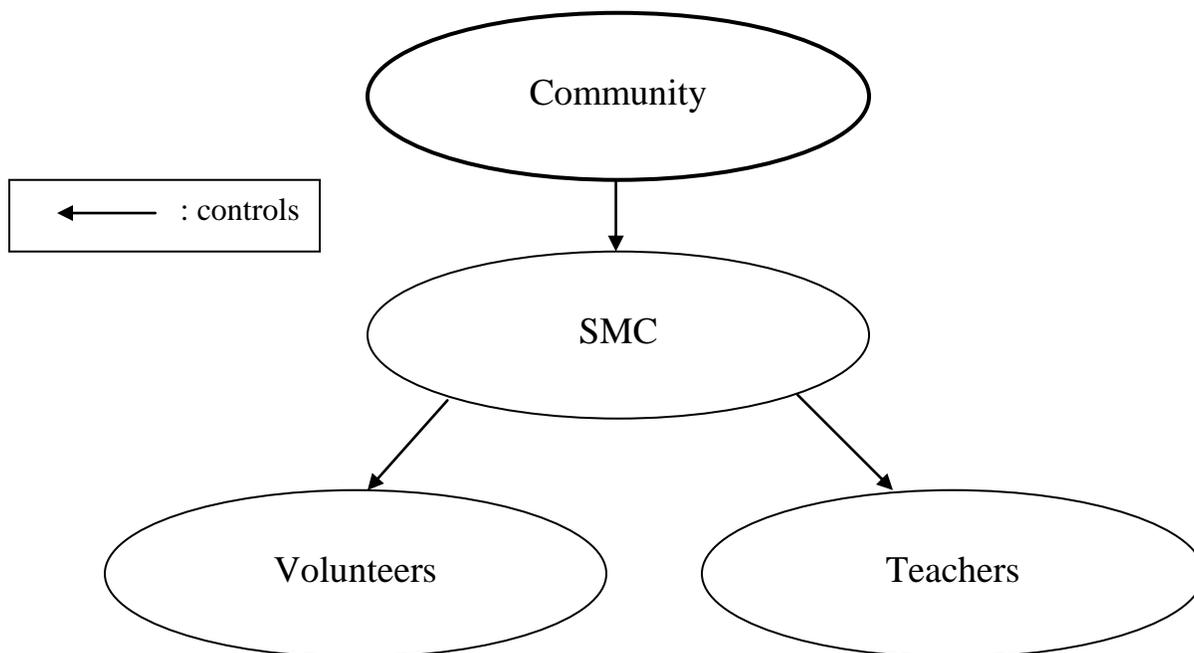


Figure 4: Quality control process

### **C) Internal meetings**

In order to stick to the needs of community we will set up a continuous assessment process and adapted evolution of our system. This will take place through the regular meetings of the staff of the project.

- *Teachers:*
  - Daily meeting to have a feedback of the day and to plan the next one
  - Every 15 days meeting to have a feedback of the week
  
- *SMC:*
  - Monthly meeting to make assessment of the current situation and to plan the work of each organ of the project: SMC, teachers, volunteers, forum-theater
  
- *Coordinator:*
  - The coordinator will attend the meetings of all the staff during the project. His impact there will evolve as previously detailed (See figure 1)