



# Asha for Education

New York City/New Jersey

Asha for Education-NYC/NJ • P.O.Box 153 • New York • NY - 10040

www.ashanet.org/nycnj

**Project Name:**

**Date:**

	<b>Project Contact</b>	<b>Asha Contact</b>
Name	Chintan Environmental Research And	
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## **Part I: Information about your group/organization**

Please feel free to attach any additional sheets and/or information such as brochures, press reports etc.

### ***1. Name of the group/organization requesting funds.***

CHINTAN ENVIRONMENTAL RESEARCH AND ACTION GROUP

### ***2. When was the group established?***

8<sup>TH</sup> DECEMBER 1999

### ***3. Briefly describe the motivation for starting this group.***

To work towards social and environmental justice as well as a dignified existence for wastepicker communities, particularly of women and children, to help them move towards better education and livelihood opportunities. It's main thrust areas are Solid Waste Management, toxics handling and reduction, and environmental education and awareness.

To advocate for sustainable consumption and safer toxics free materials as a means to safe and environmentally sustainable products which do not affect the health of any as also of the wastepickers communities or impact the common environment of any.

### ***4. Briefly describe the aims of your group.***

To find dignified opportunities for living in emerging urban spaces. To protect the health of women and children against toxics and environmental contaminants. Chintan's aim is to work with the poorest and most deprived urban communities-ie, wastepickers-and help them to secure a safe, dignified, healthy life in all its aspects.

**5. Does your group have any religious or political affiliation? If yes, please describe the type of affiliation and the reason for it.**

No

**6. What non education-related community development activities is your group involved in?**

Livelihood programmes

Capacity building within the communities to negotiate with civic agencies as well as for service delivery

Community Leadership and Group Organization

Legal literacy and sensitization

Research

Advocacy and networking with other NGOs, government, schools and individual citizens

**Part II: Details about your educational project/s**

**7. List the school/s run by your group, and their locations. If you are requesting funds for only a few of several schools, please specify which one/s.**

Chintan does not run any formal Schools, but undertakes non-formal education and facilitates children to join existing formal schools and minimize drop outs.

Education programmes are run in the various community areas of Delhi such as:

1. Takya Kala Khan

2. Netaji Nagar, Cement godown

3. Nizamuddin

4. Chankyapuri

**8. Location of school/s**     Urban     Rural     Other slum areas

**9. Specify the type of education provided (e.g. basic literacy, vocational training etc.).**

Bridge Classes (to prepare children to join regular schooling) Support Class( tuitions for wastepicker students attending regular schools), Bal Panchayat( to build self confidence), Parent Teacher Meets for community participation and support and National Open school for Older Children

**10. Please tell us about your teaching techniques (conventional vs. alternative).**

Chintan has had to devise teaching techniques that combine various methods, to fast track and make up for lost time as many children are already well past the school entry age. Hence, we base ourselves on a system that includes group learning, peer learning, but also conventional methods like those used through blackboards, Phoenix, teaching aids etc. In order make the learning useful to the child, who typically lives under very harsh conditions, we also help them learn to be more assertive and share problems, ranging from assault to problems with families. These are also addressed on a case by case basis. Additionally, a component of outreach is undertaken, to help ascertain family life and help disentangle obstacles to the child's attendance.

Theatre workshops to increase the childrens confidence levels are also undertaken.

**11. What is the literacy rate in the local community?**

Nizamuddin : 10%, Cement godown 90%, Chanakya Puri: 15% Takya Kala Khan 40%

**12. Describe the socio-economic background of the children and their parents (e.g. education, occupational). If any of your students are employed, please tell us about that as well.**

Our surveys show that 90% of our students are engaged in daily wastepicking and are the children of waste pickers. Almost all are illiterate when they come to Chintan. About 15% of these parents have at some point undergone some sort of basic primary education and 80% of our children are working as ragpickers. The rest of the children are typically children of wastepickers, who may not be able to access education facilities or whose parents did not have the capacity to help them. Many of them are also on the verge working themselves. None of them-children or adults-earn more than the minimum wages. Often, they earn less. Their housing conditions are poor, and many of them live in makeshift homes of cartons and similar materials, leaving them especially vulnerable.

**13. In addition to education, does your group provide any other services to the children in your schools (e.g. food, health care, clothing, etc.)?**

1. We organise clothes to be donated by friends and well wishers of Chintan for our waste picking children 2. We organise doctors and health camps and provide necessary medicines to the community members. In case of any casualty or emergency, the education team gets the patient admitted into the nearby health centre or hospital depending on the seriousness of the problem. 3. In order to help the family in dire circumstances, the team helps procure basic ration (food items) for the family so that the child going to school is not forced to quit and go for earning. 4. In case of any mishap or accident, the team helps the child with police work and formalities 5. We use public good will to provide fellowships.

**14. Does your school have:**

Its own building(s):  Yes  No Number 1

Number and type of classrooms (e.g. Pukka): \_\_\_\_\_

	Yes	No		Yes	No		Yes	No
Toilets	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Playground	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Toys	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chairs & Tables	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Blackboard	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Library	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Drinking water	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Electricity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Computers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Laboratory	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teaching aids (e.g. books/slates)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>

**15. How many children are currently enrolled in your school(s)?**

Male 95 Female 95

Age Range 6-18yrs

**16. How many staff are employed at your schools?**

Teachers 3 Minimum Qualifications Higher Secondary Maximum Qualification M.A

Other staff 2

**17. Average distance the children travel to attend your school between 1.5km to 8 kms**

**18. How many children have gone through your program in the past five years and what are they doing currently? Please tell us about their future education and employment possibilities.**

The Chintan classes have been functional only for two academic years. Prior to this, they were less structured and aimed at understanding how we could work with the children as well as building consensus within the children and their parents about the need for education.

In the last 2 years, the following students have graduated from our classes. Most of them are in formal education or in the National Open School System. Some of them have been taken back to their villages by their parents, particularly after the government demolished hundreds of slums.

Area	Total	Female	Male
Nizamuddin:	82	22	60
Takya Kale Khan	46	40	6

**19. Do you help your students with their future education efforts after they have passed out of your school?**

Yes . Our objective is to help students secure an education and our efforts are to prepare them for it and keep them in the formal education system using diverse and changing approaches. Some of our poorest students are also helped with a fellowship that enables them to study and simultaneously provide the family needs of rice and dal. These fellowships are generated through outreach with elite schools, apartments blocks etc.

**20. Are there any other schools (Kindergarten/Balwadi, Elementary school, High school) in the area? If so, please list the schools and the range of classes each of them offers.**

Yes

List of Schools:

1. Katrawal in Nizamuddin area (Primary level till the Fifth grade)
2. Primary Vidhayalaya Panth Nagar, near Nizamuddin (Primary Education)
3. Gandhinagar Bal Aur Balika Vidhyalaya No.1 and No. 2 in Takyakalakkan (Primary Education)
4. Primary Schooling through Municipal Schools at Netaji Nagar and Sarojani Nagar (Cement Godown)
5. Prathmic Vidhyalaya, Malcha Marg and Moti Bagh(Chankyapuri)

**21. Is your program different from that provided at these schools? Please explain.**

Our programme is completely different from what these schools provide because we work with extraordinarily marginalized children who work as wastepickers and also because we work with the community of wastepickers on larger issues. However, because our children need to attend mainstream formal education, we make sure that we introduce many ideas to them ranging from the concept of a school and class as well as elements of the government prescribed curriculum. Our school aims to provide attention to each child individually in order to make the child have a strong grasp over whatever is taught. In order to create seriousness and a sense of discipline among the children attending schools, our teachers and community workers go to their houses to understand their day to day problems and also try to solve them if possible.

**22. Why are the children in your school/s not attending government/other schools in the local area?**

They are not doing so for the following reasons :

1. They are too old to join at the lowest levels and too illiterate to join children of their own age, leading to deep rooted humiliation and teasing
2. The teachers are deeply biased against them and often taunt their origins in class. This is particularly true of municipal teachers in two specific schools
3. The admission process, till this year, was too complex for them to undertake
4. A great deal of support is required for them to leave work and study, which was not forthcoming till Chintan was involved
5. Many of them are the only wage earners of their families.

**23. Do you try to involve the parents of the children in the running of the school (e.g. in setting the syllabus etc.)? Please specify.**

We conduct regular parents teacher meetings to inform them about what is been taught to the children and discuss any other issues that may need attention in terms of physical, emotional or economic matters.

Those parents who do not attend these meetings are approached by the team to discuss their problems and reason for non participation and counselled and guided accordingly.

Where children do not have parents, other adults and peers are involved.

**24. What are your expansion plans for the future (e.g. adding more classes or schools)?**

Yes, We are trying to develop more classes so that children should be atleast 10th of 12th pass. Avenues for vocational training and Job guarantee are being explored.

**25. Do you have any suggestions on how Asha can be a positive influence in changing the education scenario in India?**

Asha should concentrate on primary and secondary education across India. Within this, three strands require support and advocacy. Firstly, preparing socially or economically marginalised children to access schools, Secondly, to help run centres that enable a child to remain in school, particularly as they cross over from the 5<sup>th</sup> to 6<sup>th</sup> grade and schooling is a daily challenge. Finally, there is a strong need to focus on a combination of education and livelihood skills for working children to make their education directly useful.

**26. If possible, please provide us with the contact information of two individuals from your community who can describe the impact of your program.**

<b>1.</b>	Name	Mohammad Samad Ali
	Address	Panch Peer, under the bridge
		Nizzamuddin
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<b>2.</b>	Name	Abdul Rashid
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		Chanakyapuri
		New Delhi-110021



