

1) How far is the nearest govt school? Could you please provide the location of all government schools in the area?

Clarification 1:

There is a Government Primary School in Jhandapur, which is at the distance of one KM.

2) One of the main concerns is lack of tracking these kids progress once they have finished their schooling at Humana's school. Since you say that there are no government schools near by and these children can not afford to go to private schools, then what will they do after they finish Humana's curriculum of upto classes 3, 4 or 5? Although

these are migrant laborer's kids, there doesn't seem to be a clear plan about how Humana will mainstream these children. What is the plan? From our interaction with other projects, we know of examples where community builders have run such schools and also collaborated with the government on providing a permanent solution to this problem.

In some cases, the community builders have successfully either converted the same school to a government school or they have had children and even teachers smoothly make a transition to a government school near by. The basic point being that the government officials and schemes ought to be involved for a more long term and stable

solution. And Humana, along with the community's help, can demand and help provide good quality education even in a government school. So the basic idea of a ASWC is good but more thought is probably required for future planning of kids' education once they have graduated from Humana's schools.

Clarification 2,

A. There is one government school there, which is one km away from that place

B. Plan for mainstream

These are the main practices which Humana People to People India adopts to mainstreaming these children

a. Prepare Child Progress Card for each child

b. Have meeting with Government school Head Master and Teacher and give a brief about the program and children back ground.

c. Invite teacher from the government schools to conduct exams and test of these children in the academy.

d. Every year make a list of possible children who are able to join mainstream of education.

e. Have meetings with parents of these children to discuss, now there is time that your children should go to government school and tell them how important it is, for their children to have a dignified work and life in future, which will be very much based on their education.

f. We facilitate these children and their parents for this purpose like; to arrange affidavit for age statement for admission in government school, and some times schools ask these

children age proof statement at Humana People to People India's Letter Head which we issue.

Even the success rate of mainstream in Academies for Street and Working Children is 35 to 40 % and the rest get basic educations and life skills, which help them for whole life. Some children are old and have necessity to earn livelihood due to family circumstance and they continue their work.

Some families move from this place to another and their children along with them.

The rate of mainstream in Adolescent Girls Schools in rural areas run by Humana People to People India is 20 to 25%

g. Humana People to People India is mobilizing government schemes and other stake holders to provide maximum and qualitative services to these under privileged sections.

We can tell one example from one of academies where you have visited in Maharajpur, Sahibabad Industrial Area, Ghaziabad, Humana People to People India has mobilized the academy venue from the community, program cost from Sangneria Foundation for Health & Education, after 4 months of the starting up the academy we have mobilized Ultra International Limited to provide nutritional mid day meal and in February 2008 Academy mobilized Denso Auto Pvt. Limited to provide clothes to these children.

h. Even after the mainstreaming of children the Academy keeps on follow up of these children and their families.

3) As one of the reasons for such a project, you mention that children Need to learn basic social skills to be able to attend classes. And this prevents them from attending government or other schools. What are these social skills?

Clarification 3

C. Social skills/life skills means:

- a. Personal Health and Hygiene (All these children who are working, street children they do not care about personal cleanliness and remain all the time dirty)
- b. Proper Clothing (these children do not have proper clothes and no shoes in their feet)
- c. Social Interaction (These children do have manner of social interaction with other children and teachers in government schools, this the reason other children avoid company with these children and they feel alienated.
- d. How he/she is taking others, how to give respect, and how to get respect, etc.

4) What rights do the migrant laborers have in their new area? Do they have ration cards? Don't delhi government schools have 25% reservation for local kids from lower economic families? Can they avail of the Delhi school reservations? What is the process for applying for residency? How long does it take? Can these kids avail of this? Maybe domicile confirmation? Voter ID card? etc.

Clarification 4:

Jhandapur the academy site is in Sahibabad Industrial Area, Ghaziabad, Uttar Pradesh not in Delhi.

All the migrant workers have the same rights as common citizen of India have
To get residency status in Delhi or in other districts except Jammu and Kashmir, and Sikkim these are two known procedure

- a. To prove continuous stay for ten years over there
- a. Buy House and property in their name in that area.

Yes these children can avail the reservation status in Delhi or in Uttar Pradesh even they do not have residency status.

According to the new education policy government schools can not deny the admission of children on the basis of their residency status of that particular place.

The school needs to see their parents' identity proof irrespective of place; they may be from any part of India.

For Example there is one family from Orissa, that family has one child (age 5 years) and staying in Ghaziabad for last one year. This family has its identity card (Voter card or Ration Card or Driving License etc) issued from Orissa Government. The child can get admission in Ghaziabad government school.

Apart from the above issue, the cultural, social and economic back ground of these migrant families, are also reasons for very poor enrolment of their children in schools.

5) Among the recruited children, if any of them are found to have Disabilities, what does the school do? Do you try to find alternative groups that can help them?

Clarification 5,

Yes if we have any disabled child we get him / her associate with other groups and programs. The Academy also makes efforts that such disabled child gets the benefit of the government schemes and program. To provide disabled certificate from district authority, getting medical services, free of cost transport pass etc.

6) Do you try alternative education methods to accelerate older children's mainstreaming process?

Clarification 6:

In AWC we separate the 3rd grade children and educate them through a task based program, which will enable them to pass the 3rd grade test and there by qualify for mainstreaming.

The program is not yet fully elaborated, but once it is finalized the tasks will be available in a database on the projects computer as well as on a set of numbered cardboard task cards, which will be fundamental for educating and filling the gaps in the individual child's education.

Along with this separate plan we have sport, cultural and exposure visits program where these older children remain in centre.

Actually we meant to ask that when you open a school in a new community, there might be some older children who have not got an education for example, a 10 year old who does not have ANY education and might need to be taught from scratch. In case of such children do you follow an accelerated kind of program or the same pace is followed for every child regardless of his/her age?

Also if some children show a quicker learning curve do they get promoted to next class quicker or does the whole class move to the next level together at the end of one year?

Ans.

In such academies we have students who mostly have never been in schools and they are going to learn from the bottom or whatever their starting point is.

They are taught from the scratch and we made two groups of all students one group of age limit 3 to 6 years and the second group of age limit 6 and above and we teach them accordingly.

From November month we also start to prepare a list of those students who are able to join main stream in the month of May next year.

Actually the teaching in 3rd grade where the children prepare for entering in the main stream school the education is rather individualized.

Every child has a list with the demands (The curriculum)

According to that it is through individual tests made clear to every child which points are OK and which points still needs more training.

In that way it is the teacher and the individual child who make a plan to fill the missing points.

As explained earlier this can be done by solving a number of tasks from the educational database.

So that means in practice that the individual children progress in their own speed.

They do not depend on the group, but can finalize their preparation in their own pace.

Never the less the public schools have their own timings which we have to respect for when they want to enroll new children.

The alternative pedagogics being applied here is one where the individual child is the center of the education, not the teacher.

The child holds the information about what to learn and where to go, and gets full access to the educational materials (tasks) to obtain the required knowledge, skill or ability.

7) What are the job functions of the school staff you provided?

Clarification 7

List of job functions for at teacher in AWC

- A) Teaching the curriculum.
- B) Teaching “Life Skills”: Personal Hygiene, Moral and Behavior, Punctuality
- C) Liaising with community: Parents, Employers, official and unofficial authorities in the local community.
- D) Mobilizing local support for the children in form of, clothes, food, transport, stationeries and entertainment.
- E) Facilitating the mainstreaming of the child. Introduce, follow up and control, formulate actions to be taken.
- F) Keep records of the individual child’s progress.

Budget related questions:

8) What is livelihood training?

Clarification 8:

This livelihood training program was for elder children to provide soft livelihood skills like candle making, hospitality, basic computers.

At present Humana People to People India is not providing these livelihood skills training in academies. We have separate program for you which called Ek Mouka Youth Employability Program.

The corresponding budget is used for cultural, sports and exposure visits etc.

New Question: But the budget already has a separate "sports and cultural" amount AND an 'exposure visit' amount. So should we remove this item from the budget or is there still need for this item?

Ans.

Yes this cost for Livelihood training will be removed from the budget (See modified budget in Attachment)

9) Why chairs and tables? and carpet? Shouldn't the VMP high school already have it?

Clarification No. 9

During the negotiation meetings in order to get Premise for the academy, the responsible person of VMP told clearly that they will provide premise for the academy not other things like furniture, carpet etc.

So the new academy will need chairs, table to teachers and carpet for the children.

10) Why is the budget for 50 kids? Is the new school for 50 or 100 kids?

Clarification 10

The new Academy is for 50 kids

11) You say that the premises are mobilized within the community. Will you be paying any rent for the premises? Is the rent (Rs. 36000) coming from community? Or are the premises free?

Clarification 11

The premise is free of cost and we can see it as contribution from the community. Neither Humana People to People will pay nor will the community pay. It is result of organized efforts of staff members who have regular meetings with community and identified children in that area.

New Question: So 10% cost should be calculated with this amount already subtracted. Why is it added and then subtracted from the overall budget?

Ans. You are right

We have modified the budget accordingly (see the attached copy of the budget)

12) Monitoring/Auditing /Technical support have 10% costs? What specifics do these cover?

Clarification 12

Administrative cost covers the following expenses

- a. Continuous capacity building of the staff members of the academy through monthly and quarterly workshops.
- b. Medical and Accident insurance of Staff members
- c. Mobilization of Local Resources
- d. Liaison with local government, community and other stakeholders
- e. Supervision from Head office like monthly monitoring visit
- f. Quarterly progress report
- g. Yearly program assessment Reports
- h. Accounting and auditing of funds.

13) New Question: What do these categories cover / include in the budget?

- a) Maintenance of Office
- b) Communication
- c) Stationary

Ans. A. Maintenance

Maintenance includes

Electricity charges we will have two ceiling fans, and arrangement of Drinking Water for the students in the Academy.

B. Communication covers

Clarification: This includes telephonic, email and postal communication by both teachers Cum – Community Mobilizers. They do with all stake holders, with Humana People to People India's Head Office, Community Leaders, Government Officials, and nearby industries etc.

C. Stationary:

The Academy provides Note books to the students, Performance Card for each student, have monthly Attendance Register for students, Register for student parents meetings, Register for local youth volunteer meetings, to get the age proof affidavit prepared from the local court for those children who go for mainteam in government schools, the government schools ask their age proof at the time of admission. The Academy get it prepared.

Apart from that the academy also provides pens and pencils to these students and have some learning posters in the Academy etc.

14) New Question: Do these 3 different terms - outreach worker /community mobilizer / teacher - refer to the same person?

Ans. All three names are for teacher

Actually teacher in such academy use his 60% time in teaching students and 40 % time in community intervention. We call him or her as Teacher Cum Community Mobilizer.