

## **First progress report April – July 2008**

### **Providing basic education to poor, deprived and vulnerable children in slums of Delhi.**

#### **Project background –**

Concern for Humanity has been working in Delhi since 2001 and during all these years it has worked for the uplift of poor and deprived children by way of extending education opportunities to such children. In Delhi, CFH has been working in the villages in south Delhi and running education centres. CFH was introduced to Noon.ch by ASHANET group. CFH submitted proposal to Noon.ch and in the month of January 2008, Dominic and Sabine visited CFH and were taken to the education centre at Bhatti Khurd. At the centre they interacted with children and the teacher. Dominic and Sabine were impressed with the work of CFH and expressed their interest in extending help for the poor and needy children. Hence with a few revisions in the proposal and the budget, Noon.ch finally approved the project proposal for 50% of the total project cost. The project was officially started in the last week of March 2008.

#### **About the project –**

Noon.ch has been kind enough to provide funding assistance upto 50% of the total cost for running 4 learning centres for a period of one year. As part of the project funds have been provided for meeting teachers salary, setting up centres, purchasing books and stationary for children, and for meeting the project related overheads.

#### **Progress so far –**

Setting up centres - After the approval of the project proposal, we started off to set up the centres. After reviewing the ground situation, the first thing done was identification of teachers for the four teachers. Efforts were made to appoint educated and experienced teachers from within the local community. And finally we could find four teachers. Each teacher on her own decided about the location of the centre and

went house to house to inform parents about opening of centre in the village. This way she also identified probable children for enrolment in the centre. Slowly, all four centres were set-up with 25 enrolments per centre. During survey it was found that the village Bhatti kalan had an over whelming response and there were more needy children. Hence instead of one center, two centres were set up in this village. One centre had just the girls and the other was younger children. The locations of four centre is at Bhatti Khurd, Dera village, Bhatti Kalan.

### Children's progress –

Once the centres were started and children were settled in the centre, each teacher took a preliminary test of children so as to find out as to how much they know. Children were tested backwards on their knowledge of reading, writing and comprehension. Children were given sentences to read and those who could not read it were asked to read words and those who found difficulty in reading words were asked to read alphabets. On the other hand, those who could read sentences were asked to read paragraph and comprehend it. Accordingly children were grouped as per their ability. Similar test were taken to assess mathematical skills of children. Some of the results were quite revealing. Children studying in schools performed much under expectations and provided a reason for providing remediation to them.

Of the four centres, one centre has only the in-school children who are receiving remediation; one centre has only grown up girls who have either passed out 5<sup>th</sup> class or are school drop outs and their chances of re-enrollment are quite bleak as they are overaged for their age appropriate classes. The other two centres have mix of both in-school and out-of-school children.

A total of 100 children are enrolled in the four centres. Of these 67 are girls and 33 are boys.

Of the four centres, one centre runs from 12.00 – 4.00 p.m. and the remaining three centres run from 1.30 p.m. to 5 p.m. although during the summer vacations, the timings were changed to forenoon as it became very hot during afternoons. Weekly timetable has been set and children are engaged in the centre activity.

### Teachers training –

A one day long participatory training was done. During the training various points were touched upon, including, administrative issues, kinds of records to be maintained at each centre; general protocols to be observed; timings of the centre; assessment of children; teaching learning material to be used, etc. During the meeting it was unanimously agreed that every fortnight the teachers will meet to discuss the plans for the next fortnight and also the progress against the set tasks. It's a conservative society and it is definitely going to take time for teachers to open up and demonstrate their potential.





### Participation of children in consumer awareness camp –

The children of all four centres very enthusiastically participated in the consumer awareness camp which was held on 29<sup>th</sup> June 2008 at Bhatti Kalan village. Children participated in the drawing completion and children with best drawings were given away prizes; they prepared and participated in street play on sensitizing the villagers on various forms of adulteration. Also children presented cultural program during the awareness camp. This activity was much appreciated by all parents as they saw their own children performing on the occasion. Also all the villagers got to see the potential in children.







### Visitors –

In the month of April 2008, Adrian Riedo of noon.ch visited our organization to sign the MoU (Memorandum of Understanding) with us. And later he visited the field area and interacted with the teachers and children at two centres.



### Good news –

ASHANET has recently considered our request and has approved our project for meeting the remaining 50% of the cost of running four centres.

### Challenges –

- a. Finding educated and experienced teachers was a big challenge. The project area has counted few educated women and most of them are hesitant to come out to work because of the family

pressures. Even today, in the rural areas, working of girls is not considered good. Given this challenge, the project team made all efforts to find such ladies who were educated and had skills to be articulate.

- b. Building capacity of teachers – The teachers need constant capacity building. For them this is a new kind of work and they have their own mindset. They will teach the way they have learnt in their school days. They need training on every aspect of centre management – teaching in a joyful manner, engaging children, not using rotting techniques, using variety of ways of teaching concepts, community involvement, parents participation, maintaining cleanliness at the centre and ensuring that children love coming to the centre.
- c. Need for additional teacher – Initially the idea of providing an additional teacher was to provide crèche facilities for all those children who came to the centre along with their siblings. The additional teacher would take care of small children and keep them engaged while the elder siblings studying at the centre. The additional teacher (Ms.Nisha) was appointed at first centre. She is an intermediate. Later it was realized that none of the children at any of the four centres came with their younger siblings. Hence, the idea of providing additional teachers at the centres was dropped. Instead, one assistant teacher (male) was appointed who provided support services to all four centres in the initial phase of establishing centres.

Ms. Nisha was given the independent charge of looking after one centre. Nisha is although tenth pass but she does not have any past experience of teaching children. Hence, Mrs. Krishna, the senior most teacher of the four teachers was asked to provide all guidance to Nisha in managing the centre.

### **Additional issues for approval –**

As we started implementing the project, we realized that we need permission to make a few realignments in the budget heads:

- 1. Rent for centres – So far the space for all four centres have been provided by the community and we are not spending any money over there. We need the permission to pay for the office maintenance charges from this head. As you are aware that the

- office space has been provided free of cost by the Secretary of the organization, but we are definitely incurring expense on paying for water, electricity, general maintenance of the office, etc. We would like to pay Rs.1600/- per month for coordination office maintenance. This will not at all change the overall approved budget.
2. Salary of additional teachers – We would like to spend the additional teachers salary for the purpose of organizing picnic or children’s day in the coming months.

### Expense statement – April – July 2008

S.No.	Expenditure Heads	Approved budget (in Rs.)	Expense statement (April – July 2008)	Remarks
1.	Salary of program coordinator - @ Rs. 2,500 p.m. X 12 months	30,000	10,000	
2.	Salary of 4 teachers @ Rs. 1,800 p.m. X 4 X 12 months	86,400	21,900	
3.	Salary of 4 assistant teachers @ Rs. 1000 p.m. X 4 X 12 months	48,000	2,000	We propose to utilize the balance money for organizing picnics for children or for organizing children’s day.
4.	Rent of centres @ Rs.800 per centre X 4 centres X 12 months	38,400		We propose to utilize part of this amount for paying for the maintenance cost of the coordination office.
5.	Centre support cost (water, electricity, and daily cleaning) @ Rs.100 X 4 centres X 12	4,800	1,600	

	months			
6.	Centre establishment cost @ Rs. 2,000 X 4 centres	8,000	5,833	
7.	Teaching learning material @ Rs. 250 per child X 100 children	25,000	2,418	
8.	Miscellaneous @ Rs.500 p.m.	6,000	1350	
	<b>Total</b>	<b>2,46,600</b>	<b>45,101</b>	