

BLOSSOMS FROM THE DUST



Story of transformation of underprivileged children

Deepalaya REACH India Programme (DRIP)

2004-07



REACH India



46, Institutional Area, D-Block, Janakpuri, New Delhi-110058

Message from Chief of Party, REACH India

REACH India, a four year project initiated by the United States Agency for International Development (USAID) was aimed at improving access of at-risk children to basic quality education, thus complementing the Government of India's Sarva Shiksha Abhiyan. The objective has been to reach out to more than 200,000 children through 101 non governmental organizations spread across six geographical areas of the country through grants and technical assistance.



As the focus was to reach out to vulnerable out of school children and enroll and retain them in schools, REACH India adopted various interventions to achieve this objective. One of the strategies adopted was to involve large, established NGOs, who in turn could build the capacities of smaller NGOs which lacked the expertise and knowledge of running sustained interventions with pre set targets.

These large, established NGOs refereed to as Capacity Building Grantees under the REACH project were required to play the role of a mother NGO by strengthening the core competencies of smaller NGOs through (a) organizational development, (b) quality education, (c) monitoring and evaluation and (d) financial administration. These capacity building NGOs were directly responsible for implementing the programme through partner NGOs known as subgrantees.

Deepalaya, which has been one of the ten capacity building grantees under the REACH India project, has done a commendable job of building capacities of six Delhi NGOs working with underprivileged children in Delhi. Apart from the task of ensuring mainstreaming of 4932 children into formal schools, Deepalaya introduced transparency and accountability into the functioning of their sub-grantees, making them truly 'professional organisations'.

A holistic approach was pursued to build the knowledge and understanding of these NGOs on various issues pertaining to education, through workshops and consultations. The most notable work under Deepalaya's intervention, however, has been the introduction of a uniform syllabus among the sub-grantees for four subjects under levels 1 and 2 on the pattern of the NCERT syllabus to facilitate and make learning more simplistic and joyful which has been an unqualified success.

With the project coming to an end in December 2007, Deepalaya has been able to sustain the project with funding from other agencies. This initiative in itself is commendable and speaks volumes for its concern for the underprivileged and effectiveness of the programme.

Nandini Prasad
Chief of Party, REACH India

Foreword



Established in 1980, Deepalaya has traveled miles to reach the present status of being recognized as a “RESOURCE”. The journey was always challenging and at times tiring. Nevertheless, there were so many opportunities for learning and sharing and hence reinvigorating. Today we claim that Deepalaya is the largest operational NGO in Delhi with an impressive track record for effectiveness, efficiency, transparency and accountability to the stakeholders involved.

In 2001, when Deepalaya ventured into a strategic planning exercise, it was able to take stock of its strengths, weaknesses and potential for the future as well as reformulate its vision, mission, objectives, strategies, and results. These exercises gave us the courage to move forward and to confirm the diversifications which we have consciously and unconsciously embarked upon, charting out a strategic direction for the future. Here, it is pertinent to mention that the learning and the knowledge base, although not understood by each and every employee of the organization, strategic plan exercise enabled us to discover the treasure of knowledge and experience in each member of Deepalaya family to be put to use for the benefit of the poor and needy. While we deliberated on the various ways of putting ourselves as a “RESOURCE” at the disposal of others, two perceived limitations stared squarely in our face, and these were:

- Lack of confidence to put to use the knowledge base
- The availability of resources.

The advertisement of Reach India/USAID, in 2004, inviting applications from NGOs for identifying and mainstreaming non school going children provided opportunity to Deepalaya's competence as a “RESOURCE”. While it was considered a challenge, it was not easy to decide which role Deepalaya should opt for, out of the two possibilities, namely, to be a Direct Service Grantee or a Capacity Building Grantee. After a long discussion, it was resolved that Deepalaya would apply only as a Capacity Building Grantee. It was a crucial decision and significantly a unanimous decision. It called for gearing up on the part of those in the organization with varying years of practical experience and know-how to put their heads together and take it as a team work.

Deepalaya has gone through all the processes and practices expected of a Capacity Building Grantee. This document deals with the implementation and accomplishments of the Deepalaya REACH India Programme, which has been a tremendous success with mainstreaming of 4932 non school going children 64% more than the original target. It is no less notable that Deepalaya did make considerable efforts to impart to the 6 partner organizations, not only the ability to implement the programme but more significantly Deepalaya's values of transparency and accountability, practised through relevant systems and procedures and thus enabled them to enhance their credibility.

While concluding this foreword, I would congratulate the DRIP team, led by Mr.M.O.Peter and others in Deepalaya, especially the Finance Department, for the team work they all together put in. I also take this opportunity to thank REACH India for guiding us throughout and the 6 partner NGOs for putting in their best for the maximum possible results. The lessons learned are many and are worth replicating.

Rtn. T.K.Mathew
Secretary & Chief Executive

Deepalaya REACH India Programme (DRIP)

In a Nutshell

Deepalaya, a premier NGO engaged in education of underprivileged children in Delhi since 1979, was selected in September 2004 by REACH India/USAID, as one of the 10 Capacity Building Grantees for its programme of educating non school going children in India. Deepalaya was expected to facilitate identifying, enrolling, coaching and mainstreaming of a minimum of 3,000 non school going children of 4 to 14 years, through building capacities of 6 non-governmental organizations which had to be identified and selected by Deepalaya in consultation with REACH India. Through a systematic and transparent process, Deepalaya identified 18 NGOs, out of which 11 were studied thoroughly and 6 were selected for this programme. These 6 NGOs are Alamb-Om Vihar, ASRA-Vikaspuri, Dr.A.V.Baliga Memorial Trust-Bahadur Shah Zafar Marg, Karmath Charitable Trust-Shyam Vihar, Nirmana-Rohini and URIDA-Uttam Nagar. During the period from October 04 to July 07, Deepalaya organized 42 Capacity Building Programmes, which were attended by 1292 personnel of these 6 sub-grantees. Besides these, Deepalaya also facilitated exposure visits for the staff of the DRIP partners, especially Programme Coordinators and Teachers, to the Model Nursery School of NCERT in IIT campus in Delhi, Katha Patashala of Katha at Tughlakabad Institutional Area and Bodh Shiksha Sansthan, Jaipur. As a result of all these, the 6 sub-grantees together identified 11,931 (5923 girls & 6008 boys) out of school children from 26 locations in West Delhi, out of whom 8,415 (4309 girls & 4106 boys) were enrolled in the Bridge Course Learning Centers started by the 6 DRIP partners in these locations. After coaching these children, for 2 months to 1 year, the DRIP partners started admitting these children from April 2005 and continued the activity in the beginning of the next two academic years and thus have mainstreamed a total of 4,932 (2477 girls & 2455 boys) children in formal schools, mostly schools run by the Municipal Corporation of Delhi. Each DRIP partner followed up the mainstreamed children by regular visits to their homes and the schools where the children were admitted, more importantly by conducting remedial education classes in the same LCs. As of August 2007, 2907 mainstreamed children were attending 67 Remedial Education Centres still being run by these 6 NGOs.

Deepalaya and the 6 DRIP partners, after a series of meeting, evolved a uniform syllabus for 4 subjects (Hindi, English, Mathematics & EVS) for Levels I & II, on the pattern of the NCERT syllabus. The teachers have been following this syllabus in the BCLCs. Further, in order to address the problems faced by the students mainstreamed under the programme, Deepalaya organized two meetings (one for West, South West & Najafgarh Zone and one for Rohini - Narela Zone) with the Principals of MCD schools, which were attended by a total of 102 participants. The tools provided by REACH India like Student Tracking Tool, Quality Education Checklist, Organization Assessment Checklist, Monitoring & Evaluation Formats have helped in a very significant way to impart and enhance quality of education, efficient programme and financial management and growth of Deepalaya as an organization.

Deepalaya did not confine to the capacity building of the selected NGOs and mainstreaming non school going children. In order to promote the cause of education as a fundamental right of every child, Deepalaya organized a one day Consultation on the Right to Education Bill 2005, in November 2005 in Delhi, at which 40 persons representing 31 organizations from different parts of the country participated.

Similarly, Deepalaya's capacity building of the 6 partners was not limited to verification of the DRIP accounts but transcended to impart values of transparency and accountability and facilitated introduction of healthy systems and practices like constituting a Purchasing Committee, securing quotations from more than one source, getting an Expenditure Proposal prepared and passed before incurring the expenditure, ensuring that financial transactions exceeding Rs.500/- are carried out through account payee cheques, starting sound HR practices, etc. Deepalaya has got the programme evaluated by an external Evaluator (Ms Nishat Farooq, an expert in Literacy and Continuing Education, retired from Jamia Millia Islamia, Delhi), who has commended Deepalaya for the excellent accomplishments in Capacity Building and in mainstreaming out of school children. Also a post implementation survey through a carefully designed questionnaire was conducted in all the programme locations. The survey has revealed that children from 33% of the households in the same programme locations are still not going to school, a pointer to the need for programmes similar to DRIP. The survey also included focus group discussions with the teachers and parents of the children in most of the locations, which brought out that besides the enrolling and mainstreaming achievement, the programme has led to several positive attitudinal and behavioural changes on the part of the children such as getting up early, taking bath regularly, dressing up neatly, going to LC/school in time, talking respectfully to elders and teachers, doing homework on their own, readily helping parents in the household chores, etc

The total expenditure incurred by the 6 partners and Deepalaya together, upto 30th September 07, amounted to Rs.1,47,60,406/-, which works out to Rs.2,993/- per mainstreamed child.

In order to ensure continued education of mainstreamed children, Deepalaya managed to secure funds from elsewhere and supported the six partners to conduct Remedial Education Centers.

Deepalaya

Deepalaya was founded with the sole aim of educating underprivileged children. It was started in July 1979 with 5 children in a rented room in Chittaranjan Park, with the capital of Rs.17,500 contributed by its 7 founded members. By 2004, Deepalaya had educated about 40,000 children. In the meanwhile, in 2001, Deepalaya had conducted a Strategic Planning Exercise which recommended that it was time for Deepalaya to play the role of a Resource Organization by virtue of its effectiveness and efficiency in educating underprivileged children. It was at this time that REACH India invited applications for Direct Service Grant (DSG) and Capacity Building Grant (CBG) for educating underprivileged children. After a lengthy discussion within Deepalaya as to whether it should apply for DSG or CBG, it was unanimously decided to apply for CBG.

DRIP Objectives

- 6 non-governmental organizations already working or willing to work for educating disadvantaged children in West Delhi are identified, motivated, trained and supported to implement a 30 months' programme of educating and mainstreaming non-school going children;
- Each of the participating NGO mainstreams at least 500 out of school children of 4-14 years of age, by August 2007.

Key accomplishments

- Selected and built capacities of 6 NGOs for educating underprivileged children in West Delhi. These NGOs are Alamb, Action for Self Reliance and Alternatives (ASRA), Dr.A.V.Baliga Memorial Trust, Karmath Charitable Trust, Nirmana and Urbo Rural Integrated Development Association (URIDA);
- Enhanced the capacities of these organizations to be not only efficient and effective but also transparent and accountable;
- Identified 11,931 (5923 girls & 6008 boys) out of school children from 26 locations in West Delhi;
- Enrolled and educated 8,415 (4309 girls & 4106 boys) in the Bridge Course Learning Centers started by the DRIP partners in these locations;
- **Mainstreamed (admitted in MCD/Govt. schools) 4932 children (2477 girls & 2455 boys), against the target of 3000;**
- **Ensured continued remedial education of the mainstreamed children by securing financial support from elsewhere (Education Trust, USA and 2 Indian Trusts), till April 2008.**



One of the students at Alamb's LC demonstrating addition

Alamb, Om Vihar

The evolution of Alamb as a voluntary organization owes to the dream of a group of like minded people who had significant experience in development activities and who joined together to work for the street & working children. Alamb was registered as a society under the Societies Registration Act XXI of 1860, on 1st October 1992. Alamb's vision is 'An exploitation free society, wherein equality, social justice and sustainability exist'. Alamb's priorities are education, health care and livelihood and income generation for the poor.

Action for Self Reliance and Alternatives (ASRA):, Vikaspuri (website www.asra.org.in)

ASRA came into existence on 12th August 1992, when a group of like minded people comprising social activists, lawyers, academicians, doctors and rehabilitation professionals came together with the sole aim of serving the marginalized segments of society with a special focus on persons with disabilities living in slums, resettlement colonies, tribal and rural areas. It is registered as a Trust under the Trust Act in 1992.

Dr.A.V. Baliga Memorial Trust, Bahadurshah Zafar Marg

Dr.A.V.Baliga Memorial Trust was formed in 1968 under the leadership of Aruna Asaf Ali, the well known freedom fighter, to commemorate the legacy of eminent philanthropist, Dr.A.V.Baliga. It has been working in the field of education, especially in adult education since 1974, in the slums of Delhi. Its education programmes are of 3 types Balwadis, Non Formal Education centers for preparing non school going children for admission to formal schools and Remedial education to help children who are already in school but weak in studies.

Karmath Charitable Trust (Regd.), Shyam Vihar (website www.karmath.org)

Established in 1993 as a not-for-profit organization under the Indian Trust Act, Karmath has been engaged in social welfare activities since its inception. The people behind this organization is a unique couple, Mr.Chandrasekhar and Mrs.Sushma Shekhar who have resolved not to have children so as to be able to give undivided attention to social welfare activities and have donated their movable and immovable properties to the Trust. The mission of Karmath is to vitalize the power and potential of the weaker section of the society, especially of women and girls, without discrimination of caste, creed or religion and help them move into the mainstream of society.

Nirmana, Rohini (website www.nirmana.org)

Nirmana was formed in 1988 to provide support to the National Campaign Committee for Construction Labour (NCC-CL) which has been campaigning for a comprehensive Central Legislation since 1985 to

provide social security and welfare to over 30 million construction workers in the unorganized sector. It is a Society registered under the Societies Registration Act XXI of 1860. Out of school children identified, enrolled and mainstreamed by Nirmana are largely children of construction workers.

Urbo Rural Integrated Development Association (URIDA), Uttam Nagar (website www.uridango.org)

URIDA came into existence in 1991 when a team of committed individuals from various disciplines came together to promote socio-economic and infrastructural development in urban as well as rural areas. URIDA's vision is "Enlightened communities free from the evils of poverty, illiteracy and ignorance" and its priorities are education, health care, women empowerment and addressing child related issues. URIDA's programmes are also in several states outside Delhi.



Ms Ruby, teacher at Dr.A.V.B.M.T's LC at Holambi Kalan explaining to the students

How the DRIP Partners were chosen

Deepalaya advertised about this programme on its website and invited applications from good NGOs, which are registered as Society or Trust and having FCRA registration, existing for last 3 years, having a proper governance structure and involved or interested in education of underprivileged children. 18 NGOs responded, of which 11 were short listed and assessed. Out of these 11, four (Alamb, Dr.A.V.B.M.Trust, Nirmana & URIDA) were selected for the entire programme, while the other two (ASRA & Karmath) were initially selected for a preparatory phase of 6 months at the end of which these were re-assessed and finally selected for the entire programme.

How the DRIP Partners were empowered

Organized Capacity Building programmes for different types of staff of the sub-grantees as given below:

In-house Capacity Building Programmes

Period	No. of programmes	Important topics/skill area	Type of participants	No. of participants
Oct 04 to Sept 05	17	<ul style="list-style-type: none"> ■ Training of Trainers of Teachers ■ Basics of Pedagogy ■ How to teach Science ■ How to teach Mathematics ■ Social Studies and Languages ■ Minimum Level of Learning and Class Management ■ Monitoring & Evaluation ■ Organization Development ■ Quality of Education ■ Logical Framework Approach/Analysis ■ Documentation and ■ 1st Exchange of Experiences of DRIP Implementation 	Chief Executives, Programme Coordinators & Supervisors of sub-grantees, Teachers of Learning Centers	421
Oct 05 to Sept 06	19	<ul style="list-style-type: none"> ■ Specific Learning Outcomes and Indicators ■ Principles of Learning and Lesson Design ■ Financial Management ■ Multi Grade Teaching ■ 2nd Exchange of Experiences in DRIP Implementation by the 6 DRIP partners ■ Multi Grade Teaching ■ Making Teaching Learning Materials ■ Curriculum Development ■ Resource Mobilization ■ Quality Education Assessment ■ 3rd Exchange of Experiences of DRIP Implementation ■ Making TLMs for Maths 	Chief Executives, Accounts staff, Programme Coordinators & Supervisors of sub-grantees, Teachers of Learning Centers	595
Oct 06 to July 07	6	<ul style="list-style-type: none"> ■ Class Management (for new teachers who subsequently joined the sub-grantees) ■ English Language Teaching ■ Meetings with the Principals of MCD Schools to address problems of mainstreamed children. ■ 4th Exchange of DRIP Implementation of Experiences 	Chief Executives, Programme Coordinators & Supervisors of sub-grantees, Teachers of Learning Centers	276
	42			1292

Thus nearly 1300 individuals have been covered by the various capacity building programmes. Almost all of them have undergone more than one training, some as many as four.

Exposure Visits

- Programme Coordinators and teachers of DRIP Partners were taken to Model Nursery School of NCERT at the IIT Campus and to the Patashala of Katha at Tughlakabad, in August 2005;
- Programme Coordinators and teachers of DRIP Partners along with 4 teachers from Deepalaya were taken to Bodh Shiksha Sansthan, Jaipur, in October 2005.



Ms Kanta Nagpal of SCERT, Delhi conducting session on Teaching English on 24th November 06

DRIP Partners' Programme locations

Alamb: Dwarka Sector 15-A, 16-A, Vikas Vihar, Om Vihar, Transit Camp and Hastsaal.

ASRA: Vikaspuri (Indira Camp-II), Shiv Vihar, Hastsaal, Dwarka Sector-3, Suraj Park.

AVBM Trust: Holambi Kalan (Phase I & II), Narela

Karmath: Shyam Vihar, VRM Slum Area, Qutab Vihar, Durga Vihar, Tajpur Colony, Kumar Enclave, Bindapur, Pankaj Garden.

Nirman: Haiderpur, Swana Jayanti Vihar (Tikhri Khurd), Narela, Bawana

URIDA: Dwarka Sector-15, Ganga Ram Colony (Tikhri Khurd).



A view of URIDA's LC at Dwarka Sector-15

Enrollment, Retention, Completion and Mainstreaming Defined

Enrollment: Vulnerable children registered in the school and his/her name appearing in the school records in formal schooling systems. The formal schooling system is defined as government schools, full alternative schools registered with National Institute of Open Schooling (NIOS), and private schools recognized by the government.

Retention: Children who enter in the formal schooling system continue in subsequent years either at the same or advanced level

Completion: Completion is defined as remaining enrolled for the entire program and acquiring skills/competencies as defined by the NGOs.

Mainstreaming: Mainstreaming is defined as transition of students from Direct NGO interventions to formal schooling systems.

Advocacy and Networking Education Issues

Consultation on Right to Education Bill 2005

Deepalaya organized a Consultation on the Right to Education Bill, 2005 on 9th November 2005 at India International Centre. 40 persons representing 31 organizations from several states. Ms Razia Ismail of the India Alliance for Child Rights facilitated the Consultation. The other Panelists were Mr Vinod Raina of the Bharat Gyan Vigyan Samiti, Ms Farida Vahedi, of Bahai Office for Advancement of Women, Ms G.Syamala, of Action for Ability Development and Inclusion and Mr Karan Tyagi of National Alliance for Fundamental Right to Education. A Committee of 5 was formed to follow up, review and finalize the recommendations. The final recommendations were sent to Minister for HRD, GOI, as well as to the Chairman, Parliamentary Committee for Education. It is understood that the Government of India subsequently referred the Right to Education Bill to the state governments for their opinion, as education is a Concurrent Subject.



A view of the participants at the Consultation on "Right to Education Bill 2005" at the India International Centre on 9th November 2005

Meetings with Principals of MCD Schools

In order to address the problems faced by the students mainstreamed under the programme, Deepalaya organized two meetings with the Principals of the MCD schools 1st one on 16th January 07 at Deepalaya HRC with the Principals of schools in Najafgarh Zone and the 2nd one on 19th January at Basti Vikas Kendra, Tikhri Khurd for the Narela Zone. These were attended by 50 and 52 participants respectively including staff from Deepalaya and the concerned DRIP partners. The Principals promised to extend all cooperation.



Meeting with the Principals of MCD Schools of Najafgarh Zone, at HRC on 16th January 2007



Meeting with the Principals of MCD Schools of Narela Zone, at BVK, Tikri Khurd on 19th January 2007

Syllabus for Bridge Course Learning Centers

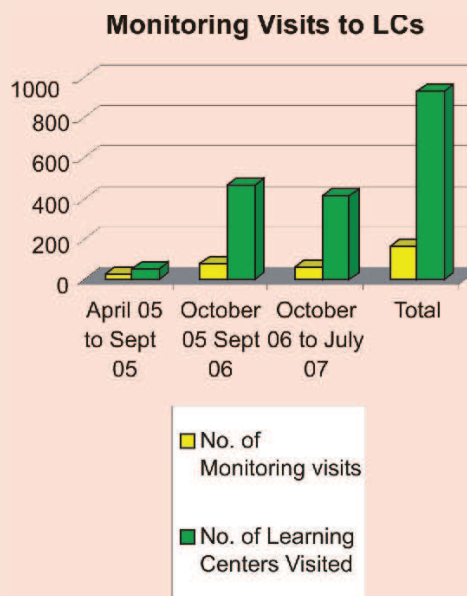
Following the “Learning Class Room Series” conducted by REACH India during October-December 2005, in which concerned staff of Deepalaya and of 6 DRIP partners had participated, Deepalaya and the 6 DRIP partners organized a series of 7 meetings and evolved a syllabus for 4 subjects (Hindi, English, Mathematics & EVS) Bridge Course Learning Centers upto level II. This was reviewed and improved by experts of National Council for Educational Research and Training (NCERT). The finalized version has been brought out in a book form and made available to all the 6 partners, who in turn distributed copies of the same to their Learning Centers.



Mr.K.C.Pant, Sr. Manager, Deepalaya explaining a point at the workshop on Curriculum Development on 24th May, 2006

Monitoring Learning Centers:

- Evolved, in consultation with the DRIP Partners, guidelines for well functioning of the Learning Centers and ensured that these are followed in all the Learning Centers. The guidelines covered maintenance of students' attendance, home visits, incentive for better attendance of students, recording visitors' impressions, display of teaching learning material, assessment and mainstreaming of children;
- In order to ensure that every LC is visited at a reasonable interval, a grid has been developed which indicates the no. & address of the Learning Center, its timing, date when it was last visited and the percentage of students attendance at that time;
- During the period from April 05 to July 07, 167 monitoring visits have been carried out to 928 Learning Centers, as shown below:



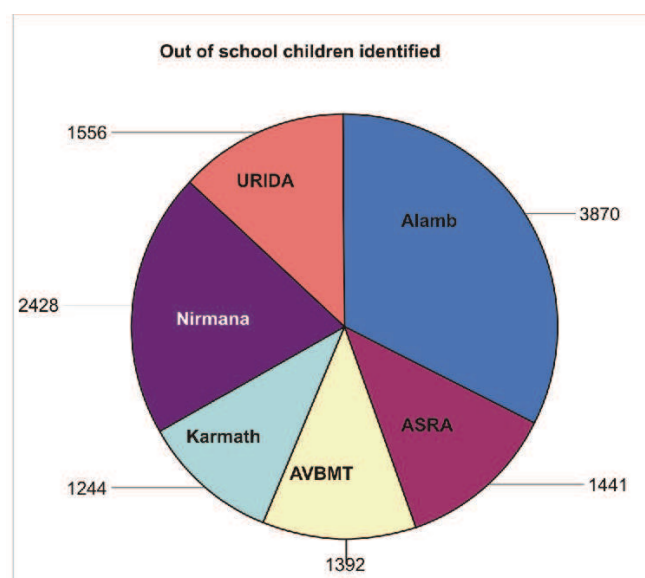
Tasks during Monitoring Visits

- Scrutiny of Attendance Register;
- Checking average attendance during the week and weeks before;
- Scrutiny of other registers like Community Visit Register, Lesson Plan Register, PTA Meeting Register, Mainstreaming Follow-up Register, etc.
- Interactions with the teacher and students about the functioning of the LC, problems, if any, etc.
- Visit to homes of students who have been consecutively absent for several days and interactions with those available at the homes;
- Interactions with people in the surroundings.

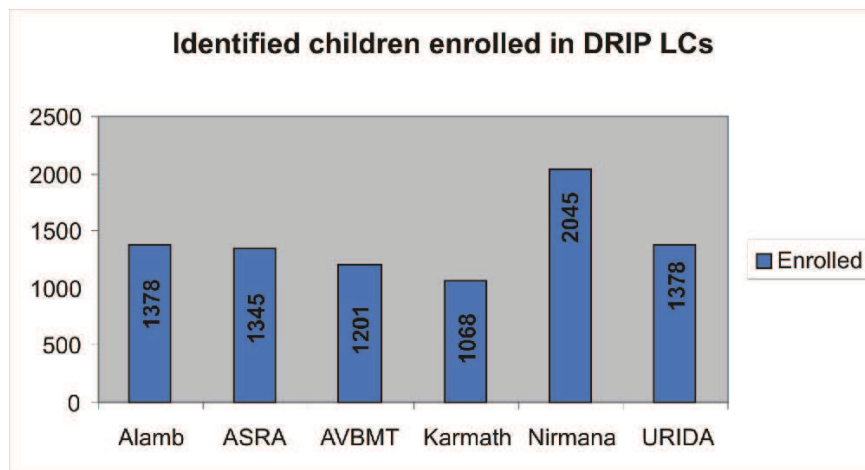
Reports of such monitoring visits were sent to the respective DRIP partners for acting on the suggestions made.



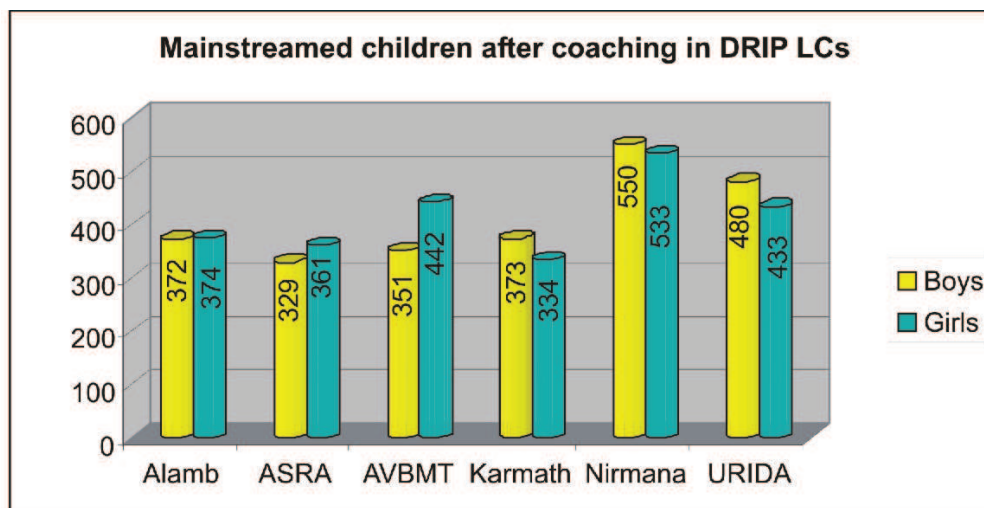
Dr.Kjell Enge of USAID, Mr.Amit Kumar & Ms Arpana Luthra of REACH India at the Learning Center of ASRA in Sector-3 Dwarka on 16th December 05



Ms Kanchan Mathur, Consultant of REACH India and Mr Manjir Ghosh of REACH India on a visit to URIDA's LC at Dwarka Sector-15



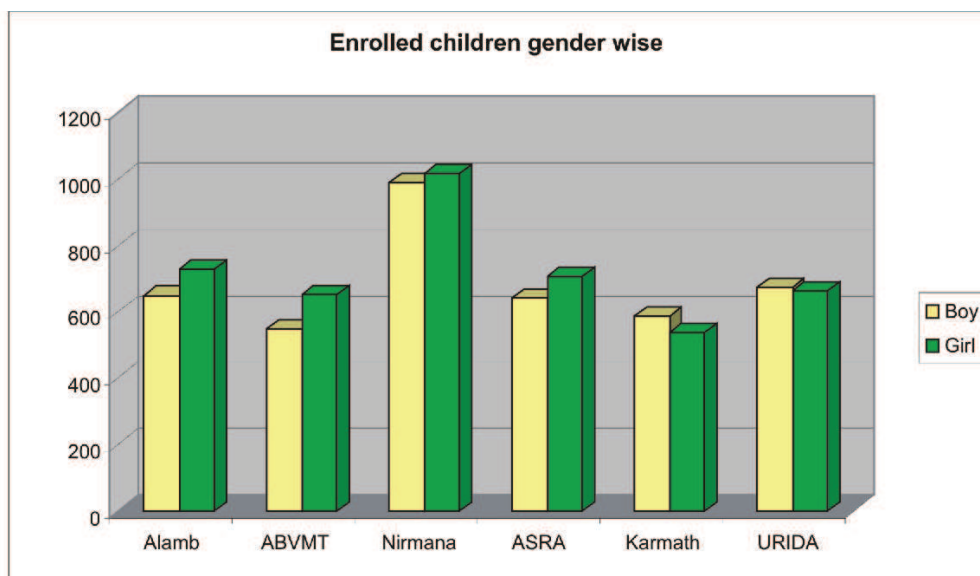
4932 out of school children were coached and admitted into formal schools against the target of 3,000





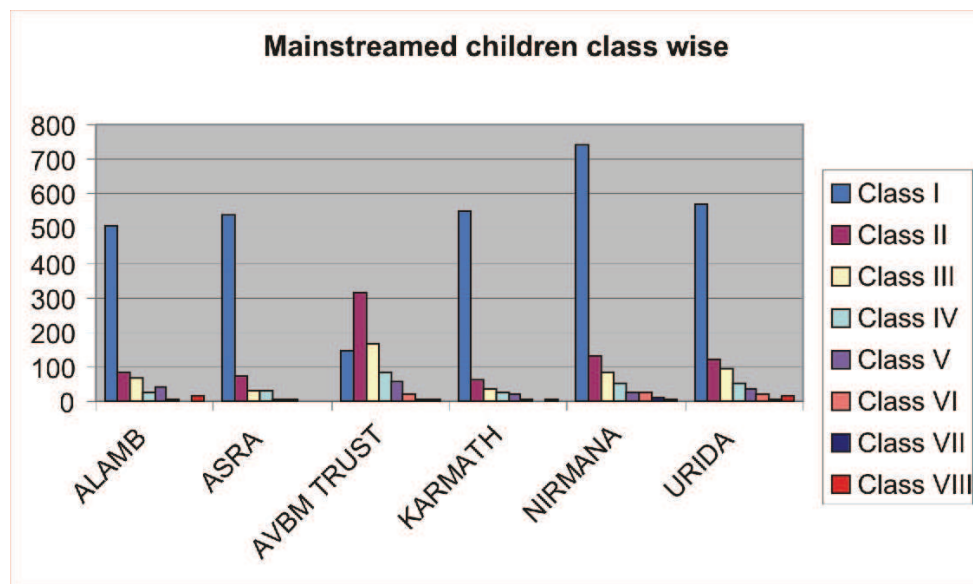
Ms Kanchan Mathur, Consultant of REACH India discussing with DRIP partners on 'Learning Classroom Series' on 30th July 07

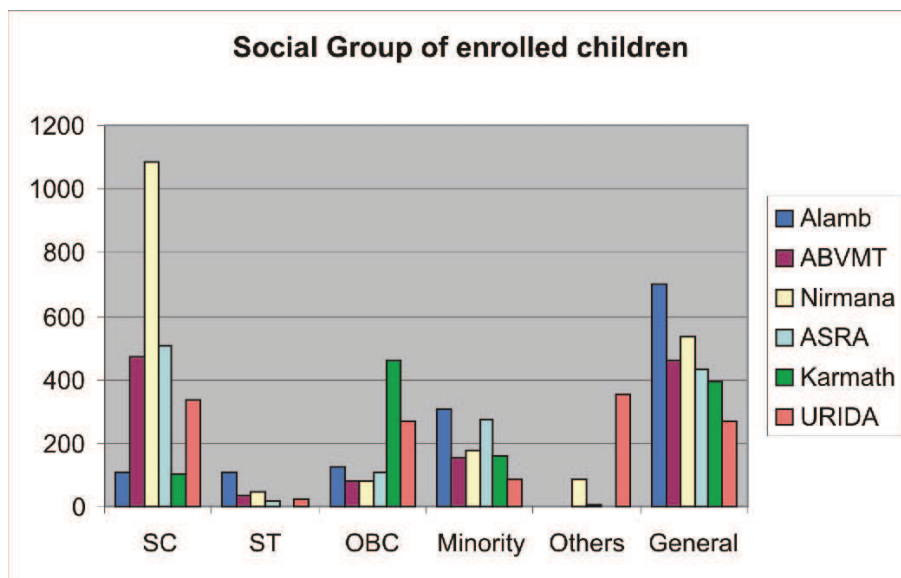
MORE ABOUT THE ENROLLED CHILDREN.....





Peter & Jyoti of the DRIP team along with Gita of Nirmana, motivating the women of Chandwal Nagar in Bawana to send their children to DRIP LCs





“According to Department Education figures, the number of out of school children in Delhi in the 6-10 age group is 98,097, of which 46,474 belong to Scheduled Castes and Scheduled Tribes. Similarly, 2,20,658 children in the 11-13 age group are out of school, of whom 34,061 are from the SC and ST communities”.

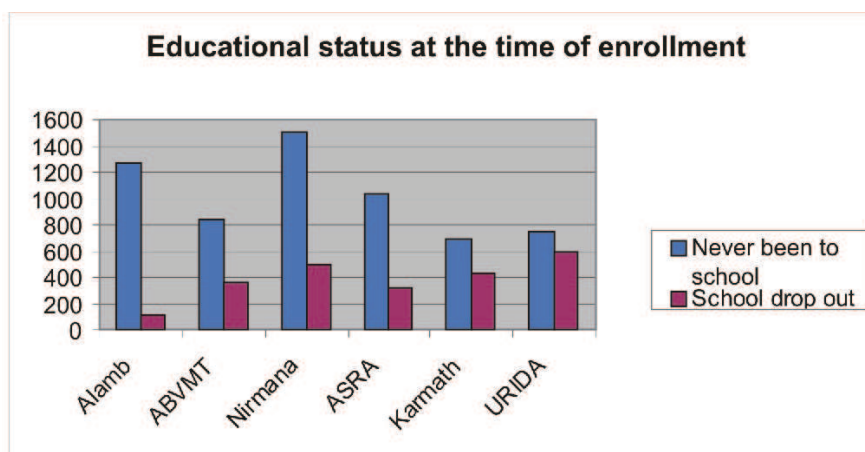
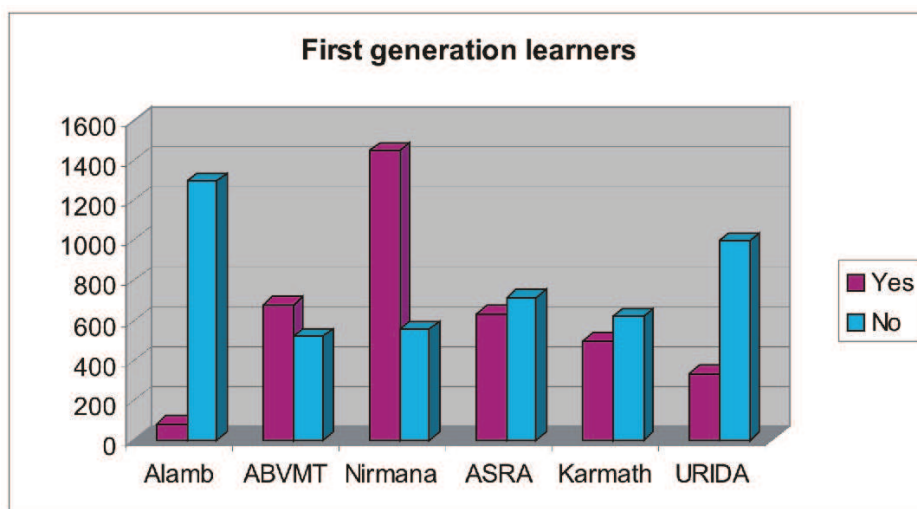
Frontline Nov 17, 2006

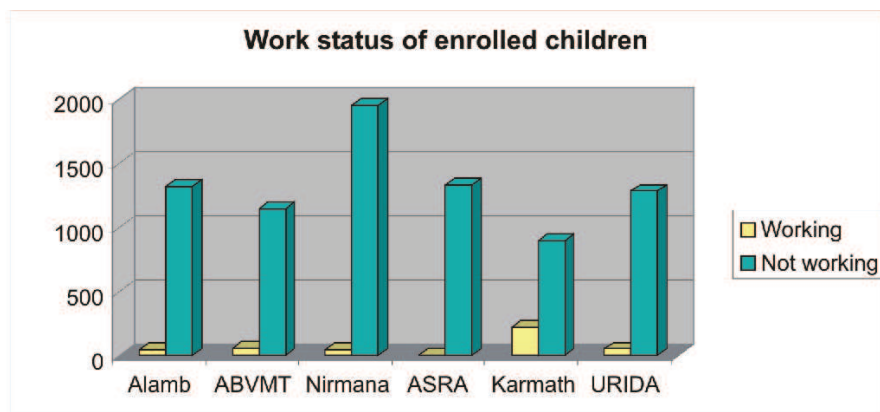


A view of ASRA's LC at Shiv Vihar

Vulnerability of enrolled children

- 2,613 (31.27%) children out of the enrolled children belong to SC, 1,118 (13.38%), to OBC and 1,157 (13.84%) to minority communities;
- 110 children are children of rag pickers, 579 are children of sex workers and 8 are children of prisoners.





Post Implementation Survey

Deepalaya facilitated a post implementation survey followed by focus group discussions with selected community groups and teachers, to assess the attitudinal and behavioural changes observed in the enrolled children. The survey covered 8,774 households, out of 19,213, in the 30 DRIP locations, through the DRIP partners. Salient findings from these exercises are

- 87.8% of the households had heard of the DRIP Learning Centers and children from 68.63% of such households have been studying at these Centers;
- Children from 65% households are studying in the MCD Schools, while children from 20% and 11% households, children are studying in Govt. Schools and Private Schools. Children from 6% also are not studying anywhere, because they are required for supplementing family income;
- 54% of the households do not send their daughters to schools, for reasons like, girls are required at home to take care of their siblings, they consider educating girls of no use, girls school very far, etc.
- From 90% of families, no children dropped out after they were admitted in schools;
- Migration of families out of the residing location/Delhi is an important reason (52%) for children dropping out;
- Out of the school going children, 58% are attending some remedial education programme and out of these 56% are attending DRIP remedial education centers;
- All the DRIP Partners have reported that the children enrolled in DRIP LCs have shown better discipline and behaviour like doing homework, getting ready for going to school in time, dressing up as neatly as possible.



Mr Sourabh Banerjee of USAID and Ms Saloni Singhal of REACH India on a visit to Nirmana's LC at Haiderpur

Unique features in the achievements by each DRIP partner

Alamb

- Excellent rapport with concerned communities and able to raise contributions amounting to over Rs.13,500/-.
- Have formed Bal Clubs;
- Focused on educating children from minority community;
- Enrolled a good number of Muslim girls (succeeded in motivating Maulvi of the local mosque to change timings of Urdu teaching, so that children could attend DRIP LCs);
- Use of Mass-media;
- Highest paid teachers.

Dr.A.V.Baliga Memorial Trust

- Mainstreamed maximum number (549 82% out of 793 total mainstreamed number) of **over aged** children into class II and above;
- Special focus and preference given to the enrollment and mainstreaming of girl children (653 girls enrolled against boys 548, 442 girls mainstreamed against boys 351);
- Educating children who were begging to earn their livelihood. **52 such children were enrolled in BCLCs, out of whom 8 children are in schools;**
- Introduction of cultural aspects like painting, performing arts;
- Developed ideas of (1) Pathya Kosh (3) Rachnavali (3) Vichar Gosthi (4) Katha Kosh (5) Manbhavan.

Action for Self Reliance and Alternatives

- Promoting Community Based Rehabilitation of the differently abled among the identified children;
- Enrolled and educating **38 differently abled children;**
- Mainstreamed 5 differently abled children;
- Introduced nominal fees (Rs.5/-) per child per month in the BCLC right from the beginning.

Karmath Charitable Trust

- Maximum percentage (**72%**) of mainstreamed children attending RECs;
- Networked with school inspectors of the district;
- Free food supply to children of LCs (twice a week) by Hotel Taj Residency;
- Educated and mainstreamed children of sex workers;
- Educated and mainstreamed 11 differently abled children in full alternative school like AADI.

Nirman

- Mainstreamed the highest number of (**1083**) enrolled children;
- Lowest cost per enrolled child and per mainstreamed child;
- Enrolled maximum working children and maximum first generation learners;
- Maximum amount raised as community contribution;

- Focused on the children of construction and unorganized sector workers;
- P.T. meeting attendance (average 65-75%);
- Mainstreamed 6 differently abled children in formal school;
- Providing health check up facilities to children as well as their families;
- Provided special assistance to the community (Saraswati Vihar) in getting certificate for identification and plots, etc. at the time of demolition of cluster;
- Relocated the children of demolished cluster at Bawana and Narela and mainstreamed them.

Urbo Rural Integrated Development Association

- Lowest no. of drop outs **(6)** from mainstreamed children;
- Working with sex workers;
- 14 children passed and promoted to class IV and IX;
- 48 (32 boys and 16 girls) children directly mainstreamed by URIDA indicating direct community participation;
- Attendance in PT meeting (average 75-80%);
- Formed SHG for teachers;
- The support from the community in the form of reduced rent (Rs.1,000/- to Rs.500/-) at C Block, Kakrola.

External Evaluation

Deepalaya arranged an external evaluation of the programme during May-July 2007. Ms Nishat Farooq, formerly Director of State Resource Centre of Jamia Millia Islamia University was entrusted with this task. Ms Farooq, discussed with the Executive Board Members/Chief Executives/staff of the 6 partners, visited 31 Learning Centers, discussed with the teachers of these centers as well as with the people in these locations, studied the reports and records maintained by Deepalaya with regard to the capacity building programme conducted and also had extensive discussions with other important stakeholders like the programme staff, Chief Executives of Deepalaya and of REACH India.

Excerpts from the Evaluation Report

- ☞ “Method of identification and selection of partner NGOs was done in a very systematic and transparent manner involving a very transparent and systematic procedure and criteria. Deepalaya selected very deserving and strong NGOs who were having previous experience of conducting programmes for universalization of Elementary education. Although all of them are not on same footing but they have previous experiences of working with children”
- ☞ “Capacity building of partner NGOs was one of the important objectives of the project. It was found that three types of capacity building programmes were organised to build the capacities of the PNGOs:
 1. Training/orientation programmes (51 programmes)
 2. Sharing of DRIP implementation experiences (4 programmes)
 3. On the spot training”
- ☞ “The Capacity Building Programmes were found to be very effective mainly in areas of: Development and use of teaching/learning material, Lesson planning, Assessment of learners, Record keeping and documentation, Class Management, Method of Teaching, Monitoring, Organizational Management, Self Evaluation by staff members, Tally account keeping, Transparency and accountability”.
- ☞ “The most useful and effective aspect of training was that all the 6 PNGOs accepted that training has improved transparency and accountability in their own organization not only for the DRIP but for other projects as well”.
- ☞ “It was also observed that NGOs think that these capacity building programmes had made a long-lasting impact on them leading to improvement in functioning of their NGOs as a whole”.
- ☞ “The teachers were full of praise for the training provided to them at Deepalaya as well as on the spot in LCs. They also emphasised that PNGOs also provided very effective training, especially in production of TLM and lesson planning”.
- ☞ PNGOs were able to mainstream 4932 students in schools, which is 60 per cent more than the target fixed. Perhaps it is highest achievement among the REACH India Capacity Building Grantees. Deepalaya and NGOs have made spectacular achievement in accomplishing the result.



Ms Nishat Farooq & Mr Mushtaq Ahmed, External Evaluators at the Learning Center of Dr.A.V.B.M. Trust, at Holambi Kalan

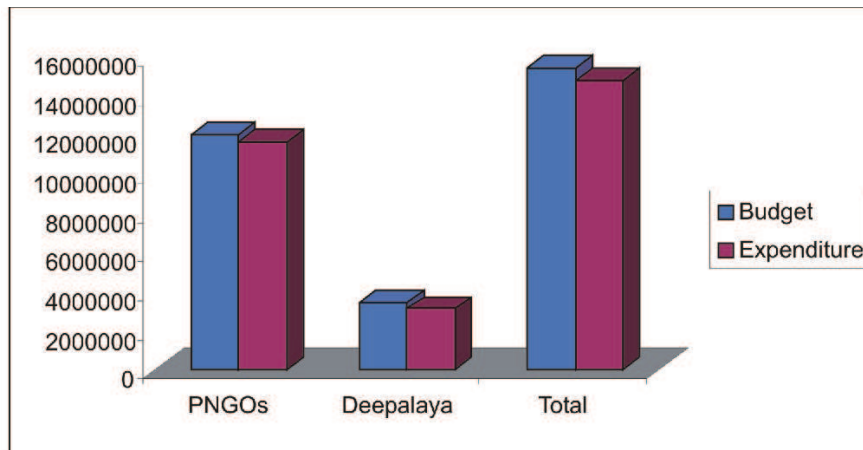


Mr Mushtaq Ahmed, External Evaluator interacting with Principal of MCD School, Tajpur Khurd

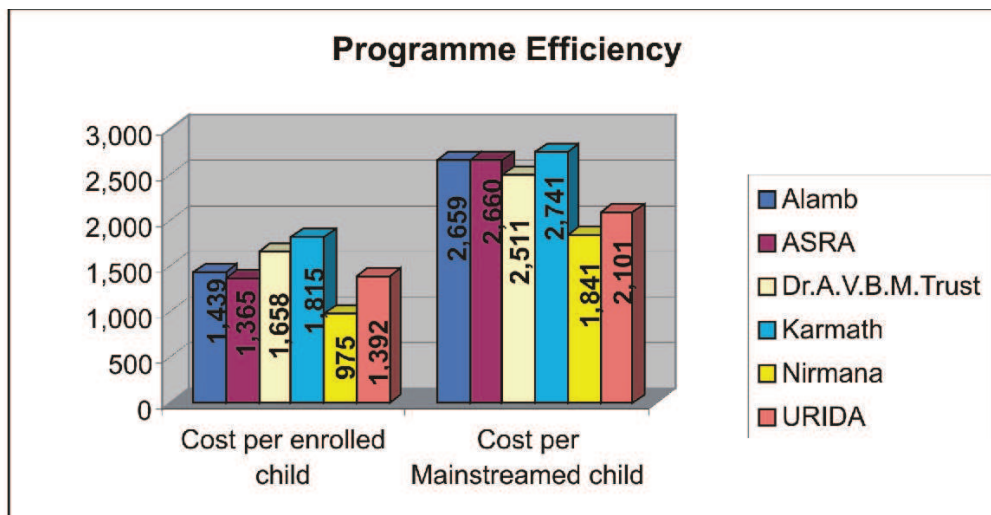


Ms Nishat Farooq, External Evaluator with the mothers of children attending Dr. AVBMT LC at Holambi Kalan

Budget and Expenditure



Programme Efficiency

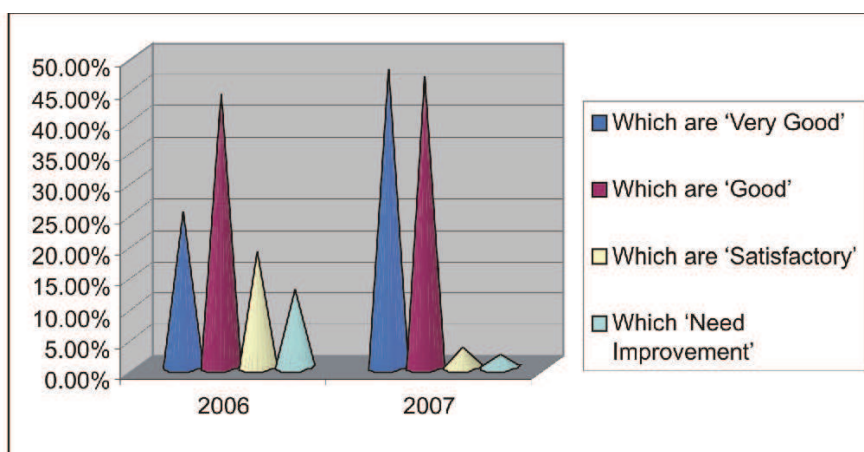


Enhancement in Quality of Education at Learning Centers

As a result of the Capacity Building and Monitoring roles played by Deepalaya, the quality of education at the Learning Centers has shown a conspicuous improvement in accordance with the ratings given by the DRIP partners, using the parameters stipulated by REACH India.

Parameters used for assessing quality of education at the Learning Centers

*Teacher student interaction;
Teaching Learning Methodologies;
Teacher Student Assessment;
Classroom Learning Environment;
Assessment of Learning;
Linkage with the community;
Parental involvement in children's education.*



Monitoring & Evaluation

- The training on Monitoring & Evaluation conducted by REACH India, enabled Deepalaya and the DRIP partners to prepare the monitoring plan clearly and monitor the programme systematically;
- Tools like STT and Tally given by REACH India have been not only introduced by Deepalaya but also transferred to the 6 DRIP partners. These tools have helped in monitoring the programme and tracking the students systematically and regularly;
- Concepts like indicator definition, disaggregation, used in the Monitoring & Evaluation Plan are new and useful.

DRIP Partners facilitated to learn from one another

One of the most effective capacity building programmes conducted by Deepalaya for its partners has been the Exchange of DRIP Implementation Experiences. Deepalaya conducted 4 such exchanges during the programme period. The 4th one listed a number of steps taken or systems introduced to improve the efficiency of the organization. Salient steps and systems introduced by each partner are listed below.

Systems introduced for better financial management

Tally
New registers like Budget Monitoring Register, Register for Cheques Issued, Staff Movement Register,
Inviting Quotations
Separate account for each project
Payments by cheques
Maintenance of Day Book
Preparing Expenditure Proposals
Set up Purchase Committee
Stock maintenance at field level
Weekly monitoring and monthly monitoring respectively by Project Officer and Director.
Weekly meeting of Core Committee on Projects
Monthly staff meeting
Taxation procedures and compliances
Developing and maintaining HR Systems



A view of the participants at the 4th Exchange of DRIP Implementation Experiences on 8th May 2007

Deepalaya's Learnings

- Deepalaya's functioning and its dealings have been transparent to the maximum extent possible and because of this, it could insist on similar transparency and accountability from its partners;
- While assessing Deepalaya as an organization, as per the Organization Development checklist provided by REACH India, it was realized that Deepalaya was not making adequate efforts to make Deepalaya's vision and mission known to the visitors as well as to reinforce the same among the staff members. With this end in view, Deepalaya started displaying its vision and mission in the reception area of Deepalaya and including the same in every Deepalaya publication;
- Timely and appropriate interventions can contribute in a significant way towards the efficiency and effectiveness of any programme. This is borne out by the fact that Deepalaya's follow up actions after its monitoring visits and audit findings have forestalled the possibilities of poor management and inadequate results;
- While dealing with issues of financial/organizational mismanagement, we should be objective, professional and swift; it is productive in the long run; the DRIP partners acknowledged the salutary effect of such dealings on the functioning of their organizations.

Problems encountered during implementation

- Budget cut imposed by USAID
- Drop outs of students especially girls at the Learning Centers due to sibling care, working parents, etc.;
- Irregular attendance at the meetings with the parents;
- Migration of families due to reasons like demolition of their dwelling places;
- Need for the documents for the proof of residence and test of the children at the time of mainstreaming;
- Seasonal and Permanent migration of families of children;
- Extreme poverty of some families, compelling the children to go for work at least some days, leading to irregularity and eventually dropping out;
- Besides both parents working, the children also are compelled to work, which affect their attendance;
- Need for older children to take care of their siblings;
- Difficult to re-locate and enroll the children shifted from demolished JJ cluster (Banual Nagar);
- Difficult to retain trained teachers;
- Non availability of books for the students of NIOS;
- Very limited space available for LCs in some resettlement colonies;
- Lack of space around LCs for games, etc.
- Heterogeneous groups in the LCs.

Blossoms from the dust

*"Oh Bharatmatha, the crores of stones in your lap have not been whetted on any whetstone for ages ;
if chiseled and polished, these will be transformed into bright, precious gems"*

- Translation of a poem by Kumaranasan, a
19th century social reformer & poet of Kerala

Komal family very poor but children are now in school

10 years old **Komal** is the 7th child of Sahib Singh and Lakshmi Devi, who came to Delhi from Meerut in search of work. Komal's father passed away some time after her birth and Lakshmi Devi had to bear the burden of bringing up the children. Lakshmi somehow managed to settle the children one by one. Komal was the first one in her family to become literate, thanks to **Nirman's** initiative to open a Learning Center, in her neighbourhood at Swarna Jayanti Vihar in Tikri Khurd, in January 2006, under the DRIP. After attending the DRIP classes for 6 months, Komal was admitted to 3rd standard in the MCD School at S.J.Vihar. Komal secured 3rd position in the class in the annual examination and currently she is in the 4th standard. Because of the extremely poor economic condition of her mother, Komal has to face several hardships to continue her studies. Her dream is to become a teacher and teach children from economically poor families and those who are weak in studies.



Suhail - in school but still works and studies



Chandrakantha, one of the teachers of **Karmath**, in-charge of its Learning Center at Tajpur Khurd, was on her regular house visit to motivate parents to send their children of school going age to Karmath's LCs. She spotted a boy of 10-12 years old, squeezing juice in a fruit juice shop. **Suhail** was his name. On chatting with him, she learnt that Suhail's younger brothers and sisters, 2 each, are also working elsewhere to supplement their family income and that Suhail was interested in going to school. Chandrakantha met their father Qarim-ud-din and motivated him to send all their children to Karmath's LC. Suhail soon showed his mark in studies and became a model student of the LC. Suhail, 12 years old now, is studying in 4th standard at MCD School, Tajpur Khurd. He also goes to work and earns some money for the family. Not only that he helps his younger ones in their studies. Suhail wants to grow up as a responsible citizen and start his own business.

Nazir admitted to school and brings brothers and sisters to school

Chandrika, teacher at the Learning Center of **Dr.A.V.Baliga Memorial Trust** at Holambi Kalan Phase-II came in contact with Nazir in December 2006. Nazir was helping his father in selling coconuts and vegetables. Chandrika convinced Nazir's illiterate parents to enroll him in her Learning Center. They agreed but with some hesitation. **Nazir** is a first generation learner. When he started his studies, he was a bit lazy but soon he showed his sharp mind and picked up what was taught quite fast. In April 2007, he sat for the test for admission to class V at the MCD Primary School, Holambi Kalan Phase-II and passed the test. He is now a regular student at the school but still helps his father in selling coconuts and vegetables whenever he finds time. He also attends the Remedial education class run by the AVBM Trust. What is more worth mentioning is that he has been able to convince his parents to send his two sisters and two brothers, 6 to 9 years old to the LCs.



Ashraf disabled but enabled to go to school



Ashraf, who lives in the Pappan Kalan slums, is 8 years old, is polio affected and unable to walk. He was therefore denied admission in the MCD School in 2006. Ashraf continued his studies in the Learning Center run by **ASRA** at Pappan Kalan under the DRIP. Vidya, teacher at the LC met the school Principal and the concerned teacher a few times and persuaded them to be sympathetic to Ashraf. She along with the ASRA's Community Rehabilitation team, dialogued with the family to do their best to send Ashraf to school. He was provided with a pair of calipers and after regular physio therapy, Ashraf was able to move without any support. Ashraf has been given admission in the same School this year in 1st standard.

Gunaaz in school and sends brothers and sisters also to school

7 year old **Gunaaz** belongs to a traditional Muslim family at the resettlement colony in Dwarka Sector 16-A. Both her parents are illiterate. Infact, the family is not keen about educating daughters. Preeti, teacher at the **Alamb's** Learning Center at Dwarka Sector 16-A called on the family and talked to Gunaaz's parents a few times. As a result, they agreed to send Gunaaz to the Learning Center. Gunaaz regularly attended the LC and she talked quite positively about the Learning Center to her parents. Slowly the parents' attitude changed and they started sending Gunaaz's two younger sisters and one younger brother.

Reena D/o Chunnu Lal R/o B/120, Ganga Ram Colony is a student of **URIDA's** Learning Centre. Reena along with her brother and a sister (Rajeev and Kavita) used to beg and play acrobatics in bus stops. At times, they used to steal and pickpocket also. One day, when they were begging, Kavita, URIDA teacher happened to meet them. She tried to persuade them to come to URIDA LC. But they refused, because they had no money. The teacher explained to them about the possibilities of free studies and free books under the DRIP. Reena's parents also got interested and the Reena started attending the Learning Centre. Reena impressed the teacher as a good student. She was then admitted in 2nd class of M.C.D School. Reena has been chosen monitor of her class. She is also studying in the REC conducted under DRIP. Though Reena belongs to a very poor SC family, she comes to class neat and clean.



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Authored and designed by M.O.Peter, Director DRIP

You can support an Underprivileged Child through Deepalaya in the following manner

1. Integrated Child Sponsorship - Annual Rs. 7000/-

You can support a particular Deepalaya Child by sponsoring his/her education, health care and overall development. In this case you will be provided with the Case History of a particular child with his/her photograph at the time of the sponsorship. You will also be informed of the child's progress twice a year viz, a Term Letter cum new year greetings cards alongwith activity photograph of the child and an Academic Progress Report of the child

2. Educate a Child - Annual Rs. 4000/-

Under Educate a Child programme, your support will be utilised for the purpose of education only of a Deepalaya child. Deepalaya will find resource for the deficit to meet other requirements. In this case also you will be provided with the Case History of the child and apprised of the academic progress once in an year.

3. Primary Education - For five years

- a. Under Integrated Child Sponsorship Rs. 35,000/- (Rs. 7000 x 5)**
- b. Under Educate a Child Sponsorship Rs. 20,000/- (Rs. 4000 x 5)**

The sponsorship under Primary Education is given to children studying in class I. It lasts for five years or the child reaches class V whichever is earlier. In case the sponsored child gets dropped out before 5 years another child of the same class will be replaced as beneficiary to avail the support.

4. Perpetual Sponsorship - Rs. 60,000/-

(for the education, health care and overall development of a particular Deepalaya child for ever)

This one time donation will take care of the educational requirements of a child till he/she becomes self reliant. Once the beneficiary child attains self reliance, another needy and underprivileged child will become the beneficiary of this Perpetual Support.

Means of payment:

You can send the money by means of a cheque/draft in favour of "DEEPALAYA" to The Marketing Department, Deepalaya, 46, Institutional Area, D-Block, Janakpuri, New Delhi - 110 058 Ph: 28525908 ■ e-mail : sponsorachild@deepalaya.org. You can also send money through credit card and online payment.

