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| **Project Name: Mumbai Mobile Creches** |  | **Date:** **May. 9, 17** |

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|  | **Project Contact** | **Asha Contact** |
| Name | Vrishali Pispati | Aasta Gandhi |
| Address | 1st Floor, Abbas building, Mereweather Road, Colaba, Mumbai, 400 001 | 170 Uris Hall  Cornell University  Ithaca, NY 14853 |
| Phone(s) | 022-22020869/79 |  |
| Fax |  |  |
| E-mail | pispati@mmcmail.org | apg67@cornell.edu |

#### Part I: Information about your group/organization

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

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| ***1. Name of the group/organization requesting funds.***  Mumbai Mobile Creches |
| ***2. When was the group established?***  Mobile Creches was established in 1969 in Delhi, and its branch started in Mumbai in 1972. In 2006, Mumbai Mobile Creches (MMC) was registered as a separate entity for administrative simplicity. |
| ***3. Briefly describe the motivation for starting this group.***  In 1972, MMC’s founders identified the rising population of migrant construction labourers as an extremely vulnerable population. These communities were largely illiterate and undocumented, making it impossible to access public services or send their children to school. The children of these workers are even more vulnerable, most often left to fend for themselves when the parents are busy working hard to earn a living, on the sites. Since we first opened our doors 44 years ago, MMC has operated day care centres on over 270 construction sites around Mumbai, Navi Mumbai, and Thane and reached over 100,000 children. |
| ***4. Briefly describe the aims of your group.***  MMC runs comprehensive day care centres for children living on construction sites. Our centres which are operated on the construction sites itself are open from 08:45 am to 04:30 pm, Monday to Saturday. We have consistently been providing children from birth to 14 years of age with high quality comprehensive education, nutrition, and healthcare services. For the crèche babies, aged birth-3 years, the primary goal is to create a stimulating environment that nurtures motor, cognitive, social, emotional and physical growth. Children aged 3-5 years are part of the preschool (balwadi) programme, which focuses on school preparedness and skill development. For children aged 6-14, teachers focus on enrolling them into municipal schools and provide the necessary support to ensure they continue to go to school. Since over 60% of our children remain with us for only 6 months, our education curriculum is tailored for the migrant child. Apart from the education programme, we also provide them 2 nutritious meals and 2 snacks a day and healthcare services where doctors come in regularly to monitor their health. |
| ***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?***  MMC aims at holistic development of the children, hence apart from education we also provide nutrition wherein children are given freshly cooked meals at the centre. We ensure that children receive a well-balanced diet with the proper nutrients required for young children to grow and develop. Along with the nutritious foods, we provide children with daily multi-vitamins, and monitor their health through regular doctor’s visits. MMC’s doctors also prescribe nutritional supplements for children not growing at a proper rate. Children with more serious maladies are taken to nearby health facilities, accompanied by an MMC staff member and are monitored closely upon returning to our centres.  Apart from working for the children we also work directly with the community through the community outreach programme. We aim to promote migrant families’ rights, health, and access to government resources including a comprehensive health awareness programme. This includes holding chai-pani (community) meetings and lokdoots or street plays on various issues ranging from reproductive health, HIV/AIDS prevention, immunizations, information on TB, malaria, drug addiction, etc. MMC also runs a training programme “Balpalika”, which trains underprivileged women living on construction sites and other marginalized communities to become teachers and care-givers. |

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

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| ***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***.  MMC runs day care centres across Mumbai, Navi Mumbai and Thane. The funds we are asking from you will support children across all the centres. At any given point in time, MMC runs 15-25 day care centres. |
| ***8. Location of school/s*** Urban Rural Other |
| ***9. Specify the type of education provided (e.g. basic literacy, vocational training etc.).***  Children from birth to three years of age are part of our crèche programme, where emphasis is placed on creating a stimulating environment that nurtures motor, cognitive, social, emotional and physical growth. This is in fact what our organisation is best known for - promoting a model of Early Child Care and Education (ECCE) where learning happens through music, dance and play.  Children from three to five years of age are part of our pre-primary programme that includes school preparedness. Children above age 6 who are not currently in school are entered into our basic literacy programme, which prepares students for school and helps them enrol in local municipal schools. Once children are enrolled in school, they enter the after-school support programme, which works with students in the hours that they are not in school to continue to develop their reading, writing, and mathematics skills and keep them enrolled in school. |
| ***10. Please tell us about your teaching techniques (conventional vs. alternative).***  Our teaching techniques follow the conventional and alternative methods. In addition to language, general knowledge and mathematics, the teaching methodology of the pre-primary and older children programmes includes art, song, puppetry, theatre, leadership training and a monthly project. The curriculum is planned yearly, and teachers meet every other month for feedback and support. Teachers at MMC centres employ a variety of teaching tools in the different classrooms to achieve their educational objectives. MMC's curiculum is tailored for the migrant child to include all children irrespective of the time they arrive at the centre and irrespective of caste, religion or gender. |
| ***11. What is the literacy rate in the local community?***  There is no data available on the same. |
| ***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.***  The construction industry is the largest employer of migrant labourers in urban cities in India. These labourers are usually the poorest of the poor. Millions of migrant labourers are employed on construction sites in India. They are largely unorganized and move wherever they can to earn an income. Most migrant labourers are illiterate and speak only their native language. Their lives are characterized by insecurity of wages, dangerous working conditions, and lack of access to any kind of welfare. They usually do not get registered on any municipal rolls because of lack of proper documents or lack of awareness regarding the importance of getting registered. They live in temporary settlements, sometimes provided by the construction company, for the duration of the construction project and then move to another site.  The children of these workers – a population estimated to be 30,000 in number in Mumbai, are even more vulnerable. As a result of their families’ extreme poverty and parents’ inability to sacrifice even a day’s work, the children of migrant workers are often left to fend for themselves. They frequently suffer from malnutrition, undernourishment, accidents on the construction site, and numerous other health problems. They lack access to day-care centres or any sort of support system. The perilous construction site is their only playground. |
| ***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.)?***  As described in Part I , point 6. We also provide nutrition and healthcare services. |
| ***14. Does your school have:*** Its own building(s): Yes No Number 2 Number and type of classrooms (e.g. Pukka): The above are two slum centres operated by MMC. Other than these, our daycare centre on construction sites are dependent on the kind of space given by the builder , can be anywhere from unfinished rooms to parking lots. The following might or might not be available at all centres. We only insist on having 3 classrooms, kitchen and bathrooms.  **Yes No** **Yes No** **Yes No**  Toilets Playground Toys  Chairs & Tables Blackboard Library  Drinking water Electricity Computers  Laboratory Teaching aids (e.g. books/slates) |
| ***15. How many children are currently enrolled in your school(s)?***  Male 550 Female 450 Age Range Birth - 14 years |
| ***16. How many staff are employed at your schools?*** Teachers 76 Minimum Qualifications 7th Grade, however all our teachers are trained under our comprehensive 1 year (certified) teacher training programme called as Bal Palika. Other staff 34 |
| ***17. Average distance the children travel to attend your school*** Most centres are located inside the construction sites or at a nearby distance which is easily accessible to the children and the labour community. |
| ***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***.  Each year MMC reaches out to 3500 children with an average of 1,000 children each day. We work with a migrant population and more than 60% of our children remain with us for only 6 months. It is very difficult to track the children after they have left the centre. The workers move with their families sometimes overnight as they have very low asset holdings.  We at MMC aim at laying the foundation for a brighter future for these children and making the parents aware of the importance of education, well balanced nutrition and healthcare in the hopes that the children will be able to enjoy their rights of a healthy childhood.  Having said that, students who are intrested in pursuing their education do keep in touch with us and we provide the necessary financial support to them. Our alumni includes a lawyer, a merchant navy personnel, policeman, teachers among many others working in various capacities. |
| *19. Do you help your students with their future education efforts after they have passed out of your school?*  Yes, MMC also provides scholarships to older children who are above 14 years and have passed out of our programme. In 2015-16, MMC gave over Rs. 1,10,000 worth scholarships to children for pursuing their education. |
| ***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.***  MMC is the only organisation that runs day care centres for the children living on construction sites for the past 44 years. Government schools do run in the area, many of them are from grade 1 through 7th grade and/or 10th, some schools have kindergarten as well. Most of these schools operate in 2 shifts, morning and afternoon, where space is shared between higher and lower grades or in some cases between different mediums of instruction. Most often these schools are located far away from the place where the labourers are housed, because of which the parents are very reluctant to send the children to the public schools and language difference is another major concern. We work with the parents to explain the importance of education and motivate them to send their children to school. At MMC our aim is to mainstream the older children , we provide them after school support to ensure success in public schools. MMC lays the foundations for education and helps children to enroll and stay in school by providing after school programmes. |
| ***21. Is your program different from that provided at these schools? Please explain.***  Yes, most schools cater to children from six and above and usually run for half a day. We run daycare centres for children right from birth upto 14 years of age. Our youngest child has been 15 days old and 60% of our children are below six years. We provide a comprehensive day care facility which runs from 8.45 am to 04:30pm and provide health, education and nutrition programme. For children from birth to three years the focus is appropriate stimulation for healthy growth. Children from three to five years of age are part of our pre-primary programme that includes school preparedness. Children above age 6 our aim is to mainstream them into public schools and children who are not currently in school are entered into our basic literacy programme, which prepares students for school and helps them enrol in local municipal schools. Once children are enrolled in school, they enter the after-school support programme, which works with students in the hours that they are not in school to continue to develop their reading, writing, and mathematics skills and keep them enrolled in school. Most schools in Maharashtra are Hindi and Marathi medium. In 2015-16, MMC catered to children from 20 different states speaking different languages and dialects. The education programme at MMC is tailored for the migrant child which is unique to MMC itself. |
| ***22. Why are the children in your school/s not attending government/other schools in the local area***?  Our primary aim is to mainstream all children attending our daycare centres and are above six years of age to municipal schools. Over 60% of the children coming to MMC centres migrate within 6 months. This constant shifting makes it difficult for the children to attend school regularly and also adds to the labourers’ hesitation of venturing out to send their children to school or to avail any kind of government facilities. Moreover, when they migrate from different states, language followed in the nearby municipal school poses a great challenge for them to enrol in the schools as the medium of instruction in most municipal schools is the local language Marathi or Hindi and a very few English medium schools. They are often located far off from the construction sites which poses a hindrance for the parents as the pick and drop becomes difficult. The frequent migration also leaves them unaware of the public healthcare system or education services entitled to them. |
| ***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.***  The parents take active role in the programmes - through open days (Parent teacher meetings) ,chai pani meetings (community meetings) and lokdoots (street plays). In open day meetings the teacher discusses the progress of the child with the parents, the chai pani meetings are community metings where the parents get together at the centre and the MMC teachers educated them about various social issues that are important to the community. The lok doots are street plays on various issues ranging from reproductive health, HIV/AIDS prevention, immunizations, and information on TB, malaria, drug addiction, etc. Our endevour is to involve the community in all our programmes. We also have a teacher training programme where we train women from undeprivileged background and construction sites to become teachers and childcaregivers and at present 30% of our teachers are from construction sites itself. |
| ***24. What are your expansion plans for the future (e.g. adding more classes or schools)?***  MMC runs an ongoing programme. Our centres open and shut simultaneously throughout the year. We set up a centre inside the construction site when the construction begins and close when the construction ends and the labourers move out along with their families. In 2016-17, MMC operated a total of 25 daycare centres. |
| ***25. Do you have any suggestions on how Asha can be a positive influence in changing the education scenario in India?***  Most NGO's working in the education sphere lack the necessary financial resources to implement their programme. Asha helps fill this gap to be able to provide the best quality education to the children. Asha can also help make a difference by focusing on ECCE (Early Childhood Care and Education), this is an area which has very little focus and extremely poor funding. ECCE focuses on supporting and stimulating the physical growth, motor skills, cognitive and language development of young children from birth to 6 years of age. The challenge in ECCE is demonstarting long term impacts and hence is ignored by policy makers and organisations however research shows that 80% of the brain develops by the age of 6. Therefore this is an area which needs focus and can create a huge difference in the education scenario in India.  (A note to point 26 - These individuals are also teachers with MMC) |

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

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| **1** | Name | Manjula C. Pawar |  | **2**. | Name | Manisha V. Patil |
| Address | Badlapur (East), Thane district, Maharashtra 421 50 |  |  | Address | Sion (East), Mumbai, Maharshtra, 400 022 |
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| Phone | +91 -7718960097 |  |  | Phone | +91 - 9768517342 |

***27. Asha for Education requires reports from its projects every six months to continue funding. Please provide the contact information for the person from your group who will be responsible for these reports.***

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| Name | Ms. Debdatta Purkayastha |
| Address | 1st Floor, Abbas Building, Mereweather Road, Colaba, Mumbai - 400001 |
| Phone | 022-2202-0869/79 |

#### Part III: Financial Details

**Please feel free to attach any information such as annual reports, budgets etc.**

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| ***28. What sources fund your group’s activities at present? List the sources and the current and future funding from each of them. If these funds are meant for a specific part of your group’s activities, please describe those restrictions.***  All funders provide funding towards the comprehensive programme. The following are the sources of funding. The percentages in the bracket indicate the percentage of the total budget funded by each source:  1. Builders 19%  2. Indian & Foreign Corporates, Foundations, Trusts - 70%  4. Individuals & organisations - 1%  6. Fundraising Events and others - 10% |

***29. Please provide us with details of your projected budget for the next 3 years:***

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| Year(s) | Recurring costs | Fixed costs |
| 2017-18 | 62,496,340 |  |
| 2018-19 | 68,745,974 |  |
| 2019-20 | 75,620,571 |  |
|  | Please note these are approximate figures. | We make our budgets a few months before the start of each financial year. |
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***30. Salary expenditure details:***

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|  | Number | Salary Range |
| Teachers | 84 | Rs. 12,000 to Rs. 24,000 |
| Paid Staff | 30 | All teachers and staff members are paid |
| Volunteer Staff | None | Not applicable |

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| ***31. Please provide details of the fixed costs of your school/s for the next three years.***  The expenses for fixed costs for our programme is very less because the space/rooms is provided by the builder. The only expenses we incur are for the equipments such as storage cans and boxes for food, books and educational materials,kitchen equipment,cupboards , tables and chairs etc. In the future we also intend to purchase laptops for all our centres. (A note for point 30- The teachers at the field includes creches workers, preschool and older class (6-14 years) teachers, Programme Officers, Assistant Programme Coordinators, library teachers, art & puppetry teachers, all of whom are directly working with the children on the field. |
| ***32. How many of your students pay school fees? Please provide details.***  The parents are rquested to pay a very nominal fee of Rs. 6 as admission fee and Rs.5 as monthly fee, however this is not compulsory. |

***33. What amount are you requesting from Asha, and for what specific purpose?***

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| Items | Amount | One time / Annual |
| Teachers' / Supervisors' / Coordinators' Salaries\* | 360,000 | One time |
| Total | 360,000 | One time |
| \*The positions for supervisors may include programme officers, assistant programme coordinators and programme coordinators who are responsible for monitoring the programmes on a regular basis in the field. Teachers may also include library teachers, art & puppetry teachers, etc. The salary costs may include statutory payments such as provident fund, including employer’s share, staff welfare etc. The salaries are taken on average for ease of calculation, and do not reflect exact amount paid to any specific staff. The conveyance costs are not consistent; it varies for each teacher and across months as the costs are reimbursed on actuals. In addition, the amount specified per month may not be allocated towards the same/specific teacher each month. However it will not exceed the amount specified in this proposal. The number of teachers specified in the proposal may vary to be higher or lower across the months depending on the teachers’ actual salaries. The budget for salaries per month may not be equitably distributed every month. |  |  |
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