Site Visit Guidelines and Questionnaire

Asha Stanford

Dear Volunteer,

Thank you for taking the time to conduct this site visit. Your visit will provide us valuable, first-hand information about the project, enabling us to better understand its circumstances and its needs. The following questionnaire is designed as a basic guide to assist you in conducting your visit.

The following set of questions is only a suggested guideline. Some of the following questions may not be relevant or applicable to the particular project you are visiting, but please do try to answer as many of them as possible. Please note that much of the information requested in this document has been collected from the project in their proposal. We would like this information validated by a visitor. It is best to talk to as many people as possible and infer the answers based on their responses, rather than treating this document as a questionnaire. Parts B & C necessitate that the information be gathered through conversations with the children and their parents, and not simply the group’s teachers and staff.

Please feel free to attach any documents/photos you feel are pertinent to the project.

If you have any questions, please do not hesitate the project steward responsible for the project at Stanford. We look forward to hearing your thoughts and observations through this review, and thank you once again for your help. Together we can make a difference!

Thank you,
Asha for Education, Stanford Chapter
Preparing for your visit

1. You should be able to collect the following information about the project from the project steward (Asha volunteer responsible for the project at Stanford) prior to your visit:
   - Project proposal
   - Past correspondence with the project
   - Any specific information that the project steward is looking for, from the site visit.

2. You also need to have some understanding of Asha for Education and our mission. This will help you to tailor your site visit in a more fruitful manner for Asha. You can get detailed information about Asha for Education from our web site at http://www.ashanet.org. Our site visit volunteers often find it helpful to study this web site (and this document!) before-hand, and have a copy of the original or modified project proposal with them before starting their visit.

3. We encourage you to talk individually to a broad cross-section of people, including some students, teachers, as well as community members who are not directly associated with the NGO. Such informal interaction is often the best way to learn about the project.

4. We also strongly encourage you to fill out this document yourself, rather than showing it to the project coordinators in India and asking them to fill it out.

5. This document is only designed as a basic guide. Please include any additional information/insights that you consider relevant with your review.

6. We look forward to meeting with you in person and hearing about your experiences, if this is possible. The project steward at Stanford will discuss the possibility of scheduling a presentation at an Asha meeting with you after your visit.

7. We encourage you to take some photographs/videos during your site visit, as they will help us see and hear what is going on at the project. As the old saying goes, a picture is worth a thousand words!

8. If the organization is running many centers and it may not be possible for you to visit all of them, visits should be made to centers randomly selected by you rather than letting the organization show you centers of their choice. Organizations are known to run their sample centers which they would prefer to show to you.
**Basic information**

Date of the site visit:  
Name of the Project:  
Name of the Organization Running the Project (if different):  
Was your site visit announced?  (Yes, it was planned) or (No, it was a surprise visit)

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<th>Project Contact's Information</th>
<th>Site Visitor's (Your) Information (Volunteer conducting the visit)</th>
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<tr>
<td><strong>Name</strong></td>
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1. When was the project of interest started?

2. What were the initial challenges faced by the organization and by the founder when starting the project? How did he/she overcome them? Who helped them through the initial stages?

Dividing work among students. Making them to live cleanly and peacefully.

3. How many centers/schools does the project run? How many of those were you able to visit?

Three to four. I visited one.

4. Were you able to choose the project centers to visit? Or were all centers visited suggested by the project partner?

I visited the residential hostel we are funding.

**PART B: The beneficiaries and the community**

*(Information to be gathered from parents and children)*

1. Approximately how many families live in the area?

Around 8 bastis (slum areas)

2. What do the parents do for a living? (Agricultural worker, Daily wage laborer etc.)

Mostly rag pickers.

3. What is the religious/economic/educational background of the parents/community? (Are the parents able to pay any fees? Are the parents literate? etc.)

Very poor.

4. Does the project/school target specific families (e.g. agricultural workers, families with specific backgrounds, illiterate parents, first generation learners, orphans, sex workers, etc.)
5. How often do the teachers meet the parents?
   Almost on a daily basis.

6. How do the parents/the community view the efforts taken by the organization that runs the project?
   Sometimes positive, sometimes negative.

PART E: Comments

Please use this portion of the document to attach pictures and make additional comments. Remember, we need you to be our eyes and ears on the ground. Please assess the situation carefully. If it seems weird, do let us know. Some examples of red flags- The school claims to be providing students with uniforms and school has been in session for 6 months, but the uniforms look brand new, The school claims high test results for the children, but when you talk to them they are unable to answer basic questions, etc. If you sense something is wrong or the project partner is being less than honest with us, do let us know.

(Feel free to attach documents if necessary)

1 permanent teacher (Hari) and 1 cook live there. Another teacher Brijesh comes during the day to teach. Hari has been with the organization for last 3 years and Brijesh for last 8 years. A counselor Saraswati comes to the camp regularly. She is not formally trained but has worked with children since a long time.

There are around 26 children enrolled and around 21 students on the day I went there. Students ranged from ragpickers to daily wage workers. One child Deepmala was abused at home.

Two students had gone for a two day winter camp at NIT Bhopal. The students are split into two groups – one with students who know very little and another one for students who can read some words. The students take class 5th exam provided by the state government and they are evaluated internally otherwise. 3 students attend govt. school – 2 are in 9th class and 1 is in 11th class.

Typical day schedule is 10am-2pm Study, 2pm-3pm lunch, 3-5 pm study, and 5-7 extra curricular like cricket. One day in a week they to the college next door for computer classes.

4 student had earlier gone to a science village camp near Pune. One girl learned poultry farming and she is planning to set a poultry farm next door, while continuing her education.
The kids looked happy and the place looked very clean. There are minimal facilities in terms of furniture (no desks and chairs). There are 2 rooms – 1 room for boys and another for girls to sleep at night.

A pdf document of the photos is attached.
5, 12, 13
Saturday
December
brick, book, took, Park
trick, look, Cook
Shark, dark, book
boy, big, bus, pig, bag
ples, hook, book
burn, dig, toy, broom
Joy
water
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A coin

I found a coin on the road.
It was a five-rupee coin.
I will give the coin to Savita Didi.
She will keep it safely for me.

A crab

I catch crabs.
I catch crabs in the naali.
I catch crabs with a pannii.
Crabs are very tasty to eat.

*rivulet **polythene bag
Hot day

It was a very hot day.
I washed my face at the handpump.
Subu wet a piece of cloth and put it on his head.
We wanted to eat something cold.
Subu bought a slice of watermelon.
I bought an ice cream.

Read these words

What do they mean? What are the sounds in them?

city
cities
circle
cinema
circus
ice
lice
slice
rice
price
mice
face
lace
race
A cat comes home everyday.
The cat is black and white.
The cat is always hungry.
Sometimes, I give the cat a roti.
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**Note:** The table contains handwritten entries in Hindi.