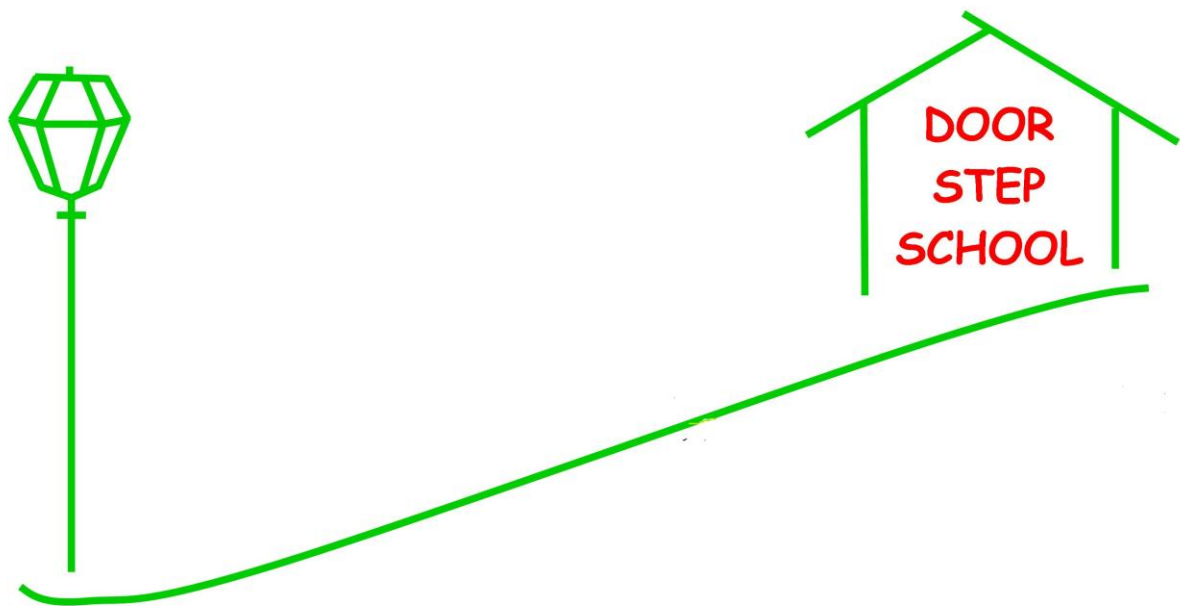


# Proposal for New Project Foundation Centers



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# 1. Door Step School

## 1.1 An Overview

**"Door Step School"** was established in Mumbai, India in 1988 and later expanded in Pune in 1989 with the aim of addressing literacy amongst the marginalized sections of society.

The school built its program to address three major problems:

- Non-enrolment
- Wastage
- Stagnation

The school provides education and support to the often-forgotten children of pavement dwellers, slum dwellers, construction site families and many other underprivileged families. Many of these children are not enrolled in school and have limited access to books and a place to study. Additionally, many children drop out of school to work or care for younger children. With neither support nor resources at home some children also suffer from very low learning levels. We are trying to bridge this gap by bringing education to the "Doorstep" of these underprivileged children.

**Door Step School has impacted the lives of over 50,000 children since its inception.**

For detailed information on our projects and initiatives, please refer to our website [www.doorstepschool.org](http://www.doorstepschool.org).

## 1.2 Some FACTS

- Doorstep School serves more than 8000 children annually with literacy programs at over 125 locations in both Mumbai and Pune.
- Enrols 1000 children annually in Municipal schools who would have otherwise gone without a formal education.
- Generational Impact - Doorstep School breaks the cycle of illiteracy creating parents who have a value for education.

- Many students from our school have gone on to finish high school and earn Junior College degrees. They have returned to take leadership at Doorstep school and in their communities.

## **1.3 Projects - Pune**

In keeping with our goal of addressing and improving literacy in the marginalized sections of society, all of our projects have evolved from the needs and challenges faced by this section. Through our projects we try to bring the children at par so that they can then join a regular school and continue their education.

With our continued emphasis on the children of Construction labourers, we have the following projects being currently implemented at the Doorstep school:

### **A. Project Foundation**

#### **Balwadi**

These are kindergarten classes for children aged 3-6 to have fun learning so that they are more inclined and better equipped to go to school.

#### **Study Classes**

Here children attending school are helped to cope with schoolwork. A little guidance and a quiet place to study can make all the difference.

#### **NFE (Non Formal Education)**

These classes are for out-of-school children with a special focus on basic literacy skills, language and math.

#### **Child Care Center**

This is a facility to take care of younger siblings of the NFE students.

#### **School Transport**

It is an added service provided for bringing children to municipal schools as well as for collecting them from different construction sites to one location for conducting classes.

### **School on Wheels**

These are buses that serve as mobile classrooms to enable us to reach difficult areas where even room for a class may not be available.

### **Age Certificates**

We help the children obtain age certificates which help them in getting admission into mainstream schools

## **B. Project Grow With Books**

### **Reading Class Program**

Children are given an opportunity to hone their reading skills as they have supervised reading and reading related activities every week.

### **Home Lending Program**

This program is for children that have already inculcated the reading habit and are used to borrowing books to read at home.

## **C. Community Learning Centers**

### **Community Library**

A community lending program where children with reading skills have access to books.

### **Reference Library**

These libraries provide reference books to children who need a quiet and undisturbed place to focus on their studies.

### **Computer Classes**

These classes provide basic skills in Office programs.

## **D. Training Center (Parivartan)**

This is a center established with support of Wipro Cares, where we provide training to teachers of our NFE classes

## 2. Project Foundation – NFE Programmes

### 2.1 Background

The DSS runs a Balwadi, Non Formal Education(NFE) classes and study classes for children as part of its **Direct Education Programme** called **Project Foundation**.

Those students in the age group of 6 to 14 who do not have access to formal schools are taught through these **non formal education classes ( NFE)**.

### 2.2 Need for NFE

Construction projects in Pune continue to grow year after year and so are the out-of-school children of the migrant labour community. In the year 2003-2004, in a survey conducted by Door Step School in Pune that covered around 380 construction sites, we found almost 50% of the children, numbering approximately 4500, to be out-of-school.

Since this survey covered about a fourth of the total construction sites in Pune in 2003-04, and since the number of construction sites have more than doubled, we assume that the number of out of school children has also increased proportionately.

Door Step School has therefore decided to place a greater emphasis on this particular area. We intend to use our time tested and successful methods of providing non-formal education to children of these construction site workers who are not enrolled in school.

### 2.3 Some Highlights

Listed below are some key highlights of our Project foundation program covering the year 2009-2010.

- The total number of beneficiaries under our program in the year 2009-10 were 11714.
- 295 students appeared for the Municipal School exams of which 90% passed the exams.
- We have helped obtain 1323 age certificates for the children.
- We have provided school transport to over 1200 children.
- A total of 644 children were enrolled in mainstream schools. Door Step School won the first prize from the PMC under the Sarva Shiksha Abhiyaan, for the 4<sup>th</sup> year in a row for being the organization with the largest number of school enrolments in Pune!!

## 3. Proposal for new NFE Centers

### 3.1 Plan

As mentioned earlier, the number of out of school children at construction sites in Pune is increasing. It is also seen that not many organisations are working in this area. Hence Door Step School plans to cover as many children as possible by increasing the number of sites **by 40** or covering **2500 more children** in the year **2010-2011**.

The choice of sites is usually what we administratively find easier to operate. Other considerations for site selection are

- availability of government schools in the area
- availability of teaching skills for recruitment
- adequate construction activities.

We tentatively plan the expansion in Rahatani and Wakad areas.

### 3.2 How we do it

We have a well defined process for start-up and ongoing operations for our Project Foundation activities.

The typical steps we carry out as part of our start up and ongoing operations is detailed in Appendix – A. Structured manuals written in Marathi, detailing the process are available to our staff and are extensively used.

### 3.3 Key Success factors

We are confident that our endeavours for the planned NFE schools will yield the desired outcomes due to:

- A structured and proven process for NFE start-up and operations .
- Established training programmes for training teaching and NFE support staff – through our Parivartan training programmes
- MOU signed off between builders and DSS for each site
- MOU signed between DSS and PBAP (Pune Builders Association)
- Management structure within DSS well defined for day to day monitoring of each site school

- Children's progress monitored on individual basis
- Monthly reports submitted to builder's office for each site
- Monthly reports submitted to central management of DSS for each site

## **4. Estimated budget**

Based on our experience of running these NFE programs we will need the following logistical and financial resources.

### **4.1 Staffing**

1. Every class of 20 will have at least two Teachers
2. For every 5 sites there will be one Supervisor.
3. There will be one Field Co-ordinator for every 10 sites.



## 4.2 Expenditure

The following is a breakup of estimated expenses for 10 NFE Classes for April 2010-March 2011:

Heads	Salary/Month in Rs.	No Of persons	No. Of Months	Total in Rs
<b>I. STAFF SALARIES:</b>				
Project Director (Part salary)	6250	1	12	75,000
Coordinator	6256	1	12	75,072
Supervisor	5363	2	12	1,28,712
Teacher	2200	20	12	5,28,000
<b>Sub Total of Salaries</b>				8,06,784
Provident Fund & Travelling (P.F. 12% and Travelling 8%)				1,61,357
Cost of Annual Salary Increase				27,878
<b>I Total of Salaries</b>				<b>9,96,019</b>
<b>II. PROGRAM EXPENSES:</b>				
Teaching & educational, Stationery and Toys	Rs. 20 per child per pm	400	12	96,000.00
Picnic, camps etc (approximately 2 in the year)	Rs. 10 per child per pm	400	12	48,000.00
<b>Total of II</b>				<b>1,44,000.00</b>
<b>Total of I+II</b>				<b>11,40,019.20</b>
<b>III. ADMINISTRATIVE EXPENSES:</b>				
Telephone, stationary, postage, admin staff and other organizational costs @ approx 5% of I+II				<b>57,000.96</b>
<b>Total of I+II+III (rounded)</b>				<b>11,97,020.16</b>

### Notes:

- \* Assumes 40 children per site. Actual number may vary based on number of children.
- \* Approximate Cost of Rs, 10,000 per site per month
- \* Any builders contribution will be credited at the time of submitting expenses

## Appendix – A: Start-up and Operational Processes

### 1. Survey and Class Set-up

When we set-up a new class site, we usually go through the following process

 **Identify the site** - A construction site is selected in many ways

- staff member visually identifies a construction site
- we are contacted by a builder individually
- we get intimation from the Promoters and Builders Association of Pune (PBAP)

 **Conduct site survey**

A supervisor and a teacher will visit families at the site and gather information about children between the ages of 3 – 14. Out-of-school children are identified. Children ages 3 – 6 are listed for the pre-school program (Balwadi) and older kids for NFE classes. If there are many babies (children under 3), it is often the case that the older siblings are expected to take care of them. In that case we may setup a daycare centre to look after the babies, so that they do not disrupt school activities.

 **Establish classroom**

We require that the construction site supervisor provide us with a space that is safe, secure and appropriate for teaching small children. In circumstances where this is not possible or being delayed we try and make alternate arrangements. In rare cases we use our school-on-wheels bus temporarily.

 **Assign teacher, helper and supervisor**

A teacher who has been trained by us is assigned to the class. We may also hire teachers from the local community, have her shadow one of our trained teachers for a certain period, until she is ready to teach on her own. The class is assigned to one of the supervisors, who is then expected to visit the class on a schedule. New classes and new teachers are given extra time by the supervisor.

### 2. Class Activities

The main emphasis is on improving literacy skills. We teach only language (Marathi) and math in our NFE classes.

In order to accomplish this, we have developed over 40 teaching aids.

Teachers are trained in the use of these aids and are given a timetable for their use in the classroom.

We also try to enroll the children in regular school. Students whose parents show interest and who we think will be able to attend school

regularly are selected and administered the external-school test. The children can be admitted to Municipal schools on the basis of those tests.

### 3. Reports and Monitoring

Teachers keep a register to record attendance and the progress level of the children. In order to gauge the latter, monthly skill assessment tests are conducted by the teachers.

On Saturdays, the raw class data is consolidated for us to get a bigger picture of the progress in the class.

Bi-monthly staff meetings are used to discuss any issues and deadlines set for their resolution. This is especially important because many factors are likely to change and need timely intervention on our part.

### 4. Assessment

At the end of the year we take a comprehensive look at our program results. We create the following matrix.

**Table: Sample Report format**

Attendance/ Skill Level	Level 1 preparatory	Level 2 Basic alphabets	Level 3 Matras	Level 4 composite words
1 – 50 days				
51 – 100 days				
100 + days				

Detailed analysis can be found in our Annual Report, available on our website at [www.doorstepschool.org](http://www.doorstepschool.org)