

# SWOT ANALYSIS APNA SKOOL

## **S** TRENGTH ASSESSMENT:

### **Innovative and child-centric curriculum:**

APNA SKOOL follows innovative child-centric curriculum devised by EKLAVYA and likes which are more suitable for migrant children who are generally academically far behind than the same-aged children in main stream schools. The teaching is also activity oriented to engage the kids who have no exposure to school and no academic support at home.

**Experienced Leadership and team:** Ms. Vijaya Ramachandran who has devoted more than 30 years of her life working with migrant workers and their children leads APNA SKOOL team. The team also comprises teachers and coordinators most of whom have more than 5 years of experience and many with more than 10 years of experience in the same field.

**Intimate association with IIT Kanpur, PRAYAS IIT Kanpur and other like-minded NGOs:** Close association of APNA SKOOL with students, alumni, faculties of IIT Kanpur and PRAYAS group of IIT Kanpur imparts fresh and energetic spirit to APNA SKOOL. It also provides a gateway to new technology, resources, and ideas, which are rarely available to other groups working in similar sector.

**30 year-long experience of working in the field of education for migrant children:** APNA SKOOL is more experienced than any other group working in Kanpur in field of education esp. for migrant children. This long and rich experience imparts it

deep understanding of the circumstances and conditions of the brick kilns, local demographics and the patterns of migration and attitudes of the migrant workers. All this makes APNA SKOOL more efficient and competent in this sector.

### **Dedicated and hard-working teachers:**

Despite the harsh working conditions at brick-kilns, hectic routine and not-so-handsome pay, APNA SKOOL is lucky to have a dedicated pool of teachers who manage all the operations at centers and have made APNA SKOOL what it is today.

## **W** EAKNESS ASSESSMENT

**Lack of trained employees (BCA/MBA/MSW/BEd/BTC etc):** Although APNA SKOOL has a hardworking and experienced team; most of the staff lack any proper specialized training, which would enhance their capacity and competence like degree/training in social work, education, computers or administration.

**Inability to pay adequate compensation to teachers:** Due to limited and generally less-than-sufficient finances, APNA SKOOL is unable to pay the staff esp. teachers a good salary.

**Publicity and outreach:** In spite of a long record of working in Kanpur in the field of education of migrant children, APNA SKOOL is mostly unknown in the larger population. This affects the quality of applicants that we get when vacancies advertised for various posts in the

organization. This also restricts our local donor base.

**Overburdened staff:** Due to insufficient funds and various other reasons, the staff is mostly overburdened with people working for longer hours or one person managing entirely different roles. It affects the performance and efficiency of the staff.

**Large no. of drop-outs:** The skewed ration of enrollment in Class 1 to that in all other classes, tells that for various reasons, of which most are out of our control, APNA SKOOLS fail to retain majority of children till class 5. Due to random pattern of migration, most of the Class 1 kids do not stay at the APNA SKOOL covered brick-kilns for more than 2 years.

**Inability to engage older children:** Keeness of parents to engage as many hands as possible in work to make most of the limited operation period of brick kilns make it difficult to coerce the older kids to stay in APNA SKOOL for entire session.

**Lack of professional planning, monitoring and execution:** Despite a long experience, APNA SKOOL does not fare very well at professionalism. A great scope of improvement is there at this front.

## **O**PPORTUNITY ASSESSMENT

**Using RTE to further our mission:** The Right to Education act has special provisions for the education of migrant children which, although not being

implemented in Uttar Pradesh in general. Kanpur in particular, can be used further our mission by coercing/forcing the concerned departments to do what is required by the law.

**Association with Government Primary Schools:** Associating with government primary schools can reduce various expenses of APNA SKOOL and help to activate the dormant and lethargic public education system.

**Use of multi-media to augment deficiency in teaching:** The lack of training and experience in new teachers can be circumvented through employment of multi-media and other tools of information and communication technology.

**Involving brick-kiln owners to make APNA SKOOL centers partially/fully self-sustainable:** Although our various efforts in this direction have not yielded desired results, but there is still some hope and scope for involving the brick-kiln owners as active contributors in the project so that the APNA SKOOL can be made self-sustainable to whatever extent possible.

## **T**HREAT ASSESSMENT

**RTE invalidates non-formal schools:** Although the Right to Education act has various positive provisions for the education of migrant children, at the same time, it invalidates non-formal schools like APNA SKOOL centers without ensuring the on-ground implementation of other provisions.

**Termination of OBE program of NIOS for school-aged children:** The Open Basic Education program of National Institute of Open Schooling (NIOS) will be discontinued after March 2017. So far APNA SKOOL children used to get academic certification through this program. If the program is not extended further, it will seriously affect the APNA SKOOL functioning.

**Irregularity in donation:** Uncertainty and irregularity of donations are a great threat to APNA SKOOL as it depends entirely on donations.

**Irregularity of children:** Irregularity of the children enrolled in APNA SKOOL centers is a big issue. Due to increased weekly targets of production of bricks or for health reasons, many kids miss a large number of classes. Due to this absenteeism, it becomes very difficult to impart education in already short contact period of 6-7 months.

**Shut-down/irregularity of brick-kiln operating period:** The uncertainty of operation of brick kilns or their delayed start-up, delays the migration of workers to the worksite which significantly reduces the APNA SKOOL functioning time, sometime to as short as 4-5 months. This also compels the workers to go to other places in search of work. As a result, most of the older kids do not return to Kanpur, which breaks their continuity.

**Mid-session migration of workers:** Many a times the workers migrate to some other place/worksite in middle of the session. This seriously impacts the learning of the children and functioning of APNA SKOOL centers.

**Conclusion:** Although the peculiar circumstances and conditions associated with migrant workers present various threats to the functioning of APNA SKOOL, most of which are often unpredictable, the long and rich experience of APNA SKOOL imparts its special competence at working in this sector, which can be, enhanced manifold with training of staff and by inculcating professional values in the team.