

Project Name

Name of Site Visitor: Vibha Deo

Affiliation of Site Visitor: Asha Volunteer

Date(s) of Site Visit: 08/26/2026

Asha for Education

Please cite your affiliation with Asha, and prior experiences with site visits (if applicable).

Long time ASHA volunteer, past steward of this project for many years, now moved to Pune and helping new steward with site visit

Please check the following that you were able to ascertain during the site visit.

A. Operations

- What does a typical day look like for the children in school and hostel ? What about weekends ?
Children attend regular school and then attend AAKAR support classes 5 days a week for 4 hours, either before or after school shifts.
- General well-being of the children - do they look happy there in the school ?
Morale is observed to be high. Children seem happy and the staff is long serving and very dedicated to the kids.
- Quality and nutritional value of food being served in the hostels.
Children receive daily supplementary nutrition including poha, khichdi, sprouts, milk, seasonal fruits, and other nutritious foods.
- Is the learning and progress of the students on par with expected level
Progress is measured beginning and end of every year using ROYG assessment framework and is shared by partner. Many kids move on from the program to pursue further education. So yes.
- For special needs, customized plans for each student?
Teachers work with each kid to meet its needs. No specialized program though.
- Girls - boys ratio, hostel facilities, wardens, safety?
The project served 78 girls and 70 boys (52.7% girls).
- What do the children who graduate from the project do?
Children are trained in vocational skills, computers, in addition to Math, Language. One girl is training to join police academy, met some others who are coming back to volunteer with the program. Also heard of some kids in their 20's have entered work force
- Staff and Teachers - do they think it is a great place to work?
Staff and teachers have been there for a long time and seem dedicated, efficient and happy so yes.
- Is the student list accurate on the field vs. what has been shared ?
It is updated frequently by teachers who survey families, so yes.
- Is the teacher and support staff list accurate on the field vs. what has been shared?

Yes, met people whose names are in the annual report.

- Is attendance being taken for both students and teachers/ support staff
Staff work hard to make sure students attend regularly, and go out of their way to make them comfortable to support attendance in hot days etc.
- Drop out rate of students?
an annual dropout rate of approximately 20%, primarily due to migration of brick kiln families
- How do they recruit the teachers and support staff?
Teachers and support staff are recruited through: Job advertisements on online recruitment platforms and NGO forums, Screening and shortlisting of applications/resumes, Interviews with shortlisted candidates.
- Is there a nearby school or project working on a similar focus area ?
no
- Do they deny access to education for a student from an underprivileged background?
no

B. Financials

- Is the project partner maintaining a good record of all transactions?
Yes, they are able to provide documentation and explanations for all requests
- Is the project partner doing cashless transactions?
Yes. All salary payments and operating expense transactions are made through electronic bank transfers.
- Are the salary payments being made on time?
Yes, did not hear complaints.
- Are the salaries in line with the budget line-items?
Budget matched proposal, so yes.
- Does the project partner have accounting software or is it vouchers and handwritten ?
 - **Yes.** The organisation uses **Tally accounting software** for maintaining its financial records. Physical copies of supporting documents, including vouchers and bills, are also maintained for record-keeping and verification purposes.
- Any new programs being added?

- Yes. From the **next calendar year**, Terre des Hommes Germany (TDH) has proposed supporting an **additional 5 brick-kiln centres** under the AAKAR programme.
- Any new hiring needs?
 - **Yes.** Additional staff will be recruited to support the new brick-kiln centres proposed to be supported by TDH
- Attrition rate of support staff and teachers?
 - The AAKAR programme has **9 teachers**, several of whom have been associated with ISC for more than 15 years, indicating strong staff retention.
- Sources of funding ?
CSR's, earnings from corpus funds. We provide 25% of AAKAR budget.
- Is the project partner charging fees for beneficiaries?
No
- Is the fee nominal and in-line with the region?
n/a
- Do they have dropouts because of a student not being able to afford the tuition?
No

C. Surveys

- Please check with a few students on the project
- Teachers and Support Staff
- Parents of students
 - Done. Students, parents and staff interviewed seemed enthusiastic and happy to be there.
- Other board members
n/a

D. Next Years

- How has Asha support helped them?
They have been able to grow the program to support kids in the 3 kilns better
- Plan for the next 5 years?
They plan to expand to more kilns in the area.

Please include photos/ videos from the site visit. Kindly ensure that there are no privacy issues with the material, e.g. are not from the children's homes or have sensitive content.







Report:

Visit Details:

Asha Volunteer Vibha Deo(former steward for this project, now based in Pune) visited AAKAR project on 08/26/2026. She met ISC staff including Jyoti Dhiwar - Program Head AAKar, Sameer Yerulkar - Program Manager, Sujata Kapure - Teacher, Sandeep Gayakwad - staff. She also visited classrooms at one of the 5 locations, interviewed kids staff and some students that had graduated from the ISC program and now volunteered there as adults.

The morale of the kids was high. They seemed cheerful and happy. They enthusiastically put up a program for our volunteer.

The teachers are dedicated and care about the kids. The teachers also go into the community, get to know the families, advocate for gender equality and girls education and against early marriage and survey health, education, economic data of the families so they can track their progress over time. Vibha was able to talk to some of them in addition to the program head.

The long term success of the program is seen in the outcomes of the kids that have graduated from the program. Vibha was able to interview 2 alumni. Some alumni return as adults to volunteer/be involved with the AAKAR program from which they derived so much benefit.

Any comments or concerns from the site visit that is a matter of serious concern for Asha?

No.

Challenges:

Their main challenges are onboarding new students whose parents do not have AADHAR, birth certificate or any necessary documentation. But the staff helps the students and parents with the bureaucracy so the kids can enroll in the ZP school while supporting their academic level at AAKAR.

Student attrition is a problem because some families do not come back to the same Kiln the next year. But recently the staff were encouraged when a kiln owner mentioned to them that he is now supportive of their program (Kiln owners are usually not supportive of literacy for children or parents) because the parents are returning to his kiln more consistently so their children can participate in the AAKAR program.

Kids coming from other states do not speak Marathi which is the medium of education in the ZP school. The staff try their best with peer group and visual aids to get the kids up to speed so they can

Would you recommend support for the project?

YES