

Project Name: Aakar

Life Skills and Education Support Program
for Children of Migrant Labor in Brick Kilns around Pune City Maharashtra
(Learning Enhancement and Migrant Community Development)

INDIA SPONSORSHIP COMMITTEE

Proposal Submitted to – **ASHA FOR EDUCATION**

One-Time Grant for Educational, Child Development and Program Support

Introduction to India Sponsorship Committee

The **India Sponsorship Committee** was established in 1967, works towards ensuring that every child and young adult under our care has the opportunity for education and learning to grow up to become a contributing and successful citizen of India.

Its flagship initiative, **Antar Bharati Balgram**, was established in 1972, and today hosts a family like environment to around 100 orphan and/or impoverished needy children grow up in an environment like a normal familial home. On the same campus, we have State board approved 1 to 10-class English medium school – **Antar Bharti Balgram School**

In 1980, the ISC Pune was established to extend ISC programs in communities and outskirts of Pune. The study revealed an urgent need to work with the children of migrant labor on the periphery of the city. The grave challenges like child labor, malnutrition, substance abuse, and no access to education needed someone to understand the geography and life of a brick kiln and design a program that works in a wholesome manner with the entire ecosystem of brick kiln. Today more than 8000 children enrolled in the Aakar program have benefitted from completing formal education and leading a better life.

Background of the AAKAR Program

AAKAR – For over three decades in Pune, ISC has been working with children of migrant brick kiln laborers living on the outskirts, where access to schools is extremely limited. Many children are forced into labor alongside their parents due to poverty and lack of educational opportunities.

To address this challenge, ISC started support classes directly at brick kiln sites, helping children continue their education and avoid child labor. Over time, these efforts have encouraged families to prioritize schooling, particularly through consistent parental counselling.

Brick Kilns are places where the brick soil is burnt and made into bricks, so the child is molded into a shape. 'Aakar' means shaped and resonates with Veet Bhatti, Mind, Education, Living, etc.

Geographical Area: Tathwade and Wakad

1. Rationale for the One-Time Grant

The AAKAR program provides continuous educational and developmental support to children from migrant brick kiln communities. While the regular program budget supports salaries, learning activities, nutrition, administrative requirements, and other recurring program costs, there are several **one-time resource requirements** that can further strengthen the quality and effectiveness of the intervention.

The proposed one-time grant will provide essential educational materials, child development resources, bicycles, digital devices, classroom storage facilities, and improvements to container-based learning spaces.

These resources will directly contribute to creating a more effective, child-friendly and engaging learning environment while strengthening the capacity of program staff to document, monitor and support children's educational progress.

The proposed grant will support the existing AAKAR program and its objective of improving educational outcomes, holistic child development, life skills and future readiness, and health and well-being.

2. Program Goal

The goal of the AAKAR Program is to support children of families working in brick kilns around Pune to overcome compelling challenges such as poor access to education, malnutrition, health risks, child labour and limited opportunities for development.

The program seeks to create an environment and support system that protects and promotes children's rights and empowers them through education, enabling them to achieve their potential and exercise their right to education.

3. Proposed One-Time Grant Support

The proposed one-time grant will cover the following requirements:

Educational Support:

1. **Uniform for children:** Uniforms will be provided to 163 children to support their participation in formal education and promote a sense of dignity, equality and belonging inclusion in cultural activities.
2. **Teaching – Learning Material:** Teaching-learning materials will support classroom activities, academic reinforcement, activity-based learning and development of children's literacy, numeracy and other learning skills

Child Development and Recreation

1. **Educational and Recreational Toys:** Toys and learning-based recreational materials will encourage creativity, cognitive development, communication, teamwork and play-based learning.

2. **Bicycles for Children:** Bicycles will support children's mobility and access to school and program-related activities, particularly where transportation remains a challenge.

Cultural and Social Inclusion

1. **Traditional Dresses for Diwali:** Traditional dresses will be provided to 163 children during Diwali to enable them to participate in cultural celebrations with dignity and a sense of inclusion and belonging.

Digital and Program Support

1. **Laptops for Program Staff:** Laptops will strengthen program documentation, data collection, management, monitoring, reporting, communication and educational planning.
2. **Tablets for Program Staff:** Tablets will facilitate field-level data collection, monitoring of children, digital documentation, educational activities and timely reporting.

Learning Space Improvement

1. **Container Classroom Repair and Improvement:** The existing container-based learning space will be repaired and improved to provide children with a safe, functional and child-friendly learning environment. The AAKAR program already uses container-based safe spaces as part of its intervention.

4. Beneficiaries

The proposed one-time grant will directly support approximately **163 children** enrolled in the AAKAR program.

The existing AAKAR program coverage includes children across different age groups, with support classes operating in migrant brick kiln communities around Tathwade and Wakad. The reference proposal records approximately 160 children for the program budget.

The indirect beneficiaries will include parents and families of participating children, as well as program staff and the wider migrant community.

5. Program Methodology

The one-time grant will be implemented as an integrated component of the existing AAKAR program.

The program will continue to follow a comprehensive, community-driven approach including:

- Community mapping and needs assessment
- On-site learning centres
- Flexible learning schedules
- Innovative and activity-based teaching methods
- Use of educational and digital tools

- Life skills and future-readiness activities

The proposed one-time resources will strengthen these existing approaches and improve the quality of support provided to children.

6. Expected Outcomes 2026-27

The one-time grant is expected to contribute to the following outcomes:

1. Increased participation of children in cultural and social activities.
2. Increased opportunities for play-based, creative and holistic learning.
3. Improved classroom learning environment and organization of teaching-learning materials
4. Improved mobility and access to educational activities for selected children through bicycles.
5. Strengthened digital capacity for program monitoring, data collection and reporting.
6. Improved capacity of program staff for documentation, monitoring and educational planning.
7. Increased engagement and regular participation of children in educational support activities.
8. Improved quality and functionality of container-based learning spaces.

These outcomes will complement the broader AAKAR program targets for 2026-27, including increased school enrolment, reduction in child labour, regular attendance, improved learning levels and improved health and nutritional status.

7. Monitoring and Supervision

The utilization and impact of the one-time grant will be monitored through the existing AAKAR monitoring system.

The following mechanisms will be used:

1. Beneficiary records and distribution registers for uniforms, dresses and bicycles.
2. Asset records for laptops, tablets, cupboards and other equipment.
3. Stock and utilization records for teaching-learning materials and toys.
4. Classroom and centre-level monitoring records.
5. Photographic documentation of relevant activities and improvements.
6. Regular supervision and field visits by program staff.
7. Annual review of the utilization of grant-supported resources.
8. Financial documentation, bills, invoices and utilization records maintained by ISC.

The existing AAKAR program already tracks attendance, school enrolment, nutritional inputs, learning outcomes, health data and parent meetings as part of its monitoring system.

8. One-Time Grant Budget – 2026-27

Sr. No.	Project Line items	Units	Rate	2026-27
1	Uniform for children of entire program children	163	700	1,14,100
2	Traditional dresses for Diwali Occasion	163	800	1,30,400
3	Toys for Learning and recreational activities	20	2000	40,000
4	Teaching material			50,000
6	Cycle of children -Mobility support for selected children	10	6500	65,000
7	Laptops for staff -Program monitoring, documentation and reporting	3	55000	1,65,000
8	Tables for Staff-Digital data collection and field monitoring (	3	30000	90,000
9	Container class repairing -Repair and improvement of learning space			50,000
	Total			7,04,500

9. Budget Justification

The proposed amount of Rs.**7,04,500** is requested as a one-time grant to strengthen the existing AAKAR program through essential educational, developmental, digital and infrastructure resources.

The grant is primarily focused on **one-time requirements** that will provide benefits beyond a single activity or event. Educational resources, classroom cupboards, digital equipment and classroom improvements will continue to support program implementation during the grant period and subsequently.

The investment in uniforms, traditional dresses and bicycles will directly benefit children and support their participation, dignity and access to education. Educational toys and teaching-learning materials will strengthen activity-based learning, while laptops and tablets will improve the program's capacity for monitoring, documentation and reporting.

The existing annual proposal includes recurring program salaries, learning activities, nutrition, administrative costs and other program expenses.

10. Sustainability

The one-time grant will strengthen the existing infrastructure and resources of the AAKAR program rather than create a separate parallel intervention.

The educational materials, classroom storage, digital devices and improved learning spaces will continue to be used for program implementation and benefit children beyond the immediate period of procurement.

ISC will maintain appropriate records of all assets and materials purchased through the grant and ensure that they are used exclusively for program-related purposes.

The strengthened resources will also support the AAKAR team's continued efforts to improve learning outcomes, retain children in formal education, reduce dropout and prevent child labour.

11. Conclusion

The AAKAR program has been working with children of migrant labour communities to address barriers to education, child labour, health and overall development. The program's approach combines educational support, life skills, community engagement, health and hygiene promotion and linkages with relevant services.

The proposed one-time grant of Rs.**7,04,500** will provide critical resources required to further strengthen this intervention. It will create a better learning environment, provide children with essential educational and developmental resources, improve digital capacity for program monitoring and strengthen safe learning spaces.

The investment will contribute to creating an environment where children can learn, participate, develop their skills and exercise their right to education. It will complement the broader objectives and outcomes of the AAKAR program and contribute to ISC's long-term commitment to breaking the cycle of poverty and marginalization through education.