

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.
Program Period - 1st April 2026- 31st March 2027

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**

Since 1980, ISC has expanded its outreach to marginalized communities, particularly children of migrant laborers who face significant barriers to education. Through the **AAKAR** program, ISC Pune has supported over 8,500 children from brick kiln communities, enabling access to education, improving learning outcomes, and preventing child labour. The program addresses the unique challenges of seasonal migration and lack of formal educational access by providing flexible, community-based learning solutions.

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.

***AAKAR** - 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

Vision

A Society in which **ALL** children without distinction of any caste, creed, or gender, enjoy their rights and are empowered through education to develop to their full potential embracing values, and learning to live together with faith in the human race.

Mission

The mission of the India Sponsorship Committee is to provide children in need the support required by them for an education that offers them opportunities that develop their full potential. Further, it seeks to create opportunities for children to become responsible, contributing members of society by helping them meet their family, social, emotional, physical, and spiritual needs.

Background of the program:

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, 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, especially through consistent parental counselling.

Our findings showed that nearly 70% of migrant children were out of school, and over 90% were excluded from government schemes like Integrated Child Development Services. Seasonal migration further disrupts their education, leading to high dropout rates.

Despite these challenges, ISC's intervention has made a significant impact. More than 10,000 children have received educational support, with many completing schools and some pursuing higher education. Today, only a small number continue working in brick kilns, breaking the cycle of intergenerational labor.

Problem Statement:

Children of migrant brick kiln workers remain one of the most vulnerable and underserved populations. Due to seasonal migration, lack of documentation, and socio-economic constraints, these children often:

- Drop out of school or never enroll
- Engage in child labour to support family income
- Lack access to nutrition, healthcare, and safe learning environments
- Have limited exposure to life skills and future opportunities

Without targeted intervention, these children are at high risk of continuing the cycle of poverty and marginalization.

Program Goal :

The goal of the Aakar Program is to support of the children of families working in the Brick Kilns around Pune to overcome compelling challenges such as Poor Access to Education, Malnutrition,

Endangering Health, Child Labour, and Substance Abuse.

The program will help to create an environment and support system for the marginalized sections of society that will protect & promote the rights of children and help in empowerment through the education process of the children. This will create a situation for children to exercise all their Rights for their proper growth and development especially the Right to Education.

ISC is aware that it cannot achieve this of its efforts but it can make a significant contribution. This is why it intends to build up a comprehensive campaign that will be implemented not only in Pune during the period of migration, but also in their home villages through its networking efforts. We aim to ensure that 0 to 14 age children of families working in brick kilns in Pune endangering health and limiting their potential for growth and development are given opportunities for their proper growth and development.

Program Objectives:

1. **Improve educational outcomes:** To support children's education that will strengthen their learning beyond school, retain them in schools, reduce dropout rates, and improve their academic performance.
2. **Holistic child development:** To ensure the holistic development of children by providing nutritional support and incorporating sports activities.
3. **Life skill and future readiness:** To conduct Life Enrichment sessions and support senior grade children in developing STEM skills
4. **Community Engagement and awareness:** To strengthen community engagement and enhance their awareness on issues of child rights, child abuse, child marriage, women's empowerment, access to government schemes, etc.
5. **Health and hygiene promotion:** Improve health awareness and access to basic healthcare services.

Project Coverage: The number is based on overall outreach from these locations. Since families are likely to migrate during monsoon the number fluctuates during a few months of the year.

S.No.	Name of class (Brick kiln name)	Location	Number of Children at location (Age Group)				Distance from school	Nearest School
			3 -6	7-14	14 +	Total		
1	Bhawar	Tathawade	1	23	3	27	2 km.	ZP
2	Shaha	Tathawade	19	29	2	50	2 km.	ZP
3	Raman Pawar (2 classes)	Tathawade	24	37	1	62	2 km	ZP
4	Ramesh Barne	Wakad	7	15	2	24	1 km.	ZP
	Total		51	104	8	163		

Program Approach/ methodology:

The Aakar program adopts a comprehensive, community-driven approach to promote the holistic development of children while addressing the diverse and interconnected needs of migrant families includes:

- Community Mapping & Needs Assessment to design context-specific interventions
- On-site Learning Centres ensuring accessibility for migrant children
- Flexible Learning Schedules aligned with migration and work patterns
- Innovative Teaching Methods including activity-based learning and digital tools
- Nutrition Support to address malnutrition and improve attendance
- Life Skills & Vocational Exposure for long-term empowerment
- Parental Engagement to build ownership and sustain impact
- Partnerships with Government & Institutions to link families with schemes and services

Regular Activities:

Program Objectives	Activities conducted in 2025-2026	Activities proposed for 2026-2027
Objective 1: Improve Educational Outcomes	1. To conduct Pre and Post test to language learning level of children and accordingly form their academic year plan. 2. Formed groups of children aged 5 to 14 years for support class - a- Pre-school class for children aged 5 to 6 in Veetbhatti - b- Basic Marathi, Math, English, or children aged 7 to 14 years. 3. Developed learning materials and modules to further improve the learning levels. 4. Conducting daily classes based on groups and their revision. 5. Science education through mobile libraries and mobile science labs. 6. Development of basic English language modules in the learning program. 7. Encouraging reading habits and providing books and material through weekly	1. Conducting a new family survey. 2. Determining children's educational levels according to ROYG. 3. Developing learning materials and modules to further enhance learning levels. 4. Teaching Marathi, Basic Mathematics, and Basic English to children in the age group of 7 to 14 years, along with the development of various teaching-learning materials and curriculum modules to improve educational standards. 5. Development of basic English language modules within the learning program. 6. Upskilling youth for guaranteed career opportunities through the introduction of basic IT skills. 7. Encouraging reading habits by providing books and learning materials through a weekly Mobile Library Van. 8. Special focus on older children by providing skill development tools and a supportive learning environment. 9. Supporting school enrolment and

	Mobile Library Van. 8. Introduction to basic IT skills (MS Office) 9. Special focus on elderly children for skill development tools and environment 10. Support in school enrollment and ensuring zero dropouts from formal schools and regular follow-up visits to schools	ensuring that children who have dropped out return to formal education
Objective 2: Holistic Child Development	1. Workshops and regular guidance sessions on Sports, Self-Defense, Fine Arts, etc., were conducted through external coaches and agencies. 2. Leadership development programs were implemented to promote child rights participation. 3. Career guidance sessions were organized for the children.	- To conduct regular workshops and continuous input sessions on sports, self-defense, fine arts, etc., through external trainers and agencies. - To promote leadership development among children with a special focus on child rights and participation. - To organize career guidance sessions for children.
Objective 3: Life skill and future readiness	1- Age-appropriate life skills and personality development skills were taught to the children. 2- Educational exposure visits were organized for the development of Science, Technology, Engineering, and Mathematics (STEM). 3- Gender equality sessions were organized.	- To develop life skills and soft skills in children according to their age groups. - To organize historical and scientific exposure visits for STEM education. - To organize stress management workshops. - To conduct special sessions to develop decision-making skills.
Objective 4: Community Engagement & Awareness	1. Awareness activities on Child Rights and prevention of child labour were conducted. 2. Cases of children in need were referred to the Child Welfare Committee. 3. Camps were organized at all brick kilns to assess the status of Aadhaar, PAN, and Post Office savings accounts. 4. Awareness sessions on government schemes were conducted. 5. Coordination with concerned	1. Awareness activities on Child Rights and prevention of child labour were conducted. 2. Cases of children in need were referred to the Child Welfare Committee. 3. Camps were organized at all brick kilns to assess the status of Aadhaar, PAN, and Post Office savings accounts. 4. Awareness sessions on government schemes were conducted. 5. Coordination with concerned departments was done to help eligible

	departments was done to help eligible workers access scheme benefits. 6. Conducting awareness campaigns, rallies, and meetings at brick kilns on child labour eradication and child safety. 7. Implement a tree plantation activity in the brick kiln area. 8. Organize farm exposure visits for students. 9. Hold guidance sessions on clean water, sanitation, and healthy habits. 10. Conduct group and community meetings to promote environmental and social participation. 11. Awareness sessions on government schemes were conducted.	workers access scheme benefits. 6. Conducting awareness campaigns, rallies, and meetings at brick kilns on child labour eradication and child safety. 7. Implement a tree plantation activity in the brick kiln area. 8. Organize farm exposure visits for students. 9. Hold guidance sessions on clean water, sanitation, and healthy habits. 10. Conduct group and community meetings to promote environmental and social participation. 11. Awareness sessions on government schemes were conducted.
Objective 5: Health and Hygiene Promotion	1. Conducting awareness, discussions, and rallies for Child Rights and Against Child Labor to prevent child exploitation. 2. Recommendation to the Child Welfare Committee in cases if any child needs support. 3. Conducting Health camps, and providing nutritious snacks during the classroom session. 4. Safe spaces made for children through containers. 5. Making children self-reliant by taking them under the fold of upskilling programs like ISC Saksham and Sarathi. Also creating other partnerships for providing such access. 6. Sessions on Menstrual health and hygiene for Adolescent girls and women and sessions on food safety.	• Organizing regular health check-up camps and vaccination camps. • Providing nutritious snacks to children as part of the health and hygiene initiative. • Conducting regular sessions on menstrual hygiene and health education for adolescent girls. • Strengthening and equipping container-based Safe Spaces to ensure a secure learning environment. • To collaborate and link government as well as non-government organizations with this initiative to strengthen healthcare facilities.

Key Achievements 2025-26

1. 85% of children successfully enrolled in formal schools, ensuring access to mainstream education.
2. 80% reduction in child labour among the identified beneficiaries, reflecting strong community engagement and intervention impact.
3. 90% regular attendance recorded in support classes, indicating consistent participation and commitment to learning.
4. 75% improvement in learning levels, including literacy, numeracy, and digital skills, contributing to overall academic development.
5. 80% improvement in health and nutritional status of children through targeted health and nutrition interventions.

Expected Outcomes 2026-27

1. 90% of children enrolled in formal schools.
2. 85–90% reduction in child labour among beneficiaries.
3. 100% regular attendance in support classes.
4. 90% improvement in learning levels (literacy, numeracy, digital skills)
5. Improved health and nutritional status of children
6. 70% parental participation in engagement activities
7. Increased awareness of child rights and government schemes

Monitoring & Supervision

The program is tracked regularly at different levels:

1. Tracking sheet for attendance and school enrollment
2. Tracking the data of nutritional input in every centre
3. Monitoring the learning outcomes through pre- and post-evaluation tests of all children
4. Tracking the health data of all children for height and weight and haemoglobin
5. Monitoring the outcomes of parent meeting

Intended Outcomes

1. 100% of children free from any form of child labor.
2. 90% of children from ISC support classes enrolled in nearby Zilla Parishad schools.
3. 80% attendance of all enrolled children in Brick Kiln support classes. (during non-migration season)
4. Academic performance in schools improved.
5. 60% Improvement level of skills in Reading, level of Comprehension and digital literacy
6. Percentile change in BMI of children (3-14 yrs.).
7. 70% of parents attend regular group meetings (monthly) and support the learning enhancement of their children.
8. Increased involvement of secondary stakeholders such as brick kiln owners and gram panchayat and PCMC in issues and concerns of the overall well-being of Brick Kiln children
9. Increased exposure to other competitive platforms through participation in events, and activities by the children.

Conclusion

In conclusion, the commitment to invest in the education and life skills development of children from the migrant labour brick kiln communities stands as a pivotal step towards breaking the cycle of poverty and fostering a more inclusive society. The success of such initiatives not only transforms individual lives but also aligns with the broader goal of creating responsible citizens.

The Aakar program is aligned with various schemes and policies focusing on education and welfare for the children of migrant populations. Our activities such as school enrollment, support to strengthen learning, retain them in schools, reduce dropout rates, and improve their academic performance are very much aligned with the Right to Education Act. Additionally, we are also supporting the objectives of the Integrated Child Development Services (ICDS) and the National Child Labour Project which aim to address the unique challenges faced by children in vulnerable situations, ensuring their holistic development. As a collective effort, these measures by the Aakar Program contribute to enhancing resilience, boosting self-esteem, and instilling hope among the children of families living in brick kilns.

The combination of academic support, life enrichment activities (Life skills), grassroots initiatives and advocacy for governmental support not only empowers the brick kiln community children but also reinforces the national commitment to nurturing capable and contributing citizens. Ultimately, the holistic approach of ISCs Aakar reflects the imperative role of education in shaping a brighter and more prosperous future for the nation.

Budget

**Project title: Title: AAKAR - Life Skills and Education Support Program
for Children of Migrant Labor in Brick Kilns**

Project period: 1st April 2026 to 31st March 2027

Sr. No.	Project Line items	Units	Months	Rate	2026-27	Remarks
A.	Program Cost					
	No. of Children				160	
	No. of classes				5	
	No. of location				2	
a.	Program Salaries					
1	Salary of Community Coordinator	3	12	61,670	7,40,040	Three teachers running 5 classes
2	Salary of Supervisor	1	12	12,000	1,44,000	Part Salary of Field supervision and reporting
3	Program Head	1	12	22,000	2,64,000	Part Salary of program head
4	Driver for Mobile library Van	1	12	5,445	65,340	Part Salary of Library van driver
5	Accounts and M & E staff	1	12	12,000	1,44,000	Part Salary of Admin and Accounts staff
	Sub-total of program Salaries				13,57,380	
	Program Cost					
	Supporting Enhanced Learning Outcome					
	Activities-children day, anti child labours day, teachers day,	7		2,000	14,000	
	Children Workshops	3		5,000	15,000	
	Resource Material and Teaching Aid					
	Education material, mattress, Science & technology experiment	2		3,500	7,000	
	Art and Cultural					
	Competitive activities and Awards to achievers	7		1,500	10,500	
	Annual Day/ Cultural Program	1		13,000	13,000	
	Diwali camp, Summer camp	2		6,500	13,000	
	Children exposure visit	1		15,000	15,000	

	Sports Development					
	Sport Day	1		20,000	20,000	
	Karate coaching	1	6	5,000	30,000	
	Staff training & capacity building	2		5,500	11,000	
	Nutrition and drinking water for children	160	12	30	50,600	Fruits,dry nuts, Breakfast, Occasional meals
	Subtotal of Program cost				1,99,100	
C.	Administrative cost					
1	Rent of office & Centers	12	Monthly	5000	60,000	
4	Center Running Cost	12	Monthly	1,000	12,000	Cost for electricity, water, cleaning, security etc
6	Staff Travel Expenses and Communication	12	Monthly	8,000	96,000	Staff monthly Travel expenses Rs.1500 per month per teacher of visit and exposures
	Sub Total of C				1,68,000	
	Grand Total (A+B+C)				17,24,480	