

ILO-200

Improving Learning Outcomes of Poor and Marginalised Children

(An Innovative Cluster-based Approach to mainstream children in Primary Education)



INDIAN WOMEN AND CHILD WELFARE TRUST

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Summary:

Improving Learning Outcomes (ILO 200) is a pioneering initiative designed by **Indian Women and Child Welfare Trust**, recognizes the nation's concern of improvement of learning outcomes and universalization of elementary education as of paramount importance, and strives to bring the deprived and marginalized, out-of-school and educationally backward children in urban slums under the safety net of education through an innovative approach. For thousands of the poverty-stricken children in urban slums, quality education is a distant dream. ILO -200 aims to make this dream come true, bringing a significant upliftment in the lives.

ILO -200s from an earlier initiative called Padho aur Badho, but with a more focussed approach to learning outcomes. It aims to impart cluster-based remedial or supplementary education to primary school children showing low learning achievements. The project adopts a unique, scientific approach in both pedagogy and teaching methodology, which has been hailed as one of the best practices for improving the learning outcomes of children in primary schools. Project-based learning (PBL) methodology is combined with multiple level reinforcements to address the root cause of low learning outcomes - parental ignorance and social backwardness. The approach and methodology, not only ensure that children learn well, but also create required environment for them to imbibe the concepts and subjects being taken up in the class.

With a door-step approach, ILO -200 reaches out to the hard-to-reach pockets in urban slums having the largest concentration of educationally deprived children. Besides access to quality education as a core objective, the intervention adopts a holistic development approach and tries to remove all barriers which cause educational exclusion of underprivileged slum children. An intervention for economic empowerment of mothers is also dovetailed with the programme which tries to remove the biggest barrier, poverty, through provision of skill development and income generation. In addition, moral education, healthcare, personal hygiene, art and craft, sports and cultural enrichment are provided through various activities in-built in the curriculum. The programme has been hailed as one of the best practices to bring universalization of elementary education for deprived children in the unreached pockets.

The project targets retention and age-appropriate learning outcomes for children residing in urban slums or rural areas through provision of non-formal remedial learning centre which follow a hub and spoke model. With a shift in focus from schooling to learning, ILO centres serve as a critical interface between the child and the government school and provide support and quality learning opportunities to thousands of poor children who are not able to cope up with studies and face the threat of dropping out. The project has so far helped more than 30,000 poor children living in nearly 200 slums of Delhi achieve better educational status.

The present proposal is to cover a cluster of 200 poor and educationally backward children in Vikas Puri Slum of New Delhi.

Project Details at a Glance	
ILO – Improving Access, Retention and Learning Outcomes in Elementary Education	
Project Title	ILO 200 – Improving Access, Retention and Learning Outcomes in Elementary Education in Urban Slums
Project Status	New
Implementing Agency	Indian Women and Child Welfare Trust 540 Group 1 Janta Flats Hastal Uttam Nagar, New Delhi - 120059 Email: ceo@iwcwtministry.org Website: http://www.iwcwtministry.org
Proposed Project Period	3 years
Project Goal	Achievement of Universalization of Elementary Education through improvement in access, retention and quality.
Target Beneficiaries	Out of school, dropouts and academically weak children between 6-14 years of age
Number of Beneficiaries	200 per cluster
Area Covered	Vikas Puri in Delhi, India
Annual Financial Assistance	96 per child per annum

Investing in children is not a luxury or a choice, but a necessity in a country where more than 50 per cent children suffer from lack of education.



Introduction and Rationale

India has demonstrated considerable progress in the past decade on improving access, infrastructure, pupil-teacher ratios, teacher salaries, and student enrolment in primary schools. Nevertheless, student learning levels and trajectories are disturbingly low. The country seems to be in a serious crisis - despite the implementation of the RTE Act.

The goal of the basic education is to give students the skills to communicate adequately, to solve basic mathematical problems and to apply this knowledge to everyday situations. Children should understand what they read and be able to write. This is indispensable not only for acquiring the basic competency but also to continue learning and be part of the society that operates on the basis of written communication. Once basic knowledge is obtained, higher levels of understanding can be reached by complimenting what students know, with exercises, correlation, differences, inconsistencies, a search for information and willingness to learn from mistakes. As far as the output at the primary level is concerned, it is expected that all children are able to attain the learning achievement levels in all the subjects, corresponding to their grades. In practice it has been observed that the achievement level of students in primary school is very poor. Various studies have shown that more than 50 percentage of children have lower achievement levels than desired and only very few children attain 80 percent levels of achievement in various subjects. A study conducted in Delhi schools observes that the schools managed by MCD reported the lowest mean scores. In the case of mathematics test based on Grade IV competencies, around 50 percent students could score less than 40 percent.

It is evident from various studies, that children from poor and marginalised background are the worst sufferers in the present education system. The factors responsible for low learning outcomes in all children, such as small and inadequate infrastructure, less financial resources, untrained teachers and uninteresting methods of teaching exist all across. However, the marginalised children are further disadvantaged because of their poor socio economic background, ignorance and illiteracy of parents, indifference of teachers to poor students, lack of conducive learning environment, no reinforcement of learning at home, low value of education in the families. Besides the above, straightjacket approach to the content and process of education does not work for all. The relevance of the standardized curriculum and teaching-learning methodologies affects the pace and quality of output, especially for the poor and backward children. If the remedial measures are not initiated, and extra attention is not paid to poor and disadvantaged children, the quality of education cannot be assured to them.

The thrust of policy and practice in India has now shifted from “schooling” to “learning”. The Twelfth Plan underlines the importance of learning outcomes. One of the most important steps for long run and sustainable improvement in learning outcomes is to focus at the beginning. The annual work plan guidelines of Sarva Shiksha Abhiyan have new insertions that underline the importance of building solid foundations of language and numeracy in early grades.

ILO -200 is a unique and pioneering model for Universalization of Elementary Education which is being implemented by Indian Women and Child Welfare Trust in the name of Padho aur Badho. The initiative has got wide recognition and is being hailed as one of the best practices to achieve access, retention and desired learning outcomes for children between 6 to 14 years of age.

The programme has taken nearly 2000 children in about 5 slums of West Delhi, covering a wide spectrum of socio, economic and systemic deprivation and marginalisation, into the fold of education. Indirectly, the project has benefitted more than a thousand's of people through this intervention.

Starting in 2000, with an objective of mainstreaming out-of-school children, the project has today evolved into a scientific and proven model to improve learning outcomes of children belonging to urban and rural poor and first generation learners. The model has demonstrated a unique community action and tries to remove all barriers which cause educational exclusion of underprivileged slum children. An intervention for economic empowerment of mothers is also dovetailed with the programme which tries to remove the biggest barrier, poverty, through provision of skill development and income generation and also bring women's empowerment. With a door-step approach, this model reaches out to the hard-to-reach pockets in urban slums and backward villages which have the largest concentration of out-of-school children and dropouts. Besides access to quality education as a core objective, the intervention adopts a holistic development approach and tries to shape up future responsible citizens. Moral education, healthcare, personal hygiene, art and craft, sports and cultural enrichment is provided through various activities in-built in the curriculum. The programme is being hailed as one of the best practices to bring universalization of elementary education for deprived children in the unreached pockets.

The project, under the name Padho aur Badho, has shown excellent outcomes and lasting impact as reported by independent impact assessment studies conducted by reputed agencies like TISS and DSSW.

Project Goal

ILO -200 has an overarching goal of strengthening Government's efforts towards Universalization of Elementary Education including the components of access, retention and learning outcomes, which is not only a national concern, but also a global issue, voiced as EFA and one of the Millennium Development Goals (MDG2). The project also aims to address the larger issue of poverty and ignorance through provision of educational opportunities to the poor and unreached segments of society.

Objectives:

Specific Objectives

- To improve access, retention and learning outcomes for children in the age group of 6-14 years so that they receive quality education at elementary level.
- To enrol and mainstream residual out-of-school children from the disadvantaged and marginalised social groups, residing in rural villages and urban slums;
- To improve retention in schools and lower dropout rates;
- To improve learning outcomes as per indicators developed for the outcomes and ensure age-appropriate learning levels through supplementary and remedial coaching.
- To improve teaching quality in schools.

Other Objectives

- To provide holistic and integrated child development activities through a comprehensive programme catering to the emotional and health needs of the children.
- To give due importance to moral and value education for creating good and responsible citizens.
- To create a conducive environment against child exploitation and strengthen a rights-based system in favour of child education and development.
- To promote multi-sectoral linkages and programmes that link education with health, nutrition, labour, environment, and other areas by generating support from various stakeholders.

Beneficiaries, Outreach and Target:

Poor and marginalised children in urban slums, such as those of metro cities. Children eligible to be covered under the project are in the age group of 6-14 years and those who are:

1. Deprived of education and have remained out-of-school for some reason.
2. Dropped out of formal education system due to poverty or lack of educational facilities.
3. Not attending school regularly either because of work or problems at school.
4. Attending school, but not able to learn and achieve the desired grade-specific level.

Children in the age group of 6-14 years, covering a wide spectrum of socio, economic and systemic deprivation and marginalisation are covered under the project.

Project Duration and Annual Cycle

Project is taken up in any location for total period of 3 years after which will become sustainable.

Project Team

The project team consists of highly qualified and experienced persons at three levels:

- **Management Team:** The team is responsible for project execution as per strategy plan and guidelines. This team has an experience of working on the project for the past five years.
- **Technical Team:** The team is headed by expert, who has a rich experience in school education and who has developed the pedagogy and methodology. The master trainers in the technical team are responsible for training the teachers to deliver at field level. The technical team is responsible for curriculum design and development, classroom transaction, quality of teaching and monitoring.
- **Field Team:** At the field level, there are coordinators, supervisors and community teachers.

Implementation Strategy

The proposed project strategy includes the following strategic interventions:

- Align project objectives with the XII Plan agenda and national development plans in Primary Education.
- Address access and equity gaps in elementary education in covered schools and villages by adopting innovative measures and ensure regular attendance of children in schools;
- Devising special strategies to tackle the problem of dropping out before completing the full cycle of elementary schooling;
- Focus on early grade supplemental instruction to ensure that all children achieve the defined age-/class-specific learning levels;
- Improve quality of education of the beneficiaries to the desired measurable level which can be assessed and reported through school examination;
- Create awareness amongst parents and teachers regarding the learning outcomes;
- Work towards motivation, capacity development and accountability of community and parents for ensuring regular attendance and quality education; and
- Convergence with local authorities, aanganwadis, corporates and civil societies, panchayats, for ensuring the desired outcomes.
- Be an effective interface between the disadvantaged and deprived children and government schools to bring lasting impact of the intervention.
- Bring the benefits of other schemes and welfare programmes to Padho aur Badho beneficiaries for their holistic growth and development.
- Promote exploitation free society for the beneficiaries, especially those who are victims of exploitative circumstances.
- Take measures to improve the family well-being, especially economic conditions of the family by dovetailing other interventions for skilling mothers for better income generation.

Approach and Methodology

The project structure has been designed as a dynamic and flexible, child-centric model to suit the needs of the individual beneficiary, within the larger frame of his/her social milieu. The project has adopted a modular and replicable approach, which makes it easy to enlarge in scale and coverage; an innovative curriculum and teaching learning methodology which prepares the child for school enrolment and subsequent retention and learning. There are in-built components to ensure longterm sustainability of the project.

The ILO -200 model is built on three tier structure and works on a cluster approach, which helps in implementation, management and monitoring of the project. The basic unit of the project, located in the village or slum, is the bottom tier and is the hub of all action. All centres are connected to nearby primary schools. Five Centres, located within a radius of five kms form a cluster which is governed by a nodal centre. All nodal centres report to the main administrative centre.

To begin with, an action area is identified for the project on the basis of secondary data and reports. A random sampling and survey is done in the area to locate primary schools and identify the eligible beneficiaries for the project. A nodal centre is established in the area and staff is recruited. Five ILO 200 centres are established under each nodal centre where beneficiaries are enrolled.

The project is envisaged to have both school-based intervention and community-based intervention to provide a more holistic learning environment to each beneficiary. The school-based intervention will have the following objectives:

1. Initial identification of beneficiaries
2. Capacity building of teachers
3. Monitoring of students' performance in school

Community-based interventions would have the following objectives:

1. Initial identification of beneficiaries who are not attending schools
2. Identification of community teachers
3. Setting up of ILO -200 centre
4. Capacity building of community teachers
5. Teaching-learning at the centres
6. Other allied activities

ILO -200 centre is situated within the village or slum, making it easily accessible for both the students and teachers/monitors. The teachers will be drawn from the village itself and care will be taken to engage only those individuals who have a passion for mentoring and teaching. They are further strengthened through regular capacity building workshops. The centres provide a safe and friendly environment with a curriculum designed to keep the students interested and engaged with a host of creative activities.

Absenteeism if any is immediately and regularly checked by the teacher. Both instructors and mobilisers pay regular visits to the child's family and parental counselling is a regular exercise. Value education and celebration of various important days are mandatory for each centre. Each child's profile and progress is maintained at the centre and a child-centric approach is adopted to take them forward. A strong networking is established with nearby schools, both public and private, for mainstreaming the kids. The educators, mobilisers and supervisors take care of the admission formalities, including preparing the affidavits and documents required. They also maintain contact with the school and monitor the learning progress of the school children.

Curriculum and Teaching:

Child-centric and innovative project-based learning methods are followed for imparting the curriculum and pedagogy designed for the project. While community teachers would be responsible for delivery of teaching, it would be important to build the capacity of school teachers for better outcomes. The project adopts the NCERT or State prescribed curriculum, but follows its own well designed and robust project-based learning modules in which learning relates to a child's life. Core concepts have been identified from the NCERT books for all 4 subjects (Hindi, English, Arithmetic, and EVS). Stories are framed around the social and societal concerns of the child and community, like water, air, food, etc. 4 stories are taken up for a month in the classes. Every story is divided into the learning of 5 days, each story includes learning objective, matching of core concept and activities. This is the basic essence of the PBL (project base learning). E.g. Covered Core concepts through NCERT books in some of the Projects:

- a. . Hindi: Barakhadi , swar-venjan, matras, akshro ka nirman, shabdo ko jodna , shabdo ke sath vakya banana, akshoro aur shabdo ko bolkar aur likh kar abhyash karna, vakya se anukshed ka nirman karna, kahani ko padhana, kavita ke madhayam se vakyo ko bolna sikhana,etc.
- b. English: Alphabets, sound words, formation of words, develop writing skills , building the rhymes words, to develop writing skill of sentences.
- c. Arithmetic: counting up to 200, both forward and backward, addition, subtraction, multiplication and division, tables up to ten, concept of time etc.
- d. EVS/ Moral studies: hygiene, body parts, knowledge about climate weather, day's name month's name, river, mountain, environment, identification of colours Drawing: fruits, vegetables and shapes.

8 level reinforcement and revision is imparted to the students:

- **Reinforcement R1**- Core Concept is embedded in the sub-module activities each day in a week.
- **Reinforcement R2** - Every subsequent day in a week, the first 15-20 minutes are to be used for revision of the previous class through a quick recall.
- **Reinforcement R3** - A Core Concept often gets repeated for multiple days in a week.
- **Reinforcement R4** -Every weekend there is an hour of revision on the weeks study.
- **Reinforcement R5** - during weeks 2nd to 4th --- R1 to R4 are repeated as another module of Px is underway (generally).
- **Reinforcement R6** - Month end --- there is a post test/game on Px. This is verification on whether the Learning Objectives have been achieved or not. Further remediation, child-wise, would then be planned. Also, periodic visit/interaction with the child's school & teachers would need to be undertaken and notes entered into their DF as part of remediation.
- **Reinforcement R7** - By definition PBL relates to a child's life....thus outside class there is constant and consistent reinforcement of the concerned Core Concept.
- **Reinforcement R8** - In school the same core concept are being taught through the NCERT book

Assessment Tools for the beneficiaries

Scholastic Assessment: Pre, mid and Post Test papers will be used as assessment tools to assess the level of the beneficiaries in the beginning, middle and end of the annual project cycle. The rationale for the pre-test is to assess the level of the student and then the mid-test will be conducted so that the status could be checked and at last the post test will be conducted to ensure and to check the improvement in the student from the stage of the beginner and after the test remedy is provided to the student, it manifests the change or the development in the student. After the mid test the results are also compared with the results of the mid- term exams of the schools so that the exact development in the student could be traced out for the better functioning of the centre.

Co-scholastic Assessment: Co-scholastic assessment of the children is conducted to assess the level of skills in sports, music, environment, art, etc. Tools have been developed to assess these skills and other extracurricular skills of children.

Assessment through direct observation in ILO -200 Class: Every teacher is required to maintain an observation diary to write the daily random notes for the student. Teacher makes random notes about the formative assessment. This daily observation constitutes the conduct of the student. This also forms the basis of the discussion with their guardians in the parent teachers meeting.

Capacity Building of school teachers and community teachers (ToTs) With an objective of sustainability, enhancing the capacity of teachers, field staff and monitoring staff, regular capacity building exercises and TOTs will be undertaken at the cluster level. There will be a provision of both pre-service and in-service capacity building trainings of all teachers. Need based Training Modules will also be developed for existing school teachers to help them cope up with low learning levels of students.

The community teachers will be regularly exposed to various teaching learning techniques, talks and shows on child behaviour, activity-based teaching learning methods, creative teaching techniques, story-telling, etc., to provide an enriched learning environment to the child. The educators would also be given training in life skills and soft skills to enhance their counselling abilities, computer skills.

One month pre-service training would be given to all community teachers at the nodal centres at each cluster, thereafter regular monthly TOTs-cum-monitoring workshops will be held each month. If required, trainings would be conducted during school holidays and refresher courses would be given to all community teachers.

Innovative Practices adopted by the project

A host of innovative features and components are included in the project which have led to successful outcomes and sustainability. Some measures are briefly described below.

Need Assessment – Prerequisite for Success

Based on the secondary data and reports, slum areas are surveyed and a need assessment study is conducted before starting a centre in the area. This helps in identifying local problems and requirements, engaging the community and multiple stakeholders in the project, as well as mapping of resources.

Doorstep Approach – Reaching the Unreached

ILO -200 centres will be established within the villages, literally at the doorsteps of beneficiaries. This approach provides access to each and every child in the area and all out-of-school children are encouraged to enrol at the neighbourhood centre. The educator is identified from the community, who personally knows most of the children in the area. Both children and parents find the situation comforting and non-threatening.

Community Participation – Empowerment and Sustainability

Members of the community are involved in selecting the centre location and the teachers for the ILO -200 centre serving their children. This enables better rapport and communication between teachers and students, and bridges the language barrier. Teachers are the most valuable resource of the program. Patience, creativity, excellent communication and interpersonal skills, and dedication are some important attributes which successful teachers possess. Ideally they develop a relationship of a guiding friend, big sister or big brother, gradually becoming a mentor for each child to generate not fear, but a friendly aura to enable the child to feel comfortable, safe and respected.

Parents and other community elders are encouraged to come to the centre for regular meets and events held at the centres. Local governing bodies are informed and engaged in various activities and events, and the entire community is encouraged to join hands in implementation of the project.

Child-centric curriculum – ensuring learner’s achievement

The ILO -200 centre, with its activity-based and child-centric curriculum, is the heart of the project. The curriculum attempts to cover the basic content of the first three grades of the formal primary school curriculum. In addition, the curriculum emphasizes skills needed for everyday life in the community rather than securing entrance to further education. Local relevance is imperative as far as curriculum content is concerned, as all learners are poor, and most are older than children who attend formal schools. Curriculum content is designed to further the following ideals: All children should become cultured, educated and self-respecting citizens; children’s scientific temper should be nurtured; the habit of self-learning should be encouraged; the poverty in which children live should be countered by enabling them to organize their work systematically and learn new skills; children should become aware of the social conditions around them as well as the need for social change.

The proposed curriculum includes subjects such as language studies, mathematics, general and developmental knowledge, science, aesthetics, social skills, and physical fitness and relaxation. In particular, it emphasizes opportunities for girls to express themselves freely in speech, drawing, singing, drama, and other activities that help them to become socially competent, culturally creative citizens. The curriculum empowers children to voice their opinions and demand education for themselves.

Cultural and Social Awareness – holistic child development

Several social and cultural events and activities are planned throughout the learning period of a child which provide opportunities to bring the out the talent in singing, drama, dance, indoor and outdoor games, and are thus settings for both recreation and informal evaluation of children’s accomplishments.

The teachers are encouraged to use the folk media of songs, dance and legends to enliven teaching and help the children learn faster. This method also helps to ensure the perseverance of folk traditions, as well as helping the people identify more positively with the education model they are adopting. In addition, the teachers encourage children to participate more actively in the teaching learning process by teaching each other, with older boys taking charge of small groups of younger children.

Capacity building – empowering service staff

The regular capacity building workshops and other opportunities have help the educators on the one hand to deliver best outcomes and on the other chalk out a better career path for themselves. The educators are regularly exposed to various teaching learning techniques, talks and shows on child behaviour, activity based teaching learning methods, creative teaching techniques, storytelling, etc., to provide an enriched learning environment to the child. The educators are also given training in life skills and soft skills to enhance their counselling abilities, computer skills and other skills like cutting tailoring and embroidery, handicrafts making, etc are also imparted to the educators so that they can enhance their incomes. The selection of educators is rigorous and is monitored carefully.

Parental Counselling and support – ensuring enrolment and retention

Project educators remain in constant touch with parents from the day an out-of-school child is identified. They are counselled, helped and supported in all possible ways. Their mindsets are changed to pro-education so that a demand for education comes from them. They are helped in procuring required documents for school admissions. Even after the child is admitted to school, parents are regularly counselled till they are able to attend to the needs and requirements of a school going child. They are informed and prepared about the desired learning outcomes of their wards.

Engaging Civil Society – Positive Results and spin offs

The endeavour of the project is to encourage individual and corporate volunteers to support the project. A strong network has been established with civil society and corporate who are helping the children in various ways, thus adding a host of benefits to the project. Several companies have come forward to support in various ways, such as counselling and mentoring, donating clothes, books and stationery, organising exposures and excursions, teaching art and craft, providing opportunities for sports, developing creativity and talent through theatre and dance, providing nutritional support, etc. This has generated and sustained the interest of, not only the beneficiaries in the project, but also their parents and community, who are made to attend such events. Linkages have been created with reputed organisations like Pirojsha Godrej Foundation, Sitaram Jindal Foundtaion, Christian Aid Mission, Tata McGraw hill etc...

Documentation and Dissemination

Regular reports, newsletters and mailers of the project are published and disseminated in both print and electronic formats. This helps in creating linkages and networking with civil society and corporates and other interested individuals or institutions who provide their support to the project. The publications also help in sharing the best practices and examples for the benefit of other such programmes.

Quality Dimensions

The major quality dimensions for improving learning outcomes under the project are:

1. Children's Attendance
2. Community Support and Participation
3. Teacher and Teacher Preparation
4. Curriculum and Teaching Learning Materials
5. Classroom Practices and Processes
6. Learners' Assessment, Monitoring and Supervision

Monitoring, Assessment and Evaluation of the Project

Adequate, rigorous, inclusive and continuous monitoring and supervision have been important keys to successful implementation of the programme. In order to be continuously informed about the parameters and issues related to quality, both at the centre-level as well as at the systematic functioning level, sound monitoring systems have been devised and deployed.

Each centre is managed by the community teacher who is well-informed about the stringent quality measures. The centres are directly monitored by the supervisors who take regular rounds of all centres in a cluster. The cluster coordinator makes ILO -200 visits to the centres and monitors the progress of the project through regular meetings and workshops of the staff and teachers. From the Central management unit, dedicators monitoring staff also makes unannounced and ILO 200 visits to the centres to monitor and assess the progress and take up an evaluation of the programme.

The programme is based on a holistic and comprehensive approach and suggests community-based monitoring system while also encouraging partnerships with civil society and volunteers for effective monitoring.

External monitoring and evaluation can be taken up by Third Party on regular basis. The feedback of monitoring and evaluation exercises would be used to improve the programme.

Sustainability of the Project

- Regular and sustained counselling of parents for improved retention and learning outcomes.
- Since the community teachers are from the villages where interventions are carried out, they would be empowered to take care of the children passing out from ILO -200 on long term basis.
- Developing a line of tutors who would take coaching classes on payment basis if required by the beneficiary next year. Indian Women and Child Welfare Trust will continue to provide technical support and monitor the progress of the child.
- Dovetailing GARIMA to remove poverty and improve family income thereby improving chances of retention and quality in school.
- The project also seeks to develop long term linkages with other government departments and other stakeholders who can help and support the communities for a longer period.

Exit Policy

The project is expected to become sustainable after 3 years and can exit from the community after a period of five years. The following expected outcomes will define the exit path of the project:

1. Community teachers will become empowered and experienced to ensure education and learning outcomes of all primary level children in their villages.
2. Parents will value education and develop a community resource to pay for the community teacher and allied requirements.
3. School teachers will perform better and deliver higher quality of teaching.
4. Close monitoring of covered schools will add to their performance levels.
5. Linkages with District authorities will lead to better school infrastructure and quality education.

Major Challenges

- Government schools do not offer quality education and children tend to drop out. Infrastructure and teaching needs improvement for creating lasting impact and sustainability.
- Coping up with higher studies is a challenge for poor children of illiterate parents. They do not get any help at home and feel demotivated. Parents need to be literate. Improvement of parents' literacy should be a project component.
- Children who are admitted to school, need monetary support to cover ancillary costs as they enter higher classes without which they tend to drop out.
- Work pressure from parents and family pushes them away from studies.
- Ensuring long term sustainability is challenging due to extreme poverty and ignorance of parents.

Budget

- Cost per child per annum = USD 96 per annum which includes the hiring of centres, staffs and teachers, establishment and running cost of centre, events and activities, basic stationery, healthcare and administrative costs.
- The project is proposed for a minimum of 200 students in each cluster.
- The total proposed project cost is 57,600 USD for three year.

