



# INDIAN WOMEN AND CHILD WELFARE TRUST

To ensure smile on every face



*Children go where  
there is excitement.  
They stay where  
there is love.*

*-Zig Ziglar*

## About the Organization

|   |   |
|---|---|
| <b>Name of the Organization and Address</b> | <b>Indian Women and Child Welfare Trust</b><br><b>Registered Office:</b> 540 Group 1 DDA Janta Flats Hastal, Uttam Nagar New Delhi- 110059 (India)                                      |
| <b>Contact Person &amp; Designation</b>     | David Dass<br>(Chief Executive Officer)   |
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| <b>Website Address</b>                      | <a href="http://www.iwcwtministry.org">www.iwcwtministry.org</a>  |
| <b>Legal Status of the Organization</b>     | Registered under: Trust Registration Act 1882<br>U/S 12A Registered<br>Foreign Contribution (Regulation) Act 1976<br>FCRA Registered<br>Section 80G (5) (vi): Tax exempted for Donation |

### **Organization Profile and Background:**

Indian Women and Child Welfare Trust (IWCWT) is a Social, Cultural, Economic, Health, Educational, relief and rural/urban community development organization registered in New Delhi as a charitable trust in year 2000 and with the untiring hard work of Mrs. Esther Dass and by the grace of God, this small effort has now turned into a significant organization within a period of 12 years. We are committed to the Millennium development goals. The main aim of the organization is to help people (specific target group being women and children of socio-economically weaker sections of society) be aware of their rights to education, good health and self-respect.

### **Objectives of the Project**

Indian Women and Child Welfare Trust for Urban & Rural Development has undertaken a program, which aims at the Education and Health project for children in rural villages/slums in India

# **CHILDREN EDUCATION PROGRAM**

## **Summary**

IWCWT Education program works with labouring children, street children and poor children (aged 6-17) in slums of Delhi, India, to transition them into mainstream education, by providing basic education and where appropriate, vocational training. The program also aims at creating spaces for learning for children who live on slums/construction sites with their parents who are migrants. The children we work otherwise have no alternatives for education, or childhood. Most of them toil every day, sometimes in horrific conditions to make ends meet. IWCWT creates an important 'space' for these children within their working day, to be children, and to feel supported, until they enter formal education. The IWCWT programme is a holistic one, addressing factors creating, or sustaining the circumstances these children find themselves in. In particular by, working with parents so that they understand the importance of and encourage their child in education; supporting parents to develop (additional) income generating activities, or to enter the job market, by imparting skills and working with potential employers to hire them - where fitting through livelihood programmes. Due to lack of funding we have been unable to provide the nutrition support element of IWCWT, for a healthy diet and to help ease the day-to-day burden of these children to earn.

## **What is the issue, problem, or challenge?**

Today in India, 250 million children are working to support their families' meager incomes. Often employed as domestic servants, tea-stall workers, rag pickers, vegetable sellers and at roadside dhabas, these children are deprived of basic education and suffer long working hours, abuse, torment and the loss of their childhood. Often they are abused at home as well as work, without refuge and with little hope for the future.

## **How will this project solve this problem?**

Through an integrated programme:

- i) Providing non-formal education within the child's working day
- ii) Addressing factors creating/sustaining child labour, such as low parental incomes and imparting skills to parents
- iii) Nutritional support

## **Need for the Project:**

Child Labour, Street Children is still a large issue, now with the enforcement of laws against this practice, many children work in the shadows and false ages are reported. These children are either migrants or work to support their families. They have no options for an education or a childhood. There is a need to encourage employers to allow these children to be a part of the program where they can study, learn and interact with other children.

- 1) Inadequate access to education
- 2) Inadequate policy support and commitment for universalization of primary education
- 3) Poor attention to quality at primary education level
- 4) Gender inequality in access to education
- 5) High rate of dropout and wastage.

### Potential Long Term Impact

Potentially, change the course of the lives of child labourers/street children otherwise with no alternative for education. By teaching literacy and providing a chance of formal education, they have a chance of a future and to escape a vicious circle of poverty.

### Beneficiaries:

Number of beneficiaries 500 children

### Project Details:

| Sr. No. | Activity                  | Desired Outcome   | Indicators to measure Outcomes   | Feedbacks/Reports to be shared with donors.   |
|---------|---------------------------|---|--|---|
| 1       | Educational activities    | Carrying out regular classes (Most of the children are dropouts or have never been to school. Therefore educational activities are carried out seeing the basic level of all children). | More than 80% of children attending all classes  | Attendance register of each centre  |
| 2       | Exposure visits           | Carrying out learning through exposure visits   | At least 4 visits in the year to various places such as zoos, parks, historical monuments etc.                               | Reports of the visits, with photographs and feedback from the children  |
| 3       | Teacher training          | Refresher courses for teachers  | At least one training for the teachers in the year.<br>New techniques to impart learning in such a non-formal setting        | Reports of such trainings and the outcomes. Feedback from the teachers and on-going monitoring of the activities and inclusion of the new techniques in the curriculum/classes  |
| 4       | Nutrition Support         | Improve the nutrition intake of the children  | Decrease in malnutrition and related problems amongst the children – health problems and child development related problems. | Impact study of the addition of this component in the program. At present this component is not a part of the child friendly spaces being run by IWCWT. Carrying out an impact study will help us understand what the role of nutrition plays for these children and the classes. |
| 5       | Parents/employer Meetings | Involvement of parents/employer in the process  | Regular Parent/employer-teacher meetings   | Reports of the meetings and feedback of the parents   |

## **Details of the Activities show in the table above**

- **Educational Activities**

Regular classes that use the Montessori (or similar methods) of teaching to engage the children in learning different subjects based on their level of learning or previous education. The three groups are based on the areas, not on the age. Most children who come in are either drop outs or have never been to school – the activities conducted keep this in mind. Yes, the children are recommended to nearby schools either private or if there are government schools – the parents are informed of the options.

- **Exposure visits**

Taking the children to places such as zoos, parks, historical monuments and other places of importance to supplement the teaching in the classes and give them exposure to this outside world. (This would be a new component)

- **Teacher Training**

Organising training or supporting the teachers to participate in trainings which will help improve their interaction, teaching and support to the children. (This would be a new component) Experts on various subjects will be invited to carry out the training.

- **Nutrition Support**

This component so far has not been included due to lack of funds. But it is an essential supplement that will help the teachers track the development of the physical aspect of the child. It will include providing one nutritious meal to the children and encourage them to eat healthy.

The children will be provided with supplementary nutritious food – Moong Dal, Channa, Milk & Fruit, Milk & Dates, Peanuts, Channa and Jaggery mixed, Shiro (of Sooji or Wheat), Vegetable Khichdi, Upma etc. Each child is given a 100 grams per day of any one of the above mentioned items.

- **Parent Meetings**

Involvement of the parents in the regular classes, visits and general learning of the child through regular meetings with the teachers. (This would be a new component)

Evaluation is done bi-annually, based on formats developed. Through informal activities and the teachers carry out some counselling, and meeting the parents to discuss cases where the child is dull, listless or not interested.

## Project Cost Break-up:

| Sr. No.      | Head of Expenses  | Quantity                     | Unit Price in USD | Total Amount in USD | Remarks  |
|--------------|---|------------------------------|-------------------|---------------------|--|
| <b>A</b>     | <b>Program Cost</b>   |                              |                   |                     |  |
| 1            | Space Rent (inclusive of maintenance, electricity etc.)               | 2 centres (Yearly)           | 91                | 2184                | This is for slums non formal classes   |
| 2            | Teaching Aids Material  | 500 book set (including bag) | 18                | 9000                |  |
| 3            | Teacher Salaries (4 hours work day, 6 days a week)                    | 5 Teachers (yearly)          | 984               | 4920                |  |
| 4            | Communication   | 2 centres                    | 9                 | 18                  |  |
| 5            | Travelling and Local Conveyance                                       | 2 centres                    | 27                | 648                 | House visits, community and parent meetings, bus passes, meeting with builders, school visit |
| 6            | Teacher Trainings- Resource person, space, resource materials, snacks | 2 Trainings (Yearly)         | 91                | 182                 | Refresher courses, new methodology, training activities                                      |
| 7            | Exposure Visit  | 4 visit                      | 95                | 380                 | 4 visits in the year to various places such as zoos, parks, historical monuments etc.        |
| 8            | Nutrition Support   | 500 children (Yearly)        | 1                 | 6000                | According to nutrition chart   |
| 9            | New Curriculum development  | 1 time                       | 910               | 910                 | Resource person, finalisation of curriculum  |
| 10           | Project Coordinator   | 1 person (Yearly)            | 182               | 2184                | Full-Time (182x12=2184)  |
| <b>B</b>     | <b>Administrative Cost</b>  |                              |                   |                     |  |
| 1            | Project Director  | 1 person (Yearly)            | 273               | 3276                | Part-Time (273x12 =3276)   |
| 2            | Documentation Officer   | 1 person (Yearly)            | 145               | 1740                | part-time (145x12=1740)  |
| <b>TOTAL</b> |   |                              |                   | <b>\$31,442</b>     |  |

**IWCWT will provide the following:**

- a) Proof of all expenses
- b) Fund utilisation statement certified by a Chartered Accountant

**Time Frame:**

| <b>S.No.</b> | <b>Task to be performed</b> | <b>Duration (in days)</b>                |
|--------------|-----------------------------|--|
| 1.           | Educational Activities      | 6 days a week                            |
| 2.           | Teacher Training – 2 days   | 1 training every 6 month in the year (2) |
| 3.           | Nutrition Support           | Everyday                                 |

**Scope for expansion:**

The project addresses an issue that is not restricted to Slums of Delhi, it affects many urban and rural areas across India. The program plans to scale up to 3 more spaces in the coming year. The approach of the program is not antagonistic, it tries to arrive at a practical and sustainable solution for the children.