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Street to School, Kolkata

Mid Term Review Report



(Helping People To Help Themselves)

Conducted by
RASTA
New Delhi



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PREFACE

Thousands of children live a vulnerable life on the streets of Kolkata. Any work for ensuring the fulfillment of their rights is worth praising. Rasta team is grateful to be associated with this programme through this mid-term review.

Rasta is grateful to Mr. Jatin Monder, SPM, West Bengal, Save the Children, India and other team members of the state team for providing this opportunity and contributing to the capacity building of the *Rasta Team and thereby the organization*. I would also like to thank Ms Sarmishta Das and Ms Mahasweta Biswas for facilitating the study. The review study provided *lot of insights and experiences which will stand good stead for further such studies*.

The organization is also thankful to Mr. Chitto and Ms. Sudhakshna, Programme Coordinators, Save the Children, India for their guidance at each stage. Their efficient coordination helped the review team in their visits to the centers.

Our sincere *gratitude* to the children, NGO partners, centre staff, school teachers, Head teachers, community members, police staff and employers who provided useful information and shared their experiences about the programme!

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Acronyms

- KMC - Kolkata Municipal Corporation
- DRCSC - Development Research Communication and Services Centre
- CG - Children's Group
- NCERT - National Council for Educational Research and Training
- RTE - Right to Education
- NIOS - National Institute of Open Schooling
- CWC - Child Welfare Committee
- JJB - Juvenile Justice Board
- NCPCR - National Commission for the Protection of Child Rights

Summary

Project Overview

In Kolkata¹, 7 bridge course centres are functional addressing the educational and protection rights of 256 street children across ward(s) number 57, 58, 29, 82 of the Kolkata Municipal Corporation. These centres have been established in collaboration with NGO partner- Development Resource and Services Centre. In Kolkata, the project is focused on rehabilitation of 300 children. The project aims to create an enabling social and policy environment in India wherein adequate measures ensure the prevention of vulnerable children from being forced on to the streets. The specific objectives of the project are:-

1. By August 2011, at least 90% of the 300 target street children in the age group of 6-18 in Kolkata have access to age-appropriate formal education and vocational opportunities.
2. By October (originally August) 2011, provisions for the rehabilitation of street children and early years education in urban slums are improved through sustained advocacy with the Government of India.

The stakeholders for the programme include schools, shop keepers, Police, Child Welfare Committees and Juvenile Justice Boards, employers, media, community-based organisations and the public to ensure that the rights of street children are upheld.

Methodology and Processes

The objective of the review was to evaluate implementation process and achievements of the project specially its outcome, effectiveness and sustainability. The review comprised of both primary data collection as well as reviewing progress reports shared by Save the Children, West Bengal Office. Seven questionnaires/pointers for FGD or observation schedule were prepared for the different stakeholders and the sample was selected.

Perspective of different stakeholders

Children

60% of the children selected for discussion were coming to the centre for more than a year. 50% learnt about the centre from the facilitator (centre teacher) and rest from friends and community organizer. 80% of them spend more than 3 hours daily at the centre. 93% children informed that they have been to an exposure visit. 73% participated in one or the other cultural programme at the centre. 70% children are part of a club or children group.

¹ Though the project is being implemented in Delhi and Kolkata, the present report is limited to the review of Kolkata Programme .

Only 26 % of them attended a training programme.

Parents/ Community Members

All the community members unanimously said that they want their children to go to the centre and they want this centre to continue. All the parents confirmed that they observed a behavior change in their children after the children started attending the centre.

NGO partner staff

All the staff members confirmed to have participated in one or more training programme. Migration of children and vocational training are among some of the major challenges for the centre staff.

Police

The police personnel admitted that they are aware of the programme and they also helped in enrolling one or more children to the centres. The centre staff visits the police station on a regular basis. The police staff also observed a positive change in the children after attending the centre.

Employers/Shopkeepers

Some of the employers/ shopkeepers agreed that they enrolled street children into the centre. Both the centre staff visits the employers / shopkeepers on a weekly basis. The employers agreed that there has been a difference in the behavior of children after the intervention. They all want the centres to continue.

Teachers/Principals

Teachers from the government schools confirmed that they enrolled children from the centre. They confirmed visiting the centre and participating in a meeting or a training programme. The partner NGO maintains a regular tracking of children mainstreamed to the formal schools. They informed that the centre staff visits the school on a monthly basis. They confirmed observing a difference in behavior and learning levels between the children admitted directly or children enrolled through the centre. The demonstration classes in the government schools were helpful in establishing a learner friendly environment in four government schools. The teachers and principals want the centre to continue.

Key Findings

As per the objectives, the following findings would help to identify the trends and understand the factors that have an impact on sustainability and *the strategies to be adopted to enhance these/the sustainability prospect.*

Efficiency and relevance

- Overall project delivery (outputs vs target)**

The initiative has so far reached to 456 children through 7 centres². It includes direct enrolment of 256 children and indirect coverage of 200 street/ slum children who live in the areas surrounding the centres and hear about the project from their peers. Since a lot of children are from families from neighboring states which they travel back to for long periods of time and therefore they drop out of school – a child tracking system has been developed and a tracking of all children is being done to ensure a follow up of each child. This is also helpful in reenrollment to the facilitation centre or into school. Three Seven children's groups were formed and strengthened through capacity building sessions carried out by the project staff. A community support system through community support groups is also developed around the centres.

Till date more than 500 children treated and supported with health services through health clinics being run in the centers. 12 health camps were organized across the KMC wards where around 150 children were supported with medicines. Referrals and checkups were also done for the larger community members especially women.

325 parents have been sensitized about the project activities through 21 meetings. In many instances, parents have been taking active participation by tracking children within the community and in the school.

Children received counseling and life skills training following the development of a life skills manual, helping them to adapt to mainstream school environments. The life skills manual developed for street and working children was field tested in six facilitation centres. The manual has now been finalized and is ready to be printed in Bengali. This skill set was based on two manuals and the BCC manual is based on the guidelines of the National Council of Education Research and Training (NCERT).

More than 50 children with problems of substance abuse received individual counseling services from a trained counselor. These children were also linked to the life skill sessions to better cope up with the situation.

205 children enrolled into nearby government schools. An up to date bridge course curriculum was developed for the learning centre children based on an existing manual which was being followed by some local NGOs. The curriculum was revised based on the age specific skill set. The curriculum is maintained as a manual which can be continuously updated.

16 children engaged in child labor (including working in motor garages, rag picking, loading and unloading materials from trucks) have stopped working and are attending school regularly. 22 children have reduced the hours they spend working

² Numbers taken from the documents shared by the WB state team

Till date, eight teachers from four government schools were trained on child friendly teaching methods and classroom management to promote a more inclusive learning environment for all children in government schools. The demonstration classes have made an impact on the teachers to make schools more inclusive.

A “Directory of Elementary Educational Infrastructures in 141 wards of Kolkata Municipal Corporation” has been published as a result of a mapping exercise carried out in collaboration with the Sarva Siksha Mission, Kolkata, contributing to the implementation of the Right to Education Act.

1,000 teachers and local authorities attended workshops on the Right to Education (RtE) and how it can be better implemented.

33 children provided with vocational training and 12 children, aged 14 years and above, have been supported to begin employment. Two children joined Beauty parlours following training and are earning Rupees 1500/- each (~£20). However, the vocational component remained a challenging area as the project was unable to identify adequate training opportunities for most of the children at institutional level.

Since most of these children are migrants from the neighboring states, they do not possess the required identity documents. Many children do not possess the birth certificate and this lead to denial of various entitlements. Hence, the age proof certificate was prepared for the children enrolled into the school and for others the centre staff has been facilitating the process of birth registration application process so that they can get other entitlements.

The national RTE forum³ meetings were used to highlight the issue of street children. 25,000 people were made aware of centres through community programmes – street plays, rallies, exhibitions etc. The project was able to file cases with the District Project Officer of Sarva Siksha Abhiyan and the matter has been looked into by the concerned official.

However, the public campaign could have been improved through more strategic planning and clearer messages, allowing it to influence more people.

Contributing to the advocacy objective, the Street to School project was featured in articles in the Times of India (circulation: 3.14 million), the Statesman (circulation: 170,000), and the Telegraph. Two articles published on the International day of Street Children in Ananda Bazaar Patrika and the Bengal Post (circulation: 1.27 million).

- **Quality of project management process**

The project is implemented with one partner NGO- Development Research Communication and Services Centre (DRCSC) and is managed by a Programme Coordinator in the West Bengal State Office. At the centre level, a facilitator manages the day to day activities with support from coordinator from partner NGO. There is a provision of monthly monitoring and meeting with the centre staff by the Programme Coordinator of Save the Children. The monitoring visits are

³ Right to Education forums have been set up at the National and State levels. Many events take place round the year to monitor the implementation of RTE Act and to demand amendments in the act.

also done by SC staff to all the centres. Though there are mutual visits by different centre staff, but it has to be made consistent to enhance the quality.

Effectiveness

- **Match between project intent and field strategies**

The strategy for children of 6 to 14 years of age has been successful as it resulted in providing education and protection to that age group and also mainstreaming them to the government school. However, as explained above, the overall advocacy strategy and specific strategy for children of 14 to 18 years of age needs serious and urgent attention.

Sustainability

Some of the children have been linked to the health schemes, birth registration also. During winters, the children and community members also accessed the shelters by the government. Hence, there is a large area left to be covered for leveraging the government schemes. Communities have engaged positively and been active in reporting cases of RTE violation during school admission. The key linkages need to be done for vocational training.

Recommendations

- The project has done well in terms of mainstreaming more than 65% children enrolled in the centres. However, a rigorous follow up strategy is to be put in place to ensure the regularity of all these children.
- The work in the community and outside the school was the focus so far. Now more focus needs to be given within school improvements.
- A study may be undertaken to understand the factors forcing children dropping out of government schools. This will be helpful addressing the specific requirements within school to ensure better retention of children after mainstreaming.
- The advocacy component of the project needs a reflection to reach more people and also to specifically target the key officials in the government. Advocacy forums need to be strengthened especially with the government.
- Generating evidences through case studies and documenting good practices and impact of the project is required which should lead to an advocacy document.
- More specific Information, Education and Communication (IEC) materials need to be developed to support the campaign activities.
- A study or survey may be conducted to identify more suitable vocational opportunities for children.
- There is a lot that team members of Save the Children in Delhi and West Bengal can share and learn from each other. Regular visits by both the programmes team are a pre condition of effective and informed implementation.
- More focused work with the police, JJB and CWC is required with respect to the sensitization for street children rights.
- Refresher training on child rights and documentation may be provided to teachers and program staff.
- The monthly and quarterly meetings may be made more effective and regular with set agenda and necessity based discussions.
- Better visibility of the programme with the government officials is required to get required support from them during and after the programme implementation.
- Involvement with the school in the formation of School Management Committee is essential for a successful programme. The effort should be to get some of the community members from the project areas into the SMCs.
- Sufficient follow-up visits to schools after the training programs to motivate and assist the teachers in using the skills learnt and material provided and to identify and address problems.
- Community support group is a crucial intervention at the community level. Training for key community people may be organized to strengthen the community centre aspect and ensure proper sustainability.

Chapter 1

Background

1.1 Project Overview

The Street to School⁴ Programme is being implemented both in Delhi and Kolkata by Save the Children along with its partners NGOs since November 2009. In Kolkata⁵, 7 bridge course centres are functional addressing the educational and protection rights of 256 street children across ward(s) number 57, 58, 29, 82, of the Kolkata Municipal Corporation. These centres have been established in collaboration with one NGO partner- Development Resource and Services Centre. In Kolkata, the project is focused on rehabilitation of 300 children.

Many street children now living in Kolkata, have migrated either with their families or on their own from the rural areas of West Bengal, Jharkhand and Orissa. The majority are without a family support system: and according to our 2003 study⁶, around 60% were single migrants with limited literacy. They worked for a minimum of 12 hours a day and received meagre wages which they could not send back home. Most children lived at their work sites (tea stalls, road side eateries, garages), on the pavement with poor sanitation and health facilities or in and around the railway platforms or bus stations with equally poor facilities. They had no definite meal timings, were physically and psychologically affected and had a higher tendency of becoming involved in activities like trafficking – drug peddling, gambling, pick-pocketing and other anti-social activities. The child labour rate in West Bengal is higher than the national average.⁷ Although the State Government statistics show a dramatic reduction in the number of out-of-school children aged 5 to 13, the drop-out rates remain phenomenally high, due partly to the very low retention of vulnerable and marginalised children in schools.

The project aims to create an enabling social and policy environment in India wherein adequate measures ensure the prevention of vulnerable children from being forced on to the streets. The specific objectives of the project are:-

1. By August 2011, at least 90% of the 300 target street children in the age group of 6-18 in Kolkata have access to age-appropriate formal education and vocational opportunities.
2. By October (originally August) 2011, provisions for the rehabilitation of street children

⁴ Street to School is a global programme of Aviva. The programme supports initiatives that help and encourage these children back into school or training programmes.

⁵ Though the project is being implemented in Delhi and Kolkata, the present report is limited to the review of Kolkata Programme .

⁶ In 2003, Save the Children in India conducted a study of street children in collaboration with the Centre for Social Development Research using a sample of 1,324 children in Kolkata and its suburbs.

⁷ The “State Plan of Action 2003,” by the West Bengal State Government shows that the state has a child labour rate of 4.4 per cent, higher than the national average of 4.2 per cent, The Hindu Business Line, 2003.

and early years education in urban slums are improved through sustained advocacy with the Government of India.

The direct and indirect coverage of the project is given below:

Nature of Coverage	Category of Target	Numbers
Direct	Street children (6-14)	300
	School Teachers	20
Sub-total (Direct)		
Indirect	School Children	3000
	Slum/street Children (6-14)	200
	School Teachers	20
	Parents (slums/settlements)	400
Sub-total (indirect)		
Grand Total		

Various stakeholders have been included during the project intervention. The main stakeholders are school principals and teachers, shop keepers, Police, Child Welfare Committees and Juvenile Justice Boards, employers, media, community-based organisations and the public to ensure that the rights of street children are upheld.

The project adopted a multi-pronged and multi-level strategy aimed at empowering children, raising awareness among parents and communities and activating Government and other duty-bearer agencies. The project carried out specific interventions with two distinct age-groups of children – 6-14 and 14-18 years including both prevention (with young children) and intervention/response components (older children).

Chapter 2

Methodology and Processes

2.1 Objective of the assessment

The objective of the review was to evaluate implementation process and achievements of the project specially its outcome, effectiveness and sustainability. Secondly, documenting lessons learnt and challenges was a priority of the review. Thirdly, it also looked upon the effectiveness of the advocacy initiatives taken by the project with the ‘Ministry of Women & Child Development, Ministry of Human Resources and Ministry of Labour’.

2.2 Data Collection

A multi-skilled team of professionals with experience in the relevant area and field research were deployed for undertaking the data collection process. The team comprised of Project Director, Project Coordinator and key Researchers. The core team included professionals with expertise in the fields of education, statistics, social development and evaluation. A one day discussion with the team and field investigators was organized to orient them on the tools of the study. The tools were improved with the feedback.

The review process comprised of analysis of secondary literatures and primary survey involving qualitative techniques.

Step-1 Secondary literature review: secondary resources, documents like proposal, Logframe, project reports (training reports, quarterly reports etc) were reviewed and referred.

Step-2 Primary data collection included the following:

- Focus group discussion with different children groups (slum children and street children).
- Discussion with different stakeholders like employers, police
- Discussion with NGO workers, teachers

Mainly the following methods were used to conduct the discussion and collect the data from the various groups:

- Focused group discussions (FGD)
- Structured and semi structured Interviews
- Observation of the Centres and its activities
- Review of Records
- Review of Reports and Documents

The following table depicts the sample of children who have been involved in the review process. The sampling was done taking into consideration the total reach out of children through direct intervention of the project. The selection of categories of stakeholders was done considering their active involvement in project implementation. The tools used for this qualitative survey are pointers for FGDs, structured and semi structured interview schedules for In-depth Interviews.

Methodology used	Categories of stakeholders	Numbers
FGD	Children	30 (10 Working , 10 Non working & 10 Mainstreamed children)
FGD	Parents	4
IDI	School Teacher	2
IDI	Police Personnel	1
IDI	Employer	4
IDI	Project Co-ordinator	4
IDI	Facilitator at the learning centres	2
	Total	47

2.3 Limitations if any

- The study is mainly qualitative in nature with quantitative information supplemented as necessary.

Chapter 3

Perspective of different stakeholders

3.1 Target group- slum children, street children, community

Children

- 60% of the children selected for discussion were coming to the centre for more than a year.
- 50% learnt about the centre from the facilitator (centre teacher) and rest from friends and community organizer.
- 80% of them spend more than 3 hours daily at the centre.
- All 100% of the children and their parents liked to come to the centre.
- 93% children informed that they have been to an exposure visit.
- On being asked what they like about the centre, the children listed the following things: Dancing, Playing, Eating, Reading, indoor games, Teacher's Behaviour, Atmosphere of Centre, Dance, Exposure, Watching TV, Studying Playing in Group, Studying, Football, Carom Board and TLM.
- 73% participated in one or the other cultural programme at the centre.
- 70% children are part of a club or children group.
- Only 26 % of them attended a training programme. This was mainly a workshop on child rights or an event on child rights.
- The daily challenges of children include employer, some shopkeepers and Police threatening. They feel confident that centre staff helps them in addressing these challenges.
- 96% children said that they want these centres to continue.

The tables provide additional details for each question.

Place * How long have you been coming to the centre? Crosstabulation						
% within Place		How long have you been coming to the centre?				
Place	Canel West Road	3 months	6 months	1 year	Total	100.0%
		20.0%	40.0%	40.0%		
	Hatgachia	5.0%	25.0%	70.0%	100.0%	
Total		10.0%	30.0%	60.0%	100.0%	

Place * How did you learn about the centre? Crosstabulation						
% within Place		How did you learn about the centre?				
Place	Canel West Road	Parents	Facilitator	Friend	Total	100.0%
		10.0%	80.0%	10.0%		

	Hatgachia	15.0%	35.0%	50.0%	100.0%
Total		13.3%	50.0%	36.7%	100.0%

Place * How much time do you spend in the centre on a daily basis? Crosstabulation					
% within Place					
		How much time do you spend in the centre on a daily basis?			Total
		1 hour	2 hours	3 hours	
Place	Canel West Road	0.0%	0.0%	100.0%	100.0%
	Hatgachia	10.0%	20.0%	70.0%	100.0%
Total		6.7%	13.3%	80.0%	100.0%

Place * Do your parents like you to come to the centre? Crosstabulation					
% within Place					
		Do your parents like you to come to the centre?			
			Yes	Total	
Place	Canel West Road	100.0%		100.0%	
	Hatgachia	100.0%		100.0%	
Total		100.0%		100.0%	

Place * What kind of work ar you involved in when you are not in the centre? Crosstabulation						
% within Place						
		What kind of work are you involved in when you are not in the centre?				Total
		Picking garbage	Playing with friends	working with employer	any other	
Place	Canel West Road	0.0%	50.0%	20.0%	30.0%	100.0%
	Hatgachia	15.0%	30.0%	10.0%	45.0%	100.0%
Total		10.0%	36.7%	13.3%	40.0%	100.0%

Place * Have you ever been to an exposure visit? Crosstabulation					
% within Place					

		Have you ever been to an exposure visit?		Total
		Yes	No	
Place	Canel West Road	90.0%	10.0%	100.0%
	Hatgachia	95.0%	5.0%	100.0%
Total		93.3%	6.7%	100.0%

Place * Have you ever participated in a cultural program or event celebration? Crosstabulation				
% within Place				
		Have you ever participated in a cultural program or event celebration?		Total
		Yes	No	
Place	Canel West Road	50.0%	50.0%	100.0%
	Hatgachia	85.0%	15.0%	100.0%
Total		73.3%	26.7%	100.0%

Place * Are you part of any children group? Crosstabulation				
% within Place				
		Are you part of any children group?		Total
		Yes	No	
Place	Canel West Road	70.0%	30.0%	100.0%
	Hatgachia	70.0%	30.0%	100.0%
Total		70.0%	30.0%	100.0%

Place * Have you attended any training program? Crosstabulation				
% within Place				
		Have you attended any training program?		Total
		Yes	No	
Place	Canel West Road	0.0%	100.0%	100.0%
	Hatgachia	40.0%	60.0%	100.0%
Total		26.7%	73.3%	100.0%

Place * What kind of challenges you face on a daily basis? Do you think centre staff can help you addressing your challenges? Crosstabulation				
% within Place				
		What kind of challenges you face on a daily basis? Do you think centre staff can help you addressing your challenges?		Total
Place	Canel West Road	Yes	No	
	Hatgachia	25.0%	75.0%	100.0%
Total		40.0%	60.0%	100.0%

Place * Do you want this centre to continue? Crosstabulation				
% within Place				
		Do you want this centre to continue?		Total
Place	Canel West Road	Yes	No	
	Hatgachia	95.0%	5.0%	100.0%
Total		96.7%	3.3%	100.0%

Place * Do you get any kind of service from the government like health Crosstabulation				
% within Place				
		Do you get any kind of service from the government like health		Total
Place	Canel West Road	Yes	No	
	Hatgachia	95.0%	5.0%	100.0%
Total		96.7%	3.3%	100.0%

Parents/ Community Members

- All the community members unanimously said that they want their children to go to the

centre and they want this centre to continue as they observed a change in the learning habits and overall behavior of their children.

- All 100% said that they visit the centre on a monthly basis for meeting and on a regular basis to drop and pick up children.
- The community members confirmed meeting the centre staff on a weekly (Gias Street) and fortnightly basis (Nutanpara) in the community.
- Only 25% said that they attended a training programme.
- All the parents confirmed that they observed a behavior change in their children after the children started attending the centre.

The tables provide additional details for each question.

Place * Do your children go to the centre? Crosstabulation			
% within Place			
		Do your children go to the centre?	Total
Place	Gias Street	Yes	
	Natunpara	100.0%	100.0%
Total		100.0%	100.0%

Place * How did you learn about the centre? Through... Crosstabulation			
% within Place			
		How did you learn about the centre?	Total
Place	Gias Street	Through...	
	Natunpara	Facilitator	100.0%
Total			100.0%

Place * How often do you visit the centre? Crosstabulation			
% within Place			
		How often do you visit the centre?	Total
Place	Gias Street	Monthly	
	Natunpara	100.0%	100.0%
Total		100.0%	100.0%

Place * How often the centre staff members meet you in the community? Crosstabulation

% within Place

		How often the centre staff members meet you in the community?		Total
Place	Gias Street	Weekly	15 Days	
Natunpara		100.0%	0.0%	100.0%
Total		25.0%	75.0%	100.0%

Place * Have you ever attended a PTA meeting either in the community or in the centre? Crosstabulation

% within Place

		Have you ever attended a PTA meeting either in the community or in the centre?	Total
Place	Gias Street	Yes	
Natunpara		100.0%	100.0%
Total		100.0%	100.0%

Place * What do you like about the centre the most?

Crosstabulation

% within Place

		What do you like about the centre the most?		Total
Place	Gias Street	Good Facilitator	Teaching Methods	
Natunpara		0.0%	100.0%	100.0%
Total		50.0%	50.0%	100.0%

Place * Have you ever attended a cultural programme or event celebration by the centre children? Crosstabulation

% within Place

		Have you ever attended a cultural programme or event celebration by the centre children?		Total
		Yes	No	
Place	Gias Street	0.0%	100.0%	100.0%
	Natunpara	100.0%	0.0%	100.0%
Total		25.0%	75.0%	100.0%

Place * Have you attended any training programme? Crosstabulation				
% within Place				
		Have you attended any training programme?		Total
		Yes	No	
Place	Gias Street	0.0%	100.0%	100.0%
	Natunpara	100.0%	0.0%	100.0%
Total		25.0%	75.0%	100.0%

Place * Do you think centre staff helps you in addressing your challenges? Crosstabulation				
% within Place				
		Do you think centre staff helps you in addressing your challenges?		Total
		Yes		
Place	Gias Street		100.0%	100.0%
	Natunpara		100.0%	100.0%
Total			100.0%	100.0%

Place * Do you want this centre to continue? Crosstabulation				
% within Place				
		Do you want this centre to continue?		Total
		Yes		
Place	Gias Street		100.0%	100.0%
	Natunpara		100.0%	100.0%
Total			100.0%	100.0%

Place * Do you get any kind of service from the government, like health, nutrition etc. Crosstabulation				
% within Place				
		Do you get any kind of service from the government, like health, nutrition etc.		Total
Place	Gias Street	Yes	No	
	Natunpara	100.0%	0.0%	100.0%
Total		25.0%	75.0%	100.0%

Place * Do you see any improvement in your child after attending the centre? Crosstabulation				
% within Place				
		Do you see any improvement in your child after attending the centre?		Total
Place	Gias Street	Yes		
	Natunpara		100.0%	100.0%
Total			100.0%	100.0%

3.2 NGO Partners Staff and Govt. officials

NGO partner staff

- 50% of the NGO staff members have been working with the programme for more than a year.
- 75% of the staff said to have conducted a survey to identify children. The centre staff confirmed to visit the community areas regularly to identify and enroll a child in the centre.
- All 100% of the staff members confirmed to have participated in one or more training programme.
- Migration of children and vocational training are among some of the major challenges for the centre staff.
- 75% of the staff member said that they are dealing with children in to substance abuse in the centres.

The tables provide additional details for each question.

Place * How long have you been working with the program? Crosstabulation				
% within Place				
		How long have you been working with the program?		Total
		3 Months	More than 1 Year	
Place	Bosepukur	50.0%	50.0%	100.0%
Total		50.0%	50.0%	100.0%

Place * How do you identify and enroll children in the centre? Crosstabulation				
% within Place				
		How do you identify and enroll children in the centre?		Total
		Survey	Door to Door	
Place	Bosepukur	75.0%	25.0%	100.0%
Total		75.0%	25.0%	100.0%

Place * Have you ever participated in a meeting or training program? Crosstabulation				
% within Place				
		Have you ever participated in a meeting or training program?		Total
		Yes		
Place	Bosepukur		100.0%	100.0%
Total			100.0%	100.0%

Place * Do you see any difference between the children attending the centre and children who are not attending the centre? Crosstabulation				
% within Place				
		Do you see any difference between the children attending the centre and children who are not attending the centre?		Total
		Yes		
Place	Bosepukur		100.0%	100.0%
Total			100.0%	100.0%

Place * Do you want this centre to continue? Crosstabulation				
% within Place				
		Do you want this centre to continue?		Total
		Do you want this centre to continue?		

		Yes	
Place	Bosepukur	100.0%	100.0%
Total		100.0%	100.0%

Place * Are you dealing with any drug using child in your centre? Crosstabulation			
% within Place			
		Are you dealing with any drug using child in your centre?	
		Yes	No
Place	Bosepukur	75.0%	25.0%
Total		75.0%	25.0%

Police

- The police personnel admitted that they are aware of the programme and they also helped in enrolling one or more children to the centres.
- They learnt about the centre from the facilitators.
- Some of them have visited the centres.
- None of the police officials confirmed to have attended one or more training programme.
- The centre staff visits the police station on a monthly basis.
- The police staff also observed a positive change in the children after attending the centre. They agreed that centre staff is helpful in addressing the challenges of street children.

The tables provide additional details for each question.

Place * Have you ever taken a child to the centre? Crosstabulation			
% within Place			
		Have you ever taken a child to the centre?	
		No	Total
Place	Science City	100.0%	100.0%
Total		100.0%	100.0%

Place * How did you learn about the centre? Through Crosstabulation			
% within Place			
		How did you learn about the centre? Through	
		Teacher/Social Worker	Total

Place	Science City	100.0%	100.0%
Total		100.0%	100.0%

Place * Have you ever visited the centre? Crosstabulation			
% within Place			
		Have you ever visited the centre?	Total
		Yes	
Place	Science City	100.0%	100.0%
Total		100.0%	100.0%

Place * Have you ever participated in a meeting or training program? Crosstabulation			
% within Place			
		Have you ever participated in a meeting or training program?	Total
		No	
Place	Science City	100.0%	100.0%
Total		100.0%	100.0%

Place * How often the centre staff members visit the police station? Crosstabulation			
% within Place			
		How often the centre staff members visit the police station?	Total
		Monthly	
Place	Science City	100.0%	100.0%
Total		100.0%	100.0%

Place * Do you see any difference between the children attending the centre and children who are not attending the same? Crosstabulation			
% within Place			
		Do you see any difference between the children attending the centre and children who are not attending the same?	Total
		No	
Place	Science City	100.0%	100.0%
Total		100.0%	100.0%

Place * What kind of challenges you think street children face on a daily basis? Do you think centre staff helps them in addressing challenges? Crosstabulation

% within Place

		What kind of challenges you think street children face on a daily basis? Do you think centre staff helps them in addressing challenges?	Total
Place	Science City		
Total		100.0%	100.0%
		100.0%	100.0%

Place * Do you want this centre to continue? Crosstabulation

% within Place

		Do you want this centre to continue?	Total
Place	Science City		
Total		100.0%	100.0%
		100.0%	100.0%

3.3 Employers/Shopkeepers/ School

Employers/Shopkeepers

- 75% of the employers/ shopkeepers agreed that they enrolled street children into the centre.
- They learnt about the centre through the facilitator and through observation.
- All 100% confirmed to have visited the centres once or more.
- 50% of them have participated in the training programme on child rights and laws related to child labour.
- Both the centre staff visits the employers / shopkeepers on a weekly basis.
- All 100% employers agreed that there has been a difference in the behavior of children after the intervention.
- All 100% employers want the centres to continue.
- None of them has ever seen a newsletter about the centre.

The tables provide additional details for each question.

Place * Have you ever taken a child to the centre? Crosstabulation

% within Place

	Have you ever taken a child to the centre?	Total

		Yes	No	
Place	Hatgachia	75.0%	25.0%	100.0%
Total		75.0%	25.0%	100.0%

Place * Have you ever visited the centre? Crosstabulation				
% within Place				
		Have you ever visited the centre?		
		Yes	Total	
Place	Hatgachia	100.0%		100.0%
Total		100.0%		100.0%

Place * Have you ever participated in a meeting or training program organize by centre? Crosstabulation				
% within Place				
		Have you ever participated in a meeting or training program organize by centre?		
		Yes	No	Total
Place	Hatgachia	50.0%	50.0%	100.0%
Total		50.0%	50.0%	100.0%

Place * Do you see any difference between the children attending the centre and children who are not attending the same? Crosstabulation				
% within Place				
		Do you see any difference between the children attending the centre and children who are not attending the same?		
		Yes	Total	
Place	Hatgachia	100.0%		100.0%
Total		100.0%		100.0%

Place * Do you think centre staff helps in addressing challenges? Crosstabulation				
% within Place				
		Do you think centre staff helps in addressing challenges?		
		Yes	Total	
Place	Hatgachia	100.0%		100.0%
Total		100.0%		100.0%

Place * Do you want this centre to continue? Crosstabulation			
% within Place			
		Do you want this centre to continue?	Total
		Yes	
Place	Hatgachia	100.0%	100.0%
Total		100.0%	100.0%

Place * Have you ever seen a newsletter about the program? Crosstabulation			
% within Place			
		Have you ever seen a newsletter about the program?	Total
		No	
Place	Hatgachia	100.0%	100.0%
Total		100.0%	100.0%

Teachers/Principals

- 100% teachers from the government schools confirmed that they enrolled children from the centre.
- None of the teachers has ever visited the centres.
- 50% of the teachers participated in a meeting but never in a training programme.
- 100% teachers informed that the centre staff visits the school on a monthly basis.
- 100% teachers agreed observing a difference in behavior and learning levels between the children admitted directly or children enrolled through the centre.
- 100% teachers and principals want the centre to continue.

The tables provide additional details for each question.

School * Do you get children mainstreamed from the centre? Crosstabulation			
% within School			
		Do you get children mainstreamed from the centre?	Total
		Yes	
School	Shastri Harijan Vidyamandir	100.0%	100.0%
	KMCP	100.0%	100.0%
Total		100.0%	100.0%

School * How did you learn about the centre? Crosstabulation				
% within School		How did you learn about the centre?		Total
School		Child	Social Worker	
Shastri Harijan Vidyamandir		0.0%	100.0%	100.0%
KMCP		50.0%	50.0%	100.0%
Total		25.0%	75.0%	100.0%

School * Have you ever visited the centre? Crosstabulation				
% within School		Have you ever visited the centre?		Total
School		No	Yes	
Shastri Harijan Vidyamandir		100.0%	0.0%	100.0%
KMCP		100.0%	0.0%	100.0%
Total		100.0%	0.0%	100.0%

School * Have you ever participated in a meeting at the centre/office/school? Crosstabulation				
% within School		Have you ever participated in a meeting at the centre/office/school?		Total
School		Yes	No	
Shastri Harijan Vidyamandir		50.0%	50.0%	100.0%
KMCP		50.0%	50.0%	100.0%
Total		50.0%	50.0%	100.0%

School * Have you ever participated in a training program? Crosstabulation				
% within School		Have you ever participated in a training program?		Total
School		No	Yes	
Shastri Harijan Vidyamandir		100.0%	0.0%	100.0%
KMCP		100.0%	0.0%	100.0%

School * Have you ever participated in a training program? Crosstabulation			
% within School			
		Have you ever participated in a training program?	
		No	Total
School	Shastri Harijan Vidyamandir	100.0%	100.0%
	KMCP	100.0%	100.0%
Total		100.0%	100.0%

School * How often the centre staff members visit the school? Crosstabulation			
% within School			
		How often the centre staff members visit the school?	
		Monthly	Total
School	Shastri Harijan Vidyamandir	100.0%	100.0%
	KMCP	100.0%	100.0%
Total		100.0%	100.0%

School * Do you seen any difference between the children admitted directly or children enrolled through the centre? Crosstabulation			
% within School			
		Do you seen any difference between the children admitted directly or children enrolled through the centre?	
		Yes	Total
School	Shastri Harijan Vidyamandir	100.0%	100.0%
	KMCP	100.0%	100.0%
Total		100.0%	100.0%

School * Do you think we both(centre and school) can helps them in addressing those challenges? Crosstabulation			
% within School			

		Do you think we both(centre and school) can helps them in addressing those challenges?	Total
School	Shastri Harijan Vidyamandir	100.0%	100.0%
	KMCP	100.0%	100.0%
Total		100.0%	100.0%

School * Do you want this centre to continue? Crosstabulation			
% within School			
		Do you want this centre to continue?	Total
School	Shastri Harijan Vidyamandir		
	KMCP		
Total		100.0%	100.0%

Chapter 4

Key Findings

As per the objectives, the following findings would help to identify the trends and understand the factors that have an impact on sustainability and the strategies to be adopted to enhance these/*the sustainability prospect*.

4.1 Efficiency and relevance

- Overall project delivery (outputs vs target)

OUTPUT 1.1: 90% of 300 street children have gained access to a safe and child-friendly space by end of August 2011

The initiative has so far reached to 456 children through 7 centres⁸. It includes direct enrolment of 256 children and indirect coverage of 200 street/ slum children who live in the areas surrounding the centres and hear about the project from their peers. Most of these children work/live on the street but return to slums to sleep in the night. The centres have been opened within the communities in the spaces provided by the community itself. Most of the places have the local sports club as the place for running the centres.

A survey of street and working children was undertaken across 50 Wards in Kolkata. This survey mainly covered working children who were visible working in roadside establishments. The report has not yet been finalised for wider sharing and is in the process of being reviewed.

Since a lot of children are from families from neighbouring states which they travel back to for long periods of time and therefore they drop out of school – A child tracking system has been developed and a tracking of all the children is being done to ensure an effective follow up. This tracking is also helpful for the reenrollment of children once they return to the facilitation centre or are re-enrolled into school. A detailed information is also maintained for all children enrolled or mainstreamed from the centres.

Three children's groups were formed till date against the target of seven groups and strengthened through capacity building sessions carried out by the project staff. Children were also provided different skills to express themselves. A community support system through community support groups is also developed around the centres.

Till date 500 children treated and supported with health services through health clinics being run in the centres. More than 12 health camps were organized across the KMC wards where 150 children were supported with medicines. Referrals and checkups were also done for the larger community members especially women. Awareness was raised on prevention of common diseases with focus on community health & hygiene. During monsoon, many

⁸ Numbers taken from the documents shared by the WB state team

children living in the slums are susceptible to diarrhoea and skin diseases therefore doctor visits were conducted on basic health and hygiene practices and 130 children with various medical complaints, including skin diseases, diarrhoea and respiratory infections, were treated with medicines or referred to hospitals. Children are more aware of good health and sanitation practices, including washing, brushing teeth, combing their ward and dressing neatly.

The centres were equipped with sufficient teaching learning materials procured regularly as per the need. The innovative Teaching Learning Materials, designed according to age specific skills sets, resulted in improved learning among children and ensured that children were ready for school before being enrolled.

325 parents have been sensitized about the project activities through 21 meetings. The meetings were conducted with parents and adult groups on various child rights issues. In many instances, parents have been taking active participation by tracking children within the community and in the school.

OUTPUT 1.2: 90% of 300 street children have acquired life skills by end of December 2010

Children received counseling and life skills training following the development of a life skills manual, helping them to adapt to mainstream school environments, family and social environments. The life skills manual developed for street and working children was field tested in six facilitation centres. The manual has now been finalized and is ready to be printed in Bengali. Life skills training sessions in the facilitation centre impacted positively on behaviour change among children both within the centre and in school. Theatre for Development helped children to articulate their issues in the community through performances focusing on community sensitisation and awareness raising events. A five day theatre workshop was organised for a group of 38 children from the facilitation centres. Children also developed various street plays and one of the plays was shown by the children during the International Day of Street Children celebrations on the 12th of April, 2011. Children also received counseling and classroom teaching to prepare them for school, children also took part in a sports day including 170 children from across the centres. There has been a notable change in children's behavior, regularity and attentiveness and communication skills.

More than 50 children with problems of substance abuse received individual counselling services from a trained counsellor. Many of them have stopped consuming alcohol and tobacco. 20 children have so far been supported out of various forms of addiction. Two girls in need of care and protection were referred to the District level Child Welfare Committee and have now been placed in homes run by local NGOs.

OUTPUT 1.3: 75% of all identified street children under the age of 14 successfully enrolled in formal schools through bridge courses by June 2011.

205 children enrolled into nearby four government schools. An up to date bridge course curriculum was developed for the learning centre children based on an existing manual which was being followed by some local NGOs. The curriculum was revised based on the age specific skill set. The curriculum is maintained as a manual which can be continuously updated. Age

specific skill set developed to improve enrolment into government schools and helping with progressive learning and improved performance of children. (The age specific skill set indicates the set of skills that a child of a particular age group should have. This skill set was based on the guidelines of the National Council of Education Research and Training (NCERT.)

There were at least 50 mainstreamed children who reported irregular attendance in school for various reasons, ranging from corporal punishment through to their inability to cope with the school environment. 36 children dropped out of school in the last few months of the project (a few have migrated out of the city).

Centre facilitators continue to track the progress of children enrolled in government schools. Four project staff and 7 centre facilitators were trained on running life skills training themselves for the children visiting the centres.

16 children engaged in child labour (including working in motor garages, rag picking, loading and unloading materials from trucks) have stopped working and are attending school regularly. 19 children involved in rag picking have reported reduced working hours and three children involved in loading and unloading materials from trucks have reported reduced working days and hours.

22 children have reduced the hours they spend working. Staff now has the necessary skills to provide children visiting 7 centres with life skills and basic teaching to prepare them for re-enrolling into mainstream schools.

OUTPUT 1.4: 20 teachers from 10 Municipal schools in Kolkata acquire inclusive teaching learning skills with a focus on catering to the diverse needs of children including street children by October 2011

Eight teachers from four government schools were trained on child friendly teaching methods and classroom management to promote a more inclusive learning environment for all children in government schools. Five teachers participated in a workshop to discuss the establishment of a child-friendly space in their schools and two schools have agreed to provide the space for the project. Altogether 22 staff from partner organizations DRCSC has been trained to date on child development, child rights, Right to Education, innovative strategies of teaching learning etc.

Till date, eight teachers from four government schools were trained on child friendly teaching methods and classroom management to promote a more inclusive learning environment for all children in government schools. The demonstration classes have made an impact on the teachers to make schools more inclusive. An assessment was conducted on the learning levels of about 50 children in class V in one of the schools, and measured the results against the baseline, which was taken in March 2011. A significant improvement in the pupils' performance and interest level was noted due to innovative techniques being used in teaching children. 65-70% children have improved in maths and more than 70% children showed improved performance in Bengali language. The children also showed improved behaviour in the classroom and slow learners were able to grasp things faster due to group exercises and learning processes aimed at helping them.

Additionally, a class library has been set up with books and other teaching learning materials for the class and children are regularly displaying their work on the display board. This approach has been warmly received by the head teachers of these schools and they have now asked to train more teachers within their schools on these methods. The NGO partner, DRCSC, has now shared a report on the intervention with around 500 institutions and individuals working in the field of education.

Events like education fairs were also organized at Paschim Chowbaga government school, where the project demonstrated methods of activity and skill based learning to the teachers and around 200 students. The school is now interested in broadening the methods learned to be used in their regular classes.

A “Directory of Elementary Educational Infrastructures in 141 wards of Kolkata Municipal Corporation” has been published as a result of a mapping exercise carried out in collaboration with the Sarva Siksha Mission, Kolkata, contributing to the implementation of the Right to Education Act.

1,000 teachers and local authorities attended workshops on the Right to Education (RtE) and how it can be better implemented.

OUTPUT 1.5: 90% of all identified street children in the 14-18 age group complete one market-oriented vocational course by August 2011

33 children provided with vocational training and 12 children, aged 14 years and above, have been supported to begin employment. Children involved in rag picking and working in leather units received vocational training on making handmade paper products. The training was provided by SENATE, an institution providing training for entrepreneurship in Kolkata. Efforts were made to link all children who have received vocational training with local markets so that they can sell their products or find safe work. Two children joined Beauty parlours following training and are earning Rupees 1500/- each (~£20). Both the girls are in their probation period and the parlour owners have promised increased pay based on their performance. The training institute carrying out the paper product training identified three children as highly skilled and plans to take them on in their own team after a month-long advanced training course.

However, the vocational component remained a challenging area as the project was unable to identify adequate training opportunities for most of the children at institutional level. The institutions required a minimum academic qualification level which the children did not have. Therefore the project looked for other, more appropriate, options, such as beautician training, and organised training on making of paper products, which was run by a professional trainer. The market linkages were not as fruitful as hoped due to the greater than anticipated time required to develop these. In a few cases, children were unwilling to enter into long term courses as it affected their income source and the project did not have an inbuilt stipend system. The project therefore had to look for short term alternatives. Meanwhile, a link has been discovered to some local NGOs running skills training for street and working children and the plan is to incorporate learning from their experiences, and adapt according to any best practices they share in this area.

OUTPUT 1.6: 75% of all identified street children without birth records are registered by August 2011.

Since most of these children are migrants from the neighboring states, they do not possess the required identity documents. The age proof certificate was prepared for the children enrolled into the school and for others the centre staff has been facilitating the process of birth registration application process so that they can get other entitlements.

OUTPUT 3.1: By august 2011, an Advocacy Group on Street and Working Children in Kolkata is formed

The national RTE⁹ forum meetings were used to highlight the issue of street children. 25,000 people were made aware of centres through community programmes – street plays, rallies, exhibitions etc. The project was able to file cases with the District Project Officer of Sarva Siksha Abhiyan and the matter has been looked into by the concerned official. Project staff collected evidence on cases of violation of the Right to Education Act and presented the same in the Public hearing on the Right to Education Act held in October 2011 in Kolkata, chaired by the National Commission for the Protection of Child Rights. Two petitions have been presented so far on the issues facing street children to two Ward Councillors in the run up to the Municipal elections.

1,004 school authorities, teachers and members of teachers' unions have attended meetings and workshops where they have learnt about the Right to Education Act. The workshops were an important platform for teachers to voice their doubts and concerns relating to the Act. To raise community level sensitisation on child rights issues and issues affecting children and their rights a Sishu Mela (Education fair) was also organized by the partner where in 50 children participated and displayed stalls on macramé, TLM's, interactive materials on Child Rights etc. The event instilled a new sense of confidence and belonging among these children. Communities have engaged positively and been active in reporting cases of RtE violation during school admission. A sports event was conducted in the month of February 2012.

However, the public campaign could have been improved through more strategic planning and clearer messages, allowing it to influence more people.

OUTPUT 3.2: By August 2011, the key ministries improve and increase provisions in their programme documents for street children and early year's education in urban slums.

The Street to School project was featured in articles in the Times of India (circulation: 3.14 million), the Statesman (circulation: 170,000), and the Telegraph. Two articles published on the International day of Street Children in Ananda Bazaar Patrika and the Bengal Post (circulation: 1.27 million). Project staff and children participated in an event called 'AMRA CHAI' or 'WE DEMAND' which was organised to provide underprivileged children a platform to interact with the media, share their experiences and make their demands heard. Firdaus from

⁹ Right to Education forums have been set up at the National and State levels. Many events take place round the year to monitor the implementation of RTE Act and to demand amendments in the act.

one of the centres took part in a panel discussion, sharing his views on ‘how I want to study, what I want to study’. He also gave interviews to Power FM and Red FM radio stations.

- **Quality of project management process**

The project is implemented with one NGO and is managed by a Programme Coordinator in the West Bengal State Office. At the centre level, a facilitator manages the day to day activities with support from coordinator from partner NGO. There is a provision of monthly monitoring and meeting with the centre staff by the Programme Coordinator of Save the Children. The monitoring visits are also done by SC staff to all the centres.

Though there are mutual visits by different centre staff, but it has to be made consistent to enhance the quality. The monthly review meeting is done but not on regular basis. It will be good for all the centre staff to have a joint monthly meeting regularly. The documentation at the partner’s level is to be improved in terms of centre staff level reporting and case studies.

4.2 Effectiveness

- **Match between project intent and field strategies**

From the outset, the project adopted a multi-pronged and multi-level strategy aimed at empowering children, raising awareness among parents and communities and activating Government and other duty-bearer agencies. The project carried out specific interventions with two distinct age-groups of children – between 6-14 and 14-18 years with both prevention (with young children) and intervention/response components (older children) strategies. The strategy for 6-14 has been successful as it resulted in provided immediate education and protection to that age group and also mainstreaming them to the government school. However, as explained above, the overall advocacy strategy and specific strategy for 14-18 needs serious and urgent attention. Headmasters and teachers in all the schools felt that the intervention has added value in terms of enhancing children’s reading ability, improving schools’ learning environments, inspiring more children to read, and encouraging children to come to school. Not a single case of discrimination was reported in any of the centre.

4.3 Sustainability

- **Leverage of Government support and schemes**

The main support has been seen in terms of mainstreaming children to the nearby government School. Hence, support from education department can be established. Some of the children have been linked to the health schemes, birth registration also. During winters, the children and community members also accessed the shelters by the government. Hence, there is a large area left to be covered for leveraging the government schemes.

- **Enhance community support and prepared the child groups as change agents**

Well sensitised and motivated parent groups provided good support to the project. At least one parent group started monitoring the regularity with which the children were attending the centres and also attending school. Communities have engaged positively and been active

in reporting cases of RtE violation during school admission. The project was able to file cases with the District Project Officer of Sarva Siksha Abhiyan and the matter has been looked into by the concerned official.

- **Potential linkages and network with Govt and other like-minded agencies**

The key linkages need to be done for vocational training. The linkages have been done so for with the education, health, police, employers, trades association and CWC.

Chapter 5

Recommendations

- The project has done well in terms of mainstreaming more than 65% children enrolled in the centres. However, a rigorous follow up strategy is to be put in place to ensure the regularity of all these children.
- The work in the community and outside the school was the focus so far. Now more focus needs to be given within school improvements through regular training for teachers.
- The teachers and principal may be taken to visit some of the centre as none of them has ever visited any centre.
- A study may be undertaken to understand the factors forcing children dropping out of government schools. This will be helpful addressing the specific requirements within school to ensure better retention of children after mainstreaming.
- The advocacy component of the project needs a reflection to reach more people and also to specifically target the key officials in the government. Advocacy forums need to be strengthened especially with the government.
- Generating evidences through case studies and documenting good practices and impact of the project is required which should lead to an advocacy document.
- More specific Information, Education and Communication (IEC) materials need to be developed to support the campaign activities.
- A study or survey may be conducted to identify more suitable vocational opportunities for children.
- There is a lot that team members of Save the Children in Delhi and West Bengal can share and learn from each other. Regular visits by both the programmes team are a pre condition of effective and informed implementation.
- More focused work with the police, JJB and CWC is required with respect to the sensitization for street children rights.
- Refresher training on child rights and documentation may be provided to teachers and program staff.
- The monthly and quarterly meetings may be made more effective and regular with set agenda and necessity based discussions.
- Better visibility of the programme with the government officials is required to get required support from them during and after the programme implementation.
- Involvement with the school in the formation of School Management Committee is essential for a successful programme. The effort should be to get some of the community members from the project areas into the SMCs.

- Sufficient follow-up visits to schools after the training programs to motivate and assist the teachers in using the skills learnt and material provided and to identify and address problems.
- Community support group is a crucial intervention at the community level. Training for key community people may be organized to strengthen the community centre aspect and ensure proper sustainability.

ANNEXURES

Terms of Reference for Project Evaluation DRAFT TERMS OF REFERENCE

Street to School

Background

The Street to school project funded by Aviva aims to 'create an enabling social and policy environment in India wherein adequate measures ensure the prevention of vulnerable children from being forced on to the streets.' The project is being implemented in two states, Delhi and Kolkata. The project was started in the city of Kolkata since November 2009 in 4 Kolkata Municipal Corporation Wards through our implementing partner, DRCSC.

Project objectives

1. By August 2011, at least 90% of the 300 target street children in the age group of 6-18 in Kolkata are helped off of the street and out of work and have access to age-appropriate formal education and vocational opportunities.
2. By August 2011, provisions for the rehabilitation of street children in urban slums are improved through sustained advocacy with the Government.

Purpose of the Review

1. To review the implementation processes and achievements of project specially in terms of its outcome, effectiveness and sustainability
2. To document lessons learnt in terms of intervention selection and project implementation

Scope

The review will assess the project outcomes in the following areas

1. Change in the lives of the intervened children especially through the project inputs on education and life skills
 - Children totally withdrawn from work
 - Children mainstreamed into schools and retained
 - Impact of lifeskills input on behavior and attitude of children
 - Children provided with vocational training and facilitated in getting gainful employment
2. Evidences of change in provisions of rehabilitation for Street children
3. Effectiveness of
 - centre facilitators as an instrument for imparting basic literacy and education of the street children
 - Bridge course curriculum designed and TLMs developed and used in the facilitation centers

- life skill and psycho social support programmes specially to address the behavioral problems of street children
 - Skills training to children above 14 years and providing alternative livelihood options
 - SC's approach for partnering with Government schools for creating child friendly school models and scope of its replication
 - different training programmes (training on life skill, psycho social support)
 - approach of the project to motivate mainstreamed street children to remain enrolled in schools
4. Effectiveness and sustainability of the
 - Children's groups
 - Community groups
 5. Lesson learnt

Different target groups to be covered during the review

- Street/ slum children attending the facilitation centre run by the project
- Parents/ guardians of the street children
- Local club members
- Members of MTA, PTA etc
- Teachers of government schools with whom the project is working

Methodology

1. Desk review of the following documents:
 - Project Proposal
 - Planning documents- work plan, log frame which will be used to evaluate the project
 - Monthly/ quarterly reports by the project/partner (financial and programmatic)
2. Meeting with the NGO Partner to orient them about the review process and TOR would be finalized in a consultative manner
3. For primary data collection, a mixed approach would be adopted which include following
 - Discussion with different group members (identified target groups)
 - Focus group discussion with children attending facilitation centers
 - Interaction meeting with different stakeholders like local club members, MTA, PTA and SDC members, government school teachers,
 - Collection and analysis of at least 5-6 case studies, demonstrating both the evidences of success and challenges
 - Feed back and planning meeting with project staff, NGO partner's staff

Expected outcome from the Review:

- Overall project delivery - Implementation of planned activities and physical and financial status (target vs. achievements) of the project, any difficulty faced and or delays? If so, reasons.
- Project coverage and reach (target vs. achievements)
- Quality of project management processes – monitoring and learning mechanisms established, relevance of strategies and innovation in implementation processes (if any)
- Status of project progression towards its stated “outcomes” with the following information
 - ✓ Quality and efficacy of life skills inputs in the lives of children
 - ✓ Quality and efficacy of psycho social counseling inputs in the lives of children
 - ✓ Quality and efficacy of non formal education/bridge course lessons
 - ✓ Mainstreaming of children in formal school/ vocational training and their retention/ alternative livelihood
 - ✓ Inclusive learner friendly environment (ILFE) inputs to government schools
- Advocacy initiatives of the project with the support of different stakeholders
- Good practices in the project
- Sustainability –
 - ✓ Leveraging support from the other areas (if yes, type) other collaborative initiatives
 - ✓ Enhanced family and community level support for Street children education
 - ✓ Linkage with government educational services

Deliverables:

1. Project Review report with recommendations
2. Good practice document

Timeline of the review

- Desk review and meetings with NGO partner - 1 day
- Field work- 2 days
- Preparation and Submission of the draft report- 4 days
- Submission of final report- Within a week after receiving feedback from Save the Children.
- Sharing of the report findings and recommendations with NGO partner and Save the Children through a presentation.

Review Report**Table of Content****Executive Summary**

1. Background:
 - 1.1. Project Overview
2. Methodology and Processes
 - 2.1. Objective of the assessment
 - 2.2. Data collection aspects- sampling and scheduling
 - 2.3. Limitations if any
3. Perspective of the different stakeholders
 - 3.1. Target group
 - 3.2. NGO Partner

4. Key Findings

4.1. Efficiency and Relevance

- 4.1.1. Overall project delivery – targets vs. achievements
- 4.1.2. Project coverage and reach
- 4.1.3. Various inputs provided
- 4.1.4. Quality of project management processes

4.2. Effectiveness

- 4.2.1. Match between project intent and field strategies
- 4.2.2. Status of Project progression towards its stated “Outcomes” on the identified information

4.3. Sustainability

- 4.3.1. Leveraged support and other collaborative initiatives
- 4.3.2. Enhanced family and community level support for Street children
- 4.3.3. Linkages with the government

5. Recommendations and Action Plan

We would like strong recommendations for the improvement of the project intervention keeping in mind the provisions of the RtE – how such interventions could contribute to the effective implementation of RtE.

Objective wise key Evaluation Queries (This is not exhaustive and open to edition based on project objectives)

Objective 1: By August 2011, at least 90% of the 300 target street children in the age group of 6-18 in Kolkata are helped off of the street and out of work and have access to age-appropriate formal education and vocational opportunities.

Output 1.1: Percentage of 300 street children who have gained access to a safe and child-friendly space

- Total number of children reached and their personal profile
- Number of children living & sleeping on the street, reached
- Number of children who work/live on the street
- Number of Facilitation Centres established at specific clusters
- Number of Children’s Groups formed and issues discussed
- Number of children who are members of Children’s Groups/ Forums
- Number of children who have received some form of services related to health, education and other forms of protection
- Number of trainings organized with the concerned authorities

Output 1.2: Percentage of 300 street children who have acquired life skills

- Number of children enrolled at the Facilitation Centres
- Positive impact on the lives of children as a result of the skills training
- Affect on the ability of children to deal with various life situations
- Number of children referred to trauma and drug addiction rehabilitation centres

- Ability of children to effectively deal with addiction of various forms
- Number of children repatriated or reunified with their respective families
- Number of children who have access to government health services

Output 1.3: Percentage of all identified street children under the age of 14 successfully enrolled in formal schools through bridge courses.

- Number of children re-enrolled into education
- Number of children receiving an improved education as a result of improved teaching practices

Output 1.4: 38 teachers from 16 Municipal schools in Kolkata acquire inclusive teaching learning skills with a focus on catering to the diverse needs of children including street children

- Number of children receiving an improved education as a result of the improved teaching practices
- Before and after attitudinal change and change in approach of teaching methodology
- Number of teachers trained on inclusive learner friendly teaching / learning skills
- Increase in enrolment of street children in mainstream Municipal schools

Output 1.5: Percentage of all identified street children in the 14-18 age group complete one market-oriented vocational course.

- Number children provided with pre-school skills/life skills

Output 1.6: Percentage of all identified street children without birth records who are registered.

- Number of children registered with a birth certificate
- Number of additional children now able to access education as a result

Objective 2: By August 2011, provisions for the rehabilitation of street children in urban slums are improved through sustained advocacy with the Government.

Output 2.1: An Advocacy Group on Street and Working Children in Kolkata develops an advocacy strategy on rights of street children with the Ministry of Women & Child Development, Ministry of Human Resources and Ministry of Labour.

- Consultations and meetings with concerned government officials and representatives from various civil society organizations
- Issues related to protection and rights of street children as taken up by various government bodies and NGO's

Output 2.2: The key ministries improve and increase provisions in their programme documents for street children and early years education in urban slums.

- Numbers indirectly aware of the advocacy initiated (based on the readership/circulation of publications/website)

- Overall programme impact on rights for/Government attitude and strategy towards street children as a result of the programme/ advocacy

ANNEXURES

Tool used for data collection

Tool 1: Children

Name: S/o-D/o..... Age..... Sex.....
Add:.....

Points for discussion

- ## 1. How long have you been coming to the centre?

3 Months 6 Month 1 year

2. How did you learn about the centre? Through....

Parent Facilitator Friend any other

3. How much time do you spend in the centre on a daily basis?

1 Hour 2 Hours 3 Hours 4 Hours

4. Do your parents like you to come to the centre?

Yes No

5. What kind of work are you involved in when you are not in the centre?

Picking Garbage playing with frien working with emyer
chipping

Any other specify

6. What do you like about the centre the most?

1.....

2.....

3.....

4

7. Have you ever been to an exposure visit?

Yes

No

--(If Yes . Mention the venue)

8. Have you ever participated in a cultural program or event celebration?

Yes

No

9. Are you part of any children group?

Yes

No

10. Have you attended any training program?

Yes

No

P.T.O.

11. What kind of challenges you face on a daily basis? Do you think centre staff can help you in addressing your challenges?

Yes

No

.....

12. Do you want this centre to continue?

Yes

No

13. Do you get any kind of service from the government like health

Yes

No

14. Is there something that you do not like about the centre?

Yes

No

15. Are you working anywhere

Yes

No.

If yes how many hours

16. Have you reduced the working hours after joining the Centre. (How many.....)

17. Are you studying in Govt. School. Class School.....

18. Have you given any test for the admission

19. You like this school.

Yes

No

20. What difficulties you are facing here

.....

Signature of interviewer

Date

Tool 2: Parents/ Community members

Name: F/o-M/o..... Age..... Sex.....
Add:.....

- Do your children go to the centre?
 Yes No
- How did you learn about the centre? through
 Child Facilitator Any other
- How often do you visit the centre?
 Monthly Qly Never
- How often the centre staff members meet you in the community?
 Weekly 15 days Monthly Never
- Have you ever attended a PTA meeting either in the community or in the centre?
 Yes No
- What do you like about the centre the most?
1..... 2.....
 - Have you ever attended a cultural programme or event celebration by the center children?
 Yes No
 - Have you attended any training programme?
 Yes No
- What kind of challenges you face on a daily basis in relation to your children ?
1..... 2.....
 - Do you think centre staff helps you in addressing your challenges?
 Yes No
 - Do you want this centre to continue?
 Yes No
 - Do you get any kind of service from the government, like Health, Nutrition etc.
 Yes No

P.T.O

- o Give a suggestion to improve the programme.
-

Do you see any improvement in your child after attending the centre?

Yes No

Please explain.....

.....

- o Have your wards attendee any skill training
-

- o What positive change you have observed in him/her after training.
-

Signature of interviewer

Date

Tool 3: Teachers (Government School)

Name:

Name of

School:.....

- Do you get children mainstreamed from the centre?
 Yes No
- How did you learn about the centre?
 Child Social worker Any other
- Have you ever visited the centre?
 Yes No
- Have you ever participated in a meeting at the centre/ office /school?
 Yes No
- Have you ever participated in a training programme?
 Yes No
- How often the centre staff members visit the school?
 Monthly Qly Never
For what
- Do you see any difference between the children admitted directly or children enrolled through the centre? Yes No

What kind of challenges you think street children face on a daily basis?

-
- Do you think we both (Center and School) can help them in addressing those challenges?
 Yes No
 - Do you want this centre to continue?
 Yes No
 - Give a suggestion to improve the programme.
-

Signature of interviewer

Date :

Tool 4: Police

Name :

Police Station :

Points for discussion

- Have you ever taken a child to the centre?
 Yes No
- How did you learn about the centre? Through
 Child Teacher/Social worker Any other
- Have you ever visited the centre?
 Yes No
- Have you ever participated in a meeting or training program?
 Yes No
- How often the centre staff members visit the police station?
 Monthly Once in 2 Months
For what ?
- Do you see any difference between the children attending the centre and children who are not attending the same?
 Yes No
- What kind of challenges you think street children face on a daily basis? Do you think centre staff helps them in addressing challenges?
 Yes No
- Do you want this centre to continue?
 Yes No
- Give a suggestion to improve the program.
.....

Signature of interviewer

Date :

Tool 5: Shopkeeper/ Traders Union

Name :

Address :

- Have you ever taken a child to the centre?
 Yes No
- How did you learn about the centre?
 Child Teacher/Social worker Any other
- Have you ever visited the centre?
 Yes No
- Have you ever participated in a meeting or training program at the centre?
 Yes No
- How often the centre staff members visit your shop or traders union office?
 Weekly 15 days Monthly
For what ?
- Do you see any difference between the children attending the centre and children who are not attending the same?
 Yes No
- What kind of challenges you think street children face on a daily basis? Do you think centre staff helps in addressing challenges?
 Yes No
- Do you want this centre to continue?
 Yes No
- Give a suggestion to improve the program.
.....

What kind of role the traders association can play for street children?

-
- Have you ever seen a newsletter about the program?

Yes

No

- What according to you are the key successes of this program?
-

Signature of interviewer

Date :

● -----

Tool 6: Staff members (Co-ordinator)

Name
NGO.....

Add.

Name of

- o How long have you been working with the program?

3 Months 6 Months 1 year More than 1 year

- o How do you identify and enroll children in the centre?

Survey Rally Door to door Other

- o What kind of challenges you think street children face on a daily basis?
-

- o Have you ever participated in a meeting or training program? Please explain.

Yes No

.....

- o How often you visit the traders' union office, police station, schools? For what?

traders' union office Weekly 15 days Monthly
Never

Police station Weekly 15 days Monthly
Never

School Weekly 15 days Monthly
Never

- o How many children you have :

enrolled in your area mainstreamed from your area enrolled in vocational training

- o Do you see any difference between the children attending the centre and children who are not attending the same?

Yes No

-
- Do you want this centre to continue?

Yes

No

-
- Give a suggestion to improve the programme.

-
- What kind of role the traders association can play for street children?

-
- What according to you are the key successes of this program?

-
- What according to you are the key gaps/ challenges of this program?

-
- How do you ensure linkages with the government institutions?

-
- What kind of records do you maintained in the center?

-
- Are you dealing with any drug using child in your center?

Yes

No

If yes , please give the detail:-

.....

Signature of interviewer

Date :

Tool 6: Staff members (Facilitator)

Name
NGO.....

Add.

Name of

- How long have you been working with the program?

3 Months 6 Months 1 year More than 1

year

- How do you identify and enroll children in the centre?

Survey Rally Door to door Other

- What kind of challenges you think street children face on a daily basis?
-

- Have you ever participated in a meeting or training program? Please explain.

Yes No

.....

- How often you visit the traders' union office, police station, schools? For what?

traders' union office Weekly 15 days Monthly

Never

Police station Weekly 15 days Monthly

Never

School Weekly 15 days Monthly

Never

- How many children you have enroll :

in your class mainstream from your c enrolled in vocational
training

- Do you see any difference between the children attending the centre and children who are not attending the same?

Yes No

.....

- Do you want this centre to continue?

Yes

No

- Give a suggestion to improve the program.
-

- What kind of role the traders association can play for street children?
-

- What according to you are the key successes of this program?
-

- What according to you are the key gaps/ challenges of this program?
-

- How do you ensure linkages with the government institutions?
-

Signature of interviewer

Date :