

# Mid Term Review Report

## Street to School Programme

CHETNA



Conducted by

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## ANNEXURE

## PREFACE

Urban street children are one of the most vulnerable sections of the population and they need specific attention. Save the Children with its many innovative programmes has been trying to fulfill this urgent need. Street to School programme is one answer to such need.

*Responses of the main stakeholders interacted with; indicate that the Street to School programme is very much liked by the children.*

Rasta is grateful to Mr. Prasanta Dash, SPM, Delhi (NCR), Save the Children, India and Mr. Sanjay Gupta, CEO, CHETNA for providing this opportunity and contributing to the capacity building of the *Rasta Team and thereby the organization*. 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. Pradeep Kumar, Programme Coordinator, Save the Children, India for his guidance at each stage. His efficient coordination helped the review team in their visits to the centre's.

I also acknowledge the support of Mr. Avinash Save the Children, India and my team member at RASTA.

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

*K.C. Pant*  
*Chief Executive, Rasta*  
*& Review Team Leader*

## Acronyms

- MCD - Municipal Corporation of Delhi
- CHETNA - Childhood Enhancement through Training and Action
- SPYM - Society for Promotion of Youth & Masses
- 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
- ILFE - Inclusive Learner Friendly Environments
- BAA - Bal Adhikaar Abhiyan

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## Summary

### Project Overview

Under the Street to School<sup>1</sup> Programme in Delhi<sup>2</sup>, two Education and Activity Centres have been established one each at Nehru Place and Lajpat Nagar. The Nehru Place centre is a direct intervention by the Delhi State Office of Save the Children, India. The centre at Lajpat Nagar has been established in collaboration with an NGO partner- CHETNA. 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 project targets 400 street children (age 6-14) in Delhi (Nehru Place & Lajpat Nagar) and 18 teachers of 6 Municipal Schools 6 in Delhi, will benefit from training on inclusive teaching /learning processes and enrolment of street and working children. The stakeholders for the programme include Traders association, Police, Child Welfare Committees and Juvenile Justice Boards, employers 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 secondary literatures. Six questionnaires/pointers for FGD or observation schedule were prepared for the different stakeholders and the sample was selected. The study focused only on the objective one and three of the project covering only two centres, Nehru Place and Lajpat Nagar.

### Perspective of different stakeholders

#### Target group- slum children, street children, community

More than 60% informed that they remain involved in rag picking when they are not in the centre. All of them informed that they have been to an exposure visit. All 100% children are part of a children group at Lajpat Nagar while at Nehru Place 95% children are covered by groups. 66% children attended a training programme at Lajpat Nagar while at Nehru Place 44% participated in any training programme. This was mainly a workshop on child rights. All children unanimously said that they want these centres to continue. Children declined receiving any service from the government.

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<sup>1</sup> 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.

<sup>2</sup> Though the project is being implemented in Delhi and Kolkata, the present report is limited to the review of Delhi Programme and only for two education and activity centres at Nehru Place and Lajpat Nagar. The second objective related to ECCD is not covered under this review report.

## **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 100% said that they visit the centre on a monthly basis for meeting and on a regular basis to drop and pick up children. 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 is a major challenge for the centre staff.

## **Police**

The police personnel admitted that they enrolled one or more children to the centre. They also confirmed to have attended one or more training programme. 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.

## **Traders Association/ Shopkeepers**

Some of the shopkeepers agreed that they enrolled street children into the centre. All 100% have participated in the training programme at Lajpat Nagar while at Nehru Place only 50% participated in such training programmes. The market people 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 confirmed that they enrolled children from the centre. They confirmed visiting the centre and participating in a meeting or a training programme. They confirmed observing a difference in behavior and learning levels between the children admitted directly or children enrolled through the centre.

## **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**

The initiative has so far reached to 360 children through two centers at Nehru Place (200) and Lajpat Nagar (160)<sup>3</sup>. The intervention started through Nehru Place Education and Activity centre and November 1, 2010 onwards replicated by opening another centre at Lajpat Nagar covering 200 children. An assessment was done for both the centers at Nehru Place and

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<sup>3</sup> Numbers taken from the Monthly Progress Report -November 2011

Lajpat Nagar to understand the number of street children. The estimated number was found to be 550 (400 at Nehru Place and 150 at Lajpat Nagar market) in the age range of 0-18 years.

No child tracking system has been developed yet. Children Groups have been formed in both the centre covering all the enrolled children. Admission to schools, linkage with nearby Public Health Centre and access to temporary shelters during extreme winters are some of the examples of the linkages with the government schemes.

Police Trainings have been conducted in both the centers. Trainings to the Juvenile Justice Board, Child Welfare Committees and employers have not been conducted yet.

Both the centers were equipped with sufficient books, play materials, Teaching learning materials from organizations like Jodo Gyan, Pratham, NCERT. As per the need, these materials were procured regularly.

More than 30 monthly meetings of parents were organized at both the centers and various issues discussed related to children.

The life skills session were organized for all the children in the centre regularly by project staff. However, specific sessions were also conducted during the residential training of selected 65 children at Dehrudoon. Life skills sessions were also imparted through theatre activities.

There are cases of children involved in substance abuse in both the centers. ***There is a need for organized psychosocial assistance services for children addicted to drugs and other addictive substances.***

No case requiring support for repatriation or reunification with families has been identified.

The doctors from the same market area were identified and monthly health checkups were done for all the children.

Out of 360 children enrolled in both the centers, a total of 105 children i.e. 29% only (67 from the Nehru Place Centre and 38 from the Lajpat Nagar Centre) were enrolled into schools run by the Municipal Corporation of Delhi (MCD) and National Institute of Open Schooling (NIOS).

One School readiness programme for 10 weeks and a proper curriculum from class II to Class V was developed for the Nehru Place centre and is being used presently. The daily and weekly plans and worksheets are made as per the curriculum and the records are kept individually for each child. For Lajpat Nagar, CHETNA has been using the curriculum developed by it for street and working children.

Nehru Place centre organized teacher training with MCD School teacher on 9/9/11 and 19/10/11. 15 teachers participated in both the training. ***The training of teachers at Lajpat Nagar is to be done.***

The Nehru Place staff is in touch with Don Bosco and some other institutes for selected 10 children in the age group of 15-18 for vocational training but the placement is not yet done.

CHETNA has some linkages for vocational courses but nothing has started for the children at the Lajpat Nagar centre as there are not many children in the Lajpat Nagar centre in the above 14 age group.

No separate market research for demand-oriented skills was conducted as part of this project but Save the Children conducted a similar study as part of its intervention with child laborers in Delhi in other project. The learning of the same will be applied used for this intervention.

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.

As part of public campaigns on issues and rights of street children, different activities were conducted throughout the CRC week in 2010 and 2011. A 45 days campaign was also completed in 2010 starting from 30 April to June 12. Children's press conferences, street play by children were organized in both the centres on key days like April 12, August 15, January 26 and the entire CRC week.

Two state level groups have been formed. One is Delhi RTE forum and the other is Delhi ICPS forum. Both the groups have street children as part of their agenda. The formation of these cannot be attributed to the street to school programme alone. Apart from this, there are other forums also which are fighting for the rights of street children. CHETNA is a leading member of a group called Bal Adhikaar Abhiyan (BAA) through which it is advocating the rights of street children.

More than 15 articles were published in mainstream national print and electronic media about the issues of street children at Nehru Place and Lajpat Nagar.

- Quality of project management process

The Nehru Place centre is a direct intervention of SC and is managed by a Programme Coordinator in the Delhi State Office. The Lajpat Nagar centre is run by CHETNA where a centre in charge, two teachers and one centre attendant works full time. It will be good for both the centres to have a joint monthly meeting regularly. The decision implementation is a major area of concern for Nehru Place as many decision taken regarding traders association meeting, vocational training, substance abuse referral were not implemented in time.

#### 4.2 Effectiveness

- Match between project intent and field strategies

The project carried out specific interventions with three distinct age-groups of children – between 3-6, 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, the overall advocacy strategy and specific strategy for 14-18 needs serious and urgent attention.

#### 4.3 Sustainability

- Leverage of Government support and schemes

The main support has been seen in terms of mainstreaming children to the nearby MCD School. Still, there is a large area left to be covered for leveraging the government schemes in other areas like health, vocational training etc.

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

Community support has been ensured through regular visits and meetings at both the centres. The children groups activities and training provided to these groups also resulted in a resulted in a positive change in lives of 360 children directly. The intervention has to some extent prevented or reduced the time in case of around 180 children from going to rag picking.

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

The linkages have been done so far with the education department, police, trades association and CWC. The key linkages need to be done for vocational training, substance abuse and counseling.

### Recommendations

- Mainstreaming to the MCD schools is to be increased as only 29% children have been mainstreamed against a target of 75%.
- Improved relationship Government and NGOs working on child rights advocating for the rights of street children is needed. Advocacy forums need to be strengthened especially with the government.
- A consistent campaign not only at the market level but at the state level is required.
- Teacher training for Lajpat Nagar needs to be done urgently. Refresher training on child rights and documentation may be provided to teachers and program staff.
- Compiling case studies and documenting good practices and impact of the project is required which should lead to an advocacy document.
- Since all the three objectives are interrelated, a joint review of all the objectives covering all the partners will be more appropriate to understand the programme holistically.
- Systemic documentation of all processes is crucial for the intervention to be a model.
- There is an urgent need for organised psychosocial assistance services for children addicted to drugs and other addictive substances.
- In accordance with the RTE, collaboration with the nearby MCD Schools may be done to get the centre acknowledged as a special training centre for children.
- The key linkages need to be done for vocational training, substance abuse and counseling.

- Mutual exchange visits of both the centres are required for better implementation and innovation.
- Traders Association involvement to be enhanced at Nehru Place.
- Documenting existing stories and narratives is essential.
- Visibility of the centres in both the market place is to be enhanced. Not all the shopkeepers even very close to the centres were aware of it.
- The withdrawal strategy may be developed to incorporate a support system for sustainability during the programme implementation.
- 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 Nehru Place and Lajpat Nagar into the SMCs. Roles and responsibilities of the library management committee be clarified and better understood.
- 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.
- 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 School<sup>4</sup> Programme is being implemented both Delhi and Kolkata by Save the Children along with its partners NGOs since January 2010. In Delhi<sup>5</sup>, two Education and Activity Centres have been established one each at Nehru Place and Lajpat Nagar. The Nehru Place centre is a direct intervention by the Delhi State Office of Save the Children, India. The centre at Lajpat Nagar has been established in collaboration with an NGO partner- CHETNA. In Delhi, the project is focused on rehabilitation of 400 slum children and 400 street 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:-

- At least 90% of the 400 target street children in the age group of 6-18 in Delhi are helped off of the street and out of work and have access to age-appropriate formal education and vocational opportunities.
- Stimulating early learning environments within 20 ICDS centres will provide school readiness skills to 400 children (3-6 years) in 20 slum settlements thereby enabling their smooth transition to primary schools and preventing them from ending up on streets.
- 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 project targets 800 children and 438 adult beneficiaries across slums of Delhi. The details are as follows:

- 400 street children (age 6-14) in Delhi (Nehru Place & Lajpat Nagar).
- 400 slum children aged 3 to 6 in the two slum settlements of Okhla and Govindpuri localities in Delhi.
- Parents of slum children.
- 18 teachers of 6 Municipal Schools 6 in Delhi, will benefit from training on inclusive teaching /learning processes and enrolment of street and working children.
- 20 Anganwadi (ICDS) workers in 20 Anganwadi Centres will be targeted in the Okhla/ Govindpuri area.
- Communities (targeting 400 mothers specifically) in 20 settlements of the two localities in Delhi will be targeted in order to create a wider social awareness.

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<sup>4</sup> 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.

<sup>5</sup> Though the project is being implemented in Delhi and Kolkata, the present report is limited to the review of Delhi Programme and only for two education and activity centres at Nehru Place and Lajpat Nagar. The second objective related to ECCD is not covered under this review report.

The stakeholders for the programme include Traders association, Police, Child Welfare Committees and Juvenile Justice Boards, employers and the public to ensure that the rights of street children are upheld.

### 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 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 field testing of the tools were done by visiting the Lajpat Nagar centre. The tools were improved with the feedback.

The review comprised of both primary data collection as well as reviewing secondary literatures.

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
- Discussion with NGO workers/ leaders, 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 Education and Activity Centres and its activities
- Review of Records
- Review of Reports and Documents

The following six questionnaires/pointers for FGD or observation schedule were prepared for the different stakeholders and the sample was selected as per the following details:

Tools	Lajpat Nagar	Nehru Place	Total
1 (Children)	12	9	21
2 (Parents)	2	4	6
3 (Teacher)	0	3	3
4 (Police)	1	1	2
5 (Traders)	3	2	5
6 (Staff)	2	2	4
<b>Total</b>	<b>20</b>	<b>21</b>	<b>41</b>

## 2.3 Limitations if any

- The study focused only on the objective one and three of the project
- Only two centres, Nehru Place and Lajpat Nagar were covered under the study.
- The study is mainly qualitative in nature with quantitative information supplemented as necessary. The sample is representative of varying modes of implementation to help generalize the results.

### Perspective of different stakeholders

#### 3.1 Target group- slum children, street children, community

##### Children

- 81% of the children selected for discussion were coming to the centre for more than a year and only 19% from last months. They learnt about the centre from the centre teacher, community organizer and friends.
- 61% children spend 3 hours per day at the centre. All (except 8% in Lajpat Nagar) agreed that their parents like them to come to the centre.
- More than 60% informed that they remain involved in rag picking when they are not in the centre.
- All of them informed that they have been to an exposure visit. The places include: Siri Fort Auditorium to see the dance, India Gate, Zoo, National Museum, ISI Lodhi Road for cultural Programme, Dehrudoon, Gurgaon, Bal Bhavan, India Gate, Delhi Hatt, Lal Quila.
- On being asked what they like about the centre, the children listed the following things: Dancing, Playing, Eating, Reading, Playing indoor games, Teacher's Behaviour, Playing, Atmosphere of Centre , Dance, Exposure. Watching TV, Playing, Studying Playing in Group, Studying, Football, Carom Board, atmosphere of Center, Indoor games, Mid day Meal and TLM.
- All 100% participated in one or the other cultural programme at Lajpat Nagar while at Nehru Place only 55% participated and 45% did not participate in any programme.
- All 100% children are part of a children group at Lajpat Nagar while at Nehru Place 95% children are covered by groups.
- 66% children attended a training programme at Lajpat Nagar while at Nehru Place 44% participated in any training programme. This was mainly a workshop on child rights.
- The daily challenges of children include Security Guard, some shopkeepers and Police threatening. They feel confident that centre staff helps them in addressing these challenges.
- All children unanimously said that they want these centres to continue.
- Children declined receiving any service from the government.

##### 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 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 basis in the community.
- All 100% parents at Nehru Place said to have attended a PTA meeting while at Lajpat Nagar

only 50% parents attended the PTA meeting.

- All the parents confirmed that they observed a behavior change in their children after the children started attending the centre.

### **3.2 NGO Partners Staff and Govt. officials**

#### **NGO partner staff**

- All the NGO staff members have been working with the programme for more than a year.
- Both the centre staff confirmed to visit the marked areas and door to door to identify and enroll a child in the centre.
- All the staff members confirmed to have participated in one or more training programme.
- Migration of children is a major challenge for the centre staff.

#### **Police**

- The police personnel admitted that they enrolled one or more children to the centre.
- They learnt about the centre from the community mobilizer.
- All of them have visited the centres.
- They also confirmed to have attended one or more training programme
- The Nehru place centre staff visit the police station on a month basis and Lajpat Nagar staff visits on a bimonthly 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.

### **3.3 Traders Association, School**

#### **Traders Association/ Shopkeepers**

- Some of the shopkeepers agreed that they enrolled street children into the centre.
- They learnt about the centre through the Community Mobilizer and through observation.
- They all have confirmed to visit the centre once or more.
- All 100% have participated in the training programme at Lajpat Nagar while at Nehru Place only 50% participated in such training programmes.
- Both the centre staff visits the trader union members on a weekly basis.
- The market people agreed that there has been a difference in the behavior of children after the intervention.
- They all want the centres to continue.
- All the shopkeepers in Lajpat Nagar have seen a newsletter about the programme but no one in Nehru Place has seen the newsletter.

#### **Teachers/Principals**

- The data was collected only from Nehru Place.
- Teachers confirmed that they enrolled children from the centre.
- They confirmed visiting the centre and participating in a meeting or a training programme.
- 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 teachers and principals want the centre to continue.

## 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)<sup>6</sup>

#### **OUTPUT 1.1: 90% of 400 street children have gained access to a safe and child-friendly space by end of August 2011**

The initiative has so far reached to 360 children through two centres at Nehru Place (200) and Lajpat Nagar (160)<sup>7</sup>. The intervention started through Nehru Place Education and Activity centre and November 1, 2010 onwards replicated by opening another centre at Lajpat Nagar covering 200 children.

An assessment was done for both the centres at Nehru Place and Lajpat Nagar to understand the number of street children. The estimated number was found to be 550 (400 at Nehru Place and 150 at Lajpat Nagar market) in the age range of 0-18 years. Out of total 400 children living at Nehru Place, children living with two parents are 61%, children living with one parent 26% and children living without any parents are 13%.

At Lajpat Nagar, two types of children can be found in the market one, children into parental support and another without parental support. Presently there are more than 150 children working in the market in different –different categories mentioned above. Out of 150 there are 40% girls. Most of the children come from nearby areas like: Khaadar, Nizamuddin, Nehru Nagar etc.

No child tracking system has been developed yet. The Delhi team informed that one such system is being pilot tested in Kolkata and once successful the same may be replicated here for identification and follow up of street and working children. However, a detailed database of all enrolled children with updated information and their detailed profile is kept at both the centres.

Children Groups have been formed in both the centre covering all the enrolled children. The activities of children group also cover children in the community who are not yet enrolled in the centre. In their regular monthly meetings, children express themselves and discuss about issues which affect them directly or indirectly. A support system for these children group is

<sup>6</sup> Since the second centre at Lajpat Nagar started from November 2010 onwards, the timeline given in the outputs have been revised till October 2012.

<sup>7</sup> Numbers taken from the Monthly Progress Report -November 2011

also developed where they get support from the members of "Badhte Kadam"- a federation of street and working children. Some of the children from these groups have been sent to 5 days residential training on child rights and life skills.

Children in both the areas have been linked to the education, health and other welfare schemes of the government. Admission to schools, linkage with nearby Public Health Centre and access to temporary shelters during extreme winters are some of the examples of the linkages with the government schemes.

A police Training was conducted on September 24 at Nanakpura police station. 40 SJPU officials were sensitized about the child rights and cases related to juveniles were discussed. Police Training on Juvenile Justice (Care and Protection of Children) Act, 2000/2006 was also organized at Lajpat Nagar Police Station on Monday, 12th September, 2011 for 40 SJPU officials. Trainings to the Juvenile Justice Board, Child Welfare Committees and employers have not been conducted yet.

Both the centres were equipped with sufficient books, play materials, Teaching learning materials from organizations like Jodo Gyan, Pratham, NCERT. As per the need, these materials were procured regularly.

More than 30 monthly meetings of parents were organized at both the centres and various issues discussed related to children's performance, events at the centre, expectations from the parents, regularity of children, Health status of children, enrolment to new school, police atrocities, problems due to Common Wealth Games were discussed. All the above issues were also discussed during the daily community visits by community organizer. These meetings and visits to the community helped in convincing parents to send their children to the centre. Parents also regularly visited the centre and satisfied themselves about the work and organization.

An end-line evaluation is scheduled in December 2012 after the end of the project to capture changes in the lives of targeted as well as other street children who are not part of the project.

#### **OUTPUT 1.2: 90% of 400 street children have acquired life skills by end of December 2010**

The life skills session were organized for all the children in the centre regularly by project staff. However, specific sessions were also conducted during the residential training of selected 65 children at Dehrudoon. Life skills sessions were also imparted through theatre activities. This included the formation of a street theatre group, created with external performers who trained the children for two months in theatre. The new Street and Theatre Group had their debut performance on the one year anniversary of the Nehru Place centre, watched by all the children and staff from the two centres. The sessions on life skills have increased the children's confidence and they are now ready for public performances. The parents are also happy to see this change in their children. The theatre activities also enhanced the children's communication skills and made them more articulate to voice their concerns. The life skills classes helped improve children's interpersonal skills. This was particularly important for those who enrolling new schools, helping them mix with other students. Children have also

started to take a more active approach in the day to day running of the centres, helping organise events and celebrations.

There are cases of children involved in substance abuse in both the centres. Though counseling sessions are conducted regularly for the children but appropriate referral has not been done. The centre staff lacks the technical capacity of dealing with such cases. The staff members have tried to contact Society for Promotion of Youth & Masses (SPYM) and Don Bosco centre but no child has been referred yet. ***There is a need for organised psychosocial assistance services for children addicted to drugs and other addictive substances.***

No case requiring support for repatriation or reunification with families has been identified.

The doctors from the same market area were identified and monthly health checkups were done for all the children. For specific checkups like ENT, children visited the doctor's clinic. The medicines were given in front of the parents with sufficient details. A first aid kit was also kept at the centre. Dog biting came out as a very common problem for children. Children were also given knowledge about sanitation and hygiene during the regular teaching learning sessions in the centres. It was also ensured that they get access to the local Public Health Centre.

**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.**

Out of 360 children enrolled in both the centres, a total of 105 children i.e. 29% only (67 from the Nehru Place Centre and 38 from the Lajpat Nagar Centre) were enrolled into schools run by the Municipal Corporation of Delhi (MCD) and National Institute of Open Schooling (NIOS).

One School readiness programme for 10 weeks and a proper curriculum from class II to Class V was developed for the Nehru Place centre and is being used presently. The daily and weekly plans and worksheets are made as per the curriculum and the records are kept individually for each child. For Lajpat Nagar, CHETNA has been using the curriculum developed by it for street and working children. The developmentally appropriate curriculum followed at the centre include subject based teaching, art and craft activities and music sessions. Theatre activities are also organized with the help of consultants and experts and so far three street plays have been developed with the children on the issues of child labour and importance of education. The School Readiness program helps in preparing the children for admission into formal school and the curriculum is being administered for children who stay for a longer period in the centre. Most of these children are dropout from the schools and very few are those who have never been to school.

**OUTPUT 1.4: 18 teachers from 6 Municipal schools in Delhi acquire inclusive teaching learning skills with a focus on catering to the diverse needs of children including street children by October 2011**

Nehru Place centre organized teacher training with MCD School teacher on 9/9/11 and 19/10/11. 15 teachers participated in both the training. The purpose was to let them know about RTE, inclusive education, issues of street children. Other processes and activities about centre were also shared. Teachers were also given worksheets for assessing children learning

levels. The contextualized ILFE toolkits developed as part of education intervention of Save the Children in Delhi were also given to the MCD teachers for use. The child protection hand book, CDs of Ammu and Aman were distributed after an orientation of the same. ***The training of teachers at Lajpat Nagar is to be done.***

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

Not much progress was seen on this aspect. The Nehru Place staff is in touch with Don Bosco and some other institutes for selected 10 children in the age group of 15-18 for vocational training but the placement is not yet done. CHETNA has some linkages for vocational courses but nothing has started for the children at the Lajpat Nagar centre as there are not many children in the Lajpat Nagar centre in the above 14 age group.

No separate market research for demand-oriented skills was conducted as part of this project but Save the Children conducted a similar study as part of its intervention with child labourers in Delhi in other project. The learning of the same will be applied used for this intervention.

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

No birth records were found for the children attending the Nehru Place and Lajpat Nagar centre. In most of the cases, parents even do not remember the date of birth of the child. 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.

As part of public campaigns on issues and rights of street children, different activities were conducted throughout the CRC week in 2010 and 2011. A 45 days campaign was also completed in 2010 starting from 30 April to June 12. Children's press conferences, street play by children were organized in both the centres on key days like April 12, August 15, January 26 and the entire CRC week.

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

Two state level groups have been formed. One is Delhi RTE forum and the other is Delhi ICPS forum. Both the groups have street children as part of their agenda. The formation of these cannot be attributed to the street to school programme alone. Apart from this, there are other forums also which are fighting for the rights of street children. CHETNA is a leading member of a group called Bal Adhikaar Abhiyan (BAA) through which it is advocating the rights of street children.

**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.**

More than 15 articles were published in mainstream national print and electronic media about the issues of street children at Nehru Place and Lajpat Nagar. A big story was captured by 'The Telegraph' UK on the occasion of International Day for Street Children on April 12, 2011. However, no visible change is seen on this front as part of the intervention.

- Quality of project management process

The Nehru Place centre is a direct intervention of SC and is managed by a Programme Coordinator in the Delhi State Office. At the centre level, a project assistant manages the day to day activities with a teacher, community mobilize and centre attendant. The Lajpat Nagar centre is run by CHETNA where a centre in charge, two teachers and one centre attendant works full time. There is a provision of monthly meeting with both the centre staff by the Programme Coordinator of Save the Children. The monitoring visits are also done by SC staff to both the centres.

Though there are mutual visits by both the centre staff, but it has to be made consistent to enhance the quality. The monthly review meeting is done but not on regular basis and not with both the centre together. It will be good for both the centres to have a joint monthly meeting regularly. The decision implementation is a major area of concern for Nehru Place as many decision taken regarding traders association meeting, vocational training, substance abuse referral were not implemented in time. The documentation at the Nehru Place centre is to be improved in terms of centre staff level reporting and case studies. The decision making at the centre level needs improvement for better day to day functioning of the centre.

#### 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 three distinct age-groups of children – between 3-6, 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 MCD 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

Community support has been ensured through regular visits and meetings at both the centres. Though there was some resistance from the parents over the issue of children spending more time at the centre as it affected the family income but gradually the perception and attitude of parents changed after the children were admitted in the schools. The children groups activities and training provided to these groups also resulted in a resulted in a positive change in lives of 360 children directly. The change may be seen in their friendly behaviour (earlier they used to hurt each other), helping attitude, sharing of things, attention span and their inclination towards studies. The parents also confirmed these changes in the discussion and appreciate the efforts of the centre staff. The intervention has to some extent prevented or reduced the time in case of around 180 children from going to rag picking.

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

The linkages have been done so far with the education department, police, trades association and CWC. The key linkages need to be done for vocational training, substance abuse and counseling.

## Chapter 5

### Recommendations

- Mainstreaming to the MCD schools is to be increased as only 29% children have been mainstreamed against a target of 75%.
- Improved relationship Government and NGOs working on child rights advocating for the rights of street children is needed. Advocacy forums need to be strengthened especially with the government.
- A consistent campaign not only at the market level but at the state level is required.
- Teacher training for Lajpat Nagar needs to be done urgently. Refresher training on child rights and documentation may be provided to teachers and program staff.
- Compiling case studies and documenting good practices and impact of the project is required which should lead to an advocacy document.
- Since all the three objectives are interrelated, a joint review of all the objectives covering all the partners will be more appropriate to understand the programme holistically.
- Systemic documentation of all processes is crucial for the intervention to be a model.
- There is an urgent need for organised psychosocial assistance services for children addicted to drugs and other addictive substances.
- In accordance with the RTE, collaboration with the nearby MCD Schools may be done to get the centre acknowledged as a special training centre for children.
- The key linkages need to be done for vocational training, substance abuse and counseling.
- Mutual exchange visits of both the centres are required for better implementation and innovation.
- Traders Association involvement to be enhanced at Nehru Place.
- Documenting existing stories and narratives is essential.
- Visibility of the centres in both the market place is to be enhanced. Not all the shopkeepers even very close to the centres were aware of it.
- The monthly and quarterly meetings may be made more effective and regular with set agenda and necessity based discussions.
- The duration of a two year or three year intervention is also to be reviewed as the phenomenon of street children and migration needs a more adequate time period for an intervention.
- The withdrawal strategy may be developed to incorporate a support system for sustainability during the programme implementation.
- Better visibility of the programme with the government officials is required to get required support from them during and after the programme implementation.

- Better awareness/orientation program for the parents/community members is required for their enhanced ownership in the programme. A separate strategy for community involvement is to be designed.
- The Head teachers and teachers may be involved more in the programme strategy review and progress updates.
- The team may develop simple tools, techniques, and skills necessary to systematically document inquiries on children's preferences, so that children's voices become a fundamental feature of the parameters for designing and developing programmes for children.
- 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 Nehru Place and Lajpat Nagar into the SMCs. Roles and responsibilities of the library management committee be clarified and better understood.
- 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.
- Training for key community people may be organized to strengthen the community centre aspect and ensure proper sustainability.
- All the head teachers and teachers did not feel equally motivated about the programme. It would be good to conduct a separate study just to understand their views and opinion about the programme.
- The programme may look out for other agencies to collaborate for an integrated intervention.

## ANNEXURES

### Terms of Reference for Project Evaluation

#### Background

The project is focused on rehabilitation of 400 slum children, 400 street children and is implemented in Delhi. 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. At least 90% of the 400 target street children in the age group of 6-18 in Delhi are helped off of the street and out of work and have access to age-appropriate formal education and vocational opportunities.
2. Stimulating early learning environments within 20 ICDS centres will provide school readiness skills to 400 children (3-6 years) in 20 slum settlements thereby enabling their smooth transition to primary schools and preventing them from ending up on streets.
3. Provisions for the rehabilitation of street children and early years education in urban slums are improved through sustained advocacy with the Government of India.

#### Target group and project duration-(geographic coverage)

The project targets 800 children and 438 adult beneficiaries across slums of Delhi and Kolkatta. The details are as follows:

- 400 street children (age 6-14) in Delhi (Nehru Place & Lajpat Nagar).
- 400 slum children aged 3 to 6 in the two slum settlements of Okhla and Govindpuri localities in Delhi.
- Parents of slum children.
- 18 teachers of 6 Municipal Schools 6 in Delhi, will benefit from training on inclusive teaching /learning processes and enrolment of street and working children.
- 20 Anganwadi (ICDS) workers in 20 Anganwadi Centres will be targeted in the Okhla/ Govindpuri area.
- Communities (targeting 400 mothers specifically) in 20 settlements of the two localities in Delhi will be targeted in order to create a wider social awareness.

#### Purpose of the review

The purpose of the review is to evaluate implementation process and achievements of the project specially its outcome, effectiveness and sustainability. Secondly, documenting lessons learnt shall be a priority of the review. Thirdly, it will also look 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'

#### Methodology

Review shall comprise of both primary data collection as well as reviewing secondary literatures.

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

Step-2 Primary data collection shall include the following:

- Focus group discussion with different children groups (slum children and street children).
- Discussion with Government officials from various ministries (Women & Child Development, Ministry of Human Resources and Ministry of Labour).
- FGD with mothers groups
- Discussions with AWW from 20 different centers.
- Discussion with NGO workers/ leaders, teachers.

Step-3 Consultation with NGO partners for hands on orientation on the ToR and fine tuning of ToR (if needed).

### **Sampling**

Purposive sampling technique shall be used for the study. Area selection shall be done on census basis. Sampling shall be done for selecting the target groups like slum children, street children, children groups, mothers committee, Govt officials, AWW etc in each of the intervention slums/ sites. Approximately 10% sample size is suggested for the study. The agency will develop the review protocols including detailed sampling procedure, plan for data collection and analysis, data collection tools, time frame and work plan.

### **Expected outcome from the review:**

- Over all project delivery- Implementation of planned activities, any gaps identified and challenges encountered.
- Project monitoring process- effectiveness of the monitoring system, communication flow of M&E shall be reviewed.
- Project coverage and reach (target Vs achievements)
- Status of 'outputs' as mentioned in the proposal in the following lines:
  - Effectiveness of facilitation centers
  - Development in quality life of street children brought by the project
  - Capture the opinion of Police, JJB and CWC on the quality of training and changes that had brought into their day to day functionality
  - Functional status and of Children's groups and its sustainability in future. Capturing their ability of as change agents for the similar cause.
  - Capturing the opinion of AWW on training delivered and its effectiveness. Changes that they had witnessed in their day to day functionality.
  - Effectiveness of mothers group, their perception and change in practices and mechanisms to ensure sustainability.
  - Achievements of advocacy by child groups, NGO partners and Save the Children.
- Good practices and learning from the project

### **Quantitative information required:**

1. Number of children rehabilitated in community and facilitation centers
2. Number of children enrolled in formal education (mainstreaming)
3. Number of children enrolled in vocational training courses.
4. Number of children enrolled in school program through ICDS
5. Number of teachers trained on inclusive education
6. Number of AWW trained
7. Number of street children received birth certificate

## **Deliverables**

- Draft Evaluation report
- Final report

## **Time lines of the review**

- Desk review and meeting with NGO partners-1 day
- Development of data collection tools- 2 days
- Field work for data collection- 6 days
- Preparation of draft report.- 4 days
- Feed back and finalizing report- 2 days

## **Annexure- 1**

### **Evaluation questions**

Objective 1: By August 2011, at least 90% of the 400 target street children in the age group of 6-18 in Delhi are helped off of the street and out of work and have access to age-appropriate formal education and vocational opportunities

1. Ensure whether children are participating through the facilitation centres where they can express themselves and discuss about issues which affect them directly or indirectly.
2. Whether the street children access of basic services under different Govt. schemes to the entire child living on the street.
3. Engagement and participation of government officials/duty bearer towards ensuring protection of children on the street.
4. Effectiveness and relevance of psychosocial assistance were provided to children addicted to drugs and other addictive substances.
5. Whether street children are demonstrating health and sanitation practices.
6. Children accessing improved education and health services.
7. Whether child friendly/ Non-discriminatory mode of education within formal schools for the identified children.
8. Engagement of municipal schools to provide spaces conducive for learning, play, growth and development, especially for the children of/on streets.
9. Increased capacities of educational staff to deliver child friendly and inclusive teaching.
10. Effectiveness and relevance of the skill set trainings for children (6-14) that ensured profitable employment status

Objective 3- By 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.

1. Effectiveness of advocacy strategies for ensuring the rights of child and its outcome.

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