

PROJECT PROPOSAL  
ON  
HEADING TOWARDS  
**A CHILD LABOUR FREE SOCIETY**  
**THROUGH**  
**EDUCATION AND COMMUNITY PARTICIPATION**

SUBMITTED TO

**CVI**

PREPARED BY

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## **BACKGROUND OF THE IMPLEMENTING ORGANISATION**

CINI ASHA, the urban project of CINI – child In Need Institute, has been working since its establishment in the year 1989 with the Deprived Urban Children (Street Children, Child Labourers staying in slums and squatter colonies, and Children of Sex Workers in the red light areas) in Central and Eastern parts of Calcutta with an overall objective to improve their quality of life and ensure their right to development through education and social mobilization.

Various strategies have been adopted by the organization with the aim to ensure the basic rights of the child in accordance to the CRC. The strategies include the following programmes:-

**Drop-in-Centres** - is to reach out the street children which enables them to come and receive education, recreation & counselling support at their convenience.

**Night Shelter** – the street children who are not secured on the streets take shelter here during the night. They are given various support like education, counseling, nutrition along with other facilities like bathing, recreation and personal lockers facilities.

**Half-way-Houses** – both for boys and girls who are in the high risk category are brought here to give them a feeling of family life.

**Pre-vocational training centre (Upavan)** equips the disadvantaged adolescent girls with skills in sewing and embroidery.

**Preparatory Centres** are run to reach out to the child labourers (in the age group 5 – 14 years). Here they are prepared through bridge course for being mainstreamed in age appropriate classes in the formal schools.

**Coaching Centres** are to provide educational and motivational support to the children already mainstreamed into formal schools.

**Shikshalayas** are the alternative schools (Classes I-IV) designed for deprived urban children who are currently out of school in the areas where there is no school in an accessible distance or the local schools have no infrastructure to accommodate more children.

**Awareness Programme on HIV/AIDS** is designed to educate street children, adolescent and youths about the problem with the aim to prevent the spread of the disease.

**Sick-Bay** provides residential facilities, treatment, care and other necessary support to the sick children.

**1098** is a 24 hour emergency telephone service to reach out help to the children when they are in crisis.

**Networking** - CINI ASHA is a part of various forums like National NGO Forum for Street and Working Children, City Level Plan Of Action, NGO AIDS Coalition and State Resource Group for education of the deprived urban children.

## **RATIONALE AND JUSTIFICATION**

The status of children in India is quite disappointing. According to 1991 Census, in India more than 100 million children belonging to the age group 5 – 14 years are out of school. CINI ASHA's definition of child labour states that, if any child belonging to the age group 5 – 14 years is out of school, he or she is a child labourer. Following this definition, India has the largest number of child laborers in the world. A recent study reveals that in Calcutta 44646 children of age group 5 – 9 years are out of school.

In this context CINI ASHA's child labour programme is aimed at getting children out of work and into school. One of the strategies in this regard is the Preparatory Centre, which enables out of school children to get mainstreamed into formal schools. Through the process of mainstreaming, it is possible to withdraw children from work or at least to reduce their working hour.

One of the studies in this field shows that the dropout rate is very high for the children, who work and study simultaneously. These dropped out children are eventually pulled back to work again.

During the first two years of CINI ASHA's Child Labour eradication programme there was no back up support to further cut down the working hour of the children, who work in the time other than the school hour. At that time CINI ASHA has experienced a significant dropout problem as high as 50% of the children mainstreamed. The finding compelled the Organisation to evolve some mechanism to check the problem of dropout. With this goal in mind, CINI ASHA initiated a backup support in the form of Coaching Centres. At the beginning, when CINI ASHA came up with the Coaching Programme with the hidden agenda to cut down more working hour of the children, the Organisation primarily faced a lot of non-cooperation from the part of the parents, as they had to sacrifice a portion of income, that their children could bring in. But with the passage of time they were convinced with the necessity of the back up support programme and adjusted themselves accordingly. This experience has provided another vision to the Organisation – i.e. generating awareness among the parents is the most dependable path towards the sustainability of the Child Labor eradication programme.

To initiate CINI ASHA took up education along with some recreational components as the only strategy for back up support to get quick acceptance among parents and community; though the Organisation has a wider vision for this programme in future. Although the coaching centers presently offer only educational guidance to school-going under privileged children, the Organisation aims towards setting up of Children Centre or Children Club, where the children would find their own world. This Centres/Clubs will provide the milieu, where the children would love to gather and enjoy their childhood. In this way it would be possible to reduce their hours of work and in turn to check the problem of dropout from formal schools. In these Centres/Clubs education would be just one among many activities. Through training and workshop CINI ASHA would like to equip more than hundred youths, who in the future can independently guide the children and their parents in due process.

Presently where local youths are generally the dominant part of the local clubs, children will establish their access in the clubs someday following the success of CINI ASHA's back up support programme. For this we need large scale community participation, as local clubs and community persons are the real agents to carry out the programme in the long run for the benefit of their own community.

For the last couple of years CINI ASHA is organizing training regularly for the Community Volunteers who teaches in the Preparatory Centers. Following a definite module training is given to the Community Volunteers. Such training input is very much essential for the teachers and proved to be fruitful. But a similar kind of training module for Coaching Programme couldn't be organized due to lack of resources. For this reason we are not getting the best outcome of the Coaching Programme that we could have if training is provided to the Community Volunteers. Through training and workshop CINI ASHA would like to equip more than hundred youths, who in the future can independently guide the children and their parents in due process and make the Programme sustainable.

A core element of the Coaching Programme is community participation and ownership, e.g. they supply space and building. Besides the community volunteers teach and spend their valuable time for the students in the coaching centers only against a token remuneration.

Another component in the process is sensitising the formal-school teachers, as they are the complementary part of the whole programme of mainstreaming the distressed children of the society. Once these children get admitted to formal schools, it is the responsibility of the schoolteachers to provide them a congenial environment for their development, considering that these children are mostly first generation learner.

Thus, CINI ASHA is aiming towards the sustainability of the process of mainstreaming of child labourers through the process of building capacity of the community volunteers and sensitising communities. The present proposal is to take a short project with this aim in mind.

## **DURATION OF THE PROJECT**

The project period is from 1<sup>st</sup> January' 2002 to 31<sup>st</sup> June' 2002.

## **TARGET POPULATION**

- The Coaching Community Volunteers.
- The parents of children mainstreamed into formal schools.
- The community key persons.
- The formal school teachers.

## **PROJECT LOCATION**

The slums and squatter colonies in the central and eastern parts of Calcutta.

## **OBJECTIVES**

- Capacity building of the Community Volunteers of Coaching through equipping them with appropriate methods and techniques to guide the children mainstreamed and their parents.
- Generating awareness and sense of responsibility among parents on child's education.
- Sensitising youth club members as well as the community in all aspects of the programme for future sustainability.
- Involving formal schoolteachers in the process to strengthen the programme.

## **ACTIVITIES IN THE PROJECT PERIOD AND THEIR DESCRIPTIONS:-**

### **ACTIVITY 1**

CINI ASHA will develop a training module, which will incorporate both academic and non-academic methods and techniques to carry out the back-up support programme. The module will focus on multi-grade teaching technique, class management, modes of teaching-learning in multi-grade and multi-level situations, grouping children of multi-level literacy along with the methods and techniques of mobilizing community, guiding parents of the school-going children and establishing liaison with formal-school teachers. Development of such a module needs a number of workshops at various levels – e.g. with the formal-school teachers, with the concerned Government officials, with the uneducated parents of the school-goers, with the community persons and also with the target children.

#### **ACTIVITY 2**

100 copies of the Coaching Training Manual will be printed and distributed among the Coaching Community Volunteers.

#### **ACTIVITY 3**

The community volunteers of coaching will be enriched through the Capacity Building training through which they will be equipped to deal with children, their parents and community. These community volunteers will be responsible for teaching school-going poor children, motivating their parents, community mobilization and making liaison with formal schools. CINI ASHA would like to train 80 community volunteers, dividing them in 4 groups, each having 20 community volunteers.

#### **ACTIVITY 4**

Arranging follow-up training of the community volunteers is an extremely necessary component towards the success of the programme. Follow-up training will provide a continuous guidance to the community volunteers in their field activities. There should be at least 4 follow-up training sessions, arranged once in three months, in a year.

#### **ACTIVITY 5**

Workshops will be organised arranged with the uneducated parents, whose children were mainstreamed into formal schools and presently attending CINI ASHA's coaching centres. These parents are to be motivated through informal interactive sessions. The parents will be informed of some previous success stories, which will encourage the parents to send their children to formal schools.

#### **ACTIVITY 6**

Some articulate parents with leadership quality will be identified from the group of parents of each centre and they will be oriented to act as community influencers, who will convince the neighbours to send their children to schools regularly.

**ACTIVITY 7**

Workshops to sensitise local youths will be organised, as the local clubs are usually the space provider for our programme and the youths can be empowered to act as watchdog bodies.

**ACTIVITY 8**

Ward-level Apex Committees, involving youth club representatives, community key persons and local government representatives are to be strengthened and their roles should be made more clear and specific. The committee meetings will be a platform to share the activities done on the field and to take decisions for future activities. The idea behind developing such a committee is to inculcate the feeling of ownership for the programme through community participation. Apex Committee will meet once in two months.

**ACTIVITY 9**

Workshops with the formal schoolteachers, that will focus on issues like Child Rights, Child Labour Laws, problems faced by the slum children, education policies of Government and new activity based methods of teaching and innovative instruction methods, are to be arranged.

**ACTIVITY 10**

Visit for the formal-school teachers to the community based coaching centers to be organized to sensitise them towards the programme.

**ACTIVITY 11**

Parents –School Teachers (Formal school) meetings are to be arranged, as these meetings enable parents to feel free to communicate with the teachers about their children's development.

**ACTIVITY 12**

Community Volunteers will visit the formal schools at least once in a month to maintain a good rapport with them.

**OUTPUT FROM THE PROJECT ACTIVITIES: -**

1. A Coaching Training Module developed.
2. 100 copies of the Coaching Training Manual printed.

3. 80 Coaching Community Volunteers trained to guide 2000 school going children.
4. 4 follow-up training sessions conducted with a gap of 3 months in between two sessions.
5. 2,000 school going children received back-up support.
6. Parents of 2,000 school goers motivated through workshops and home visits.
7. Local youths and community key persons sensitized through focus group meetings and workshops.
8. Ward-level Apex Committees activated suitably.
9. 100 formal schoolteachers sensitized about the needs of education for the deprived urban children.

