

Initiatives on Education in Karkar and Maharajpur

Quarterly Progress Report

April to June, 2017



SANGANERIA FOUNDATION
FOR HEALTH AND EDUCATION
A NON-PROFIT ORGANIZATION
SINCE 2003—HELPING THOSE WHO ARE IN REAL NEED



Ultra International Limited
Fragrances, Flavours & Essential Oils



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Index

- ❖ Introduction
- ❖ The Project in Numbers
- ❖ Main Activities of the Project
 - Identification and enrolment of children
 - Mainstreaming
 - KADAM Step Up Program Book
 - Life Skill Education
 - Parents Teacher Meeting
 - Mid-Day Meal
 - Project and Teacher Council Meeting
 - Slum Development Meeting
 - Cleaning Action
 - Sports Program
- ❖ Annexure 1: Case Story
- ❖ Annexure 2: Plan for the Next Quarter

OUR STORY



SANGANERIA FOUNDATION
FOR HEALTH AND EDUCATION
A NON-PROFIT ORGANIZATION
SINCE 2003—HELPING THOSE WHO ARE IN REAL NEED

The SANGANERIA FOUNDATION FOR HEALTH AND EDUCATION is a non-profit Organisation founded in 2003 with a vision to aid economically weaker section of the Society. The Foundation has been actively involved in building up Socio-economic development in the field of Health & Education worldwide, for more than a decade.

Efforts focus on rural programmes that foster high-quality education and childhood health, and improve economic stability among India's rural poor. Our goals are to make immediate positive impact on the lives of individual / children whom we support and to catalyze systemic change. To those ends, we partner with various other Foundations, NGOs, Community Organizations and other Philanthropists. We actively consult with all our partners, helping them to solve problems, assess performance and plan for the future.

Most of the development work we carry out in India is focused on building up the capacity and ability of the hapless in New Delhi/ NCR and Sikar, Rajasthan.

"Together We are Changing the World"

Few things possess more
Power than a Thought
Because a Thought has
the potential To become
something significant. To solve
something meaningful. And
to inspire us to achieve great
things.

What makes a Thought
so powerful Is that it can
be created by anybody. At
anytime From anywhere

That's why thinking should be
encouraged And nurtured in
all its forms. No matter how
small. Or how impossibly
grand.

Because wherever Thinking
happens, Big Ideas follow.
Minds become enlightened.
Knowledge grows.
And people discover new ways
to unlock their Potential.

So start Thinking...

Unlocking human potential.

OUR STORY



Ultra International Limited
Fragrances, Flavours & Essential Oils

Ultra International is one of the leading company in the Flavors and Fragrance industry with a vision to be the Essential Source of Sensory Innovation for customers, driven by a mutual passion for excellence. Through unique sensory expertise and consumer insight, Ultra provides customers with the taste and smell profiles that are key to our products' success. Our passion for Perfumes and Flavors, our Creativity and Innovation, together with exceptional understanding of sensory perceptions and trends, have forged our world-class reputation.

Our consistently superior investments in R&D substantiate our desire to understand, share and reinvent the best of what nature has to offer in the realms of smell and taste. Ultra International limited strives to attain leadership through business excellence in the sectors they operate in, while upholding our values and integrity, to improve the quality of life of the communities they serve.

Ultra has always been value-driven. These values continue to direct the growth and business of Ultra International Limited. The five core Ultra values underpinning the way they do business includes Integrity, Understanding, Excellence, Unity and Responsibility.

At Ultra International, Social Responsibility stems from our Corporate PVP (Purpose, Values, Principles). Ultra has always demonstrated its commitment to the community not just through the quality of its products and services, but also through socially responsible initiatives for the community. Ultra believes in building the community in which we live and operate by supporting its ongoing development.

Ultra International in association with SANGANERIA FOUNDATION for Health & Education (A Non-profit Organisation) is involved in a wide variety of community development projects and programs in India. The community development endeavors to cover many areas, from health and education to livelihoods, women-children welfare and many more.

INTRODUCTION

With the support of Sanganeria Foundation for Health and Education (SFHE), Humana People to People India (HPPI) has been implementing the Education Project in Karkar and Maharajpur. A new Memorandum of Understanding (MoU) was signed between SFHE and HPPI in April, 2017 to implement the *KADAM* Step Up Program. The project focuses on enrolling 100 out of children and mainstreaming them to formal schools. In addition to this, Ultra International Pvt. Ltd. will continue to provide the mid-day meals to *KADAM* children.

The report furnished below explains the progress achieved in the first quarter of the implementation, i.e. from April to June, 2017. The reporting quarter witnessed identification and enrolment of new children and mainstreaming of children into formal schools. The project also organized cleaning action, sports program and life skill classes for children.





The Project in Numbers

April to June, 2017

S. No.	Activities	Plan	Result	Variance
1	No. of children in KADAM Center	100	160	60
2	No. of new enrolments	40	40	0
3	No. of students mainstreamed	20	6	-14*
4	No. of irregular children	-	18	-
5	No. of sports /cultural event organized	6	5	-1**
6	No. of thematic weeks organized	3	3	0
7	No. of Slum Development Meetings organized	6	6	0
8	No. of Parents Teacher Meeting organized	6	6	0
9	No. of life skill organized	6	6	0
10	No. of cleaning action organized	6	6	0

**14 children were not mainstreamed to formal school as they completed last step by April. Therefore, their mainstreaming will be in July.*

***Only 5 sports events were organized in the reporting period against the plan of 6 as the project organized a common sports program for both the centers.*

Main Activities of the Project

Identification and enrolment of children

The project with an aim to enroll out of school children, carried out an identification drive in April and enrolled 40 out of school children, including 27 in Karkar and 13 in Maharajpur. With new enrolments, the total strength of out of school children in both the centers has become 160.

The enrolment process was completed in April, wherein the teachers and project staff collected all the necessary documents after completing the enrolment application forms. The children were assessed and enrolled according to their learning level that was determined after a baseline assessment test. The baseline assessment was followed by the distribution of *KADAM* Step Up Program books, stationary and other educational materials, after which the formal classes were initiated.

Mainstreaming

The project staff ensured admission of children by regularly meeting officials of nearby government schools and understanding the curriculum of schools. In April, 6 children were mainstreamed against the plan of 20. Remaining 14 children were not admitted as they could not complete their last step. Since, schools remain closed in May and June, the admission process has been postponed to July. Only those students were enrolled in the formal schools who had reached their appropriate level of learning through *KADAM* Step Up program methodology.

Below mentioned is the list of the students who have been enrolled in the formal schools.

S. No.	Name	Age	School Enrolled	Class
1	Pooja	12	Aman Public School, Maharajpur	6
2	Pawan	9	Pangasa Junior High School, Maharajpur	4
3	Gagan	12	Pangasa Junior High School, Maharajpur	4
4	Avtab	11	Aman Public School, Maharajpur	4
5	Sajida	7	Government Primary School, Karkar	1
6	Muskan Kumari	9	Government Primary School, Karkar	3

KADAM Step Up Program Book

The teachers started the classes after the distribution of *KADAM* Step Up Program books. The book contains 11 themes, with each being taught for a month, covering different basic topics for children's knowledge development on everyday practical activities. The learning is focused through 10 themes from the program book, and the last, i.e. 11th theme allows children to test their learning through an exam.

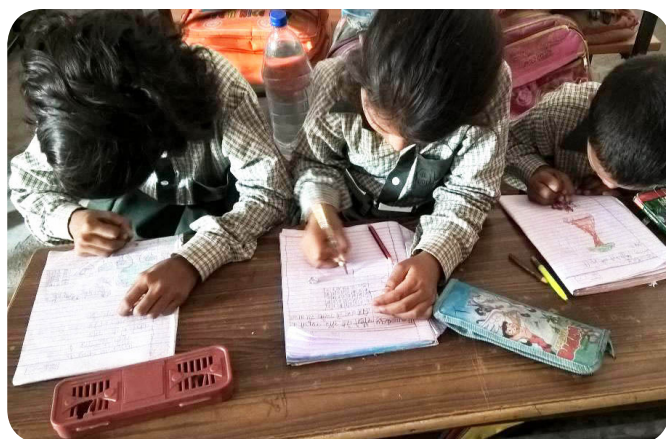


The teachers initiated the classes with first theme, The World I Live In: Me, My Family, My School, My Country, in April. This theme was a welcome period, wherein the children learned about the concept of self-introduction and understanding the spaces, they live in, such as home, school and the country. The children learned about geographical boundaries through maps and were oriented about other topics through poems, songs and stories.

In May, Nature: My Friend was taken up. Through this theme, the children were made aware on environment and its importance. The teacher also briefed the students about different weathers and the solar system, along with explaining the concept of day and night using drawings and the globe.

How people travel, communicate and work was the theme carried out in June that was focused to encourage the children to achieve their respective goals of life and to educate the students on the most important means of transportation and communication. The theme also represented theoretical and practical activities on verbal as well as non-verbal communication, understanding traffic rules, cost of different fuels, and proper use of languages. Children were educated on the ways of expressing the message through facial expression and body language.

At the end of each theme, a theme week is organized, which is aimed at exploring child's learning level and experience of the theme taught through their program book. In the reporting quarter, three theme weeks were organized on the aforementioned themes. Children made paintings, posters and drawings based upon the themes and their understanding about each topic. To encourage the children's learning and appreciate their efforts, their parents were invited to the center, where all the artworks were displayed for exhibition. The children also presented poems and songs, which was highly praised by the parents.



Life Skill Education

Life skill education sessions were organized at respective centers with an aim to teach children about various qualities such as good manners, honesty, self-confidence, team spirit, punctuality, health and hygiene, qualities of a good listener, qualities of a good speaker, importance of education, etc., to enhance the life skills of the children and to prepare them for the outside world. Through group discussions, storytelling, games and role play, children were taught polite words such as thank you, sorry, please, excuse me, etc. They were taught to brush regularly, keeping nails trimmed and washing hands with soap. Apart from these lessons, *KADAM* teacher organized two sessions every month where children were taught to prepare decorative items using trash, cartons and boxes.



Parent Teacher Meetings

Regular meetings were organized with parents to inform them about their child's performance. They were made aware about the project and its objectives. The parents were motivated to participate in their children's learning process and understand their academic needs. The program is making efforts to increase the participation of parents in all the activities of the Center to create a conducive environment for children's holistic development.

Date	No. of parents in Karkar	Date	No. of parents in Maharajpur
28/04/2017	15	27/04/2017	19
26/05/2017	11	29/05/2017	17
23/06/2017	10	23/06/2017	20
Total	36	Total	56

Mid-Day Meal

The urban poor living in informal settlements or slum dwellings face a huge challenge when it comes to nutrition. They are exclusively dependent on the market for food or on the rich families from where they get leftovers. This adversely affects their mental and physical faculties. To address this issue and improve the dietary status of *KADAM* children, Ultra International Pvt. Ltd. has been providing fruits, snacks and biscuits to the children as a mid-day snack. With this initiative, the project hopes to contribute to the physical as well as mental development of the child.

An employee from Ultra International Pvt. Ltd. expressed interest in sponsoring the mid-day meal to children. On 28th April, mid-day meal was served to 120 *KADAM* children and 30 parents at Maharajpur center and on 29th April, a team from Ultra International served meals to 150 children at Government Primary School, Karkar. On both these days the meals were sponsored by the employee from Ultra International.

Project and Teacher Council Meeting

All the mentioned activities in the report were implemented as a result of thorough planning, which was done during the project council meetings. During the reporting period, project council meetings were organized in the beginning of every month. Apart from monthly project council meeting, weekly teacher council meetings were also organized. During the meetings, the project staff and teachers developed working strategies to implement the project in an effective manner. Through the meetings, further monthly activities were planned along with discussing the progress of the previous month. The project council discussed the challenges during the implementation of the project activities. One of the challenge the project staff faced during the quarter was irregularity of children at the center as they migrated to a different place. To keep up the strength, the project staff had to follow up with parents and mobilize them to send their children to center.

Slum Development Meeting

In the reporting quarter, six slum development meetings were conducted with the community people. Every month, the project staff visited different parts of the slum and sensitized people on the issues of health, hygiene, education, etc. Through these meetings, the project staff stressed upon sanitation by encouraging the community members to keep their surroundings clean so that they prevent themselves and their children from water borne and seasonal diseases.

Cleaning Actions

As a result of themes, the *KADAM* teachers along with children decided to organize a cleaning action in the center. Six cleaning actions were carried out in the reporting period. Prior to the cleaning action, the children were briefed about the need for this action and they were organized into teams. The center premises, cupboards and classrooms were thoroughly cleaned.

Sports Program

With an aim to aware children about physical development and growth, monthly sports programs were organized at respective centers. A common sports program was organized for both the centers on 29th June near the Maharajpur Center. The children played badminton, kho-kho and kabbadi while parents participated in hit the pot game. A total of 85 children participated in the sports program and 9 youth from the Digital Literacy Program. As a token of appreciation, winners were given geometry box for their efforts and consolation prizes were also given to children for their participation.



Annexure 1: Case Story

My name is Santosh and I am studying in third step at *KADAM* Center in Karkar. My father, Veerpal is a laborer and my mother, Sarvesh works in a factory. I have five siblings of which one is married. My father is an alcoholic and spends his income on alcohol. The entire responsibility of the family is on my mother's shoulder. Due to financial constraints, I never had the opportunity to attend school.

I used to spend all day playing with my friends. One day, while playing, a teacher Ms. Susheela approached me and asked if I was attending any school. I told her that I have never been to school. She then explained to my parents about Academy for Working Children (AWC) which is now *KADAM* Center. Initially, my father did not agree to it. It took several meetings to convince my father.

I was excited to study at the center along with other children because I never thought I will ever be able to pursue education. Studying at the center is interesting, teachers teach us through activities. We work in TRIOs and learn by doing, which is a great method for us to learn. It is because of the *KADAM* teachers that I got admission in Government Primary School.



Annexure 2: Plan for the Next Quarter

S. No	Activities	Plan
1	No. of children continuing in <i>KADAM</i> Center	100
2	No. of new enrolments	20
3	No. of students mainstreamed	34
4	No. of sports /cultural event organized	5
5	No. of thematic weeks organized	3
6	No. of Slum Development Meetings organized	6
7	No. of Parents Teacher Meeting organized	6
8	No. of life skill organized	6
9	No. of cleaning action organized	6

