

About LOKMITRA and the Project

History of the organization

LOKMITRA was founded by Mr. Rajesh Kumar in Raebareli, a district town in central Uttar Pradesh. After his post graduation from Institute of Rural Management, Anand (IRMA), he worked with two NGOs and towards the end of 1997 initiated LOKMITRA.

From inception LOKMITRA is working with government primary schools to promote the delivery of quality education to children. Tata Trusts started supporting LOKMITRA from 1999. Initial years were that of learning by doing and of getting exposed to what other are doing. Education program of LOKMITRA has evolved with sustained support of Tata Trusts, which is still continuing. From 2004 Oxfam Novib and later Oxfam India started supporting the education program.

Achievement

School Children Learning and Attendance - Lokmitra has supported about 500 schools for 1 to 5 years in 11 rural Blocks and three urban areas in 7 districts of Uttar Pradesh. About 100 schools were supported periodically with pedagogy input. Out of them 30% schools have showed good progress in learning and enrolment. About 20 to 40 percentage point improvement in learning outcome and attendance has been observed in these schools (in one academic year). In other schools effort focussed more on SMC effectiveness and peer learning among teachers. Enrolment in supported 30 schools of Raebareli, improved by 5% in session 17-18.

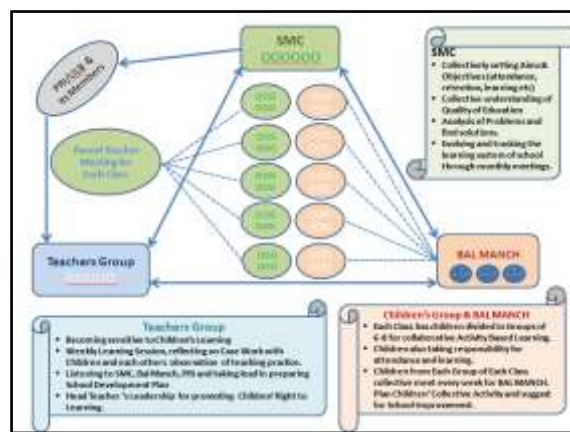
Education of Out of School Children and Adolescents – About 10,000 Out of School children supported through Supplementary Learning Centres and Residential Camps and about 40% of them got admitted in formal school. Since year 2000, LOKMITRA started mobilising Out of School Girls for supplementary education and subsequent mainstreaming in schools in Raebareli district. By 2010, with support from SRTT & Oxfam Novib, about 3,000 Out of School Girls were mobilised and about half of them joined schools for regular education. During year 2008-2009 Lucknow City was covered and about 400 not in school children engaged in rag picking were enrolled in schools after providing supplementary education. Under Adolescent Education Project initiated in April 2012 with the support of SDTT in 31 Gram Panchayat of Raebareli, about 3,500 not in school Adolescents in 11 to 16 year age group were identified. Out of them 2456 (1496 girls) adolescents were provided education and life skills. 575 (359 girls) attended four month Residential Camps. About 947 (521 girls) adolescents got mainstreamed in Junior and secondary Schools. In Saharanpur & Haridwar, since 2015 about 5,000 Out of school children were identified and provided supplementary education. About 25% of them got mainstreamed in schools.

Systemic Reform and Promoting System wide change - LOKMITRA successfully initiated an Educational Coalition, namely “Basic Shiksha Manch” (coalition of SMC Federation/Parent Association & NGOs) in 2006. Since then every year workshops and campaign has been organised at state level and in many districts. About 250 NGOs of 40 districts were mobilised. Effort of Lokmitra and BSM has contributed to enactment of RTE Act. Subsequent effort for influencing the Central Model Rule and State RTE Rule of UP resulted in adoption of many suggestions.

Project Activity –

Lokmitra School Education Improvement Package, which has evolved over last one decade, consists of dual approach. One is activity system of collaborative learning among teacher, children & parent is titled “**Sahkar/सहकार**”. This is intended for whole school development by facilitating parents, teachers & children to work together as learning group to face school level challenges and work for school improvement. This is a system for promoting improvement in school from within by nurturing

Community of Learner for Education of all Children. School as learning community is a place, where children learn together, teachers also learn together as educational professional, and even parents and citizens learn together through participating in school renovation. In order to fulfil this vision, students learn how to work together in classrooms, teachers build collegiality and creatively challenge the issue of how to conduct classes and learn from each other, and parents and citizens work jointly with teachers in SMC meetings and special learning activities.



The other approach is Academic Support Package aimed at ensuring basic numeracy / arithmetic and Hindi reading-writing ability of all children, especially of those who have completed two years of schooling. This is titled “Buniyad/बुनियाद”. It consists of lesson plan, learning materials (workbook, activity) for multi level teaching learning in mixed ability group and same ability group. Children work in learning groups and their progress, attendance, mutual support are encouraged. System of periodic assessment and review in teachers meeting is built in. Work on this package follows after initiation of Sahkar package. This creates opportunity for teachers group to reflect on diverse learning of children and question some of their long held belief about how children will learn. Lokmitra has developed a booklet for Teachers to improve their understanding and practice of teaching of Hindi Language in a situation where they are not able to promote reading ability.

Academic Support Package also includes add-on, covering life skill, relating school knowledge to local living knowledge, school gardening related science, etc. These are clubbed under “Buniyad Plus”.

With additional resources raised at Global Giving platform, a team of Project Coordinator and two facilitators will work with 10 primary schools of Raebareli town and adjoining rural area. Selection of school will be done on the basis of teachers’ positive inclination.

There will be meeting of teachers (at least one teacher from each of 10 schools), preferably on holiday or after school to encourage them to share challenges and evolve solutions. Approach of project will be explained and as per sequence decided, found convenient, activities will be taken up. This meeting will be used to review the progress.

Following are list of activities that will be taken up:

- Capacity Building of School Teachers. Peer learning at school and cluster level, Exposure visit, Training Workshops.
- Capacity Building of School Management Committee & its Federation
- Formation of Children’ Group & Forum. Capacity Building of Children Forum.
- Support to School Development - Library, Learning Activity Material etc
- Demonstration of effective teaching learning. Providing teachers and children Lesson Plan and Learning Material to Children.
- Assessment of Children’s learning progress every two month and it being discussed in teacher group meeting at school level and in project team.
- Documentation for review and reporting. Reporting on Global Giving site will be done every month or quarter. Specific reporting requirement of donors will also be met.