

DOOR STEP SCHOOL, MUMBAI

School on Wheel Project

Supported by Child Action & Hemraj Goyal Foundation

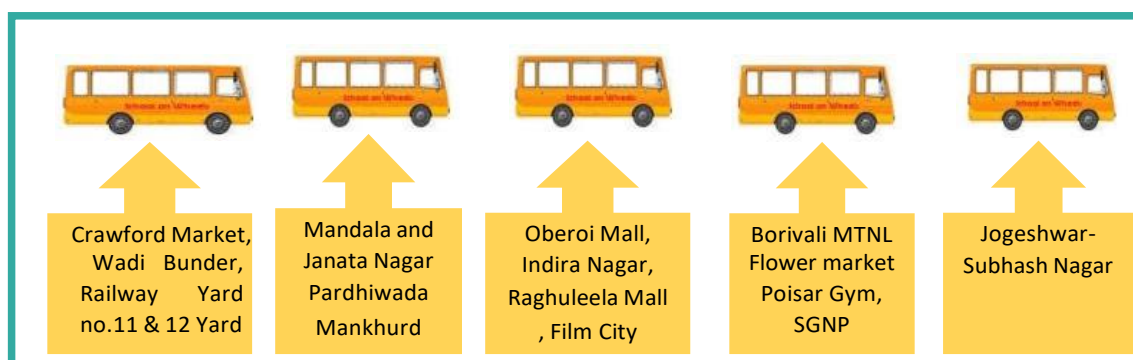
Progress Report _May 2022

**Project title- School on wheels-
Non formal education for street children and pavement dwellers**



School on Wheels, is our flagship program.

It's a bus designed as a mobile class room is an effective strategy to reach out to the most unreached groups of out-of-school children i.e., street children and pavement dwellers. It also acts as an emergency class room where space is a constraint.



Overview:

Background

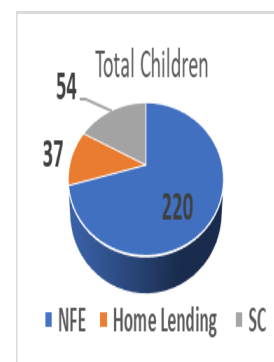
During the COVID-19 pandemic most of the Municipal schools and low-cost private schools struggled to continue the educational activities for their student's due lack of required resources available with their management. Door Step School has attempted to address this situation with our full capacity and limited resources and have executed many new strategies and kept reaching out to children and families we are working with. Our primary focus was to start children's online classes by using direct telephone calls and using what's App. Although, it was very challenging take this initiative to maximum number of children for those who do not have smart-phone; organisation have decided to help them through providing digital devices via digital library.

Digital Learning

With our Digital Learning Project, organisation have provided 400 digital devices for online learning in our classes and has been able to provide and uninterrupted education for more 4000 children during the academic year. Door Step School have continued operating existing programs and classes for small group of students with limited number of hours. In addition to those classes, digital learning was incorporated in input delivery. In the digital learning class, they use digital devices to reinstate their daily learning's through online videos or offline computer games and quiz. The same was followed for all classes' students. Study class students have learned language and Math using devices, Science lab students can explore more in science project available online.

Number of beneficiaries location wise

Sr. No.	Location	No of Beneficiaries
Sow I	Obraoi Mall & Film City, Kandivali - Raghulila Mall, Boriwali -Indira Nagar	150
SOW II	Boriwali East -Flower Market, MTNL, Poisar & Tumnipada	222
	Total Beneficiaries	372



Impact story

Kavita, 13 years old child belongs from economically backward family from the weaker section of Subhash Nagar community in Mumbai.

Her Mother and father, both are illiterate, in result to this they are working as construction labors to cater their family needs. She stays with her 3 other siblings in a raw house made by plastic material wherein water and electricity amenities are not provided by local government.

Her parents leave their home in the morning and would return at home late night due to the high volume of their construction work. Hence, Kavita is the only person left at home with the multiple responsibilities such as cooking, water filling and take care of her younger siblings throughout the day. She was strongly willing to attend our class, however she was unable to join due to the family responsibilities on her shoulder.

Our on-ground team decided to address those challenges that Kavita were facing, they took initiatives to speak to her parent and neighbors as well. They her parents aware on the importance of education, how it would help her to grow as a person in life and how she could have a better life compare to she is having at present. Her parents were convinced and allowed her to join our School on Wheel program.

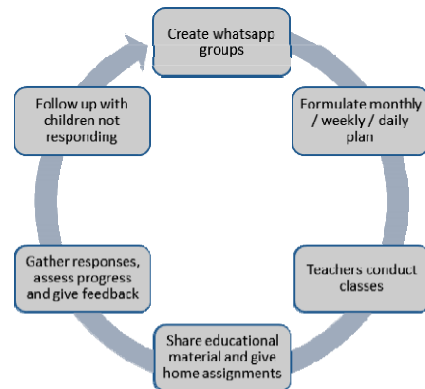
In coordination with Kavita's parents, our teacher developed a suitable schedule for her wherein she could take care of her family responsibilities and attend our non-formal education classes apparently. Few days later we could see that, her mother started helping her into domestic work, she also managed to take care of Kavita's siblings with the help from other relatives and neighbors. In result to this, Kavita started attending class on a regular basis, could concentrate in a very well manner and participated actively in extracurricular activities. By now, she has also developed her interest in digital learning. Now, Kavita is getting prepared to undergo formal schooling and cope up with new environment with the help from our teachers. Her Parents say, all thank to DOOR STEP SCHOOL team for bringing Kavita into the mainstream of education and shaping her life.

Need assessment	Resource mapping	Restructured activities	Monitoring & Evaluation
• Loss of livelihoods leading to starvation • Socio-emotional instability • Lack of awareness on COVID-19 and associated myths • New ways to help children continue learning in absence of physical classes	• Survey of available resources with communities and organization • Teaching Learning Material (TLM) • Capability building of staff towards use of technology	• Introduced new activities to address immediate needs • Defined Main and Support activities to be conducted in online intervention and community classes	• Weekly and monthly reporting to track progress and make course correction

Key achievements / Highlights:

Activities with children and parents through online and community intervention-

Online Intervention - Online intervention was a new initiative for us. Lockdown forced us to move all our activities online; engaging with children and parents being one of the most important. Since we track children after migration, we gather their contact information which includes phone numbers of parents. This helped us to a great extent while conducting the online classes. In addition to this, our more than 20 years of experience of working with the government schools enabled us to be a part of the school WhatsApp groups during this period. Adjoining figure shows the process followed while conducting online classes.



Community classes – These classes were primarily conducted with children residing in the neighbourhood of our teachers and later when construction sites were operational, we began our Educational Activity centres at construction sites. Children from all the less privileged communities were facing a disruption in learning due to school closures and lack of digital resources. Lack of support and a conducive environment at home further increased the need to work with them. This was done by following all COVID-19 protocols like teachers were trained to teach without using regular TLM, teaching tools if any were handled only by teachers and books given to children were sanitised after each class.

We also realised that we were reaching only a certain population of children who had access to smart phones. There were many others who were left out due to lack of resources. We classified children according to type of phones and engaged them accordingly-

- Children with smart phones received online activities via WhatsApp.
- Children with simple phones received activities through phone calls and field visits
- Children without access to phones received activities through field visits. Community members and other parents also came forward to help other children without phones.
- We also did a smart phone donation drive to meet the requirements. We thank Mr Dilip Basrur and Saraswat Cultural Forum for donating a total of 12 new smart phones allowing 42 children to continue their studies.



Learnings

A major learning as an organization has been that more than 30+ years of experience has helped us to adjust to the adverse conditions. The experience of our staff has helped us to make changes to the projects without the fear of losing the essence of it. All our projects remained relevant due to their versatility.

Capacity building of staff – The period of lockdown last year i.e. April-June 2020 gave rise to lot of uncertainties. At the same time, it also gave us an opportunity to take a pause and think, what could be done better. The new demand of working online created new requirements for our staff like knowing English and becoming comfortable with technology beyond WhatsApp. BNY Mellon, Cognizant and DLRC (Drive Learning Resource and Change School) volunteers started with conversational English and MS office sessions for our staff. DLRC students from 9th grade and above started this volunteering initiative and soon we had their parents participating too.

We have always believed that our work spoke for us and indeed the trust of our partners has strengthened our belief.

- ❑ Home Lending activity was loved by children across all age groups. This needs to be continued with focused activities which will help to develop reading and comprehension skills further.
- ❑ Every year 25% - 40% children migrated from the communities we work with. Online classes enabled us to continue their learning, follow up on their learning levels and enrolment in school at the new location.
- ❑ We were able to identify the various training needs such as training related to COVID-19, use of various media for teaching, adapting the teaching techniques and tools to suit the new media of teaching etc.
- ❑ Even though children are the primary beneficiaries, it is of paramount importance to work closely with parents for the continued education of their children.
- ❑ With many school intervention programs in place, there is still a need to reach out to parents and children in person to develop a connect and make our interventions impactful.
- ❑ Our staff was open and flexible and hence able to accept new changes in terms of efficient use of technology
- ❑ Due to the pandemic, school closures have definitely affected educational health of children. The impact will be seen in the years to come with low learning levels and increased school drop outs. We need to take immediate action to bridge this gap and prepare children before schools re-open.

Photo Gallery





Mid Day Meal



Mid Day Meal