

Contact us

CHINTAN Environmental Research and Action Group

238 Sidhartha Enclave,
New Delhi - 110014 INDIA
Phone : +91-11-46574171/72/73
Fax : +91-11-46574174

Our Email :
info@chintan-india.org

Our Website :
www.chintan-india.org

As part of its mission of environmental and social justice, Chintan has been working with children wastepickers in Delhi, to help them access mainstream education and be able to access more opportunities to actualize themselves and participate to the fullest in the democratic processes of India. This is our No Child in Bins programme. Children wastepickers are a particularly vulnerable set, faced with the burden of both poor access of basic facilities like education, housing and water and sanitation, as well as exposed to toxics and treated as contaminated people. Being children, they remain many times more vulnerable to all of this than any adult. However, they also have compelling reasons to work and a unique pattern of work.

Chintan has worked with and organized waste recyclers-pickers and junk dealers-for many years now and understands the dynamics of their work. For this reason, we have painstakingly explored the possibilities with wastepicking children, offering a framework that they have participated in creating.

Our manual, Carving Opportunities details the path we have walked with wastepicker children. It uses examples, case studies and draws from the everyday experiences of the team to create a manual that can help others—interested organizations or individuals—draw a few learnings as well.

Chintan does not endorse child labour. However, our practical experience tells us that children may not be able to at once stop this hazardous work for a number of compelling reasons. This manual shows how they can access education and begin to experience a life outside the trash bins.



Carving Opportunities

A Manual to Facilitate Children
Wastepickers Access Education



CHINTAN
Environmental Research
and Action Group

CHINTAN Environmental Research and Action Group

We are a registered, non-profit organization working on the issue of sustainable, equitable consumption and environmental justice.

Our mission is

to work towards social and environmental justice as well as a dignified existence for wastepicker communities, particularly of women and children, to help them move towards better education and livelihood opportunities.

To advocate for sustainable consumption and safer toxics free materials as a means to safe and environmentally sustainable products which do not affect the health of any as also of the wastepicker communities or impact the common environment of all.

Carving Opportunities

Team: Pritha Ghosh, Bharati Chaturvedi, Ram Singh, Ranjan Sree Chaudhury, Rajesh Singh, Vibha Gupta, Sweetie Jaiswal, Vandana Madan

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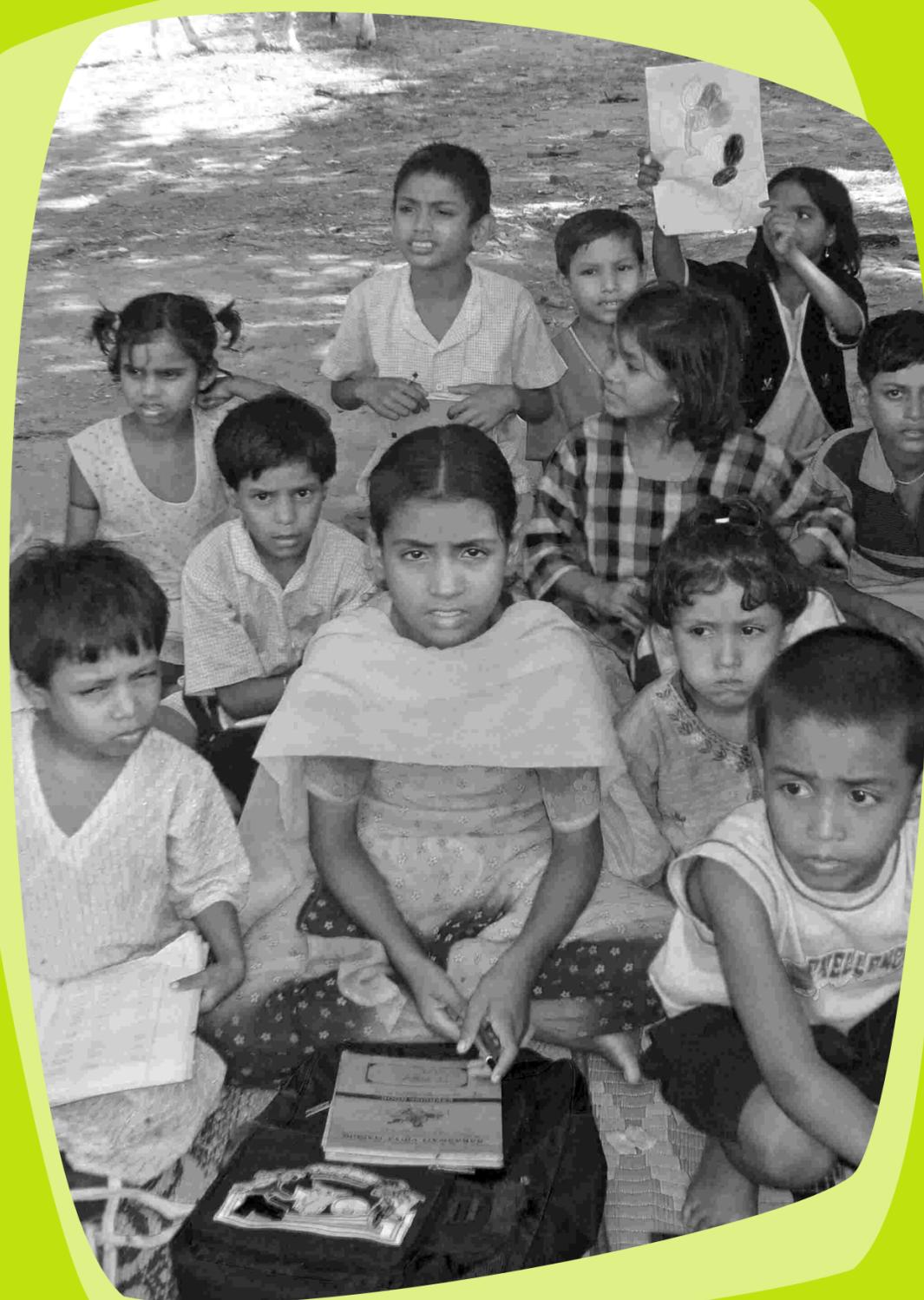
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Introduction

Chintan's history indicates how the organization has constantly adapted to the demands and priorities put forth by its partners, most notably, the informal recycling sector. This sector comprises waste pickers, itinerant buyers and waste dealers, all jointly ensuring that nothing that can be recycled is, literally, wasted.

In its initial years, Chintan was compelled to address the issue of antagonistic police and hostile municipal relations with waste recyclers. From being an organization with little legal capacity, we have now developed several innovative training modules that create change in the lives of the recyclers. Moreover, we have developed institutional relationships with some of the agencies, re-fashioning relationships in the changing context of the city.

As part of this same approach, in the last three years, we've been visioning the future of waste recycling, with the recyclers. Many dreams have been shared and many new initiatives have come out of this. In the case of waste pickers, it was clear : There should never be a second generation of waste pickers.

This set into process a discussion. How can a child be helped not to be a waste picker? How does a child access the same opportunities as someone who doesn't have to work? Idealistic, yes. But that's no reason to embrace tepidity.

In theory, it's all fairly neatly laid out: children have rights, and the government must ensure that these rights are protected through policy and legislation.

In reality, one has to work within a kaleidoscopic landscape where various factors come into play and impact the community and work. In our specific context, we already have a good relationship with waste recyclers, both adult and many children. We also have a sound understanding of how the recycling trade works. Besides, education was a user-driven demand.

These were our greatest strengths.

Like many other trades, waste recycling has well defined contours. There is a time when you work the hardest, a time when you can take a break. This is a complex, unique world and an understanding of it as outsiders engaged in a fruitful, long term dialogue, helped us to design systems that fitted the children's needs and created the required conditions for community participation.

Our approach is to help children access mainstream education by preparing them for it and then, helping them to stay in school. If the child is too old to join school, we look at the National Open School system. We use every local resource and link up with other organizations to optimize this. The reason why we focus on education is obvious. As this manual explains later, education actually helps you break out of the poverty cycle, not merely by offering qualifications and skills, but by developing faculties like critical thinking, decision-making and enhancing personal ability.

Meanwhile, several other groups outside the big cities are also beginning to offer various services, including education, to working children. An increasing number of these children are likely to be wastepickers. Not a big surprise, if you look at the increasing rural tensions, loss of livelihoods and environmental damage and recall that waste picking at its most rudimentary requires little skill. Given that this is an area we address through several prisms, we are focussing on increasing the opportunities available to such children and combining every possible skill we have to give it our constantly improving best shot.

Obviously, then, there is no one way of doing things. But our way is working for the children we work with. For this reason, we would like to share our experiences and enrich the ideas with feedback and other experiences.

Bharati Chaturvedi
Director



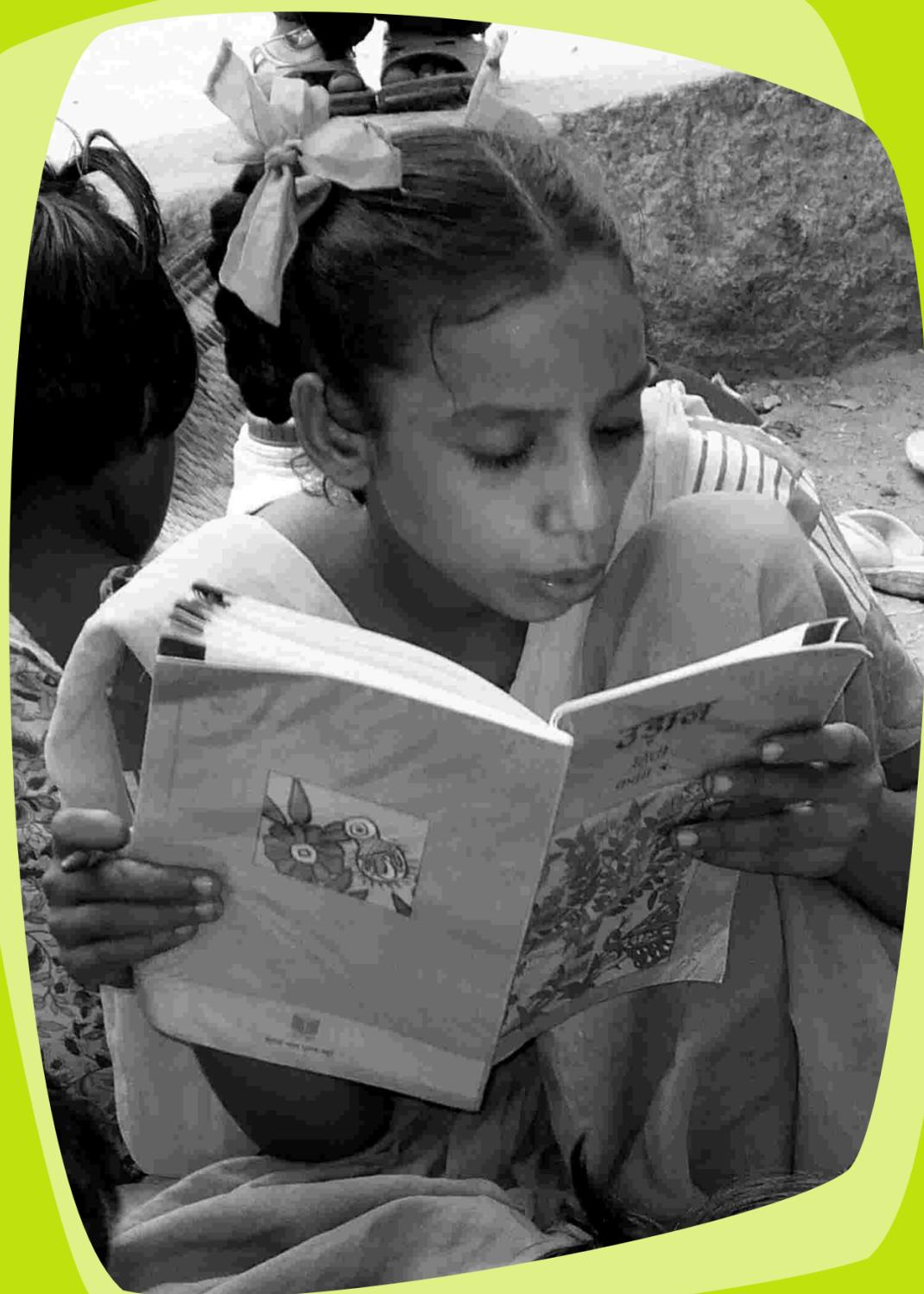
The Need for This Manual

In the last two years, Chintan has evaluated, overhauled and experimented with the Education services that it provides to the children of wastepickers that it works with. The experience has resulted in a small, well-educated team of facilitators, several successful models of education in the context of the issues Chintan works around, and so many first generation learners retained in Government schools that the learning is well worth sharing.

This manual is being written also because it has become clear through the experimentations at Chintan that it is possible to create individualised, high-quality education modules for a large number of children so that they are able to access mainstream society and systems within a relatively short period. Thus, there may be a fighting chance to ensure that all the child wastepickers have the option not to continue with their trade when they grow up. This manual attempts to show how this is a practical, achievable and short-term objective.

It is hoped that this manual will be used widely. That the ideas in it will prevent the repetition of mistakes we made, will save the time that cannot be afforded to get wastepickers in touch with a direction that they choose for their lives. To assist, the Chintan education team is available to make evaluations and help adapt this manual for other agencies that choose to use the advice between the covers of this document. This includes teacher training, exposure visits to our centres and skill training on the tools that have been developed to implement the models of education that have been discussed.





Chapter 1 Background

It is now widely accepted that India is increasingly urbanized. It is also clear that waste generation in these urbanizing areas is increasing, and the amount of non-bio-degradable plastic waste being generated is steadily increasing.

According to a report by the Ministry of Environment and Forests, the Plastics industry is growing at 10% per annum, and almost 52% of this is expected to be used in the packaging sector. Similarly, the demand for paper products is increasing by 6% per annum. Increased consumption usually results in greater waste generation. Typically, products on the shelves today produce as much as 20% of their weight in packaging and waste. More plastics packaging and more paper used will clearly result in larger quantities of waste. This offers enhanced opportunities to wastepickers and recyclers.

Chintan's research shows that as many as one in a hundred persons in a large city in India could be employed in waste recycling, starting from waste picking to operating small junk shops and even operating reprocessing factories. Of these, most are marginalized wastepickers and small waste dealers. Both these categories work and live out of slums, are unrecognized, work under poor conditions and have almost no rights to work, despite the fact that they save almost 14% of the municipal budget annually. In Delhi, the army of almost 80,000 estimated wastepickers save the city at least Rs. 6 lakh daily through their work.

In India, most of the waste is recycled by the informal sector, comprising wastepickers and kabaris at the local level. This is also the level at which segregation of waste takes place, often at the cost of human health. We find that wastepickers are seen to suffer from many health problems, ranging from respiratory distress and intestinal worm infestation to severe anaemia and fevers of unknown origin. Others common problems include cuts, rashes, dog bites etc.

Estimates are that in Delhi, at least 30% of these wastepickers are children. Given the hazardous nature of the work, this occupation alone comprises a significant challenge for children working in hazardous conditions.

In the specific case of children, just two findings prove the above point: the results of a study by Chintan on the status of wastepickers' health in 2003, found 84% of all waste picking children to be anaemic; and 6% of them could recall handling mercury. Other than health issues, the children themselves list other concerns:

- Harassment by the Police and absence of dialogue with them to solve problems.
- Beatings and great humiliation by residents, communities, chowkidars, etc.
- No recognition of their work by residents, municipalities and other authorities.
- Poor access to medical facilities and inability to access existing facilities.
- Poor knowledge of their own rights and laws related to waste.

It is therefore imperative to enable them to shift out of this occupation and add value to their lives in multiple ways. In all this, it is imperative not to forget the critical linkages between language learning, cognitive development and social deprivation.

There is adequate research to show that cognition and language interact in a cyclical fashion. It follows that, small vocabularies are associated with fewer opportunities for cognitive development. Further, the socially deprived and therefore the educationally and thus linguistically deprived, could have restricted cognitive development.

As there is a high correspondence between poverty and social deprivation in India, it would seem that the poor are likely to be most severely impacted all throughout their lives. This impact would include critical thinking and decision-making, anticipation and effective participation. In other words, the lack of language development can reinforce the cycle of poverty and social deprivation.

The reverse is also true. By increasing a person's vocabulary, you are enhancing the person's ability to think. This is one of the clear reasons why education is essential for any population which is socially deprived and needs to find and project solutions which it derives for itself.

Complexity of thought does not always provide a solution. As a result, the implementation of the solution becomes impossible. For instance, Chintan has found that in cases where there is a considerable degree of police harassment, responses differ, based upon the educational levels of the wastepickers. A person more skilled in language would not only say 'brown uniform' to describe the person whom he wishes to lodge a complaint against, but may add tight-fitting, crumpled, grubby, faded or new etc. Similarly, training wastepickers to understand legal literacy also results in differentiated responses based on literacy levels. We at Chintan firmly believe that education enables and helps find solutions, and have therefore been working towards an education plan for the waste picker community.



Chapter 2

Assessing the Need for an Education Service for Wastepickers

Starting an education program for wastepickers should be based on an evaluation of need. Should an organisation start an education service at all; is it duplicating existing services; is it putting its philosophical priorities above the priorities of the community it serves ; and is taking away support from existing Government provisions?, are all questions that Chintan has found answers to by asking using certain key questions .

To enable an assessment of the 'need', the research team must begin by asking the following key questions:

Key Questions

- Does the community feel the need for an education service?
- How does the community prioritise this need? What precedes education as a need?
- Did the organisation introduce education as a possible service to the community?
- Can this service be available to the community even if the organisation does not offer it?
- Is it within the vision, mission and goals of the organisation to start such a service?
- Chintan also found that some wastepickers were accessing Government provisions for education and supplementary education services (as they presented themselves in their neighbourhood), although these were frequently not of the desired quality.

The first step we took was to find means to improve the quality of education already available and used. This should not be underestimated because some children do not attend school on account of their perception of poor quality services being offered. To enable the improvement

of the quality of existing education services for wastepickers, once again Chintan found certain key questions played a significant role. These are as follows:

A. Taking Stock of Resources

- What Government, Non- Government and private organisations provide education services in the project area?
- Defining Quality:
What characteristics/ components of service does the organisation qualify as high quality and acceptable for its education service?
- Finding Gaps in Quality:
What does Chintan define as a high quality education service? What is the difference/what are the gaps in the quality of the service that exists?

B. Strategising to Impact Quality

- What can Chintan do that does not take it away from its vision to ensure that there is a consensus on the nature of quality between itself and the organisations concerned (if this not already true on paper)?
- Who are the stakeholders that need to be involved to improve quality?
- What strategies need to be used to impact these stakeholders?
- What is to be the monitoring and evaluation strategy to measure the change that is planned?



Chapter 3 Quality Enhancement through the Education Audit

Improving existing services comprises evaluating them to judge strengths, retain best practices, identify areas of improvement and create sustainable systems that develop and maintain high quality.

The most thorough way to do the above is with the consensus of all the staff, clients and influencers involved, using the 12 steps defined in an Education Audit.

Most community based projects and issue based organizations, rarely have the luxury of strategic planning before commencing services. Education services like all other services emerge on an ad hoc basis to cope with emerging demand. Later, when the time and resources allow for repose and reflection, evaluations are carried out, leading to streamlining of systems and consolidation of services for more efficient implementation and better strategic leadership.

Such is the case of Chintan, which has been running education services for children of wastepickers since 2002. The attrition rates of staff have remained high and the team is small, thus the wealth of experience has stayed in the system. Chintan felt the need to enhance the quality of its education services and to enable a more structured, high- impact learning process that would allow wastepickers to access mainstream education sooner.

Thus, two years ago, Chintan carried out an education audit that consolidated good practice and developed it strategically so that benefits to the users of the service could become sustainable.

What is an Education Audit?

The Education Audit is a process of gradual change via which an organization engaged in learning moves from one level of quality to another. The process, its pace and nature are developed in interaction with those who are to be affected by the change. (see www.learningiq.com for more details).

An Audit includes processes more commonly known as:

- An Evaluation,
- A Participatory 360 degree Appraisal
- A Capacity Building Process
- A Visioning Exercise
- Instituting a Monitoring and Evaluation System
- A Consultative Process of Curriculum Reform.

It is however more than the sum of the above parts, because it is customized to the context with one objective - the learner leads the process.

The quality of learning in a classroom, the quality of interaction during a community meeting, the effectiveness of the communication that is transferred through a facilitator's manual all depend on the way the transactions of learning are designed. These transactions of learning are a combination of and are therefore affected by changes in all of the factors given below:

A. **Academic** (course content)

Key Questions

- What Board of Education is it possible for the child to be mainstreamed into?

- What Board of Education is the learner accessing at the moment?
- What does the learner's syllabus need to include to ensure that s/he can be mainstreamed?

B. Pedagogic (nature of the learning)

Key Questions

- What is the student's learning style?
- What teaching methodology would maximise the learning gained by the student?
- Psychological (nature of the mind)
- Key Questions:
- What is the motivation for the student to learn?
- Social (nature of the effect of demographic factors)



C. Psychological (nature of the mind)

Key Questions:

What is the motivation for the student to learn?

D. Social (nature of the effect of demographic factors)

Key Questions

- How does the learner's 'echonograph' affect him or her?
- What relationships of exchange exist between the learner and her family, neighbourhood, city, state, country, world and universe?
- What impact do these relationships have on the learner's motivation to engage in an education?

E. Physical (health and well-being)

Key Questions

- What is the medical status of the learner's body?
- Is physical development in keeping with standard development milestones?
- What preventive measures to maintain physical well being and counter influences in his context, need to be factored into the growth plan for the learner?

F. Administrative and logistical

Key Questions

- What factors in the environment need to be organised in time and space so it is convenient for the learner to access education?

G. Curricular (the environment in which learning takes place)

Key Questions

- What in the environment interests the learner?
- What can be adjusted in the design of the environment so that the learner's engagement with it will lead to learning?



H. Financial (the extent to which the learner can afford an education)

Key Questions

- What is the current income of the family and how much of it has the potential to be dedicated to the education of the learner?
- What financial impediments are likely to come in the way of the learner's education plan?
- The Audit thus works with all of these factors, unravelling the particular complexities of form in which they are present in the organization with a view to enhance the effectiveness of the quality of learning. Sometimes this requires that the combination in which these factors work is changed and sometimes it means the effectiveness of each factor is enhanced.

The Audit is facilitated so as to ensure there is transparency along with stringent privacy. The tolerance for participation is stretched along with the responsibility to shoulder it. Spaces to speak and listen are created within the constraints of the individual organization, compassionate and skilled support is provided through difficult problem solving keeping in mind uncomfortable histories so that new resolve and fresh beginnings can be mediated.



Chapter 4 The 12 Steps of an Education Audit

The following sections will detail aspects of an education audit for greater clarity and comprehension.

Key Questions of an Education Audit:

Defining Quality

The standards of quality defined in Chapter 2 become the focus in this phase of work, as the services created by the organisation meet its own definition of excellence while ensuring that the learning of all services preceding it is integrated into design.

Defining Need

Which of these services cannot be provided by other service providers?

To what extent has the potential client prioritised the defined service as their need?

How immediate or far removed is the benefits of the service and its components to the expressed and felt need of the community? (For example, if the community's demand is food security, but the organisation can commit to education as a long term solution towards income generation, it needs to be aware that the service is different and far removed from the client's felt needs)

Defining Purpose

Is the service that is needed within the scope of the vision, mission and goals of the organisation? If not, are these going to be extended?

The 12 Steps of the Education Audit

The stages in an education audit comprise the following:

- I** Review of the Organisational Log Frame
- II** Review of the Project Areas
- III** Review of Staffing
- IV** Creation of Resource Maps
- V** Referrals
- VI** Creation of the Student Profile
- VII** Analysis of Student Profiles
- VIII** Creation of the Education Log Frame
- IX** Budgeting and Fundraising
- X** Creation of the Individual Education Plan:
 - a) Creation/Review of Administrative Structures
 - b) Creation/Review of Pedagogic Structures
 - c) Creation/Review of Curriculum
- XI** Creation of a Staff Mentoring and Capacity Building Plan:
 - a) Review/Creation of Staff Appraisal Systems
 - b) Training on Result Based Management
- XII** Re-Evaluation and re-adjustment of the Education Service

The completion of the process restarts the evaluation process, thus setting the organisation off on a self monitoring spiral of improving quality.

In this section, we will detail out the first 10 points of the education audit. The others have been kept aside as they were found to require trained specialists and could not be undertaken or developed through experience sharing.

I Review of the Organisational Logical Framework

Before starting an evaluation of any one of its programs especially one which is integral to the vision of the organisation at large, it is advisable for all key change-makers to re-orient themselves with the organisational vision, mission and goals and how they are actualised.

The purpose of the evaluation will emerge from this re-visit of the organisational log frame as will a clear brief for the team that is undertaking this change. All Terms of Reference of consultants hired for the process can also result from this brainstorming.

As will be clear, if the understanding of the logical framework analysis is comprehensive, and if there are any adjustments made to the organisational log frame it will have an effect on the purpose of the education service. Similarly, the reason for an evaluation of the education service will inevitably lie in the current service not being able to meet the results promised by it in the organisational log frame.

If the organisation does not use the logical framework analysis for its planning and monitoring process, whatever it does use needs to be re-visited or it may choose to learn how to frame its planning process in an LFA at this juncture.

II Review of the Project Areas

The project areas in which Chintan has chosen to offer services in education were those in which the demand for education was the most clearly expressed. There is no reason for leaving some areas out of the education service net except for a resource crunch and the wish to create a sustainable model for this issue and target group,

whereby mass quality education in as a short term goal can be achievable.

The choice was made to pursue a series of distinct replicable models and facilitate the replication process by building consensus with other community-based organisations rather than implementing replication.

The three project areas in which Chintan has begun education services to pursue three distinct models of education, all of which have the same goals, are as follows:

1. Pilanji

There are three separate project areas in the geographical area referred to as Pilanji, largely on account of the central meeting area. The areas included are all slums and are located in the elite New Delhi Area. The children work in the nearby well-heeled areas where high value waste may be found. In general, this area comprises better general facilities compared to other areas. However, being part of the most high security parts of Delhi, the children often face hostility and threats from diverse civic agencies.

Chintan began its work here as several children began to attend our meeting and be involved in efforts to organize wastepickers, as well as to help them access safer work. Although the initial education work was started when wastepickers demanded action and help for their children, it was only rudimentary. At that point, classes were held under a tree and monitored by a few wastepickers. Later, a municipal space was acquired and funds raised for a van that could ferry them up and down. The class strength was almost 180, which resulted in poor progress and teaching. It was clear that another way had to be found.

2. Nizamuddin

The Nizamuddin area has a special significance for Chintan, because of the sheer numbers of active children participating in Chintan's activities. Many of them were the earliest children to explain why they could not study and voice their aspirations. A close relationship with many of them also helped Chintan build up a perspective. After almost of year of confidence building,

classes were started, with volunteers. This did not work out as the volunteers were not accountable and hence, could not be depended upon to improve the outputs. Attempts to link up with other NGOs had already failed as the children insisted that they would only come to the Chintan class. Consequently, a class was started for about 50 children. After two years, Chintan was finally able to undertake an education audit.



3. Takiya Kale Khan

Takiya Kale Khan is an area where the junk dealers have been a part of Chintan for a long time. The process of organizing them over two years also resulted in several conversations about the conditions of work. Amongst the issues discussed were child labour. Already, wastepickers there had begun to ask for help with educating their children, many of whom were wastepickers. The classes were begun in this context, with the junk dealers also contributing to the costs of the teacher. The area lacks all facilities and is replete with irony. Despite the presence of one of Delhi's biggest government hospitals, the children cannot access medical resources and suffer from several minor ailments. Ironically, despite the presence of the Bal Bhavan, an institution created for the welfare of children, the wastepickers study in a graveyard, as no other space is made available for them.

III Review of Staffing

The following skills are needed on an education team. The skills can be rendered by fewer people as these are skills based on resources and the scope of the program.

i) Pedagogue/Educationalist

- Leads the evaluation process
- Mentors education staff
- Capacity Building for all organisational staff on pedagogic issues
- Consults for the organisation on all decisions that have a pedagogic angle
- Responsible for education strategy
- Responsible for pedagogic plans for all learners
- Suggests strategies for partnerships with related organisations in the field for fund raising and programmatic development

Reports to the Director

- ii) Teacher/Social Worker
- Take classes
- Community Outreach
- Reporting for the whole Education Team
- Liaising with the National Institute of Open Schooling
- Reporting for himself
- Attending Education Team related meetings as directed by line manager
- Computerised Reporting
- Follow up with the organisations to which children have been referred
- Follow up of cases which have been referred by the teacher
- Each centre should ideally have a teacher who can teach the Pre Primary, a Primary and Secondary levels.

Reports to Education Manager

The following roles will supplement quality if added:

- Documentation Officer
- Marketing Manager
- Fund Raiser
- Psychotherapist
- Clinical Psychologist
- Speech Therapist
- Medical Team
- Paediatrician
- Dentist
- ENT Specialist

IV Creation of Resource Maps

What is a Resource Map?

A resource map is a tool used to collect and organise information from the field. Resource mapping is an aid to analysis of data. It helps people to picture resources available to them because these are drawn out on paper and the importance of each resource is also shown in the diagram.

A resource mapping exercise should be conducted at the start of a community based activity, but only after rapport has been established with the community. For the exercise to be successful, the facilitator must have understood the social structure of the participating community. This is because the community may consider resource distribution, use and access as sensitive issues.

Where the information is collected from is decided based on the people's understanding of what may be relevant. The definition of the field is affected by the culture and economy of the people who will use the data collected from it. For instance, the areas in the city that the rag picker visits to collect waste may be sifted by him to choose only those which he visits more frequently or which he wants to become more favourable for him, before resource mapping begins.

Thus, outputs differ according to the specific purpose the exercise is conducted for. Also, the characteristics of participants determine results.

A resource map in other words is a way of representing data so that it becomes easier for people who need it, to understand the following:

- What do people consider resources?
- Who has/does not have access to them?
- Who uses/does not use them?
- Where are the resources located? What effect does their location have on access?
- How often do people access a resource?

Strengths

Repeated at given intervals, resource mapping can become an integral part of (Participatory)

Monitoring and Evaluation (PM&E). In depth resource mapping for a particular resource can be done at any time of the project cycle. It can help to generate qualitative and quantitative information.

Weaknesses

In a general assessment of this approach, it was observed that the basic input - the participatory resource map - is spatially confined to the social, cultural and economic domains of those who produce it. In other words, only those resources are considered and mapped that are known to and then, considered accessible by the community. Reservations remain about how to "translate" these sketch maps into more precisely scaled authoritative information that could be used officially for management purposes. The maps created by the community need to be revised with them as their own exposure and confidence increases.

Resource mapping is ideally preceded by a resource historical transect, which provides for a preliminary checklist of resource-related issues relevant to the community.

Resource mapping is best associated with other tools and in particular with transect walks, which contribute to a more critical analysis of the individual resource.

What is the need for a resource map?

Especially in the case of bastis, where the layout of the settlement is far from organised and word of mouth is the most reliable source of information, it is critical to create records of the project area.

The documentation needs to inform on the geographical location through photographs and social mapping exercises done with all stakeholders. The result will be a comprehensive listing and map of the resources that are used by the community.

The services that are part of the activities of the organisation need also to be included in this map. Thus, in the case of Chintan education, all educational, recreational and health facilities as well as the main areas where children work were plotted on a map.



How to create a Resource Map?

- Call a focussed group meeting
- Ask people to draw a map
- If you invited me to your community and I had to get there on my own, what kind of directions would you give me? Draw these directions.
- Ask them the questions listed in this section below
- Observe, record, understand but do not contradict the differences in the maps made by different interest groups.

Key Questions

- What is the geographical spread of the community in which work will be done?
- Is there an existing map of the area? If not, is there a sketch of the area supplemented with photographs?
- What are the demographics of the area?
- Total population
- Numbers in gender
- Age-groups (0-6, 7-10, 11-15, 16-18, 18+)
- Occupations
- Government provisions of civic amenities, education, health, housing;
- Nature of housing (permanent, impermanent)
- Assessment of assets
- proof of citizenship etc. as relevant.(wastepickers are constantly under threat from the authorities and may be asked to prove their identity, even their nationality, as they are suspected to be illegal immigrants or antisocial elements)

V Referrals

Referral is the process of referring clients to existing resources, so that duplication is avoided and resources are utilised to their maximum potential.

Integral to the vision of Chintan is the understanding that all activities will contribute to the integration of the marginalized waste picker communities into mainstream society. Thus, the ultimate objective for the Education Program at Chintan is to ensure that it prepares these communities to access existing services and participate in improving or maintaining the quality of such services. Education services at Chintan are therefore, essentially like bridge programs that identify the most marginalized of the rag picker community in terms of education, prepare them to access and participate in the mainstream, facilitate the mainstreaming process and provide support supplementary as long as the learner decides is necessary. It is an interim measure for any one individual client. Thus, as a thumb rule, ahead of setting up any service or absorbing a client in an existing Chintan service, it must be justified on the student profile that the client had no other option but to access the service to which s/he is being ultimately admitted. Referral is therefore an integral part of outreach.

Referral is the first step in the process of mainstreaming. The skills needed for this process need to be planned based on the organisations which are to be involved and developed in the team responsible for implementation. The training process needs to include exposure to information and experience in the issues related to the institutions to which referral is planned. These should be included in the organisation's annual timeline of events and should include people from every level of the stakeholder matrix.

Key Questions

- What are the services required for the program offered to be comprehensive?
- Which of these exist already? What networks can the organisation participate in to ensure that these services are in place?
- Are the existing services effective? Does the end-user have access to services? Do they have influence over the quality of services that they are offered?

The term **stakeholder** is used widely today. However, Chintan has a sense of discomfort with this term as it tends to even out the extent to which each group has a stake in the situation, resource etc. and the linkage of this stake to the group's ability to remain above the poverty line or even survival itself. Moreover, the term puts on an equal platform groups who have been a part of the landscape under discussion for much longer and those who are recent arrivals. It also presumes all 'stakeholders' to be able to participate equally in any dialogue, oblivious of class, education, social hierarchies etc. Hence, for this manual, we define stakeholder as such persons whom the community includes as such.

The stakeholder matrix is a conceptual pyramid of people involved in an issue and includes all levels of the echonograph.

Stakeholder Analysis (Stakeholder Matrix) (From: <http://www.dse.vic.gov.au>)

Influence of Stakeholder	Importance of Stakeholder			
	Unknown	Little / No importance	Some importance	Significant importance
Significant influence				
Somewhat influential		C		A
Little / No influence				
Unknown		D		B

Stakeholder analysis is an essential part of developing a useful Engagement Plan. A common method of stakeholder analysis is a Stakeholder Matrix. This is where stakeholders are plotted against two variables. These variables might be plotting the level of 'stake' in the outcomes of the project against 'resources' of the stakeholder. Another is the 'importance' of the stakeholder against the 'influence' of the stakeholder. The concept is the same, though the emphasis is slightly different.

Boxes A, B and C (in the diagram in the green box) are the key stakeholders of the project. The implications of each box is summarised below:

Box A

These are stakeholders appearing to have a high degree of influence on the project, who are also of high importance for its success. This implies that the implementing organisation will need to construct good working relationships with these stakeholders, to ensure an effective coalition of support for the project. Examples might be the senior officials and politicians or trade unions.

Box B

These are stakeholders of high importance to the success of the project, but with low influence. This implies that they will require special initiatives if their interests are to be protected. An example may be traditionally marginalised groups (e.g. Indigenous people, youth, seniors), who might be beneficiaries of a new service, but who have little 'voice' in its development.

Box C

These are stakeholders with high influence, who can therefore affect the project outcomes, but whose interests are not necessarily aligned with the overall goals of the project. They might be financial administrators, who can exercise considerable discretion over funding disbursements. This conclusion implies that these stakeholders may be a source of significant risk, and they will need careful monitoring and management.

Special considerations/weaknesses:

All analytical tools are only models. The tool is dependant on subjective data, and will vary according to the person and situation being used. It should probably not be a public document, but can be used for engaging with a community and developing an action plan

VI Creation of the Student Profile

Key Questions

- What is the motivation for the learner to engage in the learning process?
- What is worth teaching? (Curriculum)
- What needs to be taught? (What does a child know? What methodology can be used to bring to the child's awareness what he already knows?)

The creation of a relevant education system which is designed to evaluate itself in participatory fashion such that it continuously improves in the ability to address the dynamic education needs of the people it serves, must begin with a thorough knowledge of these people.

The Student Profile covers 8 areas of need. 8 aspects of context that need study while creating a program that has a good chance of not being discarded by the learner. These 8 considerations remain the basis of case discussions and are the source of all innovation and the reality that ground the program in practicality and thus usefulness.

To design a basic program to ensure engagement, the *Social, Physical and Financial* profiles of the learner must be investigated and studied. They are the easiest to access and identifying various factors in these three realms is often well within the basic skill set of even the novice Social Worker or Communicator. Thus it is good place to start the profile. When training a team, these three areas can be filled out in the student profile even before the first meeting to decide on a program.

Based on the skill sets and modalities of work that is the norm in the organization, the above information can be gathered through door-to-door surveys, group meetings in the community with a mix of adults and children or separately or by piggy-backing on community meetings designed to service existing programs of the organization.

Especially in the case of groups that have been marginalized over more than one generation and those in which migration is frequent, health services designed to service the physical profile is a safe and often welcome start to a program in a community¹.

¹ Please see the section on Referral

The next important step in the outreach process is the conversation about motivation to learn. The larger majority of wastepickers who are first generation learners and have recently migrated from rural India have few plans beyond their next meal. Children are a means to maximize the chances to make that meal satisfying. The thought of tomorrow is blurred and education is not even a possibility in the imagination. Time and again, that it may actually be possible for a child to go to school is not known. Sometimes attempts have been made by parents to access Government provisions but their efforts have been met with rude refusal. Too often, families cannot spare children for anything that does not immediately contribute to the unit's attempt at gathering the next meal. Girl children become primary caregivers for younger children. The skill level of the older child need not be more than the fact that she can feed herself. Boys who can do the same are old enough to help with either sorting waste or going out gathering it in the care of elder siblings or parents. The whole family assists in the frantic sorting of waste after sundown to dark for measly returns, this includes all women, whether pregnant or breast-feeding. Between the girls and the women household necessities are also tended, such as cooking and washing. Cleanliness is a luxury. Baths and house cleaning happen as and when time and resource allows, thrice or four times a week. Thus, the motivation to learn is intertwined with the ability to allow learning, because of circumstance.

Once it is clear what the motivation to learn is, an academic program can be chosen. This would include decisions on:

- A choice of Education Board at the National level, so there is at least the attempt to arrive at the level of a recognized standard certificate of education
- A choice of vocational training that will allow the learner to explore his world and edge him towards a critical decision on what career to pursue
- A choice of apprenticeships that will gain the learner experience to facilitate entry into the formal sector

Based on a combination of all the above factors considered thus far, the administrative and

logistical section of the profile needs to be filled. The conveniences and facilities that each individual child requires when collated determine the basic framework of the service - the hours, the curriculum, the location, the number and qualifications of the staff, the resources and the budget.

Creating a pedagogic, psychological and curricular profile for learners should be left to professionals trained for the task². The following URLs may help to understand some of the basic considerations while making these profiles: http://www.thomasarmstrong.com/multiple_intelligences.htm
<http://www.healthyplace.com/site/tests/psychological.asp> This URL will help inform on various available tests that clinical psychologists usually use. It is important to ensure that the tests used are adapted to the Indian context. The interpretation of the results is the keystone. Those team members who have the closest relationships with the learners concerned must follow up the counselling that follows it. To do this, the education team must receive training.

The Student Profile is a basic pre requisite to designing an effective education service. Some of the salient information Chintan has found useful while reaching out to its client base and understanding its needs, has been listed below. It would be wise to remember not to set oneself up for information overkill. The information on the Student Profile is a function of the rapport the researcher has with the student. It is very possible that the information on it changes with time, as it is gradually verified by other sources. It is also possible that many details are unavailable long after the student begins to access the education service.

It is impossible to qualify any one aspect of the Student Profile as more important than the next. Together they provide a comprehensive picture of the learner as a human being. As circumstances change and the learner progresses through his education plan, the Student Profile will have to be updated. It is useful for the social worker/teaching teams to do a weekly update of the Student Profiles for all of their students and for the Pedagogue to consult on these Profiles with the team at least once in two weeks.

² Refer to Staffing Requirements



Financial/Quantitative:

- Average Monthly Household Income
- Earning Members
- Dependents
- No. Of times food is cooked
- Working hours
- House size
- Amount of Recreation time
- Accommodation is rented or owned
- Aid
- Food
- Ration
- Biscuits
- Educational Material
- Clothes
- Paper Collection Contract
- Any Other
- Bank Account Holder
- TV Owner
- Mobile Owner
- Cycle Owner
- Cycle- Rickshaw Owner
- Means of Transporting Garbage

Qualitative:

- Work type
- Relaxation/ recreation type
- Conditions attached to accommodation Social:
- Quantitative
- Family size (no. Of people in the household)

- Participation in Community Meetings
- Participation of the parents in organised focussed groups so, such as a Mahila Mandal, so that access to the learner's motivation has other routes.
- Participation in Bal Panchayat – Has the learner begun to participate in organised focus group discussions about his environment and issues related thereof?
- Card Holder
- Beneficiary of other NGO
- Languages Known
- Ration Card Holder
- Employer
- Address of Work/Pheri area
- Voter Identity
- Birth Certificate
- Gas Depot membership
- Qualitative
- Extended family in the city/ basti
- Power structure in the household
- Child's relationship with each person in the household
- Dominant Cultural Practice
- Social Network
- Laws and norms applicable to the client determining civic rights available

Psychological:

- Quantitative (scores on standardised IQ and EQ tests)
- Currently in therapy
- Tests done
- Qualitative
- Physical:
- Quantitative
- Gender
- DOB/ Age of Contact
- Disability
- Name of Health Facility accessed
- Qualitative
- Descriptive medical work with dates
- Academic:
- Quantitative
- Current Class
- Class Goal at year end
- Administrative and Logistical

³ Pheri is the colloquial term used for the routine of moving through chosen geographical areas to collect waste on a daily basis.

VII Analysis of Student Profiles

In the analysis of the information that was received from the three centres run by the Chintan Education Team, the following groups of learners emerged:

I. Non Wage Earners

These are family members of wastepickers. They comprise children and women who do not direct earn wages and are usually below the age of 10 or above the reproductive age. It is the most available target group and should be group that accesses education services the soonest. However, issues of gender discrimination and division of labour, often make this group hardest to reach.

This group supports wastepickers as they work, by maintaining the home and taking care of the young. In that respect, they are also part of the trade, as without their support, the working members of the family would be unable to spend the time they do on the streets collecting garbage and sorting it, when they come home. It is critical to include them in an education outreach in the preventive mode, so that they do move into waste picking later on and consequently, do not have to be helped after they are in a complex situation.

Case Study 1 : Fainali

Fainali has many siblings, but they are all in the village with her parents. She followed her heart and her elder brother to the city. The promise of an education and the independence that her brother exuded when he visited the village filled her with hope and desire.

Everyone meant well, but in the end, no one followed through on the promises they made. First it was looking after the house while her brother and his wife went wastepicking. She did not complain as they were always so tired and it was all she could do to help. Soon, there was a child and she helped because she could.

One day, a man came along and spoke of school. She did not speak to him for fear that her interest would cause trouble between her brother and her. But the man returned, this time to speak to

her brother and his wife. Fainali listened as they spoke of her and the possibility of an education. They even spoke of a place where the baby could stay safely while she studied. And then all of a sudden, it was settled. She was to go to school the next day. To start with, just for a few hours in the evening, as soon as her brother and sister in law came home.

Fainali worked extra hard the next day, making sure that there could be nothing that her brother or his wife would need for which she would have to stay away from this wondrous place that the man had described as school. At noon she was ready. She stationed herself at the door with the baby fed and ready, waiting for her family to return.

Alas, when the man came looking for her four hours later, he found her sitting on the footpath by the roadside still waiting for her family to come home.

The idea that it is possible for young girls to have a world outside home is a difficult one for many orthodox families.

The social worker followed this family's case as his determination only grew when he found himself moved to tears by Fainali's fate and the loss of her dreams in a city. He visited the family again and again, finally getting the brother and his wife to visit the crèche that he had suggested for the baby. They then promised to send both children to the facility, but have just not been able to do so.

Chintan then decided to move its services to the community. Hopefully Fainali will attend a short children's meeting outside her home, with the babe in her arms, so that she has the opportunity for some stimulation.

The crèche worker from the neighbourhood NGO with which Chintan has a collaboration has ensured that the government Anganwadi/ Crèche takes responsibility for the infants in the area. The brother's understanding is now being made the business of two other community members who have begun to send their children to school, in the hope that coming from his own community, his perception of normal may be flexed enough to allow Fainali hope.

II. Wage Earners

This group can comprise children as young as 5 years of age, as they accompany older family members on garbage collecting rounds from the early hours of the morning through to late afternoon. More often, these are males, although able bodied young women and girls are also part of this group. Adolescent boys and girls are the largest section of the children in this group. Most of the children who come to Chintan's classes are from this group, as they fall between the cracks of the Government system as government schools are open only through the morning or afternoon.

Chintan's children have asked that class be on in the afternoon after they return from work and before they are back again to work in the evening, either sorting garbage that they have collected all morning or to the serious business of the ongoing football game in the nearby municipal corporation parks.

III. Children between the ages of 0-6 years

It is important to distinguish this group as it is easily forgotten. Survival being as much of a struggle as it is for this the wastepicker, this group receives minimal attention. This puts an already vulnerable group in grave danger. It is pertinent to remember here that these are formative years in which delayed psychological, physical and cognitive development can have permanent consequences for the rest of the child's living years.



Analyzing the Issues

The following issues should be remembered while analyzing the profiles:

I. Gender Discrimination

This may be the result of religion driven socio-cultural practice or just the result of an unquestioned patriarchal social structure. As is clear from the target groups that emerged, the social roles assigned to girl children and women are such that their basic rights receive lower priority than those of their male counterparts.

II. First Generation Learners

The lack of exposure to language in the natural environment has a direct effect on the complexity of cognitive structures that are able to develop. The consequence is a proportional limitation on the amount of anticipation that a person is capable of. Among other things, this has a grave impact on the ability to plan for the future.

III. Migratory Population

Waste picking allows for a very meagre income. Workers are bonded to middle men who offer protection from the police and impermanent, unhygienic hovels for accommodation in the context of a huge harsh city in exchange for hard labour. Thus, only the most deprived and marginalised engage in this trade. These are people who feel they have no other option for either accommodation or occupation. Often then, they comprise economic and environmental refugees from rural Bihar, Orissa, Assam, Bengal and Bangladesh. This migrant status makes them even more vulnerable to exploitation.

IV. Impermanent Shelter and Lack of Tenure

Shelter is a basic need, much higher in priority than education. As explained above, it is a driving factor for the larger majority of this target group. Disturbances are frequent because the accommodation is impermanent, illegal, part of the bond that ties families to their exploitative employers and are unhygienic or even dangerous. They include shelters in the underbelly of flyovers, in abandoned graveyards, in wasteland owned by mosques, in large warehouses sectioned with inflammable materials strewn with live electric wires. It is impossible to make even a meagre investment in improving what is clearly not even a short term home with any rights.



The incidence of TB and damaged eyesight is high because of unventilated, dark one room tenements which house anywhere from 5 to 10 people including men, women and children.

Fires in which everything is lost, including all savings (banking is not a luxury accessible to the poverty stricken) and belongings, are routine.

This lack of tenure has far reaching consequences populations such as wastepickers.

V. No Food Security

This is an accompaniment of poverty, leading to lower attention spans and inability to retain information. Malnutrition is the norm, leading to a large incidence of permanently damaged or delayed physical and mental development.

H. Budgeting Resources

We have calculated the minimum costs, based upon our experience, required for a class of 25 children. Some of these costs remain constant even as children increase, while others clearly do not. It is important to remember that we require at least 2 years funds on the horizon before starting work, as it is otherwise unacceptable to stop the work before the children can benefit minimally from it.

A. Manpower

S.No	Description	Cost per center per month except where mentioned otherwise	Total Annual Cost (Indian Rupees)
1.	Consultant speech therapist		A volunteer can be found
2.	Consultant counsellor	10000 per quarter	40,000
3.	Salary of 2 teachers @ 5000 plus benefits (PF, ESI etc.)	10,000 + 2000	1,44,000
4.	Salary of social worker/case worker plus benefits	8000 + 1000	1,08,000
5.	Resource person for sewing (part time)	2000	24,000
6.	Resource person for music (part time)	800	9,600
7.	Resource person for theatre (part time)	3000	36,000
8.	Resource person for art (part time)	3000	36,000
9.	Yoga (part time)	3000	36,000
10.	Education Consultant (part time)	5000	60,000
	Total		4,93,600

B. Materials

S.No	Description	Cost per center per month	Total
1.	Medical assistance (Doctor's fee, conveyance to medical facilities, medicines, technical service charges, long term medical interventions such as mental health, speech therapy etc.)	5000	60,000
2.	Hygiene (Soap, Prickly Heat Powder, Nail Cutter, Lice Treatment)	1500	18000
3.	Exposure visits (Conveyance, Tickets)	3000	36000
4.	Stationary and teaching-(learning aids 6 copies (2 per subject, 3 subjects), 1 box of pencils, 30 erasers, 2 sharpeners, 10 Boxes of Chalk, 5 Dusters, Library, Textbooks, Worksheets, Teaching Aids)	1000	12000
5.	Printing	1000	12000
6.	Mid day meal	5,000	60000
7.	Annual health check	10,000	10,000
8.	Infrastructure (Plastic Sheet or Durrie to sit on, Rent, electricity, Conveyance, Water)	5000	60,000
9.	National Open School		Examination Fee Admission Fee
	Total:		

Grand Total (A+B) = Rs.

I. Creating the Individual Lesson Plan

The purpose of every Individual Education Plan created on the basis of the Student Profile is to make sure that the child can access and complete his education from mainstream education provisions that provide him/her certification adequate to opt for vocations or occupations other than waste picking.

Once students have been listed with Chintan via the filling of the Student Profile, an Individual Education Plan is created wherein a path is charted for that child, given his or her special circumstances that will lead to mainstreaming.

As with all the education centres, the objective in the classroom remained to provide the children relief from their routine chores in a safe, loving environment. In this, all three locations (discussed above) have been very successful. The key factor for success here is in the nature of the staffing and mentoring of the staff in charge.⁴ The children coming to the class will depend on the joy they receive from being there.

In the conversations that take place in this period of rapport building, children in the classroom and their parents during field visits are encouraged to convert more and more time from work to learning for the children.

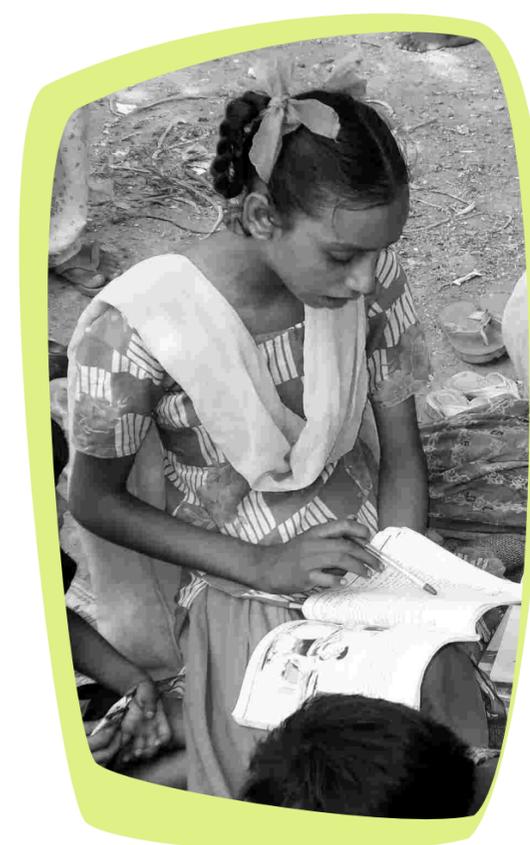
Using the resources available in the environment, after referrals have been made and followed up, education services are set up to compensate for the lack of services or the lack of access to existing services.

Some Details of the Individual Education Plan

Based on the context of the child as defined through the Student Profile, an education plan is drawn up for each child. This details the curricular path that the child is to take. It includes the following:

- The educational and career goals of the child as discussed with the child and his or her legal guardian
- An individual time table of classes
- The subjects that the child needs to study
- The teachers s/he reports to
- The admission goal: Why was the child admitted to a Chintan centre and not referred to another facility in the neighbourhood?

⁴ Please refer to staffing requirements



- A timeline that details milestones the child needs to complete to achieve the goal set Individual Education Plans while a critical part of the education system, require training to implement. In the case of Chintan, the staff has begun working on all the aspects of an Individual Education Plan, but not in the comprehensive way for which the tool has the potential. This is not unexpected and should be left to a skilled pedagogue until the team has developed the requisite capacities. The alternative is to take the route Chintan has. The pedagogue concentrates on building the capacities of the team so that the sophistication of the program grows with the capacities of the team, so that there is sustainability.

Although it will always be true that children will learn faster than adults, it is wiser in the long run to move at the pace of the adults rather than the children, without losing sight of the fact that children's interests are central. This prioritisation prevents abrupt changes or stoppages in services. Reliability can be more important than innovation for children to feel safe and build trusting relationships.



Chapter 5 The Education Service

The purpose of the academic service is to ensure that children wastepickers and children of wastepickers and children likely to take up wastepicking have equal access to education and therefore, self-actualization and livelihood opportunities. For this to occur, they need to have fair access to mainstream, Government education provisions. Education services in Chintan are designed so that this access is facilitated. Described below is the structure of the education service to explain the processes that were set up to achieve this purpose.

A. The Learning Centres

Model 1: Pilanji

The class in Pilanji was re organized into two sections - the Bridge and the Support Class. One teacher was assigned to teach the Bridge Program, which included students who would soon join Government school and those who could not join Government school (potential NOS students).

We found that the retention of the Bridge class required intensive follow up on a daily basis. The teacher had to spend some time each day going from door to door collecting students. Thus, the class was moved to the community from which most of its students hailed - Vivekanand Camp. Immediately the number of students who attended the Bal Panchayat and the classes everyday shot up.

However, it became clear that the nature of instruction needed for children who were younger and those who were older was different, even though they were at the same academic level.

Those children who were older or needed advanced teaching (NIOS) had soon to be moved out to a third class and taught by a teacher able to bond with older children and teach at a higher academic level. This class is also held in the community, but these older children, especially the boys are keen that it move to a more private space where their current ignorance and vulnerability is not under public scrutiny.

The ethos of going to formal school and thus not working at least at school hours is established in this basti. In this community, with regard to the school-going, the challenge is to supplement the education process such that learners do not drop out, and are able to use their education towards mindfully choosing a career.

The small population of children belonging to families who have resisted educating their children remain very difficult to bring into the fold.

Model 2 – Nizamuddin

The class in this case was dissolved and integrated into existing services in the environment. The focus shifted from providing Rishtaa opportunities to supplementing them with linking children with the local NGO and Government provisions for education and health. The staff's energies were re-directed towards mentoring parents and children so they grew used to the idea of children using the opportunity of mainstream schooling. Especially in the case of this community, where outreach of the local government schools and NGOs has traditionally remained limited until recently, the idea of losing their youngest wage earners to schooling for several hours a day was

difficult for guardians to grapple with. It has taken two years of constant reinforcement and a few successes at a time to gradually inspire all children in the project area to start schooling. All learners were routed through a preparatory phase in the local NGO School with its flexible facilities and systems whilst guardians were counselled on the consequences and advantages of formal Government schooling. Most children were mainstreamed into Government facilities and attended support classes at the NGO. However, at least half those mainstreamed dropped out, leading to the conclusion that the duration of the preparatory phase had to be increased and the nature and extent of work with the Government facilities had to increase to ensure better retention rates. Many children also complained of extreme hostility from specific teachers for their dropping out.

Four case studies from this are described in the Appendix to make clear the range of cases and their handling.

Model 3 – Takiya Kale Khan

The challenge in this community comes from its location. It is situated next to the premises of a mosque. This includes a large graveyard. The living conditions are so unhygienic that the children are always nursing bruises. The worst affected are the youngest, between the ages of 0 and 6 years.

The children are all enrolled in Government schools in the vicinity and highly motivated to learn. Two of the girls have also been amongst the toppers of their schools.

B. The Pedagogic Structures

The pedagogical structures have been set up to cater to diverse needs and optimize the time spend by the children in class. Each class has been divided into learner groups according to learning levels. The curriculum is described below:

Bridge Classes

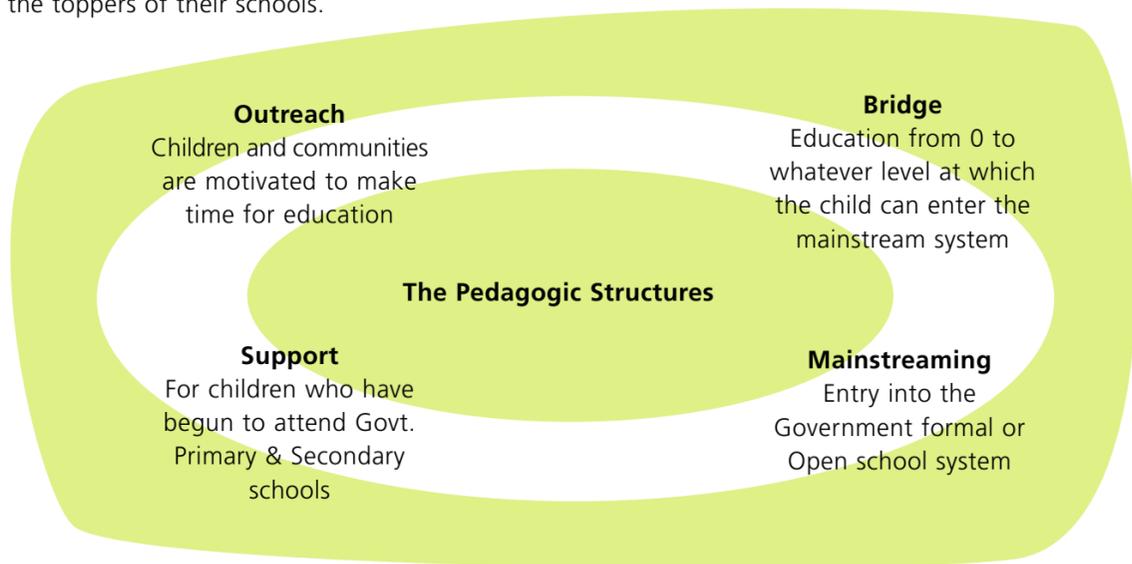
This comprises academic levels equivalent to class 0 to 5 in the Central Board of Secondary Education. This is usually the first taste of education in the life of the typical student and seeks to help them learn both academically and learn about the discipline of education, classes, peers etc.

Mainstreaming

Teachers, case worker and social workers establish relationships with the mainstream government, non government and private service providers that could help fulfil the basic rights of the child. These are the same organisations to which students are referred and appear on the resource maps.

Careful, strategic plans are implemented to establish, maintain and nurture constructive, positive and mutual relationships with these service providers.

National Indian Open School Examination (NIOS) This comprises academic levels equivalent to class 0 to 8 in the Central Board of Secondary Education. Thereafter, the NIOS curriculum is put into practice as it is prescribed for Classes X and XII.



Bal Panchayat or Students’ Parliament or Rishtaa The purpose of the Bal Panchayat is to establish a sense of community that clarifies the connection between the individual child, his or her family and the community. It is facilitated by the teacher, social worker and case worker. Periodically it needs to be attended by the children’s parents and all staff of the organisation working in the area.

This is a forum where the objective is to assist children to participate in decisions that affect them. With this particular target group, inhibition is not a problem. However, articulation and attention span are. These are worked with in this class.

The strenuous work schedules that these children follow do not allow for any consultation and often little conversation within the family. In addition, the conventional wisdom that, children have nothing valid to contribute to decisions that affect them and their environment, this leads to little or no participation by the children.

C. Some Exercises Undertaken

Resource Mapping

The exercise has been described in detail in earlier sections. These meetings allow for an atmosphere in which the children will speak about the spaces in their environment in which they are comfortable. Secret places, those that afford privacy, entertainment and relaxation, places where children have a chance to be children; are critically in need of protection as a direct way of protecting basic rights of children.

Life Skills (segregated)

Sexuality in its comprehensive breadth is best introduced in an informal and intimate group.

Stories of the journey to the city

This exercise helps to facilitate participation when preparing children to speak of themselves and their concerns. The results are a representation of first person accounts of the journeys that children take every day through the city to collect waste.

Stories of demolition and deportation

The social security available to child wastepickers is minimal. They and their families live well below the poverty line, most of the time in impermanent shelters. Many are mistaken for illegal immigrants from Bangladesh and are deported because they do not have proof of residence for the villages in Bengal, Orissa and Assam from which they have migrated to earn a living here in India.

Thus, being rudely awoken in the middle of the night to the sound of abuse from the police, to be herded into trucks like cattle and being abandoned in the middle of the jungle in the dark of night in an alien country or having house and home razed to the ground amidst screaming protest is well within the range of these children’s experience.

Continuous therapeutic intervention must be made available to these children. One way to do this is through art, photography and writing. These can result in documentation that could then be published in print or as an exhibition to draw attention to the issue.

Dream Exercise

In our experience, it rarely occurs to children who have little exposure outside the routine world of survival, that there are possibilities for life to be beyond what they know or have experienced.

The dream exercise is a conversation which asks children to wonder about who they are and the life they would like to lead. The opportunity lends itself to thought about lifestyles and values, aspirations and morality. The dialogue can be raw with discovery or bland with expectant children waiting for answers to be delivered to them by teachers who think they know it all. It would be wise to train facilitators well in this workshop before it is conducted with children.

Goal Setting

This exercise follows the Dream Exercise. It is a hand-holding activity to walk children through the steps they can choose to determine their own futures. It is a sobering exercise and should be done carefully so that children are not disheartened without losing touch with reality.

Vocational Education

Starting vocational courses that are achievable for the age group attending the Student Parliament is a good way to kick start interest in the meetings and regularise attendance. Selecting vocational courses that can combine interest, need as well as develop a marketable skill can be challenging, but is not impossible.

For example, teaching and learning crochet is not difficult. Children feel a tremendous sense of achievement when they can make woollen caps, mufflers, school bags, gloves and scarves to prepare themselves for the winter. The speed with which even an eight year old is able to create her first product is fast enough to retain the interest of most children that age.



Chapter 6 The Next Phase and Conclusion

This chapter outlines our next year of work, based upon the learning of the last 3 years and our mission.

In the next phase, we will expand our work as follows:

A. Extension Programs/Direct Service

This comprises:

- Consultancies with community based organisations in communities across the city on how to start education facilities for wastepickers
- Shorter education modules/ IEPs with shorter time spans
- Vocational training and placements
- IEPs in which 50% of learning time is spent on academics and 50% on learning a marketable skill, given the massive evictions and the urgent need to earn
- Computer training, typing and shorthand compulsory for all students at Nizamuddin

B. Program Indicators

In order to constantly evaluate our work, we have developed these indicators. Monitoring these helps us identify weaknesses and cement strengths. These are:

- Attendance in class
- Attendance in Bal Panchayat
- Drop Out
- New Students Admitted
- New Cases Registered
- Number of Follow ups
- Academic Level for English
- Academic Level for Hindi
- Academic Level for Maths

- Marks received in School Tests for those in formal school
- Number of students mainstreamed
- Number of students attending Bal Panchayat
- Issues discussed in the Bal Panchayat
- Number of Parent Teacher Meetings Held
- Issues discussed in the Parent Teacher Meetings

Chintan's work suggests that being able to reach this stage is itself not easy but takes a long time and is dependant upon several external factors. However, it is only upon reaching this stage that any organization can plot out its next course of action and determine how it will address the emerging new needs, coupled with the old ones. We hope that you will share your experiences and ideas in this work with us so that this manual is richer in its next avatar.

Appendix 1 The Case of Asma

Asma lived with her step mother (Rubina), father and step mother's second husband (Khalid). The presence of the father is explained by the fact that he was bedridden because of a nerve dysfunction. Repeated routine home visits, involvement of the child with the teacher during Student Parliament meetings revealed that Asma was adopted. She was born to a family who lived on the streets. Her birth parents gave her away to her adoptive parents. Since the time that the social workers first met her family, and began motivating them to send Asma to school, they have met with resistance from Rubina and Khalid. However, her adoptive father was encouraging and wished that she study. This was not of much consequence, as his opinion was overruled when not ignored. She was not allowed even to leave the house much.

Trained Facilitators Implement a Responsive Service

As a result of the intimacy build up gradually during weekly Student Parliament meetings, the social worker/teacher observed that the child was becoming increasingly subdued and preoccupied during these meetings. The social worker followed up on her daily visit to the community.

She made a visit to the child's home and returned with the uneasy feeling that all may not be as expected between Asma and Khalid. Discreet enquiries in the neighbourhood during repeated community outreach and visits to Asma's home in the coming weeks confirmed her worst fears. Khalid was raping Asma.

Soon afterwards, Asma took the social worker aside after class and told her that she felt threatened at home and wants to get out of there. The social worker began counselling Asma everyday after class. The timing of the sessions allowed for the privacy required to nurture Asma's confidence in the social worker, so that enough information was gathered to prompt legal action without raising any suspicions at home.

Neighbours also reported strangers going in and out of the house at night. Asma confirmed that a young man called Roshan visited frequently. Roshan works as a wastepicker in the well-known Bhairav temple, a few kilometres away from Asma's home. He was the family's neighbour. The family has described him as Asma's step brother, while Asma has referred to him as her real brother. In one conversation, Asma had said that Roshan is as bad as the others. The neighbours say that Roshan is a relative. They say Asma has a romantic interest in another boy. The social worker was unable to determine who that was or whether this was true. When she missed class without the family's knowledge, the teacher asked her about it. She confessed to having gone to visit Roshan at the temple. This was confirmed by a friend who accompanied her. The social worker interviewed Roshan about his relationship with the family. He said that Rubina had many months ago promised him Asma's hand in marriage and a place to stay in their home, if he brought the family work and if he gave them all his earnings. However, after he brought them work, Rubina and Khalid asked him to leave their home. According to his own account, he has no romantic intentions towards Asma anymore.

Within a month, Asma's family moved to another godown, where they would sell their waste each day. Their old neighbours suspected that it was because Rubina was planning a wedding between Asma and Khalid. They were moving because the family would have faced opposition from the old neighbours and the new warehouse provided anonymity. While Islam allows marriage within the family, sexual relations between the father and daughter are taboo. However, fortunately for Asma, there were a few families

in the new warehouse who previously lived in the earlier warehouse and knew the family. They continued to act as community watch dogs and informed the case.

Neighbours at both warehouses have confirmed that young girls are auctioned for prostitution at Bhairav Temple, where Asma goes on her rag picking rounds. Asma confirmed that Rubina had invited people to their home to prostitute her. Asma said that whenever she used to refuse, she was beaten by her mother. This was another reason why the family moved from the previous warehouse as people were not happy about this. However no auctions took place once Asma's family moved to the new godown. Asma has said that she is forced by her mother to sleep with Khalid. She feels unable to resist Rubina's wishes and trapped into a possible marriage with Khalid.

Community Based Intervention

It was to the case's great advantage that the owner of the warehouse to which Asma has shifted does not like Khalid. As the pressure on the family increased through the work with Asma, the chances that Rubina and Khalid would flee the neighbourhood became a real threat. It was a tremendous support, having the new owner's reassurance at that time that he would not let the family move until his business investment was covered and rent was paid. The warehouse owner went to police station to file an FIR against Khalid regarding a possible marriage between Khalid and Asma. The police did not formally file the complaint, only kept the paper on which complaint was written.

Supplementing the Team with Expert Consultations

The following people were turned to for help on the issue:
Abha Joshi, Multiple Action Research Group, (MARG), Delhi.

Marriage of a girl below 15 yrs of age, whatever the religion is a cognizable offence. It is compulsory for the police to record an FIR when it is filed and cannot register is a mere general complaint. (Child Marriage Act)

As Chintan does not think that physical intercourse has taken place, the best course of action would be to on creating community pressure.

The child has the right to remain in her own environment. If there is any possibility that she can continue there, it should be considered. Khalid's history should be checked for substance abuse.

Viewpoints on Strategy within the Team

Other Chintan Personnel, not linked with education:

- Do the medical examination, but only the implementing organisation can ensure extensive counselling, as such a test itself can become an issue and the victim could feel emotionally assaulted.
- Push the police to register the complaint.
- Consider sharing the case in the weekly community meeting to create a pressure group. If the community workers feel that there isn't enough rapport and intimacy in this meeting to do this, then do not share it.
- If the requisite community support cannot be created then call Child Line.

Community Workers, Chintan

- If the complaint is registered as an FIR, the maximum that the police will do is go to the family to make enquiries. It will provide the opportunity for the family to deny the wedding plans. It could even alert the family of an impending crisis or incarceration, leading to increased exploitation or flight.
- They cannot take further action as the date for the wedding has not been fixed.
- Arrests can be made only when a marriage is in progress.

New Development

Conversations with Asma led to the conclusion that rape had occurred.

Deliberations on Strategy

- File a new police complaint. This time registering rape.
- It should be made by the warehouse owner, supported by at least a few members of the community who have been in private

conversations with the social worker.

- Chintan personnel should be present to provide moral support and to defend their stand on the issue while the case is registered.
- The police will then launch an investigation and the girl will be taken for a medical examination to a government hospital. Chintan staff should be present to provide reassurance to Asma.
- Soon after Asma will be produced in front of CWC and then referred to shelter home for rehabilitation. If CWC should need some time to decide which shelter home Asma will go to, Asma will be provided accommodation in a temporary shelter home.
- Simultaneously, criminal charges will be pressed against Rubina and Khalid.

Precipitating Developments

Asma's mother did not let Asma come to class with the teacher. However Asma insisted on coming. She was then threatened with violence when she came back from class. Asma told Rubina she would not return. Neighbours advised the teacher that Chintan should use the opportunity to take Asma away to a safe location, as they had seen Rubina and Khalid behave inhumanly. Asma told the teacher that she had made up her mind to leave home as Rubina had made plans to get her married to Khalid by the next day.

Final Intervention

The Chintan team asked the godown owner and relevant community members to come to a meeting at the class. The idea was to know what they felt should be done and the responsibility they would like to take. The strategy was to invite the godown owner and then send him back to call the rest of the community members.

Asma would not be taken for a medical test because this was something the community may not support at a later date.

The godown owner came, was in a hurry, did not wait for the community members to arrive, but said that he was willing to file the police complaint in his name and take responsibility. However, when the team asked him how he knew about what was happening to the girl, to

double check his understanding of commitment, he said that his source of information was Chintan. Thus, he implied that if for any reason he felt that it was too much tiresome for him, he would pass the buck to Chintan. He did offer, however, that the girl could stay with his family if she wanted. He would protect her against Rubina and Khalid. However, as he himself is in his early twenties, his good intentions could be misunderstood by all parties and lead to more complications.

Before the community members arrived the team went over her options with Asma, including staying at a friend's house. But she preferred to be taken out of the community all together. She was warned about it becoming a police case. She was comfortable with that. She was also told about the child help line and how it presents a case in front of CWC and how it would lead to rehabilitation. She preferred this option in spite of being told that she would be breaking all ties with her. She was reminded again about the medical examination - its purpose and method. She agreed to it and said she was ready for it.

Confirmations were made with all neighbours who came to the class about the situation at Asma's home.

One said she had heard Asma crying at night. She had also spoken with Rubina about marriage between another friends' son and Asma. She was refused and the explanation Rubina gave was that Asma was to marry Khalid so she could care for them both all her life.

Another said she knows about the girl's rape first hand, as she has seen it happen. Her house is separated from Asma's by only a curtain.

Asma's adoptive father said he is completely dependent. He would support what everybody wants. He felt he could not object to or confront Rubina and Khalid.

The community members felt that Asma should be removed from the house.

They would not file an FIR. They wanted Chintan to take action, unwilling to take responsibility.

The women said that they were afraid that when Khalid came out of jail they would be threatened, they were worried about safety of their children.

They were willing to become witnesses and answer police questions, if somebody else filed case, but seemed unsure of their commitment.

Before any decision could be made Asma's mother came looking for her; suspicious, as it was well past class timings.

The choice Chintan had was of either sending Asma back with her or taking action immediately. There was a growing danger of Rubina organising other community members to support her or telling the police her version of events.

Ultimately, considering the community did not want to take responsibility but was supporting Chintan's stand, and Chintan was clear that it did not see its role as being involved in criminal proceedings, the Principal of the partner NGO where the class was being held suggested that Asma make the call to Child Line and brief them about the situation.

Asma called. She was not very articulate. Chintan briefed Child Line after Asma had spoken with them, making it clear that the call should be treated independently from Chintan. They agreed.

The social worker accompanied Asma to her house and stayed nearby, at the warehouse to meet with Child Line personnel on their arrival.

Child Line removed the girl from the house to the local police station.

Chintan staff joined them there. A police constable went to the community to investigate. The warehouse owner was not there. The community did not provide concrete confirmations, but did when he threatened them with deportation. The police were unwilling to file case, stating various excuses, but ultimately did.

The complaint was filed. The complainer was taken to be the girl who did not change her story even under pressure. Chintan and Child

Line staff signed as witnesses in their individual capacity, giving their residential addresses.

Asma was taken to a Government hospital for a medical check up by Child Line staff accompanied by the Chintan social worker.

Asma stayed the night at the Child Line crisis center that night, to be presented to CWC the following day.

Post Intervention

The complaint was made into an official FIR the next day.

Khalid was taken into police custody.

Rubina ran away.

A detailed medical check up was done and Asma was found to be pregnant.

It was unclear whether an abortion was possible. No tests had been done to examine the risk. The exact duration of the pregnancy was not known. Even if abortion was possible at this stage (which they 'thought' is 3 months) it could not be done without permission from her family. In Asma's case this is not possible because of the involvement of mother and uncle in the crime. Asma's first reaction to the news was that that she did not want to stay at the shelter and that she did not want the baby.

MARG advised that Chintan should give an application to CWC stating these facts and pushing them to take on guardianship of the girl as they have now taken responsibility for her. They should sign the abortion papers and take action immediately regarding medical examinations. She recommended that if CWC does not make a decision and take action within the week, that Chintan should file a case in high court.

Asma tried to run away from the shelter. She was shifted to a permanent shelter and is now recovering from her traumatic experience.

Appendix 2 The Case of Mumtaz

Mumtaz is 13 years old. She has 6 brothers and 5 sisters who live in the village. Since her parents passed on, their eldest brother runs the household. One of her brothers, Abdul came to Delhi at the age of 12 years and has been here for the last for the last 25 years. When he and his wife visited the village, Mumtaz asked her sister in law to take her with them to the city. Today, Mumtaz tells us that life in the city did not turn out to be what she expected.

Mumtaz felt she could not go to school because she did not know Hindi.

Did Mumtaz ever feel like studying? She however, never discussed this with her bother or sister in law.

When did Abdul come to Delhi, what and from where?

Was she ever a rag picker?

Abdul got involved in rag picking because the remuneration was immediate. He was not able to get work as a rickshaw puller or as a vendor. Mumtaz came to Delhi when she was 9 years old, four years before that her mother died and six years before, when she was 3, her father died.

Her brother stayed in Mehrauli when he first came to Delhi.

Her brother says that Mumtaz has started speaking a little more than she used to after she started coming to school. The family in the village

wants her to return home, but her brother supportive of Mumtaz's education, resisted sending her home.

When she stayed in the village, she wanted to study in a Bengali medium school, but after attending one for two months, she was unable to cope. He does not know what will come of her education. He says Destiny will decide. Mumtaz was admitted to the education programme.

Appendix 3 The Case of Samad Ali' s Three Children

Samad Ali has three children, Gajiwar (10), Kobiwar (8), Sameerun (6). The two older children studied in their village school in classes 1 and 2 respectively, in Barkatta District in Assam. Samad moved to Delhi when their village was washed away in the Bramhaputra, 17 years ago. When he decided to bring his bride to Delhi, with the three children, he was determined that they would continue learning. He ensured that they were granted admission in the Lal Kuan Government Primary School. They studies there for one year, the moved to Nizamuddin, two years because of better prospects at work. When he tried to have his children admitted to the Katra Government Primary School in Nizamuddin, he was asked to produce Transfer Certificates (TC) from the Lal Kuan Schools. He was not given the TCs at Lal Kuan for reasons not clear and certainly not legal.

Without the TCs, he asked for the advice of neighbours and friends in the community but this was of no use. Samad Ali lives 10 minutes, walking distance away from the Katra Primary School, and 15 minutes away from a community based organisation that has worked on education for the last 22 years. Unfortunately, Samad Ali had lost hope for his children and could not access there resources.

Having worked in the waste business for a long time, he was determined that his children would not become wastepickers. He wished that his children could study as much as they liked. He swore he would support them even if he had to take loans to do so. In the normal course of

doing a survey for the Nizamuddin Extension Project, the Chintan social worker knocked on their door and filled out a profile in January 2006. All the children were admitted to the local NGO's education program (project partners) which prepared them for mainstreaming. All three children were mainstreamed in the Pant Nagar Government School in the 2006 session. They have now been readmitted to the Support Program in the same local NGO, to ensure they receive adequate remedial support, which compensates for the same at home.

Appendix 4 The Case of Chhabikul

Chhabikul Islam is 11 years old. He moved with his family to Delhi at the age of 9 years. Chhabikul's father was a contract labourer who worked other farmers' fields.

Chhabikul was studying in the village Government Primary School in Class 2. As soon as they moved to Delhi, his father approached the Lal Kuan Government Primary School in Mehrauli for admission in Class 2.

They were asked for a Transfer Certificate, Birth Certificate and were told that language was a problem. Disappointed, his father, engaged Chhabikul in waste picking, like himself. They moved to Nizamuddin a year ago because business here promised to be better. Father and son continued to be wastepickers.

The Education Social Worker saw them in Nizamuddin during Chintan's outreach programme in January on the street. Chhabikul was pushing a cart full of waste that his father was pulling on a cycle. The Social Worker asked the child whether he was studying, and Chhabikul said, very sadly, that he was not.

On a visit to their home later that day, Chhabikul told the social worker that although he would love to study, he could only do so after he finished work in the afternoon. But his father got thinking. He said that he wanted his child to study because it may be one way to prevent the police from taunting his child like they taunt him. At the end of the conversation, Chhabikul's father told the social worker that he would send him to school

in the mornings too, that he would educate Chhabikul as best as he could. He said that even if Chhabikul does not complete his education, he hoped that he would remember his father well, as someone who had wanted the best for him, and had provided him an education. It must be said here that this was not the social worker's influence, but Chhabikul's father's own thinking. Chhabikul was admitted to the local NGO in the Walk In Class on the 9th of February, 2006. He was mainstreamed into the local Primary Government School in Pant Nagar in Class 2 soon after. He has since been shifted to the Support Program at the local NGO, to prevent him dropping out.

Appendix 5 The Rights of Children

The content of education, the method used to deliver it and the environment in which it is transacted is all debatable. The right to life, self determined development and joy is not. The Government of India (GoI) and the Governments of the world have done and are in the process of doing its bit declaring these rights. The implementation cannot but be left up to individuals and groups of citizens in touch with their humanity enough to act to protect these rights.

Article 45 of Directive Principles of the Constitution (GoI) made it the duty of the State to provide free and compulsory education to all children up to age fourteen in ten years (1960).

The 86th Constitutional Amendment Act 2002 has provided for free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right under Article 21A of the Constitution. It provides under Article 45 that the State shall endeavor to provide early childhood care and education for all children until they complete the age of six years. Further, it provides under Article 51-A (k) that it shall be a fundamental duty of every citizen of India who is a parent or guardian to provide opportunities for education to his child/ward between the age of six and fourteen years.

"Child" (RtEBill 2005) means a person who is not less than six years and not more than fourteen years of age.

Article 1 (UNCRC—United Nations Convention on the Rights of the Child): "A child means every human being below the age of 18 years." The Convention on the Rights of the Child is the most endorsed human rights treaty in the world, ratified by all but two countries. Adopted by the United Nations General Assembly on 20 November 1989, it celebrates childhood and codifies in international law the rights due every child.

"Compulsory Education" (RtEBill 2005) means an obligation on the State to take all necessary steps in terms of this Act to ensure that: every child of the age of six years is enrolled in a school, participates in it, and completes elementary education.

Every child over six years, but less than 14 years, who was not enrolled in a school at the commencement of this Act, is enrolled in a school, participates in it, and completes elementary education.

“Free Education” (RtEBill 2005) means freedom for the child and her parent/guardian from liability to: pay any fee or charges to the school where the child/ ward is studying, or to an examining body or any other external body providing any service through the school, and incur such other expenses, as may be prescribed, which are likely to prevent the child from participating in and completing elementary education. Provided that if textbooks and any other teaching learning material are supplied free to a non-disabled child under this clause, they shall be supplied free to a disabled child in such modified form as would meet her learning needs.

Child’s Right to Free and Compulsory Education of Equitable Quality (Right to Education Bill, 2005, GoI)

Access

- Every child who has attained the age of 6 years has the right to participate in full time elementary education and to complete it, and towards that end has the right to be admitted to a neighborhood school and be provided free and compulsory education.

- A non-enrolled child who is in the age group 7-9 years, shall have the right to be admitted to an age appropriate grade in a neighborhood school within one year from the commencement of this Act.

- A non-enrolled child who is in the age group 9-14 years, at the commencement of this Act, shall have the right to be provided special programmes within the neighborhood school to enable her to join, as early as possible, but in any case within three years from the commencement of this Act, the age appropriate grade.

- A child who, though enrolled, is not able to participate in elementary education, shall have

the right to be provided with suitable conditions, as may be decided by the appropriate government, to enable her participation.

Retention

- No child shall be held back in any grade or expelled from a school until she completes elementary education, except through an Order of the School Management Committee (SMC).

- Any child moving from one school to another, including outside the state shall, for the purposes of seeking admission to another school, be entitled to receive a transfer certificate issued by the Headmaster of the school in which she was last enrolled.

- Provided that the absence of such a transfer certificate shall not constitute grounds for delaying or denying her admission to an appropriate grade in the new school; nor shall such child be subjected to any test whatsoever to determine whether she is to be admitted to the school.

- If a young person has, for whatever reason, been unable to complete elementary education by the age of fourteen years but is continuing her education in a school at that age, she shall continue to be provided free education in such school till she completes elementary education or attains the age of eighteen years, whichever is earlier.

Participation

- A School Management Committee (SMC) shall be constituted for every State school and aided school, with such representation of parents, teachers, the community and representatives of the local authority, as may be prescribed.

- Composition of the School Management Committee shall be so prescribed that: At least three-fourths of its members are parents/guardians of children studying in the school, with proportionate representation among them of scheduled castes, scheduled tribes and other socially and educationally backward classes;

The remaining members are drawn from other stakeholder sections of the community including representatives of the local authority, teachers, and persons/bodies working for education.

Curriculum

- Competent Academic Authorities while prescribing curriculum and evaluation procedures, and schools while transacting them, shall adhere to the following principles: They shall conform to the values enshrined in the Constitution, All schools shall function in a child friendly and child centred manner, and shall in particular: allow the child who is capable of forming her own views the right to express those views freely in all matters affecting the child, and allow the views of the child to be given due weight in accordance with the age and maturity of the child, build on the child’s knowledge, environment and cultural identity, particularly linguistic, and develop the child’s personality, talents and mental and physical abilities to their fullest potential, use the child’s mother tongue as the medium of instruction as far as possible, at least during the first five years of the elementary stage, would rely on activity, discovery, exploration, understanding and problem-solving.

- would be free of fear, trauma and anxiety to the child, and
- conduct learner evaluation in a continuous and comprehensive manner such that it tests the child’s understanding and ability to apply knowledge rather than rote learning.

Certification

- Certification of Completion of Elementary Education: No child shall be required to appear at a public examination during the elementary stage except, if at all, at the completion of such stage.

- Every child who completes elementary education shall be awarded a certificate to that effect by the examining body holding public examination in terms of sub-section (1) above, or, in case no public examination is so held, by the school where she completes it.

UNCRC

- Article 6: “... every child has the inherent right to life ... survival and development”

- Articles 12-14: “... the child who is capable of forming his or her own views [has] the right to express those views [and] the right to freedom of ... thought, conscience and religion.”

- Article 16: “No child shall be subjected to arbitrary or unlawful interference with his or her privacy ... nor to unlawful attacks on his or her honour and reputation.”

- Article 22: “... a child who is seeking refugee status or who is ... a refugee ... [shall] receive appropriate protection and humanitarian assistance”

- Article 24: All children have the right to “the highest attainable standard of health ... [including access to] primary health care ... nutritious foods and clean drinking-water.”

