

Project 'Street to School' (North East Delhi)



Measurement Done By
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BASELINE MEASUREMENT OF INDICATORS

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Executive summary

CHETNA, under the guidance of TOYBOX, conducted this baseline study to measure some identified indicators of the project, Street to School (North East Delhi) in June, 2019 across all 11 locations of the project intervention.

This report is divided into three parts. Part 1 deals with the background of the project, study background and study objective. Part 2 details out the methodology which includes tools, data collection method and process. Part 3 covers the findings of the baseline study. This particular part is about the findings based on the project beneficiaries and stakeholders interviewed.

In the initial stage of the study, the project's outcome and output indicators were analyzed specifically. The analysis resulted in finding that only a few indicators were there which could be measured at baseline. For all other indicators, the baseline value was naturally to be zero at the starting point.

The participants for this study happened to be the project's beneficiaries – children, parents, and school principal and teachers. In the process of conducting this study, data on children were collected (through group discussion, self-assessment activity, interview and participatory tools) from 11 locations, whereas data on parents were collected (through group discussion and self-assessment activity) from 7 locations. In addition, the principals and the teachers were interviewed through the group discussion.

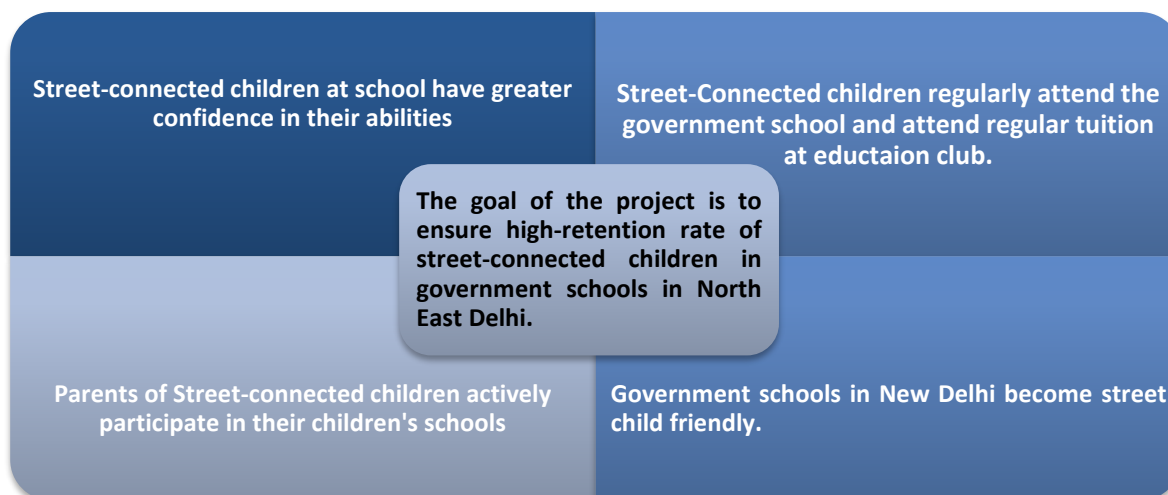
The tools used to collect data were Focus Group Discussion (FGD), participatory tools for self-assessment and a small interview schedule. Different tools were employed to measure different indicators.

CHAPTER -1 Introduction

1.1 Context-About the project

The project 'Street to School (STS)' is a joint initiative of CHETNA and Toybox and is being implemented in North East Delhi. This STS (NE Delhi) project is a three-and-a-half-year long project, started in January 2018 for the first time in 10 new slum communities of NE Delhi. In the first year, the project focused on enrolling 250 children in government schools, running 10 Education Clubs (with 5 street educators) and working with 12 municipal schools. In year 2, the project expanded to cover 3 more communities with 10 Street Educators in total (double the number to provide more regular club sessions). The focus is to working with 14 municipal schools (for Grade 1 – 5 children) in year 2 and 16 schools in year 3 which include working with 2 Delhi government schools (for Grade 6 and above children). 500-plus street children will be supported in total to remain in school over 3 years. New children will be enrolled to fill the gap if created due to any dropout from the project.

The project Street to School aims to support the holistic development of street-connected children inhabiting the slum communities of Delhi. Approaches and activities of the project have been designed to achieve the children's enrolment and retention in formal education, ensure that they learn life-skills, and change the perceptions held of street-connected children by stakeholders that are responsible for their development. The main areas of change (Outcomes) that the project envisages are –



The Key activities undertaken to achieve the aforementioned Outcomes and the Goal of the project are as follows:

- **Education clubs:** These are the meeting place of the project where CHETNA staffs meet with the beneficiary children and conduct most of the project activities with them, including remedial education. These centres run in community spaces often in the open, under trees or in parks.
- **Support group meetings:** Children associated with the federation of street and working children, *Badhte Kadam (BK)*, conduct Support Group Meeting at their respective contact points/ education clubs. BK senior leaders support the club children in the process.

- **Life-skill workshop for children:** Life-skill workshop is a medium through which positive development in street-connected children is achieved by providing them with useful skills and knowledge. Practical demonstration of the subject matter is the key feature of the workshop.
- **School visits by street educators:** Street educators visit schools almost on a weekly basis to keep track of children and to get feedback from the teachers and school.
- **Training for parents:** The activity is to make the parents aware of their rights under RTE. Through awareness and information, they are empowered to become active in parent teacher meetings and in School Management committees.
- **Home visits:** An important activity of the intervention to keep the parents motivated and to ensure that the children attend school and education club regularly and do not drop out from education.
- **Parents meetings at education clubs:** The main objective of having this activity in the project is to sensitize parents towards education of their children and to seek their cooperation in running the project, which is, further, supposed to help in strengthening the project's sustainability aspect.
- **Teacher training:** Through this teachers are trained on the topics of child rights, POCSO Act, etc. with a focus on enhancing their attitude and skills of working with street-connected children.
- **Meeting with school officials and education departments:** To build rapport and sensitise them about this group of children.
- **Awareness rallies-**To create awareness in communities about importance of education and school admission.
- **Residential workshops for peer leaders:** Residential Workshop is an important activity of the project for empowering street-connected children, which is done by enhancing their leadership skills.

Through these activities the project aims to increase the children's enrolment, their retention in school, attainment of basic education and to make their school environment more child-friendly.

1.2 Study Background

The implementation of the project 'Street to school' started in West Delhi 2015-16, first as a pilot project and later extended as a full intervention for 2016-18. Building on the successful work of Street to School in West Delhi, the project was launched in North East Delhi in January 2018.

Execution of the project started with a quick scoping survey conducted by a senior staff of CHETNA. In parallel, the process of recruitment, training and team building had been started. Soon after team formation, area profiling of each 21 locations, identified in the scoping survey, was done to gather all the necessary information which could later help in developing understanding on the feasibility of running the project in those locations. For this, information was gathered by interacting with community leaders, common residents, shopkeepers, and NGOs operating in the area. Post area profiling, the gathered information was analyzed in a meeting at the head-office. Out of 21 locations, 15 were identified as potential locations for the project. Household survey was conducted, thereafter, to identify beneficiaries as per the project criteria in all the 15 locations.

The first few months of the project were spent on these activities.

After the household survey, the process of building rapport with community members was undertaken. In the process, they were made aware about the initiative by CHETNA and TOY BOX for the street-connected children. Street Educators began to meet parents/guardians and their children, individually as well as in group. Parents were motivated to send their children to school. Once they (parents as well as children) showed interest, Street Educators would support the children to be enrolled in a local municipal school. The enrolled children began to be provided support with their studies at Education Clubs, helping them to be able to keep up with their school work. By the end of July 2018, all the 10 education clubs had been established and started functioning.

First year

Enrolment of beneficiaries in school was carried out in a phased manner. In the first phase (from April to May-18), the team could enrol only 83 children. Thereafter, the schools got closed for summer vacation, resulting in halting of the process of admission. The process resumed again in the month of July-18. By early August, the STS team was able to enrol around 130 new children in school, taking the total enrolment figure to 250. It was ensured that only those children who fulfilled the beneficiary criteria of the project are enrolled. The enrolled children were out-of-school as well as street-connected: either they worked themselves or were at the risk due to their siblings working.

Second Year

In the second year, there was a target of enrolling 250 more street-connected children into the schools, of whom 172 children could be enrolled in school during baseline study. In the settlements in which project team are working for the year, they surveyed children who are out of school and street connected. In this year, team also surveyed children in many new settlements from which project started working in a new settlement and the children are enrolled in school.

This baseline measurement was conducted in June; data were gathered between June 1 and 18 June, 2019. In order to achieve the baseline (the measurement of indicators) become a true reflection of the status of beneficiaries (prior to intervention) vis-a-vis indicators, only the children enrolled during the second year were involved in the assessment process.

In the first stage of the study, the project's outcome and output indicators (as mentioned in the project's TOCAP) were analysed in detail. The analysis resulted into a finding that only a few indicators were there which could be measured at baseline. For all other indicators, the baseline value was naturally to be zero at the starting point, so they were not made part of this assessment process. What tools would be appropriate for measuring the identified indicators were also deliberated upon and finalised. In the entire process, the evaluator received invaluable support and guidance from Toybox.

In the second stage, study tools – which comprised of an interview schedule (containing only two questions) and a set of Participatory Tools supported by Group Discussion – were devised and methodologies for the study were put in place.

Broadly, the study aimed at measuring the identified indicators at baseline in the project area of North East Delhi.

1.3 Study Objective

This baseline study was done to measure the baseline level of children vis-a-vis the following indicators of the project's TOCAP (Theory of Change for Adaptive Programming):

1. Confidence of children in their abilities in different scenarios
2. Children's level of interest in education
3. Children's awareness about child rights
4. Barriers to enrolment of children in government schools
5. Enrolment of children in school done by the parents themselves.
6. Senior school official's (Principals, Block Education Officer, etc.) awareness of the barriers for SWC to enrol and retain in school.
7. Children who have their Aadhar cards.
8. Children that have their own bank account (to receive money for their uniform)

Chapter-2 Methodology

The evaluator proposed a baseline plan to Emily from Toybox. Based on the suggestions and support from Emily, the evaluator finalized the baseline plan using both quantitative and qualitative methods in gathering data on sampled children. The field execution of the tools – which contained interview schedule and specially designed participatory tools together with FGDs – was carried out in the month of June 19.

The respondents for this study happened to be the project’s beneficiary children, parents and school principal and teachers. In the process of conducting this study, data on children were collected (through group discussion, participatory activity and interview) from 11 locations, whereas data on parents were collected (through group discussion and participatory activity) from 7 out of 11 locations and 2 MCD schools.

The methodology used has been summarized in the table below:

| Indicators | Indicator No. (in TOCAP) | Respondent Group | Methodologies Employed |
|--|--------------------------|------------------|--|
| 1-Confidence of children in their abilities in different scenarios | Outcome 1-(a) | Children | <p>Tools:</p> <p>To measure this indicator, an FGD was conducted with the children first and then a participatory tool, called ‘Confidence Plant,’ was administered. Instead of snail we used plant that allowed kids to relate more.</p> <p>Participants:</p> <p>Those children who are newly enrolled in the schools were involved in the assessment process.</p> <p>Facilitation:</p> <p>In the FGD, discussion with the children was conducted on questions framed to elicit the nature and level of confidence they possessed in different scenarios.</p> <p>After the group discussion, the participatory tool (Confidence Plant) was administered.</p> <p>We put all the plants (figure) on the wall to add some fun to this tool. On the question around each scenario, children were asked to stand near any one picture which represented their level of confidence on that particular scenario. There were 5 pictures (depicting a seedling which gradually grows into a flowering plant), each picture corresponded a score from 1 to 5.</p> |

| | | | |
|--|---------------|----------|--|
| 2-Children's level of interest in education | Outcome 2-(b) | Children | <p>Tools – FGD and a participatory tool (Happy-Sad Faces)</p> <p>Facilitation: FGD conducted with the sampled children held discussion on whether they enjoyed studying, going to school/education club or not. If they did then why and how much. Qualitative responses were gathered through this.</p> <p>The participatory tool used in measuring this indicator contained 5 pictures of faces in different countenances.</p> |
| 3-Children's awareness about child rights | Outcome 3-(a) | Children | <p>Tool - Interview Schedule</p> <p>The interview schedule carried two questions –</p> <ol style="list-style-type: none"> 1. Have you heard of Child Rights? 2. If yes, what are those rights of the children? <p>Total no of newly enrolled children at survey = 172 We selected 10% of the total number of children enrolled for the sample Which means that there should be 18 children in the sample. We have started working in a new community in which all the children were newly enrolled in our project and school so we took more children from there for interview.</p> <p>Sample – 24 for 11 locations.</p> |
| 4-Parents' feeling about the level of barriers to enrolling their children into government schools | Outcome 4-(b) | Parents | <p>Tools – FGD, Participatory tool (Happy-Sad faces)</p> <p>FGD with parents were conducted at 7 locations. Through the FGD, parents' views on barriers to enrolling children in school were explored. Once we done with discussion, the participatory tool was administered. In total, the evaluator were able involve around 79 parents in the assessment process.</p> |

| | | | |
|---|---------------|------------------------|--|
| 5-Number of parents of street-connected children who enrolled their children themselves | Outcome 4-(c) | Parents | This indicator was measured through the means of Admission Register. |
| 6-Number of senior school officials (Principals, Block Education Officer, etc.) who are aware of the barriers for SWC to enrol and remain in school | | Principal and teachers | We planned to interview with the principal and the teacher but they allowed us for group discussion. |
| 7-Number of children who have their Aadhar cards | Output 4 b) | Children/ Parents | Question when selecting the child. |
| 8-Number of children that have their own bank account (to receive money for their uniform) | | | Question when selecting the child. |



Figure 1 Confidence Plant tool



Figure 2 Happy faces tool

Chapter 3. Major Findings and Discussions

The section deals with the findings of the measurement of indicators

3.1 Confidence of children in their abilities in different scenarios

Confidence is highly slanted in nature and is difficult to measure. For this, a list of abilities was formulated which corresponds to their daily tasks and scenarios which they face. These abilities were measured through focused group discussion and 'A Confidence Plant'. These tools were used during the assessment activity of the children.

The abilities identified to measure confidence in different scenarios were:

- I. Ability to ask question or answer the questions when asked (in school or education club).
- II. Ability to go to school by themselves.
- III. Confidence and ability to ask something from (answer to) strangers
- IV. Ability to act on an uncomfortable bad touch/ overture/ sexual harassment
- V. Ability to purchase things of daily use from the local shop.

The abilities were discussed by asking the mentioned questions with the children through a group discussion. The children were asked to tell on which level they think they are when asked the said questions.

The 5 levels meant the following:

Level 1: Does not do/agree

Level 2: Did a few times

Level 3: Sometimes does, sometimes doesn't

Level 4: Does 70% - 80% of time

Level 5: Always does

The discussion helped the children to introspect oneself. This made them think about themselves. It also helped in building a spirit of teamwork amongst the children.

After the GD, the self-assessment tool, 'Confidence Plant,' was administered with the children to assess their confidence on the scale of 1 to 5. All the 5 pictures of the plant in different stages of its growth – from seedling stage to growing to flowering stages – were



Figure 3 Self-assessment activity with children using 'Confidence Plant' tool

spread before them. They were explained the tools and how they had to participate in the activity with the tool.

| Confidence Scenarios | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---------|---------|---------|---------|---------|
| Ability to ask question or answer the questions when asked (in school or education club). | 62.8% | 18.6% | 7% | 4.6% | 7% |
| Ability to go to school by themselves | 7% | 0% | 4.6% | 11.6% | 76.7% |
| Confidence and ability to ask something from (answer to) strangers | 55.8% | 9.3% | 9.3% | 14% | 11.65 |
| Ability to act on an uncomfortable bad touch/ overture/ sexual harassment | 60% | 7% | 4.6% | 0% | 30% |
| Ability to purchase things of daily use from the local shop | 44.2% | 4.6% | 30% | 9.3% | 14% |

When asked that whether the children ask a query with their school teacher or the street educator at the education club 62.8% of them positioned themselves at level 1 i.e. the seeding stage. 18.6% of children positioned themselves at level 2 while 7%, 4.6 % and 7% of children positioned themselves at level 3, level 4 and level 5 respectively.

One student, Pari (name changed) told: "If I do not understand anything in class then I am afraid to ask the teacher in front of everyone because the rest of the children are more intelligent than me and the teacher gives more attention to them".

One thing came up during the group discussions where the children said that they do not have any problem in asking any questions on the education club because most of the children are like them or their friends. Some children have a sense of inferiority and some of them are scared to ask questions because the teacher does not pay attention to them.

A very smaller number of children, 7%, go to school with their parents. While 76.7% of children go to school on their own. This is because the majority of the children are alone at home at the time of going to school because their parents are out for work. 11.6%, 4.6% and 0% of children positioned themselves at level 4, level 3 and level 2 respectively. Girls said that they mostly make up a group and go to school and they like to go to school with their friends.

Ragini (name changed) narrated her experience as "Once I was coming back from the school, a boy started following me and was passing filthy comments but I went away without saying anything".

As for asking about something from a stranger, 55.8% of children positioned themselves at level 1 stating that they don't feel comfortable asking the question from strangers. 11.6% of children agreed-upon level 4 that sometimes



Figure 4 Focus Group discussion with the children

they hesitate. 14% of children do not ask any stranger about anything this is because they are afraid to do so. Also, their mother asks them not to talk to any stranger. Most of the girls in Kalandar colony community shared that girls are discouraged to talking to strangers in the community and if a girl does so then she is considered as a shameless or characterless.

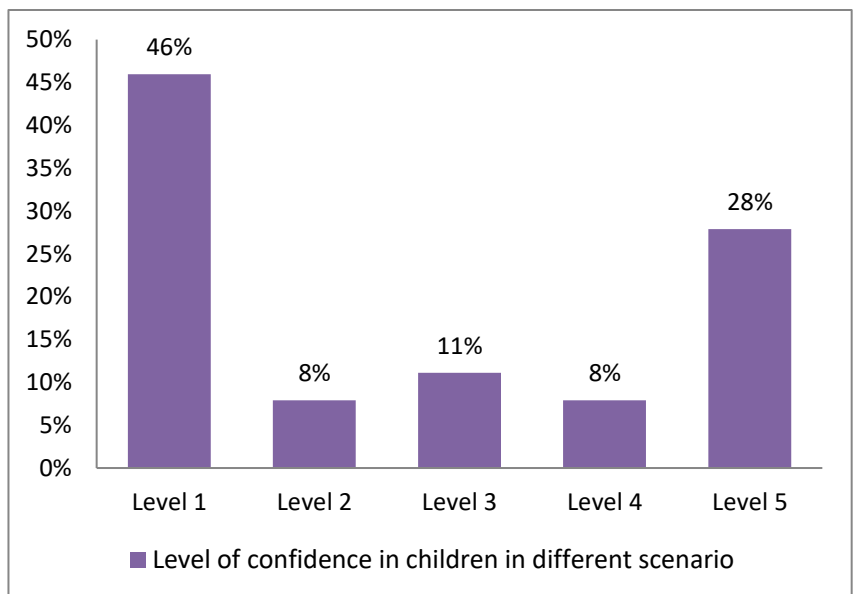
Sharing his experience about asking anything to strangers, Rohan (name changed) says that he does not talk to strangers because they sell children and then forced them for begging.

When the child was asked about this, the child told that he had never experienced the kidnapping incident, but this has happened to some of other children in the community, so his family asks him to not to talk to strangers.

A good majority of 60% of children positioned themselves at level 1 on stating that they generally do not react on bad touch or sexual harassment. During the group discussions, the girls said that most of their community members pass the filthy comments them and if they react on it then the community gets involved and their relationships get worse. While 30% children said that they are on level 5. In this 30 percent, there were mostly boys and according to them, if somebody will tease or harass them, then they are capable of a fight with them.

Sahil, an 11-year-old boy, will not be able to defend himself from any bad touch because according to him one should not talk back to the elders as they are someone whom we should respect.

According to 44.2% of children, they can purchase things from the market alone. They were the children who fell in the age group of 11 – 14 years. The younger ones are not able to buy anything alone as their parents think that their child can get mugged. When the cross-questions asked to children, it was found that most of the children could only do 60-70 rupees transaction.



After summing up all the scenarios, one can see that majority of children on levels 1.

3.2 Children's level of interest in education

The tools used to measure the level of interest of education in children were focused group discussion and 5 flashcards representing smiley faces in accordance with the 5 levels. The flashcards went from a sad face to an extremely happy face representing the 5 levels, level 1- sad face and level 5- extremely happy face.

The activity was started with a group discussion where the child told about why they wish to go to school and what do they find interesting there. The children told us about their stories and experiences. They were asked to share their fresh experiences of receiving education at school and education club and how much they missed it when they were out of school.



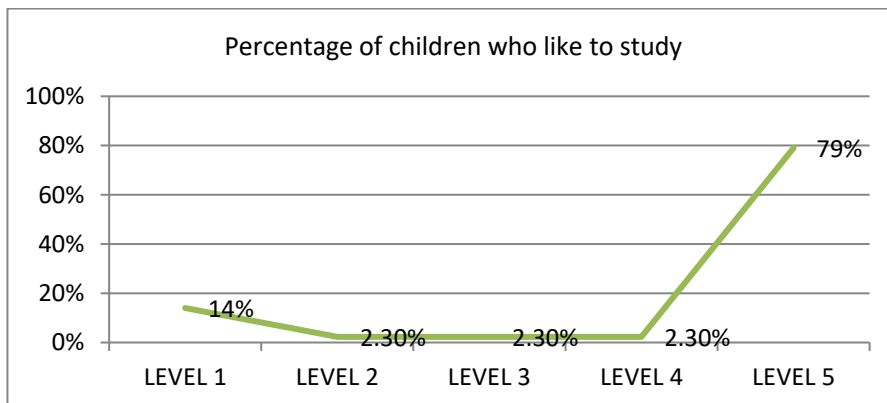
Figure 5 Self Assessment activity with children using Happy Faces

The interest of the children in education was measured through the following two questions:

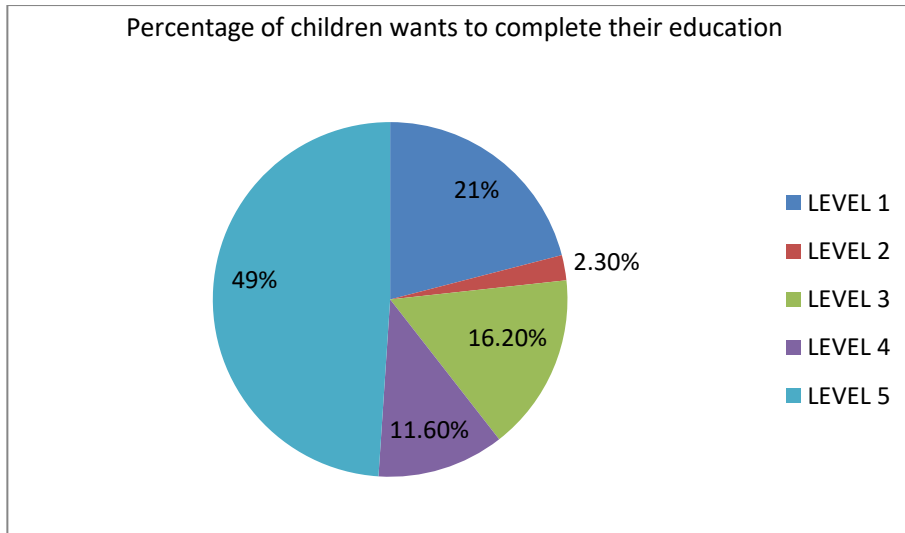
1. Who like to study?
2. Who wants to complete their study?

The answers to these questions were given through the flash cards mentioned above. 79 % children placed themselves at level 5 when asked about who likes to study. While 14% children positioned themselves at level 1 as they do not like to study.

A student named Vicky (name changed) confessed that there's too much homework and he does not like to study but comes here because his mother wants to.



A good majority of 49% of children positioned themselves at level 5 on completing their studies. While 21 % of children placed themselves at level 1. A major reason behind this is because of unawareness regarding higher education. 11.6%, 16.2% and 2.3% children positioned themselves at level 4, level 3 and level 2 respectively.



3.3 Children's awareness about child rights

It is acknowledged that awareness about Child Rights helps children protect themselves. Besides, it also contributes to paving for them a path of development.

The project through the measures of the life skill workshop and regular club activities envisages imparting the children awareness about child rights: a clear understanding of all the 4 Rights as declared by the United Nations Convention on the Rights of the Child: 1. Right to Survival, 2. Right to Protection, 3. Right to Development, 4. Right to Participation.

The project believes that the disadvantaged street-connected children need to understand that they have a certain minimum regime of rights which can't be violated by anyone, not even by the society and its system.

A total of 24 children were interviewed to know whether they know about child rights or not. The results came out to be zero. Not a single child knows about child rights.

This shows that major work needs to be done in this area.



3.4 Parents' feeling about the level of barriers to enrolling their children into government schools

To know and assess what kind of barriers parents face in enrolling their children in school and of what level they encountered, we first conducted a group discussion with them through a set of unstructured questions.

The following questions were asked during the group discussion:

1. Do they face any problem during the admission process?
2. What are the problems they face during the enrolment?
3. Have they taken any steps to nullify them?

In the discussion, it was revealed that a good number of male parents did not have any experience with school and its staffs. When we talked about this, they said that it is a mother's work to take care of the child. We earn money outside and don't have time to visit children's school and involve in the admission process. Whenever the mothers tried to enroll in their children's school, they had to face disappointment

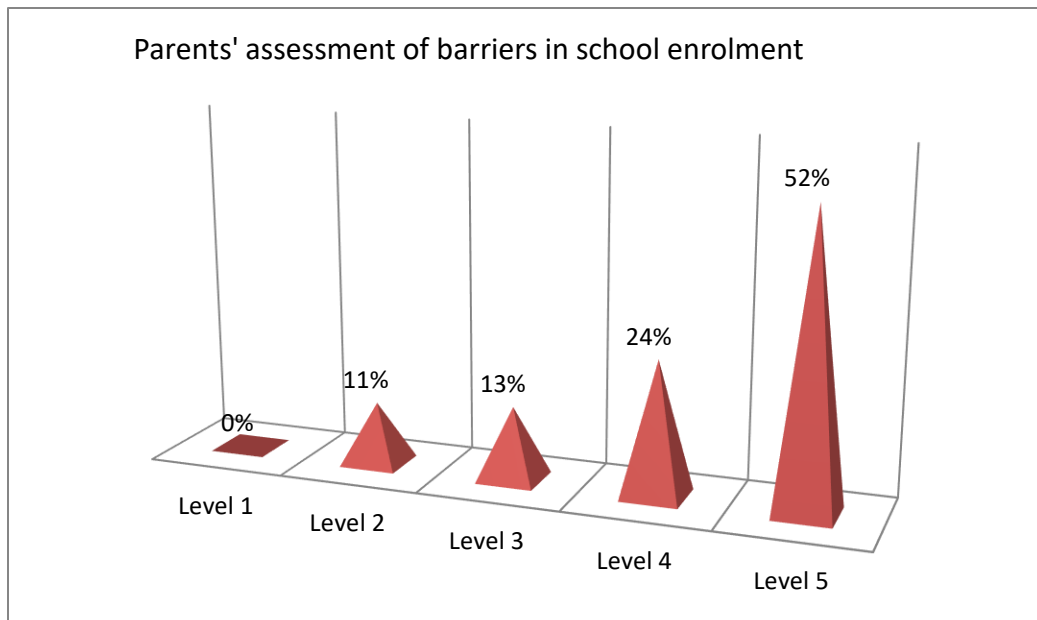
Whenever we go to the school of our children, teachers send us back from the main door and therefore we cannot communicate with children's teacher, said Vimla, a parent.



Figure 6 Self-assessment activity with parents using 'Happy Faces' tool

The tool of happy-sad faces was used for this self-assessment by parents. Parents did not face any problem in understanding the tool and assessing the level of existing barriers through it. The answers were given through the smiley flashcards which were used with the children earlier.

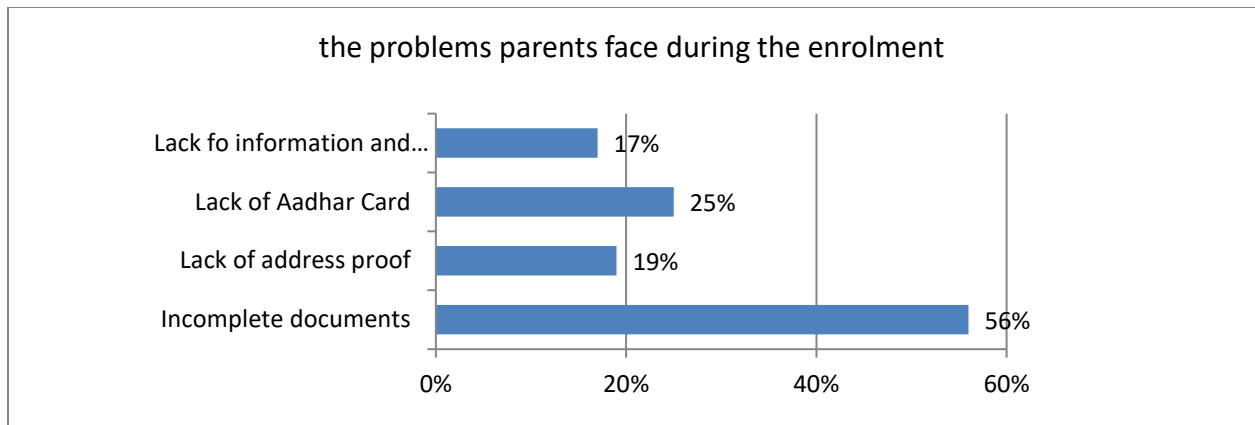
Level 1 depicts the happiest smile meaning that they do not face any problem, while level 5 depicts the saddest face which means they face a lot of issues.



A more than half of the total parents, around 52%, rated the existing barriers to enrolment on level 5 (high barrier level). While 24% of parents assessed the barriers to be at level 4. There was not a single parent who said that there was no barrier of whatsoever at all as no one went with the happiest face of the tool. However, 11% of the parents did not face that much barrier in enrolling their children in school and assessed the barriers to exist at level 2.

For a number of parents, lack of awareness about the procedure and communication skill and required documents to get admission came out in the discussion as the strongest barrier. Since they did not know how to get admission, they did not give it a try even when they agreed to send their children to school.

I took my nine-year-old daughter to school in an attempt to admit her into MCD-run school. I returned home unsuccessful. "Ghar mein bithao bina dastavejo ke[Make your daughter sit at home without proper documents]," teacher told Sona Begum, a parent.



The parents revealed that the major problem which they face is incomplete documents as they have left their documents in their villages and lack of address proof as they live in a rented place where the owner does not provide them with any bill.

3.5 Enrolment of children in school done by the parents themselves

The survey was done in the settlements of East Delhi and found such street-connected children who do not go to school and engage in work or child labor. Individual interactions and group meetings were done with parents and they were explained about the project – its objectives and services. In the meetings, parents were motivated to send their children to school; they were asked to visit the school and try enrolling them by themselves first, with a promise to provide support if they failed in the effort or faced any problem.

One of the main objectives of the project is to make the parents aware of the admission process, on how they can do it by themselves and will continue doing it after the project reaches its end



Figure 7 Focus Group Discussion with parents

Through the discussion, the parents revealed that none of them got their child’s admission on their own. The major reasons which were cited were lack of awareness regarding the admission process and the rude behavior of the school authorities. Their children got admission entirely due to the street educator’s efforts. Also, we cross-checked from the admission registers maintained by street educators at each education club it was found that there was not a single parent, across all the education clubs, who successfully admitted their children on their own.

3.6 Children who have their Aadhar card

The government made the 12-digit unique identification number one of the four mandatory pieces of information that a child is required to submit for admission into one of its schools and according to them, this is the only viable way to track children through education systems, both public and private and the insistence on every child having an Aadhaar number helps prevent duplication in school enrolment – a situation where a child has joined another school without formally withdrawing from the previous one she was attending.

After finalizing the children, this data was collected whether they have Aadhaar card or not through physical verification of the aadhar card. From the table below, it can be understood that most children do not have an identity card (Aadhar Card) and children who have the Aadhaar card also have wrong information on the same.

| Education Club | No of children who have their Aadhar card | No of children who have their bank account |
|-------------------|---|--|
| Safeda Basti | 14 | 3 |
| Petrol Pump | 2 | 0 |
| Seelampur (E 13) | 2 | 0 |
| Buland Masjid | 2 | 0 |
| Buddh Bazar | 1 | 0 |
| Seelampur (E 16) | 3 | 0 |
| Old Seemapuri | 2 | 0 |
| Anand Vihar | 2 | 0 |
| Dharampura | 2 | 0 |
| Kalandar Colony | 0 | 0 |
| New Seemapuri | 0 | 0 |
| | 30 | 3 |

Nine-year-old Sabra’s (name changed) sex on the Aadhaar Card is mentioned as ‘Male’. Due to the anomaly, she was facing severe identity problems to get benefits of government schemes.

Her father MD Salam attributes the error to “chaos” at the Aadhaar enrolment centre where his daughter got her biometric data registered in 2014. He says several attempts by him to rectify the mistake went in vain.

3.7 Children who have their Bank Account

Children in MCD and Government schools are entitled to free books and uniforms. While books are distributed in schools, students get money for uniforms, and in municipal schools, for bags and caps too. The Delhi government distributes books to these students and transfer subsidy for uniforms and stationery directly into their bank accounts once a year.

When we were selecting children, we also collected data from children and discussed this with the parents during the meeting and it turned out that most children do not have a bank account.

Several parents said they had bought summer uniforms on their own and are now expecting to receive the money at least for winter uniforms.

“The winter uniforms are comparatively expensive. My son is of a growing age and can’t wear his last year’s sweater. I hope the money comes soon,” Sheela Devi, a domestic help and mother of a class 6 student, said.

3.8 Principal and teacher's awareness of the barriers for SWC to enroll and remain in school

School authorities are one of the main stakeholders and they have a direct impact on the child. Under this indicator we tried to focus on how teachers conceptualize children who are street connected and able to identify or their awareness of the barriers for these children to enroll and retain in schools.

Data is generated from group discussion with 2 principals and 6 teachers from two MCD school. We could not interview the principals and teacher because they allowed us to talk to them in the group.

During the discussion the principals and teachers were asked to how they perceive the learners that they regard as street children in their schools. The findings of the discussion show that teachers identify such children by their physical appearance, their behaviour at school, the lack of care and supervision, and their portrayed living conditions. From the findings of this study, it seems that learners who are street children are conceptualized by the teachers as unable to “fit in and function” in the school environment since they cannot adjust to the norms and culture of the school.



Figure 8 Discussion with school principal

Sometimes I find it challenging to conceptualize learners who are street children. They don't complete schoolwork, have learning difficulties, do not adjust easily to classroom rules, they are ashamed of themselves, dirty, poor communication skills, poor organization of schoolwork, look physically unhealthy, said Ms. Neelam, the school teacher.

When it was discussed with the teacher that according to them, what are the reasons these children do not get admitted in the school or they do not retain in school. After analyzing the discussion, we found that according to the teacher, the biggest barrier for these children to not get into the school is their own parents and community environment and lack of awareness of the importance of education.

Due to a financial concern, they could not obtain what they are supposed to get. Instead, they are more concerned about earning money to meet their family needs. Some children make a living by working as a maid, parking attendants, street musicians, and even beggars said Mrs. Rani Pradhan, principal.

There is a knowledge gap regarding what teachers think about learners in their schools who live on the streets. This creates a gap in the relationship between the children and the teachers, which need to be addressed through interaction, training and practice.