

End of term evaluation report of Street to school Project of CHETNA

Supported by Toy Box

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Evaluator
Shwetank Mishra

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Shwetank Mishra

Executive summary

The evaluation of the “Street to School” project was carried out between April and May 2018 across all 13 locations of the project intervention in West Delhi. This report is divided into six parts. Part 1 deals with the background of the project, its rationale and the intervention details of the project including the Outcomes and planned activities. Part 2 details out the methodology of the evaluation as decided with the Chetna team. It also details out the parameters defined or used for assessing some of the outcomes.

Part 3 covers the findings of the evaluation. This part details out the findings based on the sample population studied and the various stakeholders interviewed or studied using Focus Group Discussions (FGDs). It has two sub parts one deals with the findings related to the broader Outcomes of the project and sees if these have been achieved. The second sub-part looks at the operational activities that deliver the outcomes and has tried assessing their effectiveness. To arrive at this section documents and records maintained by the Chetna team were studied along with appreciative enquiries with team. Most conclusions and suggestions are simultaneously discussed at the relevant places, hence the reader should keep a close eye on the detail here. Part 4 is reflections of the evaluator where he shares his assessment and impressions about the team, its skills and other processes followed by the team in this project. Part 5 summarises the findings in the conclusion.

Part 6 contains the recommendations and are from three main perspectives- a) broad possible directions and contours that the intervention can evolve in the future, b) areas to strengthen to make the intervention more effective and c) some innovative areas and strengths from the current intervention that should be continued and expanded.

The most important outcome of the project i.e., Enrolment and retention of children in schools has been completely achieved. Regularity of children has seen an increase over the years, though a large number of children are still below the government mandated norm of 75% attendance but above Chetna’s norm (experiential) of 50% used to define regularity.

Other impacts (outcomes) were highly subjective and not clearly defined at the beginning of the project. It sort of evolved and parameters slowly became defined. The greatest challenge was in assessing and evaluating the three outcomes on a) improvement in children’s ability, b) increase in parent’s engagement and c) increased sensitivity of schools and their becoming street child friendly. None of these were clearly defined and neither did a baseline exist for them, thus their evaluation required first defining the parameters. These being subjective, proxy indicators were identified to evaluate changes that pointed to progress on these three outcomes.

The greatest improvement in abilities has been in financial transaction, reading signage, act on harassment and confidence to speak in class. These have been in part due to improvement in learnings resulting from the support of education clubs and partly to trainings done by Chetna.

Parents have spoken of the support they have got from Chetna in enrolling their children, their reduction in fear of the schools system. But the most important contribution of Chetna among parents has been creating an awareness and seriousness about the education of children. From a situation where they said they never bothered checking on children and their schools, they now regularly visit the schools.

About schools becoming street child friendly, the current attitudes of teachers and the school environment appears by and large friendly except for isolated instances. The most important concern however, is the persistence of corporal punishment.

The greatest asset of Chetna are its team who work in challenging environments. The most important strategy that has played a key role in getting results is community outreach by team in a sustained manner to check regularity of children. However, this needs to be continued for more time before community and parents do it on their own and regularity of children is sustained not through follow up of chetna but by parents and community on its own.

As a strategy Chetna's regular and sustained engagement with government departments and schools is worth mentioning. This was a key in helping them get access in schools (besides the good results shown by their work). The schools have appreciated Chetna through letters and also by making their team members part of the School Management committees.

This intervention can play a crucial role in Child protection in a marginalised urban setting and can be explored as a possible future direction. Largely, the project has achieved its key outcome though scope remains to strengthen and deepen the work on other outcomes.

1. Introduction and programme rationale

Before the beginning of the work supported by Toy Box in these communities Comic Relief had supported CHETNA for working on enrolment of children in Schools here. The intervention had succeeded in getting children enrolled in school but soon the children dropped out and CHETNA realised the need for an intervention to ensure retention in the schools. According to data shared from that phase of work the retention rate of children was only 46% of all children enrolled. Chetna's focus was only till enrolment.

After the end of that phase Toybox came on board. The Street to school intervention was started in 2015-16 first as a pilot project and later extended as a full intervention for 2016-18. The Street to School project's aim is to support the holistic development of street and working children (SWC) in West Delhi slum communities through the empowerment of SWC through enrolling and staying in formal education, learning life skills, and changing the perception held of SWC by stakeholders that are responsible for their development. The main areas of change (**Impacts**- as defined in revised Theory of change document) envisaged in the project was:

1. Street-connected children at school have greater confidence in their abilities
2. Street-connected children regularly attend the government school and attain regular tuition at the education club
3. Parents of Street-connected children actively participate in their children's schools
4. Government schools in New Delhi become street child friendly.

The Goal of the project was to ensure high-retention rate of street-connected children in government schools in New Delhi.

The **key Strategies** of the intervention (as mentioned in baseline report) was

- 1.) by providing accessibility to government schools,
- 2.) bridging gaps in their learning achievements through remedial classes at the centres called Education Clubs; and
- 3.) unstated strategy but practised as an activity is active engagement with parents.

The **Key activities** undertaken to achieve the Outcomes and the goal of the project were as follows:

- ***Education clubs:*** These were intended as the fulcrum of the intervention and focal points of contact for children in the community for Chetna. These are basically remedial education centres run in community spaces often in the open under trees or in parks.
- ***Peer support group meetings:*** Peer leaders from other interventions of Chetna were used as motivators and as models for motivating children.
- ***Lifeskill sessions for children:*** It was limited in scope to cover only child rights and good touch bad touch
- ***School visits by street educators:*** This was an important part of the intervention visiting schools almost on a weekly basis to keep track of children and to get feedback from the teachers and school. It was also to keep a watch on any issues of discrimination that the child may face and to sensitise the schools about these children.

- Training for parents: To make them aware of their rights under RTE and to become active in parent teacher meetings and in School Management committees.
- Home visits: An important part of the intervention to keep the parents motivated and to ensure the child regularly goes to school and does not drop out.
- Parents meetings at education clubs: To understand issues faced by parents in the child's education and also to create them in to a parent's group.
- Teacher training: Focussed on two issues of child rights and POCSO Act and focusing on their attitude and skills of working with street and working children.
- Meeting with school officials and education departments: To sensitise them about this group of children.
- Residential workshops for peer leaders

Through the activities given above the project intended to increase the working children's enrolment, retention and attainment of basic education.

The evaluation was carried out between April and May 2018. This evaluation has included children covered in all the three years of the work. By and large there has been no change in the context of these children in terms of the socio-economic environment where they live. Therefore, this evaluation has not gone in to studying the context of the children and has accepted the baseline data as it is. There has been individual changes in families with some children also moving out of the basti resultantly they are not part of the project and hence the evaluation.

The baseline of 2016 identified 381 children (198 boys, 183 girls) across 10 location of west Delhi slums. However, the number of communities increased to 13 in year 2. So all 13 locations were considered while doing the evaluation.

The evaluation has tried assessing the extent to which the outcomes of the project have been achieved. The evaluation has also tried finding the key strengths and strategies that led to the success of the project or alternatively the weaknesses which have led to results not being as expected and need to be strengthened.

2. Evaluation methodology

To arrive at the methodology all secondary information and reports of Chetna were studied including the baseline so as to use same or similar tools to arrive at comparative data. Before finalising the methodology for evaluation, a meeting was held with the project management team and the draft methodology was shared with them. Every outcome and their parameters were thrashed out in detail with the team. Based on discussions and inputs from the team the methodology was finalised. There were many parameters that were not defined or identified in the project and resultantly had not been measured in the baseline of 2016. Therefore, there was very little data to do comparisons.

The outcomes were assessed through quantitative and qualitative tools detailed below. The outputs and activities were assessed through review of documents, records, registers maintained by the team following with a discussion with the concerned team members. A random selected items were physically verified.

Methodology for assessing achievement of OUTCOMES and their parameters

1. Regularity issues: 75% ATTENDANCE was CONSIDERED AS REGULAR according to government guidelines. Chetna considers 50% as regular for this group of children based on its experience. This parameter was used for measuring regularity at school and at education club.

The following factors were identified with the team for assessment that affected regularity of children in school:

1. Discrimination faced at school from other children or teachers
2. Parents migrate seasonally out of town- if response yes to this
3. to take care of house
4. Feel unsafe going to school alone
5. No one is at home to at school time to prepare me for school or bring me back
6. Unavailability of appropriate clothes or lack of clothes/ shoes
7. Health issues, illness etc
8. Health issues of family members
9. Unavailability of stationery
10. find classes boring/ uninteresting
11. Corporal punishment at school
12. Harassment en-route to school
13. I have to go to work
14. Any Others

Methodology for assessing regularity: Physical verification of attendance records through a randomly selected sample of children. Attendance Data from school report cards for last two years.

Tools for assessing reasons for regularity and other issues of access: For children this was done by administering individual questionnaire FGDs with them. For parents and teachers it was FGDs and individual feedback.

Proposed Sample: The idea was to find out the average attendance of the 500 children. Track the children with the lowest attendance in class and also in tuitions. Identify 40 such boys and 40 such girls spread across all communities. Administer questionnaire to 15 such boys and girls. Rest to randomly selected children. However, since average attendance was not readily available, to take care of time constraint of the evaluation the sample was decided as a random sample proportionately spread across various pockets based on numbers enrolled and the subdivided based on gender. The gender ratio was also divided based on number of participants enrolled from that education point.

Actual final Sample size with 10% error levels was decided for administering the schedule to individual students. This number came to be 81(N=500 covering enrolment across the three years of the project period). Personal interviews were not possible at Valmiki camp as there were no space available to have a one-to-one interview and so personal interviews here were dropped. However, this did not affect the evaluation as this was easily taken care of in the FGD done here. The Raghbir Nagar K1 and K2 are effectively one point and coupled with that most children identified from here had gone to their village. Children at Raghbir nagar B2 were left out of personal interview as after interviewing some children it came to light that they were tutored to respond to the question “if they still worked”. However, this was an aberration emerging probably from the anxiety of the street educator. The issue was taken care of in the FGD done here. Thus, 44 children spread across all 13 locations were interviewed from the identified sample.

Tools for FGD with children: FGD was conducted with children at 6 locations to get a deeper understanding on the regularity issues and on abilities and change since they started going to school. The participants were asked to draw route map to school and identify issues en-route to schools. This was done separately for boys and girls. A discussion based on it was facilitated. Recall as a tool was used to assess changes since beginning of project.

2. Street connected children have GREATER CONFIDENCE IN THEIR ABILITIES.

The abilities Identified after discussion with the team were as given below. These were not verbalised anywhere in the proposal earlier however, there was an intuitive understanding on what the team was working to improve and some sessions based on that were administered during the life skills and other training with the children. These formed the basis for arriving at this list. So no baseline information existed for these. We used the FGD tool to facilitate recall on these.

- a. Expression / answering in class
- b. Going to school by myself
- c. Self confidence/ self belief
- d. Outgoing/ assertive
- e. Ability to act on the knowledge learn in life skills sessions
- f. Participation levels in various activities in school and education clubs

Methodology: individual questionnaire administered to a selected sample. Same questions administered through FGD. Case studies of significant change emerging from FGDs of children, parents and teachers were recorded. Since we do not have a baseline the report accepts without doubt the word of the respondents about their current and past skill.

The FGD's were single gender groups as the other gender was at school at that time. All children available from that point participated so no count was kept. But easily around 20 at all locations except smaller ones.

3. Parents of Street-connected children actively participate in their children's schools. The following were decided as final parameters to be assessed.

- a. Participation in PTM- Methodology for assessment: Discussion with teachers and with randomly selected parents.
- b. Other occasions when parents go to school to address issues of wards, mid day meals, - assessed during FGDs with parents
- c. SMC membership- case study of significant change was used to understand the changes.
- d. Drop off / pick up from school
- e. Attendance at meetings of parents and teacher to discuss student progress
- f. Attendance at school events such as sports day, drama productions etc
- g. Support child in doing homework by ensuring if not by helping.

FGDs with parents were conducted at 4 major locations and mostly consisted of women as men were at work.

4. Targeted Government schools in West Delhi become street child friendly

- a. The schools and the officials are aware of barriers to education for SWC and have taken measures to address them.- interviews with school officials and some department officials.
- b. Teachers aware about child rights and POCSO covered in the training by chetna- interviews with a selected sample of teachers. Attendance sheet checked.
- c. Reduction in punishment/scolding to such children: FGD with children.
- d. Reduction in discrimination- expression through creative arts on the board in school; Chetna has put this up, "Man kibaat" or my expression on wall of schools. The team does discussions with children and asks them to draw and paint their experiences from time to time. This is put up in the school on the wall. This activity could have been used to see if there has been a shift in their experiences at school- pleasant or unpleasant. This is Very innovative tool, but content analysis has not been done by the team. The team has been advised to get hold of older arts created by children, recollect and document.

One of the important factors mentioned and discussed with the team was about issues of access to schools with these children. However, nowhere in the records, baseline or other documents except for indirect interpolation could issues of access be found which the team had identified and actively worked on. So, since this was an issue dealt with indirectly through the larger intervention. This was assessed only through FGDs with parents groups and with school teachers and other staff.

The Access issues identified for and reviewed were:

1. Fear of teachers

2. Anyone objecting/ discrimination
3. Distance of school
4. Absence of Documents like adhar etc

3. Findings

This section deals with the findings on achievement of the outcomes under the project.

Assessment of outcomes

a. Enrolment in school of out of school working children and retention

501 children were enrolled in government schools with the help of CHETNA during the project period. The efforts of CHETNA in enrolment of children were spoken of by all the government school principals that I met. The number is more than this but the Chetna team did not show them in their main records under a mistaken notion that only numbers decided in proposal have to be shown and puts them in a different category. This has been discussed in documentation section in detail. The Chetna team participated and also helped schools with rallies in the community to motivate parents to get their children enrolled. Later the team also followed it up with individual parents whose children were known to be out of school. All these facts were attested to by both schools and parents.

According to baseline of 2016, 325 of the surveyed children were found to be working. These were involved in a wide variety of activities. The enrolment efforts led to 264 children being admitted to different government schools in age appropriate classes at the beginning of the project. Thus, 237 additional children were enrolled in the last 2 years since the first round of enrolment in 2016.

The most frequently mentioned activities in which the children were engaged before enrolling were Picking coals from nearby railway station and tracks, Domestic Help to parents at home, Helper at shops, Vending, Rag picking, Taking care of siblings, etc. At the time of the evaluation only three children from the sample of 44 mentioned still working or helping in work. They helped parent in vending or manning shops either before or after school. Thus, the project has been successful in taking children away from hazardous work and in to schools.

Parents across all community groups spoke about the efforts made by the chetna para-teachers in convincing and motivating parents to send their children to school. Parents unequivocally mentioned contribution of Chetna and with a certain gratefulness in helping them get their children admitted. Many parents in the FGDs spoke of earlier efforts they had made on their own but either due to lack of information about admission process or fear in approaching school that they had given up efforts for admission of their wards despite wanting. With Chetna coming in, they got support through required information, handholding and felt reassured to approach schools again. A number of parents were also such who had never thought of getting their children especially the girls admitted in schools were convinced by Chetna and started sending their girls to school. The issue of not sending girls to school was strongest in Raghur Nagar among the waghri community.

All the 501 children in the project have been reported to be continuing with schools. From the sample of children spoken to all of them were still in school and regularly attending schools. Drop outs if any have been due to families shifting to other places. So they were also not part of the sample.

b. Regularity at school

Sample

3 children from the sample did not give consent to either speak or to use the data for the analysis. So apart from their attendance data other data could not be collected.

Sample size (n=43)	Numbers
Male	21
Female	22
No consent	3

Class studying in (n=40)	Percentage (Numbers)
3	7.5 (3)
4 – 5	35 (14)
6	35 (14)
7	20 (8)
8	2.5 (1)

Table 1 distribution of sample

70% of the children in sample were studying in class 4th to 6th. So the children now in class 6 were enrolled in class 4 two years back or in class three if they were part of the pilot. According to the baseline done in 2016 the maximum number of children were enrolled in class 2 and 3 who after 2 years would now be in class 4 and 5 as seen from table above.

Attendance

All children covered in the sample have been regular in attending school with the average attendance of the sample above the government mandated level of 75%.

Table 2 Regularity at school and education club

n = 43	Average attendance at school (%)	Average attendance at education club (%)
Boys	78	75
Girls	78	76
Aggregate	77	74

The attendance when broken up for boys and girls did not show any difference thus pointing to the fact that parents are sending their girls to school regularly as well.

On analysing the data of attendance to see frequencies for different attendance percentages it was seen that nearly all children are regular even on the parameter that Chetna uses to define regularity, i.e., 50%. More than fifty percent of the children are regular even on the government parameter and have attendance greater than 75% in school. Nearly a third have done even better and reported attendance of more than 85%.

Table 3 Attendance at school of sample surveyed

Numbers who had attendance >= 50%	Numbers who had attendance >= 75%	Numbers who had attendance >= 85%
40	27	13

The attendance at education clubs are marginally lower which is expected and also emerged in the FGDs that given other responsibilities that children from these families have to undertake and if they have to choose between school and education club they give the club a slip.

Table 4 Attendance at education club of sample surveyed

Numbers who had attendance >= 50%	Numbers who had attendance >= 75%	Numbers who had attendance >= 85%
40	20	12

Data used to check attendance was derived from different sources and triangulated across to see if trends are same if not the numbers. The registers of attendance maintained by Chetna team was used for measuring attendance at education clubs. For attendance at schools the report cards of the children were used for getting a comparable data. However, data for all the children was not always available in their report cards as some of them did not have attendance data filled in. So attendance data of whoever could be collected for last two years (2016-17 and 17-18) from their report cards was collected to see trends in regularity. For those in the sample the data for school attendance was taken from proxy register kept by para –teachers for the children by recording after checking in community whether they have gone to school or not. This was randomly verified with some report cards and were found to be a fairly close representation and hence were used a good substitute.

Regularity over the years

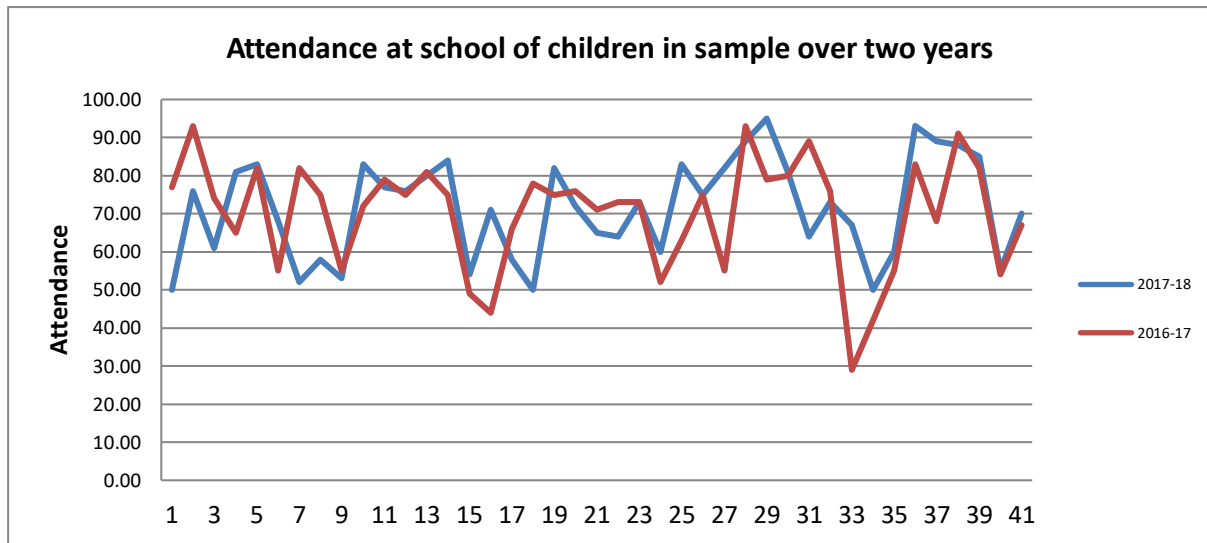
The attendance of children over the years has improved as can be seen from the last two years attendance data of the children culled from report cards.

Table 5 change in attendance between 16-17 and 17-18 at school

Attendance	2016-17	2017-18
Average attendance	70%	71%
Modal attendance	75%	50%
More than 75% attendance (number)	21 (51%)	19 (46%)
more than 50% attendance (number)	37 (90%)	41 (100%)
More than 85% attendance (number)	10 (25%)	15 (36%)

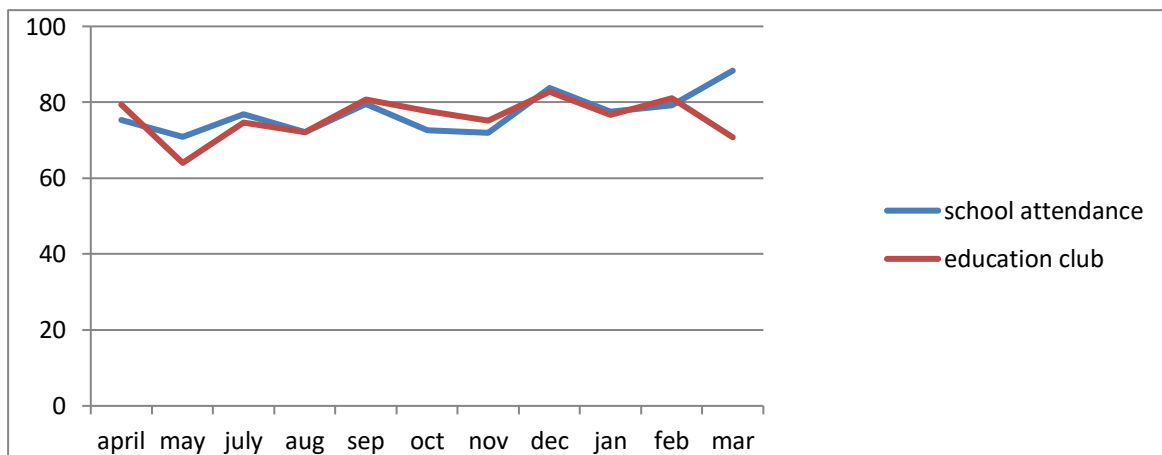
The attendance of almost all children has improved across the two years as can be seen from the table above. The average attendance has improved though marginally from previous year. The number of children with more than 50% attendance increased and all children were above this bar in year 17-18. The greatest increase in number of children whose attendance has been more than 85%. Thus, it can be concluded that regularity of children has improved between the two years.

Table 6 Attendance of children from sample in 2016-17 and 17-18 at school



The analysis of monthly attendance data of surveyed children shows an interesting trend. The attendance moves in the same direction for both school and education club for all the months in the same direction except for March. The possible reason for this could be that March was an examination month and also coincided with some festivals. So while children continued attending schools but skipped education clubs. However, this is something that the team needs to explore and to also see if the same trend is visible in other years.

Table 7 Mean Monthly trend of attendance of children at school and education club



Reasons for absence

The regularity of children has improved over the years but still only about 50% children have attendance more than 75%. So it was important to explore the reasons for the attendance being below the government mandated levels. The reasons for absence from schools were explored both through personal interviews and through the FGDs with children and parents.

Reasons of regular/ prolonged absence

12.5% children in the sample responded saying they often miss school and 87.5% said they do not skip school often. The single biggest reason for a large number of children’s attendance from the

Waghri community of Raghbir nagar pocket being low is due to taking a long vacation to go to village for a family and community religious ceremony. This often falls in the month of march-april. This absence is often for nearly a month thus reducing the average attendance for the child over the year. Thus, even if the child has been regular over the rest of the period this one gap pulls down the average. This is a problem for the schools as well since it is also the time for the annual examinations and children often miss that. Out of the 13 pockets where the team is working 4 pockets are dominated by this community and have also the most number of children enrolled in school.

The team has been constantly working with these families to motivate them to ensure that children at least appear in the exams before they go to their villages. The team shared that it was fortunate

this year that the religious function did not coincide with exams and so most children appeared in the exam and then went. However, the cultural

Parents at Shaheed camp stated that, “Chetna staff does regular follow up with families to check if children have gone to school. After Chetna coming there is a seriousness about education. Now children are regular to school otherwise they used to roam around and not go to school.”

practices are also an important part of the child’s identity and so the education system must look at accommodating this.

School principals and teachers also attested to the important role played by Chetna team in getting children enrolled and in ensuring their regularity. Principal of MCD primary school, Srinagar said, “We take help of Chetna team to check why a child has been absent. They help us by visiting the families and ensuring child is regular. Sometimes we do not know if the child has dropped out or will come back. Chetna team helps us by informing is the child’s parents are still living at same place of have migrated out.”

The others who said they often had to skip school sighted reasons of absenting from school was to help parents in work. Nearly all of these children were from families which are involved in doing street vending of exchange of old clothes. Only one child was in to ragpicking. Some children had to skip school also to take care of the house in the absence of the parents.

Other reasons for absence

Discrimination faced at school	Parents migrate out of town seasonally	To take care of house	Feel unsafe going to school alone	No one gets me ready for school	Un-availability of appropriate/clean clothes or lack of clothes and shoes	My health issues / illness etc	Health issues of family members	Unavailability of stationery	Find classes boring	Corporal punishment at school	Harassment en-route to school	I have to go to work
0	7	6	0	0	7	27	8	2	0	0	0	3

The most common reason for children being absent in the normal course is the illness of children or other health issues. Taking care of household work, unclean clothes and illness of other family members were next important reasons mentioned by children. Children also missed classes if their

school uniform was not clean. Only three children mentioned having to work as reason to miss school.

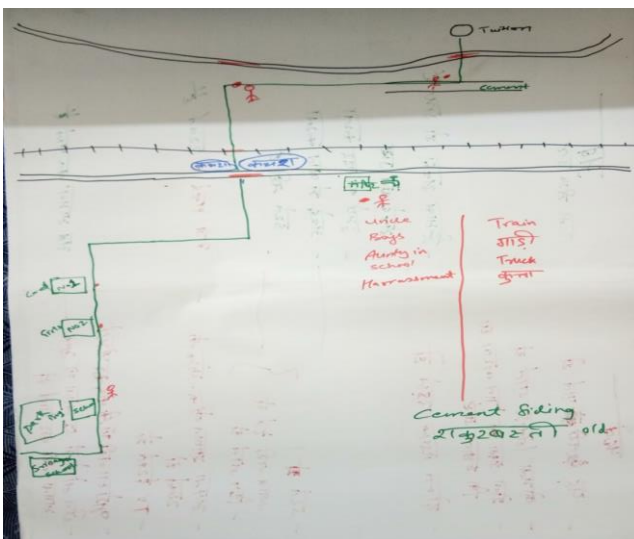
Health issues of children leading to frequent absenteeism were reported by many children and also by parents and teachers. During my visits i could see that there is a problem of basic sanitation and hygiene at most locations. Valimiki camp does not have a dependable drinking water source. At Raghubir Nagara K block children buy and eat food in lunch since Waghri families do not cook food at home during the day. The quality of food that children eat is neither sufficient nor nutritious or hygienic thus leading to frequent stomach and intestinal disorders in children from these communities. At Jawahar camp and Shaheed camp it became difficult to hold FGDs due to presence of flies.



Picture 1 Shakurbasti old

Last year a lot of children at shakurbasti were affected by dengue and chikangunia and missed school for a long period. The children at Shaheed camp were still in the grips of a chicken pox outbreak when the evaluation was being done. Thus, some preventive health awareness can be looked as a small part of the intervention as well.

Though **safety on the way to school** has not emerged in the individual responses, this is a concern for most children and parents across communities. This emerged clearly in the FGDs with children



and parents. While children at Shakurbasti old pocket spoke of men who ogle at them and harass them on the way to school. The route map to school with points of danger identified were marked by children on the map drawn by them as can be seen in the adjoining picture from Shakurbasti old used in the FGD. The dangers pointed out here were trains, as they had to cross tracks to reach school, vehicles as there was a road to cross and some uncles and boys who harass them on the way.

Children and parents have figured out ways of dealing with these safety issues thus not affecting attendance in school in any

significant way. At Valmiki camp the para-teachers and the children shared that the girls go together to school and often if some girls in the group have to miss school, others in the group also absent themselves because of threats on the way.

To take care of dangers of crossing railway tracks, parents accompany younger children to school and bring them back. This was shared as a strategy at Jawahar camp (picture on right) as well where there are tracks to be crossed like at shakurbasti. Older children have formed groups who walk together to school.



Discrimination faced at school did not emerge as a problem at any of the schools. This did not emerge in the discussions either with the parents or the children at any of the locations. This issue was also tried to be understood in discussion with teachers of the schools as well. However, no indications of discrimination were available at any of the schools. This could be because the schools cater to children from the same socio-economic backgrounds and the teachers are conscious that it will be illegal to display any such action.

Teachers however, did display pre-conceived notions and a lack of sensitivity with regards to the problems faced by children. Most of the school teachers mentioned the issue of these children not remaining clean. The teachers at MCD primary school (Old), Srinagar, Shakurbasti had complaints about children coming covered with dirt. While some teachers from this school who had gone and visited the slum from where these children came had realised that the reason was due to the path to school which was filled of dirt and could not be avoided. The principal of this school shared that she also did not understand the problem earlier, but now was sympathetic to them and was now trying to encourage children to keep a spare cloth with them to dust away the dirt once they arrive at school.

Corporal punishment though not mentioned as a reason for absenteeism by children is present in all schools. Children narrated stories of teachers beating them, giving them physical punishment etc. Parents and the para-teachers have taken the more serious instances of punishment with the schools and some of it seems to have come down as per statements of children and parents vis-a-vis those teachers but by and large it is still present in all the schools. Children from Shakurbasti mentioned that they sometimes used to skip school out of fear of beatings. But after complaints and severe beatings like with sticks has reduced but slappings exist.

Children going to work are no longer a reason for not going to school for children from these communities. The project thus has succeeded in taking the children away from hazardous work and in enrolling and ensuring retention and regularity of children in school. Now the poor health is a challenge to the children being regular to school and the intervention can look in to helping the communities in improving their water, sanitation and hygiene problems.

Street connected children have GREATER CONFIDENCE IN THEIR ABILITIES

The outcome of “greater confidence in abilities” is a highly subjective one. These were also not identified with any specificity at the beginning so no baseline exists for them. Thus, the ex-post facto identification was done with team based on the input going to the children which could improve confidence about abilities. A list of abilities to be assessed was identified. This was assessed by administering questionnaire to children and through FGD’s with children, Parents and interviews with teachers of schools.

The following question was administered to the same sample of children identified and were asked to recall and respond. “ What changes have come in you since you first started going to school and now?”

Table 8 Greater confidence in abilities

More confident in answering in class	Able to go to school by myself now	Self confidence/ self belief	Able to talk to strangers / new persons confidently	Don't feel shy/ ashamed in speaking to anyone now	If someone touches me and i don't like i inform my parents, teachers or others	I participate in various activities in school like arts, sports, music, debates, etc	I am able to read signages	I am able to do financial transactions
15 (37.5)	11 (27)	18 (45)	5 (12.5)	13 (32.5)	19 (47.5)	3 (7.5)	19 (47.5)	24 (60)

The above table shows the number of children (percentage in parenthesis) who responded by agreeing to these statements. The administration of these questions were in the form of a dialogue and not offered in the form of a yes or no choice question but through a facilitated process of recall. The responses were then entered based on the conversation. The responses were also verified with relevant questions or small tasks that could be performed then and there.

The greatest improvement in ability has been in the ability to do financial transactions (the ability to calculate balance after buying at a shop) with 60% children. This response was also verified by asking a small financial transaction question. This also emerged as a significant change even in the FGDs with children across pockets. This is followed by the ability to read signage and to respond to instances of sexual harassment or bad touch both being responded in the affirmative by 47.5% children.

The improvement in the ability to deal with sexual harassment can be directly attributed to sessions taken by the CHETNA team with the children on this subject. A lot of children mentioned they will call up phone number -1098, which is the Childline helpline number. Not only was this merely a response mugged up as a result of the sessions but some children had also acted on it and shared during the FGDs and during the interview of specific instances where they called up Childline or reported it to parents or teachers.

Sheela (name changed) from shakur basti shared that some men were harassing her friend constantly but she was unable to tell anyone. So sheela after learning about childline number called up the number and shared the problem. Next day people from Childline came with police and took action. Now the harassment has stopped.

45% children are able to go to school on their own now. This can be attributed both to age related confidence and education related improvement. Some children are still accompanied due to the risks on the way that has been discussed in the previous section. Along with this children also mentioned in the FGDs that they are able to now cross the road on their own since starting school.

The most significant change in children that emerged from the FGDs is that their fear has reduced. On further probing the reason and meaning of fear the children said that they were unable to answer anyone if asked; used to hide on seeing people. They feared speaking to people. Now they do not have that fear and are confident to speak to others and no longer felt ashamed or shy because they are also going to school now and feel confident to answer if asked.

Associated with this is the improvement in self belief. Children have mentioned that earlier they did not think they will be able to do anything. Now they feel they have the ability to achieve something.

The other things that emerged prominently in the FGD was improvement in their language skills, improvement in their appearance and behaviour. According to the children before starting school they used to be untidy, unorganised and used foul language. Some groups also shared that earlier they did not take responsibility of house work and used to gamble. Now they have become helpful and given up bad habits.

Knowledge about child rights came up in nearly all FGDs with children as an improvement in themselves. This seems to be a result of the sessions taken by Chetna with them as this input has not been provided to them from any other source. However, on a deeper probing very few children could really explain the meaning of the rights. It seemed more mugged up than understood. The

Earlier we used to live like garbage, used foul language, did not take bath. We did not know how to read and write and used to go to work. We used to roam around without informing parents. We could not do financial transactions.

Now we can read and write, speak properly and have learnt good manners. We have learnt about our rights. It feels good now.- Response of children from Jawahar camp about changes in them

team needs to plan the sessions in more child friendly ways so that children actually understand these rights than memorising them.

Nearly all children mentioned different levels of improvement in their reading, writing abilities and numeracy skills. Since learning outcomes are not assessed in the education clubs there was no way to measure the degree of improvement or how many had improved. However, all teachers had devised their own ways to assess the levels of each child and used to help the child as per his/ her needs based on their assessment. This is an area that Chetna can look at incorporating in their intervention. Assessment of learning outcomes and needs must be structured and be uniform across education clubs.

The improvement in learnings can be attributed to great degree to the education club support to children. The improvement in these children has been better as compared to other children in the class at school and was testified by the school teachers as well.

Participation in other co-curricular activities in school has not come since the schools do not have these activities thus children do not have an option. This can be another area of intervention where

Learnings have improved as no complaints are coming from school. Earlier schools used to complain and asked to start tuitions. - Parents of Shaheed camp during FGD.

Chetna can look in to intervening as demonstration or pilots towards promoting quality education.



picture 2 Personal interview with child



picture 3 FGD at Raghbir nagar B2

Parents of Street-connected children actively participate in their children's schools

These findings are based on discussions with para-teachers of Chetna, FGD with parents groups and feedback from school teachers. Besides assessing the participation of parents in their child's education Issues of access, attendance of children were also discussed in the FGD with them.

Participation in PTMs and other occasions: Parents used to be fearful of teachers and government. Now they are vocal about their entitlements. Parents keep a track of the child's regularity and improvements in learning. Parents at Shakurbasti and shaheed camp spoke about the important role that the education club is providing in helping children with lessons and in reinforcing learning. They spoke of education club as an important reason for change seen in the children and see the education clubs as a catalyst.

Parents have also observed the changes that have come in the children since they became regular at school and have made a note of it. The parents shared that earlier children were disobedient and ill-mannered and used a lot of expletives while speaking. Now the children's behaviour has improved.

Parents accepted that they were not aware earlier about their own children and did not bother so much. A parent in Shaeed camp said, “ Now we go to school”.

“Parents are also active now and come to PTM. They also come during book and uniform distribution. SMC members are also active.”This was said by the principal of Adarsh School.

Parents at Raghubir Nagr B3 shared that they go to PTM every month. Parents also shared that they keep a check if children are back home from school. This pocket has majority of Waghri’s who go on vacation during march-april every year. The parents shared that children are absent only if they are ill.

“Now we are conscious and aware about what’s happening with my child. Now we are doing the responsibility of a parent.”

Those parents who go to work did not care so much. Earlier I had to ensure that children take bath by going to their homes. Parents were earlier very shy and apprehensive. Now they go to school, are vocal and sometimes even fight for their rights.- Para teacher at Shakur basti old

The principal at MCD Adarsh primary English school, Raghubir nagar B3 shared that parents are now getting involved in the school. They are more frequent at PTMs and SMC meetings. The school has also formed whatsapp group of parents and are used for communicating with them. She also said that parents have become conscious about regularity at school.



FGD with parents group at Shakurbasti

Parents becoming vocal was on display also during FGDs with parents. They upfront shared their concerns about schools and children and also were agitated and animated on many subjects. The principal of Srinagar school while conceding that parents had become active wanted them to do more on personal appearance of children.

A lot of follow up had to be done with earlier with parent up to 5 to 6 times before parents sent their child to school, According to para-teacher at Shakur basti old, however, now even a single follow-up is sufficient to ensure they go to school. Now the parents at least ensure that children appear in exam and only then go for their vacations.

Parents also shared that younger children have to be dropped to school, older ones go on their own.

School Management Committee: At Raghbir nagar community 3 parents have become member of the SMC. 2 parents have become SMC member at Valmiki camp. One or more parents are now part of SMC from most communities now. I spoke to SMC members at Valmiki camp and Raghbir Nagar. The SMC members are aware of some of the responsibilities as SMC. They visit schools regularly and check quality of mid-day meals.

Different levels of awareness were found about SMC across the parent's groups in different communities. But all of the groups understood SMC mainly as mid-day meal checking group or to check about children. The Lowest awareness about SMC was found at Shaheed camp.

Chetna needs to look in to this as SMC strengthening can lead to improved management of schools. Some issues that have been noticed like corporal punishment can be taken care of. Other important areas that can add to quality education like including activities of arts, crafts, debates etc can all be added by a strong functional SMC.

Support child in doing homework by ensuring if not by helping: Parents have started keeping a track of children, attending PTMs and SMC meetings. However, most are unable to support their children in homework either due to paucity of time or being illiterate. They are more than glad with the support that Chetna is providing through the education clubs as it is filling in an important gap that they were unable to provide.

Access issues: Admissions were easier a few years earlier and not many documents were asked for by the schools at time admission. But now parents expressed the process has become difficult as a lot of documents are required to be provided for admission. The greatest difficulties are local residence proof since most of them are migrants from outside and do not have local address proofs. They stay in slums and most do not have any tenancy documents or other to establish local address. This is also causing a problem in opening bank accounts for children in which the government transfer money for uniforms and scholarships.

Some parents at a few communities also complained of discrimination mainly from the security

Now parents are not so fearful in coming and talking to principal. — Principal Adarsh school B3, Raghbir Nagar.

guards at school who refuse either entry or do not allow them to meet the principal. However, none of the parents had any complaints about teachers discriminating.

Parents at Raghbir nagar shared that after Chetna started helping them they have gained confidence and courage. Otherwise nobody used to listen to them at school. "Teachers did not respond and showed a lot of attitude. Now they are responsive and help us with children and give us information".

These instances speak about the improved engagement of parents with their children's education has happened during the intervention period.

Schools have become Street and working child friendly

Schools aware of barriers to SWC to education: The discussions with principals and teachers threw up a mixed bag. While most principals seem to be aware and sensitive to the context and constraints faced by these children, teachers are yet to become sensitive to the needs of these children. Many teachers still spoke in a judgemental manner and had pre-conceived notions about these children and their families- That they are not interested in education, they do not like to remain clean, etc.

Thus, there are principals like those of Srinagar school who said they had allowed children to wear home dress if uniform was not clean but come to school.

These are however not creating any barrier to education. A little bit of barrier that emerges is due to the demand of various documents at the time of admission. This too has been taken care of now with principals becoming lenient and department issuing a circular doing away with some documents. The Chetna staff also did a lot of pressure building to get children admitted in the absence of documents.

The real barrier comes from lack of information among parents and the school are not doing much to spread correct information. Often gatekeepers at school are unfriendly and they create an artificial barrier by physically stopping parents from accessing school and information. Wherever, these issues have been taken up by Chetna team or the parents the principals have taken action



picture 4 Meeting with principal and teachers of MCD primary Srinagar evening school, Shakurbasti

Teachers aware of POCSO and Child rights: Nearly all teachers and principals were appreciative of these sessions that Chetna has done for the school teachers. Many also requested for more such sessions with their teachers. The trainings were conducted regularly with the teachers as verified with the attendance list of training sessions. Chetna should look at this opening to expand the basket of trainings that is giving to teachers.

Reduction in punishment: This one area where children did say that extreme forms have reduced but severe forms of punishment still exists. Chetna needs to take up this issue with much more assertiveness. It should also look at devising trainings for teachers on skills to handle children without use of punishment.

Reduction in discrimination: I could not figure out any visible issues of discrimination despite probing with all groups. This could be because the schools deal with the same socio-economic class of children. The teachers' biases and prejudices could be emerging in the form of punishment, but no other instances of discrimination was seen.

Teachers used to complaint a lot about these children, Now it has reduced. They have also sarterd giving more task to these children. Even the way the teachers talk to parents of these children has changed for positive.

By and large the government schools that i visited gave a very positive picture through their appearance and were a happy departure from the usual grim scenes that we associate a government school with. The schools appeared child friendly in general and this can be attributed to the government's push to improve quality of education in delhi schools. Some pictures below do more justice than the words.



Assessment of Key activities

Education clubs

I visited all education clubs and spoke to the Para-teachers and checked records at some of them. Feedback was also taken about them from parents and teachers about them.

In initial days it was a difficult task for all para-teachers to bring children to education club. But after few enrolments facilitated in school and seeing the commitment of teachers children started coming.

The general time-table of a para teacher is:

9Am- Mobilise and check in community on children who has gone to school.

10 to 11.30- Class with boys (where school for boys and girls is in different shifts)

11.30to 12.30: School visit once a week

2Pm – outreach in community to check if boys have gone to school.

2.30 to 4.30: Class with girls

Education clubs function both as remedial classes providing tuition kind of support to help children and as bridge course to bring children up to grade to facilitate admission in age appropriate classes. Each teacher has devised his/ her own way of assessing the level of a child. No formal or structured assessment is designed or done. Based on this assessment the para-teacher then designs her own way of helping the child. In some way these are a form of multi-grade coaching centres.

There is no structured tracking of progress of the children at the clubs. Also no lesson plans and learning outcomes are clearly planned and executed. Some form of basic lesson plans and progress tracking must be done in a more structured and planned way. This could be another area of future direction for the education clubs if they see themselves more as education centres.

All except education club at raghubir nagar B2 runs in open spaces under the sky. Thus, classes get affected during extreme heat and rains. There are other associated issues as well like disturbance from surrounding noise, flies etc. While some spaces can be continued in this form some may have to be rethought as the space is not suited for any meaningful education like one at chuna bhatti. Despite all the constraints the clubs have contributed in improving the learning levels of the children as seen from testimonies of schools, parent's and children's own responses.

The parents spoke of the education clubs as an important reason for changes seen in their children. They see this as a catalyst of change. The presence of education clubs has brought in a certain seriousness about education both among parents and children. So the education clubs have helped in some degree in improving education levels but we cannot say to what degree and if this could have been better.

While education has been spoken of as the greatest benefit or reason for attending the centre, it neglects other aspects of like playing and arts. Saturday's though are scheduled for play as per the team. The team will benefit by learning TLMs that use games and arts for teaching thus bringing in an element of fun as well in learning.

Unforeseen benefit to parents: While the stated purpose of the education club is as a remedial centre, its greatest benefit from the parent's point of view has been in keeping the children safe and under supervision when they are out at work. Thus, the education centres have functioned as a day care centre for the parents. While earlier if children were at home they would roam around and move to dangerous areas like railway tracks or get in to bad habits, the education club has been a perfect support for the working parents now.

*Children feel if tuition support is not their through education club their learning will be affected. They will not be able to learn as there is not much learning happening at school.-
from FGD with children at Shakurbasti old*

This can be considered as a possible structure for future of this intervention and can be demonstrated as an effective child protection mechanism for urban areas especially like slums. This can be very important as most instances of missing children, children falling in to crime or drugs, incidents of rape on minors is from such communities. An open drop-in centre that works as a safe space for poor working parents could be an important link in the child protection infrastructure in the country.

Follow up with families

This has been the single most important reason for ensuring regularity and retention of children in schools. These visits has ensured consistent reinforcement with parents about need for schooling and also creating a certain social pressure for sending children regularly to school. The schools have

also taken advantage of this practice and have fallen on to the Chetna team to either pass on message to parents or to get information about absent children. The team has consistently undertaken this activity. The team has also maintained a good record of these visits as well. These visits also help the team to create a proxy school attendance record of the children. These visits a good strategy and methodology and should be continued.

School meetings and training of teachers

The project planned to work with school teachers to sensitise them and also provide training to them. Chetna para-teachers visit schools to talk about issues faced by the community children, facilitate admissions for parents and to hold sensitisation meeting and trainings.

The meetings with all school principals and teachers were very cordial. All schools spoke highly of the commitment shown by the team of Chetna. The conversations with schools pointed to the regular visits done by the team there. However, the team did face difficulties in the early days of intervention and things were not smooth. This could be understood from the stories of the teachers themselves and also from what parents had to say about the schools.

According to Para-teacher of B3 pocket raghubir nagar shared that, “schools used to bang the doors on our face, now they call us in all events of the school.” She has been appointed in the SMC as NGO representative and also recognised for her work during independence day celebrations of the school. She further shares that she had to sometimes fight with the schools for admissions as teachers refused to take admission of these children as they said they will not study and drop out. She says she had to use the law and its threat and pressurise to push them to take admissions.

Chetna team has taken trainings for the teachers of the schools on the subject of PCSO Act and Child rights. The trainings have been well received. In-fact most schools have liked it and have requested Chetna to do more such sessions.

The records of such visits were checked. The registers were updated and well maintained and gave an account of the work done during these meetings.

Trainings of children

Chetna has undertaken training on subjects of Good touch-bad touch, child rights, visit to police stations. These trainings have been few and far between. These need to be integrated with the Education club sessions itself and need to expand to cover life skills sessions. A lot of the discussions and manners that children spoke of that they learn are life skills. This will be a vital input for children and Chetna should consider integrating Life-skill sessions in to the education club curriculum as way forward design for the clubs. This will further strengthen the capacity of children.

The trainings also need to be designed in a more child friendly way so as to help them grasp the issues like child rights in a usable and understandable way for them. The methodology of trainings now has lacked this as a result children while knowing the terms were unable to explain their meaning. Something like Childline which is a more actionable and simple concept was better understood.

Chetna should do a needs assessment of skills needed in these children and design a training schedule.

4. Reflections

Team and team skills

The most commendable part of this project are the team of Para-teachers of CHETNA who have displayed immense commitment to the children despite working in some of the most challenging environment- working on roads, temples, open skies and parks in heat and rain. They are the biggest assets of this project and the organisations must invest in their well being and their skills. They actually work in hazardous conditions from health point of view. Some provision must be done for their health insurance.

The team needs skilling in teaching multi-grade classrooms. They have managed well with the limited skills and training they got from chetna in using local materials and developing their own TLM. They also need training in preparing lesson plans and in assessing learning achievements in a more scientific manner. They can also be seen as Life skills trainers and can be trained for these as well.

Records keeping

The Chetna team has maintained good records and registers. It was possible to track the children across various registers. Each education club maintains 3 attendance registers – Education club attendance, proxy school attendance, and Cumulative attendance. The cumulative attendance is a record of all children that team has provided services to either directly through club or for admission. This is a slightly misleading record. The team in the education club attendance register keeps record on only 50 children or such number that was pre-decided as part of target in the proposal. However, often children more than that number have joined. The extra numbers who are attending the class are not shown in the club attendance but cumulative attendance. This practice should be discontinued as it is under-reporting the success of the clubs in terms of numbers reached.

The team however does not maintain case files of every child. The case files are not prepared till the child is not enrolled in the school. However, the child starts attending classes at the education club. Thus, to keep a record of all inputs going to the child case files for every child must be opened when child starts coming to education club. An assessment of the learning level should be the first thing that should be done based on which the plan of action needs to be decided for him/her.

The case studies written by the team needs to be structured to include progress tracking and also other incidents like recording use of learning like calling up Childline in case of harassment etc.

Processes/ Methodology

The process devolved by the team using outreach with families everyday along with follow up at schools couple with education support seems to be working in both retaining children as well as improving the education levels. This activity along with the education club needs to be continued for another phase before the community imbibes the culture of regularity and develops systems for safety of children when parents go to work. Although measuring the degrees of these was beyond the scope of this evaluation, the caste studies are a good pointer towards its effectiveness. This should be continued though with a wider scope and more structure to have greater impacts.

Weakness / gap in design of education club

Children at all locations complained that they do not get opportunities for playing. Play and other activities were missing from the education clubs. The clubs need to include play as part of its structure. Most children said they play at night as during the day they are either at school, education club or busy helping the family. This is not a healthy balance even though this structure is protecting children but not giving a holistic input for the development of children. This is also important since most schools also do not provide much scope for play. The schools do have periods for games and sports but the schools do not provide and tools, equipments or games to children to play. Children innovate their own games and play.

There were some children during the interactions with children at different locations who seemed to have learning disability or were slow learners. This project did not look at children with learning disabilities. Neither are the Chetna team equipped to identify and deal with them. The team needs to be trained on this.

5. Conclusion

The children have had different years of schooling and background prior to Chetna enrolling them in schools. Some children have had some exposure to schooling in their villages or earlier before they dropped out. Some children had no experience of schooling. So assessing and even recalling for children how they were before starting school was a challenge especially for younger children. The other challenge faced was the lack of a clearly identified parameters and a baseline for comparison. These were overcome by triangulating the responses coming from different sources. The conclusions arrived at can be said with a degree of confidence do reflect the reality but attribution of degrees of contribution due to Chetna cannot be established which does not in any way take away the importance of this intervention as seen from the testimonies of all involved and affected by this work. Concludingly, the following things emerged from the assessment:

- 1) The intervention has contributed to increased enrolment and 100% retention of children in schools.
- 2) The abilities of children have shown a definite improvement, the most important being their self belief and confidence. Dealing with unwanted touch is an important skill that the Chetna team has taught the children. The learning levels of children are improving reflected clearly in their ability to do financial transactions.
- 3) Parents have realised the importance of education and are sending their children to school. Almost all children are in schools and only a very small number of child's school gets affected because of going to work. Parents have been motivated also to send their daughters to school.
- 4) The schools where Chetna is intervening is more open and sensitive to the needs and problems of this group of children, though corporal punishment is a big concern still.
- 5) No concrete evidence of discrimination was found from any of the schools.
- 6) Teachers need training in more scientific learning assessments, structuring and planning classes. They also need more teaching aids.
- 7) The unexpected outcome is the Education clubs being seen as a place of safety where children can be when parents are out on work. Thus, relieving them of a great burden and stress of taking care of the child's safety. The utility of the education clubs was two pronged one as coaching and other as day care centre.
- 8) The team has been a good facilitator between parents and schools, often explaining communication from schools to parents and thus bridging the gap between them.
- 9) Lack of information among parents resulted in fear and hesitation in them in approaching schools. There was also an impression that it will be unaffordable led many parents to keep children out of school till chetna intervened.
- 10) The most important activity of the intervention is the home visit and follow up with families by Para-teachers. This ensures a degree of pressure to ensure regularity and retention. Parents also depend a lot on them for ensuring that children are going to school in their absence as they leave early for work.

6. Recommendations/ Suggestions

The following recommendations are at two levels- one to strengthen and deepen the existing intervention and two- expand and broaden the scope of the intervention.

1. This education clubs can be seen as an important structure in the child protection system for such communities in urban spaces and can be designed to strengthen the indirect benefits seen from the current intervention. This will help in reducing running away of children, prevent children from missing or trafficked and also prevent children from getting in to substance abuse or crime.
 - a. Thus, besides having education components it can also include structures of an open drop-in centre for children from the community as part of next phase of the project.
2. The education clubs can deepen their education component by being more learning achievements oriented and develop the systems to impart better teaching.
 - a. Teachers be trained in multi-grade teaching and should undergo frequent inputs and refreshers about this.
 - b. Design a structured and scientific educational assessment and lesson plan for children.
 - c. Track progress of learning achievements.
 - d. Exposure visits to organisation doing this kind of work will be useful.
3. The education clubs can diversify their activities and tools to include life-skills sessions as part of their education. They also need to introduce games as tools for learning. The clubs also need to make space for more playing time for children.
4. Chetna could look at deepening its work with school teachers by expanding the range of subjects for training the teachers. Training to work with children with learning disabilities should be a part of these trainings.
5. It can also look at taking joyful learning through games to the schools. Even supporting more games and life-skills sessions with children in the skills would be an important intervention. This can be done as a demonstration project in few schools.
6. Health is a major issue affecting regularity of children, so Chetna can look at doing some preventive awareness generation on some of the common water and hygiene issues seen in the communities.
7. Chetna needs to look at staff capacity building and also invest in processes to prevent burnout in their frontline staff working directly with children in challenging situations. Some provision for health insurance must be made for all staff.
8. The training of children need to be expanded to include life skills besides child rights and other relevant areas. The trainings must be in a child friendly and in a way that children grasp the abstract ideas in them in to actionable skills.

Annexures

The individual interviews were done directly on a mobile device and data entered on a web page.

Interview schedule for child

Serial No. (auto generated)

- A. Contact point(tuition centre) that child attends : (drop down from list provided)
- B. Mean Monthly average attendance in last year at school(in percentage): (enter from school records) To be filled later
- C. Mean Monthly average attendance in last year at tuition club (in percentage):To be filled later

Section A: About regularity in school

1. Name of respondent
2. Would you like to speak about work of Chetna and your experience in school.: Y/ N

If N- Survey ends.

3. Do you agree to using your responses for analysis and improving the work that chetna does?- Y/ N

If N. The survey ends.

4. Age: Code to enter only numbers in completed years
5. Gender Male / female as drop down.
6. Class in which studying now: Drop down menu from 1 to 10
7. Which school do you go to: enter from drop down list
8. What work do you do : space for entering text

8.(a) I work when asked by parents/ weekends/ everyday / if needed (as drop down menu)

8.(b) my work hours are..... options 1. Before school, 2. After school, 3. Enter time mentioned by child. (as drop down menu)

9. What work does your father do:

10. What work does your mother do:

11. Do you often miss school: Yes / No

a. If yes then : what are the reasons for missing school: (multiple choice response.

More than one response can be selected.)

i. Discrimination faced at school from other children or teachers

1. Describe discrimination faced (space for writing text)

- ii. Parents migrate seasonally out of town- Y/ N (if response yes to this)
 - 1. (Then open this tab to fill) which month do they go out of city-
- iii. to take care of house
 - 1. because Nobody stays at home so i have to do it
 - 2. because i have to help mother in taking care of younger siblings
 - 3. Both
 - 4. NA
- iv. Feel unsafe going to school alone y / N
- v. No one gets me ready for school Y/ N
- vi. Unavailability of appropriate clothes or lack of clothes/ shoes Y/N
- vii. My Health issues, illness etc Y/N
- viii. Health issues of family members Y/ N
- ix. Unavailability of stationery Y/ N
- x. find classes boring/ uninteresting Y/ N
- xi. Corporal punishment at school Y/ N
- xii. Harassment en-route to school Y / N
- xiii. I have to go to work Y/ N
- xiv. Others:

Section B: About confidence in abilities

12. What changes have come in you since you first started going to school and now: (multiple choice response. More than one response can be selected.) (mark with yes if gives response)

- a. More confident in answering in class
- b. I am able to Go to school by myself now
- c. Self confidence/ self belief
- d. I am able to talk to strangers/ new persons confidently
- e. I don't feel shy or ashamed in speaking to anyone now
- f. If someone touches me and i don't like i inform my parents or teachers
- g. I Participate more in various activities in school now like arts, sports, music, debates, writing, excursions etc.
- h. I am able to talk to other children in school comfortably.
- i. I am able to read signages
- j. I am able to do financial transactions

13. Have you heard of child rights: Y / N

- a. If Yes- what are they:

- b. Does the child have some idea of child rights (interviewer to enter based on his assessment) Y/ N

Section C: About tuition centres

14. Why do you come here: (multiple choice response. Write yes if response mentioned. More than one can be chosen)

- a. i get help in studies here
- b. I get to play here
- c. I have friends here
- d. I am able to do my homework here
- e. Others: Space to write text

15. What is the best thing about tuition club: Please write-

16. How does the teacher help you here in your studies:

- a. Individual help
- b. Group help
- c. Clearing doubts
- d. Doing homework of school
- e. Reading and writing practice
- f. Other (please write)

17. Who drops you here and takes you back:

- a. Parents
- b. Siblings
- c. I come on my own
- d. I Come with friends

18. How do you commute to school

- a. I walk alone
- b. I walk with friends or siblings

c. I take a van/ bus/ Auto

d. I cycle to school