



HELPING PEOPLE HELP THEMSELVES



**ALL INDIA ISSUE BASED REPORT:  
EDUCATION**

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MUMBAI • DELHI • HYDERABAD • BENGALURU • KOLKATA • CHENNAI • PUNE

# EDUCATION

The education programmes supported by Concern India Foundation empower marginalised children, youth, women and communities to rise out of poverty and create better futures. Last year alone, the educational programmes we supported benefited **53,432** children and youth directly through a range of qualitative programmes offered by our partner NGOs in 7 major regions of India.

Less than half of India's children aged 6 - 14 years attend school (United Nations Department of Economic and Social Affairs). In order to provide education to children in this age group, India has approximately 6,88,000 primary schools and 1,10,000 secondary schools.

According to latest statistics, however only two-thirds of Indian children are enrolled in schools. Many of the children don't attend schools due to pressures to contribute to the family income. The burden of home chores and child labour influence a large number of children, especially girls, to drop out of school (WHO, UNICEF & UNFPA, Maternal Mortality in 2000).

It becomes imperative to provide children from difficult communities with opportunities that prevent them from falling prey to getting involved in rag picking, drug peddling, child labour and so on.

The programmes we support offer qualitative education to a large segment of society through formal, non-formal and special education formats.

## A highlight of some of our programmes:

### Rural girl child education programme, DELHI

This programme reaches out to girls in the rural areas of Mewat and Shahjahanpur in Haryana. Both the communities are Muslim dominated and have a considerable presence of girls in the community. The goal of the project is to involve girls in the age group 6-14 in quality primary education through learning centers established in each of the villages.

This is done by using effective curriculum and pedagogy that ensures their progress and completion of class V in the shortest time possible. Priority is given to villages where educational facilities are either non-existent or in poor condition. Apart from classroom teaching, the project follows a quarterly evaluation system to track the progress of the children. The project also gives the teachers in-house residential training that focuses on the various pedagogy issues.



## Change story

Kailash Devi resides in a village in Haryana where parents don't believe in education the girl child. Most girls in the community do not attend school since the families do not like them to venture out of the village and would rather have them help with the house work. However, Kailash Devi understood the importance of education and ensured her daughters Anju and Varsha studied until the 10th grade. Her house also doubles up as a learning centre for girls in the village, run by a Concern-supported programme. The programme has convinced the villagers to send their girls to this centre to get an education, and the response is very positive. Today, Kailash Devi's daughter, Anju is a teacher at this centre and her other daughter Varsha is studying to become a teacher.



## School for mentally and developmentally challenged children, BENGALURU

This project is a school for mentally challenged children that include children above 8 years from the lower economic strata. The project imparts comprehensive rehabilitation to children with mental retardation and multiple disabilities. The project also offers communication training to children with development disabilities. They create awareness in the community about the specially-abled children, strengthen the early intervention programme, plan in-house training, care group activities and find placements for the target beneficiaries.

### Change story

Bhargavi suffers from cerebral palsy, hearing loss and moderate blindness. Her mother Padma dedicated her life to educating Bhargavi at home. However, she wanted Bhargavi to interact with other children as well, so she began

sending her to this centre that teaches children with disability vocational skills based on their individual ability.

Today, Bhargavi is learning data entry and enjoys interacting with her peers. Padma is happy with the quality of teachers and the respect and personal attention the students receive here.

## Education for tribal children, MUMBAI

The programme has been working to empower the tribal community while retaining their inherent culture, environment and traditions. The programme aims to educate and empower children to ensure that they grow up to be responsible members of the society. The students are taught Marathi and English alphabets, words and numbers along with basics of hygiene, manners, discipline and communication in the balwadis and study centers run by the programme. New teaching methodologies inclusive of tribal language, knowledge, culture, environment and so on are used by the teachers. Children's participation on various issues related to development and progress of their community is encouraged through regular meetings and formation of children's groups.





### **Residential schools for children of convicts or under trial prisoners, DELHI**

This programme was initiated in 1994 by Dr. Kiran Bedi as one of the prison reforms initiatives undertaken at the Tihar prison. The focus is on the welfare of the children of prisoners and those living in crime prone areas. Priority is given to children who have no family member to take care of, especially girls that are not allowed to stay with their mothers beyond 6 years of age. These children are admitted in the various missionary residential schools identified by the organisation where they can live in a safe, secure and positive environment. Concern India Foundation supports the living expenses and education of such children enrolled in residential schools.

### **Adult education for poverty reduction, KOLKATA**

Literacy in some backward pockets and among some underprivileged social groups is miserable. In the Kumirmari Island of the Sunderbans, a majority of the population lives below the poverty line and a significant population belongs to the SC/ST community. With difficult living conditions and virtually no avenues to livelihood, education is last on their priority list. Due to lack of resources and basic amenities like schools and hospitals the residents of the island suffer from issues like poor health and hygiene and lack of employment opportunities subsequently leading to issues like child marriage, trafficking and so on. Thus, the organisation decided to start an Adult Education Centre, 'Lokshiksha Kendra' in the village to educate the masses. 150 men and women attend classes regularly to improve their quality of life.

### **School for children with Down's Syndrome, BENGALURU**

The project is an exclusive centre offering training and rehabilitation to individuals with Down's Syndrome. The programme offers early intervention, educational training, speech training and vocational training to help the individual become independent and join the mainstream. The school carries out a formal assessment of each child at the time of admission and based on the same an individual educational plan (IEP) is drawn to suit the child's need and ability. Training is conducted accordingly and quarterly assessments are done to measure progress level. Education plans are upgraded after successfully achieving the goals.

