

# CHEHAK TRUST

## Annual Report: June 2010- May 2011

### PROGRAMMES

#### SAHYOG SCHOOL FOR GIRLS

During this academic year, there were 21 girls in Jarimari and 11 girls in Dindoshi, i.e., a total of 32 students studying in NOS class and appeared for secondary April 2011 schedule for three papers only.

Of the 7 girls from Dindoshi who had registered the previous academic year (2009-2010) 4 girls completed their 10<sup>th</sup> Std. whereas from Jarimari of the 16 registrations of previous year 14 students completed 10<sup>th</sup> Std. during this academic year.

Of the 18 girls who completed secondary education in the 2009-2010 batch, 7 girls completed 12<sup>th</sup> Std. (1 girl from Dindoshi through NIOS and 6 from regular college). One girl from Dindoshi has registered for 12<sup>th</sup> UET exam from SNTD University.

#### *Fellowship programme*

The fellowship programme offered by Sahyog ensures that the school girls continue education. It provides financial assistance for the girls in the secondary class which is compensated by them assisting in the ongoing programmes.

At Dindoshi 4 girls were given fellowship; two girls appeared for UET exam in this year whereas two girls are pursuing their graduation. All the four girls were assisting in Community Learning Centre programme.

This year one fellowship student was placed with Sahyog Sangharsh, the disability programme at Jarimari.

#### *Taking the School to a new Community*

Around two years ago, Sahyog embarked on expanding the reach of its Life skills programme and introduced it in a new community named Baiganwadi in the eastern suburb of Govandi. Successful completion of the programme for the first group of adolescent girls helped us to informally explore and understand this new community.

The continual and close interaction with the area enabled us to identify the most deprived neighbourhood, Sanjay Nagar. This basti, bordering the dumping ground, faced hard and extremely harsh conditions. The community is devoid of basic amenities. The shanties are built over the open drainage in various rows which are named with alphabets. The status of health and hygiene of the community is alarming yet ignored issue over the years.

Sahyog carried out an enrollment survey in August 2010 at Sanjay Nagar. This data was instrumental in helping to understand the scenario with respect to girls' schooling and marital status and also was useful to compare the three communities on these aspects.

It was observed that while Dindoshi and Jarimari had a majority of school going girls, in Baiganwadi the ratio of school-going girls (36%) to non-schooling girls (64%) was almost half. Dindoshi and Jarimari did not record a single girl married in the age group of 13 to 19 years where as Baiganwadi showed a prevalence of early marriages among adolescent girls with 11% girls being married before they reached the age of 18.

Whereas in Jarimari and Dindoshi several girls are pursuing higher education or vocational training, most girls in Baiganwadi are entrusted with the responsibilities of younger siblings and home based income generation. Inquiries made by the girls about schooling opportunities during the survey revealed their aspirations for completing secondary education.

The dearth of a space and place in this community for these young girls to come together, enjoy and study without inhibitions was clearly seen. Thus, based on the data available for non-schooling girls and overall response, Sahyog decided to establish its model of the Girls School programme in Sanjay Nagar. The school started functioning in August 2010 with 20 girls getting enrolled for the academic year.

At the end of the year the school witnessed 3 drop outs with 17 being the class strength. The educational level for the majority of girls ranged from Std. 3 to 5.

To facilitate the process of girls getting together for a purpose and being regular, it was consciously attempted to locate the class in Sanjay Nagar itself for the entire year. To approach the issues of enrolment and regular attendance, it was essential to work with the girls' mothers. Towards this end, a literacy class was started for women. A promising girl was identified from the basti who gave her space for the school programme. She was also instrumental in mobilizing women and helping to conduct literacy classes. The class consisted of 8 women from the community who enjoyed reading and writing. One of the ladies offered her home for conducting the class. This initiative helped in gathering support for the school programme.

The location for the school was gradually shifted to a larger area across the road which is Shivajinagar by the end of the year. This was to assist in mobilizing the girls from the neighbouring areas.

### *Extra-curricular activities*

Different days such as Mother's Day, Teacher's day, Independence, Republic day and Eid party were celebrated in the schools at Jarimari, Dindoshi and Govandi in which the girls participated with lot of enthusiasm.

The annual picnic this year included 12 girls from Govandi School. This gave them a chance to interact with the girls from Jarimari and Dindoshi. This experience was helpful for them to get to know Sahyog School programme better. In all, 45 girls participated in the picnic.

### **SAHYOG JHULA**

The life skills programme has been at the centre of the Sahyog School programme. The programme trained 28 girls at Jarimari Girls school whereas the group at Dindoshi who received life skills education consisted of 26 girls from Manzil and school programme. This year, we invited the organization Swayam to conduct a series of sessions on disaster management and epidemic diseases. A total of 60 sessions were conducted during the year.

### **Venturing out of Sahyog**

“The stability of the Life skills group linked to any form of regular, structured and controlled activity e. g vocational training centre ensured inclusive impact as a result of in-depth interaction.”

The earlier experience of mobilizing adolescent girls from the community has been time consuming, challenging and arduous in terms of the process. This leaves limited energy and motivation for actually conducting the session.

There are vocational training centers focusing on adolescent girls from deprived communities. We saw this as an excellent opportunity to collaborate with centers which would permit us to conduct the programme with their group of adolescent girls. Partnering with such institutes helped us to reach young girls from the community with ease.

PRATHAM allowed conducting Life skills sessions in one centre during the year. The vocational centre is located at Kurla East in Kamgar Nagar. The girls from nearby communities come to learn beautician and mehendi. The girls are from socioeconomically backward classes and majority are college going. A group of 18 girls participated in the programme.

The appreciation for the programme was expressed by PRATHAM as they offered another centre at Baiganwadi.

### **SAHYOG UMANG**

Building upon Sahyog’s experience and expertise to work in community settings with girls, Sahyog Umang was conceived to train a cadre of young girls to prepare them for careers in the social sector by offering them an 8-month part time programme. The four components of this programme are instruction in Spoken English and Computers, Lifeskills and Perspective Building sessions, Workshop experiences, and Internship opportunities. It is supported by EdelGive Foundation.

The project was initiated in February 2011 by inviting applications. Of the 60 applicants, 39 were short-listed on the basis of their performance in English and Hindi tests and a focus

group discussion. A total of 25 candidates were selected; 6 were not alumni of Sahyog School. A computer centre in the neighbourhood of SPPL colony was selected for the candidates to enroll for the MS—CIT course.

The first batch of Umang trainees will commence in June 2011 at SPPL, Dindoshi centre of Sahyog.

### **SAHYOG MANZIL**

The Community Learning Centre programme entered in its fourth year of implementation in November 2010. This year 72 children were enrolled at the centre.

Following are the components of the programme:

#### **Pragati Kendra (study centre)**

Our study classes served to bridge the academic gap between child's studies and his/her school standard. A total of 63 children were regular at the study class. The level of study class ranged from Std. 1 to Std. 7.

#### **Anu Pai Memorial Library**

The number of books available at CLC remained as that of last year i.e 1886.

#### **Reading Promotion Programme and Groups**

The activity plan for reading promotion programme was prepared at the beginning of the year. Reading promotion groups were in three languages, Hindi, Urdu and English. Four groups of total 38 children were formed. A total of 29 sessions was conducted in the centre.

#### **Training for Reading Promotion Programme**

At the end of the year, a 7-day training workshop organized by Door Step School on Reading promotion was attended by three teachers.

On 23<sup>rd</sup> September, a magic show was conducted for the children. More than 100 children enjoyed the show. A two-day puppet making workshop was arranged on 8<sup>th</sup> and 9<sup>th</sup> October by YUVA team. More than 40 children participated and learnt puppet making and working with scripts.

### **SAHYOG SANGHARSH**

The programme focused on early Identification of Disability and a new area named 90 feet road was explored through a survey in the month of March 2011.

There was no new enrolment in the programme as the team focused on integrating existing children in appropriate institutions such as the *S. G. Barve* school for mentally challenged which is a school run by BMC. *Sadhana Vidyalaya* at Dadar was visited with the purpose of enrolling children with hearing impairment.

We approached *SNEHA* for organizing and conducting a health check up at the end of the year. IQ testing at *Manav Seva Sangh* was accomplished for 3 children from Jarimari community.

Of of 12 regular children, 8 children were enrolled in *S. G. Barve* school and admission process for 4 hearing impaired children initiated in *Sadhana Vidyalaya* in the month of June.

In order to enroll in special schools IQ testing at JJ Hospital was mandatory. IQ testing for 8 children and hearing test for 4 children was accomplished.

Five parents meetings were held to explain and encourage integration of their children. A meeting was held with UMEED to consider ways of early identification of disability. A new area was explored named 90 feet Road, and 3 number khadi between Kajupada and Ghatkopar was identified. A disability screening form was developed with inputs from Dr. Shubha, Dr. Anand and Dr. Venkatesh who were TISS MHA placement candidates. A survey was conducted in the month of March 2011 using the format for more than 500 households at the above area. The age group was 2 to 10 years. 36 children with potential disability were found in the survey along with 4 children identified through home visits in the area.

A new room for the centre was acquired after an extensive search at the end of April 2011. Home visits for 30 children among identified were done to call them for pediatric health check up in May 2011 by SNEHA which was availed by 21 children. This includes 8 boys and 3 girls who were evaluated for cognitive disability. 2 boys and 1 girl were evaluated for hearing impairment.

#### **Infrastructure and Administration**

A new office space was taken on rent at Lallubhai compound, Mankhurd from November 2010 and has become Sahyog's administrative base. Sahyog received permanent FCRA registration during the year from Home Ministry.

#### **TB Centre**

A TB treatment centre in Dindoshi in collaboration with Municipal Corporation has been operational since last 7 years. In the current year the DOTS centre was handed over to Navnirman Samaj Vikas Kendra based in Malad. The health worker at the centre was also absorbed by this organization.

The NSVK is actively involved in monitoring DOTS services and tracking patient enrolment and treatment at the health posts and G Ps. Along with this the organization is involved in health education and awareness generation.

#### **Problems and Challenges encountered**

The Community Learning Centre programme supported by The Bombay Community Public Trust was decided to be phased out by the end of the year owing to limitations on the part of the team and the decreasing attendance. The new school at Govandi struggles to find a local person who can anchor the venture.

#### **Future Plans**

1. Implementing early identification of disability programme within a new community.
2. Expanding Life skills programme to new locations and groups.
3. Implement the Umang training programme across the centers at Jarimari and Dindoshi.
4. Phasing out of Girls school programme in Jarimari and Dindoshi.

