



**SUMMARY REVIEW OF PROJECT
IMPLEMENTATION THREE YEARS
ABSTRACTS 2011-2014**

Periods Summarized in this report

2012-2013 – Child Friendly Centers- Education for Migrant Children

2013-2014 – Child Friendly Centers- Education for Migrant Children-Community Development Projects

2014-2015 - Child Friendly Centers- Education for Migrant Children- Community Development Projects

New Vision is an organization formed by people with diverse political, religious and cultural backgrounds who have come together with the aim of creating spaces where vulnerable children in India can count on the affection, care, protection, safety and opportunities of participation that will enable them to develop vitality and the capacity to be happy, elements we judge innate in all human beings.

2012-2013

Child friendly centers.-

Due to the illegal status of the slums where the DCC's are located, the risk of Centers and slums being destroyed by the local police is quite high. In early April 2012, after having been bulldozed and rebuilt several times along with all the homes in the area, the Phule Nagar DCC had to be closed permanently.

Soon after, the staff in charge of the Project began surveying other neighboring slums where a new Center could be started. Thus, during the months of April and July, only our Day Centre in Koregaon Park was operating. By then, this Center had had two years of regular and high stability in terms of attendance.

In August 2012, we opened the new DCC in Hadapsar. The child population of this community is quite high, and the settlement in poor enough conditions to warrant our intervention. Given the time it has been open, this Center compares unfavorably, in terms of progress, with the one in Koregaon Park.

In 2013, work on these two aspects made it possible to reach school attendance ratios of 0.8 in Koregaon Park and 0.5 in Hadapsar. These results are particularly relevant given that the process of schooling in Hadapsar took place outside the official period. On the health related sense, at Hadapsar, although the implementation of personal hygiene and cleanliness has been positive, we have not been able to reach the target score. However, the number of illnesses reported each month among the children showed a downward trend throughout 2013.

School Education Program-

In 2012, during the first year of implementation of the Project, we gradually reached our goal of enrolling all the children in school. In 2013, 18 children were enrolled in primary school (between the 2nd and 6th grade) and 2 of them began and/or continued high school.

Before their admission many children had not attended school or did so very irregularly. In 2013, for the first time, we are able to assess their academic development after their first year of formal schooling. In the public schools that the children attend, getting 50% of the total score gets the student is promoted to the next level. However, we aimed for the 21 children to pass with a minimum 60% score. Unlike the previous year, when five of the children could not achieve this goal (one of them even officially failed the school year with a 31% rating), in 2013, all of them exceeded the 60% target. Five children, however, showed a significant decline in their academic performance.

The Intensive Nutrition Program that was launched in 2012 to reduce or offset the risk of malnutrition of the children who were new to the Project was adjusted in 2013 to suit their new health status. The irregular changes in weight and height of children turned into a steady increase in both variables since the early months of 2011. At the end of the period, 81% of the children reached the appropriate weight for their height and age.

In addition to ensuring the academic training of children the Project aims to provide them with the necessary values, resources and incentives to enable them to be part of society as autonomous individuals and to develop the necessary potential for them to have a positive impact on their environment. To achieve this, we organize workshops, awareness and discussion sessions about issues that shape their personality and condition their way of relating to others and the environment around them. The social workers, the teachers and the psychologists work together to assess each child's performance in areas such as respect for others, a "we" feeling, a cooperative attitude, moral values, responsibility (of himself and his specific tasks) and participation in his own development. These aspects are assessed to have a final assessment of their Social Skills.

2013-2014

Child friendly centers.-

As part of the educational objectives for the 2013-2014 execution period, the Day Care Centers continued to promote the education of children. For this, a parallel line of work with parents was reinforced to raise awareness and promote changes of attitude towards School and Education in general among them. At the same time, teachers have worked with children, not only preparing them for exams admission to public schools in the area, but have also provided extra-school support to the children already attending school (homework support, strengthening study skills, etc.). As experienced during last year's execution period, even more important to promote schooling of these children, for this execution period special attention was paid to regular and personalized follow-up of each kid in order to ensure their regular attendance to school and their academic progress.

The health component of the project for 2013-2014 provides for preventive and curative health. At the beginning of the implementation period, a general review was carried out to all children attending the centers. From these results, New Vision worked with parents so that they could, together with staff of each center, track treatments prescribed for each child. However, it is in the area of prevention where we focused our efforts more intensively. The teachers and social workers carried out workshops and talks with children and parents to promote healthy habits, essential in preventing Disease, especially the ones related to hygiene practices. Children were evaluated daily on variables relating to personal care (proper brushing teeth, washing hand, ear cleaning, clean clothes, wearing shoes, etc.).

In our effort to secure and promote the integral development of children living in marginal areas of Hadapsar and Koregaon Park, we believe that the parents and immediate family environments of children have a fundamental role, since they are in the first instance, the ones who must ensure care and protection of children. Therefore, we have continued to carry out monthly parent meetings, to address, fundamentally, issues such as the right of children to protection and participation, the importance of education and nutrition, promoting hygiene habits and techniques for health care for children, among others.

School Education Program:-

The education component included not only schooling for all boys and girls but also, and fundamentally, continuous improvement of academic performance, strengthening of study habits and the empowerment of intellectual curiosity in each of the children. To achieve these objectives, the project complemented schooling with tutoring (individual and general) and educational counseling in the home. During this execution period, the focus was on the actual schooling of newly admitted kids and

Work on Health with children aimed at reducing the incidence of diseases of street life. For this a thorough job of Health Education has been implemented, intensifying frequency and content extent of workshops and sessions with children to teach them hygiene practices. Intensive feeding program was launched to reduce or counteract the risk of malnutrition of newly admitted kids.

In New Vision, we believe it is essential that children keep their links with their parents, relatives or environments of reference. 95% of children we work with have at least one parent who, for health reasons and/or other adverse circumstances, cannot guarantee the child's rights. These families are aware, however, of their responsibility in the development process of their sons and daughters, and have the duty and right to engage actively. Therefore, the project includes monthly meetings with parents, where they are encouraged to participate in planning the activities carried out they are informed on their children progress in educational and health aspects, and are given personalized attention in case of need.

Improving the quality of Primary Education.-

Education is particularly important in order to prevent or reduce social exclusion. In turn, the field of education is one of the basic social spaces that better connects people, families and communities. This project aims to improve the quality of primary education in city schools in Pune (Maharashtra) through a comprehensive series of initiatives within the educational community of each school: stimulating the interest of parents in the educational process, active participation of children in their own education, improved health and nutrition of students, training and motivation of teachers, improving the educational infrastructure and provision of resources And study materials.

To do this, New Vision provides a series of initiatives to provide the necessary resources so that all students have access to quality education, and it always guarantees gender equality.

New Vision also consider under this project health camps including dental health and vision care (preventive and curative), and the promotion of sports. These activities will also be targeted to both the students and families, so they further value the benefits of Education.

During its first execution period, the main purpose has been to establish working dynamics between the school staff and New Vision project coordination. As so, upon a joint consideration of school calendar, resources and extra-curricular activities, the first action taken was the provision of school material to all kids from nursery to 7th standard. The object of this being to motivate the kids into attending regularly to classes and to help parents lessen the economic burden and the stress of not being able to get their kids the proper material to guarantee their school performance.

The next action implemented was that of expanding kids creative potential through a series of artistic workshops, also aimed at strengthening skills such as problem solving, group work, leadership and self-expression.

2014-2015

Two of the projects described for the previous year (School education Program, and Improving the Quality of Education) continue to be executed through the 2014-2015 period, under the same guidance and with the same pattern.

In this part, therefore, we will only be describing the changes applied to the Child friendly Centers (which turned into our Community Development project) and the inauguration of a new project.

Community Development.-

This project intends to make a contribution towards the improvement of "Quality of Life" amongst populations living in slums. After having implemented Day Care Centers in the same slums for more than four years, and only being able to reach children as direct beneficiaries, New Vision soon realized that the key to actual development of children is through their parents and their immediate community. Since 2014, the complete holistic development of the community was undertaken in the slums where New Vision had been working. Today, we address the multidimensional roots of poverty through various activities, such as:

- Formal and non-formal education: mainstreaming of children, support classes and adult education.
- Health prevention and promotion: regular health check-ups, immunization and specialized care.
- Women and adolescent empowerment: Self Help Groups (SHG's), youth and adolescent groups, CBO's, etc.
- Legal counseling and advocacy: Information Center and legal protection.

Opening educational pathways for migrant children.-

Construction workers are a large conglomerate formed by people who migrate from rural areas of the poorest states in India and continually move from one construction site to another in search of work. Work availability can go from six months to three years. Due to their transitory lifestyle, they have no access to basic facilities and because of their almost constant mobility, enrolling their children in school is almost impossible. In consequence, children at construction sites play with debris and dangerous construction material, spend their free time in unsafe areas, contract diseases, get hurt constantly and often begin working at a young age.

In 2014-2015, we inaugurated this project, with the opening of 3 Day Care Centers, in collaboration with Builders such as Nyati, Bramha, and Raja Bahadur Ltd. The intention is to continue opening more Centers like these in the following execution periods. Our Day Care Centers/Crèches offer protection and opportunities for education to these children right in the areas where they live, acting as a bridge to traditional education, providing them with healthy childhood experiences and promoting their parents' participation in their education. The educational program also operates as Day Care Centers, where healthcare (checkups and curative treatments) and daily meals (as per their development needs) are provided, all in safe and child-friendly environments. Children from the age of 0 to 16 years are catered to in these Centers. Children of school-going age are often mainstreamed into regular school, as we believe that all children should be schooled.