

EDUCATION FOR STREET AND WORKING CHILDREN IN INDIA



Indian National Commission
For Co-operation With UNESCO
Ministry Of Human Resource Development
New Delhi



United Nations Educational,
Scientific And Cultural Organization,
New Delhi.

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SUMMARY

The present study aims to assess and evaluate the programme of education for children in difficult circumstances with special reference to street and working children in India. The major objectives of the study are:

- Examine the initiatives of the Government, international and voluntary sectors for eradication, rehabilitation and education of street and working children in India.
- Estimate the magnitude of out-of-school children and the street and working child in India.
- Study the demographic, socio-cultural and economic profile of street and working children enrolled in non-formal educational centres.
- Examine the coverage, scope, activities, curriculum, teaching-learning material, teaching aids and teaching methods adopted by various NGOs for imparting education and other rehabilitation programmes for the street and working children.
- Measure the level of skills learnt by the enrolled students and evaluates other achievements of the NFE centres supervised by various NGOs.
- Identify some success stories and some teaching-learning material packages as well as teacher-training material packages that can be further improved, distributed and replicated in other parts of India.
- Prepare a set of recommendations for rehabilitation of these children and improving the quality of non-formal education, provided by the NGOs in India.

The study is based on the field survey of 45 NGOs associated with the non-formal education and rehabilitation for the street and

working children in 9 mega cities of India (Ahmedabad, Bangalore, Chennai, Delhi, Hyderabad, Kanpur, Kolkata, Mumbai and Varanasi) and 6 other cities with high concentration of working children in hazardous occupations (Allahabad, Bhubaneswar, Ferozabad, Mirzapur, Shikohabad and Sivakasi). Fifty-eight NFE schools supervised by the selected 45 NGOs were covered for a detailed field survey. The respondents of the survey include NGO representatives, children enrolled in the NFE schools, teachers of the schools, children who had completed NFE from these schools, parents of the enrolled children and other parents whose children were currently out-of-schools.

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FOREWORD

As part of its programme, "Children in Difficult Circumstances," UNESCO New Delhi has initiated a study on a Situational Analysis of Education of Street and Working Children in India.

This present document is the result of a study conducted over the last six months by Dr. B. Zutshi in a number of mega cities of six states in India. Forty-five NGOs and forty-five non-formal education centres supervised by these NGOs have been selected for this study. Teachers, enrolled children, parents of the children, children who have completed the non-formal education and out-of-school children have been surveyed for the study.

The basic focus of the study has been to examine educational and vocational activities given to the children in the identified NGOs and non-formal education centres. The rehabilitation strategies adopted by various NGOs for "of the street" category of children have also been evaluated.

A number of findings and recommendations are suggested and were discussed at a workshop organized by UNESCO on 15 December 2000 in the presence of representatives from the Government of India, specialized UN agencies, NGOs, academicians, activists, researchers, bilateral donors and the press.

UNESCO inscribes this activity as part of the recommendations made at the World Education Forum in Dakar (April 2000) where the importance of elaborating clear strategies on how to address those children excluded from educational opportunities was emphasized. Moreover it is believed that the current study will contribute to the dialogue among all concerned stakeholders for the formulation by 2002 of the National Plan of Action on Education for All in India.

June 2001

Director
UNESCO New Delhi

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- Mr. Narendra Kumar for computer analysis, typing and designing of the manuscript. Special thanks are due to Ms. Jehanara Wasi for editorial assistance and to Mr. Manjit Singh for formatting and layout.
- All Non-governmental Organizations, associated with rehabilitation and Non-formal Education Programme for the street and working children in the country. The NGOs were prompt in supplying information regarding their activities and

work profile. All the NGOs selected for detailed survey, had been most patient and cooperative with the field investigator during the field survey.

- Last but not the least, our sincere acknowledgements to all the children, the parents, the teachers and the community members for their assistance in providing valuable information and co-operating with the supporting staff during the fieldwork.

Director

UNESCO, New Delhi

LIST OF ABBREVIATIONS

AICMA	All India Carpet Manufacturers' Association
CEPC	Carpet Export Promotion Council
CLA-1986	Child Labour Act-1986
CLASP	Child Labour Action Support Programme
CLE&WS	Child Labour Eradication & Welfare Society
CRY	Child Relief & You
DFID	Department of Foreign International Development
DIET	District Institutes of Education and Training
DPEP	District Primary Education Programme
EFA	Education For All
GOI	Government of India
IGEP	Indo-German Export Promotion
ILO	International Labour Organization
IPEC	International Programme on Eradication of Child Labour
IRDP	Integrated Rural Development Programme
JRY	Jawahar Rozgar Yojana
MLL	Minimum Levels of Learning
MHRD	Ministry of Human Resource Development
NAECL	National Authority for Elimination of Child Labour
NCAER	National Council for Applied Economic Research
NCERT	National Council of Educational Research & Training

NCLP	National Child Labour Project
NER	Net Enrolment Ratio
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NIEPA	National Institute of Educational Planning and Administration.
NPC	National Policy for Child
NPCL	National Programme on Child Labour
NPE	National Policy of Education
NREP	National Rural Employment Programme
NSS	National Sample Survey
RLEGP	Rural Landless Employment Generation Programme
SCERT	State Centre for Educational Research Training
TAC	Technical Advisory Committee
UNDP	United Nations Development Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHRC	United Nations Human Rights Commission
UNICEF	United Nations International Children's Educational Fund
USAID	United States Assistance for International Development
WTO	World Trade Organization

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INTRODUCTION, OBJECTIVES AND SAMPLE DESIGN

1.1. Contours of the Problem

The phenomenon of street and working children is an offshoot of complex interplay of various factors in India. The phenomenon seems to have acquired a gigantic dimension in the wake of rapid industrialization and urbanization. The large-scale presence of street and working children is a symptom of the disease that is widespread due to exploitative structure, lopsided development and iniquitous resource ownership. Other parameters contributing to its presence in India are large-scale unemployment, rapid urbanization, rapid population growth, extreme poverty, increasing disparities in wealth, cutbacks in government social and educational budgets, high level of child abuse by the parents/society and a breakdown of traditional family and community structures.¹ Human migrations from rural to urban areas have contributed significantly to a substantial increase in the number of street and working children. These migrants shift to cities in search of higher income and secure employment. However they are able to secure jobs mostly in the unorganized or semi-organized low-paid sector. Consequently children are forced to live on the streets and earn a livelihood for themselves and also support their families.

According to revised estimates as assessed by the ILO Bureau of Statistics, the number of working children in the world between the ages of 5 and 14 years is at least 120 million. India with a population of more than 1 billion in 2000 AD has the largest population of these street and working children in the world². A significant proportion of them are found working in the unorganized or informal service sector in every city, big or small, catering to various needs of city dwellers, as they offer cheap labour. Most of the children live or work on the streets of urban India, labouring as porters at bus or railway terminals; as mechanics in informal auto-repair shops; or as vendors of food, tea, and handmade articles. They work as street tailors; or as rag-pickers, picking garbage and selling usable

materials to local buyers. They are often seen polishing shoes in shopping and commercial centres, working as domestic servants, vegetable sellers, milk carriers and car cleaners. They are also engaged in several hazardous industries and processes throughout the country. Many of them are also procured as sex workers. The parents/crime rings often use these children for begging around the crossroads and places of worship.

Employers too prefer to employ these children for many reasons because they are docile and not organized, besides they have little or no bargaining power. The employment of these children may yield some short-term financial benefits to the employers, children and their families, but the negative consequences far outweigh the benefits for the society, children and their families in the long run.

These children suffer from the worst kind of deprivation and denial of basic necessities such as education, health, food, shelter, physical protection, security and recreation. In the rural areas children, especially the girl child, shoulder the responsibility of caring for their younger siblings, cooking, cleaning, washing clothes and fetching water. The sheer denial of education to the girls reinforces their lower status not only in the society but also in the eyes of their parents.

Although the domestic services do not seem to be hazardous, but children in domestic servitude may be also vulnerable and exploited children, as they are deprived of their basic right to education and are most difficult to be protected. At a time when they should have enjoyed childhood, spontaneity, freedom, games and study with peers; it is a pity they have to struggle hard and sacrifice their entire childhood for their mere survival.

These children are over age and have never gone to school or are dropouts; hence their integration straight into formal schools may pose problems, and may lead to aversion towards education. The teaching materials and methods may be unsuitable for their level. The Primary education system in its present form is unacceptable, unrealistic and unreachable to the children of poor, downtrodden and rural families. It is an established fact that work can keep children away from school but at the same time, poor quality of education often causes children to drop-out/'push-out'³ of schools and they start working at an early age.⁴

Prof. Yash Pal, Chairman of the National Advisory Committee on Primary Education in 1993, states joyless learning as a major problem for 'push-outs'.

"Both the teacher and the child have lost the sense of joy in being involved with the educational process. Teaching and learning to the majority of our school-going children are made to view at school as a boring, even unpleasant and bitter experience. They are daily socialized to look upon education as mainly a process of preparing for examinations, no other motivation seems to have any legitimacy."

One prerequisite of a successful state education programme is that it should link the lessons taught to community life. Schools have to adapt to children's circumstances. The annual calendar and daily timetable of a school must be adjusted according to the seasonal farming calendar in the area⁵. Schools also have to move towards children, particularly in far-flung and isolated rural areas, so that education is brought within easy walking distances.

The designing of high quality school curriculum for these street and working children, needs collaborative efforts between NGOs, school authorities, working children and parents. Other support required by the working children includes vocational training skills and marketing skills to upgrade their self-supportive system at an appropriate age. The vocational skills learnt and products produced should be made available to markets through collaborative support from the authorities, consumer groups and traders.

The government, international organizations and non-governmental organizations (NGOs) have taken several initiatives for the rehabilitation and education of the street and working children in India. The task is difficult and support from NGOs, social organizations, civil society, teachers, parents and other members of the society have to come forward and contribute significantly in this direction.

1.2. Objectives

The objectives of the present study are to assess and evaluate the programme of education for children in difficult circumstances in India. The children in difficult circumstances constitute both the street and the working children. The main objectives of the present

study are to:

- Examine the initiatives of the Government, international and voluntary sectors for eradication, rehabilitation and education of street and working children in India.
- Estimate the magnitude of out-of-school children and the street and working children in India.
- Study the demographic, socio-cultural and economic profile of street and working children enrolled in non-formal educational centres.
- Examine the coverage, scope, activities, curriculum, teaching-learning material, teaching aids and teaching methods adopted by various NGOs for imparting education and other rehabilitation programmes for the street and working children.
- Measure the level of skills learnt by the enrolled students and evaluate other achievements of the NFE centres supervised by various NGOs.
- Identify some success stories and some teaching-learning material packages as well as teacher-training material packages that can be further improved, distributed and replicated in other parts of India.
- Prepare a set of recommendations for rehabilitation of these children and improving the quality of non-formal education, provided by the NGOs in India.

1.3. Data Sources

In order to achieve the above stated objectives, the data for the study has been collected, both from secondary sources and through a field survey in the selected cities of the country. The sources of information include:

1. Information related to the list of NGOs funded by the Ministry of Social Justice and Empowerment, Government of India, New Delhi.
2. Information related to the list of NGOs funded by the Ministry of Labour, Government of India, New Delhi.

3. Websites giving information about NGOs in India associated with street and working children.
4. Census of India- 1991 data related to population, age-composition of population, school enrolments, workers, etc.
5. Population projection for India, prepared by the Expert Committee, Census of India, 1996.
6. National Sample Survey Reports, Department of Statistics, Government of India. Round No. 50 and 52.
7. Sample field survey of the selected NGOs in the selected cities of India.
8. Selected Non-Governmental Organizations – Profiles and Annual Reports.
9. Literature in the form of books and articles published and unpublished on street and working children.
10. Information and literature regarding street children and child labour in various search webs on Internet.

1.4. Sample Size, Coverage and Survey Design

A significant concentration of street and working children are found in the metropolitan cities and cities with specific manufacturing processes, where children are preferred for work. These cities have concentration of trade, commerce, other service and industrial activities. Keeping this in view, 9 cities, and their urban agglomerations⁶ with more than one million population in 1991, were selected for the survey. The selected cities are Ahmedabad, Bangalore, Chennai, Delhi, Hyderabad, Kanpur, Kolkata, Mumbai and Varanasi. These cities together constitute 73 per cent of the urban population among the million plus cities in 1991. In addition to these cities, 6 cities with high concentration of working children in carpet weaving, fireworks, glass and bangle works, zari embroidery⁷ and mining activities were selected for the survey.

The cities selected were Allahabad, Bhubaneswar, Firozabad, Mirzapur, Bhadhoi, Shikohabad, and Sivakasi (Refer Table No. I.1).

Table No. I.1
Cities Selected for the Survey – June–September 2000

Name of Mega Cities and Number of NGOs Selected for Survey			Name of City in the Specific Child Labour Belt Selected for Survey		
City	State	NGOs	City	State	NGOs
Ahmedabad	Gujarat	4	Allahabad (Carpet)	UP	1
Bangalore	Karnataka	5	Bhubaneswar (Mining)	Orissa	2
Chennai	Tamil Nadu	4	Firozabad (Bangle Works)	UP	2
Delhi	Delhi	5	Mirzapur (Carpet-Weaving)	UP	2
Hyderabad	Andhra Pradesh	4	Shikohabad (Glass)	UP	1
Kanpur	Uttar Pradesh	1	Shivakasi (Fireworks)	TN	2
Kolkata	West Bengal	4	Varanasi (Zari Embroidery)	UP	3
Mumbai	Maharashtra	5			

Varanasi city is a mega city as well as a city with specific child labour.

The list of NGOs located in the selected cities were collected from the Ministry of Social Justice and Empowerment, Ministry of Labour and search engines of various websites on the Internet. All the NGOs listed through these sources and associated directly with education for the street and working children in the selected cities were contacted and requested to provide information. The list of the contacted NGOs is given in (Annexure No.1.) Responses were received from 74 NGOs covering all the selected cities.

From the selected cities, 45 NGOs were covered for a detailed field survey. (Refer Annexure-2) The NGOs selected for the survey were based on the responses received and its analysis in terms of nature of activities, spatial coverage in the cities, objectives, approach and content, target groups and multiplicity of activities undertaken. Five NGOs each from Bangalore, Delhi and Mumbai, four NGOs each from Ahmedabad, Chennai, Hyderabad and Kolkata and one NGO from Kanpur were selected for the survey in the mega cities. On the other hand, one to two NGOs were selected from other cities. One non-formal education centre supervised by each of the selected NGOs was selected for the detailed survey. However, in the case of NGOs with shelter facilities, both shelter homes and one NFE centre was selected for the detailed survey. The field investigator

selected the NFE centres on the spot in the field based on his/her personal perception. From the selected NFE centre, information was collected from teachers and the enrolled children. A survey was also administered to the parents of the enrolled child, a child who had completed his or her education from the NFE centre and also a child not enrolled for elementary education and living in the same locality. The sample design of the selected NGOs is given in Table No. I.2.

Selection of enrolled children in the NFE centres for the field survey was done carefully to represent all age and sex groups in the classes. Therefore pre-determined statistics regarding age and sex composition for the selected children, in the survey, may not provide actual age and sex composition pattern in the classes. However, actual proportion of age and sex composition of the enrolled children has been based on the enrolment statistics, collected from the NFE centres. All the NFE centres have enrolment data for the children, in terms of age and sex of the child. Usually each NFE centre has one or two teachers/vocational trainers. The teacher/vocational trainer present on the day of the survey was selected for the field survey. Parents of the enrolled child, the child who had completed education from the NFE centre and the out-of-school child were selected at random, for the survey in the locality. Respondents' (NGO representatives, teachers and parents) age and sex composition is given in Table No. I.3, while Table No.I.4 presents respondents' (enrolled child, child with completed education and out-of-school child) age and sex composition.

1. The Survey was conducted from June 2000 to September 2000.
2. NGO representatives had posted the details earlier. However further discussion was held with them to clear some of the information posted earlier.
3. NFE teachers selected were those who were present in the NFE centres on the date of interview. Parents of the enrolled children were selected at random from the locality.

**Table No. 1.2: Sample Size
NGOs Covered for the Survey from the Selected Urban Agglomerations/Cities
July–September 2000**

State	City	NGO Name	Child enrolled in the NFE centre	Children who had completed NFE	In-Charge NFE centre	Teacher/Vocational Teacher of the NFE centre	Parents of Enrolled Child in the NFE centre	Non-Enrolled Children
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Andhra Pradesh	Hyderabad	Divya Disha	8	2	1	1	1	1
		HCHW-MARG	8	2	1	1	1	1
		MVF	8	1	1	1	2	1
		SAATHI	8	1	1	1	2	1
Gujarat	Ahmedabad	Akhand Jyot Foundation	8	1	1	1	1	1
		K.H. Jani Charitable Trust	8	1	1	1	1	1
		SARJAN	8	1	1	1	1	1
		St. Xavier's Non-Formal Education Society	8	1	1	2	1	1
Karnataka	Bangalore	APSA	8	2	1	2	1	1
		BOSCO	8	1	1	1	1	1
		MAYA	8	1	2	3	1	1
		REDS	8	1	2	3	1	1
		Sumangli Seva Ashram	8	1	1	1	1	1

Contd...

Contd...

Maharashtra	Mumbai	Door Step	12	1	3	1	1	1
		Hamara Club	8	1	2	2	1	1
		Shelter Don Bosco	6	1	1	1	1	1
		SUPPORT	6	1	1	1	1	1
		The Vatsalya Foundation	9	1	1	2	1	1
New Delhi	New Delhi	Ankur	8	2	2	1	1	1
		Butterflies	2	3	1	1	1	1
		DEEPALAYA	8	1	1	1	1	1
		Prayas	8	2	2	2	1	1
		Salam Balak	8	1	1	1	1	1
Orissa	Bhubaneswar	RUCHIKA	8	1	1	1	1	1
		Sneha	8	1	1	1	1	1
Tamil Nadu	Chennai	DON BOSCO	8	4	1	1	1	1
		Indian Council for Child Welfare	8	3	2	3	2	1
		Jeeva Jyothi	8	1	1	2	1	1
		Marialaya, MMNM Social Service Society	8	1	1	1	1	1
	Sivakashi	SPEECH	8	2	1	1	1	1
		ICCW	8	1	1	1	1	1
Uttar Pradesh	Allahabad	Sanjivani Welfare and Care Society	8	1	1	1	5	1
	Firozabad	Bal Shrimik Kalayan Samiti Firozabad	15	6	4	4	4	1
		Zila Bal Kalyan Parishad	10	2	1	1	8	1
	Kanpur	Gramodaya Sansthan	8	1	1	1	1	1

Contd...

State	City	NGO Name	Child enrolled in the NFE centre	Children who had completed NFE	In-Charge NFE centre	Teacher/ Vocational Teacher of the NFE centre	Parents of Enrolled Child in the NFE centre	Non-Enrolled Children
	Mirzapur	CREDA	11	28	1	2	16	1
		The Children Emancipation Society (Project Mala)	11	2	1	2	1	1
	Sikohabad	Jamnalal Bajaj Foundation	8	1	1	1	8	1
	Varanasi	Dr. Shambhunath Singh Research Foundation	16	1	2	6	8	1
		Mahila Arthik Sanskritik Avam Shakshic Vikas Sansthan	8	1	1	1	5	1
		Social Welfare Institute	8	1	1	1	5	1
West Bengal	Kolkata	CINI ASHA	16	1	2	2	1	1
		Forum for Advancement of Disadvantaged and Underprivileged Children	8	1	1	2	1	1
		Tomorrow's Foundation	8	1	1	1	1	1
		Howrah	Don Bosco Ashalayam	15	2	1	1	1
	Total		45	383	93	58	69	98

Table No. I.3
Sample Survey – Respondents' Age and Sex Composition

Respondent Category	% Sex Composition		% Age Composition		
	Males	Females	Less Than 25	25-45	Above 45
NGO Representatives	58	42	18	50	32
NFE Teachers	52	48	25	64	11
Parents of Children	48	52	17	62	21

Table No. I.4
Sample Survey – Child Respondents' Age and Sex Composition

Respondent Category	% Sex Composition		% Age Composition		
	Boys	Girls	Less Than 8	8-12	Above 12
Enrolled Children in Centre	53	47	7	66	27
Children who had Completed NFE	56	44	0	8	92
Not Enrolled in Schools	65	35	0	58	42

1. Enrolled children were selected at random in the NFE centres, however predetermined sample taking into account age and sex groups of the children was considered, so that adequate representation from boys and girls from all the age groups are covered for the survey.
2. Children who had completed NFE and children not enrolled in schools were selected at random after collecting information from the NFE centre.

Six sets of structured questionnaires were prepared to collect information from the respondents. Both open ended questions and multiple choice question-answers were prepared to give flexibility of collecting information to feed the computer directly for computation purposes as well as give an adequate opportunity to respondents to express themselves freely. It also helped to get maximum responses from the respondents. Participatory approach was encouraged. The data was also collected through informal group discussions and personal observations.

The information collected was related to the objectives stated for the study. Service of several experts including, international agencies like UNESCO, social activists, educational planners, sociologists, and economic experts were utilized for the preparation of questionnaires. The six sets of questionnaires prepared were administered to:

- NGO Representatives
- Teachers and Vocational Trainers in the NFE centres
- Children enrolled in the NFE centres
- Children who had completed their education from the NFE centres
- Parents of the enrolled children
- Children not enrolled for elementary education and living in the locality.

The questionnaires prepared were translated into local languages for the respondents' easy understanding and communication with the field investigator.

Teams of field investigators were selected to administer and collect the data from the field. The selected investigators were given adequate training in Delhi, so that the data collected would have uniformity in approach and content. The help of local field investigators/activists, who were familiar with the street and working children in the areas, was sought to collect information from the selected children and their parents. The field survey lasted for four months from June-September 2000.

1.5. Limitations and Problems

Despite prior communication with the NGOs, about the objectives and the scope of the study, our research team met with some initial resistance from the NGOs. Some of the NGOs, Butterflies (New Delhi) and SUPPORT (Mumbai) in particular had apprehensions about the purpose and objectives of the survey. Some of the NGOs (Butterflies in particular) believe, that discussions with the enrolled child should be avoided, unless the child is interested. After proper permission from the NGOs, we found the majority of the children were cooperative.

Due to paucity of time we could get the response of only two children from Butterflies during our first attempt. Repeated attempts were unsuccessful to obtain the required permission. Our representative could not visit the Girls' Shelter Home (Salam Balak, New Delhi) as we were told, "outsiders are not allowed inside the home." However they made arrangements and some of the girls were interviewed outside the home. Most of the NGOs were very keen that the report prepared should be circulated, as they felt such survey results are never discussed with the NGOs. They felt that if the NGOs were not involved with the discussions in the workshop, then it could defeat the purpose of the survey. After assurances that the report would be discussed in the workshop, where all the selected NGOs would participate, responses were given to our questionnaires by the majority of NGOs. In fact we received an overwhelming response to our questionnaire sent by post.

Initially questions were framed to find out the social composition of children (caste and religion), but the majority of children were unaware and had no idea about their caste. Responses received were few; hence social composition analysis was deleted from the study. The enrolment registry in the NFE centres did not also provided any information about social composition of the children enrolled in the NFE centres.

1.6. Organization of the Study

The research project has been organized into ten chapters including Introduction, Conclusions and Recommendations.

Chapter-2 Issues and Implications: The chapter analyses the child labour concepts, classification of street and working children and issues and implications of street and working children in India.

Chapter-3 Magnitude and Estimates of Out-of-School and Street and Working Children: The chapter examines the magnitude and estimates of out-of-school children in India. The second part of the chapter deals with the magnitude and estimates of street and working children in India and among the selected urban agglomerations. The chapter also analyses the coefficient of correction between the out-of-school children and the magnitude of street and working children.

Chapter-4 Government, International and Voluntary Sector Initiatives:

The chapter traces the history of government initiatives in terms of legislative, constitutional, administrative and action plans to combat and eradicate street and working children. The second chapter examines the international and voluntary sector initiatives undertaken for street and working children in India.

Chapter-5 Social, Cultural and Economic Characteristics:

The chapter examines the social, cultural and economic characteristics of the street and working children in India.

Chapter-6 Rehabilitation and Non-Formal Education:

The chapter focuses on non-formal education provided to the children. It examines conditions for the non-formal education in terms of infrastructure, amenities and other supplementary facilities in the NFE centres. The second section of the chapter examines NFE extent and coverage, child enrolments and their age and sex composition, teaching staff and its profile, curriculum taught, teaching aids and methods adopted in the NFE centres.

Chapter-7 Non-Formal Education : Achievements:

The chapter examines levels of learning achievements by the Children enrolled in the NFE centres, based on selected indicators, especially the skill test conducted during the field survey among the selected children. Correlations and regression analysis has been worked out to examine the relationship among the selected indicators for NFE performance.

Chapter-8 Teaching-Learning Materials and Some Success Stories:

The chapter examines the teaching-learning materials for non-formal education, which could be developed and replicated for other NFE centres. The second part presents some success stories of the NGOs for imparting non-formal education.

Chapter-9 Major Findings and Recommendations**References**

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5. This has been one of the strategies adopted in Kerala and Himachal Pradesh, where very low school dropout rates are matched by low incidence of child labour.
6. Sometimes two or more towns may be contiguous to each other making it necessary to consider them together for studies on urbanization in the area. In some other cases there are large railway colonies, university campuses, port areas, military camps, etc. just outside the statutory limits of a town but adjoining it. Though these areas may not themselves qualify to be treated as towns, it would be realistic to treat them as urban. Such areas are termed as 'outgrowths' (O.G.,) and may cover the whole or part of a village. These two types of contiguous-urban areas are called 'Urban Agglomerations'. An urban agglomeration may comprise
 - (a) A town and contiguous outgrowths; or
 - (b) Two or more towns and their outgrowths, if any; all of them forming a contiguous spread of urban area.
7. Silken and cotton handmade embroidery done for saris in Varanasi.

2

ISSUES AND IMPLICATIONS

2.1. Children in Difficult Circumstances – Concept and Definition

Children in difficult circumstances include both the street children and the children working in inappropriate work processes and situations. The term 'child labour' is generally used to refer to, "any work by children (under 14 years of age, in case of India) that interfere with their full physical and mental development, the opportunities for a desirable minimum of education and of their needed recreation"¹. In reality, children do a variety of work in widely divergent conditions. At one end of the continuum, it is palpably, destructive or exploitative. At the other end, the work may be beneficial, providing or enhancing a child's physical, mental, spiritual, moral or social development without interfering with schooling, recreation and rest. Fyfe attempts to provide a distinction by differentiating between "Child Work" and "Child Labour". Child work is considered as permissible, while the child labour is prohibitive.²

According to the U.N. Convention on the Rights of the Child (Article 32), "State parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to be harmful to the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral and social development."

Child Labour therefore is the work, which involves, a degree of exploitation, i.e. physical, mental and economic. It denies the joy to children and access to social opportunities (like education, family love and attention), which eventually impairs the personality and creativity, the evolution and growth of full being and the health, and mental development of a child. The problem of child labour therefore, does not constitute the age or work of a child, but its exploitation and abuse. The perception of what constitutes exploitation or abuse can be subjective, as it is not easy to differentiate between the socialization aspects of a child's activity and its exploitative aspects.

2.2. Classification of Street Children

UNICEF has defined street children:

“Street children are those for whom the street (in the widest sense of the word, i.e. unoccupied dwellings, wastelands, etc.) more than their family has become their real home, a situation in which there is no protection, supervision or direction from responsible adults.”

The operational categories of street children given by UNICEF are:³

1. Children on the Street: Who have homes and mostly return to their families at the end of each day.
2. Children of the Street: These children have chosen the street as their home and it is there that they seek shelter, livelihood and companionship. They have occasional contacts with their families.
3. Abandoned Children: Children who have severed all ties with their families.



Entire families living permanently on the streets confuse the UNICEF categorization. Therefore the street children were broadly categorized taking into account their contacts with families. Three groups of street children have been classified for the purpose of this study.

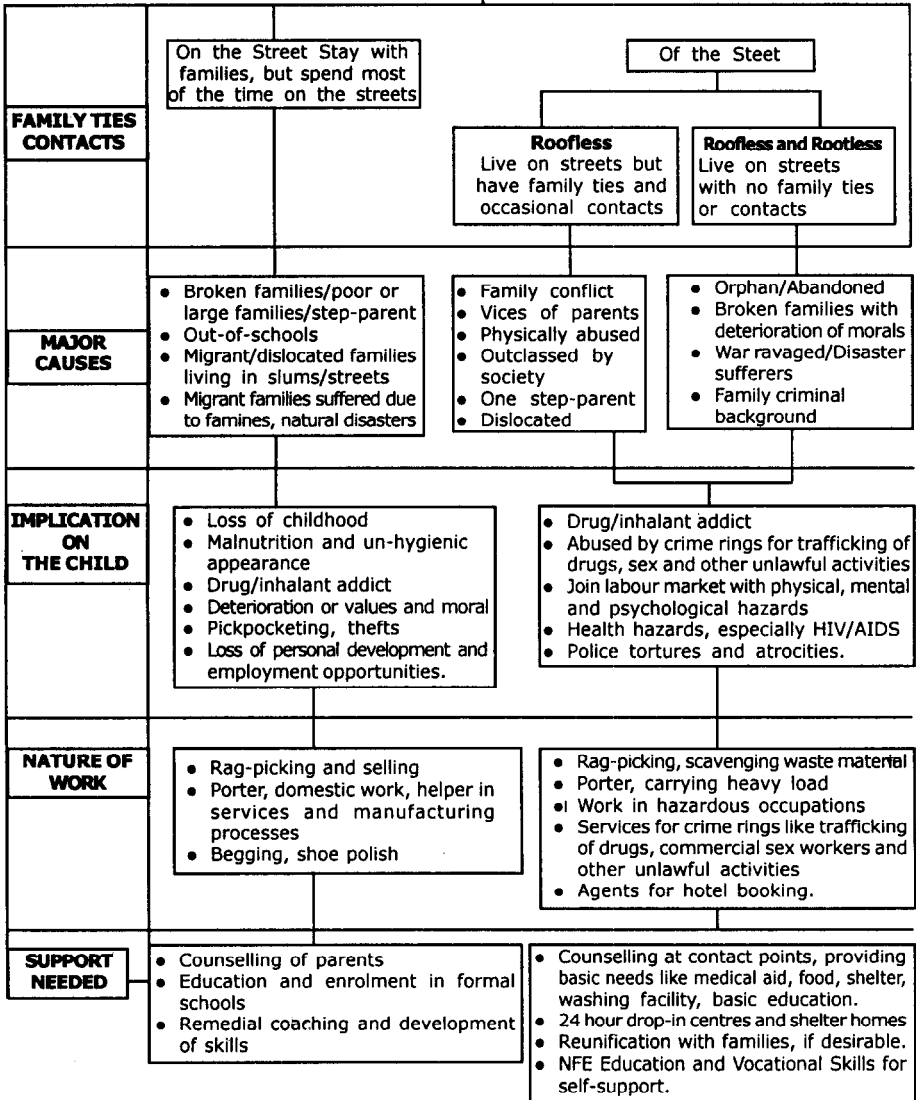
1. **Children on the Street:** Children who live with their families, whether it be on the street, in slums or wasteland or abandoned/derelict buildings, etc. but spend a lot of time working or hanging about on the street.
2. **Children of the Street:** The children of the street could be further classified into two groups.
 - a. **Roofless:** Who live and work on the street (i.e. abandoned buildings, under bridges, railway stations, bus stands, in doorways, or in public parks), yet maintain occasional contacts with their families who may live in the same city, or other city or in rural areas. They see the street as their home and spend most of their lives on the streets, begging, selling household goods, rag-picking, scavenging waste materials, shining shoes or washing cars to supplement their and their families' incomes. They do often send money to their families.
 - b. **Roofless Rootless:** Who live and work on the street (i.e. in the widest sense of the word) and have no family contacts whatsoever. These children have run away from their families to escape emotional and physical abuse (from an abusive stepmother/stepfather, or an alcoholic stepfather) and are presently "roofless and rootless"⁴ in the city. They have often been beaten or tortured due to neglect/estranged relationship with their families. They may be orphaned, abandoned or have broken families due to dislocation because of migration, wars, famine, natural disasters and poverty.

2.3. Classification of Working Children

Working children can also be classified as:

1. **Domestic work:** This includes the jobs undertaken by children for domestic purposes like caring for younger siblings, cooking, cleaning, washing, fetching water, etc. Girls in their families mostly perform these tasks⁵. Although domestic service need not

Street Children - Classification



be hazardous, but children in domestic servitude may well be the most vulnerable and exploited children, as they are most difficult to protect, due to the hidden nature of the work. These children remain away from basic elementary education.

- 2. Non-domestic and non-monetary work:** This is a major form of child activity in subsistence economies, and encompasses farming, hunting, gathering and household/cottage industrial activities. In an agrarian economy like India, children spend a great deal of time in such activities like looking after the cattle, grazing goats, collecting fodder and scaring away birds. They are gradually involved with full-time agricultural work. Naturally such children are deprived of schooling, play and social activity, which impedes their mental development and creativity. Children under this category, whether in agriculture, plantation or in cottage industry are engaged either independently or as part of family labour.
- 3. Bonded child labour:** Tied or bonded labour is a manifestation of a "feudal or semi-feudal" structure of the society and the economy. Children are bonded both in the agriculture and in the unorganized sector. The principal feature is the pledging of children against a loan (small or large) or an agreement between the child's parents and the employer, whereby, the child would work throughout his or her life or part of life in exchange for money or food. There lifelong servitude never succeeds even in reducing the debt. Children are "lured away or pledged" by their parents for paltry sums of money. Most of them are kept in captivity, tortured and made to work 12 to 16 hours a day".⁶ The reasons for bondage could be immediate need for money (for purposes like medical treatment, repayment of earlier loan, marriage of daughters, etc.) or agreement to replace the bonded worker with a healthier sibling child worker.
- 4. Wage labour:** Wage labour is one of the major types of work activity for children. Wage labour includes work in domestic service, cottage industries, manufacturing processes, industries, and other service activities. They work either as a part of the family labour force or as wage workers. They are often preferred to adults, because of low wages, docile nature and pliability. Wages are paid on a piece rate basis, applying tremendous

pressure to work faster. Hours of work tend to be long.⁷

- 5. Commercial and sexual exploitation of children:** Commercial and sexual exploitation, especially for girls is common worldwide. Girls are lured or forced into this form of hazardous labour, which can verge on slavery. The physical and psychological damage inflicted by commercial sexual exploitation makes it one of the most hazardous forms of child labour. These children are not only subjected to risks of HIV/AIDS, sexually transmitted diseases, unwanted pregnancies and drug addiction but are also plunged into a distorted reality where "violence and distrust, shame and rejection are the norms".⁸
- 6. The child combatant:** This is another form of labour exploitation, very much discussed currently at the national and international level. This could be the most difficult challenge in the new millennium. There is a need to address the pull and push factors, which facilitate the recruitment of children as combatants. These factors range from education to gainful employment. There is a certain amount of self-prestige of being a hero. Even though we rehabilitate child combatants who have surrendered to government forces, when they return to their community they rejoin as combatants, if they fail to secure the promised employment. We have to identify the most appropriate strategies to sustain their withdrawal and to prevent others from joining as combatants. We have to focus on the training of war trauma counsellors to address the psychological impact created in the minds of war combatants. Shelters and other supporting facilities should be in place to accommodate the victims.

The classification of children in difficult circumstances has been presented in (Diagram No.1) identifying the children separately under Living Status, Work Situations and Work Activities.

2.4. Implications of Children Living on the Streets

Street children are susceptible to drug/alcoholic addiction and to inhalants, such as cobbler's glue, correction fluid, gold/silver spray paint, nail polish, rubber cement, permanent/dry erase markers and gasoline, which offers them an escape from reality, and takes away hunger. In exchange, they invite a host of physical and psychological problems, including hallucinations, pulmonary edema, kidney failure,

and irreversible brain damage. Glue sniffing is a pragmatic response to an unlivable situation. Street children sniff glue because it “takes away” the children’s hunger, cold, and despair. It also gives them the “courage” to steal and engage in survival sex. But glue also causes irreparable damage and even death, and keeps kids stuck in the streets. Once addicted, their personalities change. They become more aggressive. Glue destroys any future dreams these kids might have once envisaged for themselves. They become enslaved to the vapours.⁹ In order to secure the regular dose of drugs/alcohol and inhalants they resort to pickpocketing, petty thefts and even commit more serious crimes. Many of these kids eventually turn into hardened criminals controlled by organized crime rings for drug trafficking, prostitution and other unlawful activities, thus placing a heavy burden on the law and order machinery.

The street children are routinely detained illegally, beaten and tortured by the employers, police and the society to extract maximum labour from them.¹⁰ Several factors contribute to this phenomenon like the inadequacy and non-implementation of legal safeguards, and the level of impunity that law enforcement officials enjoy. These street children are generally viewed as vagrants and criminals. While it is true that street children are sometimes involved in petty theft, drug trafficking, prostitution and other criminal activities, yet very few attempts are made to examine the root cause for such activities and provide the soothing and caring comfort to rehabilitate them. Street children are also easy targets for police atrocities¹¹. The responses from the authorities are to remove children forcibly from the streets, often to incarcerate them, and sometimes to resort to violent measures. Gross abuse is often quietly sanctioned against them. There are reports of street children being beaten, tortured and even murdered by police.¹² They are young, small, poor, and ignorant of their rights and often have no family members who will come to their defence. It does not require much time or effort to detain and beat a child to extract a confession, and the children are unlikely to register formal complaints.

2.5. Implication of Inappropriate Work for Children

Work has always been an important avenue of learning and socialization. Children have a powerful desire for competence, and

this is expressed and satisfied through work as well as play. The work may be beneficial, providing or enhancing a child's physical, mental, spiritual, moral or social development. The productive use of children in the family work could provide the process of learning, the skills for a particular trade or craft. This could help the child to turn into a reasonably proficient craftsman or a skilled worker. Thus the childhood work, paid or unpaid, might become an investment for at least a modest future. Nearly all the child workers in this category live with their families. This category of child worker, without interfering with schooling (formal or non-formal), recreation and rest cannot be viewed as exploitative.

But at the same time the work by children, purely for profit motive cannot be justified at the cost of the child's health, education and mental, physical and psychological development. The work takes a heavy toll physically, emotionally and intellectually. They are subjected to all kinds of occupational hazards and diseases, as they are frequently more vulnerable because of their growing bodies, their lower threshold for toxics and their lesser ability to respond effectively to hazards. Children are especially vulnerable to accidents because they have neither the awareness of the dangers nor knowledge of the precautions to be taken at work. It is often found that children and young workers tend to have more serious accidents than adults. The presence of children in these occupations will affect their life and limbs, their health, their psyche and their total development.

Children working long hours suffer from excessive fatigue and are susceptible to infectious diseases. Stunted growth is common among the working children. The work performed is frequently too demanding in relation to their size and strength, causing irreversible damage to their physical and physiological development, resulting in permanent disabilities, with serious consequences for their adult lives. In some occupations, children are exposed for long hours every day to toxic fumes or industrial waste. Children are particularly sensitive to exposure to solvents, lead, mercury and benzene. These toxic substances are handled by children in leather, construction activity, glass works, repair of automobiles, and mining activities.

The effects of repetitive action, postures of sitting, like in the case of carpet weaving can result in muscular-skeletal damage permanently. Carrying heavy loads or being forced to adopt unnatural

positions at work can permanently distort or disable growing bodies. Some work situations expose children to unprotected machinery, the risk of explosions and industrial accidents like in case of fireworks, glasswork, etc. The work may damage their eyesight.

A less visible form of exploitation against children is commercial sexual exploitation. It is one of the most brutal forms of violence against children. The child victims suffer extreme physical, psychosocial and emotional abuse, which have life-long threatening consequences. They risk early pregnancy, maternal mortality, sexually transmitted diseases and HIV/AIDS. Sexual exploitation of children has significant emotional ramifications as the victims are unable to return to a normal way of life and are psychologically scared by the experience. In Mumbai, India many young prostitutes were found to have sexually transmitted diseases with a significant proportion of cases having AIDS.¹³ The girls are often victims of beatings, verbal abuse and sexual molestation and rape in the brothels.¹⁴

The inappropriate work and living conditions in the streets of cities harms them indirectly by depriving them of positive experiences of future life. They remain bereft of education, play and rest, the basic requirements for mental, physical and psychological development. The opportunities lost for learning and growth, reduce their chances of prosperity in life and contributes to the perpetuation of increasing poverty and social underdevelopment from generation to generation.

2.6. Issues of the Street Children

The issues and needs of the children living and working on the streets of cities have attracted widespread international and national attention. There is no doubt that the most effective response to this is prevention through general support to families in poverty, creating broad-based awareness among the parents and society, addressing the factors underlying family disintegration that propel children into a life on the streets. In addition, other preventive measures required are employment for adults, support in times of crisis, strong childcare programmes, relevant schooling and efforts to address the roots of domestic violence to keep families intact so that they fulfil responsibilities towards their children.

At the same time children already on the streets cannot be ignored, and their rights must be vigorously defended. They need

psychological support, relationships and a role in society along with other basic issues related to their survival, security and protection from a full range of civil rights, such as food, money, shelter, clothes, healthcare, education, etc. They have the right, like all other children, to live in dignity, to health and education, to protection from abuse, exploitation, violence and to voice their own feelings and sufferings (Articles 2 and 3 of the U.N. Convention on the Rights of the Child).

While evolving strategies for the rehabilitation of the street children one must understand their case histories and the assessment of their situation. Reasons for being on the street vary with each child. The sense of freedom may be intensely important to many of these children. Depriving them of this freedom may exacerbate matters, especially when a child has strong ties to a group of peers. This involves establishing a relationship of trust with them providing them with a safe and supportive atmosphere. Institutionalization is definitely not the solution. Strategy has to be integrated with other services on the street.

2.7. Issues of Working Children

The presence of child labour is one of the major concerns facing the international community. There are determined efforts to respond to the issues and at the same time arrive at progressive solutions. The Convention on the Rights of the Child contains a number of provisions pertaining to children's work, which together provide a framework for policy and action. The Convention requires that children be protected from all exploitative and hazardous work, and from work that interferes with their education and full development. To ensure this, the State is required to set minimum ages for employment and regulate working conditions (Article 32). The Convention also recognizes the right of children to the means for survival (Article 6). The uncomfortable reality in India is that children's work is often the only apparent avenue to their survival. In the context of widespread poverty and absence of a welfare system that guarantees a livelihood for children and their families, work remains the most viable option for many children. The responses from the state and the society must cover their protection as well as tackle the problems that make their work a necessity. The Convention calls to authorities to support parents in their effort to

ensure their children's optimal development and adequate standard of living (Articles 18, 27). The Convention also guarantees access to free, relevant, high quality education, which is a critical element in resolving the issue of child labour. While governments and civil societies progress towards eradicating inappropriate child labour and presence of street children, they must address their concerns and ensure their access to education, a high quality of healthcare, rest and leisure, and acceptable working conditions (Articles 12, 24, 28, 31, 32 of the Rights of the Child).

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3

MAGNITUDE AND ESTIMATES OF OUT-OF-SCHOOL AND STREET AND WORKING CHILDREN IN INDIA

3.1. Introduction

Child labour and the presence of children on the streets must be seen as less a phenomena of poverty and more of social attitudes, exploitation, compulsions and sensibilities. This is evident from the experiences of developed countries as well as from some developing countries, which tackled this problem much before the economic advancement.¹ Child labour and the presence of children on the streets, virtually becomes not only co-terminus with educational deprivation, but also co-terminus with the death of a succeeding generation. The child labour is really the problem of lack of child education and adult unemployment. The National Sample Survey (50th Round, 1993-94) has indicated that child labour has decreased between 1987-1994 due to higher school enrolment.² These two are perhaps, the most crucial links in a vicious circle.

The proposal of recognizing elementary education as a 'fundamental right' is now being recognized through the proposed 83rd constitutional amendment. It is hoped that the amendment will be adopted in the near future. But at present the schooling system is nowhere near to provide education of decent quality to every child³. Contrary to the claims by the Education Department the primary schools in India are either non-available or inaccessible for a significant proportion of the rural population for a variety of reasons⁴. Moreover, along with ineffective teaching the schools remain closed for most of the time due to poor supervision and management.⁵ Perhaps because of these reasons elementary education has not been made compulsory in India, whereas several developing countries have gone ahead and made primary education compulsory.⁶ Thus complete withdrawal of child labour from the work is difficult to attain in the short run.

The country has made significant progress in terms of provision of access to basic education. Recent surveys show that more than 95 per cent population has access to primary education within a

distance of one km.⁷ Overall enrolment figures have also shown a massive increase. Enrolment in the primary level of education has increased six times between 1951-1997. The increase in case of girls had been nine times at the primary level. The annual compound growth rate of enrolments in primary classes has been 3.76 per cent.⁸ (Table No. III.1)

Table No. III.1
Primary School Enrolments and Gross Enrolment Ratio (India)

Year	Enrolments in Millions (Class I-V)			Gross Enrolment Ratios		
	Boys	Girls	Total	Boys	Girls	Total
1951	13.79	5.51	19.30			
1961	25.98	13.12	39.10			
1971	36.78	22.03	58.82			
1981	46.71	29.39	76.11			
1991	58.64	42.30	100.94	98.12	75.89	87.28
1992				95.00	73.46	84.60
1997	61.83	47.59	109.41	98.50	81.50	90.30

Source: Growth of School Enrolment, 1950-1993 MHRD, Government of India.
Education For All, India, Year 2000 Assessment, MHRD, NIEPA.
Selected Education Statistics - 1997-98, MHRD, Government of India.

Gross enrolment ratios have remained relatively static during the decade 1990-2000.⁹ Gross enrolment ratios of more than 100 per cent for some states, depict inadequacy of data availability of children in younger/older age groups were considered in the age group 6-11 years for this purpose. On the other hand, Net Enrolment Ratios (NER) depicts the actual position of enrolment at the primary level. NER for the country was 71.10 per cent. Seventeen States/UTs have a lower NER than the national average, while fifteen States/UTs have a higher NER than the country average. The enrolment ratios indicate the major challenge that the country faces ahead, in bringing all children to school. States like Jammu & Kashmir, Nagaland, Uttar Pradesh and West Bengal need immediate attention (Refer Table No. III.2)

Table No. III.2
Total Enrolments, Gross Enrolment/Net Enrolment Ratios
at Primary Level 6-11 years - 1997-98 (India)

States / Uts	Enrolment (provisional)	Gross Enrolment Ratio	Net Enrolment Ratio
Andhra Pradesh	8,370,079	89.60	68.60
Arunachal Pradesh	149,719	97.20	69.30
Assam	3,816,603	109.10	98.40
Bihar	10,266,989	76.00	75.90
Goa	125,717	86.10	61.20
Gujarat	6,003,862	117.60	86.40
Haryana	2,096,106	83.90	73.40
Himachal Pradesh	694,412	90.10	68.10
Jammu & Kashmir	893,005	67.20	55.20
Karnataka	6,912,100	113.2	88.60
Kerala	2,749,535	90.10	71.50
Madhya Pradesh	10,161,269	102.40	88.10
Maharashtra	11,879,899	112.90	84.40
Manipur	251,651	85.90	67.80
Meghalaya	302,518	93.40	50.30
Mizoram	134,091	113.60	72.60
Nagaland	203,689	94.30	58.50
Orissa	3,945,000	90.50	69.70
Punjab	2,121,310	81.60	70.60
Rajasthan	6,860,625	97.00	71.60
Sikkim	84,986	113.30	61.40
Tamil Nadu	6,814,039	108.60	84.60
Tripura	440,886	88.40	79.50
Uttar Pradesh	13,707,742	62.30	46.80
West Bengal	8,907,736	92.20	55.60

Contd...

Contd...

States / Uts	Enrolment (provisional)	Gross Enrolment Ratio	Net Enrolment Ratio
A & N Islands	39,967	86.90	63.80
Chandigarh	65,978	79.50	60.10
D & N Haveli	25,003	96.20	70.20
Daman & Diu	14,868	99.10	74.20
Delhi	1,261,359	89.10	67.70
Lakshadweep	8,362	104.50	72.80
Pondicherry	103,798	93.50	73.60
INDIA	109,412,903	90.30	71.10

1. Source: Education For All, Year 2000 Assessment, Ministry of Human Resource Development, Government of India and National Institute of Educational Planning and Administration, New Delhi.
2. Selected Educational Statistics 1997-98, MHRD; Sixth All India Educational Survey, NCERT, State Directorate of Education. 1997-98.
3. Gross Enrolment Ratio: Total Reported Enrolments / Official School Age Population in the Age Group 6-11 Years.
4. Net Enrolment Ratio: Official Enrolment at Primary Level / Official School Age Population in the Age Group 6-11 Years.

Even children enrolled in schools need not necessarily be attending schools, as 'dropout rate / push out' rate are extremely high (Enrolment means registration irrespective of dropouts).¹⁰ The number of children who participate in schooling regularly and complete the first cycle of education still needs to be improved substantially. The Institute of Socio-Economic Change has reported 35 per cent dropout rates in the first two years of schooling. At the end of 4 years of schooling, the dropout rate was 68.3 per cent for boys and 78.5 per cent for girls.¹¹ Thus actual enrolment after 4 years was only 33 per cent.¹² Several estimates of dropout rates have been reported (Table No. III.3).

Table No. III.3
Dropout Rate Estimates - India

Source	Class I-V			I-VIII			I-X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Ministry of Human Resource Development (1990-91)	40.10	45.97	42.60	59.12	65.13	60.91	67.50	76.96	71.34
Institute of Socio-Economic Change, Bangalore (1992)	68.3	78.5	-	-	-	-	-	-	-
J.P. Naik (1975)	Z-	-	60.0	-	-	75.0	-	-	-

Source : Ministry of Education 1991-92, Challenge of Education
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J.P. Naik, (1975) : Elementary Education in India: A Promise to Keep

Similarly dropout rates vary according to the nature of schools, efforts of teachers and quality of education.¹³ While almost all children enrolled in the initial classes of the primary school complete at least 4-5 years of schooling in the states of Kerala, Goa and Mizoram, the figures of school dropouts in certain other states continue to be very high.¹⁴ The higher dropout rates indicate government failure, to provide appropriate education. This adversely affects the drive for universal primary education. The magnitude of children out-of-schools either through 'push out' or voluntarily, indicates the potential child labour presence on a large scale, which is alarming and needs immediate attention from government, civil societies and the public at large.

3.2. Magnitude of Out-of-School Children in India

The magnitude of out-of-school children in 1991 and the estimated out-of-school children in 2000 (as on 31 July) has been worked out for India. The magnitude of out-of-school children for 1991 is based on Census reports, whereas estimated out-of-school children for 2000 have been worked out taking into account projected child population (aged 5-14 years as on 31 July 2000)¹⁵ and proportion of out-of-school children (aged 6-14 years) estimated by the National Sample Survey.¹⁶ It was assumed that the same proportion of out-of-school children would continue in 2000. The estimates arrived at are presented in (Table No. III.4).

India recorded 209.98-million child population (aged 5-14 years) in 1991. Out of these children 105.72 million children (50.35 per cent) were out-of-schools in 1991. This indicates that half of the child population was not enrolled in the schools in India. The states of Bihar (65 per cent), Uttar Pradesh (63 per cent), Meghalaya (63 per cent) and Rajasthan (60 per cent) recorded a very high proportion of out-of-school children in 1991. The states of Andhra Pradesh, Arunachal Pradesh, Assam, Madhya Pradesh, Orissa and West Bengal registered between 50 to 60 per cent children out-of-schools in 1991. On the other hand, the states of Kerala (14 per cent), Goa (19 per cent), Himachal Pradesh (27 per cent), Delhi (29 per cent), Tamil Nadu (30 per cent), Maharashtra (35 per cent), and Punjab (37 per cent) recorded a lower proportion of out-of-school children in 1991.

Table No. III.4
India : Magnitude and Estimate of Out-of-School Children
(1991 and 31 July 2000)

State	Child Population (5-14 Years)		Children Not Attending Schools (5-14 years)*		% Children Out-of-Schools to Child Population (5-14)	
	1991	2000	1991	2000	1991	2000
Andhra Pradesh	16,655,656	18,107,000	8,463,562	5,069,960	50.81	28.00
Arunachal Pradesh	219,480	288,000	129,139	72,000	58.84	25.00
Assam	6,002,474	7,018,000	3,197,602	1,754,500	53.27	25.00
Bihar	23,585,809	27,062,000	15,353,883	14,629,060	65.10	53.00
Goa	238,729	385,000	45,402	15,400	19.02	4.00
Gujarat	7,324,150	10,976,000	3,335,987	2,414,720	45.55	22.00
Haryana	4,308,223	5,075,000	1,730,453	812,000	40.17	16.00
Himachal Pradesh	1,241,683	1,618,000	342,796	113,260	27.61	7.00
J & K	9,987,000	2,397,000	24.00			
Karnataka	11,083,831	12,038,000	4,818,591	3,250,260	43.47	27.00
Kerala	5,983,926	6,029,000	866,293	180,870	14.48	3.00
Madhya Pradesh	16,740,647	20,101,000	9,083,272	7,035,350	54.26	35.00
Maharashtra	18,650,065	21,201,000	6,603,007	2,968,140	35.40	14.00
Manipur	443,212	608,000	213,717	152,000	48.22	25.00
Meghalaya	468,560	558,000	288,755	129,360	61.63	22.00
Mizoram	174,624	230,000	64,000	55,200	36.65	24.00
Nagaland	311,307	407,000	151,916	97,680	48.80	24.00
Orissa	7,704,761	8,596,000	3,844,210	3,094,560	49.89	36.00
Punjab	4,702,876	5,271,000	1,772,968	790,650	37.70	15.00
Rajasthan	11,992,321	14,271,000	7,260,245	5,565,690	60.54	39.00

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State	Child Population (5-14 Years)		Children Not Attending Schools (5-14 years)*		% Children Out-of-Schools to Child Population (5-14)	
	1991	2000	1991	2000	1991	2000
Sikkim	107,975	135,000	43,926	18,900	40.68	14.00
Tamil Nadu	11,979,383	12,237,000	3,614,558	1,713,180	30.17	14.00
Tripura	719,352	914,000	333,547	164,520	46.37	18.00
Uttar Pradesh	37,021,048	43,166,000	23,352,640	15,971,420	63.08	37.00
West Bengal	17,105,523	19,135,000	9,206,443	5,740,500	53.82	30.00
A & N Islands	69,610	93,000	18,609	5,580	26.73	6.00
Chandigarh	133,605	214,000	31,156	21,400	23.32	10.00
D & N Haveli	33,414	46,000	20,147	16,100	60.30	35.00
Daman & Diu	24,164	35,000	8,126	4,900	33.63	14.00
Delhi	2,145,281	2,921,000	632,221	292,100	29.47	10.00
Lakshadweep	12,687	17,000	2,337	340	18.42	2.00
Pondicherry	173,610	269,000	34,986	13,450	20.15	5.00
India	209,986,630	242,112,000	105,726,837	72,633,600	50.35	30.00

Notes:

1. Child Population 1991 based on Census of India, C-Series
2. Population 2000 (31 July) based on Population Projections, prepared by the Expert Committee, Census of India. The proportion of child population (5-14 years) for 2000, (31 July) was assumed to be the same as in 1991 Census data.
3. Children Not Attending School in 1991 is based on 1991 Census Data, C-Series
4. Children Not Attending School in 1991 is based on 1991 Census Data, C-Series data (1995-96, 52nd Round) depicting percentage of children not attending school will remain the same in 2000 for 6-14 years of age.

The estimated child population in 2000 was 242.11 million. The estimated out-of-school children in 2000 is 72.63 million constituting 30 per cent of the child population in the age group (5-14 years).¹⁷ Undoubtedly there has been a significant decrease in the proportion of out-of-school children from 50 per cent to 30 per cent, during the 1991-2000 period, yet a significant percentage of children are estimated to be out-of-schools. The states of Bihar, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh continue to have a high proportion of out-of-school children. These states together constitute nearly 51 per cent of the total child population and therefore the situation of out-of-school children remains grim even in 2000. This indicates that several central and state government programmes for universalization of elementary education have not been met with the desired success. However, significant efforts have been made to enrol children in schools, especially in the case of Andhra Pradesh, Arunachal Pradesh, Assam, Goa, Gujarat, Haryana, Himachal Pradesh, Karnataka, Maharashtra and Meghalaya. The proportion of out-of-school children has decreased significantly in these states during the 1991 to 1995-96 period.

The estimates of out-of-school children were also worked out for the selected cities and their urban agglomeration covered for the field survey. This was done to estimate the potential street and working children in these cities. The estimated population of the selected cities and their agglomeration in 2000 (as on July 31) was arrived at with the help of projections.¹⁸ The 13 cities and their agglomerations are estimated to having 17.11-million child population in 2000, which constitutes nearly 7 per cent of the total child population for the country. These cities and their agglomerations were estimated to having 2.12 million out-of-school children, constituting about 3 per cent of the total estimated out-of-school children for the country. Contrary to expectations, these urban agglomerations have a higher proportion of out-of-school children, considering their status as the metropolitan centres of the country with concentration of social and economic infrastructure. Owing to large-scale human migration from rural areas to these urban agglomerations, the cities continue to have a higher proportion of out-of-school children. The urban agglomerations of Kolkata, Mumbai, Delhi, Ahmedabad, Hyderabad and Bangalore were estimated to having 12.92 per cent of out-of-school children. However, metropolitan

urban centres of Kolkata estimated 17 per cent out-of-school children followed by 15 per cent for Ahmedabad and Hyderabad each, 13 per cent for Bangalore, 10 per cent for Delhi and Chennai each and 8 per cent for Mumbai. A high proportion of out-of-school children was estimated in the cities of Uttar Pradesh, where the children are engaged in work activities. The magnitude of out-of-school children in the selected cities of the country suggests a significant presence of street and working children in these cities. (Table No. III.5)

Table No. III.5
Urban Agglomerations-Estimated Out-of-School Children
(31 July) 2000

Name of City	Population 2000 (31 July)	Child Population 2000 (5-14 Years)	Children Not Attending Schools	% Children Not Attending
Ahmedabad	4,228,812	1,057,203	158,580	15
Bangalore	5,236,250	1,309,062	170,178	13
Bhubaneswar	581,936	145,484	21,822	15
Hyderabad	5,536,850	1,328,844	199,326	15
Mumbai	15,917,103	3,979,275	318,342	8
Chennai	6,397,970	1,599,492	159,949	10
Sivakasi	120,373	30,093	6,620	22
Varanasi	1,433,655	358,413	86,019	24
Kanpur	2,948,460	737,115	162,165	22
Firozabad	774,837	93,709	14,993	16
Mirzapur	567,722	141,930	49,675	35
Kolkata	13,238,740	3,309,685	562,646	17
Delhi	12,095,539	3,023,884	302,388	10

Note:

1. Total estimated population for 2000 for the cities was worked out by the following method.
 - a. Taking total projected urban population for the States and Union Territories based on Population Projections for 31 July 2000. The projections were prepared by the experts committee on population projection (Census of India)

- b. The proportion of population in the cities was assumed to be the same as per 1991 Census data.
 - c. Assuming the same proportion of population will continue in these urban agglomerations/cities, estimated population for 31 July 2000 was worked out for the selected cities.
2. Child population (5-14 years) in these cities was assumed to be 24 per cent as was the case in the urban areas as per 1991 Census data.
 3. Children not attending school were worked out, taking into the NSS data (1995-96) for urban areas into consideration, for the states where these cities are located.

3.3. The Magnitude and Estimate of Working Children in India

The statistics on the magnitude of working children is vastly inadequate in India. The information on children working in informal sectors, or attending school, who might also be working is difficult to procure. The collection of reliable data regarding child labour is limited also by the fact that, officially the work undertaken by children in domestic and informal sectors are excluded from the worker's category, as it is difficult to assess the productive value of such labour. Thus official child labour figures are always at such variance with statistics quoted by non-governmental agencies.

The 1983 Operations Research Group of Baroda estimated the number of child workers at 44.5 million. The Planning Commission put the figure at around 20 million by the end of the year 2000. According to the National Sample Survey of 1987-88, the number of child workers was approximately 17.0 million (8.2 million males and 6.9 million females in rural areas; 1.2 million males and 0.8 million females in urban areas). Unofficial studies have put the number of child workers in India at around 100 million. Perhaps they have included all children out-of-schools as child workers.

The magnitude of child labour estimated by government agencies like the Census of India and the National Sample Survey Organization (NSS) are presented for analysis purposes. The Census of India reported 5.37 per cent child labour numbering 11.28 million child workers (aged 5-14 years) in 1991. The estimates of NSS report (round 50th, 1993-94) also confirmed that 5.78 per cent of children

(aged 5-14 years) were both principal and subsidiary status workers and 4.71 per cent were principal status workers.¹⁹

The state-wise proportion of child labour to total child population for 1991 is presented in Table No. III.4. The state of Andhra Pradesh (9.98 per cent) had the highest incidence of child labour followed by Mizoram (9.40 per cent), Karnataka (8.81 per cent), Madhya Pradesh (8.08 per cent), Meghalaya (7.39 per cent) and Rajasthan (6.46 per cent). On the other hand, the states of Kerala (0.58 per cent), Delhi (1.27 per cent), Haryana (2.55 per cent), and Punjab (3.04 per cent) recorded the lowest proportion of child labour. (Table No. III.6)

However the NSS survey reported high incidence of child labour (Principal Status) for Andhra Pradesh, Rajasthan and Tamil Nadu. Insignificant changes in the proportion of child labour were observed by the survey for the other states compared to 1991 Census results. Proportion of child labour both (principal and subsidiary status) was recorded high for Himachal Pradesh, Tamil Nadu and Andhra Pradesh contrary to the general belief, as these states registered a lower proportion of out-of-school children by the NSS survey 1995-96. On scrutiny it was found that nearly 85-90 per cent of the child workers recorded by the NSS survey in Himachal Pradesh were 'subsidiary status workers'. Similarly a significant proportion of reported child workers were also of 'subsidiary status' in Andhra Pradesh and Tamil Nadu. This explains that children were doing part-time work in horticulture and agriculture activities for some time of the year, but at the same time they were attending schools. Himachal Pradesh has made remarkable progress towards universal elementary education. In fact the Education Department in the state has adjusted school timings and the vacation period taking into consideration the agricultural and other economic activity calendar.²⁰ Thus the concept of part-time child work and education has been strengthened, provided children have easy access to schools. This model could be replicated in other rural areas of the country and would go a long way to achieve higher enrolment rates in the schools. Lok Jumbish in Rajasthan, Project Mala in Varanasi and CINI ASHA in Kolkata city are successfully working towards this goal.

To examine whether any relationship existed between the proportion of out-of-school children and proportion of child labour, Co-efficient

Table No. III.6
India : Estimated Child Workers 1991 and (31 July) 2000

State	Child Workers 5-14		% Child Workers			Potential	%
	1991	2000	1991	1993 NSS (P+S)	1993 NSS (P)	Child Workers 2000*	
Andhra Pradesh	1,661,940	2,364,000	9.98	13.06	11.66	7,433,960	41.05
Arunachal Pradesh	12,395	4,000	5.65	1.43	1.21	76,000	26.38
Assam	327,598	194,398	5.46	2.77	1.98	1,948,898	27.76
Bihar	942,245	836,215	3.99	3.09	2.76	15,465,275	57.14
Gujarat	523,585	340,256	5.26	3.10	2.17	2,754,976	25.10
Haryana	109,691	128,397	2.55	2.53	1.50	940,397	18.52
Himachal Pradesh	56,438	210,825	4.55	13.03	3.00	324,085	20.02
Jammu & Kashmir		132,554		5.53	2.55	2,529,554	25.32
Karnataka	976,247	1,171,297	8.81	9.73	7.67	4,421,557	36.72
Kerala	34,800	42,203	0.58	0.70	0.52	223,073	3.70
Madhya Pradesh	1,352,563	1,177,918	8.08	5.86	4.46	8,213,268	40.85
Maharashtra	1,068,418	911,643	5.73	4.30	3.50	3,879,783	18.30
Manipur	16,493	2,675	3.72	0.44	0.25	154,675	25.43
Meghalaya	34,633	14,170	7.39	2.41	1.59	143,530	25.73
Nagaland	16,476	5,820	5.29	1.43	1.12	103,500	25.42
Orissa	452,394	559,599	5.87	6.51	4.89	3,654,159	42.50
Punjab	142,868	118,070	3.04	2.24	1.80	908,720	17.23
Rajasthan	774,199	1,564,101	6.46	10.96	8.56	7,129,791	49.95

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Sikkim	5,598	850	5.18	0.63	0.55	19,750	14.62
Tamil Nadu	578,889	949,591	4.83	7.76	6.92	2,662,771	21.75
Tripura	16,478	14,806	2.29	1.62	1.62	179,326	19.61
Uttar Pradesh	1,410,086	1,920,887	3.81	4.45	3.15	17,892,307	41.45
West Bengal	711,691	885,950	4.16	4.63	3.31	6,626,450	34.62
Andaman Islands	1,265	5,663	1.82	6.09	1.20	11,242	12.08
Chandigarh	1,870	000	1.40	0.00	0.00	21,400	10.00
Dadra & Nagar	4,416	699	13.2	1.52	1.52	16,799	36.51
Delhi	27,351	24,244	1.27	0.83	0.83	316,344	10.82
Daman & Diu	941	147	3.89	0.42	0.42	5,047	29.68
Goa	4,656	6,737	1.95	1.75	0.00	22,137	5.74
Lakshadweep	34	000	0.27	00	0.00	340	20.00
Mizoram	16,411	3,266	9.40	1.42	0.71	58,466	25.42
Pondicherry	2,680	3,577	1.54	1.33	1.33	17,027	6.32
INDIA	11285349	13994073	5.37	5.78	4.51	86644700	35.78

Note: P: Principal Worker, S: Subsidiary Worker

1. Child Workers 1991 based on C-Series Census data (both Main and Marginal Workers)
2. Child Workers for 2000 was worked out taking the following inputs.
 - a. State-wise projected child remain same for 2000 as on 31 July.
3. NSS data Round 50th (1992-93) depicting percentage of workers Principal Status (PS) and Subsidiary Status (S) among the children aged 5-9 and 10-14 groups. The percentage of workers was also assumed to continue for 2000. However this may be an overestimation for 2000.
4. Potential child workers are estimated taking child workers (PS+S) and children out-of-school together into account.

of correlation was worked out for 32 States and Union Territories of the country for 1991 and 2000. There is a significant positive correlation between the two variables both for 1991 and 2000. In case of the year 2000, the relationship was worked out between the percentage out-of-school children and percentage of child labour (principal status only). Co-efficient of correlation in 1991 was + 0.60492 and it was + 0.420901 in 2000. The correlations were significant at 5 per cent level of significance. However, insignificant correlation was found between percentage of out-of-school children and percentage of child workers (when both principal and subsidiary status of child workers was added together) for 2000. This could be explained due to the presence of a large number of 'subsidiary workers', who were attending schools simultaneously. This shows that a higher proportion of out-of-school children also had a higher proportion of main child labour workers. Thus enrolment of children in schools will go a long way in curtailing the main child labour population. While help sought from children in the agricultural activity for some period of time may not affect school enrolments. But school time and hours should be adjusted keeping in view the agricultural calendar of the area, so that children may help parents in the agricultural activities or other activities that are not harmful to the child's mental and physical development.

The magnitude of estimated child workers and out-of-school children together in India was 86.64 million children for 2000. The magnitude of these children was high for Uttar Pradesh (17.89 million) followed by Bihar (15.4 million), Madhya Pradesh (8.21 million), Andhra Pradesh (7.4 million) and Rajasthan (7.12 million). The least potential child labour was for Kerala (0.22 million), Himachal Pradesh (0.32 million), Punjab (0.90 million) and Haryana (0.94 million). Thus education programmes are required for these potential working children. This task may not be achievable without the support from NGOs and other social organizations. (Refer Table No. III.6)

The selected cities and their agglomerations together estimated 542,567 child workers in 2000.²¹ The estimated child workers were high for Kolkata (124,113) followed by Hyderabad (90,494), Mumbai (84,758), and Chennai (82,373). The magnitude of child workers in these cities and their agglomerations depict the size of street children ('of the street category'), as mostly these categories of children are workers in these cities. However this belies the claims of most of the NGOs that the magnitude of 'of the street category'

children is over 2 million in the country. The potential child labour (which includes child labour and out-of-school children together) is 2.75 million in these selected cities. The magnitude of street children covering both categories 'on the street' and 'of the street' are nearly 3 million in the major cities of the country, which requires immediate attention especially for education, health care, health education, shelter and regular counselling. The task is difficult and support from government and international agencies is required. NGOs, social organizations and civil society have to come forward and contribute significantly in this direction. (Table No. III.7)

Table No. III.7
Urban Agglomerations-Estimated and Potential Child Workers for (31 July) 2000

Name of City	Estimated Child workers	% Child workers to Child Population *	Potential Child Workers	% Potential Child Workers
Ahmedabad	20,826	1.96	179,406	16.96
Bangalore	56,944	4.35	227,122	17.34
Bhubaneswar	4,073	2.80	25,895	17.79
Hyderabad	90,494	6.81	289,820	21.80
Mumbai	84,758	2.13	403,100	10.12
Chennai	82,373	5.15	242,322	15.14
Sivakasi	1,549	5.15	8,169	27.14
Varanasi	11,469	3.20	97,488	27.19
Kanpur	23,587	3.20	185,752	25.19
Firozabad	2,998	3.20	17,991	19.19
Mirzapur	12,773	9.00	62,448	43.99
Kolkata	124,113	3.75	689,759	20.84
Delhi	26,610	0.88	328,998	10.87

- Note: 1.** The input data for estimated Child Workers for the Cities
- Estimated Child Population for 2000 in these cities
 - * The percentage of child workers (aged 5-14 years) is based on NSS data for the urban areas in the states, where the city is located. It was assumed that the same percentage of child workers (PS+S) in the urban areas for the states would be in the cities selected.
 - Potential Child Workers is Estimated Child Workers and Children Out-of-Schools.

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16. National Sample Survey: 1995-96, 52nd round, "Attending an Educational Institutions in India: Its Level, Nature and Cost". The Survey conducted, surveyed 43,076 households in rural areas and 29,807 households in the urban areas, covering all the States and

Union Territories in the country. Age specific attendance ratios were prepared for the age groups 6-10 and 11-13 years. Both the age groups were amalgamated to work out attendance ratios for the 6-13 years group combined.

17. The estimated out-of-school children in 2000 are based assuming the same proportion of out-of-school children will continue, as estimated by the NSS report, round 52nd. It is expected that the proportion of out-of-school children will decrease by 2000. Therefore the estimates presented may be somewhat overestimated.
18. The estimated child population for the selected cities as on 31 July 2000 was worked out taking into account:
 - Projected Urban Population of all the states in India, based on projections worked out by the Expert Committee.
 - Proportion of urban population in the selected cities and their urban agglomeration to total urban population of the state in 1991.
 - Proportion of the urban population for the cities and their agglomerations to total urban population of the state was assumed to be the same in 2000. Urban population of the selected cities and their agglomerations were estimated accordingly.
 - It was assumed that 24 per cent of the total estimated population in 2000 for the cities would constitute children aged 5-14 years as was the projected proportion in the case of urban areas in India.
19. The National Sample Survey, 50th round was conducted in July 1993-June 1994. A total of 564,740 persons were covered by the survey, covering proper representation of age/sex, rural /urban areas of all the states of the country. For sample design refer (NSS report No.409, round 50th, "Employment and Unemployment in India", Department of Statistics, Government of India, March 1997). The data is presented for males/females for rural and urban areas separately for the age groups of 5-9 and 10-14. Taking the actual sample size of children covered by the survey, the percentage of workers was worked out for all children in the age group 5-14 years.

A person was considered 'working or employed' if the person was engaged for a relatively longer time during the past year in any one or more work-related activities. If the person was in this category, then he was considered as 'principal status worker'.

A person is considered as 'seeking or available' for work or 'unemployed' if the person was not working but was either seeking or was available for work for a relatively longer time during the last year.

A person who was engaged in any non-economic activities for a relatively longer time of year, he/she was considered as 'out of labour force'. A person categorized as non-worker or unemployed or out of labour force, but pursued some economic activity is categorised as 'subsidiary status employed'.

20. Op.cit., no.31.

21. The estimated child workers for the selected cities were worked out, assuming NSS - 1993- 94 child work participation rates for the urban areas in the states where these cities were located.

4

GOVERNMENT, INTERNATIONAL AND VOLUNTARY SECTOR INITIATIVES

4.1. Government Initiatives for the Street Children

The Ministry of Social Justice and Empowerment has prepared an integrated programme for the street children. The increase in the number of street children, orphans, destitute, neglected and delinquent children is a matter of great concern to the Ministry of Social Justice and Empowerment. Recognizing the basic responsibility of the government towards these children, specific schemes are being put into effect, to provide immediate relief and succour to these children as well as to meet their long-term developmental needs.

The basic objective of the programme is to provide wholesome development of children without homes and family ties and prevent destitution. The essential components of the programme include provision of shelter, nutrition, health care, sanitation and hygiene, safe drinking water, education, recreational facilities and protection against abuse and exploitation to destitute and neglected street children. All the states' capitals and cities with a population of 1 million or more persons are covered under this programme. The scheme is already operational in 23 cities across the country. Under the programme grants-in-aid are provided to NGOs and other Voluntary Organizations and there are an estimated 32,451 beneficiaries under the ongoing projects of the programme in 1991-2000. Up to 90 per cent financial assistance is being provided to NGOs as well as to other local bodies for a wide range of programme initiatives that includes:¹

- Contact programme offering counselling, guidance and referral services to destitute and neglected children;
- Establishment of 24-hour drop-in-shelters for street children with facilities for night stay, safe drinking water, bathing, latrines, first aid and recreation;

- Non-formal education programmes imparting literacy, numeracy and life education;
- Programmes for reintegration of children with their families;
- Programmes for enrolment of these children in schools including full support for subsistence, education, nutrition, recreation, etc;
- Programmes providing facilities for training in meaningful vocations;
- Programmes for occupational placement;
- Programmes aimed at mobilizing preventive health service and providing access to treatment facilities;
- Programmes aimed at reducing the incidence of drug and substance abuse, HIV/AIDS and STDs and other chronic health disorders amongst street children;
- Programme aimed at providing recreational facilities;
- Programmes for capacity building of NGOs, local bodies and state governments to undertake related responsibilities;
- Programmes for advocacy and awareness-building on child rights.

Under these programmes, 69.504 million rupees were granted to 103 NGOs to support 32, 451 children in 37 cities throughout the country² (Refer Table No. IV. 1). The aim was to provide both non-institutional and institutional services to the streets children.

The Ministry plans to simultaneously strengthen institutional services for the identified children. In particular, an effort is being made to check the deteriorating condition of children's homes, which have in the recent past been attracting adverse notice of the Parliament, the Courts, the National Human Rights Commission and the Media.

Table No. IV.1
Children Covered under Integrated Programme for Street
Children in India (Ministry of Social Justice and Empowerment)
1999-2000

State	City	Number of NGOs Supported	Children Covered	Grant Releases (Indian Rupees)
(1)	(2)	(3)	(4)	(5)
Andhra Pradesh	Guntur	5	1600	3,711,900
	Hyderabad	5	1200	2,905,054
	Mehboobnagar	1	100	51,239
	Secunderabad	1	150	36,525
	Vijayawada	1	300	700,442
	Vishakapatnam	4	1200	2,058,630
Assam	Guwahati	1	300	421,144
	Karimganj	1	300	150,000
Gujarat	Ahmedabad	8	2250	5,621,641
	Baroda	4	1200	2,632,435
	Rajkot	1	350	233,257
	Surat	1	300	452,894
Jammu & Kashmir	Jammu	1	300	774,545
Karnataka	Bangalore	2	600	885,523
	Devengree	2	600	351,750
Kerala	Calicut	1	500	1,279,174
	Thiruvananthapuram	1	146	121,442
Madhya Pradesh	Bhopal	1	300	503,728
Maharashtra	Mumbai	4	1400	1,969,922
	Nagpur	1	300	123,240
	Pune	1	150	30,810
Manipur	Imphal	1	300	805,965
Mizoram	Aizawl	1	300	179,160
Orissa	Bhubaneswar	1	300	793,199
Punjab	Firozpur	1	300	149,970
	Ludhiana	1	300	705,420
Tripura	Agartala	1	100	50,000

Contd...

Contd...

State	City	Number of NGOs Supported	Children Covered	Grant Releases (Indian Rupees)
(1)	(2)	(3)	(4)	(5)
Rajasthan	Jaipur	2	800	2,277,974
Tamil Nadu	Chennai	6	2100	5,018,446
	Coimbatore	1	300	1,656,020
	Madurai	1	300	446,325
Uttar Pradesh	Allahabad	1	300	150,000
	Lucknow	6	2400	5,474,081
	Varanasi	2	600	1,634,040
West Bengal	Kolkata	21	7875	18,464,266
Chandigarh UT	Chandigarh	1	300	854,874
Delhi	Delhi	7	1950	5,025,318
	TOTAL	103	32451	69,504,910

Source: Ministry of Social Justice and Empowerment, Government of India

The Juvenile Justice Act, 1986 has been in operation to safeguard the interests of children. The Act, besides laying down a uniform and separate system of justice for children also makes it incumbent upon the State to take care of neglected children, children without families and homes, children found begging, children whose parents/guardians are unable to take care of them and children living in brothels or being abused or exploited in any manner. The Act has been reviewed recently; in order to effectively monitor the implementation of the Act and to impart quality from state interventions in this hitherto neglected area. In addition to the above programmes, the Ministry has already launched two other programmes for children — Child Help Line Services and Government-NGO-Corporate Sector participation in children's homes.³

Child Help Line is a 24-hour free phone service, which can be accessed by dialling 1098 on the telephone. Child Line provides emergency assistance to children in distress and subsequently based upon the child's need, the child is referred to an appropriate organization for long-term follow-up and care. The service focuses upon the needs of children living alone on the streets, child labourers working in the unorganized sector, domestic workers and sexually

abused children. This service is currently available at Mumbai, Delhi, Kolkata, Hyderabad, Nagpur, Varanasi, Chennai, Patna and Bangalore. The Child Line is operated in each city by a network of NGOs and it is planned to extend the service in the next two years to as many as 40 cities.

4.2. Government Initiatives for the Working Children

The Government of India is greatly concerned about the magnitude and plight of the working children. India has stood for constitutional, statutory and development measures that are required to eliminate child labour. Six ILO Conventions related to child labour have been ratified.⁴ The framers of the Indian Constitution consciously

incorporated relevant provisions in the Constitution to secure labour protection for children (Articles 24 and 39 (e) and (f)) and compulsory universal elementary education (Article 45)⁵. However, the basic goal of compulsory education up to the age of 14 years has yet to be achieved owing to lack of political commitment and will. Poor educational infrastructure in the villages is the major hurdle in eradicating child labour. On the other hand, several legislations have been passed periodically to prohibit or improve the working conditions of child labour. The legislations have started bearing fruits, but the situation demands strict enforcement along with creating conducive conditions for compulsory education.

The government realized that mere legislation would be insufficient. It adopted the National Policy for Children (NPC) in August 1974. The policy stated, "It shall be the policy of the state to provide adequate service to children both before and after birth and through the period of their growth, to ensure their full physical, mental and social development" (NPC, 1979).⁶

The Child Labour (Prohibition and Regulation) Act (CLA), 1986, was enacted with a view to rationalize earlier legislation on child

24 hour emergency phone service



**to request help for
a child you see
in distress
simply dial 1098**

ten... nine... eight

It's a free call !

labour, ensure elimination of child labour in hazardous employment, and regulate condition of child labour in non-hazardous industries. The major loopholes of the Act is that it only covers children in the organized sector and not the 90 per cent working in the unorganized sector.⁷ Moreover many occupations, which are hazardous, are not included in the Act.

The government initiated several action-oriented programmes to withdraw children from the hazardous work and prevent them entering the labour markets again. The most significant step in this direction was the adoption of the National Policy of Education (NPE-1986) and National Policy on child labour (1987).⁸ The policy was formulated in conjunction with the legal measures to address the social-economic issues, having a bearing on Child Labour and to provide a framework for a concrete programme of action. The policy encompasses action in the fields of education, health, nutrition, integrated child development and employment. Both these policies aimed at successfully rehabilitating child labour released from hazardous employment and to reduce the incidence of child labour progressively. The opening of special schools for imparting NFE and vocational training was the major recommendation of the two policies.

The National Child Labour Policy (NCLP) approved in 1987 envisaged a project based **Plan of Action** to reduce the incidence of child labour in the hazardous occupations. The basic objective was to rehabilitate the children withdrawn from hazardous employments. The policy consisted of three main programmes:

- **Legal Action Plan:** The purpose is to enforce effectively legal provisions related to child labour under various laws of the country.
- **Focussing of general development programmes:** The purpose is to effectively utilize the ongoing development programmes of different departments/ministries for the benefit of the target families. Hence convergence of actions from several departments was effectively desired.
- **Project-Based Plan of Action:** The aim is to establish the special schools for the rehabilitation of the children withdrawn from the hazardous occupations in the areas of high concentration of child labour. Ten areas with high incidence

of child labour in hazardous industries were initially identified.⁹

The industries identified were:

- The match industry in Sivakasi, Tamil Nadu
- The diamond polishing industry in Surat, Gujarat
- The precious stone polishing industry in Jaipur (Rajasthan)
- The glass industry in Firozabad (Uttar Pradesh)
- The brassware industry in Moradabad (Uttar Pradesh)
- The handmade carpet industry in Mirzapur-Bhadohi (Uttar Pradesh)
- The lock-making industry in Aligarh (Uttar Pradesh)
- The handmade carpet industry in Jammu and Kashmir
- The slate industry in Mandsaur (Madhya Pradesh)
- The slate industry in Markapur (Madhya Pradesh)

A Project Society has been established in the National Child Labour Project areas for an integration of various developmental programmes. The job of the Project Society is to:

- Effectively enforce child labour laws.
- Identification of areas for starting Non-Formal Education through the opening of the special schools.
- Creating public awareness, through adult education, income-generation and creating employment opportunities for the target families.

In the special schools, target children (children working in hazardous occupations, who have not completed 14 years of age) are to be enrolled. The scheme envisaged non-formal education, vocational training, supplementary nutrition, regular health care and stipends in case the children are withdrawn from prohibited employments and vocations. It also envisaged extension of benefits of the other State Government programmes for these school children and their families by the district administration as far as possible. The desired teaching mode should preferably be non-formal with a condensed syllabus for a maximum period of 3 years. After the completion of the 3 years of special school education, children are expected to join the formal stream of education in the 6th standard. While appreciating the need for flexibility in the curriculum, the scheme felt the need to introduce some uniformity in the syllabus.

The curriculum, course content and textual material needed was desired to be finalized at the state/district level by associating SCERT, DIET, DRU, UNICEF and other NGOs with experience in this field. The programme also stipulated imparting of age-appropriate craft and pre-vocational training, keeping in view the resources and market forces of the area, so that children unable to join formal schools after 14 years of age could start their own occupations.

The government of India is implementing NCLP in 93 districts of the country as on June 2000¹⁰. There are two types of special schools, one with an approved strength of 50 children and the other with 100 children. Each of the project societies has been sanctioned to run a specified number of schools. These schools are managed by the project society or alternatively the project society runs these schools through local NGOs. About 1,55,250 children were covered in 2,571 schools under the NCLP scheme. (Table No. IV.2)

In a landmark judgement, on 10 December 1996 in writ petition (Civil) No. 465/1986, the Hon'ble Supreme Court of India has given the same directions, regarding the manner in which the children working in hazardous occupations as defined in (CLA, 86) are to be withdrawn from work and to be simultaneously rehabilitated. The direction was also given to regulate and improve the working conditions in the non-hazardous occupations. Several measures were proposed by the Supreme Court to solve the problem of child labour. The measures include:

- Survey for identification of working children
- Withdrawal of children working in hazardous industries and ensuring their education in appropriate institutions
- Contribution @ Rs. 20,000 per child to be paid by the offending employers of children to a welfare fund to be established for this purpose.
- Employment of the one adult member of the family of a child so withdrawn from work and if that is not possible, a contribution of Rs. 5,000 per child to the welfare fund to be made by the state government.
- Financial assistance to the families of the children so withdrawn to be paid out of the interest earnings on the surplus of Rs. 20,000/25,000 deposited in the welfare fund as long as the

child is actually sent to school.

- Regulating hours of work for children working in non-hazardous occupations, so that their working hours do not exceed six hours per day and education for at least two hours is ensured. The entire education of the concerned is to be borne by the employer.

Table No. IV.2
Coverage under the National Child Labour Project of India
1996-97

S. No.	State	Districts Covered	Sanctioned Schools	No. of Children Sanctioned	Actual Schools Functioning	Actual Coverage
1	Andhra Pradesh	20	807	43,550	610	36,249
2	Bihar	08	174	12,200	173	10,094
3	Gujarat	02	040	2,000	023	1,254
4	Karnataka	03	100	5,000	024	1,200
5	Madhya Pradesh	05	138	9,800	087	6,524
6	Maharashtra	02	074	3,700	024	1,200
7	Orissa	16	430	33,000	239	14,972
8	Rajasthan	02	060	3,000	054	2,700
9	Tamil Nadu	08	379	19,500	307	14,684
10	Uttar Pradesh	04	150	11,500	105	7,488
11	West Bengal	06	219	12,000	164	8,250
	Total	76	2571	1,55,250	1810	1,04,615

Source: Annual Report, 1996-97, Ministry of Labour, and Government of India.

4.3. International and Voluntary Sector Initiatives

Monetary and technical support has been provided to the government and NGOs for various welfare programmes for the children in difficult circumstances by UN agencies and other international and national donor agencies. The support from UN agencies has come from ILO, UNESCO, UNICEF, UNIFEM, UNFPA, UNDP, and the World Bank. In addition to these, foreign governmental agencies like USAID, DFID, the Norwegian and German governments have also supported specific programmes in the specific areas.

4.3.1. International Labour Organization (ILO)

Two parallel programmes intended to build financial and human capacity of the government and non-government agencies were started in India with the support from ILO¹¹.

- i) International Programme on the Elimination of Child Labour (IPEC).
- ii) Child Labour Action Support Programme (CLASP)

IPEC - a global initiative of the ILO. It was launched in 1992; to support participating member countries in their national efforts to combat and eliminate child labour progressively based on ILO Conventions, in particular, Convention No. 138.¹² The programmes have been implemented through Various Action Programmes, selected by the National Steering Committee of the Ministry of Labour. The Action Programme was characterized by:

- Setting up non-formal education centres for working children in these identified areas.
- Supplementing nutritional and health care.
- Carry out awareness-raising project for the children, their parents and community and employers.
- Eliciting community support and involvement for sustainability and continuation of welfare programmes.
- Training programmes for labour inspectors for effective enforcement of child labour legislation.

Under the ILO-IPEC programme, a sum of US \$ 6.9 million or 270 million rupees were made available to central employees' organizations, central trade union organizations and NGOs between 1992-1999.¹³ This amount has been utilized under 160 projects benefiting about 100,000 children.¹⁴ The scheme is extended till 21 December 2001 extendable by a further period of one year. The government of Germany aided CLASP programme. Assistance taken under this programme has been used for the purpose of supporting ongoing activities under the National Policy on Child Labour.

4.3.2. United Nations International Children's Educational Fund (UNICEF)

UNICEF acknowledges the need to advocate the implementation of the Convention on the Rights of the Child in India and promote compulsory education. A number of international seminars, symposia, workshops and conferences were organized or supported by UNICEF highlighting the problems of illiteracy among the children. UNICEF in India initiated curriculum programmes and supply of books for children. It funded studies identifying situational analysis of street children in major cities of India. Currently UNICEF is supporting the Bal Adhikar Pariyojana Programme providing need-based education to children out-of-schools in the carpet-weaving belt of Mirzapur and Bhadhoi. The aims and objectives of UNICEF programmes are to:

- Advocate revision and enforcement of legislation to prohibit child labour, particularly in hazardous industries;
- Assist central and state governments for an action plan for the withdrawal and rehabilitation of child labour.
- Strengthen alliance between NGOs, media, industry and legal set-up for social mobilization in support of elimination of child labour.

4.3.3. United Nations Educational, Scientific and Cultural Organization (UNESCO)

UNESCO has been actively working for street and working children in India since the 1990 World Conference on Education for All, in Jomtien and the World Declaration on Education For All. The UNESCO's Education Programme for Children in need has enabled the organization to provide substantial funding and technical support for educational activities in favour of children in difficult circumstances. At the World Education Forum held in Dakar in April 2000 UNESCO has been mandated as a lead agency supported by other official partners – the World Bank, UNFPA, UNDP and UNICEF, for promoting and ensuring the Education For All movement. UNESCO is to play a key role in helping to co-ordinate policy planning at national, regional and international levels to ensure that all children with special emphasis on girls and children in difficult circumstances from ethnic minorities have access to and complete free and compulsory primary education of good quality by 2015. The framework is also committed to achieve

elimination of gender disparities in primary and secondary education by 2005 and achieve gender equality in education by 2015. At the national level, actions of concrete plans indicating technical assistance and aid for achieving Education For All will be augmented for the countries that do not have co-ordination mechanisms. UNESCO aims to collaborate with government and other agencies at the local level in encouraging the mobilization of the necessary resources, the establishment of sector analysis and project design and their implementation with the aid of experts. UNESCO is also devoted to holding regional and sub-regional technical meetings enabling all the bilateral and multilateral partners like the regional development banks, representatives of the Ministries of Education and Finance, teachers' unions, the private sector, civil society foundations, and parents to discuss the regions' needs in terms of basic education and modalities of co-operation and financing within the framework of Education For All.

Within this framework, UNESCO has been supporting CINI ASHA and Don Bosco Ashalayam, NGOs based in Calcutta since 1997 on a framework of programme to meet basic needs of street and working children's survival, growth and development. The active support from UNESCO has contributed significantly in providing rehabilitation and education for street and working children in Kolkata's urban agglomeration. UNESCO is also supporting PRAYAS, a Delhi-based NGO in preparing a project to develop innovative educational material to accomplish the needs of street and working children for education in urban surroundings. The educational material prepared will be tested for application by other NGOs in the country.

UNESCO has also supported the present study in the context of assessing the magnitude of out-of-school children in difficult circumstances, and to evaluate the present implementation of education and other rehabilitation programmes, undertaken by the government and NGOs for these children. The aim is to prepare a coordinated strategy for achieving the Dakar Declaration of Education for All by 2015. UNESCO organized a workshop on 15 December 2000 to discuss the results of the study and have a concerted strategy after thorough discussions with the representatives from government, NGOs, UN agencies, International Aid agencies, and other civil societies.

4.3.4. Other Agencies

The other UN agencies like UNDP and the World Bank are supporting educational projects in the Mirzapur-Bhadhoi carpet-weaving belt for out-of-school children. International government agencies like USAID, DFID, the German and Norwegian governments are also supporting several NGOs for education and rehabilitation schemes in several cities of the country. Other international donor agencies supporting child education and rehabilitation programmes are

- i) Terra Des Hommes, Bread for the World, Rugmark Foundation, Care and Fair, Misesior (Germany).
- ii) Christian Aid, Anti Slavery-International, and Project Mala (United Kingdom)
- iii) Asian American Free Labour Institute, Child Labour Coalition and International Labour Rights Education and Research Fund, National Consumer League (United States)
- iv) Radda Barmer BLLF (Sweden)
- v) Save the Children (United Kingdom and Canada)
- vi) Alternative for India Development (United Kingdom).
- vii) Child Relief and You
- viii) S.O.S. schools

In addition to these, several national voluntary organizations are supporting the initiatives of NGOs through human resources, technical and monetary help. The South Asian Coalition on Child Servitude (SACCS), a conglomerate of NGOs working for children was actively associated with the 'Global March against Child Labour' for creating awareness against child labour. Several children were released from bondage and hazardous labour by the organization.

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5

SOCIAL, CULTURAL AND ECONOMIC CHARACTERISTICS

5.1. Native Places

The street and working children phenomenon is the aftermath of a spurt of industrialization activities and urbanization in the mega cities of India. Marginal and landless agricultural workers migrated to cities in the hope of employment. But in the cities they fail to secure full employment and work for low-paid marginal and petty jobs, in the highly un-organized service sector. Owing to the high cost of living in the cities, their children along with other family members are pushed into fending for themselves. A survey was conducted for 521 children in the selected 16 urban agglomerations throughout the country to examine the demographic, social, cultural and economic characteristics of the street and working children. (Refer Sample design-Chapter-I)

As was expected, a large proportion of the families of these children are migrants to these urban agglomerations (96 per cent). The other 4 per cent claimed to be natives of the city, probably they were second-generation migrants. Thirty-seven per cent of the families were recent migrants to these cities (less than 5 years old), while 21 per cent had been living in these cities for the past 10 years. The distances covered to reach the cities were far, as families have moved from Bihar, Assam, Rajasthan, Orissa, Andhra Pradesh and Uttar Pradesh to these cities. The originating place for 46 per cent of the families was Bihar and Uttar Pradesh. (Table No. V.1). Contrary to the expectations, the cities selected for migration did not bear the distance of the city in mind, as families from Bihar and Uttar Pradesh have gone as far as to Mumbai and Bangalore, instead of selecting the nearest urban agglomerations of Kolkata or Delhi. The cultural ties guided the movement, as families already moved called other neighbours or relations for settling in these cities. (Table No. V.1 and Table No. V.2)

Table No. V.1
Residential Status of Street Children's Families

S.No	Residential Status in the City	% Respondents
1	More Than 10 Years	38
2	5-10 Years	21
3	3-5 Years	23
4	Less Than 3 Years	14
5	Natives	4

Source: Field Data Collected from Children and Parents

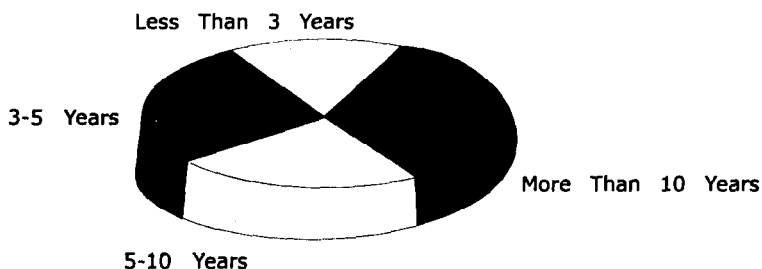


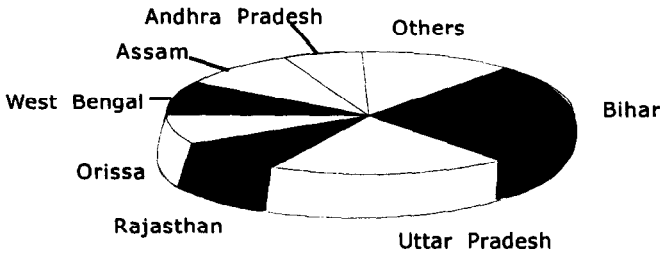
Table No. V.2
Originating Place of the Families of Street Children

S.No.	Originating Place of Respondents' Families	% Respondents
1	Bihar	28
2	Uttar Pradesh	18
3	Rajasthan	12
4	Orissa	10
5	West Bengal	9
6	Assam	8
7	Andhra Pradesh	6
8	Others	9

Source: Field Data Collected from Children and Parents

5.2. Category of Children

The report on the situation of street children in the major cities



in India (IPER, 1991)¹ has indicated that the majority of identified street children in the cities were "On the street" category of children, staying with their families. Since the children covered in the present study were predetermined (as NGOs covered for the survey were already selected), hence the results should not be construed as a proportion of categories of children in the cities. In case of the present survey, 68 per cent of the children were from 'on the street' category, staying with their families, while the rest of the children were from 'of the street' category. Within the 'of the street' category, 78 per cent of the children had family contacts and most of their families were natives of these cities or neighbouring areas. However, 22 per cent of

David Santosh, aged 12, ran away from Delhi, because his father is an alcoholic and spends the entire money, which he earns from occasional painting of walls. His father used to beat his mother regularly at nights, as she was unable to provide the basic necessities of survival to the family. "I was initially studying in Standard 3 in the nearby municipality schools. My father forced me to drop out of the school and wanted me to learn the art of pickpocketing, so that his alcoholic expenses could be met. I was distressed seeing my mother's plight, so I decided to leave home. I boarded the train for Mumbai. On arrival in Mumbai, I spent a few nights on the railway platform. One nearby restaurant used to provide food to several boys like me for doing petty jobs, like cleaning dishes, etc. Then some street boys introduced me to a lady who was selling some kind of drug (inhalant). She gave the inhalant to me free initially. I was so addicted to the inhalant that in order to purchase it, I started pickpocketing and other petty thefts. Then other peer groups introduced me to alcohol. We indulged in stealing alcohol from shops at nights. I was fed up with this life as the police caught us several times. A father from Don-Bosco Wadala shelter home (Mumbai) was on his usual inspection of the railway platform. I immediately contacted him. He took me to his shelter home and later I was sent to the drug de-addiction centre in Lonavla. Now I am free from drugs and alcohol. I manage to earn some money from rag-picking and making paper bags. I don't want to go Delhi unless I stand on my feet and earn some money. But I do miss my mother and younger brother."

the children within the 'of the street' category have no contacts with any family members and live on their own in these cities without any supervision. The children from 'of the street' category were those who ran away from homes in distress due to an unpleasant and

Suraj Ram, a seven-year-old boy, an orphan, lived with his uncle after the death of his parents. He attended RED's NFE programme but his uncle prevented him from going to RED's centre. He was sent to a roadside hotel to work. He was treated badly by the employer and was even abused. His uncle took his whole earnings for drinking. Often he was forced to sleep on the street. Then REDs came and provided him with shelter in the hostel. He was also enrolled in school and is now in Class-II.

traumatic home environment or to taste the exciting experience of glamorized city life.² The unpleasant home environment varied from alcoholism, child abuse, ill-treatment by stepparents, severe unemployment of father and poverty in the family. Children engaged in the consumer sex trade, drug trafficking and other unlawful activities could not be covered in the survey owing to limitation of the sample design.

Only children enrolled in NGOs were covered for the survey. Thirty-two per cent of the children from 'of the street' category had run away because of regular family quarrels between the parents of the child. These children were unable to bear the humiliation of the mother by the father / other family members. Twenty-one per cent of the children were abused by the parents and were compelled to work for long hours and also pressurized to steal or beg for extravagant expenses of alcoholic parents. Nine per cent of the children had left home due to acute poverty, as their parents were unable to provide the basic needs of survival to them. Twenty-three per cent of the children were orphans or had a single parent, who was not interested in the upbringing of the child. In some cases after the death of the mother, the father was in police custody for the crime committed by him. Three per cent of the children refused to state the cause for leaving their home, while 3 per cent of the children had left home to taste the 'glamorous city life' under the influence of their peer groups. (Refer Table No.V.3 and V.4)

Table No. V.3
Percent Categories of Street Children

S.No	Categories of Children	Numbers		% Respondents
		Boys	Girls	
1	On the Street (Stay with Families)	154	202	68
2	Of the Street with Family Contacts	101	28	25
3	Of the Street without any Contacts	29	7	7
4	All Children	284	237	100%

Source: Field Data Collected from Children.



■	On the Street (Stay With Families)	154	202
□	Of the Street with Family Contacts	101	28
■	Of the Street without any Contacts	29	7

Table No V.4
Reasons for 'Of the Street' Category of Children

S.No	Reasons for 'Of the Street' Category	% Respondents
1	Family Quarrels	32
2	Abused by family and society	21
3	Acute poverty	9
4	Orphan/Abandoned	23
5	Taste Glamorized Life in City	3
6	Others	9
7	Refused to state any reasons	3

Source: Field Data Collected from Children

5.3. City Life

On arrival in the cities, these children are confronted with a number of problems. Thirty-two per cent children faced harassment from police for a variety of reasons, like sleeping illegally in the streets, railway platforms, and bus stands or for petty thefts required for their survival. The police also extorted money from the children. The children were compelled to seek refuge from crime rings to avoid police harassment. This pushed them into the crime world and they became addicts to drugs, inhalants and alcohol. Twenty-three per cent of the children were addicts at some point of time, before being rescued by the NGOs. Thirty-five per cent of the children were without shelter for at least three months, and slept in the open spaces. Employers offering low wages but long hours of work abused 35 per cent of the children. Five per cent of the children were convicted for theft and stayed in remand homes for a few months. Employers, peer groups and others abused three per cent of the children sexually. Five per cent of the children were even used for drug trafficking, trafficking of girls for sex trade and other unlawful activities. The most critical requirement of these children is protection from such abuses. If the child is immediately protected on arrival, then their reintegration with families is possible, subject to the condition that NGOs are able to trace their families and the original cause of leaving home is rectified in consultation between the child and his/her parents. But if they are allowed to face the above problems in the city, they become hardened criminals and hopes for their reintegration with families recede. The NGOs have to attend to their basic survival needs like shelter, food, healthcare and awareness against falling prey of crime rings. (Refer Table No. V.5)

Responses from the children about facilities provided by the NGOs in shelter homes and drop-in centres were also ascertained. Twenty per cent respondents felt that the space in the shelter homes for stay was good, while 68 per cent felt it was reasonable, and the remaining 12 per cent were not happy with the space. They felt it was too congested, without basic amenities of hygiene like toilet facilities. Bedding for a night's stay, basic elementary education, drug and inhalant de-addiction facilities and other awareness services were felt in sufficient in these shelter homes by the majority of respondents. Social environment in the shelter homes was considered

Table No. V. 5
Problems Faced by 'Of the Street' Category of Children in Cities

S.No.	Nature of Problem Faced by the Child	% Respondents
1	Police harassment for a variety of reasons	32
2	Drug / Alcoholic/ Inhalant Addict	23
3	Sexually abused	3
4	Convicted for theft or crime	5
5	Remained without shelter for more than 3 months	35
6	Abused by employer	32
7	Used for trafficking of drugs/ other unlawful activities	5

Source: Field Data Collected from Children

good or satisfactory by the majority of respondents and they attached great significance to being close to their peer groups rather than to move alone on the streets. These children prefer making groups and work together. Other facilities like protection from police harassment, medical care, nutrition, learning of vocational skills and recreation was found satisfactory by the majority of respondents. (Refer Table No.V.6)

Table No. V.6
Respondents' Perception about Facilities and Amenities in Shelter Homes/ Drop-in Centres

S.No.	Facility / Amenity	% Respondents		
		Poor	OK	Good
1	Space for stay	12	68	20
2	Bedding at night	58	35	7
3	Water, toilet and washing	8	75	17
4	Protection from harassment	14	83	3
5	Medical Care	18	79	3
6	Food	13	85	2
7	Education and Other Awareness	48	39	13
8	Vocational Skills	17	76	7
9	Social Environment	3	65	32
10	Recreation	28	62	10
11	Drug/ Inhalant de-addiction	78	12	10

Source: Field Data Collection from Children

The ratings are based on child's his/her own perception

5.4. Work Activities

A significant proportion of the children were working children (63 per cent) earning a livelihood either for their families or to fend for themselves. Twenty-eight per cent of the working children were engaged in rag-picking and scavenging household waste, 5 per cent were vendors or shopkeeper helpers, transporting groceries, vegetables, fruits or other consumer items to the consumers. Seven per cent of the children were porters or construction labourers, while 11 per cent of the children were domestic helpers. Domestic helpers were mostly girls, helping neighbours in dish cleaning, washing clothes or sweeping activities. Eleven per cent of the children were engaged in agricultural and allied activities. Seven per cent of the children were mechanics helping repair automobiles on the roadside. Four per cent of the children were engaged in shoe polish and car cleaning activities. Families pushed eight per cent of the children into begging at the religious places and crossroads. These children are comparatively young and are susceptible to air-borne diseases due to severe automobile pollution at the crossroads. (Refer Table No.V.7)

Table No. V. 7
Working Children – Nature of Work

S.No.	Categories of Children	Children		%Respondents		Combined
		Boys	Girls	Boys	Girls	
1	Working Children (Wage Workers)	231	99	81	42	63
2	Non Working	53	138	19	58	27
3	Nature of Work					
	Rag-Pickers	76	18	33	18	28
	Shop-Helpers/ Vendor	44	5	19	5	15
	Domestic Work	6	30	3	30	11
	Porters/ Labourers/	35	-	15	-	11
	Shoe Polish/ Car Cleaners	15	-	6	-	4
	Mechanics	22	-	10	-	7
	Beggars	14	14	6	14	8
	Agricultural/ allied	15	20	6	20	11
	Others	4	12	2	13	5

Source: Field Data Collected from Children



Shoe Polishing



Rag Picking



Making Paper
Envelopes

Seventy-two per cent of the children worked for less than four hours a day, while 10 per cent children worked 4-6 hours a day and the remaining 18 per cent of the children worked over six hours a day. (Refer Table No.V.8). Wages received by the children varied according to the nature of work activity. Seventy-eight per cent of the working children earned less than Rs. 20 a day, while 16 per cent children earned between Rs. 20-50 per day. Only six per cent of the children earned over Rs.50 per day. A significant proportion of children earning more than Rs. 20, were rag-pickers or commission agents on behalf of hoteliers or trade agents. (Refer Table No. V.9)

Table No. V. 8
Working Children- Daily Work Hours

S.No.	Working Hours per day	% Respondents
1	Less than 4 Hours	72
2	4-6 Hours	10
3	More Than 6 Hours	18

Source: Field Data Collected from Children

Table No.V. 9
Working Children-Daily Income in (Rupees)

S.No.	Income per day	% Respondents
1	Less than 20	78
2	20-50	16
3	Above 50	6

Source: Field Data Collected from Children

5.5. Educational Status of Children and Their Families

The significance of education for human capital development, social progress and augmenting social justice has been strongly supported from several researches.³ In a sample survey of pavement dwellers of Mumbai done by the Nirmala Niketan College of Social Work in 1985, a majority of pavement dwellers were found to be illiterates.⁴ D'Lima and Gosalia (1989) in their study for Mumbai have also found a high proportion of children without education living 'on the streets'.⁵ This has also been supplemented by the present survey,

as 72 per cent of the family members above 6 years of ages of the surveyed children were illiterate.⁶ Sixteen per cent of the family members were literate without any formal schooling and most of them learnt reading or writing in a non-formal system. Nine per cent of the family members were literate up to primary level, while the remaining 3 per cent were literate up to the middle level. (Refer Table No. V.10)

Table No. V. 10
Education Level of Family Members

S.No.	Education Level	% Respondents
1	Illiterates	72
2	Literates with no formal education	16
3	Literates up to Primary Level	9
4	Literates Above Primary Level	3

Source: Field Data Collected from Parents of Enrolled Child in NFE Centre.

The education status among the 'on the street' category of surveyed children also depicted a similar pattern, as 68 per cent of the children were illiterates, while 27 per cent were literates up to primary level, and 5 per cent of the children were literates above primary level. This indicates that 32 per cent of the children were dropouts from primary schools and were now roaming or loitering on the streets. Such high dropout rates reinforce that the educational environment in the primary schools needs immediate attention from the policy makers, so that retention of the enrolled children is ensured. A high dropout rate also acts as an impediment for achieving the universalization drive for elementary education.

Contrary to the expectations, the 'of the street' category of children were comparatively literates with higher educational levels than that of the 'on the street' category of children. Among this category of children, 46 per cent were illiterate, while 36 per cent were literates up to primary level and 18 per cent were literates above primary level. This indicates that 54 per cent children from 'of the street' categories were dropouts from formal schools and are now staying in the cities. These runaway children were uninterested in further studies owing to a variety of reasons, like distress due

to family tensions or disharmonious situations, because of higher expectations from the family gained through the education, uninterested educational environment in the schools or were lured to a glamorous city life for short-term gains. It also indicates that education perhaps makes children mentally strong to take independent decisions, such as the extreme steps of severing family ties. However this assertion needs further probe, taking a large sample from 'of the street' category of children for the study. (Refer Table No. V.11)

Table No. V. 11
Education Level of the Surveyed Street and Working Children

S.No.	Educational Status of Surveyed Children	% Respondents
1	'On the Street' Category	
	Illiterates	68
	Literates up to primary level	27
	Literates above primary level	5
2	'Of the Street' Category	
	Illiterates	46
	Literates up to primary level	36
	Literates above primary level	18

Source: Field Data Collected form Enrolled Child in NFE Centre.

The parents cited various reasons for not enrolling children in the formal schools. It was found that the general perception of elementary education being free in the country was not accepted by most of the parents. They stated that "It may be free, or nearly free in the restricted sense that admission fee in the governmental schools is negligible. But other expenditures like books, stationery and uniforms are borne by the parents." This discourages parents from sending the children to schools, especially when the quality of teaching is poor.⁷ A survey conducted by other government organizations also confirms that annual expenditure by the parents for sending a child to schools varies from Rs. 212 (NSS estimates -1986-7), Rs. 318 (NCAER estimates - 1996) and Rs. 478 (PROBE estimates - 1996-98).⁸ The present survey also confirms these apprehensions. Twenty-one per cent of the parents felt that schooling was too expensive. Seventeen per cent of the parents indicated that children were needed at homes for other job activities. Twenty per

cent of the parents expressed non-availability of the school in the nearby locations as the main reason for not sending children to schools. Ten per cent parents were not interested to send their children owing to poor educational standards and its uselessness for the child's future occupation. A significant proportion of parents (20 per cent) perceived that their children were not intelligent enough to grasp the school lessons, although they had never tested it. Perhaps they had gathered this information from others, seeing other children regularly dropping out from schools. (Refer Table No. V.12)

Table No. V. 12
Parental Responses for Not Sending Children to Formal Schools

S.No.	Parental Response	% Respondents
1	Child needed for other activities	16.9
2	Schooling is too expensive	20.5
3	School was too far from living place	19.9
4	Poor teaching standards in the school	3.4
5	Hostile school environment	1.0
6	Child not bright enough to grasp education	19.8
7	Child not interested in schooling	5.8
8	Parents not interested in education	9.8
9	Others	2.9

Source: Field Data Collected from Parents of the Enrolled Child in the NFE Centre

Reasons ascertained for dropouts from schools, confirms that parents felt education was too expensive in relation to their earning capacity. Thirty-three per cent of the parents stated that children dropped out of schools because the expenses incurred were beyond their capacity and 16 per cent stated that children were needed for other activities. Twenty-six per cent of the parents felt either the child was weak in learning or the education was not good enough in the schools. Six per cent of the parents felt that the school was too far and it was difficult to send the child regularly. In some cases the location of the schools were inappropriate adjacent to main highways and the parents were reluctant to send small children

because of a few accidents that had occurred in the past. However, only 3 per cent of the respondents thought that the child himself wanted to withdraw from the school. It indicates that once the children were in the schools, they were happy to continue the schooling and only parents' pressure forced them to withdraw from schools. Hence awareness of the parents and the community is significant and holds the key for the universalization of elementary education. (Refer Table No. V.13).

Table No. V. 13
Parental Responses for Children Dropped Out of Schools

S.No.	Parental Response	% Respondents
1	Child needed for other activities	15.9
2	Schooling was too expensive	32.5
3	School was too far from living place	6.1
4	Poor teaching standards in the school	13.5
5	Hostile school environment	1.2
6	Child not bright enough to grasp education	12.6
7	Child not interested in schooling	3.1
8	Parents not interested in education	9.5
9	Others	5.6

Source: Field Data Collected from Parents of the Enrolled Child in NFE Centre

5.6. Occupation of Family Members

The occupation of the earning family members of the children surveyed, depicts that the majority of them are non-skilled workers and are working in unorganized occupations. Forty-three per cent of the earning family members were porters, coolies, construction workers or other manual labourers. Most of them were male members. Twenty-three per cent of the family members, mostly females were domestic workers engaged in washing clothes, dish cleaning or sweepers. Fifteen per cent were petty shopkeepers or vendors supplying daily consumer requirements (like vegetables, milk, fruits, etc.). Only 10 per cent of the earning family members were skilled workers engaged in self-employment activities or working for others. Four per cent of the earning family members were also engaged in

rag-picking, begging, and scavenging domestic wastes and doing other menial jobs. The rest of the earning members were engaged in semi-organized economic activities. (Refer Table No. V.14)

Table No. V. 14
Occupational Status of Earning Family Members of Street Children

S.No.	Occupational Status of Earning Family Members	% Respondent
1	Coolies, Construction Workers, Labourers/ Manual Labourers	43
2	Domestic Servants	23
3	Shopkeepers / Vendors	15
4	Skilled Workers	10
5	Rag-pickers	4
6	Others	5

Source: Field Data Collected from Parents of the Enrolled Child in NFE Centre

5.7. Income Levels

As expected the income levels of the families of the children were closely associated with the nature of economic activity undertaken by the earning member and with respect to the status of city in terms of cost of living. Thirty-two per cent of the families earned less than Rs. 1,000 per month. Most of these families lived in Mirzapur, Allahabad, Firozabad, Kolkata, Chennai, Kanpur and Hyderabad. Thirty-nine per cent of the families earned between Rs. 1,000–2,000 per month. Most of these were engaged in manual labour activities in Mumbai, Delhi, Ahmedabad, Bangalore and Kolkata. Twenty-three per cent of the families earned between Rs. 2,000–3,000 per month. The majority of them were skilled workers. Six per cent of the families earned over Rs. 3,000 per month; these families were mostly in Mumbai, Ahmedabad and Delhi. The varied income levels of the families of the street and working children indicate pressures of city life owing to cost variations in living standards. Families respond to the city's earning capacity rather than prevailing living standards. However, it is also true that maximum opportunities of work are available in the mega cities with a high standard of living. Although

these families are lured to 'perceived high incomes' in the mega cities but they fail to perceive the cost of living, resulting in pushing children for work. (Table No. V.15).

Table No. V. 15
Income Levels of the Family of Street Children

S.No.	Family Income (Monthly in Rupees)	% Respondents
1	Less than 1000	32
2	1000-2000	39
3	2000-3000	23
4	Above 3000	6

Source: Field Data Collected from Parents of the Enrolled Child in NFE Centre

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6

REHABILITATION AND NON-FORMAL EDUCATION

6.1. NGO Initiative

After independence, the voluntary sector got involved with the task of nation building by undertaking programmes and activities to complement the official policies of Independent India. Voluntary groups from Gandhian and even from the church and religious background entered into critical programmes in pursuit of the 'aspired swarajya' (self-reliance). In the Seventh Five Year Plan, the voluntary sector acquired a new official status as the Non Government Organizations (NGOs) sector. The financial allocation made by the Five Year Plan and the official status granted, attracted many more professionals to the voluntary sector. Thus, highly professional and qualified cadres entered the voluntary sector and transformed the entire sector into an independent force. This sector even occasionally claimed and tried to become an alternative to the 'corrupt government' sector.

The official recognition and the national status of NGOs has also been the result of the prominence that the NGO sector received internationally. The international finance and social organizations propped up the NGO sector in India. The United Nations, World Bank, bilateral agencies of the Western Governments and other voluntary international funding agencies have favoured the NGO sector in the developing and under-developed countries. Massive funding and the influence vested on this sector, has also contributed to the proliferation of such organizations in India.

The voluntary sector / NGO sector has a self-image of being socially radical, politically wise, organizationally non-hierarchical, gender-sensitive, secular, sensitive to under privileged sections and pragmatically open (non-sectarian). Closeness to grassroots reality, strong and real involvement in participatory democracy are traits often attributed to this sector.¹ But the main drawback of this sector is its non-homogeneous character and sensitizing several issues that

can be harmful to the national integration and countries' interests internationally. The NGO sector has largely become a representative of the World Bank sponsored Social Sector solutions that may not be suitable to Indian conditions. Though paradoxical, many of them are in the forefront of opposition to liberalization of the economy. The voluntary organization can be categorized into 3 types:

- a) Organizations implementing government programmes or, are duplicating such/ similar programmes.
- b) Organizations critical of the system, to a certain extent but believe that the system can be changed through critical collaboration. These organizations, while working with the government, also keep their independence, criticize the system and also indulge in dissident activities.
- c) Organizations, who believe that only structural changes can improve the situation of people.

However the rationale behind the voluntary action is purposive social action for a better society. The aim is to sensitize the community about the apparent issues confronting the society so that, they may not abdicate their responsibility. The voluntary organizations must equip the community to resist mechanism of appropriation and exploitation. It must act as an instrument to actuate people's involvement and participation in the decision process.

After the adoption of the UN Convention on the Rights of the Child in September 1990, India along with other countries ratified the convention.² Under this convention the country is obliged in law to undertake all appropriate measures to assist parents and other responsible parties in fulfilling their obligations to children under the convention.

Several NGO forums were organized to act as pressure groups for creating awareness among the civil society, local authority and public at large, towards the needs and requirements of children in difficult circumstances.³ The major objectives of these NGO groups was to:

- Function as an interest group for working with street children, for initiating action in this area and for sharing experiences

along with providing mutual guidance to each other.

- Promote co-operation and co-ordination among NGOs, individuals and government departments for street and working children's programmes.
- Create awareness about the needs and requirements of street and working children and pressurize civil society for possible interventions.

Estimates on the number of NGOs active in the field of education could vary, as there is no comprehensive source or directory available, which lists the NGOs working specifically in the field of education. According to the recently published Public Report on Basic Education (PROBE), "NGOs actually play a relatively minor role in the education system as a whole." A recently published report by the Ministry of Human Resource Development, Government of India, indicated that there were 63 NGOs catering exclusively to the needs of children and 39 NGOs catering to the needs of street children.⁴

Several NGO groups received financial and technical support from government departments, United Nations agencies, International funding agencies as well as from local voluntary agencies to address the immediate concerns of street and working children in India. Most of these NGOs started concentrating in mega cities, where the magnitudes of children in difficult circumstances were expected to be comparatively higher than other areas, due to concentration of economic activities.

6.2. NGO: Funding Agencies and Year of Establishment

Several NGOs located in the selected urban agglomerations/cities were contacted and requested to provide information about their activities for the street and working children. Seventy-four NGOs responded and provided the required information. Of the 74 NGOs, 19 per cent NGOs were supported by government departments, while 23 per cent NGOs were funded by international and voluntary organizations and 58 per cent NGOs received funds both from government departments as well as from international and voluntary organizations; (Refer Table No. VI.1). The lists of the NGOs in the three categories are given in Annexure-3.

Table No. VI. 1
Funding Agencies of the Responding NGOs

S.No.	Funding Agency	NGOs Respondents	% NGOs
1	Government Departments	14	19
2	International Voluntary Organizations	17	23
3	Both 1 and 2 together	43	58
	All NGOs	74	100

Source: Information Collected from Responding NGOs

NGO forums supported wholeheartedly the international commitment and concern to implement the UN Convention on the Right of Child. Several NGOs got organized to carry out the task of improving children's condition by providing' rehabilitation, protection from abuse and educational support to the needy children. Although several NGOs were registered before 1990, but actual field actions by these NGOs received sudden momentum in the form of funds from 1992 onwards. Of the responding 74 NGOs, 66 per cent were established before 1990, 31 per cent were registered between 1990-95 and 3 per cent were registered after 1995. A higher proportion of international and voluntary supported NGOs (37 per cent) were formed after 1990 to avail themselves of the funding from various international agencies. (Refer Table No. VI.2).

Table No. VI. 2
Percent NGOs-Year of Establishment

S.No.	Funding Agency	Before 1990	1990-1995	1995-2000
1	Government	67	27	6
2	International and Voluntary	56	37	6
3	Both 1 and 2	70	30	-
4	All NGOs	66	31	3

Source: Information Collected from Responding NGOs

6.3. NGOs' Activities

Several activities were initiated by the NGOs to address the immediate problems faced by the street and working children in India.

The major objectives of the NGO groups were to provide non-formal education to the out-of-school and working children and to protect the street and working children from abuse, immediately on arrival in the cities. The activities provided by the NGOs covered non-formal education, shelter,



Mid Day Meals given to Street Children nutrition, medical care, recreation, drug de-addiction programmes, training of vocational skills and sex education with special emphasis on prevention for HIV/AIDS. Forty per cent of the selected NGOs were providing shelter homes / drop-in centres for 'of the street' category of children. NGOs supported jointly by government and international and voluntary funding agencies provided the majority of the shelter homes/ drop in centre facilities. All categories of NGOs gave top priority to health care and non-formal education. Nutrition and food was provided by 88 per cent of the NGOs. Drug de-addiction programmes, sex education and civic awareness education was provided by NGOs, mostly supported by international and voluntary funding agencies. Government-funded NGOs lacked drug de-addiction programmes and health education. The proportion of NGOs associated with drug de-addiction programmes and educational awareness for sex education, civic awareness and general information needs strengthening, keeping in view the magnitude of children requiring these services in the mega cities.

Although non-formal education was given top priority by all three categories of NGOs yet it was observed that 'of the street' category of children, evinced little interest in the NFE programme. Since this category of children constituted a higher age group, their concern was to learn vocational skills to earn their livelihood. NGOs associated with 'of the street' category of children were imparting age-specific and learner-specific education. However, younger age group children

in these centres were encouraged to continue non-formal education in the shelter homes and many of them were enrolled in the formal schools. (Refer Table No. VI.3) and Annexure-4

Table No. VI. 3
Percentage of NGO Activities for Street and Working Children

S. No.	Funding Agency	Shelter	Food	Medical care	Voc.	Edu.	Drug/ Sex Edu.	Civic Awareness
1	Government	14	100	100	71	100	14	65
2	International and Voluntary	33	50	67	64	91	50	76
3	Both 1 and 2	50	77	92	65	100	54	82
	All NGOs	40	74	88	66	98	47	75

Source: Data Collected from NGOs and Personal Observations in the Field

Voc. : Vocational training. **Edu.** Education

6.4. Learning Conditions for Non-Formal Education – Infrastructure

The National Policy of Education (NPA 1986) and Programme of Action (POA 1992) have greatly emphasized school building and other physical facilities as essential conditions for creating suitable learning environment in the schools. If the NFE Special Centres are to attract and retain children, the infrastructure in terms of building structure, basic amenities like drinking water, toilets and electricity, teaching aids, sports equipment and school environment must be provided satisfactorily. Due to initial heavy capital investment, the majority of non-formal education centres in India lack these basic infrastructure facilities.

The basic infrastructure remains highly inadequate in the majority of elementary education schools throughout the country. In a survey conducted by the Ministry of Education in 1992, a large proportion of primary schools in the country are devoid of permanent structures (40 per cent), no structures (9 per cent), blackboards (40 per cent), drinking water (60 per cent), library facility (70 per cent), playgrounds (53 per cent), and toilets (89 per cent). A significant proportion of schools (35 per cent) have only a single teacher to teach three

or four different classes. Many of these centres remain without a teacher for varying periods of time. Teachers are even sub-contracted for teaching work.⁵ Considering the official norms under the (Operation Blackboard), it is expected that an elementary school should



NFE Class at Street Corner

ensure, to have at least two permanent structure rooms, drinking water facility, playground, two teachers and essential teaching-learning material such as blackboards, maps, charts and library facility. The PROBE study found that 31 per cent of the primary schools did not have any classrooms, while only 58 per cent of the schools had two or more than two classrooms.⁶



Mobile Schools in Buses - Mumbai

In case of the present study, 98 per cent of the classes were held in covered structures, while 27 per cent were held in the open spaces like railway platforms, bus stands, street corners or in the parks. (The percentage may not add up to 100, as a number of NGOs have both permanent structures and at the same time they take classes in open spaces). Classes in the open spaces are held mostly for 'of the street' category of children, as they are mobile and may not be found at one place. Door Step is operating an

innovative method of collecting children from slums and holding their classes in the conducive atmosphere of the mobile buses. Children are encouraged to attend these classes through this innovative effort. The average number of rooms for the classes varies from 1.0 to 1.8 among the three categories of NGOs (Refer Table No. VI.4). The room size varies from 10x12 feet dimension for a group of 30-50 children. Milk booths and shabby hutments are also used for holding these classes by some NGOs. In the majority of cases children are huddled in cramped spaces, which is highly uncomfortable for long periods. NGOs with minimum budget allocations are unable to build covered structures for holding NFE classes. The rent structure in the urban areas is also beyond their capacity. It is important that the NGOs should work in partnership with the local authorities (municipalities and Education Department) and use formal school buildings for NFE classes during the 'school off-time'. This will help in providing an appropriate study environment to the children. This method is already in place in a few cases at Mumbai and Delhi and needs to be explored on a big scale to overcome shortage of space for NFE classes. Partnership with private school authorities may also be explored and encouraged. Our discussion with Don-Bosco Mumbai indicated that they are eager for such partnerships and are ready to make their space available for conducting classes for these children during the 'school off time'. In fact ASEEMA (NGO based in Mumbai) is already using the private school facility for such students.

Table No. VI. 4
Non-Formal Education - Classes Held

S.No.	Funding Agency	Covered Rooms	Rooms per Centre for NFE	Railway Platform, Street corner/ open spaces	Mobile Buses/ Others
1	Government	100	1.0	14	0
2	International and Voluntary	92	1.4	33	0
3	Both 1 and 2	100	1.8	27	4
	All NGOs	98	1.5	27	2

Source: Observation of the Field Investigator during the Field Survey

The NFE schools have poor infrastructure facilities in the majority of the centres. It is important that a one time grant for the basic infrastructure is given to NGOs, so that the centres are made attractive for the children. In fact surroundings of most of the centres are not conducive for NFE education. Stagnant water pools breeding mosquitoes were found in front of some NFE centres. The maintenance of the majority of government-funded schools is appalling and needs immediate attention. (Annexure-7)

6.4.1 Building Structure

A recently published report by MHRD indicated that there was an increase in the permanent (pucca) and semi-permanent (semi-pucca) building structures during 1986 to 1993.⁷ In the case of the present survey, 78 per cent of the structures were permanent⁸, while 17 per cent were semi-permanent⁹ and 5



per cent were temporary¹⁰. The proportion of semi-permanent structures was more for government-funded NGO schools, probably because the majority of them are in the rural surroundings of the Mirzapur-Bhadhoi carpet belt, Sivakasi and Firozabad glass and bangle belt. Permanent structures were more in the case of NGOs funded by international and voluntary organizations in the major urban agglomerations. Semi-permanent structures were found in both the cities and the rural surroundings. Our surveyor observed the condition of structures during the fieldwork. The condition of structures was categorized as good, reasonable and poor, taking into account the condition of roof, floor, walls and ventilation (whether the roof was leaking during the rains, or the wall/ floor were damaged or the ventilation inside the rooms was insufficient to see the blackboard/books). The inferences drawn are based on the surveyors' perception



Class for 30 Children in Milk Booth

and not on any objective analysis. Sixteen per cent of the structures used for teaching were found in poor condition and unsatisfactory, whereas 54 per cent were found satisfactory and 30 per cent were in good condition. The maintenance of these structures is appalling

and classes cannot be held during the rains. Children usually avoid attending classes during the rains in these structures. Classes are mostly held in the open spaces, both due to electricity shortages and poor ventilation (Refer Table No.VI.5) and Annexure-8.

1. Houses in which both walls and roof are made of permanent material like burnt bricks, cement, concrete, iron, stone and GI sheets.
2. Houses in which either roof or wall is made of permanent material and the other is made of temporary material.
3. Houses in which both roof and walls are made of material, which have to be replaced frequently, like grass, leaves, reeds, mud and bamboo.
4. While identifying the condition of the structure, the indicators considered were whether the roof was leaking, wall damaged and the ventilation level to see blackboard, etc. The views are subjective considered by the surveyor during his/ her visit to the selected centre and may not represent other centres of the NGOs.

6.5. Amenities

The basic essentials/amenities in the schools for elementary education are drinking water, toilet and electricity facility for cooling / heating and lighting purposes. For instance, drinking water is needed if children are not to disappear when they need to drink or wash (perhaps without returning to schools) and to inculcate basic hygiene qualities among them. The PROBE study found that 59 per

Table No. VI. 5
Non-Formal Education – Building Structure

S. No.	Funding Agency	Permanent Structure 1	Semi- Permanent Structure 2	Temporary Structure 3	Condition of Structure 4		
					Good	OK	Poor
1	Government	71	28	1	28	57	15
2	International and Voluntary	83	9	8	42	42	16
3	Both 1 and 2	78	15	7	26	60	14
	All NGOs	78	17	5	30	54	16

cent of the primary schools do not have functional drinking water facility.¹¹ MHRD data indicated that only 44 per cent schools had safe drinking water facility in 1993.¹² In the case of the present study 24 per cent of NFE centres were without functional drinking water facility. The situation was somewhat better for NGOs supported by government and international funding agencies, as they recorded only 14 per cent and 18 per cent NFE centres without functional drinking water facility respectively. Toilets are usually considered inessential in the rural areas, but in the case of urban areas they are critical for maintaining girls' attendance rates as well as for female teachers. Moreover schools without toilets are breeding grounds for mosquitoes and may lead to disastrous health hazards for the children. Eighty-nine per cent of the schools lack functional toilets in the PROBE study.¹³ In the case of MHRD statistics, urinals were available only in 19 per cent schools and lavatories were available only for 11 per cent of the schools. Separate urinals and lavatories for girls were available only in 9 per cent and 11 per cent of the schools respectively.¹⁴ In case of the present study, 48 per cent of the NFE centres were without functional toilet facilities. The proportion of NFE centres without toilet facility was more for government aided NGOs, compared to the other two categories of NGOs. In spite of the fact that the majority of these NFE centres were located in major urban agglomeration areas, only 74 per cent of the NFE centres had electricity facility. But in many cases the supply was erratic. (Refer Table No. VI.6) and (Annexure 9)

Table No. VI. 6
Percent Non-Formal Education Centres – Amenities

S.No.	Funding Agency	Drinking water	Toilet	Electricity
1	Government	86	43	71
2	International and Voluntary	92	50	67
3	Both 1 and 2	67	56	78
	All NGOs	76	52	74

Source: Observation of Field Investigator during the Field Work.

The responses of parents and children were also ascertained to examine their perception about the infrastructure and basic amenities in the non-formal education centres. Twenty-three per cent of the respondents felt that structures for classes were in good condition, while 58 per cent felt the structures were in a satisfactory condition, but 19 per cent respondents were critical about the structures. They felt the structures leaked during the rains and were poorly maintained. Ventilation was also considered inadequate. Forty-two per cent of the respondents found the drinking water facility was good, while 31 per cent were satisfied with the facility, but 27 per cent indicated there was no facility of drinking water in these centres. Fifty-four per cent of the respondents found the toilet services highly unsatisfactory. The cooling facility was found comparatively better by the majority of respondents. (Refer Table No. VI.7)

Table No. VI. 7
Non-Formal Centre – School Infrastructure
(Child and Parent Responses)

S.No.	School Infrastructure	Percent Responses		
		Good	OK	Poor
1	Structure of the rooms	23	58	19
2	Drinking water	42	31	27
3	Toilet	21	25	54
	Electricity for cooling	67	19	14

Source: The responses are based on the interviews given by parents and children during the field survey.

6.6. Other Supportive Facilities

The facilities provided by the NGOs for supplementing the education programmes are supply of books, stationery, nutrition, school bags, healthcare and vocational skills. In case of the working children enrolled in the NCLP programme of the Ministry of Labour, the children were also given a stipend of Rs. 100 to compensate the earnings lost by the child.

The responses from the children and their parents indicate that 59 per cent of the respondents were provided with basic books,

slates and stationery. However 15 per cent of the respondents were not happy with its quality and quantity. Medical care facility was not even given to 38 per cent of the respondents. Other respondents were satisfied with the medical care facility. Facilities of uniforms and schoolbags were available only in a few NFE centres. Nutrition supplements in terms of midday meals were given to only 61 per cent of the respondents. Twenty-seven per cent of the respondents were not satisfied with the midday meals. They felt it was insufficient or of bad quality. However 26 per cent of the respondents were not even provided the books and stationery items. (Refer Table No.VI.8)

Table No. VI. 8
Non-Formal Centres-Supplementary Facilities

Supplementary Facilities in the Centre	% Respondent Perception			
	Good	OK	Poor	Nil
1. Health care	12	45	5	38
2. Provision of books	24	20	15	41
3. Stationery	23	38	15	24
4. Uniforms	5	12	12	71
5. Schoolbags	5	12	10	73
6. Midday meals				
a. Cooked	5	23	12	39
b. Uncooked	-	-	15	-

Source : Data Collected from Parents' and Children's Responses

6.7. Child Enrolments in the Non-Formal Education Centres

There is a strong gender bias in favour of boys in the school enrolments in India, because of motivation for sons' education as perceived by the parents.¹⁵ Therefore, the NGOs' role in bridging this gap is critical and every effort must be made to enrol girls in the NFE centres. Girls' education will go a long way to achieve the goal of universalization of education, at least in the urban areas. 2,787 children were enrolled by the 45 NGOs in the selected NFE centres during 1999-2000. The enrolment ratio depicts a slight gender bias in favour of boys. Only 979 girls were enrolled in these NGO centres compared to 1,000 boys. The enrolment sex ratio (number of girls

enrolled per 1,000 boys) was 1142 for government-funded NGOs, indicating that the major objective of enrolling girls in the NFE centres are achieved by them. However, in the case of NGOs funded by government and international agencies jointly, the



High Girl Enrolment (NCLP School)

enrolment sex ratio was 835, and it was 933 for those NGOs who were supported by international and voluntary agencies. The overall enrolment ratios are in favour of boys. However the enrolment ratios may not project the actual gender-wise enrolment ratio picture in the cities, because of the pre-determined sample selection of NGOs. Since specific NGOs associated with 'of the street' category of children were considered for the survey, therefore it is possible that boys' enrolments will outnumber girls' enrolments in the survey. The presence of girls in the 'of the street' category are less, because of their dependent status in the families as well as the 'hidden work' activities performed by the street girls in the cities. It is therefore difficult to identify and enrol them. On the other hand, the magnitude of out-of-school girl children are high in the urban areas, compared to the boys. Thus the presence of 'on the street' girl children cannot be ruled out. It is therefore imperative that NGOs should use all possible energies to get the girls enrolled in these non-formal centres. (Refer Table No.VI.9) and Annexure-5.

6.7.1. Enrolments – Age and Sex Groups

Age and sex enrolments by the NGOs indicate that the proportion of girls above 10 years of age was high (66 per cent), compared to boys (63 per cent). In case of 6-10 years' age group, boys' enrolment was 31 per cent compared to 30 per cent for girls. Among the three categories of NGOs, similar age and sex patterns for enrolments were observed, except for the NGOs supported by

Table No. VI. 9
Children's Enrolment – 1999-2000

S.No.	Funding Agency	Boys	Girls	Sex Ratio \$
1	Government	176	201	1142
2	International and Voluntary	285	266	933
3	Both 1 and 2	947	912	963
	All NGOs	1408	1379	979

\$: Enrolment sex ratio is number of girls enrolled per '000' boys

Source: Children's Enrolment Data from the Selected NFE Centres for Field Survey

international and voluntary funding, who have a higher proportion of enrolled children in the age group of below 6 years, both for the boys and the girls. Many NGOs have successfully achieved direct enrolment of children below 6 years in the formal schools, through community awareness programmes (Refer Table No.VI.10). The results of the MV Foundation in Hyderabad city of Andhra Pradesh state are commendable in this respect. They have been able to achieve universal child enrolments in formal schools in the area of their operation.

Table No. VI. 10
Percent Children's Enrolments – Age and Sex, 1999-2000

S. No.	Funding Agency	Boys (Age Groups)			Girls (Age Groups)		
		Less than 6	6-10	Above 10	Less than 6	6-10	Above 10
1	Government	0	40	60	1	42	57
2	International and Voluntary	6	39	55	8	45	47
3	Both 1 and 2	8	26	6	4	23	73
	All NGOs	6	31	63	4	30	66

Source: Children's Enrolment Data from the Selected NFE Centres for Field Survey.

6.7.2. Enrolments – Category of Children

Twenty-five per cent of the children enrolled by the NGOs were from 'of the street' category and the rest constituting 75 per cent were from 'on the street' category. The proportion of enrolments from 'of the street' category children was lower for the government supported NGOs, compared to the other two categories of NGOs. A significant proportion of children (27 per cent) enrolled by the NGOs are working children. Three per cent of the children enrolled in these NGOs were drug and sexually abused. A very insignificant proportion of children belonging to the physically and mentally handicapped category were enrolled by the NGOs. However, a few special schools for these children were in operation in the mega cities. The effort of the RESEARCH Foundation in Mumbai is commendable in this direction. A survey was also conducted in the school, where 300 physically and mentally disabled children are enrolled. These children are provided specific need-based education packages, along with stay facility for orphans and 'of the street' category of children. Efforts are also made to provide need specific skills, so that they are able to earn their livelihood. The school has dedicated staff and adequate equipment to deal with such type of children. Their specific health problems are also addressed at the centre.

A significant proportion of school-going children (13 per cent) are enrolled in these NFE centres. NGOs supported by international and voluntary funding agencies have enrolled a higher proportion of school-going children (22 per cent). These children attend formal schools and are provided 'remedial / tuitions course' as claimed by the NGOs after the regular school time. The NGOs claim that the coaching/ tuition is given to strengthen the retention rates in the schools, as these children lag behind the other children in studies. The NGOs feel that in order to curtail their dropout rates and encourage their retention in the formal schools, the remedial / tuitions course are helpful. However considering the nature of teaching expertise and teaching-learning materials available in the majority of the NFE centres, the argument forwarded by the NGOs runs contrary to the real situation. Our discussion with the children and experience gathered during the field survey indicates that the children attend these centres for recreation facilities provided by the NGOs in these NFE centres. The children stated that they visit

these centres for recreation and learning some vocational skills and not for any quality teaching. NGOs also feel satisfied that children are being enrolled in these schools and they continue receiving funds from the funding agencies for this purpose. Considering the magnitude of out-of-school children in the urban areas, the first priority for enrolment should be for out-of-school children and once this objective is achieved, then efforts may be made to provide remedial / tuition to the school-going children. (Refer Table No.VI.11) and Annexure-6

6.8. Human Resources in the NFE Centres

Teachers are the key to education. They often represent the only positive role model, which children talk about for future. One of the prerequisites of a successful education programme are the teaching methods and techniques adopted by teachers. The high 'dropout / push-out' rate is the outcome of improper teaching staff, who lack basic teaching skills. Therefore the appropriate choice of teacher's selection and regular in-service up-grades through training programmes is the basic key to a successful NFE programme. The methods of teaching have to be joyful, demonstrative and participative. Rigid traditional teaching methods must give way to child-centred approaches.

Children must enjoy education, if it is to have a powerful impact and effect on his thinking process. Unfortunately, most of the educational programmes suffer owing to less attention given to the recruitment of teachers. Wages given to teachers are exceptionally low. Many of them are forced to abandon teaching, or take a second or even third job to survive. Teachers need to be replaced or retained, if the educational imparted is not relevant to children's needs or vice versa. Pupil/ teacher ratio also needs proper guidelines. High pupil/ teacher ratio may not provide sufficient required guidance to the children. The regular practice of teaching two different batches of students at the same time will also be counter productive for the education programme.

6.8.1. Teachers – Age and Sex Composition

The survey conducted among the 45 NGOs, indicated that 104 teachers were appointed for non-formal teaching in the selected NFE centres. On an average 2-3 teachers were appointed in each NFE

Table No. VI. 11
Percent Enrolments - Category of Children

Sr. No.	Funding Agency	On the Street Street	Of the Street	Working	Physically Handicapped	School-goers	Out-of-Schools	Drug/ Sexually abused
1	Government	76	24	14	0.0	7	93	0
2	International and Voluntary	66	34	37	0	22	68	2
3	Both 1 and 2	74	26	27	2	11	89	4
	All NGOs	75	25	27	1	13	87	3

Source: Children's Enrolment Data from the Selected NFE Centres for Field Survey

centre, but 14 NFE centres had only a single teacher. The pupil/teacher ratio was 26, which is far better, compared to the result indicated by the PROBE study (50)¹⁶ as well as by the MHRD statistics (48).¹⁷ All three categories of NGOs have a similar pattern, both for pupil/teacher ratio and the number of teachers per NFE centre. (Refer Table No.VI.12) and Annexure-10

Table No. VI.12
NFE Centres – Number of Teachers and Pupil/Teacher Ratio

S.No.	Funding Agency	Total Teacher in NFE Centres	Enrolled Children	Teachers Per Centre	Pupil/Teacher Ratio
1	Government	15	377	2.14	25
2	International and Voluntary	25	551	2.45	22
3	Both 1 and 2	67	1859	2.55	28
	All NGOs	107	2787	2.52	26

Source: Survey Conducted in the 45 NFE Centres

Fifty-seven per cent of the teachers were males, whereas 43 per cent were females compared to the MHRD statistics (36 per cent)¹⁸. The proportion of female teachers was high for government-funded NFE centres. International and voluntary organization-funded NFE centres had only 39 per cent of the female staff and it was 43 per cent for jointly funded NFE centres. The majority of government funded NFE centres were in small towns of Mirzapur, Bhadhoi, Sivakasi and Firozabad. It indicates that contrary to out expectations, the proportion of female teachers was higher in small towns than for the mega cities. The majority of the teachers were in the age group of 20-45 years. However, jointly funded NFE centres have 16 per cent teachers aged over 45 years. (Refer Table No.VI-13)

6.9. Teachers – Education and Training Levels

The experience of several NFE centres throughout the country has shown that even less formal education level of the teachers with sufficient pre-service or in-service training has helped to create a proper and congenial education environment.¹⁹ It is difficult to find

highly educated formal teachers, as the present wages paid to them are low. Therefore teachers with appropriate formal education level, but trained properly are necessary for the successful NFE Programme.

Table No. VI. 13
Teachers—Age and Sex Composition

S.No.	Funding Agency	% Teachers		Age Group		
		Males	Females	Less Than 20	20-45	Above 45
1	Government	44	56	0	100	0
2	International and Voluntary	61	39	0	96	4
3	Both 1 and 2	57	43	3	81	16
	All NGOs	57	43	2	86	12

Source: Survey Conducted in the 45 NFE Centres

Thirty-five per cent of the teachers were educated up to 10th level, 47 per cent were educated up to graduation level and 18 per cent had education above graduation level. Government funded NFE centres had more teachers with either low qualifications or with very high qualifications. The highly qualified teachers were unemployed youths above 30 years of age without any pre-service training. International and voluntarily funded NGOs had either low qualified teachers or teachers qualified up to graduation level. The jointly funded NGOs had a mix of all the three-educational levels of teachers.

Training is one of the most important components envisaged for the success of the NFE scheme. Paradoxically, the training component was sadly lacking in the implementation process. It was rare to find teachers who have been specially trained for the NFE programme during the survey. Teachers without training lack commitment and skills of proper guidance. Teachers without proper training also suffer from impulsiveness, hyperactivity, deficit attention disorders, poor speech pattern and inconsistency in skill up-gradations for the children. There are no easy remedies, though flexibility, creativity, humour, patience and a variety of curriculum based activity can help to regain the weakness, but at the same time training is an essential ingredient to improve their ability.

Only 18 per cent of the teachers had received pre-service training, while 52 per cent received in-service training. Thirty per cent of the teachers were without any training at the time of the survey. Jointly funded NGOs gave frequent in-service training, while government funded NFE centres lagged behind in providing in-service training programmes. Sixty-four per cent of the respondent teachers felt that they need more training to teach the students. While 47 per cent of the teachers were not happy with the present job because of low wages. Thirty-seven per cent of the teachers were paid less than Rs. 1,000 per month, while 58 per cent teachers received between Rs. 1,000-2,000 as wages per month. Only 5 per cent of the teachers received more than Rs. 2,000 as wages per month. Salaries offered to the teachers were low, especially keeping in view the cost of living in the urban agglomerations. The results indicate apathetic attitude of NGOs towards the major component of non-formal education that is the selection of teachers and their regular in-service training up-grades. Training to recruited teachers must be given top priority, as still 34 per cent of the teachers in NFE centres are without basic educational training. Discussion with other teachers indicated that they were not provided adequate training regularly. Competent authority with expertise of trainer instructors should organize the training courses for the appointed teachers. Staff from NCERT, State Training Institutes, and experienced NGOs should be engaged for imparting the training. The funding agencies should ensure proper in-service training of teachers and this condition should be made mandatory for the release of further funds. Several NFE centres, still follow old and traditional teaching methods that are boring and encourage 'dropout / pushout rates'. Government and other funding agencies should arrange training programmes supported by other UN agencies. (Refer Table No. VI. 14 and VI. 15) And (Annexure-10)

6.10. Teaching – Methods, Strategy and Activities

In the final analysis, the quality of teaching depends on the nature of the teaching-learning process. In fact, studies indicate that non-attendance of children in schooling and subsequent dropping out from school for many of them is determined by the nature of the teaching-learning process. Motivation is a powerful aid to generate attention among students. To increase motivation, teachers

Table No. VI. 14
Teachers- Educational Level and Training

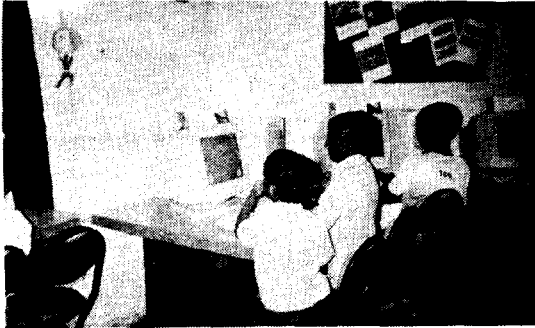
S.No.	Funding Agency	% Teachers' Educational Qualifications			% Teachers' Training		
		Up to 10 th Level	Graduation	Above Graduation	No Training	Pre-service	In-service
1	Government	67	11	22	68	9	23
2	International and Voluntary	32	59	9	34	27	39
3	Both 1 and 2	28	49	23	19	15	66
	All NGOs	35	47	18	30	18	52

Source: Survey Conducted in the 45 NFE Centres

Table No. VI. 15
Teachers' Responses- Training, Salary and Motivation

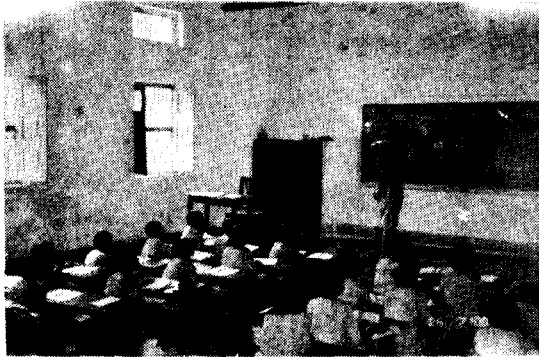
S.No.	Response	% Respondents
1	Need more training for teaching students	64
2	Salary per month (Rs.)	
	Less than Rs. 1000	37
	1000-2000	58
	2000-3000	3
	Above 3000	2
3	Would like to leave job, if offered new job.	47

Source: Survey Conducted in the 45 NFE Centres



NFE Class in progress - Project Mala

NGOs range from the full NFE course for 3 years, to the bridge course varying from 3 months to 2 years and basic literacy and life skill course, that is need-based, depending upon the child's receptivity



Computer Class - Vastsalva Foundation

capabilities. The time period of the course offered also varied ranging from 3 months to 2 years. The NFE course followed by the National Child Labour Programme (NCLP) schools was for 3 years, while the bridge course adopted by the MV Foundation, Prayas, Door Steps and Deepalaya varied from 3 months to 2 years. NGOs with shelter homes and drop-in centres provided need-based courses, with no specific time period. (Refer Table No. VI.16) And (Annexure-11)

Eighty-seven per cent of the NFE centres held classes for 5-6 days a week, however, 13 per cent NFE centres devoted only 2 days in a week for the classes. It is impossible to cover the required curriculum within 2 days in a week. Thus the commitment for giving proper education to the children is lacking. The teaching periods also varied from 2 hours to 6 hours per day. Sixty per cent of NFE classes were held for 6 hours a day, while 28 per cent were held for 2 to 4 hours a day and 12 per cent were held for only 2 hours a day.

Table No. VI. 16
Non-Formal Education – Course Type and Duration of Course

S. No.	Funding Agency	NFE Course Adopted			Duration of Course				
		Full Course \$	Bridge Course	Basic Literacy and Life Skills*	6 Months	1 Year	2 Years	3 Years	Not Specific
1	Government	86	00	14	14	0	0	85	1
2	International and Voluntary	0	33	67	92	8	0	-	0
3	Both 1 and 2	3	19	78	78	4	12	2	4
	All NGOs	20	15	65	73	5	7	12	3

Source: Survey Conducted in the 45 NFE Centres

\$: Full NFE course is a 3 year accelerated course.

& : Bridge Course is to familiarize the student with basic alphabets, language and numeracy. Children are guided so that they could be enrolled in formal schools according to the levels for which they are competent.

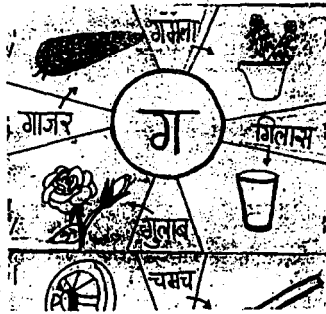
***** Not specified courses are usually to guide the child for basic knowledge, so that he may be able to read the local language or write a letter. There is no time period mentioned. It depends upon the child's aptitude.

Except for the government funded NGOs that follow the 3-year NFE course, a significant proportion of classes were held for less than 2 hours a day by the majority of NGOs. The analysis indicates that no fixed schedules are maintained by the NFE centres while imparting the educational programmes. Proper guidelines from NGOs must be given to NFE centre in-charge teachers to take classes for longer periods of time, so that children maintain regularity and are away from work for longer periods of time. (Refer Table No.VI.17)

Table No. VI. 17
Teaching Days and Teaching Hours

S.No.	Funding Agency	Teaching days per week			Teaching hours per day		
		Less than 4	5	6	Less than 2	2-4	4-6
1	Government		48	52	4	16	80
2	International and Voluntary	15	78	7	15	39	46
3	Both 1 and 2	5	86	9	24	46	30
	All NGOs	13	66	21	12	28	60

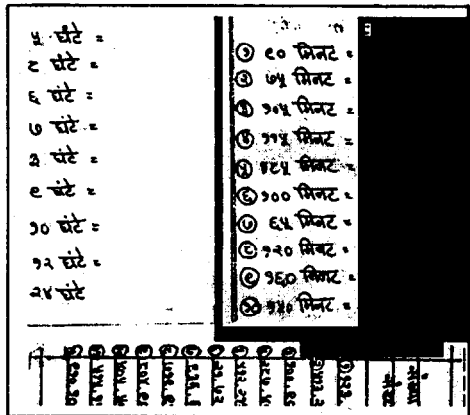
Source: Survey Conducted in the 45 NFE Centres





6.11. Curriculum

The curriculum adopted and subjects taught in the NFE centres were diverse ranging from basic literacy skills (alphabets reading and writing, numeric skill like counting, addition and subtraction and general awareness about surroundings) to minimum levels of learning for non-formal education. Most of the NFE centres followed either a self-devised curriculum or primary school curriculum of the concerned State Education Department. In the case of 8 per cent of the NFE centres teachers have a self-devised curriculum for the children. Most of the teachers used basic books on counting, and reading and writing local language alphabets. Environmental science and general knowledge awareness was available to only a few NFE centres. It has been analysed by several researchers that the textbooks may not be the ideal teaching tools. Instead a series of booklets, containing demonstrative pictures could make learning more interesting for the children. Some of the NGOs had prepared books/worksheets,



Work for Children

of the teachers used basic books on counting, and reading and writing local language alphabets. Environmental science and general knowledge awareness was available to only a few NFE centres. It has been analysed by several researchers that the textbooks may not be the ideal teaching tools. Instead a series of booklets, containing demonstrative pictures could make learning more interesting for the children. Some of the NGOs had prepared books/worksheets,

depicting these demonstrative pictures. The self-devised courses prepared by several NGOs were based on a bridge-course to provide basic skills in reading, writing and numeracy. Door Step, Ankur, Deepalaya, Butterflies, and Prayas have also prepared self-explanatory worksheets for the children. Project Mala NFE centres followed Minimum Levels of Learning curriculum devised by NCERT for the Non-Formal Education. (Refer Table No.VI.18)

Subjects taught also varied from NGO to NGO. However the majority of the NGOs (over 80 per cent) emphasized learning local language alphabets and basic numeric skills for counting and additions. Most of the students in these NGOs were able to read or write their names. The curriculum followed and subjects taught in the majority of NFE centres lacked proper guidance from the respective NGOs and everything was left to the teachers' initiative. In the absence of trained teachers, and lack of proper guidance, the effective NFE teaching programme suffered. This requires immediate attention from NGOs and funding agencies, as the purpose of NFE is self-defeating without appropriate curriculum backup.

Along with the basic education in the curriculum, other required aspects like study of surrounding environment (human, natural, and social), lessons on basic human needs, training ensuring self-esteem like crafts, SUPW, games, singing, story-telling, basic hygiene, knowledge of laws governing children were inadequately given to the children. The curriculum on these subjects was considered very weak in most of the NFE centres.

6.12. Teaching Aids

NFE special centres have adopted several teaching aids and methods to inculcate the educational levels. The methods adopted are varied such as practical demonstration of lessons in the field throughout door surveys, remedial classes for children not grasping lessons in classes, constant usage of charts, posters, dictionary, maps, flash cards, science and mathematics kit and learning through book reading other than textbooks, and recitation of stories, poems, group songs, etc. These teaching aids have shown a positive impact on the children's educational understanding. Teachers with pre-service or in-service training were trying to adopt the new techniques to generate interest among the children. Students were found

Table No. VI.18
Curriculum Adopted by Teachers

S. No.	Funding Agency	% NFE Centres-Curriculum Adopted				
		Self-devised by NGO	State Education Board	Self-devised by Teacher in NFE	NCERT	National Open School
1	Government	30	60	10	0	0
2	International and Voluntary	80	10	10	0	0
3	Both 1 and 2	65	27	5	1	2
	All NGOs	62	29	7	1	1

Source: Survey Conducted in the 45 NFE Centres

Table No. VI. 19
Teaching Material and Aids in NFE Centres

	% NFE Centres Using Teaching Materials / Aids					
	Blackboards	Charts/ Diagrams	Maps/ Posters	Worksheets	Library	Demonstration Items
All NFEs	85	80	35	30	15	28

Source: Survey Conducted in the 45 NFE Centres

Table No. VI. 20
Supportive Teaching- Learning Activities

All NFEs	Out-door Visits	HIV/AIDS Education	Painting	Songs/ Drama	Community Awareness	Parents/ adult Education
	65	23	75	78	35	15

Source: Survey Conducted in the 45 NFE Centres

attentive and engrossed, where practical demonstrative skills were used for learning. The usage of maps/posters and other demonstrative materials were complied with by a few NFE centres. The majority of NFE centres still follow the traditional and unimaginative methods of education owing to lack of relevant teaching-learning materials in the centres. The methods like group discussions, outdoor tours, group songs and encouraging questions from children were also initiated by a few NFE centres but the number of such NFE centres were less. Sex education and information about HIV/AIDS was given only by 23 per cent of the NFE centres. (Refer Table No.VI.20)

Ninety-four per cent of the teachers were reading lessons from the text without making any efforts to make children understand the lessons. Ninety-four per cent of the teachers encouraged children to answer through rote learning. Only 62 per cent of the teachers gave written exercises to the children. Teaching through demonstrative methods, outdoor visits were given by 29 per cent of the teachers. (Refer Table No. VI.21)

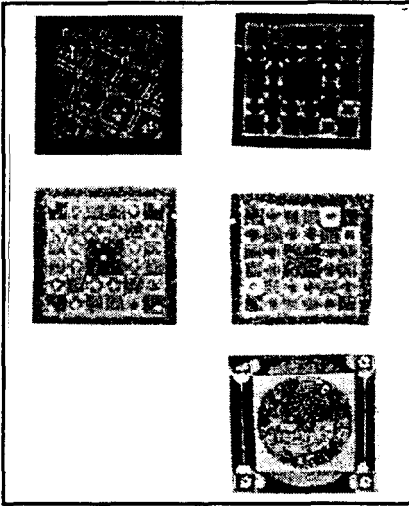
Table No. VI. 21
Teaching Methods Adopted

Teaching Method Adopted	% Teachers Respondents
1. Reading from Text	94
2. Rote Learning	94
3. Written Exercises	62
4. Use of demonstrative methods like charts, graphs, maps, outdoor trips	29

Source: Survey Conducted in the 45 NFE Centres

6.13. Vocational Training

Most working children have little choice about whether or not they will work. Often children are most interested in acquiring skills that can be immediately applied to their livelihood. Job training and good employment opportunities for older children offer an alternative to harmful or illicit work. Working children can demand access to improved working conditions, if they are provided skill upgradation in the non-formal education centres. Teaching of vocational skills in the non-formal centres constitute a significant activities, especially



Design for card prepared by children

in those centres were 'of the street' category of children are enrolled. These children show less interest for non-formal education, compared to vocational skills. This is perhaps to prepare themselves for self-support after leaving the NGOs like, Don-Bosco, Salam Balak, Butterflies, Vatsalya, Mariyala, Prayas, HCHW, ICCW, REDs and Maya concentrate on providing vocational skills. The skills taught at these centres are automobile repairs, motor winding, carpentry, painting, handicrafts, textile weaving, tailoring, welding, electric repairs and cycle repair.

Other non-formal education centres inculcate skills like painting, screen painting and drawing. The items prepared by children are sold in the market for generating funds for the NGOs. These funds generated are used for the children's support. Most of these NGOs have tied with other training institutes for imparting the vocational skills to the enrolled children. The facilities available for vocational skills vary from good to highly inadequate equipment. Some of the NGOs have modern equipment and trained teachers for teaching these skills, while the majority of NGOs lack trained teachers and equipment to provide training for the skills. However, some NGOs believe that every child should be enrolled in the formal education without concentrating on these skills in the younger age groups. The vocational training given by some NGOs are superficial without going for in-depth knowledge of the vocational skill. Responses from the children who have completed the NFE programme from the NGOs indicate that only 6 per cent of the respondents have utilized the vocational skills learnt in the NFE centres for self-support. Twenty-five per cent of the respondents had to receive more training for the employment. At the same time some NGOs (MV Foundation) believe that every child should be enrolled in the formal education without concentrating on these skills at a younger age.

The working hours for those working children who have completed NFE and vocational training from NGOs were between 6-10 hours

per day. The wages earned by these children showed an increase compared to the other street children, who are still being supported by NGOs. This indicates that skill improvements have contributed to the increase of earnings. (Refer Table No.VI.22)

Table No. VI. 22
Responses of Children Who had Completed NFE

Responses	% Respondents
Joined employment related to vocational skills learnt in the NFE centre	5.9
Received additional training for employment	25
Present working hours per day	
Up to 6 hours	5
6-8 hours	25
8-10 hours	60
Above 10 hours	10
Wages earned per day	
Less than Rs. 20	0
20-50	25
50-100	52
Above 100	23

Source: Survey Conducted in the 45 NFE Centres

References

1. Terra Des Hommes (1996): *Project Policy Meetings*,
2. The Government of India acceded to this convention on 11 December 1992. The Convention of the Rights of the Child enshrines as interdependent and indivisible the full range of the civil, political, economic, social and cultural rights of all children that are vital to their survival, development, protection and participation in the lives of their societies. One of the tenets of the convention is that all actions concerning children, their best interests should be taken fully into account. Article 32 recognizes children's right to be protected from work that threatens their health, education

or development and enjoins states to set minimum wages for employment and to regulate working conditions.

3. Rita Panicker (1994), "NGO Forum for Street and Working Children in Delhi", *Street Children –A Challenge to Social Work Profession*, Edited. Asha Rane, Tata Institute of Social Sciences, Mumbai.
4. Disha Nawani (2000), *Education For All, Role and Contribution of NGOs to Basic Education*, MHRD, GOI and NIEPA, New Delhi, p.19.
5. Ministry of Education Report (1992), *Challenge of Education*, p.36.
6. The PROBE Study (1999), p.41.
7. Yadav, M.S. and Bhardwaj, M. (2000), *Education For All, Learning Conditions for Primary Education*, MHRD, GOI and NIEPA.
8. Houses in which both walls and roof are made of permanent material like burnt bricks, cement, concrete, iron, stone and GI sheets.
9. Houses in which either the roof or wall is made of permanent material and the other is made of temporary material.
10. Houses in which both roof and walls are made of material, which have to be replaced frequently, like grass, leaves, reeds, mud and bamboo.
11. PROBE study (1990), p.42.
12. Yadav, M.S. and Bhardwaj, M. (2000), *Education For All, Learning Conditions for Primary Education*, MHRD, GOI and NIEPA, p.26.
13. Op.cit., No.11.
14. Op.cit., No.12.
15. PROBE Survey (1999), p.20.
16. The PROBE study found 50 pupil-teacher ratio.
17. MHRD (2000), *Education For All*, p.42.
18. Ibid.
19. Zutshi, Bupinder (1998) : *An Assessment of Non-Formal Education in Mirzapur-Bhadhoi Carpet Weaving Belt*, Research Study sponsored by the South Asian Coalition on Child Servitude, New Delhi.

7

NON-FORMAL EDUCATION –ACHIEVEMENTS

7.1. Non-Formal Education – Achievements

The achievements of non-formal education provided by NGOs can be assessed while taking the following indicators into account:

- Skills learnt by children
- Pupil/Teacher Ratio
- Dropout Rates
- Proportion of children who had completed non-formal education
- Enrolment in formal schools after completion of NFE.
- Reintegration of 'of the street' children with their families
- Job placement for children who had completed NFE

Information regarding dropout rates, completed non-formal education, children enrolled in formal schools, reintegration of 'of the street' children with families and job placements of those children who have completed the NFE programme from the NGOs could not be ascertained from all selected NGOs. Most of the selected NGOs do not have these statistics in the organized or systematic form. Hence comparative analysis of these indicators for the NGOs has not been attempted. However some information collected from parents and those children who have completed the NFE programme may give certain insights on a macro scale about the achievements of the NFE centres.

7.2. Skill Test Performance by Children

During the decade 1990-2000 there have been considerable efforts to bring learning achievements under systematic investigation.

In an earlier study conducted by NCERT during 1992-93, in 46 low literacy districts across eight states, the result of skills learnt by children were tested. The study indicated¹;

- i) Among Class V students, the maximum student achievement was 20 out of 40 in word meaning and 17 out of 44 in reading comprehension.
- ii) Learning achievements in mathematics were even lower than in reading. More than four-fifths of the students studying in Class IV or V could not achieve a minimum score of 40 per cent.

Jacob Aikara conducted a study in the year 1997 in four states to assess the level of learning achievements in Language, Mathematics and Environmental Studies.² The study observed that the students performed better in language as compared to the other two subjects. The study also showed that there was marginal difference in the performance of boys and girls in Language and Environmental Studies. But in Mathematics boys had a significantly higher score than girls.³

In the case of the present study, teachers were asked about the examination method followed in the NFE centres for testing the skills of the enrolled children. In the majority of cases no examination was conducted. However in the case of a few NFE centres monthly progress of the children was recorded. In order to examine and assess the skills achieved by children in the selected NFE centres, a skill test was conducted, covering skills related to understanding, Arithmetic, Language reading and Language writing, General Awareness, Civic Sense, Environmental Science, the History and Geography of the local area. Simple age and learner-specific questions on the above aspects were prepared, keeping in view the local and community understandings in mind. The selected children were asked to write the answers on separate sheets (see insets answer sheets written by the children). The results of the tests conducted by the research team indicate the following. (Refer Table No.VII.1)


Table No. VII. 1
Ratings of Skills for Enrolled Children in NFE Centres
Based on Surveyors' Evaluation

Education Skills	Poor	OK	Good
Reading from Text	26	63	11
Writing	13	80	7
Copying Text	16	69	15
Arithmetic	29	52	19
General Awareness	54	37	9
Civic Sense	33	51	16
Environmental Awareness	45	34	21

- Field investigators were asked to test the skills learnt by children through a small test. The children were asked the age and period devoted for schooling, specific questions in their local languages. Children were asked to write and answer specific questions in the blank paper provided to them for testing writing, copying the text and arithmetic skills. Other skills were tested through question-answers. The results presented in the table are field investigators' evaluations. The ratings given are as follows:
 - Poor: Less than 40 score, satisfactory between 40-60 score and good score of above 60. The scores were given out of 100, by the investigator, on the basis of the child's performance. The results are a subjective analysis of the investigator, as different investigators were employed in different areas.
 - i) Only 11 per cent of the children have a good level of text reading skills, while 63 per cent performed satisfactorily or reasonably and 26 per cent were poor in reading text.
 - ii) The writing skills were good for 7 per cent of the children, satisfactory for 80 per cent and poor for 13 per cent.
 - iii) The skills for copying text was good for 15 per cent of the children, satisfactory for 69 per cent and poor for 16 per cent.

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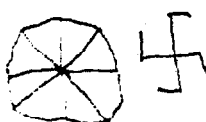
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- iv) Arithmetic skills were good for 19 per cent of the children, while it was satisfactory for 52 per cent children and poor for 29 per cent.
- v) General knowledge and civic sense awareness ranged from poor to satisfactory for the majority of the children. Only 10-15 per cent of the children had a reasonable awareness of general knowledge and civic sense.
- vi) Environmental Science skills were either extremely poor (45 per cent) or comparatively good (20 per cent) for the children.

The performance of boys and girls did not show significant variations. In fact, girls scored better in terms of reading, writing and environmental science skills. Boys performed better in arithmetic and general understanding. Performance of other skills was similar for both boys and girls.

The results of the test varied among the NFE centres supervised by various NGOs. Most of the children from NGOs who had shelter home/ drop-in centre facility ranged from poor to satisfactory level in terms of these skills. The learning skills were comparatively better among the children from MV Foundation, Project Mala, CREDA, SPEECH, Deepalaya and Prayas. Children already studying in formal schools also performed better like children from Hamara Club, Vastsalya, Ankur and Salam Balak. Skills learnt by children were satisfactory for HCHW, CINI ASHA, Don-Bosco (Mumbai and Chennai), and NCLP schools in Mirzapur, Varanasi, Firozabad and Sivakasi. (Refer insets).

7.3. Responses from Children Who had Completed NFE

The responses recorded from the children who had completed NFE from the selected NGOs revealed that 85 per cent of them joined formal schools and none of them have dropped from the formal schools, which is encouraging for the NGOs. Eight per cent of the respondents have joined employment after completing NFE. The employment is mostly in the unorganized sector, but initial training in the NFE centres has helped them to increase skills and earn better wages (Refer details given in vocational training). However, 7 per cent of the children were sitting idle at homes, which is a concern and needs to be looked into by the NGOs.

Eighty-five per cent of the respondent children were admitted in formal schools. Out of the admitted children, 63 per cent were admitted in Class VI onwards, while 24 per cent were admitted in Class V and 13 per cent were admitted below Class V. Significantly, 68 per cent of the respondents felt teaching programmes in formal schools were better, 19 per cent of the respondents did not feel any difference, while 13 per cent of the children felt teaching in formal schools was poor. Eighty-nine per cent of the children were able to understand the lessons taught in formal schools. (Refer Table No. VII.2)

Table No. VII. 2
Non-Formal Education Centres – Performance
Responses by Children Who had Completed NFE

Children Who had Completed NFE - Responses	% Respondents
Joined Formal Schools after NFE	85
Dropped out of Formal School after joining	0
Joined Employment	8
Sitting Idle	7
For Children Who Joined Formal Schools	
Class Admitted in Formal Schools	
1. Below Class V	13
2. Class V	24
3. Above Class V	63
Method of teaching in formal schools compared to the NFE schools	
1. Better	68
2. Same	19
3. Worse	13
Understand Lessons in Formal Schools	
1. Yes	89
2. No	11

7.4. Responses from Parents

The responses from the parents were encouraging as 70 per cent of them took a keen interest in the child's education by attending parent-teacher meetings. Sixty-seven per cent of the parents sent

children regularly to schools. However discussion with some parents indicated that absenteeism among girls was more due to various reasons. Some felt that girls are required for domestic work during the peak season when employment is in demand, while others felt that they need separate schools for girls. Some parents also wanted lady teachers to teach girl students.

Fifty-four per cent of the parents wanted to pursue formal education for the children after completing the NFE course. Twenty-six per cent felt children are required to work along with the families after the NFE course, while 20 per cent of the respondents had no idea and indicated a wait and watch attitude. When the same questions were asked to the enrolled children, the answers corresponded with those of the parents. Fifty-one per cent of the children wanted to attend formal schools, while 33 per cent wanted to enter the labour market and 16 per cent were without any clue. (Table No. VII.3).

Table No. VII. 3
Non-Formal Education Centres - Functioning Responses by Parents

Parents' Response	% Respondents
Attend Parent - Teacher Meetings	
1. Yes	70
2. No	30
Regularity of the child in school	
1. Yes	67
2. No	33
Is teaching useful for the child and family?	
1. Yes	68
2. No	28
3. Do not know	4
What will the child do after completing NFE ?	
1. Join Formal School/ Study Further	54
2. Help parents in their Occupation/ Work	26
3. Do not know	20
Whether non-availability of female teachers in NFE centres affects girls' attendance	
1. Yes	19
2. No	81

Parents were asked to rank the changes noticed in the child after attending the NFE classes. Response from parents indicated that positive changes were found in case of cleanliness and hygiene. However, 14 per cent of the respondents felt that respect and attitude towards parents and elders was diminishing. Parents also thought that in a few cases children were reluctant to help in family work. (Table No. VII.4)

Table No. VII. 4
Non-Formal Education Centres – Functioning
Changes Notices among Children – % Parental Responses

Parental Response	Better	Same	Worse
Cleanliness and Hygiene	37	63	0
Attitude towards elders and society	17	69	14
Provide help for family work	8	82	10

7.5.1. Correlation Analysis

A multivariate analysis of the following selected variables was worked out to find the correlation analysis among the selected indicators. Five indicators were selected for this purpose. The indicators selected are:

1. Pupil/ teacher ratio
2. Attendance Ratio
3. Percentage of teachers at graduation and above graduation educational level
4. Percentage of teachers with pre-service and in-service training
5. Skill test results of the children observed by the field investigator.⁴

A composite index was worked out for variables 3, 4 and 5, to find the coefficient of correlations matrix among the five selected variables.⁵ As expected correlation analysis of the selected variables indicate a positive relationship of children's skill test results with other variables like teachers' education level, teachers' pre and in-service training level and attendance ratio. The variable was negatively correlated with the pupil/ teacher ratio. Skill test results recorded

high positive correlation (0.557) with the percentage of teachers having pre and in-service training, (0.429) with percentage of teachers with an education level above graduation and (0.381) with percentage of attendance rates.

The results of the analysis reinforce that teachers are the key to education as learners' achievements are directly related to teaching quality in the schools. One prerequisite of a successful education programme is the teaching methods and techniques adopted by teachers. The high dropout / push-out rate is the outcome of improper teaching staff, who lack basic teaching skills. Therefore the proper choice of teacher's selection and regular in-service up-grade through training programmes is the basic key to a successful NFE programme. (Refer Table VII.5)

7.5.2. Regression Analysis

Regression analysis was worked out to analyse the contribution of the three independent variables on the dependent variable. The dependent variable selected was Skill Test results of the children, while the three independent variables selected were Attendance rate, percentage of teachers with graduation or more than graduation education level and percentage of teachers with pre and in-service training. The results derived from the regression analysis reinforce that the three independent variables together contribute more than 60 per cent for the dependent variable. Thus pointing out clearly, that teachers' education levels, teachers' training level, and high attendance ratio explain children's skill achievements. (Table No.VII.6)

Table No. VII. 5
Co-efficient of Correlation Analysis

	Pupil/ Teacher Ratio	% Attendance	Teachers' Education Levels	% Pre-and in-Service Teachers	Skill Test Results of Children
Pupil / Teacher Ratio	1				
% Attendance	-0.31998	1			
Teachers' Education Level	-0.18445	0.326503	1		
% Pre-and in-Service Teachers	0.022346	0.433036	0.237696	1	
Skill Test Results of Children	-0.09566	0.381484	0.42999	0.557368	1

**Table No. VII. 6
Regression Analysis**

Regression Statistics									
Multiple R	0.640977								
R Square	0.610852								
Adjusted R Square	0.36434								
Standard Error	7.224429								
Observations	42								
ANOVA									
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>				
Regression	3	1383.09446	1.0315	8.833311	0.000143				
Residual	38	1983.315	2.19238						
Total	41	3366.405							
	<i>Coefficient</i>	<i>Standard</i>				<i>Upper</i>	<i>Lower</i>	<i>Upper</i>	
	<i>s</i>	<i>Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>95%</i>	<i>95.0%</i>	<i>95.0%</i>	
Intercept	29.50747	4.412077	6.687887	6.52E-08	20.57569	38.43926	20.57569	38.43926	
X Variable 1	0.045281	0.070571	0.641636	0.524961	-0.09758	0.188146	-0.09758	0.188146	
X Variable 2	0.133034	0.060076	2.21443	0.032871	0.011417	0.254651	0.011417	0.254651	
X Variable 3	0.164646	0.051109	3.221499	0.002616	0.061182	0.268111	0.061182	0.268111	

Y = Skill test conducted for the children

X1 = Attendance rate of children

X2 = % Teachers above graduation or above graduation level

X3 = % Teachers with pre and in-service training.

The hypothesis to be tested through step-wise regression was

References

1. UNICEF (1996): Progress of the States.
2. Yadav, M.S. and Others (2000), Education For All, Learner Achievement in Primary Schools, MHRD, GOI and NIEPA.
3. Ibid.
4. The skill test results of the children were prepared for the selected activities and subjects in terms of the ratings. Weights were assigned to these ratings for all the selected activities and subjects, to give the relative importance and significance to each rating. For example, the percentage of children with good, satisfactory and poor performance in a subject were assigned weights. (Good-20, satisfactory-10 and Poor-5). These weights were given to all subjects tested separately.
5. In order to work out the composite index of the selected activities and subjects, indicators were made scale free, so as to work out the composite index. The method adopted by Smith, D.M., (1997): "Pattern in Human Geography: An Introduction to the Numerical Method, David Charles, Newton Abbot, Harmondsworth," 1977, *Where the Grass is Greener*, pp. 365-67, was considered for working out composite indices. These score measure the departure of individual observations, expressed in comparable form. Technically speaking, the standard scores are the linear transformation of the original data. The standard score of any observation is calculated as:

$$Z_i = \frac{X_i - X}{\text{s.d of } X}$$

Where as Z_i = Standard Score of any observation i

X_i = Magnitude of condition X for observation (territory) i ,

X = Mean

Sd. Of X = Standard Deviation of Variable

The composite index for each level of function has been worked out by the following method :

$$I_i = \sum_{j=1}^n Z_{ij}$$

Where as I_i = Composite Index of i level of function for territory (i).

Z_{ij} = Standard Score for area i on Criterion j

Σ

8

TEACHING-LEARNING MATERIAL AND SOME SUCCESS STORIES

8.1. Teaching-Learning Material Packages

“The focus of basic education must be on actual learning acquisition and outcome, rather than exclusively upon enrolment, continued participation in organized programmes and completion of certification requirements. Active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potential. It is therefore necessary to define an acceptable level of learning acquisitions for educational programmes and to improve and apply systems of assessing learning achievements”.¹

A fundamental requirement of any NFE course is to provide a very flexible approach that allows children to progress at their own pace. It should include the essential competencies covered by formal primary school in an accelerated programme and place a large emphasis on personal development. Appropriate teaching-learning material packages are important to achieve this basic goal of education. While framing a curriculum for the street and working children, it is important to keep the following background of the children in mind:

- These children are completely illiterate and they come from a community, which lacks culture of education. They have to be prepared for admission into regular educational institutions.

Several NGO groups have prepared the NFE course to meet this requirement of their target groups. Keeping in view the requirements of these children, the following curriculum should be covered in the non-formal education centres, so that the child learns all the basic skills of reading, writing, developing language, numeracy skills and environmental understanding covering human, social and physical components.

- Basic literacy skills like reading skills, writing skills, knowledge of numbers and computing numbers.
- Some 'Core Contents', which would touch issues like national integration, women's equality, and conservation of environment, population education, health and hygiene and development of scientific temper.
- Some locally relevant content, which would cover, regional perspectives of the area giving information about location, basic geography, social and cultural heritage of the area, economic issue of the areas, health and welfare issues. These contents must be portrayed and explained through photographs, diagrams, maps, demonstration methods, etc;

The curriculum for the NFE has three main stages

- The Preparatory State - Equivalent to lower and higher KG of the formal schools
- The Elementary State - Equivalent to Class I and II of the formal schools
- The Advanced Stage - Equivalent to III and IV of the formal schools.

The contents of the teaching-learning materials should cover the following aspects for various subjects:

Language Development

- Oral Communication - teachings skills of speaking, reading inclusive of spelling.
- Developing the skill of handwriting
- Factual writing, creative writing
- Comprehension of textual/printed information

Mathematics

- Numeracy - reading of numerals, understanding of values of numbers in terms of greater or lesser.

- Major operations like additions, subtractions, multiplications, fractions, introduction of decimals and use of calculator.

Basic Geometry

- Identification of two/three dimensional shapes, measurements of lines, angles

Science

- Health and hygiene, basic biology, basic botany, basic physics and chemistry.

Social Science

- Geography – area-specific information, introduction of maps, the location of countries
- History – Awareness of important cultural events
- Community Living

Art, Craft, Music and Movements

- All learning activities fostering the development of these skills will revolve around learning themes used for language development, mathematics, social studies and science.

However the level and method of teaching above content will vary according to the age and learning capacity of the child.

The field survey conducted among the selected NGOs points out that three sets of courses are in operation among the NGOs: A brief analysis of the curriculum taught by some of the NGOs is discussed. There is need to develop the curriculum further and test its acceptance in other areas.

8.2. MV Foundation, Bridge Course

The basic aim of this course is to give orientation to the illiterate children in older age groups (9-14 years), so that they can integrate successfully with the formal education programmes. This bridge course is oriented for children in rural areas, who have been working in agricultural activities along with their families. This bridge course varies from 3 months to one year depending upon the child's receptivity and capabilities. The essence of the bridge course is that the child orients himself/herself from labourer to student. The parents

shift their attitudes to plan for the child's future. The objective of the course is:


- To give the child skills to read and write and orient him or her to shift from a labourer to being a student.
- To introduce numbers and verbal mathematics.
- To develop capacities as members of a peer group of children from a situation of being atomized workers.
- To make reading and writing as a pleasurable habit and establish it as an extra curricular activity.
- To shift the child to a formal system of the existing school curriculum and categorize the child's tacit understanding in terms of subjects and textbooks.

The method adopted for achieving the objectives is

- Recognition of alphabets, and generate words, sentences and stories based on the child's own narration.
- Participation of the child in every stage of the learning process.
- Writing of the recognized letters into words and develop sentences based on these words. Adequate attention is being paid so that the letter introduced should not be in the traditional sequential style.
- Generating stories from children themselves, set up libraries and an atmosphere to read and fulfil the child's quest for more and more books.
- Introduction of basic concepts of mathematics

It is important to make writing appealing to these children. For this purpose, we must give them a well thought-out and well-planned programme. Interesting materials are especially necessary for these children (street children) who cannot afford other attractive books, etc.

A variety of sight-reading exercises should be given to test their ability to read texts that are new to them. Encourage children to read, for example, asking them to read 'Sita is a good girl! 10 times is not sight-reading. They may be merely memorizing in rote-fashion, but not reading.



MATHEMATICS

Numeracy concepts: After establishing the concepts of 'more than', 'less than', and 'equal to', we come to numbers.

Example:

1st stage: Introduce number value, numeral and number name for 1 to 5, then the zero concept, then 6 to 9.

2nd stage: 10 to 99

3rd stage: 100 to 999

Place value: Activities must be conducted to establish the difference between the two 2s in 22. Only writing is not enough. Understanding is a must. Ask what difference there is between the 4 in 45 and the 4 in 54.

Place value, >, <, =, ascending and descending order.

'What-come-before' and 'what-come-after' should be tested to check the thorough understanding of numeracy concepts.


Addition (one-digit numbers) should be started with concrete objects like beads, marbles, stones, etc.

For mathematics, too, worksheets can be prepared. Basic worksheets can be given to the educators, and then they may develop others to check the application of concepts and skills.


Various activities were conducted with the group to show how addition can be reinforced. One can make use of cold drink bottle caps, playing cards, etc. to play a variety of addition games, from which children are able to see addition tables emerging.

Example: Suppose we take four playing cards, toss them and see how many possible combinations can be obtained.

Facing up	Facing down
4	0
2	2
0	4
1	3
	3



$$\begin{matrix} \text{A} & \text{K} & \text{Q} & \text{J} \\ \text{A} & \text{K} & \text{Q} & \text{J} \end{matrix} + \begin{matrix} \text{A} & \text{K} & \text{Q} & \text{J} \\ \text{A} & \text{K} & \text{Q} & \text{J} \end{matrix} = ?$$

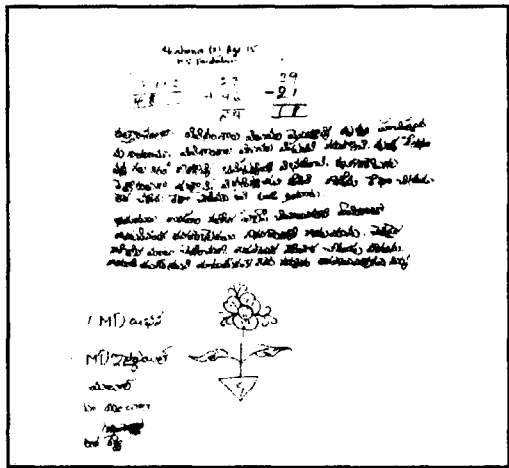


$$\begin{matrix} \text{A} & \text{K} \\ \text{A} & \text{K} \end{matrix} \times \begin{matrix} \text{A} & \text{K} \\ \text{A} & \text{K} \end{matrix} = ?$$

Novel materials can be used to create interest in learning — for example, we can use soft drink bottle caps, marbles, playing cards, etc. to learn addition and subtraction

like additions and subtraction, multiplication and division explanation. Interrelationships of these basic operations through the child's experience.

- Practical mathematics based on local materials.
- Use of formal textbooks in accordance with the child's ability.



Test performance by child from MV Foundation

The results are encouraging and a very high proportion of children who availed themselves of the bridge course has been successfully integrated with formal schools. The skill test conducted by us with these children also showed positive results and children with 9 months of the bridge course package performed well.

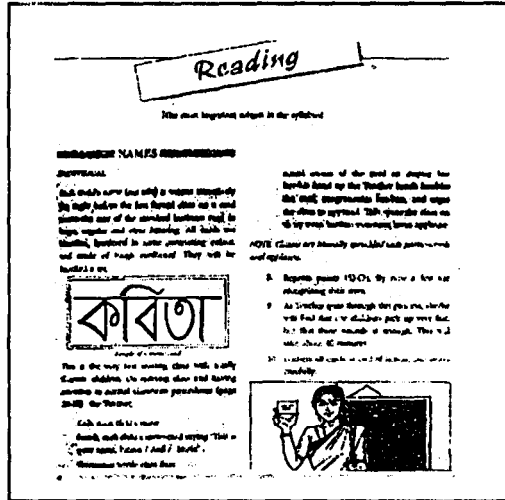
8.3. CINI Asha Bridge Course and Teachers' Guide

CINI ASHA is the urban project for children of the streets both for 'on' and 'of' the street category of children. The non-formal system encouraged these working children to continue their education along with the work activities. The basic objective of the course is to give basic learning skills of reading, writing and knowledge of numbers, so that the child in day-to-day life could use these skills. The subjects taught in this course are:

- Reading, writing, numbers, working with the numbers and the rest.

A teachers' guide has been prepared to instruct the teachers and orient them for these classes. The guide includes a checklist for the teacher, so that he/she is prepared to meet the children for the first time in the class. The focus in the first class is

- Recognition of letters, introducing the text, and reading of the text.
- Writing is taught through playful methods like use of crayons, where the child is free to draw lines and squares. With the help of squares, alphabets are fitted in these squares.

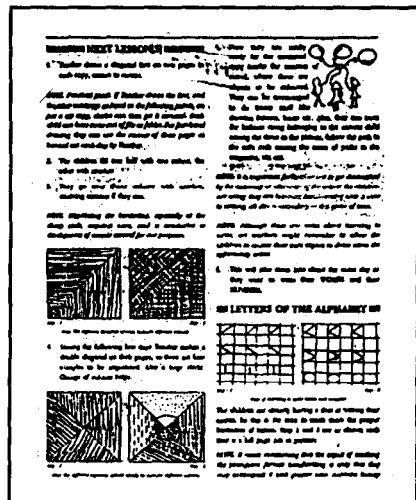


- Introduction of Reading skills manual for Teachers-CINI ASHA taught alongside.
- The next phase is introduction of numbers, reading of numbers, explanation of number reading through diagrams, charts and local available materials. Finally the child is prepared to work and compute with numbers. The additions, subtraction and multiplications are taught gradually.
- In the second phase the children are introduced to reading and writing of stories, so that they are prepared for enrolments into the formal system of education.

The results of such learning material is encouraging as 1,500 children have been successfully enrolled in formal schools.

8.4. Door Step

The Door Step's model of the



bridge course covers 'on the street' category of children in Mumbai, mostly for the pre-preparatory stage. The syllabus covers all the above stated aspects but at a lower level. However, the focus is on preparing simple worksheets for making reading and writing skills easier for these types of children. The worksheets prepared by Door Step are being used by other NGOs in the city. Children appreciate the worksheets and their utility for easy understanding.

8.5. National Child Labour Project Schools



The NCLP schools funded by the Ministry of Labour, under the IPEC and CLASP programme in the hazardous working processes have a 3-year non-formal education programme. These children are prepared to enter Class VI in the formal streams after completing 3 years of a condensed teaching programme. Most of these schools follow the State Education Board syllabus. But presently the books selected are of the pre-preparatory stage and may not give the required skills to get enrolled in Class VI. There is an urgent need to arrange appropriate textbooks for these children. Books having elementary reading of alphabets are being taught for one or two years in some NFE centres. A committee of experts should select the appropriate books for these children. Bal Adhikar Pariyojana, Nalanada with help from UNICEF, Lucknow has prepared a set of books for these classes. The books are in operation for NCLP schools in Bhadhol. The committee should consider these books for operation after a proper review and tests are conducted on children. The books cover Hindi language reading and writing material, mathematics and elementary social science themes.

छोटी-बड़ी संख्याएं

देखो और समझो -

स्थिति 1

जब सेकड़े का अंक बराबर न हो।

	415
	156

415 में 156 से सेकड़े अधिक हैं।

अतः 415 बड़ी है 156 से

या 156 छोटी है 415 से

खाली जगह में "बड़ी" है या "छोटी" है लिखो -

754		343 से	437		189 से
208		119 से	376		287 से
532		423 से	187		207 से
413		321 से	206		198 से

Learning material for elementary Mathematics

The teaching-learning material used by other NFE centres are varied and need scrutiny from the experts. Since NGOs have to contribute significantly to the NFE programme for some more time,

Vimalamma, a 12-year-old student at Alur Girls Camp went home during her bridge course for holidays from MV Foundation in Hyderabad. The parents decided to get her married and did not want to send her back to the camp for completing the bridge course. MV Foundation social activists met the head (Sarpanch) of the village and other elders of the villages to dissuade her father from getting her married at this early age. But the parents persisted, and then they talked to the groom and his parents. They were also persistent. The Sarpanch with the support from the village community threatened to inform the police, as the girl had not attained age of marriage legally. The parents finally agreed to send the girl back to complete the bridge course. Her groom was also made to agree to wait for the marriage till she attains the age of 18 years. Now she is attending formal school and is in Class V.

till all children are enrolled in formal schools, preparation of universally accepted learning material is required. NGOs must pool in together and prepare acceptable teaching-learning materials with the help of government, UN agencies and international funding agencies. The teaching-learning material prepared should be tested in all areas before being accepted universally. Help from experienced NGOs in this field should be sought.

8.6. Success Stories of Some NGOs

MV Foundation

MV Foundation was established in 1987 to break the labouring cycle for the children aged 5-14 years,

through community initiative by motivating parents and children to utilize formal schooling as a medium for his/her advancement. The aim is to send all out-of-school children to formal schools. The target groups are all out-of-school children in the age group 5-14 years. The strategy followed is different for the 5-8 year age group and for the 9-14 year age group. Parents of all children in the age group of 5-8 years are identified in the target region and are motivated for an intensive enrolment drive in formal schools. About 90 per cent of the children in this age group are already in formal schools because of the MVF initiative. To ensure retention of the children in the schools, community involvement is sought. Several village committees like, the Parent Teacher Association, Village Education Committee and Mandal Education Committee are promoted to act as pressure groups to sensitize the administration towards education needs. These committees are also involved for monitoring and overseeing

functioning of the schools. The district administration has already successfully replicated this model in 800 villages. Dedicated education activists handle the fieldwork programme components. They identify the child and are responsible for motivating the parents.

Children in the 9-14 year age group are initially motivated through the non-formal education centres, as they may not be able to catch up with the regular students. These NFE centres run bridge courses for a short duration in the residential camps. Children are persuaded to join these residential 'summer camps'. These camps are located in disused government buildings. These camps are held separately for boys and girls, and vary in duration from 3 to 9 months, depending upon the child's receptive abilities. Study timings are from 9 a.m. to 5 p.m. In the evenings there are library sessions, review sessions and homework sessions. Responsibilities are given to children for organizing day-to-day chores. During 1991-98, 36 'Bridge Courses' were held covering 7,500 children. Ninety per cent of the children were rural child workers engaged as bonded labourers, cattleherds or shepherds, agricultural labourers harvesting cotton and orange flowers. At the end of the camp they are assured admission to the formal schools related to their age and learning capacity. The results demonstrate that all parents have an intense desire to educate children, provided quality teaching is given to them. They understand the value of dignity and confidence which education can give. It seeks to make creative use of local resources.

The success of the girl's camp to prepare girls to join formal school is spreading rapidly and parents are convinced of its success because they have witnessed it themselves.

CINI ASHA

CINI ASHA is an NGO based in Kolkata whose main objective is to mainstream street children, child labourers and children of sex workers into formal schools. The major goal of CINI ASHA is to improve the quality of life of the urban children living in socially disadvantaged and de-humanizing circumstances. The organization ensures that all children in the project area are enrolled and retained in formal schools. Some of the facilities provided by the organization

are Drop-in-Centres, Night Shelters, short stay residential homes (Half-Way-House), Clinic, Sick Bay, HIV/AIDS prevention programme for street children, preparatory centres and coaching centres for child labourers and evening centres for children of sex workers. Children who live on the platforms attend non-formal education classes in a small room given by the railway authorities. Working children from slum areas have been accommodated in non-formal education centres; there is also a coaching centre where teachers

Sandeep, a youth from Bihar was left behind in Kolkata, by his parents, with a person called "Chacha". After a few days the "Chacha" deserted him and he started surviving on alms. CINI ASHA picked him up and enrolled him in their NFE centre. He was later sent for vocational training for preparing leather goods. He later changed his profession to roller press of nylon slippers (chappals). Now he earns Rs.2,800 per month and is married. His wife also earns Rs. 1,200 and they are able to live decently.

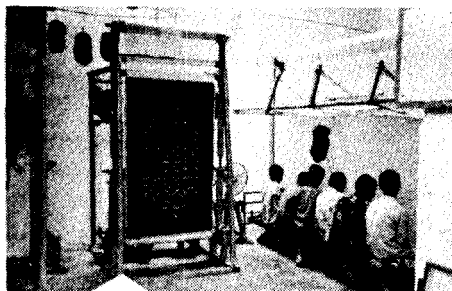
conduct additional activities such as helping the children with their homework. The rehabilitation of the distressed children has been one of CINI ASHA's major thrust areas. Facilities like nutrition, education, recreation, counselling lockers, banking and vocational training are provided to the enrolled children.

CINI ASHA has managed over a two year period to mainstream 1,500 street and working children from squatter settlements into formal schools. Their parents appreciated the educational experience for the children, which in turn have changed the lives of the families for the better. Their food habits have changed, consumption of alcohol has been reduced and gambling habits have changed. There is a heavy demand for such schools and pressure on the municipality has increased for increasing the number of schools and also for taking corrective measures to improve the quality of schooling.

Project Mala

Project Mala was established in 1989, to educate and rehabilitate working children in carpet-weaving. It provides three-year non-formal education to children between the ages of 10 and 14, who are involved in carpet-weaving. This education is equivalent to 5 years in the formal primary system (levels I-V). The idea is that on completing the NFE, the child joins formal school for further

education or will join the labour force, with more favourable terms as skilled workers. Adequate attention is paid to enrol girl students and children from marginal sections, especially backward classes and Scheduled Castes. Along with NFE, the Project Mala schools also provide technical skills by way of vocation training in the



*Carpet Weaving course for children
Project Mala*

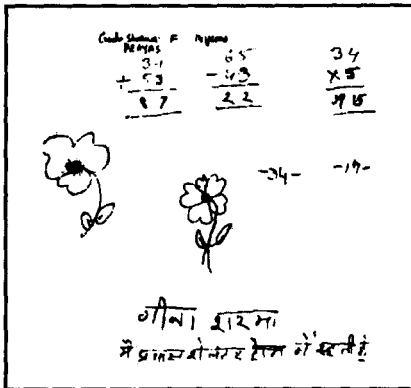
field of carpet-weaving and tailoring. The parents have applauded the one-hour daily course on carpet-weaving and tailoring. They consider the training as an asset, generating confidence among the children. Project Mala schools adopt Minimum Levels of Learning (MLL) curriculum designed by NCERT for non-formal education. It has inducted some aspects along with Gandhian lines and is in accordance with guidelines laid down by the Government of India. It combines productive work with other forms of learning. The curriculum is child centred, providing basic primary skills for mathematics, language, social science and general sciences. Teachers attach significant importance to using teachings aids such as charts, posters, stories, songs, practical demonstration of skills, outdoor field tours and remedial teaching for children.

A discussion with parents and community members of the Mala school students indicated that they see a change in the children's behaviour, since they joined the Mala schools. Their health and physical appearance had changed for the better, their personal hygiene habits had improved, they had become more alert, learnt things quicker and had confidence to face the challenges and spoke better. The influence was also found on their friends and siblings, as they also expressed motivation for learning. Mala schools have played a significant role in creating more demand for schools, as more and more children want to get enrolled in Mala schools or such other type of schools.

Prayas

Prayas Juvenile Aid Centre was established in 1988. The target groups are both 'on the street' and 'of the street' categories of street

children. The objective of the organization is to rehabilitate them and reduce the incidence of vagrancy and delinquency among them through a holistic approach comprising shelter, food, clothing, care and protection, health support, community participation, reintegration with families, non-formal education and imparting of vocational skills. The organization runs 3 shelter homes (one each for boys, girls and custodial home for boys). The boys' shelter home is a 24-hour open shelter home, where children spend their extra time. Girls' shelter home is restricted for only registered children. They are not allowed to move out unless reintegrated with families or provided a self-support mechanism. The girl's shelter home provides food, clothing, bedding, health care, non-formal education, library and vocational skill training to the inmates. The organization also runs several non-formal education centres for 'on the street' children in identified slum squatters. They



Test performance by PRAYAS child

provide elementary education to out-of-school children as well as remedial support to the school-goers. The organization also imparts vocational skills like screen printing, cutting and tailoring, embroidery, beauty culture, book binding, art and crafts, candle-making and scooter repair. Emphasis is laid for mainstreaming the children from these slum areas after imparting basic elementary education. The other community participation activities are helping children of migrant workers by providing midday meals and non-formal education. The target children are also provided health services and imparted health awareness modules, through advocacy campaigns. Special awareness programmes for sex transmitted diseases, HIV/AIDS are given to the street children. The organization is associated with CHILDLINE in North Zone. The children in distress are immediately provided shelter in the homes. The efforts of Prayas have resulted in reintegration of several children with their families as well as creating self-support avenues for nearly 25 per cent of the children.

Salam Balak Trust

Salam Balak Trust, a Delhi-based NGO was established in 1989 to provide shelter and protection to street children loitering in and around New Delhi railway station. The target group are essentially 'of the street' children with minimum or no family contacts.

The objectives of the NGO are to provide counselling, basic necessities like shelter, food, health care, healthy living and sanitation. The organization has arranged reintegration of the children with families wherever possible.

Children interested in education are put in separate shelter homes. These children are enrolled in government/private schools and are also provided food, clothing and medical care. They are also given vocational skills. Children admitted in-between are given non-formal education and prepared for enrolments in formal schools. Children are encouraged to be in contact with families and even reunited after completing elementary schooling. Separate



Social educators in contact with street children - Salam Balak Trust

shelter homes for girls (aged 5-16 years) have been started to provide 'temporary safe space for girls in distressful circumstances'. These girls are either reunited with their families or are getting education and vocational training to be rehabilitated back into the society. The girls are imparted non-formal education initially and are enrolled in formal schools subsequently. The NFE covers alphabets, number and word formations. Vocational courses in embroidery and tailoring are also given to the girls. Efforts are made to provide recreation and counselling of basic awareness, especially health education on HIV/AIDS. Outdoor trips for cultural programmes and general awareness programmes are also arranged. Special discourses are given for health, hygiene and proper sanitation.

The Vatsalya Foundation

The Vatsalya Foundation provides shelter, counselling, education,

healthcare recreation and vocational training to the 'of the street' category of children. The organization has been able to reintegrate a number of street children with their families. They have also enrolled several children in the formal schools. The foundation

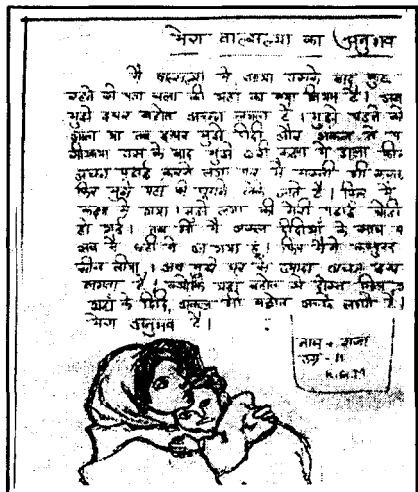
Twenty-three-year-old M.S. was staying at a night shelter and has been in contact with Vatsalya since he was a teenager. He had no formal education and was involved in anti-social activities. Initially he was reluctant to change his behaviour and did not see the importance of a secure life. Gradually however, after he was involved in counselling sessions and various programmes, he began showing positive changes. He started planning for his future. Seeing his motivation to live stable life, he was referred to a night shelter. He started saving money, which helped him to rent a house. He began taking responsibility and even found a job for himself. This year he got married and now lives with his wife in Mumbai.

provides technical skills to 'of the street' category of children. Several children have been enrolled in formal schools. The foundation provides computer-training courses to the enrolled children. Art lessons in the form of painting, drawings and preparation of handicrafts are given to the enrolled children. The major aim of the organization is to provide rehabilitation and protection from abuses to the 'of the street' category of children.

The children are independent and disciplined. A significant proportion of the children have been reintegrated with the society after job placements.

Don Bosco

The organization is working for the street and working children in several urban centres throughout the country such as Kolkata, Delhi, Mumbai, Chennai, Bangalore and Madurai. The organization has been striving to support street children to make them re-enter the mainstream of society. The project addresses entire socio-economic



Story written by Vatsalya child

organization at two levels:

- At the level of youngsters on the street by providing support to the child to grow and integrate into society.
- By building a meaningful, social and political movement capable of challenging those situations that leave children abandoned on the streets.

The organization has successfully de-addicted several street children from drugs, inhalants and alcohol in their de-addiction centres. They have successfully provided technical skills to these children by imparting vocational skills and a sizeable number of children have been able to earn their livelihood and stand on their own feet. These children have entered into adulthood with confidence and maturity. Many of them have their own families and provide formal education to their children.

Success Story from Bosco-Bangalore Oniyavara Seva Coota

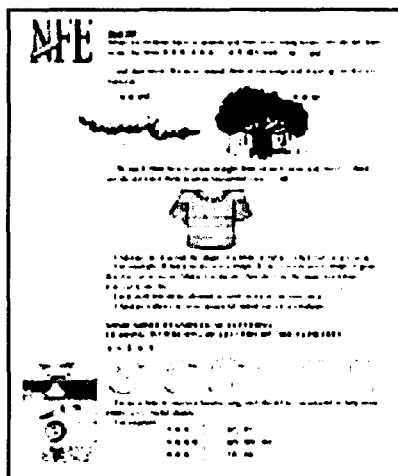
Raju now aged 18 years who hails from Kadur had left his home in 1995. Some six months later, he met Bosco's Street Educator at the bus stand and though he refused to reveal much information about himself, he agreed to move into BOSCO Mane to join the tailoring unit. Impressed by his interest and good behaviour, he was placed for a two-year training course, which he completed successfully. He showed an interest to move to his hometown. He now works in his hometown as a tailor master.

Butterflies

Butterflies, a Delhi-based NGO, has been working for street and working children since 1988. Both 'on the street' and 'of the street' categories of street children are its target groups. The major objectives of the organization are to empower street children with elementary education and necessary skills to protect their rights as children. It also helps to provide necessary support for their reintegration with their families, keeping in view the principles of democracy and community participation.

The approach of the organization is to initiate contacts with the target groups, through regular visits to their places of work and stay. Once the relationship is established, children are motivated to actively participate in the decision-making processes concerning their future life and create awareness towards child issues. The organization's role is initiator and supporting their decision through

guidance and technical assistance. The activities are conducted on the streets or in parks, as they have no fixed centres. Help of school children and other youth groups is sought for conducting the activity.



*Science lessons for children –
Butterfly course*

The other activities include saving schemes for children's earnings, formation of credit unions, quarterly camps and get-togethers, health education, especially sex education and protection from sex transmitted diseases, HIV/AIDS, etc. The organization has developed 'Butterflies Restaurants' concept to support child entrepreneurship. This initiative helped them to gain confidence and generate employment for them.

The Indian Council for Child Welfare (Chennai, Tamil Nadu)

The organization has multiple programmes for the development of street and working children. The programmes include creches for early childhood care, education for pre-school children to prepare them for schools, transit schools for the working children to reorient them for enrolments in formal schools and rehabilitation of street children by providing shelter homes. These children are enrolled into non-formal education programmes initially and subsequently they are integrated with the formal education.

The Hyderabad Council of Human Welfare (AP): (HCHW-MARG)

The organization has worked effectively with street children since 1990. The major priority of the organization is rehabilitation of street children and protects them from abuse. The shelter homes serve as a platform to search for the child's talent and inner potential. The initial support in the shelter homes includes need-based education, food, clothing, healthcare, saving facility and job placement counselling. Measures for rehabilitation include vocational training, self-employment, and placements for street children and alternate ways of waste-picking.

Maya

Maya works to address the concerns of children and concentrates on slums and low-income areas of urban Bangalore. The approach is to enable and strengthen community members to address the needs of children through their own efforts rather than provide them with facilities and services. The activities include community run pre-schools, child development centres where facilities for non-formal education, exposure to creative and cultural activities, indoor and outdoor games and camp schools. The organization has created mass awareness for enrolments in schools.

Rag-Pickers' Education and Development Society

The main focus of the organization is to cover rag-pickers, domestic servants and street and working children living in slums. The organization provides shelter homes; streamlines children into formal schools, value education and life skill education, counselling and recreation. The organization has helped many children who were mainly dependent upon rag picking. In this process many of them suffered from ill health. The organization has made them aware about hygiene and health preventive measures. Many children who were addicted to inhalants have been saved by this organization.

References

1. World Conference on Education For All Meeting Basic Learning Needs, Jomtien, 1990, World Declaration on Education For All, (Adopted by the Conference on 9 March 1990).

9

MAJOR FINDINGS AND RECOMMENDATIONS

9. Major Findings of the Study

The basic issues of the street and working children are to protect them from abuse in the cities through preventive and protective measures. The preventive measures require mass awareness of society, parents and the children, whereas the protective measures include provision of survival strategies, security, psychological support and educational and vocational skills in the cities to these children as otherwise the children are susceptible to drugs, inhalants and alcoholic addictions and sexual abuse which ultimately forces them to work for mafia and crime rings. These children are also prone to occupational hazards leading to diseases and accidents, which affect their lives, limbs, psyche and total development.

International pressure and support from UN agencies, sustained movement generated by NGOs, judicial activism and concerted efforts from the National Human Rights Commission has contributed significantly to draw government attention to address the street and working children concerns confronting the society. In this direction several legislative measures and field based action plans have been operationalised. The culmination of these efforts resulted in the adoption of the National Child Labour Project (NCLP) in the endemic areas of the country having child labour in hazardous occupations. The Ministry of Labour, Government of India has identified 93 districts of the country for the operation of the NCLP scheme benefiting 100,000 children throughout the country by providing non-formal education along with nutritious midday meals, healthcare and stipend. In addition, a special scheme for the street and working children is under operation by the Ministry of Social Justice and Empowerment, Government of India, which supports 103 NGOs in the 23 million plus population cities of the country. Under this scheme, 32,451 children are supported for NFE and other benefits. UN agencies like UNESCO and UNICEF are also supporting several NGOs for providing educational programmes to these children. Several national and international

donor agencies also support NGOs in providing rehabilitation and education programmes to the children. Child line service is also activated in several cities to provide immediate referral services to the vulnerable children.

The study indicates that there has been a significant decrease in the proportion of out-of-school children from 50 to 30 per cent during 1991 to 1995-96 in India. However, it also points out that a significant size of estimated children (nearly 72 million) are deprived of basic education. Even the selected cities for the survey have a higher proportion of out-of-school children, in spite of concentration of social and economic infrastructure in these cities. This indicates large-scale disparities in the educational infrastructure among the social groups in the cities.

The study found a positive relationship between the out-of-school children and magnitude of child labour in India as the states with higher proportion of out-of-school children also recorded a high proportion of working children. The results reinforce the view that the enrolment of children in schools will go a long way in curtailing main child labour population. However, the experience of Himachal Pradesh and the Southern states does indicate that the children working in subsidiary agricultural economic activities (which does not affect their health and physical development) for a short duration, has also contributed significantly in making parents and society agree to continue their schooling and maintain their retention rates in schools.

The study indicates that in addition to the lack of awareness and poverty among the surveyed groups, the other major reasons for not sending the children to schools include expensive schooling (purchase of books, stationery, uniforms, school bags, etc.) inappropriate education not relevant to the future child's occupation, requirement of the child at home to attend supplementary activities and inappropriate and inaccessible location of schools during the rainy season.

The problems of street and working children are exogenous to the situations with regard to metropolitan cities. We have to look into the socio-culture situation of the families in their native places while dealing with the problem. A significant proportion of the families

of street and working children (96 per cent) living in the cities have migrated from the rural areas hoping to get absorbed in the economic productive process in the cities. But most of them end up working in the low-paid unskilled jobs in the unorganized sector. The earnings are meagre, which are not sufficient for them to maintain their families, especially in the cities where the cost of living is high. They end up pushing their children to fend for themselves and their families.

The study indicates that, the magnitude of out-of-school children in the surveyed selected cities was (2.5 million) and a majority of them (nearly 68 per cent) were 'on the street' category of children. These children are engaged either in petty jobs earning a meagre amount or are simply wandering aimlessly about the streets because of their parents' lack of awareness or indifferent attitude of the civil society to give them proper direction and guidance. These children are also susceptible to various diseases owing to their stay in unhygienic environments for most of the time. Therefore these children are in need of health awareness, proper nutrition and educational opportunities.

The study points out that a significant proportion of 'of-the-street' category of children usually succumb to drugs, inhalant and alcoholic addictions, or sexual assaults or are convicted for petty theft and put in the remand homes by the police if not protected by the society. These children are also susceptible to societal and police abuse. In order to protect themselves, they end up playing into the hands of crime rings.

These children also face the problems of scattered resources in the cities, as they are unaware of the existence of several agencies providing support to them. However children were supportive of the Child Line service introduced in several cities and they feel it helps them to make them aware of the existing support in the cities. Most of the children are not in favour of institutionalizing the services for them, rather they want these services should be available in an integrated form on the streets, so that they can live independently and at the same time utilize these facilities.

The majority of NGOs surveyed do provide non-formal education to the street and working children but only 25 per cent of these

NGOs provide day/night shelters, healthcare, clothing, and vocational skills to the street and working children. The number of such NGOs / institutions having residential homes and other day/night stay facilities are less compared to the requirements of these children in the cities. Moreover the respondents also felt that shelter, toilet and bath facilities were highly inadequate and in an appalling condition in some of the shelter homes and drop-in centres. Even the NGOs receiving funds from the Ministry of Social Justice and Empowerment to provide shelter and other protective measures for 'of the street' category of children were not providing qualitative services. Drug de-addiction and healthcare for the children was available only in a few centres. Shelter homes for girls were minimal in the cities; with the result that runaway girls end up facing sexual assaults and other harassment.

The infrastructure of the non-formal education provided by the NGOs is inadequate to cater to the needs of street and working children in the urban areas. Structures for holding classes in a large number of NFE centres are either inadequate or are in an appalling condition without basic amenities like drinking water and toilet facilities. The room space for children is small and children are huddled together in cramped spaces, which is highly uncomfortable to stay for long periods.

The supplementary supportive facilities like the supply of textbooks, stationery, uniforms, nutritious midday meals and healthcare were not provided to a substantial number of enrolled children in these NFE centres. Children also complained about substandard supply of midday meals in a few NFE centres. Medical care was also erratic for a majority of enrolled children.

The overall enrolment ratios in these NFE centres were in favour of boys (979 girls per thousand boys). However girls were adequately enrolled in a number of government funded NFE schools, which is a positive sign. The majority of the enrolled children were above 10 years of age (more than 60 per cent) that shows that NGOs were enrolling older out-of-school children, who may not have been able to integrate directly in the formal schools without some orientation course in the NFE centres.

Seventy-five per cent of the enrolled children in the NFE schools

were from 'on-the-street' category and the remaining 25 per cent of the children were from 'of-the-street' category. Only 27 per cent of the enrolled children were working children and even their earnings were meagre. Thus the general belief that children are not enrolled in schools because of their earnings is not supported by the results of the study. Probably appropriate awareness among the parents supported by availability of free schooling (where in addition to tuition fees, uniforms, textbooks and other stationery is provided) will generate a tremendously positive attitude from the society for elementary education of these vulnerable children.

A significant proportion of enrolled children were already formal school going children (13 per cent in case of all the selected NGOs and 22 per cent in the case of NGOs funded by the voluntary organizations). This shows that either the teaching in formal schools was of poor quality because of which NGOs' help is required to increase their retention rates or the NGOs were not able to motivate parents to send out-of-school children to these NFE centres and perhaps out-of-school children were not available in these localities. However, most of the NGOs claim that the enrolment of these children in the NFE centres has increased their retention rates in the formal schools. But considering the nature of teaching expertise and teaching-learning material available in the majority of the NFE centres, the argument may not hold true. Our discussion with the children and experience gathered during the field survey indicated that the children attend these centres only for some recreational facilities like indoor games provided by the NGOs. NGOs, on the other hand, feel satisfied that children are being enrolled in these schools and they continue receiving funds from the funding agencies for this purpose. Considering the magnitude of out-of-school children in the urban areas, the first priority for enrolment should be for out-of-school children and once this objective is achieved then efforts may be made to provide remedial/tuition to the school going children. This may also need a further probe, as streamlining of the children in formal schools may not be possible if teachers are not motivated in the formal schools to check dropout rates as claimed by the NGOs.

Less attention was given to the recruitment of teachers in these NFE centres. Wages offered are exceptionally low and as a result, competent and dedicated teachers are not interested in these jobs.

Hence appointment of qualified teachers with relevant training skills is lacking in most of the NFE centres. Even the existing teachers show less interest as they are compelled to take on a second job to survive.

An average of two teachers were available per NFE centre, but in the case of 15 NFE centres only one teacher was appointed for the NFE centre. The teacher teaches a group of children with different age and educational levels simultaneously. At least two-teacher norm per NFE centres is required to provide appropriate attention to the enrolled children.

Thirty-eight per cent of the teachers were educated up to the 10th level, 52 per cent of the teachers were educated up to graduation level and 10 per cent of the teachers had education above graduation level. The highly qualified teachers were unemployed youth over 30 years of age without any pre-service training. Paradoxically, the training component was lacking in the implementation process for the NFE programme among the NGOs surveyed. Only 5 per cent of the teachers had received pre-service training, while 60 per cent of the teachers received in-service training, but the teachers were not happy with the training and the majority of them stated that the training was not adequate or appropriate for their needs. Thirty-five per cent of the teachers were without any training at the time of the survey. Sixty-five per cent of the teachers felt that they needed more training upgrades.

There was no uniformity in the course structure, the curriculum covered and time devoted for the NFE programme. The courses covered were diverse ranging from the bridge course for an unspecified period to the NFE course of three years. The time devoted per week also varied from 2 days to 6 days in a week, the number of teaching hours per day also varied from 2 hours to 5 hours. Most of the NFE centres followed a curriculum devised by the teacher concerned, who lacked the required training for developing such course. Most of the teachers were using basic books that were not appropriate to the child's age or level of learning. The course on environmental science, general knowledge awareness of the local surroundings was given only by a few NFE centres. The curriculum adopted and subjects taught in the majority of NFE centres lacked proper guidance from NGOs and everything was left to the teachers' initiative. In the

absence of trained teachers, and lack of proper guidance, the effective NFE teaching programme suffered in most of the NFE centres.

The use of teaching aids supported by demonstration methods, charts, maps, joyful learning materials was less in vogue in the majority of the NFE centres. Teachers taught from textbooks without making any effort to make children understand the lessons. Other methods followed were the rote method.

The skill test performance conducted on the selected children indicated that:

- i) Only 11 per cent of the children had a good level of text reading skills, while 63 per cent performed satisfactorily and 26 per cent were poor in reading the text.
- ii) The writing skills were good for 7 per cent of the children, satisfactory for 80 per cent and poor for 13 per cent.
- iii) The skills for copying text were good for 15 per cent of the children, satisfactory for 69 per cent and poor for 16 per cent.
- iv) Arithmetic skills were good for 19 per cent of the children, while it was satisfactory for 52 per cent children and poor for 29 per cent.
- v) General knowledge and civic sense awareness ranged from poor to satisfactory for the majority of the children. Only 10-15 per cent children had a good awareness of general knowledge and civic sense.
- vi) Environmental Science skills were satisfactory for 35 per cent of the children, while it was extremely poor for 45 per cent children and comparatively good for 20 per cent.

The skill tests conducted among the enrolled children in the NFE centres were positively correlated with the quality of teachers, especially the pre and in-service training upgrades of the teachers. Therefore, the appropriate choice of teacher's selection and regular in-service upgrade through training programmes is the basic key to a successful NFE programme. The methods of teaching have to be joyful, demonstrative and participative. Rigid traditional teaching methods must give way to child-centred approaches. The study

points severe lacunae in this respect. Sixty-five per cent of the teachers were untrained and unsuitable for the need-based education. Even the other trained teachers require appropriate training updates regularly. Motivation of the teachers was lacking as classes were irregular and the attendance rate was below average for some NFE centres. Teachers' guide and manual for teaching was missing in many NFE centres.

The NGOs associated with the NFE programme need a proper orientation course for imparting the techniques of the NFE programme along with the relevant guidance for preparing teaching modules, selection of books, teaching-learning materials and recruitment of teachers.

The vocational skill programmes given by most of the NFE centres were inappropriate and may not lead to substantial skill development for the children, that could have provided them with self-earning support at an adult stage. The majority of the parents felt that more intensive vocational courses for the in demand skills are needed and should be developed by the NGOs, so that the child could take the vocational skill as a profession in future.

However, NGOs' efforts in providing NFE to the children have been praised by the community members generally. They want more schools in the area with multiplicity of functions such as intensive vocation skills, midday meals, healthcare, supply of textbooks and stationery. The parents expressed their desire to continue formal schooling for these children after completion of the NFE course. Some NGOs have also achieved significant success in getting children enrolled in formal schools. Their dropout rates are less and retention rates have improved.

The study points out that in spite of lacunas in the NFE programme, a significant proportion of children who have completed NFE from these centres have enrolled for formal schooling, thereby indicating the commitment of the parents and children for education which is a positive sign and needs to be further expanded for enrolling other children. Very low dropout rates and high retention rates of these children indicate success of the NFE education supervised by many NGOs.

The teaching-learning materials developed by some NGOs have

proved its effectiveness and there is a need to further develop them before replicating these learning-teaching materials for other NFE centres. The success of some of the NGOs (like M.V. Foundation, CINI ASHA and others) indicates clearly that NGOs can play a crucial and significant positive role in facilitating the elementary education for these vulnerable children.

The majority of the NGOs do not maintain the statistics required for the research activities like statistics on reintegration of children with the natural families, enrolment of the children in the non-formal schools and other activities organized by them for the rehabilitation and education of the street and working children. In the absence of such data, levels of achievements and success stories are difficult to elaborate.

Recommendations

I. Policy Recommendations

1. The Government of India must adopt the 83rd Constitutional Amendment at the earliest recognizing elementary education as a fundamental right for all Indian citizens.
2. The Government of India should initiate the process for ratification of the ILO Convention No. 182, Elimination of the Worst Forms of Child Labour at the earliest.
3. Formation of a nodal agency to converge various activities related to the rehabilitation and education programmes for street and working children by central and state governments under various ministries. This will reduce duplication of activities and help in utilizing the activities and support judiciously and effectively.
4. The Government, local authority, civil society and NGOs should work together and converge actions and programmes of various ministries such as Sarva Shiksha Abhiyan, National Literacy Mission, National Child Labour Projects and programmes of Street and destitute children, to effectively implement these programmes in a unified manner. An integral component of these programmes should be partnership with the community leaders to create mass mobilization and community awareness.

5. Non-formal education and other alternative education programmes should be viewed as a supplementary support for the formal education system in the initial stages. Ultimately mainstreaming of all children in formal education is the ultimate goal and NGOs should act as pressure groups to improve quality of education in the formal schools.
6. UNESCO as a lead agency must facilitate strengthening of national efforts to achieve the Dakar Framework of Action for accomplishing equitable access of education for all by 2015 A.D.
7. The Government of India in consultation with civil society and NGOs must formulate a National Plan of Action incorporating details of programmes for achieving Education for All as stipulated under the Dakar Framework of Action by 2002 and seek UN support for the National Plan of Action.
8. The Government of India must increase budget allocations for elementary education at the level of 3 per cent to the total GDP to show its commitment for achieving Education For All at the earliest.
9. Accountability of NGOs and regular monitoring of activities must be made an integral component of funding for educational programmes under various government schemes.

II. Implementation for Action

1. Development of a uniform core content of curriculum along with area-specific curriculum and identification of area-specific teaching-learning materials. The curriculum should be introduced by all the NGOs imparting the NFE programme. A committee of experts from central and state education departments NCERT, National Open School (NOS), education experts, area specific NGOs and experts could be given the task of developing the curriculum for various levels of NFE programme under the lead of NCERT or NOS.
2. A teacher-learning guide with details of methods of teaching, methodology for preparation of lessons for teachers and monthly targets of curriculum to be completed by the teachers should be prepared by the committee in consultation with the teachers from successful NGOs.

3. Regular training upgrades to the recruited teachers of all the NFE centres must be provided by government education training institutions and other technical training institutes. These centres should be equipped with facilities like library, teaching-learning equipment, development of teaching manuals and guides, and other learning skills for the teachers. UNESCO and other UN agencies may take the lead in providing technical and financial assistance to build initial infrastructure and other capacities in these training centres.
4. All the recruited teachers should be given regular training upgrades at the beginning of the session. The training upgrades should be a regular in-built system of the NFE for at least once a year.
5. Committed and motivated teachers, preferably from local areas and dominant existing social groups even with less formal education but with regular training up grades should be given priority in recruitment.
6. The Sarva Shiksha Abhiyan Programme of the Government of India must incorporate provisions facilitating education for children without family support in the cities.
7. A mapping exercise must be undertaken to identify suitable locations and target groups (especially out-of-school children) for the NFE centres.
8. Partnership with local authorities and private school authorities should be explored to use the existing infrastructure, especially building structures for the NFE.
9. Partnership with local authority and private enterprises should be strengthened to provide vocational skills to the 'of-the-street' category of children. Job placements of the trained children must be explored with the help of private enterprises.
10. Priority should be made to enrol out-of-school children in the NFE centres, so that they could be streamlined into formal schooling after orientation courses in the NFE centres.
11. NFE education must be connected with the state education system to ensure smooth transition of the child from the NFE to the formal school system. The State Education Board should ease procedures for conducting examinations for these children. A set of model question papers should be circulated

to the teachers and children well in advance.

12. NFE school teachers must undertake adult education programmes under the National Literacy Mission to create a proper rapport with the parents for discouraging dropout rates.
13. NFE courses must be for at least five days a week with 3 to 4 teaching hours per day.
14. A minimum norm of two teachers for 50 enrolled must be ensured in each NFE centres.
15. To procure talented teachers, salaries of the teachers must be increased to the minimum of Rs. 1,500 to 2,000 per month depending upon the city and its cost of living.
16. Networking of NGOs associated with the NFE in the region must be ensured for sharing knowledge and teaching experiences.
17. Government funded NGOs must be assessed before funding. The assessment should consider NGOs' performance in the field of community awareness, rapport with the community.
18. Accountability of the NGOs must be ensured through regular monitoring of the NFE centres with the help of evaluation studies conducted by researchers.
19. Funds should be released regularly without delays to the NGOs for smooth conduct of the NFE programme.
20. Specific funds should be allocated for infrastructure development and procuring adequate teaching-learning materials to the NGOs.

III. Research Studies and Improvement of Database

1. Regular studies should be conducted, especially in rural areas to enrich the database for arriving at meaningful generalizations. Support from UNESCO and other UN agencies may be sought for conducting such research studies.
2. Government should seek the support of the NGOs to create a strong database for conducting the research studies. NGOs should maintain and decipher the data to the researchers. It is therefore recommended that NGOs should maintain an adequate database regarding children enrolled—their age,

sex, caste, previous work occupation, their attendance rate, dropout rates, job placements, re-integration with families, avenues of services provided and enrolment into formal schools. The information should be supplied to the funding agencies as well as to the researchers by the NGOs as and when required. Help should also be given to the researchers to collect relevant information from the children, teachers and other stakeholders.

Recommendations

Recommendation Addressed to	Broad Recommendation	Recommendation Number
Government of India	Adoption on 83 rd Constitutional Amendment	I.1
	Adoption of ILO Convention No.182	I.2
	Increase Budget Allocation for Elementary Education	I.8
Central and State Government Ministries	Development of Nodal Agency for the target group. The Nodal Agency should include several departments from various ministries working for the target group	I.3
	Fixing accountability and regular monitoring of NFE centres	I.9
Local Authority, Civil Society and Local Community	Convergence of various government programmes for unified action and creation of partnership with local authority, civil society and local community	I.4
UNESCO and UN Agencies	Facilitating national efforts to prepare National Plan of Action for achieving Education For All	I.6, I.7
	Support for capacity building measures in training centres	II.3
Private Establishments Local Authority and Local Community and NGOs	Conducting Further Research	III.1
	Help to NGOs for providing vocational skills and job placements to the children	II.9
	Provision of NFE building and other infrastructure	II.8

Contd...

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Recommendation Addressed to	Broad Recommendation	Recommendation Number
State Government and Local Government	NFE examination connected to the formal system	II.11
Funding Agencies	Monitoring and Evaluation of NFE Sanction of NFE Centres Guidelines for data maintenance	II.17, II.18, II.19, II.20 III.2
Central Government, State and Local Government, with support from UN agencies	Committee for preparation of uniform core curriculum content with area-specific curriculum Training to teaching staff Provision of education for 'of the street' category of children in SSA	II.1. II.2 II.3. II.4 II.6
NGOs operating NFE Centres	Mapping of areas with target groups Priority to enrol out-of-school children Networking of NGOs Adult Education and NLM Operation Strategy for NFE	II.7 II.10 II.7 II.12 II.4, II.5, II.13, II.14, II.15, II.16

PROCEEDINGS OF THE WORKSHOP

On

A Situational Analysis of Education for Street and Working Children in India

15 December 2000

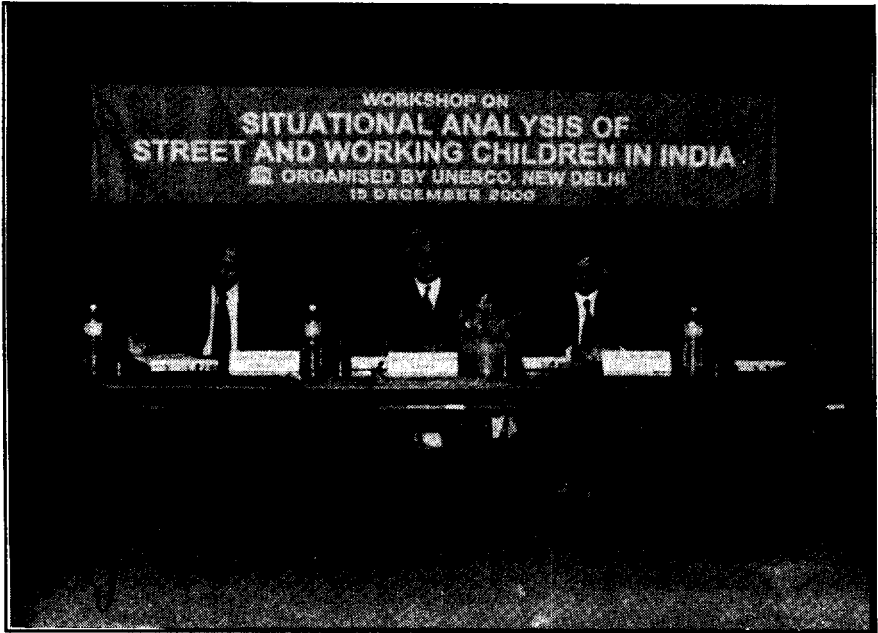
UNDP Conference Hall, (New Delhi)

Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) organized a one-day workshop on "Situational Analysis of Education for Street and Working Children in India" in the UNDP Conference Hall, New Delhi on 15 December 2000. The purpose of the workshop was to review a study report undertaken by Dr. Bupinder Zutshi, Visiting Faculty, Jawaharlal Nehru University, New Delhi in collaboration with UNESCO, New Delhi.

The workshop provided an excellent opportunity to have a direct interface between the UN agencies, international and national funding agencies, educational planners, academics, social scientists, government officials, NGOs, mass media and social workers.

The workshop was attended by the representatives from National Human Rights Commission of India, Ministry of Social Justice and Empowerment, Ministry of Human Resource Development, University Grants Commission, National Council for Education Research and Training, National Institute for Educational planning and Administration, National Open School, National Institute of Public Opinion, UN agencies like UNESCO, UNICEF, ILO, UNDP, WFP and the World Bank. The workshop was also attended by the representatives from NORAD, Embassies of Norway, Germany and Greece. In addition, scholars from Jawaharlal Nehru University, the South Asian Confederation of Teachers and Delhi University also attended the workshop. Several international and national NGOs also participated in the workshop like Save the Children (UK), South Asian Coalition on Child Servitude (SACCS), Catholic Relief Service, YWCA, Aid Et Action, CARE, Indian Social Institute, Himalayan Research and Cultural Foundation, Alternative for India Development and Homage. Representatives from several NGOs currently associated with the rehabilitation and educational



Prof. Moegiadi, Director UNESCO, welcoming the participants at the inaugural function.

programmes for the street and working children in the mega cities of the country as well as in the cities with a higher proportion of children working in hazardous occupations also attended the workshop.

Objectives of the Workshop

- To discuss and review the findings of the study conducted on "A Situational Analysis of Education for Street and Working Children in India."
- To explore the co-ordination between UN agencies, Government of India, civil society, NGOs, policy makers, educational planners, media and voluntary organizations in the field of providing rehabilitation strategies and educational programmes for the children in difficult circumstances in India.
- To have a debate and discussion on the current status of non-formal education provided by the NGOs with the support from government, national and international funding agencies. The results of the discussion would form a set of

recommendations for a holistic rehabilitation and educational programme of the street and working children in India.

- To bring together several NGOs providing rehabilitation and educational programmes for the street and working children on a common platform; besides having a common interface with the UN agencies, Government of India, the National Human Rights Commission and the private sector for arriving at a consensual and integrated approach to address the problems through a co-ordinated strategy.

Inaugural Session

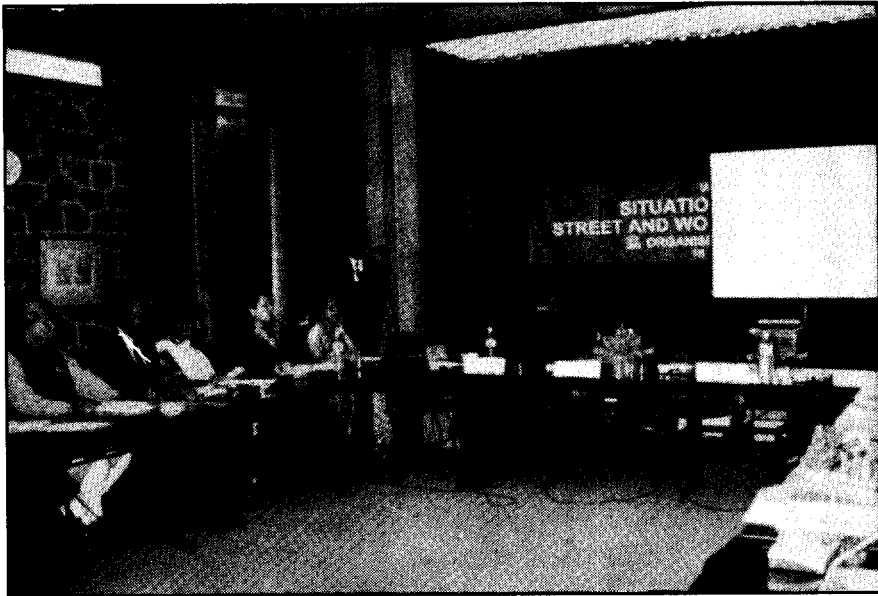
Prof. Moegiadi, Director UNESCO, New Delhi initiated the proceedings of the workshop and welcomed Hon'ble Justice J.S. Verma (Chairperson National Human Rights Commission of India) and other guests and participants.

He observed that the major objective of the workshop was to review the study, so as to enrich the results with more data, information and specific inputs from the participants, NGOs and civil society. He affirmed that the meeting might help to frame pointed conclusions and recommendations in line with the research design and methodology of the study. He hoped that the proceedings of the workshop would lead to another report that would cover specific conclusions based on the facts and operational recommendations. He hoped that the recommendations deliberated at the workshop would be addressed to the specific authorities so that the concerned authorities would take the necessary action, i.e. UN agencies, Government of India — central, states, local bodies, civil society, NGOs and community. He asserted that UNESCO would go further to have a follow up of the study.

Prof. Moegiadi felt that without solving the problems of street and working children, it would be difficult to achieve the Dakar framework of Action that is to provide quality Education For All by 2015. He was pleased to note, that the Government of India has pledged under the Sarva Shiksha Abhiyan (Education for All campaign) that the country is striving to attain quality education for all the children between the ages of 6-14 years by 2010, through the school system, non-formal education or other alternative systems. He hoped



Ms. Asha Das, Secretary, Ministry of Social Justice and Empowerment chairing the session on presentation of UNESCO report.



Dr. Bupinder Zutshi, presenting the UNESCO report



Ms. Achala Moulik, Secretary Primary Education, Ministry of Human Resource Development, chairing the session on the deliberations of recommendations.



Mr. Kailash Satyarthi, Chairman SACCS, addressing the gathering.



Participants of the workshop

that the Government of India with the support from UN agencies, civil society and NGOs would accomplish this declaration, unlike the previous declaration given in Jometien.

He maintained that providing education to the vulnerable sections is UNESCO's major concern at the moment. Prof. Moegiadi hoped that with the support of other UN agencies, the Government of India and other relevant bodies would be able to fulfil the commitment given at the Dakar Framework of Action for attaining good quality Education For All by 2015. He expressed the view that we must strive to improve teaching-learning materials, especially development of appropriate teaching aids, textbooks, curriculum and training to teachers in order to provide quality education.

Hon'ble Justice J.S. Verma (Chairperson, National Human Rights Commission of India) acknowledged the presence of eminent persons, which he felt, augers well for the needed change that was to be embarked upon in this sensitive area of addressing the problems of street and working children. He felt that empowerment of the civil society can change the outlook of the society towards the solutions for street and working children. He stressed that the civil society

needs to be activated to generate interest so as to achieve the desired changes for addressing the child education issues. He stated that the civil society, especially NGOs could play a crucial role to act as a watchdog for the government policies, especially for implementing the decisions taken by the governments. He praised the commendable work done by the NGOs for acting as pressure groups and hoped that proper networking would be ensured among the NGOs for the co-ordinated efforts to address the child labour issues. He lamented the waste of human potential that these children represent. "Society does not care. We need to learn to care," he affirmed.

While referring to the UNESCO report of 1990 "Learning to Care", Justice Verma observed that education is not literacy alone, but education should imbibe the right direction so that a citizen understand the duties that are expected to take care of others. He maintained that the Convention on the Rights of the Child is a comprehensive document providing details about the child's development and welfare provisions. In India we have ratified the convention in 1992 and there are several constitutional provisions for free, quality and compulsory education for all the children up to the age of 14. But unfortunately in spite of these constitutional provisions, a large section of children are still out-of-schools. He stressed that education is crucial to engage the children fruitfully so that they don't fall prey to wrong directions.

According to Justice Verma, the 21st century is a century of knowledge. Therefore the human development index of a country will play a vital role in determining the knowledge achieved by the society. The human development index is interdependent on human development and human rights, hence both must coexist. Therefore such a large segment of the child population cannot be ignored and left without basic human rights, especially elementary education. Hence it requires a serious co-ordinated strategy from the entire society to provide the required and appropriate educational avenues to these children. The education provided to these vulnerable children should not be construed as an act of charity but a responsibility and duty of every citizen to augment India's dormant resources.

Ms. Maria Malevri, Education Specialist, UNESCO thanked the chief guest, participants from government departments, UN agencies, various international and national agencies, NGOs, educational experts and others for attending the workshop and hoped the deliberations would be fruitful to achieve the workshop's desired objectives.

Session-I

Presentation of the Research Report on the "Situational Analysis of Education for Street and Working Children in India".

Chair : Ms. Asha Das, Secretary, Ministry of Social Justice and Empowerment, Government of India.

Rapporteur: Dr. Sharad, K. Soni, Journalist and Treasurer, Himalayan Research and Cultural Foundation, New Delhi.

Presentation: Dr. Bupinder Zutshi, Visiting Faculty, Centre for the Study of Regional Development, School of Social Sciences, Jawaharlal Nehru University, New Delhi.

While presenting the research report, Dr. Zutshi stated the objectives of the research project. He stated that the study is based on the field survey of 45 NGOs associated with the rehabilitation and non-formal education for the street and working children in 9 mega cities (Ahmedabad, Bangalore, Chennai, Delhi, Hyderabad, Kanpur, Kolkata, Mumbai and Varanasi) and 6 cities with high concentration of working children in hazardous occupations (Allahabad, Bhubaneswar, Firozabad, Mirzapur, Shikohabad and Sivakasi). Fifty-eight NFE schools supervised by the selected 45 NGOs were covered for a detailed field survey. The respondents of the survey include NGO representatives, children enrolled in the NFE schools, teachers of the schools, children who have completed NFE from these schools, parents of the enrolled children and other parents whose children were currently out-of-schools. Separate questionnaires were prepared for each of the respondents. Both open-ended and multiple-choice questions were incorporated to receive maximum information. Field observation, the participatory and question-answer approach were adopted to collect the information. Stratified random sampling and cluster sampling methods were applied for selecting statistically proper representative samples from the respondents.

However, several limitations were experienced in the course of the study because of which it could not achieve some of the

objectives. The major limitation includes non-availability of relevant data related to social composition of the enrolled children, dropout rates, re-integration of street children with their families, streamlining of the enrolled children into formal schools and job placement statistics of the children who have been imparted vocational skills. Several data gaps were also observed in the enrolment figures provided by the NGOs. Moreover, some NGOs expressed apprehension about the objectives of the study and were reluctant to provide relevant information.

Chairperson's Address

Ms. Asha Das, Secretary, Ministry of Social Justice and Empowerment in her presidential address explained the initiatives undertaken by the ministry to provide the support to the children and stressed that "support for the children should not be in the institutional system but in the families." She said, "The study had provided inputs for the changes that need to be made in our programme." She emphasized that the ministry provides support only for 'of the street' category of children who have no support on the streets. She felt that the findings of the study support the contentions of the ministry, that the majority of these children are 'on the streets' category staying with their families. She was of the opinion that after proper support to the 'of the street' category of children, efforts should be made to reintegrate them with the families and sensitize the parents about their responsibilities towards their children.

She observed that, apart from basic support like NFE, vocational skills and healthcare, the government encourages sponsorships so that there is less dependence on the government funds. She hoped that in-depth discussion would follow to identify the interventions required for upgrading the rehabilitation and educational programmes. She felt teacher-training requires utmost attention and government help should be sought for this purpose. In order to minimize the cost on education the existing infrastructure of the government should be utilized to support the NFE programme. She emphasized that girl children require adequate security, if we have to ensure their retention rates in the schools. She suggested that formal schools after the school time could be converted into day care centres so that the children remain in the schools till parents return from work.

She exhorted that the present existing resources should be used to its full capacity without increasing the budget requirements, as government is not in a position to expand the budget.

A lack of uniformity in curriculum was another concern expressed by her. She stressed that NFE is a means, but the ultimate end should be mainstreaming the children into formal education. She said children may be allowed to work in non-hazardous activities and at the same time be provided with education keeping in view their schedule of work. Ms. Das assured that the NGOs supported by the Ministry would be asked to provide the data required for further research, especially reintegration of children with their families, enrolment statistics both for formal schools and for non-formal schools and other follow up actions taken by the NGOs for the enrolled children like providing earning avenues and saving the money for the future. She felt we should not curb the independence of the children on the streets but should help to support the child by providing basic amenities.

Ms. Das stressed the need of convergence of efforts from various ministries to synchronize the efforts made by the Ministry of Education, Labour Ministry, Rural Development Ministry and Social Justice and Empowerment Ministry and has a co-ordinated and integrated strategy for better results.

Session-II

Discussions on the Report

Chair: Mr. Kailash Satyarthi, Chairman, South Asian Coalition on Child Servitude, New Delhi

Rapporteurs: Dr. Mondira Dutta. Z, Visiting Faculty, School of International Studies, Jawaharlal Nehru University, New Delhi.

Ms. Almudena Morante, UNESCO, New Delhi

Mr. Kailash Satyarthi (Chairperson, South Asian Coalition on Child Servitude) initiated the discussion on the report presented in the previous session. He stated it is debatable whether NFE education can provide an alternative to the formal education system or not. He felt that running NFE is some sort of patchwork and cannot substitute the formal school system. He lamented the government's

lack of efforts for not making education a fundamental right despite poverty and underdevelopment. He said that education must not be considered an act of charity any more, but as the birthright of every human being. Education is the key to breaking the vicious circle of poverty, unemployment, illiteracy and child labour. He was convinced that the Dakar Framework of Action must be honestly implemented and that the Government of India must prepare a Plan of Action in consultation with the civil society by 2002 as required by the Dakar Framework of Action. He stated that the Framework of Action mentions that there is no dearth of funds to make the programme successful, provided there is a global political will and commitment on part of governments and civil society to work with purpose, honesty and dedication.

The participants expressed the following views:

- There should be a universal core content for the curriculum followed by area-specific relevant curriculum for all the NFE centres. The teachers of the NFE centres must be provided regular teaching upgrades to enhance their capacities.
- The National Open School (NOS) requested the NGOs to get accreditation from NOS to conduct the examinations at various levels so that a uniform examination system is adopted for the NFE throughout the country before the children are enrolled in formal schools. Nearly 100 NGOs have been given accreditation for conducting the examination through the NOS.
- Education to children should be a fundamental right and the role of NGOs must be to sensitize the society to send the children to formal schools and to act as a pressure group for the government to implement programmes expeditiously. Adequate infrastructure needs to be made to provide quality education in the country.
- NGOs with a few NFE centres have limitations of providing training to the teachers; therefore funding agencies and government teacher training institutes should support training programmes of these teachers for building capacity measures of NFE centres.

- Non-functioning of existing formal schools in rural areas also leads to children dropping from schools. Hence local authorities should conduct proper monitoring of the formal schools and NGOs should act as pressure groups to force authorities to provide quality education.
- The problems of street and working children are exogenous to the situations with regard to metropolitan studies. We have to look into the socio-cultural situation of the families in the rural areas while dealing with the problem. The families are pushed into cities, so the solution lies in providing adequate economic opportunities in the rural surroundings. We must identify the points that motivate the families to educate their children. Large-scale social awareness needs to be activated in the rural areas.
- Convergence of support activities from various government departments for education to the vulnerable groups is required to provide adequate and appropriate education facilities and avoid duplication of support and activities. At the same time there is a need for co-ordination between government departments, local authorities, Panchayati Raj institutions and the local community to effectively utilize the facilities and activities provided by various agencies.
- Educational programmes must be conceived keeping in view specific area approach separately for rural, urban and mega cities. Within these specific areas, separate programmes must be prepared for specific aerial zones that have social segmentation of dwellings.
- The syllabus at the primary level should be prepared considering the local requirements so that children are not pushed out of the schools because of lack of understanding.
- Partnership with private sector and local authorities should be explored to use their infrastructure as many private schools/municipal schools run single shifts. The services of these schools could be used for second shift. NGOs must take the lead in this and seek their partnership and support.

- NGOs should be given proper training and guidance to look for sustainability of the educational programme without the external support after the initial period. Local support should be sought to carry forward the work initiated even if external support is stopped.
- The standardization of the course structure in the NFE programme may kill the innovative methods to be developed by the teachers in the NFE centres.
- There is little congruity between policy, planning and programmes of government for non-formal education. Many NGOs are not really equipped to impart the NFE and they need to be upgraded in this respect. NGOs associated with NFE should be given training and guidance for developing NFE programmes.
- The claim of NGOs for enrolling formal school-going children in NFE centres for enhancing their retentions were questioned as it is runs contrary to the objective of enrolling these very children into formal system at a later stage. If the quality of teaching is poor at one stage, how will it be improved at a later stage? Therefore NGOs seeding financial support from government and voluntary organizations must identify out-of-school children and give priority to their enrolments in the NFE centres.
- An attitudinal change is required among teachers to the needs of children, so that children are not pushed out of schools.
- There is currently no provision for 'of-the-street' category of children in the Sarva Shiksha Abhiyan (SSA) programme. As a result, without providing shelter facilities these children cannot be covered under SSA. Perhaps government will have to incorporate some provision for 'of the street' category of children in the SSA programme through providing shelter and other support facilities to the 'of-the-street' category of children.
- There is no accountability on the part of the government and NGOs, as no one is held responsible for the waste of resources

on NFE without achieving the desired achievements. Such accountability must be an integral part of the NFE programme. Monitoring of such activities from experts not related to government or NGOs should be built in the programme.

- There is a need of multiplicity of the education system, as the formal system cannot cater to the large variety of children, especially the needs of working children.

Session-III

Recommendations

Chair : Ms. Achala Moulik, Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India, New Delhi.

Presentation: Dr. Bupinder Zutshi, Visiting Faculty, Jawaharlal Nehru University, New Delhi.

Dr. Zutshi presented the recommendations deliberated at the workshop. The recommendations were divided into three broad groups as Policy Recommendations, Recommendations for Implementation of Action and Recommendations for Further Research. The recommendations have been addressed to various nodal agencies so that appropriate steps are taken by the relevant agencies.

Ms. Achala Moulik, initiated the discussion on Recommendations and suggested that along with the increase in the salary component for the teachers some sort of recreational avenues could be included as this is a volatile group and needs other benefits like leave, etc. She laid stress on the Sarva Shiksha Abhiyan programme (Education for All) of the government and ensured that his scheme is going to take care of enrolling all the children in the 6-14 year age group into schools. Every child will have 5 years of elementary education by the year 2007 and 8 years of elementary education by 2010. She affirmed that private school initiative could not be stopped. She added that there is a need for convergence of activities between various departments to have a co-ordinated strategy.

Session - IV**Concluding Session**

Chair: Prof.C.J. Daswani, Consultant, UNESCO, New Delhi

Presentation of Resume: Dr. Mondira Dutta.Z, Visiting Faculty, Jawaharlal Nehru University.

Dr. Mondira Dutta. Z presented a brief resume of the proceedings on the workshop. Prof Daswani thanked all the participants for attending the workshop and hoped that the deliberations would benefit the participants and appropriate measures would be taken to adopt the recommendations by the authorities concerned.

PROGRAMME

A Situational Analysis of Education for Street and Working Children in India

Date: 15 December 2000

Venue: UNDP, Conference Hall, 55 Lodi Estate, New Delhi

9.30 – 11.00 Inaugural Session

● **Welcome and Introductory Remarks**

Prof. Moegiadi, Director UNESCO, New Delhi

● **Inaugural Address**

Hon'ble Justice J.S. Verma, Chairperson, National Human Rights Commission, India, New Delhi

● **Vote of Thanks**

Ms. Maria Malevri, Education Specialist, UNESCO, New Delhi

11.00-11.20 Tea/ Coffee Break

11.20-11.30 Introduction of the Participants

11.30-13.30 Presentation of UNESCO's Report

Chair: Ms. Asha Das, Secretary, Ministry of Social Justice and Empowerment, G.O.I.

Rapporteur: Dr. Sharad K. Soni, Journalist and Treasurer, Himalayan Research and Cultural Foundation

Presentation: Dr. Bupinder Zutshi, Visiting Faculty, Centre for the Study of Regional Development, School of Social Sciences, Jawaharlal Nehru University, New Delhi

13.30-14.30 Lunch

14.30-16.0 Discussions on UNESCO's Report

Chair: Mr. Kailash Satyarthi, Chairman, South Asian Coalition on Child Servitude, New Delhi

*Rapporteurs: Dr. Mondira Dutta. Z, Visiting Faculty,
School of International Studies, Jawaharlal Nehru
University, New Delhi.*

Ms. Almudena Morante, UNESCO, New Delhi

16.00-16.30 Tea/ Coffee Break

16.30-17.15 Recommendations

*Chair: Ms. Achala Moulik, Secretary, Department of
Elementary Education and Literacy, Ministry of
Human Resource Development, Government of
India, New Delhi.*

*Presentation: Dr. Bupinder Zutshi, Visiting Faculty,
Jawaharlal Nehru University, New Delhi.*

17.15-17.30 Concluding Session

*Chair: Prof. C. J. Daswani, Consultant, UNESCO, New
Delhi*

*Presentation of Resume: Dr. Mondira Dutta. Z, Visiting
Faculty, Jawaharlal Nehru University, New Delhi.*

List of Participants

1. Hon'ble Justice J.S. Verma, Chairperson, National Human Rights Commission, India, New Delhi.
2. Prof. Moegiadi, Director, UNESCO, New Delhi.
3. Ms. Asha Das, Secretary, Ministry of Social Justice and Empowerment, Government of India.
4. Mrs. Achala Moulik, Secretary, Department of Elementary Education and Literacy, Education, MHRD, GOI.
5. Mr. Kailash Satyarthi Chairman, South Asian Coalition on Child Servitude.
6. Mr. Govinda, Senior Fellow, NIEPA.
7. Mr. R. C. Sharma, Under Secretary, University Grants Commission.
8. Ms. Harmeet Sarin, Project Staff, ILO-DFID Project.
9. Dr. Neera Burra, Asst. Resident Representative, UNPD.
10. Mr. Sam Thangaraj, Social Development Specialist, World Bank.
11. Dr. Kanak Mittal, Salam Balak, New Delhi.
12. Ms. L. Padgaonkar, UNESCO.
13. Mikael Resengren, UNDCP, Associate Expert, Chanakyapuri.
14. Neerja Shukla, Prof. and Head NCERT, New Delhi.
15. Mette Sorensen WEP, Jorbagh, New Delhi.
16. Mr. Arun Kumar, ILO, New Delhi.
17. Mr. Ram Dev, ABTAK, New Delhi.
18. Mr. K.B. Bishnoi, UNICEF, New Delhi.
19. Mr. Lionel Mason, Consultant, WEP, New Delhi.
20. Ms. Sunita Sharma, CARE, New Delhi.
21. Ms. Yvonue Alexandeidev, Honorary Council of Greece.
22. Ms. Sheela Pimperli, AIDE ET ACTION, New Delhi.
23. Mr. Tor Skudal, NORAD, Norway Embassy of Norway, New Delhi.
24. Ms. Mora Oommen, Tamil Nadu Science Forum, Press Enclave, Saket, New Delhi.
25. Mr. Tarun Jain, Association for India Development, New Delhi.
26. Mr. Detlev Bruse, First Secretary, Labour and Social Affairs, Embassy of Germany.

27. Prof. Shahid Siddiqui, UCG, Emeritus Fellow.
28. Prof. K. Warikoo, Secretary General, HRCF, New Delhi.
29. Dr. Sharad K. Soni, Treasurer cum Editor, HRCF, New Delhi.
30. Prof. Ashok Mathur, CSR/D/ SSS, Jawaharlal Nehru University, New Delhi.
31. Mr. Shahir Hassan, Editor, Dal Jagat, New Delhi.
32. Prof. L.S. Bhat, Visiting Professor, School of Planning, New Delhi.
33. Dr. Mondira Dutta, School of International Studies, Jawaharlal Nehru University, New Delhi.
34. Dr. P. Dasgupta, National Institute of Public Opinion.
35. Mr. Joseph Gathia, Director, Concern for Child Labour.
36. Ms. Shoukat Siddiqui, CSR/D, SSS, Jawaharlal Nehru University, New Delhi.
37. Mr. Satyendra Kumar, System Analyst, Communication and Information Services, Jawaharlal Nehru University, New Delhi.
38. Prof. M.L. Mishri, Retired Professor, Consultant, ICSSR, Hyderabad.
39. Mr. J.M. Vigg, President Rotary Club of Faridabad.
40. Ms. Sophia, Student, Jawaharlal Nehru University, New Delhi.
41. Ms. Shafari Pandit, Assistant Director, Indian Institute of Public Opinion.
42. Mr. P.D. Mathews, S.J., Indian Social Institute.
43. Manoj Kumar Singh, ISDC, New Delhi.
44. Valarie Pascal Billebared, UNICEF, New Delhi.
45. P.P. Tripathi, Research Associate, Jawaharlal Nehru University, New Delhi.
46. Dr. R.K. Sharma, CSR/D/ SSS. Jawaharlal Nehru University, New Delhi.
47. Dr. Nalini Juneja, NIEPA, New Delhi.
48. N.K. Kazmi, University Grants Commission, New Delhi.
49. Claire O'Karie, Butterflies, New Delhi
50. Ms. Gillian Wright, Journalist, New Delhi.
51. Vinni Malhotra, Butterflies, New Delhi.
52. Ms. Sanjana Das, Prayas, New Delhi.
53. Ms. Aruna Rai, New Delhi.

54. Dr. A. Khan, ASK, New Delhi.
55. Ms. Roopali Sircar, WSDC, Delhi University, New Delhi.
56. Mr. Prashant Shukla, HOMAGE, NOIDA, Uttar Pradesh.
57. Sanodar, YWCA of Delhi.
58. Mr. Chandan Sharma, PTI, New Delhi.
59. Ms. Mamta Saikai, CRY, New Delhi.
60. Bondar Dutta, CRY, New Delhi.
61. Dr. H.L. Sharma, National Open School, New Delhi.
62. Ms. Vijaya Lakshmi Arora, Save the Children, U.K., Head PSU, New Delhi.
63. Barkha Goel, *The Pioneer*, New Delhi.
64. Mr. S. Chowdhury, NPO, UNESCO
65. Anuohita Mojumdar, *The Times of India*, Special Correspondent, New Delhi.
66. Dr. B. Zutshi, Visiting Faculty, JNU.
67. Prof. C.J. Daswani, Consultant, UNESCO.
68. Ms. Maria Malevri, Education Specialist, UNESCO.
69. Ms. Almudena Morante, UNESCO.
70. Mr. T.K. Mathew, DEEPALAYA, 46 Institutional Area, D- Block, Janakpuri, New Delhi.
71. Mr. Chaurasia, Bachhpan Bachhao Aandolan, Mirzapur.
72. Ms. Carmen Melania, Catholic Relief Services, Zamrudpur,
73. Dr. Ajay Raj, Relief Services, 5 Community Centre, Zamrudpur.
74. Ms. Suman, Mukti Ashram, SACCS.
75. Dr. Aqueel Khan, Association for Stimulating Know-How.
76. Ms. Swati Mukherjee Director, The Vatsalaya Foundation, King George V, Memorial, Dr. E. Moses Road, Mahalaxhmi (West), Mumbai.
77. Ms. S. Ganeja, Old BMC Office, 2nd Floor, Bakola Market, Santa Cruz, Mumbai.
78. Sirdesai, Vinayak, S. Secretary General, Asian Confederation of Teachers, Mumbai.
79. Father Mathew Parakonath, Don Bosco Ashalayam, 158, Belillious Road, Howrah, West Bengal.

80. Mr. Partha Roy, CINI ASHA, 63, Rafi Ahmed Kidwai Marg, Kolkata.
81. Ms. Samarpita Basu, CINI ASHA, 63, Rafi Ahmad Kidwai Marg, Kolkata.
82. Mr. Arup Ghosh, Tomorrow's Foundation, 3/1/1B, Nakuleswar Bhattarcharya Lane, Kolkata.
83. Mrs. Agnes Macwan, Behavioural Science Centre, St. Xavier Non-Formal Education Society, St. Xavier College Campus, Nevrangpura, Ahmedabad.
84. Mr. Paul D'Souza, Behavioural Science Centre, St. Xavier Non-Formal Education Society, St. Xavier College Campus, Nevrangpura, Ahmedabad.
85. Br. Richard, Director (Rag-pickers' Education and Development Scheme), 'Chaminade Nilaya', Post Box 2549, 15 Curlee Street, Johnson Road, Richmond Town, Bangalore.
86. Shri. Susai Raj, Director, Jeeva Jyothi, 58/30, Chinna Kulandai Main Street Maduma Nagar, M.H. Road, Perumbur, Chennai.
87. Dr. K. T. Arasu, Director, Alternative for India Development, Plot No. 1, V.G.N. Nagar, Thangal, Chennai.
88. Mr. Rajender Prasad, Field Programme Officer, SPEECH, Chinnapottal Patti, Morinary Post, Sivakasi West.
89. Ms. Naheed Kapoor, SAATHI, 8-2-580/1, Banjara Hills, Road No. 1, Hyderabad - 34.
90. Mr. A. Anand, Field Project Officer, National Child Labour Project, Bhadhoi.
91. Aruna Rai, Firozabad, Uttar Pradesh.
92. Shri. Rajiv Singh, Director, Dr. Shambu Nath Sodh Sansthan, C-14/160, B-2, Sonia, Varanasi - Uttar Pradesh.
93. Mr. Deepak Shukla, Gramodaya Sansthan, 129-A, Shyam Nagar, Kanpur.

PIONEER, New Delhi
December 22, 2000

OFF THE STREET

Seven-year-old Suraj Ram, an orphan at the mercy of his uncle, was working as a waiter at a *dhaba*. His employer refused to allow him to attend the Ragpickers' Education and Development (RED) Society's non-formal education (NFE) programme. His uncle, in turn, would keep his earnings and turn him out at night. RED however managed to take him into a shelter at home and enrolled him at its NFE programme. Today, he is attending regular school and studying in class II.

Sandeep's parents left him in Calcutta with his *chacha*. After a few days his *chacha* disappeared, leaving Sandeep to survive on alms. CINIASHIA, a non-governmental organisation (NGO) signed him up at its NFE centre. He was later taught how to make leather goods. He now lives (relatively) comfortably with his wife. He earns Rs 2,800 a month and she brings home Rs 1,200.

For many children, deprived of protection or supervision, the street has become "home". Educating these children is important because it helps wean them away from the cycle of poverty, besides sheltering them from the vagaries of everyday existence — drug peddling, sexual abuse, crime and having to work in unsafe conditions.

In 1991, India had 209 million children in the five to 14 age group, of which 105.72 million (50.35 per cent) were not going to school. Based on the National Sample Survey 1995-96, the estimated child population by July 2000 was 242.11 million, of which 72.62 million (30 per cent) were not attending school of any kind.

A one-day workshop organised on December 15 by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) focused on educational and vocational activities carried out by NGOs and their "rehabilitation" strategies. The "activities" covered NFE, shelter, nutrition, medical care, recreation, drug de-addiction programmes, the imparting of vocational skills and sex education with special emphasis on the prevention of HIV.

Dr Bupinder Zutshi of JNU, who conducted the study, emphasised on the necessity of NFE. Says he, "These children have never gone to school or are dropouts. Their integration straight into formal schools may pose problems and lead to an aversion to education. The teaching materials and methods used may be unsuitable for them. Primary education in its present form, is unacceptable, unrealistic and out of the reach of street children. They should first go through an NFE programme."

In the NFE scheme, children above eight years of age are first evaluated by a school teacher and then admitted into appropriate classes. The child goes through the primary level syllabi in three years after which he or she undergoes a "bridge" course for two years. Finally, the child moves on to the secondary level.

However, NFE centres in India lack basic infrastructure. Drinking water, toilets, electricity, teaching aids and sports equipment are not available. In 1992, the Ministry of Education found that



per cent of schools had one teacher teaching three or more classes.

A survey of 45 NGOs, in the metropolitans and other big cities, found that 98 per cent of classes were held in covered structures while 27 per cent were held in open spaces like railway platforms, bus stands or parks. In most cases, children were huddled into cramped spaces — milk booths and shabby hutments.

It is vital that NGOs work in tandem with local authorities (municipalities and educational departments) and use formal school buildings for NFE classes — after regular school time perhaps. Innovations adopted by the NGO Doorstep, like the collecting of children from slums and holding classes in mobile buses, should be encouraged.

The survey indicated that though on an average, two to three teachers were appointed to each NFE centre, 14 NFE centres had only one teacher. Of the teachers appointed, 38 per cent of them had studied upto class X, 62 per cent of them were graduates and 10 per cent had post-graduate degrees. Worse still, the majority of them had under-

ular training upgrades. Competent authorities should organise training courses for appointed teachers. Staff from the NCERT, State Training Institutes and NGOs should be engaged to do the necessary job.

The other side of the coin. How do children react to NFE? According to the survey, the "of the street" category evinced little interest in NFE programmes. Most children from higher age groups were more interested in learning a vocational skill — in order to earn a living. NGOs are now imparting age-specific and learner-specific education to them. But younger children are being encouraged to continue with NFE programmes at shelter homes and many have now been enrolled with formal schools.

Says Asha Das, Secretary, Ministry of Social Justice and Empowerment, "The study has provided us inputs as to the changes that need to be made in our programme. It has also told us how to better use existing facilities, provide security to the girl child and given us a blueprint for the development of various ministries — Human Resource and

UN agencies call gov't's literacy bluff

SANTWANA BHATTACHARYA
NEW DELHI, DEC 24

JUST as the government's much-talked-about "Sarva Shiksha Abhiyan" (Education For All) been put on fast track with statistics from the Human Resources Department already showing an upward swing in the primary education sector, comes an unsavoury rap from the UNESCO.

Drawing a rather dismal picture largely contradicting the Human Resource Development Ministry's figures, the UNESCO annual report 2000 says that not only 72 million Indian children in the age group of 5-14 are deprived of basic primary education, there is no opportunity for them to attend school.

Apart from putting forth alarming statistics, the UNESCO

reports finds fault with the policies of "universalisation of education" pursued by the Central and state governments.

Interestingly, the Government's figures recently released by Union Human Resources Development Minister Murli Manohar Joshi said 79 per cent of children in the age-group of 6-14 are attending schools. According to his ministry's estimate, only six crore, mostly girl children, remain out of schools.

Then again, the HRD Ministry report says: "Considerable progress has been made in enrollment at primary and upper primary levels of education. With figures showing a rise in enrollment at primary from 19.16 million in 1950-1951 to 110.9 million in 1998-1999."

But the UNESCO report says quite another thing. "There had

been a significant drop of about 20 per cent in the proportion of children deprived of schooling during the past decade."

Citing a research paper on situational analysis on educational opportunities for street and working children in India, UNESCO report says that though the 20 per cent decrease is largely due to school drop-outs, "a significant size of them is estimated to be without schooling".

However, the HRD Ministry's Country Paper on Quality Education in India emphasises that

there has been substantial expansion of primary and upper primary schools during the post-Independence period, registering a 1.4 per cent growth in the last financial year.

Putting the percentage of children deprived of basic education in the country at 7.26 crore, the UNESCO reports says the high proportion of out-of-school children still come from Uttar Pradesh followed by Bihar, Rajasthan, Orissa.

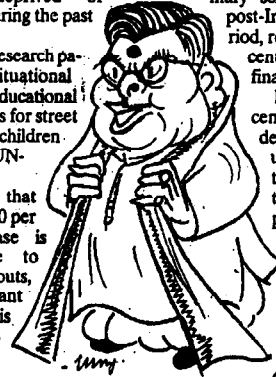
Together, these four depressed states contribute to over 242 million children going with-

out basic education.

The UN agency said most populous state of Uttar Pradesh — incidentally the state which has given India most of its Prime Ministers — had the highest number children, as many as 1.59 crore, deprived of education. Uttar Pradesh is closely followed by Bihar, which has 1.46 crore such children.

If you thought that was a typical BIMARU syndrome, check out the following statistics. The four Indian metros aren't doing any better either.

Going by the UNESCO report, Calcutta tops the order with 17.9 lakh children who do not get a chance to learn the basics. The West Bengal capital is followed by Delhi, Mumbai Chennai with 3.02 lakh, 3.18 lakh and 1.59 lakh of uneducated children, respectively.



Indian Express, New Delhi
December 25, 2000

THE STATESMAN

December 25, 2000

72 m children lack basic education: Unesco

PRESS TRUST OF INDIA

NEW DELHI, Dec. 24. — More than 72 million children between five and 14 years are deprived of basic education in India since they have no opportunity of going to schools, according to a Unesco report for 2,000.

The report, however, said there had been a significant drop (about 20 per cent) in the proportion of children deprived of schooling during the past decade.

"No doubt there has been a significant decrease in the proportion of out-of-school children from 50 per cent to 30 per cent during 1991-2000, yet a significant size of them is estimated to be without schooling," said the report on "a situational analysis of education for street and working children in India."

The UN agency said the number of children deprived of basic education stood at 7.26 crore. It was 10.57 crore in 1991. Uttar Pradesh, Bihar, Madhya Pradesh, Orissa and Rajasthan continued to have higher proportion of out-of-school children. The five states together constituted nearly 51 per cent of total child population without education in 2,000, the

Unesco said.

Criticising government policies on education, the report said: "Several central and state government programmes for universalisation of elementary education have not met with the desired success."

It said the most populous state, Uttar Pradesh, had the highest number (1.59 crore) of children deprived of education, followed by Bihar (1.46 crore).

So far as the proportional percentage was concerned, Bihar topped the list with 53 per cent of children without schooling, followed by 39 per cent in Rajasthan, 37 per cent in UP and 36 per cent in Orissa.

The position in metropolitan cities was also not good since 17 per cent (5.62 lakh) children in Calcutta were deprived of education. The report said Delhi had 3.02 lakh uneducated children, Mumbai 3.18 lakh and Chennai 1.59 lakh.

"Contrary to expectations, these urban agglomerations have higher proportion of out-of-school children, considering their status as the metropolitan centres of the country with concentration of social and economic infrastructure," the UN agency said.



The Statesman, New Delhi
December 25, 2000

Indian tragedy: 72m children lack schooling facilities

BY OUR CORRESPONDENT

New Delhi, Dec.24: India has over 72 million children aged 5-14 who are deprived of basic education and have no opportunity of schooling with government policies failing to achieve targets in programmes for universalisation of elementary education.

According to a report 'A situation analysis of education for street and working children in India,' released by the Unesco, several Central and state government programmes for universalisation of elementary education have not met with the desired success.

The Unesco report puts the estimates at 72 million children in the age group of five to 14 years, who are deprived of basic education and have no opportunity at all of attending any school.

The report by the Unesco for the year 2000, said, "Contrary to expectations, these urban agglomerations have higher proportion of out-of-school children, considering their status as the metropolitan centres of the country concentration of social and economic infrastructure."

The condition of the metropolitan cities in India which are per-

ceived to be better than the rest of the states does not present an encouraging picture.

According to the survey, 5.62 lakh children in Calcutta remained deprived of basic education, while New Delhi and Mumbai respectively had 3.02 lakh and 3.18 lakh uneducated

SPOTLIGHT ON FUTURE

children and Chennai stood last with the figure at 1.59 lakh.

The Unesco report presented a rosy picture by pointing towards significant drop of about 20 per cent in the proportion of children deprived of schooling during the past decade.

"While there has been a significant decrease in the proportion of drop-outs children from 50 per cent to 30 per cent during 1991-2000, yet a significant number of children still remain without even the basic education or schooling," the United Nations agency said, adding that

the number of young children deprived of basic education in the country at present stood at 7.26 crore which was 10.57 crore in 1991.

Meanwhile, states like Uttar Pradesh, Bihar, Madhya Pradesh, Orissa and Rajasthan continued to have the higher proportion of out-of-schoolchild-

ren.

According to the United Nations agency report, these five states constituted nearly 51 per cent (242.11 million) of the total population of the young children without education in the year 2000.

Uttar Pradesh had the highest number of (1.59 crore) children deprived of education followed by Bihar (1.46 crore).

So far as the proportional percentage was concerned, Bihar topped the list having 53 per cent children without schooling, 39 per cent of them in Rajasthan, 37 per cent in up and 36 per cent in Orissa had no schooling, it said.

Asian Age, New Delhi
December 25, 2000

72 mn Indian kids deprived of basic education: says UNESCO

PRESS TRUST OF INDIA
NEW DELHI, DEC 24

OVER 72 million Indian children in the age group of 5 to 14 years are deprived of basic education and have no opportunity of going to schools, a report by UNESCO for the year 2000 says.

The positive streak as per report however was there had been a significant drop of about 20 per cent in the proportion of children deprived of schooling during the past decade.

"No doubt there has been a significant decrease in the proportion of out-of-school children from 50 per cent to 30 per

cent during 1991-2000, yet a significant size of them is estimated to be without schooling," the research report on "A Situational Analysis of Education for Street and Working Children in India" by the UNESCO said.

The UN agency said the number of children deprived of basic education in the country at present stood at 7.26 crore which was 10.57 crore in 1991.

However, Uttar Pradesh, Bihar, Madhya Pradesh, Orissa and Rajasthan continued to have the higher proportion of out-of-school children.

The five states together constituted nearly 51 per cent (242.11 mn) of total child

population without education in the year 2000, it said. Criticising the government policies on education, the Port said "several central and state government programmes for universalisation of elementary education have not met with the desired success."

It said most populous state of Uttar Pradesh had the highest number of (1.59 crore) children deprived of education followed by Bihar (1.46 crore).

So far as the proportional percentage was concerned, Bihar topped the list with having 53 per cent children without schooling while, 39 per cent of them in Rajasthan, 37 pc.

The Indian Express, Mumbai
December 25, 2000

The Sentinel, Gauhati
December 25, 2000

Business Line, New Delhi
December 25, 2000

The Excelsior, Jammu
December 25, 2000

M.P. Chronicle, Bhopal
December 25, 2000

Analysing Education for Street and Working Children: A Workshop

A one-day Workshop on the *Situational Analysis of Education for Street and Working Children in India* was held in New



Delhi on 15 December 2000 to discuss the findings of a study on education for street and working children. The study, conducted over six months as a research project by Dr. Bhupinder Zutshi of JNU with the support of UNESCO,

examines the quality of educational and vocational activities given by NGOs in non-formal education centres to children in difficult circumstances. Inaugurating the Workshop, Chairman of the National Human Rights Commission, Justice J.S.Verma, lamented the waste of human potential that these children represent. "Society does not care. We need to learn to care," he said.

Presenting the study, Dr. Zutshi spoke of the issues and implications of the street and working children phenomenon. Issues to be addressed include prevention (through awareness), promotion of basic survival facilities, security, psychological support, and educational and vocational skills. Implications, he remarked, are almost always serious, whether these concern occupational hazards, diseases, accidents, and the effect on life, limb, health, psyche and total development of the child. One important problem children face when they are withdrawn from hazardous industries is: what to do next? Where to go from here? They no longer earn, they have no other skill, and have never been to school. NGOs aim at providing them with three years of non-formal education, as a preliminary step towards mainstreaming them.

According to the 1991 Census, India had 209 million children in the 5-14 age group, of which 105.72 million (50.35%) were out of school. Based on the 52nd round of the National Sample Survey (1995-96), the projected child population (5-14 years) by end July 2000 was 242.11 million of which 72.62 million (30%) were out of school.

Most of these children (72%), the study showed, are illiterate because parents feel schooling is expensive. In the city where they arrive and, if lucky receive non-formal education through NGOs, a large number (47%) are unmotivated and would like to leave,

particularly since teachers simply read from texts or make the children learn by rote. The study points out that teachers are untrained, earn low wages, and mostly devise their own curriculum. Yet as many as 85% of children who complete NFE join formal schools.

Ms Asha Das, Secretary, Ministry of Social Justice and Empowerment, said that "the Study had provided inputs for the changes that need to be made in our programme" including a better use of existing facilities, security for the girl child and a strategy for convergence among various ministries - HRD, Labour, Rural Development, Social Justice and Empowerment and Women and Child Development. ■

UNESCO (New Delhi Office) Newsletter
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ANNEXURE - 1

LIST OF NGOs CONTACTED FOR THE SURVEY (June 2000)

State	City	NGO Address
Andhra Pradesh	Hyderabad	Balajyoti (NCCP) Hyderabad District Child Labour Society Namapally, Hyderabad Collectorate, Hyderabad Phone - 3204123
Andhra Pradesh	Hyderabad	Divya Disha (Mr. Phillips) Plot No. 122, Street No. 8, West Marredpally Secunderabad - 26 Phone : 7707872 / 7717559
Andhra Pradesh	Hyderabad	Hyderabad Council of Human Welfare (HCHW) Sh. Rafiuddin Mohd. 10-3-274/c,S.D.E.H. Road, Humayun Nagar, Hyderabad - 28 Phone : 040-3536892 / 6505827
Andhra Pradesh	Hyderabad	MVF (M. Venkatarangaiya Foundation) (Shanta Sinha) 28, Marredpalli West - 7808808, Secunderabad - 500021 Phone : 040-7801320 Res. 7803378, 7801516 Fax : 040-7808808 E-mail : mvfindia@hotmail.com
Andhra Pradesh	Hyderabad	SAATHI (Prof. Fatima Ali Khan) 8-2-580/1, Banjara Hills Road No. 1 Hyderabad - 34 Phone : 3352684
Andhra Pradesh	Hyderabad	SAHARA 2-3-703/K/1 (911), Tirumalanagar, Amberpet Hyderabad - 500013 Phone : 040-4657952 http://www.differentindia.org/sahara.html .
Andhra Pradesh	Hyderabad	SIDUR (Society for Integrated Development in Urban and Rural Areas) B5/F1, Vijaynagar Colony, Hyderabad - 5000457 Phone : 040-2284558, 229583
Andhra Pradesh	Hyderabad	Society for Integrated Development in Urban and Rural Areas 144/2 RT, Vijay Nagar Colony, Hyderabad

Andhra Pradesh	Hyderabad	SWAPNA (Ravi Kumar Chellaboina) Plot No. 18, Shaliyahana Nagar Hyderabad - 500073 Phone : 040-3745315
Andhra Pradesh	Hyderabad	Urban and Rural Development Society-India (URDES-India) 3-6-758/4, Street No. 13 Himayatnagar Hyderabad - 500029
Gujarat	Ahmedabad	A SEED (Javed Ameer) B/A/10, United Apartments, Maktampura Ahmedabad - 380055 Phone : 079-6820021, 6822619 Fax : 079-6820021 E-mail : seed@icenet.net
Gujarat	Ahmedabad	Akhand Jyoti Foundation, Fatelipura Gam, B/11 Police Chowky Fatelipura, Paldi, Ahmedabad - 380007
Gujarat	Ahmedabad	Andh Apang Kalyan Kendra, Janta Nagar Road, Ghatlida, Ahmedabad
Gujarat	Ahmedabad	Behavioural Science Centre of Gujarat (Prasad M. Chacho) St. Xavier's College, Ahmedabad-380009 Phone: 079-6464928 Fax: 079-6307845 E-mail: sxnfes@vsnl.com
Gujarat	Ahmedabad	Eklavya Education Foundation "Care House" C.G.Road, Ellisbridge, Ahmedabad Phone: 079-6449629 Fax: 079-6563681 E-mail: eklavya@adl.vsnl.net.in
Gujarat	Ahmedabad	Ganator (Sukhdev Patel) 17, Bharatkunj Society, Near Mithakhali Bus Stand. Post Box- 150002, Ambavadi, Ahmedabad - 380015 Phone : 6407558 E-mail : ganator@wilnetonline.net
Gujarat	Ahmedabad	Indian Council for Social Welfare Municipal Bal Bhavan, Pald - Ahmedabad-380007
Gujarat	Ahmedabad	K.H.Jani Charitable Trust E-11, New Girdharpark, Opp. C.N.High School, Anibawadi, Ahmedabad - 380006
Gujarat	Ahmedabad	Rachnatmak Abhigain Trust "1 Hardik" Prema Park Society, Opposite L.G. Hospital, Mannagar, Ahmedabad - 380008

Gujarat	Ahmedabad	Sarjan (Mr. Fulchand Purwar) Jahapura, Sarkhej, Ahmedabad Phone: 6589093 E-mail: asag@ad1.vsnl.net.in
Gujarat	Ahmedabad	Shri M.G. Patel. Sarvodaya Kendra (Hashmukh Patel, Dr. Gautam Bhattacharya) C/O Shramil Vikas Sansthan, Stadium Complex, Below Haumor Navranpura, Ahmedabad Phone : 079-6423491
Gujarat	Ahmedabad	Sri Gujarat Vavvarikalyan Parishad (Nagarbahige Gosum) Srilekha Bhawan, Peldi, Ahmedabad Phone : 079-51641, 52465
Gujarat	Ahmedabad	St. Xavier's Non Formal Education Society, St. Xavier's College Campus, Ahmedabad.
Karnataka	Bangalore	APSA (Association for Promoting Social Action) "Navamane" 34, Annasandrapalya, Vimanpura Post Bangalore - 560017
Karnataka	Bangalore	Chaminade Nilaya No. 15 & 16, Curlee Street Richmond Town (Behind Baldwin Boys' High School), Bangalore - 560 025. Phone : 2214247 / 2220008 Fax : 080-2218243 E-mail : chamindi@vsnl.com
Karnataka	Bangalore	Bosco Oniyavara Seva Coota (BOSCO) D-23, Ist Cross Magadi Road, Bangalore, Karnataka
Karnataka	Bangalore	Gerizim Rehabilitation Trust (G.J. Yesudian) Davidson Street, Ejipora, P.O. Viveknagar Bangalore - 560047 Phone : 080-5712015, Res : 080-5713201 E-mail : gerizim@bgl.vsnl.net.in
Karnataka	Bangalore	Karnataka State Council for Child Welfare (KCCW) 135, 3 rd Cross Nandidurg Road, Jaymahar Extension Bangalore - 560046 Karnataka
Karnataka	Bangalore	MAYA (Movement for Alternative and Youth Awareness) 438, Ist Floor, 19 th Cross, Opp. Swimming Pool I & II Block East, Jayanagar, Bangalore - 560011 Phone : 080-6632615 Fax : 080-6639857 http://www.differentindia.org/mfaaya.html

Karnataka	Bangalore	REDS (Rag-pickers' Education & Development Scheme) (Bro Edward) 15, Curlee Street, Johnson son, Bangalore - 25 Phone : 2214247
Karnataka	Bangalore	Samaritan Service of Bangalore (Ms. Andrees) 3B. Antariksh Apartment, 101/5, 11 th Cross 8 th Main Malleswaran, Bangalore - 560003 Fax : 080-3412388
Karnataka	Bangalore	SODWAC (Society for Development of Women and Children) 271, Qotorambela, MS Road, V.V. Puram Bangalore -560004 Phone : 6619043 E-mail : vivvin@giasbg01.vsnl.net.in
Karnataka	Bangalore	SPURD SPURD 8/29, Sai Durga Nivas, 3 rd Cross Lalji Nagar, Lakkasandra, Bangalore - 56030
Karnataka	Bangalore	Sumangali Seva Ashram (S.G. Susheedama) R.T. Nagar Post, Cholanayakana Hally Bangalore - 560032 Phone : 080-3330499 E-mail : sumangal@mahiti.org
Karnataka	Bangalore	The Concerned for Working Children (Nandana Reddy) 303/2/ Lal Bahadur Shastri Nagar, Annasandrapalya Veemanapuram Post Phone : 080-5272111, 5275258, 5234611 Fax : 080-5275258, 5234258 E-mail : cwc@pobox.com
Karnataka	Bangalore	Young Men's Christian Association Y.M.C.A. Bourdillon, Children in Crisis Programme, 66, Infantry Road, Bangalore - 560 001
Maharashtra	Mumbai	3, Suleman Chambers, U Battery Street Behind Regal Cinema Mumbai - 400001 Phone : 022-2020019 E-mail : admin@cedbom.ilbom.ernet.in
Maharashtra	Mumbai	Aasra (Fr. Joe D'Gama) St. John the Baptist Church Compound Jambali Naka, Thane - 400601 Phone : 022-5375209

Maharashtra	Mumbai	ADHAR (Association of Parents of Mentally Retarded Children) 5A/14, Pareira Nagar, Near S.T. Workshop Khopat, Thane (W) Mumbai - 400601 Phone : 022-5341708, 5415060
Maharashtra	Mumbai	Akansha Foundation (Sue Garland) 42, Grant Annex Building, Colaba, Mumbai Maharashtra - 400039 Phone : 022-2040354, 2850805 Fax : 022-2040354 E-mail : akankshafoundation@vsnl.com
Maharashtra	Mumbai	Apnalaya 75, Bhulabai Desai Road, Mumbai - 400036
Maharashtra	Mumbai	Concern India Foundation (Ms. Nusrat Pathan) Phone : 022-2043625
Maharashtra	Mumbai	Door Step Schools (Bina Seth Lashkari) Phone : 022-382643 Fax : 022-3859203 E-mail : msfl.bombav@bol.net.in
Maharashtra	Mumbai	Gloria de Souza 103/104, Dunhill Villa, Besant Street, Off S.V. Road, Santa Cruz (West), Mumbai - 400054 Phone : 022-6120070, 6462914
Maharashtra	Mumbai	Hamara Club Room No. 27, 1st Floor, Gildre Lane Municipal Bul. Belasis Road, Mumbai - 400 008
Maharashtra	Mumbai	Keshav Gore Samarak Trust "Smriti", Aarey Road, Goregaon (West) Mumbai - 400062 Phone : 022-8724123 Fax : 022-8768934 E-mail : kgst@bom5.vsnl.net.in
Maharashtra	Mumbai	Mukti Kendra (Director) Phone : 022-5428204, 5345115
Maharashtra	Mumbai	Nanhi Kali (Arti Menon) Phone : 022-2021031 Fax : 022-2852411
Maharashtra	Mumbai	Pratham Mumbai Education Initiative (Dr. Madhav Chavan) 4 th Floor, Y.B. Chavan Centre, Gen. J. Bhosale Marg Nariman Point, Mumbai - 400 021. Phone : 022-2886975 E-mail : info@pratham.org

Maharashtra	Mumbai	Salam Balak Trust Asha Sadan, PT Welfare Society Marg Umar Khadi, Mumbai
Maharashtra	Mumbai	Save the Children of India (Ms. Vipula Kado) Kadri Phone : 022-3630523 E-mail :mailto:stc@hotmail.com
Maharashtra	Mumbai	Shelter Don Bosco, Wadala, Mumbai
Maharashtra	Mumbai	Shree Sadguru Seva Mandir Vivekanand Balakrishnan Phone : 022-5422268, 5401045
Maharashtra	Mumbai	SMILE (Mrs. Anaxi Shah) 28, Vipul Building, Ridge Road Mumbai - 400006 Phone : 022-3638678
Maharashtra	Mumbai	Society for the Education of the Crippled (Komal Bir Singh, Rada Khambhatta) Argipada Municipal School Building Motlibai Street, Mumbai - 400001 Phone : 022-3090355, 3074517
Maharashtra	Mumbai	Society of the Helpers of Mary (Sr. Asha, Sr. Rohani) Generalate, Sharaddha Vihar, Veera Desai Road Andheri West, Mumbai - 400058 Phone : 022-6236845, 6233926
Maharashtra	Mumbai	SPARC (Ms. Sheela Patel) Byculla Area Resource Centre, Meghraj Se Mumbai, Maharashtra - 400008 Phone : 022-3096730 E-mail : sheela.sparc@axcess.net.in
Maharashtra	Mumbai	SUPPORT (Society Undertaking Poor People's Onus for Rehabilitation) Old BMC Office, 2 nd Floor, Vakola Market Nehru Road, Santa Cruz (East) Mumbai - 400005 Phone : 022-6162965, 2873373 Fax : 022-2873373 E-mail : support ngo@vishwa.com http://support.vishwa.com/
Maharashtra	Mumbai	Tata Institute of Social Service PB No. 8313, Deonar, Mumbai - 400088

Maharashtra	Mumbai	The Research Society for the Care, Treatment and Training of Children in Need of Special Care (Ardeshir, B.K. Dubash, T. Shroff) Sewri Hills, Sewri Road, Mumbai - 400033 Phone : 022-4130285, 4114231 Fax : 022-4130265
Maharashtra	Mumbai	The Vatsalaya Foundation (Swati Mukherjee) King George V Memorial, Dr. Moses Road Mumbai - 400001
New Delhi	Delhi	All India Trade Union Congress Altuc (K.L.Mahindra) Phone : 3387320 Fax: 3386427 E-mail: aitucong@bol.net.in
New Delhi	Delhi	Amar Jyoti (Dr. Uma Tuli) Karkar Dooma, Vikas Marg, Delhi - 110092 Phone: 2201286, 2204936
New Delhi	Delhi	Ankur (Ms. Jaya Shrivastava) Phone: 6523395, 6523417, 6521411
New Delhi	Delhi	Association for Stimulating Know-How (Aqueel Kahana) Phone: 6313925, 6317655 E-mail: askindia@ndf.vsnl.net.in
New Delhi	Delhi	Bachhpan Bacchao Aandolan (Mr. Chaurasia) L-6, Kalkaji, New Delhi Phone: 6224899, 6475481 Fax: 6236818 E-mail: yatra@del2.vsnl.net.in
New Delhi	Delhi	Bandua Mukti Morcha (Swami Agniveh) 7, Jantar Mantar Road New Delhi- 110001 Phone : 3360765, 3367943, 3368655 E-mail: bmm@del2.vsnl.net.in
New Delhi	Delhi	Bhavishya (Mr. Simmi John, Director) A-17, Newads Ext, P.O. Uttam Nagar New Delhi-110059 Phone: 5511221
New Delhi	Delhi	Butterflies (Ms. Rita Panicker, Director) U-4, Green Park Extension, New Delhi-110016 Phone: 6163935/6191063 Fax: 6196117

New Delhi	Delhi	Care (India) (Sumita Sharma, Project Co-ordinator) 27, Hauz Khas, New Delhi Phone: 6564059, 6564062, 6564064 Ext. 392 Fax: 6564081, 6564084 E-mail: ssharma@careindia.org http://www.careindia.org
New Delhi	Delhi	Catholic Relief Services (William F. Lynch) 5, Community Centre, Zamrudpur Kailash Colony Extension, New Delhi-110048 Phone: 6487256, 6487257, 6487258 Fax: 6487259 E-mail: crsuscc@glasd101.vsnl.net.in
New Delhi	Delhi	Child Relief & You (Ms. Mamta Daikia) DDA, Slum Wing Barat Ghar, Bapu Park Kotla Mubarakpur, Delhi Phone: 4693137 Fax: 4632302
New Delhi	Delhi	DEEPALAYA (Mr. Mathai, Mr. Thomas, Mr. T.K. Mathew) 46, Institutional Area, D, Block Janakpuri New Delhi - 110 058 Phone: 5560347, 5548263 Fax : 5540546 E-mail : communication@deepalaya.org http://www.deepalaya.org
New Delhi	Delhi	Katha (Ms. Geeta Dharmarajan) A-3, Sarvodaya Enclave, New Delhi-110017 Phone: 6521752, 6868193 Fax: 6514373 E-mail: Katha@vsnl.com http://www.katha.org
New Delhi	Delhi	Mobile Creches (Shikla Raj, Mohini Parkash) D.I.Z. Area, Sector-IV, Raja Bazar, New Delhi-110001 Phone: 3347635, 3363271, Fax: 334781
New Delhi	Delhi	Prayas (Dr. Nadim Mohsin) 59, Tughlakabad Institutional Area New Delhi - 110 062 Phone: 6089505
New Delhi	Delhi	Prayas Foundation for Integrated Learning 30, New Campus, IIT, Delhi, Hauz Khas, New Delhi - 110016

New Delhi	Delhi	Rugmark Foundation (Maj. Gen. S. Sondhi) 310, Tirath Singh Tower, C-58, Community Centre Janakpuri-New Delhi - 110058 Phone : 5544410 Fax : 5618591
New Delhi	Delhi	Salam Balak Trust DDA Community Centre, Chandiwala Gali Paharganj, New Delhi - 110055 Phone : 3629305
New Delhi	Delhi	Scope Plus (Seema Malhotra) Q-57, Rajouri Garden, New Delhi - 110027 Phone : 51100347, 5442180
New Delhi	Delhi	Sharan (Mr. Subhro Chakraborty) G-46, First Floor, Green Park (Main) New Delhi - 110013 Phone : 6858286, 6858501, Res : 6214406 E-mail: lukesam@del2.vsnl.net.in
New Delhi	Delhi	SOS of Children's Villages in India (Mr. J.N.Koul) A-7, Nizamuddin West, New Delhi - 110013 Phone: 4647835 Fax: 462798
New Delhi	Delhi	World-Vision of India (Bishop Downs, Juliet Thomas) B-3, Lajpat Nagar-II, New Delhi - 110024. Phone : 6831168, 6831161
Orissa	Bhubaneswar	RUCHIKA
Orissa	Bhubaneswar	SNEHA (India) (Trilochan Mohanty) Nayapally, Bhubaneswar - 751015 Phone : 0674-444260
Tamil Nadu	Chennai	Alternative for India Development (Ms. K.S. Sunanda) Alternative for India Development Plot No. 1, V.G.N. Nagar Iyappan Thangal Chennai - 600 056 P.O. Kattupakam, Chennai - 600056 Phone : 044-6272336 Fax : 044-6272340
Tamil Nadu	Chennai	Asha Nivas Social Service Centre 9, Rutland Gate, V Street Chennai, 60006
Tamil Nadu	Chennai	Asian Youth Centre 6-8, 261 Cross, Anna Nagar East, Chennai
Tamil Nadu	Chennai	CEYRAC TRUST (R.S. Kannan) Phone : 044-4928340 Fax : 044-4928802

Tamil Nadu	Chennai	Children's Garden School (Miss Sakuntala Sharma) 11/12, Dr. Radhakrishnan Salai Mylapore, Chennai - 600004 Fax : 044-8531780
Tamil Nadu	Chennai	DON BOSCO Anju Illam. Social Service Society 16, Malayappan Street Mannady, Chennai
Tamil Nadu	Chennai	DON BOSCO-Anju Illam Social Service Society (Rev. Fr. D. Gregory) Phone : 044-5225426 Fax : 044-5246903
Tamil Nadu	Chennai	I-INDIA (Abha Goswai) E-mail : iindia@ipl.dot.net.in
Tamil Nadu	Chennai	Indian Council for Child Welfare 5, 3 rd Main Road, West Shenoy Nagar, Chennai
Tamil Nadu	Chennai	Indian Council for Child Welfare (TMT Andal Damodaran) 5, 3 rd Main Road West, Shenoy Nagar Chennai - 600030, India 91-44-626 0097, 621 2550 Phone : 044-6260097 Fax : 044-6212550 E-mail : iccwin@md3.vsnl.net.in
Tamil Nadu	Chennai	Jeeva Jyothi (Shri V.S. Usai Raj) 58/30, Chinnakulandai Main Street, Madura Nagar M.H. Road, Perumbur, Chennai Phone : 044-5591290, 558590
Tamil Nadu	Chennai	Marialaya Mazzarello Magahr Nalvazlivu Maiyarn Social Service Society 29, Pedariar Koil Street, Chennai
Tamil Nadu	Chennai	Mesallara - Street Elfins' Education and Development (SEEDS) Society 6, First Cross Street, Lake Area Nungambakkam, Chennai - 600034
Tamil Nadu	Chennai	MMSSS By Pass Road, Chokalinga Nagar, Madurai
Tamil Nadu	Chennai	RASA (Ambika Kameshen) Phone : 044-4954588 E-mail : rasa india@yahoo.com
Tamil Nadu	Chennai	RECD Chathirapatti, Sattur - 626203 Kamarajar district, Tamil Nadu

Tamil Nadu	Chennai	SPEECH Chinna Pottal Patti, Merinary Post Sivakashi West - 6262124
Tamil Nadu	Chennai	Tamil Nadu Primary School Improvement Campaign (V. Balakrishnan) Phone : 044-4963621 E-mail : balan@eth.net
Uttar Pradesh	Allahabad	Priyadarshini Khadhi Gramodhoyog Sewa Niketan 406/349, Sabiriti Park, Madhwapur, Allahabad, Uttar Pradesh - 603038
Uttar Pradesh	Allahabad	Sanjivani Welfare and Care Society 16, Mahatma Gandhi Marg, Allahabad
Uttar Pradesh	Badohi	Jan Kalayan Samiti, Bhadohi B1/150 F-1, Assi, Varanasi
Uttar Pradesh	Badohi	Lok Sewa Sansthan Gopalapur, Koietoana, Dist, Bhadohi, Uttar Pradesh
Uttar Pradesh	Firozabad	Bal Shrimik Kalayan Samity Firozabad Nagla Bhau, Firozabad
Uttar Pradesh	Firozabad	Child Welfare Society (Firozabad)
Uttar Pradesh	Firozabad	District Child Education Society (Firozabad)
Uttar Pradesh	Firozabad	Jila Bal Kalayan Parishad Hari Singh Ki Thar, Gali - 7 Mahabir Nagar, Firozabad
Uttar Pradesh	Firozabad	Raj Kheda Gramodhoyog Seva Sansthan Bud Ashram Road, New Tilok Nagar, Firozabad
Uttar Pradesh	Kanpur	Gramodaya Sansthan (Deepak Shukla / Salim Khan) 129-A, Shyam Nagar, Kanpur - 208013, Uttar Pradesh Fax : 0512-359141 E-mail : sardhuan@lwl.vsnl.net.in
Uttar Pradesh	Lucknow	Asha for Education A-893, Indira Nagar Lucknow - 226016 E-mail : asha@lwl.vsnl.net.in http://www.ashanet.org
Uttar Pradesh	Mirzapur	Bal Adhikar Partiyojana Kendra, Bhadhoi
Uttar Pradesh	Mirzapur	CREDA (Shanshad M. Khan) 490, Awas Vikas Colony, Mirzapur, Uttar Pradesh
Uttar Pradesh	Mirzapur	The Children's Emancipation Society, Project Mala (Dr. David Rangpal) Sarraf Kunj, Jangi Road, Mirzapur - 231001 Phone : 05442-62004

Uttar Pradesh	Mirzapur	The Children's Emancipation Society Project Mala Office, Sarraf Kunj, Jangi Road Mirzapur - 231 002
Uttar Pradesh	Sikohabad	Jamnalal Bajaj Foundation Hind Lamps Project, Khikahabad - 205 141
Uttar Pradesh	Sivakasi	Chinnapottal patti, Morinary Post, Sivakasi
Uttar Pradesh	Sivakasi	ICCW, 65-C, Nethaji Road Srivilliputtur
Uttar Pradesh	Sivakasi	SPEECH
Uttar Pradesh	Varanasi	Dr. Shambhunath Sodh Samiti (Varanasi)
Uttar Pradesh	Varanasi	Mahila Arthik Sanskritik Avam Shakshic Vikas Sansthan Shakshic Vikas Sansthan, Varanasi
Uttar Pradesh	Varanasi	Mahila Chetna Samiti (Varanasi)
Uttar Pradesh	Varanasi	Manav Sansadhan Avam Mahila Vikas Sansthan 128, Shivdaspur, Lahartara, Varanasi
Uttar Pradesh	Varanasi	Social Welfare Institute S 8/4-1K, Ramvaros Nagar, Shivpur, Varanasi - 3
West Bengal	24-Parganas	Centre for Social Development 68 Barrack Road, Barrackpore 24-Parganas (N) - 700032
West Bengal	Kolkata	Ariadaha Anneshan (Dr. Arindan Ray) Phone : 033-5646546 E-mail : rayin@yahoo.com
West Bengal	Kolkata	Association for Voluntary Blood Donors of W. Bengal (Subrata Roy) 20A, Fordyce Lane, Kolkata, W. Bengal - 700014 Phone : 033-2271022
West Bengal	Kolkata	Bengal Mass Education Society 99, IF, Bidhan Saram Kolkata - 700004
West Bengal	Kolkata	Bengal Social Service League (Satyen Mitra) Phone : 033-503159
West Bengal	Kolkata	Bikash Bharati Welfare Society 20/IB, Lal Bazza Street Kolkata - 700001
West Bengal	Kolkata	Children's Right Development Service B-25, Aurobindo Park, Purbaputiary Kolkata - 700093

West Bengal Wilkins,	Kolkata	CINI ASHA (Dr. Pappu Dy. Director, Edith Asst. Director, Miss Paromita Aike) 63, Rafi Ahmad Kidwai Road, Kolkata - 700016 Phone : 033-2452706
West Bengal	Kolkata	Daan (Abhik Biswas) 21A, Deodar Street, Kolkata - 700019, W. Bengal
West Bengal	Kolkata	Forum for the Advancement of Disadvantaged and Underprivileged Children (Aarti Dasgupta) 191, Manoharpukar Road, Kolkata - 700029 Phone : 033-4714735, 4764735
West Bengal	Kolkata	Forum of Communities United in Service (FOCUS) 6, Ttjiala Road, Kolkata - 700046
West Bengal	Kolkata	Friends for a Better Life (Parag Bhagat) Flat 3/2, Govind Mahal, 3 Wood Street Kolkata - 700016 West Bengal
West Bengal	Kolkata	Gana Unnayan Parshad (GUP) 10, Gomesh Lane Kolkata - 700014
West Bengal	Kolkata	Humanity Association 34-A, Sashibhusan De Street Kolkata - 700012 Ramakrishna Vivekananda Mission, Rajganah House, 7, Riverside Road Barrackpore, 24-Parganas (North)
West Bengal	Kolkata	Institute of Psychological and Educational Research (IPER) 27, Circus Avenue Kolkata - 700017
West Bengal	Kolkata	Janasiksha Procher Kendra 57-B, College Street Kolkata - 700073
West Bengal	Kolkata	Liberal Association for Movement of People (LAMP) 66 Surya Sen Street, Kolkata - 700009
West Bengal	Kolkata	Prantik Jana Vikash Sarnity 163, EC Block Salt Lake City Kolkata - 700064
West Bengal	Kolkata	Tomorrow's Foundation 178A, S.P. Mukherjee Road, Chandraloke, '48' Kolkata - 700026 Phone and Fax : 033-4641075
West Bengal	Kolkata	Song of Unity and Liberty (SOUL) 513, Gope Lane, Kolkata

West Bengal	Kolkata	Terre Des Hommes (Michael Sutherland) P-53, CIT Road, Scheme L-II, Kolkata West Bengal - 700014 Phone : 033-2456045, 2447922 Fax : 033-2446469
West Bengal	Kolkata	Tiljala Society for Human and Educational Development (Md. Alamgir) Tiljala Shed, 4K, Tiljala Road, 3rd Floor Kolkata - 700046 Phone : 033-2479185, 405088
West Bengal	Kolkata	U.B.D.A. 6/1A, Dehi Serampore Road, Kolkata - 700 014 West Bengal.
West Bengal	Kolkata	Vivekananda Education Society 1313, Kalicharan, Dutta Road, Kolkata - 700061
West Bengal	Kolkata	West Bengal Council for Child Welfare 42, Ramesh Mitra Road, Kolkata
West Bengal	Kolkata	Women's Co-ordinating Council 511, Red Cross Place, Kolkata
West Bengal	Howrah	Don Bosco Ashalayam (Father Mathew Parakonath) 158, Belilious Road, Howrah - 711101 West Bengal Phone : 033-6435037 Fax : 033-6439296 E-mail : dbasha@vsnl.com
West Bengal	Howrah	People's Union for Development & Reconstruction (PUDAR) 30/3-A, A. N.S. Dutta, Road, Howrah - 711 101

Letters were sent in the month of June 2000 along with a detailed questionnaire. Responses were received till October 2000.

ANNEXURE – 2

LIST OF NGOs SELECTED FOR THE SURVEY (July 2000)

State	City	Name of NGO
Andhra Pradesh	Hyderabad	Divya Disha (Mr. Phillips)
	Hyderabad	Hyderabad Council of Human Welfare (HCHW)
	Hyderabad	MVF
	Hyderabad	SAATHI
Gujarat	Ahmedabad	Akhand Jyoti Foundation,
	Ahmedabad	K.H.Jani Charitable Trust
	Ahmedabad	Sarjan (Mr. Fulchand Purwar)
	Ahmedabad	St. Xavier's Non-Formal Education Society
Karnataka	Bangalore	APSA (Association for Promoting Social Action)
	Bangalore	Don-Bosco Oniyavara Sevacoota (BOSCO)
	Bangalore	MAYA (Movement for Alternative and Youth Awareness)
	Bangalore	REDS (Rag-pickers' Education & Development Scheme)
	Bangalore	Sumangali Seva Ashram
Maharashtra	Mumbai	Door Step Schools
	Mumbai	Hamara Club
	Mumbai	Shelter Don Bosco
	Mumbai	SUPPORT (Society Undertaking Poor People's Onus for Rehabilitation)
	Mumbai	The Vatsalaya Foundation
New Delhi	Delhi	ANKUR
	Delhi	Butterflies
	Delhi	DEEPALAYA
	Delhi	Prayas
	Delhi	Salam Balak Trust
Orissa	Bhubaneswar	RUCHIKA
	Bhubaneswar	SNEHA
Tamil Nadu	Chennai	DON BOSCO
	Chennai	Indian Council for Child Welfare
	Chennai	Indian Council for Child Welfare

	Chennai	Jeeva Jyothi
	Chennai	Marialaya Mazzasrello Magahr Nalvazlivu
	Sivakasi	SPEECH
	Sivakasi	ICCW (Purivalliputer)
Uttar Pradesh	Allahabad	Sanjivani Welfare and Care Society
	Firozabad	Bal Shrimik Kalayan Samiti
	Firozabad	Zila BAL Kalayan Parishad
	Kanpur	Gramodaya Sansthan
	Mirzapur	CREDA
	Mirzapur	The Children's Emancipation Society (Project Mala)
	Sivakasi	Indian Council for Child Welfare (ICCW), Srivilliputur
	Shikohabad	Jamnalal Bajaj Foundation
	Varanasi	Dr. Shambhunath Sodh Samiti
	Varanasi	Mahila Arthik Sanskritik Avam Shakshic Vikhas Sansthan
Varanasi	Social Welfare Institute	
West Bengal	Kolkata	CINI ASHA
	Kolkata	Forum for the Advancement of Disadvantaged and Underprivileged Children
	Howrah	Don Bosco Ashalayam
	Kolkata	Tomorrow's Foundation

The selection of NGOs for survey was done taking into account, timely response from the NGOs, nature of activities undertaken, target group covered, place of work, etc. Please see the sample design for details.

ANNEXURE-3: NGOs-ACTIVITIES

City	NGO	Funding Agency of the NGO	Activities Undertaken by the Organization								
			Year of Establishment	Shelter	Educational	Vocational Training	Food/Mid-day	Medical Care	Child protection Drugs/HIV/ Sexual abuse	Environmental Awareness	Others (Specify)
Ahmedabad	Alkhand Jyoti Foundation	Both	1980	No	Yes	Yes	Yes	Yes	No	Yes	
Ahmedabad	GANATAR	Both	1991	No	Yes	No	No	Yes	No	Yes	Formal elementary education/ alternative education.
Ahmedabad	K.H. Jani Charitable Trust	Both	1983	No	Yes	No	No	Yes	No	Yes	Prevention of AIDS reproductive for children.
Ahmedabad	SARJAN	International & Voluntary	1971	No	Yes	Yes	No	Yes	No	Yes	
Ahmedabad	SEED	Both	1995	No	No	No	No	No	No	No	Research study and to bring it to public notice.
Ahmedabad	St. Xavier's Non-Formal Education Society	International & Voluntary	1977	No	Yes	No	No	No	No	Yes	Education leading to creativity, new culture, aptitude for learning.
Allahabad	Priyadarshini Khadhi Gramodhoyog Sewa Niketan	Government	1985	No	Yes	Yes	Yes	Yes	No	Yes	
Allahabad	Sanjivani Welfare and Care Society	Government	1996	No	Yes	Yes	Yes	Yes	No	Yes	
Badohi	Jan Kalayan Samiti	Government	1960	No	Yes	Yes	Yes	Yes	No	Yes	
Badohi	Lok Sewa Sansthan	Government	1990	No	Yes	Yes	Yes	Yes	No	Yes	
Bangalore	APSA	Both	1975	Yes	Yes	Yes	No	Yes	Yes	Yes	Recreation, cultural, counselling child, right awareness, food only in shelter home.
Bangalore	Book	International & Voluntary	1986	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Placement, institutional as well at home, street contacts to shelter home. No limit as such but effort to rehabilitate them. We do institutional placement for some it is free board + for some home to pay or cook for. Try not to keep the child here for a long time, drug abuse awareness.

Bangalore	MAYA	International & Voluntary	1989	No	Yes	Yes	Yes	Yes	Yes	Yes	Community runs play's chart for 2-6 yrs children, for 6-14 yrs, especially for street and loitering child, NEF it is not lifelong education. Aims to admit in formal school. Mid meal in only pre vocational centre.
Bangalore	REDS	Both	1985	Yes	Yes	Yes	Yes	Yes	No	Yes	
Bangalore	SODSAC	International & Voluntary	1990	No	Yes	No	Yes	Yes	No	Yes	Adult Education/Income generation to women / Anti postnatal care of women.
Bangalore	SPURD	Both	1989	No	Yes	Yes	Yes	Yes	No	Yes	SHGs, Savings and Thrift, Training, Health Programmes, Non-Formal Education, Reproductive Health and Child (RCH)
Bangalore	Sumangli Seva Ashram	Both	1975	Yes	Yes	Yes	Yes	Yes	No	Yes	Community development programme for slums. Summer camp training for dropout (6-12 yrs) sports material activities. Child abuse awareness.
Bangalore	Y.M.C.A.	Govt.	1990	Yes	Yes	Yes	Yes	Yes	No	Yes	
Bhubaneswar	RUCHIKA	Both		No	No	Yes	Yes	Yes	Yes	Yes	
Bhubaneswar	Sneh	Both	1995	No	Yes	Yes	Yes	Yes	Yes	Yes	
Kolkata	Bengal Mass Education Society	Both	1927	Yes	Yes	Yes	Yes	Yes	No	Yes	
Kolkata	CINI ASHA	International & Voluntary	1989	Yes	Yes	No	Yes	Yes	Yes	Yes	Awareness Programme on HIV/AIDS. Child abuse awareness.
Kolkata	FADUC	International & Voluntary	1991	No	Yes	Yes	Yes	Yes	No	No	For details, see questionnaire.
Kolkata	Song of Unity & Liberty	Both	1985	No	Yes	Yes	Yes	No	No	Yes	Maternal health, sustainable water resource management for agriculture, self-help group for women.
Kolkata	Tomorrow's Foundation	International & Voluntary	1993	No	Yes	Yes	Yes	Yes	No	Yes	Talent recognition and scholarships
Kolkata	U.B.D.A.	Both	1978	Yes	Yes	No	Yes	Yes	No	Yes	Widow aid/self-reliant programme.
Kolkata	Women's Co-ordinating Council	Both	1964	No	Yes	Yes	Yes	Yes	No	Yes	
Chennai	Alternative for India Development	Both	1981	No	Yes	Yes	No	Yes	No	No	Promotion of basic education, general awareness, micro credit, women's empowerment and self-employment for

												women, micro research, publication and advocacy are some of its key activities.
Chennai	DON BOSCO	Both	1985	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	1. Working children clubs started recently 2. Summer camps 3. Parents' meetings
Chennai	Indian Council for Child Welfare	Both	1953	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes Relating to child health, child lab, Motivation the parents. Formed youth and members group who may be pressure groups who make a in the community / school enrichment programme for slum children/educational sponsorship / child-line
Chennai	Jeeva Jyothi	Both	1994	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Supplementary education children, to be enrolled want same tuition in NFE centres. Job placements after vocational training.
Chennai	Marialaya, MMNM Social Service Society	Both	1990	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Counselling, job placement.
Firozabad	Bal Shramik Kalayan Samiti	Government	1988	No	Yes	No	Yes	Yes	No	Yes		
Firozabad	Raj Khadi Gramodhyog Sewa Sansthan	Government	1984	No	Yes	No	Yes	Yes	No	Yes		
Firozabad	Zila Bal Kalyan Parishad	Government	1988	No	Yes	Yes	Yes	Yes	No	Yes		
Howrah	Don Bosco Ashalayam	International & Voluntary	1985	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Social and cultural training, Medical Assistance, Counselling, Orientation Programmes, L.T.S., Scouts, Home and job placement, land buying & Homing & Marriage, child abuse awareness
Hyderabad	Balajyoti*	Government	1995	No	Yes	No	No	Yes	Yes	Yes	Yes	Child abuse awareness
Hyderabad	HCHW-MARG	Both	1990	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Sensitizing or alliance building with rural NGOs. 1. Police (Dost) campaign 2. Advocating progress of schools, community based organizations. 3. Business establishment or corporate House or Social Clubs sensitize them about street children to eliminate the stigma associated with street children. child abuse awareness

Hyderabad	SAATHI	International & Voluntary	1989	No	Yes	No	No	No	No	Yes	Civic awareness.
Hyderabad	SAHARA	Both	1988	No	Yes	Yes	Yes	Yes	No	Yes	Health, hygiene, Back to school, Regular school support, Skill development activities
Hyderabad	URDES	Government	1973	Yes	Yes	Yes	Yes	Yes	No	Yes	Supporting organization of child-line in India child abuse awareness / General awareness
Kamrajhar	RECD	International & Voluntary	1982	No	No	No	No	No	No	No	Against child labour self-help groups of women.
Kanpur	Gramodaya Sansthan	Both	1992	No	Yes	Yes	Yes	Yes	No	Yes	
Madurai	MMSSS	International & Voluntary	1968	No	Yes	Yes	Yes	Yes	No	Yes	Awareness to parents, Child rights, education, Child abuse awareness
Mirzapur	CREDA, Mirzapur	Both	1982	No	Yes	No	Yes	Yes	No	Yes	
Mirzapur	The Children's Emancipation Society (Project Mala)	Both	1989	No	Yes	Yes	Yes	Yes	No	Yes	Non-formal and Vocational Education, Healthcare, Nutrition Advance Training in Carpet Making, Rehabilitation.
Mumbai	Don Bosco	Int. & voluntary	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Mumbai vans	Doorstep	Both	1988	No	Yes	No	No	No	No	Yes	Education with the help of mobile
Mumbai	Hamara Club	Government	1989	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Recreation/Service for saving/ Counselling/Referral service/Picnics and outings, Residential Camps.
Mumbai	Pratham Mumbai Education Initiative	Both	1994	No	Yes	No	No	No	No	Yes	Civic awareness
Mumbai	RESEARCH Society	Both	1994	Yes	Yes	Yes	Yes	Yes	Yes	Yes	School for disabled and mentally retarded children, All modern facilities available.
Mumbai	SMILE	International & Voluntary	1997	No	Yes	Yes	No	Yes	Yes	Yes	Music, Dance, Painting
Mumbai	SUPPORT	Both	1993	Yes	Yes	Yes	Yes	Yes	Yes	No	Detoxification, Rehabilitation
Mumbai	The Akanksha Foundation	International & Voluntary	1991	No	Yes	No	Yes	Yes	No	Yes	Teach school goers for tuitions
Mumbai	The Vatsalya Foundation	Both	1994	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Repatriation, Awareness against substance abuse works with the families of street children. Opportunity for expression through participation in the preparation of

											the children's magazine, dramatics and cultural events.
New Delhi	Ankur - Society for Alternatives in Education	Both	1983	No	Yes	No	No	No	No	Yes	
New Delhi	ASK	International & Voluntary	1992	No	Yes	No	Yes	Yes	No	Yes	Capacity building of NGOs on various development issues (training, participatory reviews, Process research, Process documentation) Social, economic and political empowerment of women Promotion of Social business practices, Social audits, Eco-restoration and Development
New Delhi	Butterflies	Both	1988	No	Yes	Yes	No	Yes	Yes	Yes	Crisis intervention centre life skills education.
New Delhi	Catholic Relief Service -India Programme	Both	NA	No.	Yes	No	No	No	No	No	Funding Agency for NGOs
New Delhi	DEEPALAYA	Both	1980	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Women's empowerment / AIDS awareness / girl child project.
New Delhi	PRAYAS	Both	1988	Yes	Yes	Yes	Yes	Yes	Yes	Yes	(Has a repercussive centre) training, research, documentation, advocacy, resource mobilisation on local level, child help line o 1098 (fine zones Prayas looks North zone) Networking, supporting rural NGOs in Bihar for child adoption, library in slums, community development programme.
New Delhi	SACCS	International & Voluntary	1994	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Food only in shelter home. General awareness.
Secunderabad	Divya Disha	Both	1988	Yes	Yes	Yes	Yes	Yes	Yes	Yes	HIV/AIDS awareness / counselling on streets / 3 months Bridge course camps.
Secunderabad	M.V. Foundation	Both	1981	Yes	Yes	No	Yes	Yes	No	Yes	Bridge course for 9-14 yrs old child labourers' follow-up programme for ensuring minimum dropout Motivating parents and encourage initiative. Motivation camps for girls and parents follow up no maintain and re-enrolment drives. / General awareness
Sikohabad	Jamnalal Bajaj	Government	1976	No	Yes	No	Yes	Yes	No	Yes	Non-conventional energy

	Foundation											
Sivakashi	SPEECH, Sivakasi	Both	1987	No	Yes	Yes	No	Yes	No	Yes	development, Income generation for youth, general health programme.	
Varanasi	Dr. Shambhunath Singh Shodh Sansthan	Both	1989	No	Yes	Yes	Yes	Yes	No	Yes	In NCLP schools make government to provide food, etc. / child abuse awareness.	
Varanasi	Mahila Arthik, Sanskritik Avam Shakshik Vikas Sansthan	Government	1987	No	Yes	Yes	Yes	Yes	No	Yes	Rehabilitation to street children / child labour families/different type of support through CHILDLINE.	
Varanasi	Mahila Chetna Samiti	Government	1993	No	Yes	Yes	Yes	Yes	No	Yes	General awareness	
Varanasi	Manav Sansadhan	Both	1991	No	Yes	Yes	Yes	Yes	No	Yes	Child labour, Constitution self-help, cottage industry, health and cleanliness.	
24-Parganas	Centre for Social Development	Both	1985	No	Yes	Yes	Yes	Yes	No	Yes		
24-Parganas	Ramakrishna Vivekananda Mission	Govt.	1976	No	Yes	Yes	No	Yes	No	No	Hazardous industry, welfare and education of street children	

Source : Field Survey Conducted in July-September 2000 and responses received from the NGOs till October 2000.

ANNEXURE-4: NGOs- TARGET GROUPS OF CHILDREN

City	Fund	NGO	Categories of Children Served						
			On the Street	Of the Street	Working Children	Physically and Mentally Handicapped	Dropouts from School	Already School Goers	Enrolled in Formal School
24-Parganas	Both	Centre for Social Development	No	No	Yes	No	Yes	No	Yes
24-Parganas	Government	Ramakrishna Vivekananda Mission	Yes	Yes	Yes	No	Yes	No	No
Ahmedabad	Both	Akhand Jyot Foundation, Ahmedabad	Yes	No	Yes	No	Yes	No	No
Ahmedabad	Both	GANATAR	Yes	No	Yes	No	Yes	Yes	No
Ahmedabad	Both	K.H. Jani Charitable Trust	Yes	No	Yes	No	Yes	No	No
Ahmedabad	International & Voluntary	Sarjan	Yes	No	Yes	No	Yes	Yes	No
Ahmedabad	Both	SEED	No	No	No	No	No	No	No
Ahmedabad	International & Voluntary	St. Xavier's Non-Formal Education Society	Yes	No	No	No	No	No	No
Allahabad	Government	Priyadarshini Khadhi Gramodhoyog Sewa Niketan	Yes	No	Yes	No	Yes	No	No
Allahabad	Government	Sanjivani Welfare and Care Society	Yes	No	Yes	No	Yes	No	No
Badohi	Govt.	Jan Kalayan Samiti, Bhadohi	Yes	No	Yes	No	Yes	No	No
Badohi	Govt.	Lok Sewa Sansthan	Yes	No	Yes	No	Yes	No	No
Bangalore	Both	APSA	Yes	Yes	Yes	No	Yes	Yes	Yes
Bangalore	International & Voluntary	BOSCO	Yes	Yes	Yes	No	Yes	Yes	Yes
Bangalore	International & Voluntary	MAYA	Yes	No	Yes	No	Yes	Yes	No
Bangalore	Both	REDS	Yes	Yes	Yes	No	Yes	Yes	Yes
Bangalore	International & Voluntary	SODSAC	Yes	No	Yes	No	Yes	No	No
Bangalore	Both	SPURD	Yes	No	Yes	No	Yes	No	Yes
Bangalore	Both	Sumangli Seva Ashram	Yes	Yes	Yes	No	Yes	Yes	Yes
Bangalore	Government	Y.M.C.A-Bangalore	Yes	Yes	Yes	No	Yes	No	No

Bhubaneswar	Both	Ruchika	Yes	Yes	Yes	No	Yes	No	No
Bhubaneswar	Both	Sneh	No	No	Yes	No	Yes	Yes	No
Kolkata	Both	Bengal Mass Education Society	Yes	No	Yes	No	No	Yes	No
Kolkata	International & Voluntary	CINI ASHA	Yes	Yes	Yes	No	Yes	Yes	No
Kolkata	International & Voluntary	FADUC	Yes	No	Yes	No	Yes	Yes	No
Kolkata	Both	Song of Unity & Liberty	Yes	No	Yes	No	Yes	No	No
Kolkata	International & Voluntary	Tomorrow's Foundation	Yes	No	Yes	No	Yes	Yes	No
Kolkata	Both	U.B.D.A.	Yes	No	Yes	No	Yes	No	No
Kolkata	Both	Women's Co-ordinating Council	Yes	No	Yes	Yes	Yes	No	No
Chennai	Both	Alternative for India Development	No	Yes	Yes	No	Yes	No	No
Chennai	Both	DON BOSCO	Yes	Yes	Yes	No	Yes	Yes	Yes
Chennai	Both	Indian Council for Child Welfare	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Chennai	Both	Jeeva Jyothi	Yes	No	Yes	No	Yes	No	No
Chennai	Both	Marialaya, MMNM Social Service Society	Yes	Yes	Yes	No	Yes	Yes	Yes
Firozabad	Government	Bal Shrimik Kalayan Samiti Firozabad	Yes	No	Yes	No	Yes	No	No
Firozabad	Government	Zila Bal Kalyan Parishad	Yes	No	Yes	No	Yes	No	
Firozabad	Government	Raj Khadi Gramodhoyog Sewa Sansthan	Yes	No	Yes	No	Yes	No	No
Howrah	International & Voluntary	Don Bosco Ashalayam	Yes	Yes	Yes	No	Yes	Yes	Yes
Hyderabad	Government	Balajyoti	Yes	No	Yes	No	Yes	No	No
Hyderabad	Both	HCHW-MARG	Yes	Yes	Yes	No	Yes	No	No
Hyderabad	International & Voluntary	SAATHI	Yes	No	Yes	No	Yes	No	No
Hyderabad	Government	URDES	Yes	Yes	Yes	No	Yes	No	No
Kamrajhar	International & Voluntary	RECD	No	No	Yes	No	Yes	No	No
Kanpur	Both	Gramodaya Sansthan	Yes	No	Yes	No	Yes	No	No

Madurai	International & Voluntary	MMSSS	No	No	Yes	No	Yes	Yes	No
Mirzapur	Both	CREDA	No	No	Yes	No	Yes	Yes	Yes
Mirzapur	Both	The Children's Emancipation Society (Project Mala)	No	No	Yes	No	Yes	Yes	Yes
Mumbai	Both	Don Bosco	Yes	Yes	Yes	No	Yes	Yes	Yes
Mumbai	Both	Door Step	Yes	Yes	Yes	No	Yes	No	Yes
Mumbai	Govt.	Hamara Club	Yes	Yes	Yes	No	Yes	Yes	No
Mumbai	Both	Pratham Mumbai Education Initiative	Yes	No	Yes	No	Yes	Yes	Yes
Mumbai	Both	Research Foundation	Yes	Yes	No	Yes	Yes	Yes	No
Mumbai	International & Voluntary	SMILE	Yes	Yes	Yes	No	Yes	No	No
Mumbai	Both	SUPPORT	Yes	Yes	Yes	No	Yes	Yes	Yes
Mumbai	International & Voluntary	The Akanksha Foundation	No	No	No	No	Yes	Yes	No
Mumbai	Both	The Vatsalya Foundation	Yes	Yes	Yes	No	Yes	Yes	Yes
New Delhi	Both	Ankur Society for Alternatives in Education	No	No	Yes	No	Yes	Yes	No
New Delhi	International & Voluntary	ASK	No	No	Yes	No	Yes	No	No
New Delhi	Both	Butterflies	Yes	yes	Yes	No	Yes	No	No
New Delhi	Both	Catholic Relief Services India Programme	Funding Agency to NGOs						No
New Delhi	Both	DEEPALAYA	Yes	Yes	Yes	No	Yes	Yes	Yes
New Delhi	Both	Prayas	Yes	Yes	Yes	No	Yes	Yes	No
New Delhi	International & Voluntary	SACCS	Yes	Yes	Yes	No	Yes	No	No
Secunderabad	Both	Divya Disha	Yes	Yes	Yes	No	Yes	Yes	No
Secunderabad	Both	M.V. Foundation	No	No	Yes	No	Yes	No	No
Sikohabad	Government	Jamnalal Bajaj Foundation	Yes	No	Yes	No	Yes	No	No
Sivakashi	Both	SPEECH	No	No	Yes	No	Yes	Yes	Yes
Varanasi	Both	Dr. Shambhunath Singh Research Foundation	No	No	Yes	No	Yes	Yes	Yes

Varanasi	Government	Mahila Arthik, Sanskritik Avam Shakshic Vikhas Sansthan	Yes	No	Yes	No	Yes	No	No
Varanasi	Government	Mahila Chetna Samiti	Yes	No	Yes	No	Yes	No	No
Varanasi	Both	Manav Sansadhan Avam Mahila Vikas Sansthan	No	No	Yes	No	Yes	Yes	Yes
Varanasi	Both	Social Welfare Institute	No	No	Yes	No	Yes	Yes	No

- Source: Field Survey conducted in July-September 2000 and responses received from the NGOs till October 2000.

ANNEXURE-5
NFE CENTRES-CHILD ENROLMENTS,
AGE AND SEX COMPOSITION
(1999-2000)

NGO	Total Enrolments		Age Groups Boys (%)			Age Groups Girls (%)		
	B	G	<6	6-10	Above 10	<6	6-10	Above 10
Akhand Jyot Foundation	25	9	2.0	31.0	67.0	0.0	51.0	49.0
ANKUR	20	20	24.0	24.0	52.0	24.0	24.0	52.0
APSA	15	20	5.0	30.0	65.0	5.0	30.0	65.0
Bal Shrimik	38	62	1.0	64.0	35.0	1.0	54.0	45.0
BOSCO (Bangalore)	30	0	8.0	62.0	30.0			
Butterflies	28	1	0.0	16.0	84.0	0.0	22.0	78.0
CINI ASHA	60	80	0.0	70.0	30.0	0.0	56.0	44.0
CREDA	50	50	5.0	28.0	67.0	7.0	43.0	50.0
DEEPALAYA	20	0	10.0	38.0	52.0	16.0	28.0	54.0
Divya Disha	38	56	0.0	23.0	77.0	0.0	15.0	85.0
DON BOSCO (Chennai)	65	0	0.0	23.0	77.0	0.0	8.0	92.0
Don Bosco Ashalayam	24	16	0.0	18.0	82.0	0.0	16.0	74.0
Door Step	35	38	15.0	22.0	63.0	8.0	23.0	69.0
Dr. Shambhunath	24	76	0.0	34.0	66.0	0.0	28.0	72.0
Emancipation Society (Project Mala)	166	162	0.0	0.0	100.0	0.0	0.0	100.0
FADUC	12	28	38.0	28.0	34.0	39.0	16.0	45.0
Gramodaya Sansthan	15	25	7.0	19.0	74.0	4.0	28.0	68.0
Hamara Club	15	12	0.0	15.0	85.0	0.0	18.0	82.0
HCHW-MARG	45	0	0.0	70.0	30.0	0.0	0.0	0.0
ICCW	3	12	0.0	80.0	20.0	0.0	60.0	40.0
ICCWP	9	16						
Jamnalal Bajaj	32	18	0.0	27.0	73.0	0.0	18.0	82.0
Jeeva Jyothi	10	11	0.0	43.0	57.0	0.0	32.0	68.0
Zila Bal Kalyan	50	50	0.0	38.0	62.0	0.0	45.0	55.0
K.H. Jani Charitable Trust	28	22	0.0	35.0	65.0	0.0	43.0	57.0
M.V. Foundation	0	300	1.0	30.0	69.0	1.0	25.0	74.0
Mahila Arthik	12	38	0.0	43.0	57.0	0.0	35.0	65.0

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Marialaya	0	12	0.0	0.0	0.0	0.0	38.0	62.0
MAYA	66	48	5.0	41.0	54.0	6.0	34.0	60.0
Prayas	13	16	0.0	32.0	68.0	0.0	42.0	58.0
REDS	73	22	70.0	20.0	10.0	70.0	10.0	20.0
RUCHIKA	18	16	12.0	32.0	54.0	11.0	20.0	69.0
SAATHI	7	34	10.0	85.0	5.0	10.0	85.0	5.0
Salam Balak Trust	52	0	0.0	18.0	82.0	0.0	0.0	0.0
Sanjivani	29	21	0.0	38.0	62.0	0.0	49.0	51.0
Sarjan	25	15	2.0	32.0	66.0	3.0	39.0	58.0
Shelter Don Bosco	55	0	1.0	10.0	90.0	0.0	0.0	0.0
Sneha	10	3	3.0	62.0	35.0	5.0	28.0	67.0
Social Welfare Institute	36	14	0.0	32.0	68.0	0.0	26.0	74.0
SPEECH	13	12	0.0	42.0	58.0	0.0	44.0	56.0
ST. XAVIER'S	12	7	62.0	31.0	7.0	57.0	37.0	6.0
Sumangli	10	15	0.0	76.0	24.0	0.0	58.0	42.0
SUPPORT	75	0	2.0	48.0	50.0	0.0	0.0	0.0
Tomorrow's Foundation	15	22	0.0	38.0	62.0	0.0	21.0	79.0
Vatsalya Foundation	60	0	0.0	23.0	77.0	0.0	18.0	82.0
Total								

- Source: Field Survey conducted in July - September 2000. The childrenrolment figures refer to the surveyed NFE centre only.

ANNEXURE-6**NFE CENTRES-CATEGORIES OF ENROLLED CHILDREN
(1999-2000)**

NGO	% Categories of Children Enrolled						
	On the Street	Of the Children	Working Children	Physically and Mentally Handicapped	Out-of-School	Drug/ Sex Abused	School goers
Akhand Jyot Foundation	33	0	45.5	0.0	78.8	0.0	21.2
ANKUR	40	0	0.0	0.0	12.5	0.0	87.5
APSA	15	20	42.9	0.0	100.0	0.0	0.0
Bal Shrimik	100	0	15.0	0.0	95.0	0.0	5.0
BOSCO (Bangalore)	0	30	70.0	0.0	85.0	15.0	5.0
Butterflies	10	19	86.2	0.0	89.7	0.0	10.3
CINI ASHA	80	60	25.0	0.0	75.0	0.0	25.0
CREDA	100	0	6.0	0.0	100.0	0.0	0.0
DEEPALAYA	3	17	15.0	0.0	40.0	0.0	60.0
Divya Disha	94	0	77.7	0.0	100.0	0.0	0.0
DON BOSCO	0	65	69.2	0.0	84.6	15.4	15.4
Don Bosco	0	40	80.0	0.0	100.0	0.0	0.0
Ashalayam Door Step	73	0	12.3	0.0	93.2	0.0	6.8
Dr. Shambhunath	100	0	5.0	0.0	100.0	0.0	0.0
Emancipation Society (Project Mala)	328	0	4.6	0.0	100.0	0.0	0.0
FADUC Gramodaya	40	0	12.5	0.0	12.5	0.0	87.5
Sansthan	40	0	5.0	0.0	100.0	0.0	0.0
Hamara Club	12	15	70.4	0.0	63.0	0.0	37.0
HCHW-MARG	0	45	77.8	0.0	100.0	11.1	0.0
ICCW	0	12	66.7	0.0	83.3	0.0	16.7
ICCW	25	0	56.0	0.0	84.0	0.0	16.0
Jamnalal Bajaj	50	0	6.0	0.0	100.0	0.0	0.0

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Jeeva Jyothi	21	0	23.8	0.0	81.0	0.0	19.0
Zila Bal Kalyan	100	0	15.0	0.0	90.0	0.0	10.0
K.H. Jani Charitable Trust	50	0	40.0	0.0	88.0	0.0	12.0
M.V. Foundation	300	0	0.0	1.7	100.0	0.0	0.0
Mahila Arthik	50	0	4.0	0.0	100.0	0.0	0.0
Marialaya	0	12	41.7	0.0	100.0	0.0	0.0
MAYA	114	0	26.3	0.0	86.0	0.0	14.0
Prayas	24	35	13.6	0.0	25.4	0.0	74.6
REDS	0	95	73.7	0.0	100.0	0.0	0.0
RUCHIKA	34	0	35.3	0.0	79.4	0.0	20.6
SAATHI	41	0	24.4	0.0	85.4	0.0	14.6
Salam Balak Trust	0	52	80.8	0.0	67.3	17.3	32.7
Sanjivani	50	0	0.0	0.0	100.0	0.0	0.0
Sarjan	32	8	50.0	0.0	67.5	0.0	12.5
Shelter Don Bosco	0	55	90.9	0.0	100.0	0.0	0.0
Sneha	13	0	15.4	0.0	38.5	0.0	61.5
Social Welfare Institute	50	0	6.0	0.0	100.0	0.0	0.0
SPEECH	25	0	72.0	0.0	88.0	0.0	12.0
ST. XAVIER'S	19	0	15.8	0.0	78.9	0.0	21.1
Sumangli	10	15	72.0	0.0	100.0	0.0	0.0
SUPPORT	0	75	53.3	0.0	80.0	42.7	20.0
Tomorrow's Foundation	37	0	8.1	0.0	10.8	0.0	89.2
Vatsalya Foundation	0	60	41.7	0.0	66.7	6.7	33.3

- Source: Field Survey conducted in July-September 2000. The data refers to the surveyed NFE centres.

ANNEXURE-7**NFE CENTRES-INFRASTRUCTURE**

NGO	Covered Rooms	No. of Rooms	Railway Platform/ Street corners/Bus Stands/Others Open Spaces	Mobile Buses/Others
Akhand Jyot Fondation	Yes	1	No	No
ANKUR	Yes	1	No	No
APSA	Yes	1	No	No
Bal Shrimik Kalyan Samiti	Yes	2	No	No
Bosco (Bangalore)	Yes	1 Hall	No	No
Butterflies	No		Yes	No
CINI ASHA	Yes	1	Yes	No
CREDA	Yes	2	No	No
Deepalaya	Yes	2	No	No
Divya Disha	Yes	1	No	No
Don Bosco (Chennai)	Yes	1 Hall	Yes	No
Don Bosco Ashalayam (Kolkata)	Yes	Hall & Milk Booth	Yes	No
Door Step	Yes	1	Yes	Yes
Dr. Shambhunath Shodh Sansthan	Yes	2	No	No
Emancipation Society (Project Mala)	Yes	6	No	No
FADUC	Yes		No	No
Gramodaya Sansthan	Yes	2	No	No
Hamara Club	Yes	1	Yes	No
HCHW Marg	Yes	1	No	No
ICCW Project (Srivilliputtur)	Yes	1	No	No
Indian Council for Child Welfare	Yes	1	Yes	No
Jamnalal Bajaj Foundation	Yes	2	No	No
Jeeva Jyothi	Yes	1	No	No
Zila Bal Kalyan Parishad	Yes	2	No	No
K.H. Jani Charitable Trust	Yes	1	Yes	No

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M.V. Foundation	Yes	6	No	No
Mahila Arthik Sanskritik Awam Shakshik Vikas Sansthan	Yes	1	No	No
Marialaya	Yes	1	No	No
MAYA NFE	Yes	1	No	No
Prayas Shelter	Yes	3	No	No
Prayas Tigri		1		
REDS Vocational Institute	Yes	6	No	No
Ruchika	Yes	1	Yes	No
SAATHI	Yes	1	No	No
Salam Balak Trust	Yes	1	Yes	No
Sanjivani Welfare and Care Society	Yes	2	No	No
SARJAN	Yes	1	Yes	No
Sneha	Yes	1	No	No
Social Welfare Institute	Yes	1	No	No
SPEECH, Sivakasi	Yes	1	No	No
St. Xavier's Education Society	Yes	1	No	No
Sumangli Seva Ashram	Yes	1	No	No
SUPPORT	Yes	1 Hall	No	No
Tomorrow's Foundation	Yes	1	No	No
Vatsalya Foundation	Yes	3 Halls	Yes	No

- Source: Field Survey conducted in July – September 2000. The data refers to the surveyed NFE centres.

ANNEXURE-8**NFE CENTRES-BUILDING STRUCTURE TYPE AND CONDITION OF THE STRUCTURE**

NGO	Building Structure			Condition of Structure		
	Permanent	Semi-permanent	Temporary	Good	OK	Poor
Akhand Jyot Foundation	Yes	No	No	No	No	Yes
ANKUR	Yes	No	No	No	Yes	No
APSA	Yes	No	No	No	Yes	No
Bal Shrimik Kalyan Samiti	Yes	No	No	No	Yes	No
Bosco (Bangalore)	Yes	No	No	Yes	No	No
Butterflies	No	No	No	No	No	No
CINI ASHA	Yes	No	No	Yes	No	No
CREDA	Yes	No	No	Yes	No	No
Deepalaya	Yes	No	No	No	Yes	No
Divya Disha	Yes	No	No	Yes	No	No
Don Bosco (Chennai)	Yes	No	No	Yes	No	No
Don Bosco Ashalayam (Kolkata)	Yes	No	No	No	No	Yes
Door Step	No	Yes	No	No	Yes	No
Dr. Shambhunath Shodh Sansthan	No	Yes	No	No	Yes	No
Emancipation Society (Project Mala)	Yes	No	No	Yes	No	No
FADUC	Yes	No	No	No	Yes	No
Gramodaya Sansthan	Yes	No	No	No	Yes	No
Hamara Club	Yes	No	No	Yes	No	No
HCHW Marg	Yes	No	No	No	Yes	No
ICCW Project (Srivilliputtur)	Yes	No	No	Yes	No	No
Indian Council for Child Welfare	Yes	No	No	Yes	No	No
Jamnalal Bajaj Foundation	No	Yes	No	No	Yes	No
Jeeva Jyothi	No	Yes	No	No	No	Yes
Zila Bal Kalyan Parishad	Yes	No	No	Yes	No	No

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K.H. Jani Charitable Trust	Yes	No	No	No	No	Yes
M.V. Foundation	No	Yes	No	No	Yes	No
Mahila Arthik Sanskritik Awam Shakshik Vikas Sansthan	Yes	No	No	No	No	Yes
Marialaya	Yes	No	No	No	Yes	No
MAYA NFE	Yes	No	No	Yes	No	No
Prayas Shelter	Yes	No	No	Yes	No	No
REDS Vocational Institute	Yes	No	No	No	Yes	No
Ruchika	No	No	No	No	No	No
SAATHI	Yes	No	No	No	Yes	No
Salam Balak Trust	Yes	No	No	No	Yes	No
Sanjivani Welfare and Care Society	Yes	No	No	No	Yes	No
SARJAN	Yes	No	No	No	Yes	No
Sneha	No	Yes	No	No	Yes	No
Social Welfare Institute	No	Yes	No	No	Yes	No
SPEECH, Sivakasi	Yes	No	No	No	Yes	No
St. Xavier's Education Society	No	No	Yes	No	Yes	No
Sumangli Seva Ashram	Yes	No	No	No	Yes	No
SUPPORT	Yes	No	No	No	Yes	No
Tomorrow's Foundation	Yes	No	No	No	Yes	No
Vatsalya Foundation	Yes	No	No	Yes	No	No

● Source: Field Survey conducted in July - September 2000.
The data refers to the surveyed NFE centres.

Permanent Structure: Houses in which both walls and roof are made of permanent material like burnt bricks, cement, concrete, iron, stone and GI sheets.

Semi-Permanent Structure : Houses in which either roof or wall is made of permanent material and the other is made of temporary material.

Temporary Structure: Houses in which both roof and walls are made of material, which have to be replaced frequently, like grass, leaves, reeds, mud and bamboo.

ANNEXURE-9

NFE CENTRES - AMENITIES

NGO	Drinding Water	Electricity	Toilet
Akhand Jyot Foundation	Yes	No	Yes
ANKUR	Yes	Yes	Yes
APSA	Yes	Yes	Yes
Bal Shrimik Kalyan Samiti	Yes	Yes	Yes
Bosco (Bangalore)	Yes	Yes	Yes
Butterflies	No	No	No
CINI ASHA	Yes	Yes	Yes
CREDA	Yes	Yes	Yes
Deepalaya	Yes	Yes	Yes
Divya Disha	Yes	Yes	Yes
Don Bosco (Chennai)	Yes	Yes	Yes
Don Bosco Ashalayam (Kolkata)	Yes	Yes	Yes
Door Step	Yes	No	No
Dr. Shambhunath Shodh Sansthan	Yes	No	No
Emancipation Society (Project Mala)	Yes	Yes	Yes
FADUC	Yes	Yes	No
Gramodaya Sansthan	Yes	Yes	No
Hamara Club	Yes	Yes	Yes
HCHW Marg	Yes	Yes	Yes
ICCW Project (Srivilliputur)	Yes	Yes	No
Indian Council for Child Welfare	Yes	Yes	Yes
Jamnalai Bajaj Foundation	Yes	No	No
Jeeva Jyothi	No	No	No
Zila Bal Kalyan Parishad	Yes	Yes	Yes
K.H. Jani Charitable Trust	No	No	No
M.V. Foundation	Yes	Yes	Yes
Mahila Arthik Sanskritik Awam Shakshik Vikas Sansthan	No	Yes	No

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Marialaya	Yes	Yes	No
MAYA NFE	Yes	No	No
Prayas Shelter	Yes	Yes	Yes
REDS Vocational Institute	Yes	Yes	Yes
Ruchika	Yes	No	No
SAATHI	Yes	Yes	No
Salam Balak Trust	Yes	Yes	Yes
Sanjivani	Yes	Yes	No
SARJAN	Yes	Yes	Yes
Sneha	Yes	Yes	No
Social Welfare Institute	Yes	No	No
SPEECH, Sivakasi	Yes	Yes	No
St. Xavier's Education Society	Yes	No	No
Sumangli Seva Ashram	Yes	Yes	No
SUPPORT	Yes	Yes	Yes
Tomorrow's Foundation	Yes	No	No
Vatsalya Foundation	Yes	Yes	Yes

- Source: Field Survey conducted in July-September 2000. The data refers to the surveyed NFE centres.

ANNEXURE-10
NFE CENTRES - TEACHERS'
QUALIFICATIONS AND TRAINING LEVELS

NGO	Number of Teachers	Educational Qualifications			Training		
		Up to Class X	Up to Graduation	Above Graduation	In-Service	Pre-Service	No Training
Akhand Jyot Foundation	1	-	1		1		
ANKUR	1	-	1		1		
APSA	2	-	2		1		1
Bal Shrimik Kalyan Samiti	2	2	-		-		2
Bosco (Bangalore)	2	1	1		1		1
Butterflies	2		2		1		1
CINI ASHA	1		-	1	-		
CREDA	2		2		1	1	
Deepalaya	2		2		1		1
Divya Disha	3	3	-		2		1
Don Bosco (Chennai)	2		2		2		
Don Bosco Ashlayam (Kolkata)	1	1	-		-		1
Door Step	1	1	-		1		
Dr. Shambhunath Shodh Sansthan	3	1	2		-		3
Emancipation Society (Project Mala)	6	4	2		6		
FADUC	2	-	2		1		1
Gramodaya Sansthan	2	2	-		1		1
Hamara Club	1		1		-	1	
HCHW Marg	3		1	2	3		
ICCW Project (Srivilliputtur)	1	1	-		1		
Indian Council for Child Welfare	1		1		1		
Jamnalal Bajaj Foundation	2	2	-		1		1

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Contd...

Jeeva Jyothi	1		1		1		
Zila Bal Kalyan Parishad	3		3		1		2
K.H. Jani Charitable Trust	1	1	-		-		1
M.V. Foundation	16		16		13	2	-
Mahila Arthik Sanskritik Awam Shakshik Vikas Sansthan	3	2	1		1		2
Marialaya	1		-	1	1		
MAYA NFE	5		5		5		
Prayas Shelter	2		2		2		
REDS Vocational Institute	5	3	1	1	2	2	1
Ruchika	1	1	-		-		1
SAATHI	1		1		1		
Salam Balak Trust	2		2		1		1
Sanjivani	2	1	1				2
SARJAN	1	1	-				1
Sneha	1	1	-				1
Social Welfare Institute	2	1	-1		1		1
SPEECH, Sivaksasi	1		1		1		
St. Xavier's Education Society	2	2	-				2
Sumangli Seva Ashram	2	2	-		2		
SUPPORT	2	2	-		2		
Tomorrow's Foundation	3		3		2		1
Vatsalya Foundation	3		3		2	1	

- Source: Field Survey conducted in July-September 2000. The data refers to the surveyed NFE centres.

ANNEXURE-11**NFE CENTRES - COURSES TAUGHT
AND DURATION OF COURSE**

NGO	Course Type			Duration of the Course Taught			
	Full NFE	Bridge Course	Basic Literacy Life skills	3 to 6 Months	1 Yrs	2 Yrs	3 Yrs
Akhand Jyot Foundation	No	No	Yes	Yes	No	No	No
ANKUR	No	No	No	Yes	No	No	No
APSA	No	No	Yes	Yes	No	No	No
Bal Shrimik Kalyan Samiti	Yes	No	No	No	No	No	Yes
Bosco (Bangalore)	No	No	Yes	Yes	No	No	No
Butterflies	No	No	Yes	Yes	No	No	No
CINI ASHA	No	No	Yes	No	Yes	No	No
CREDA	No	For class-V	No	No	No	Yes	No
Deepalaya	No	No	Yes	Yes	No	No	Yes
Divya Disha	No	No	Yes	Yes	No	No	Yes
Don Bosco (Chennai)	No	No	Yes	Yes	No	No	No
Don Bosco Ashalayam (Kolkata)	No	Yes	Yes	Yes	No	No	No
Door Step	No	No	Yes	Yes	No	No	No
Dr. Shambhunath Shodh Sansthan	Yes	No	No	No	No	No	Yes
Emancipation Society (Project Mala)	Yes	No	No	No	No	No	Yes
FADUC	No	No	Yes	Yes	No	No	No
Gramodaya Sansthan	No	No	Yes	Yes	No	No	No
Hamara Club	No	No	Yes	Yes	No	No	No
HCHW Marg	No	No	Yes	Yes	No	No	No
ICCW Project (Srivilliputtur)	Yes	No	No	No	No	Yes	No
Indian Council for Child Welfare	No	No	Yes	Yes	No	No	No
Jamnalal Bajaj Foundation	Yes	No	No	No	No	No	Yes

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Jeeva Jyothi	No	No	Yes	Yes	No	No	No
Zila Bal Kalyan Parishad	Yes	No	No	No	No	No	Yes
K.H. Jani Charitable Trust	No	No	Yes	Yes	No	No	No
M.V. Foundation	No	For 7 th class	No	Yes	Yes	No	No
Mahila Arthik Sanskritik Awam Shakshik Vikas Sansthan	Yes	No	No	No	No	No	Yes
Marialaya	No	No	Yes	Yes	No	No	No
MAYA NFE	No	No	Yes	Yes	No	No	No
Prayas Shelter	No	No	Yes	Yes	No	No	No
REDS Vocational Institute	Yes	Yes	Yes	Yes	No	No	No
Ruchika	No	No	Yes	Yes	No	No	No
SAATHI	No	No	Yes	Yes	No	No	No
Salam Balak Trust	No	Yes	Yes	Yes	No	No	No
Sanjivani	Yes	No	No	No	No	No	Yes
SARJAN	No	No	No	Yes	No	No	No
Sneha	No	Yes	Yes	Yes	No	No	No
Social Welfare Institute	Yes	No	No	No	No	No	Yes
SPEECH, Sivakas	No	No	Yes	No	No	Yes	No
St. Xavier's Education Society	No	No	No	Yes	No	No	No
Sumangli Seva Ashram	No	No	Yes	Yes	No	No	No
SUPPORT	No	No	Yes	Yes	No	No	No
Tomorrow's Foundation	No	Yes	Yes	Yes	No	No	No
Vatsalya Foundation	No	No	Yes	Yes	No	No	No

- Source: Field Survey conducted in July-September 2000. The data refers to the surveyed NFE centres.

- Full NFE Course:** 3-year course for out-of-school children is accelerated course to cover five years of formal education in 3 years. After completing 3-year course, the child is enrolled in Class VI.
- Bridge Course:** The course is for out-of-school or dropout children. The aim is to prepare children for enrolments in formal school after giving proper skills, so that the child could integrate in the formal school. The class in which the child is enrolled depends upon his/her receptivity and capabilities.
- Basic Literacy and Skill Course:** The course is to teach basic literacyLife levels to out-of-school children depending on their needs. It has no specific period.

ANNEXURE-12

NFE CENTRES – ATTENDANCE RATE AND PUPIL/TEACHER RATIO

NGO	Attendance Rate*		Pupil/Teacher Ratio
	Boys	Girls	
Akhand Jyot Foundation	76.00	88.89	34
ANKUR	25.00	30.00	40
APSA	80.00	70.00	18
Bal Shrimik	65.79	51.61	50
Bosco (Bangalore)	58.18	-	28
Butterflies	25.00	100.00	15
CINI ASHA	66.67	75.00	70
CREDA	70.00	64.00	50
DEEPALAYA	80.00	-	10
Divya Disha	42.11	42.86	94
DON BOSCO	23.08	-	33
Don Bosco Ashalayam	66.67	56.25	13
Door Step	20.00	36.84	73
Dr. Shambhunath	41.67	46.05	33
Emancipation Society	84.34	80.25	55
FADUC	83.33	85.71	20
Gramodaya Sansthan	80.00	72.00	20
Hamara Club	40.00	66.67	14
HCHW-MARG	44.44	-	15
ICCW	66.67	66.67	15
ICCW	55.56	50.00	25
Jamnalal Bajaj Foundation	81.25	77.78	25
Jeeva Jyothi	60.00	63.64	21
Zila Bal Kalyan	84.00	76.00	50
K.H. Jani Charitable Trust	25.00	22.73	50
M.V. Foundation	-	95.00	19
Mahila Arthik	33.33	15.79	17
Marialaya	-	25.00	12
MAYA	39.39	29.17	23
Prayas	46.15	54.35	30

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REDS	20.55	27.27	19
RUCHIKA	83.33	87.50	34
SAATHI	42.86	79.41	14
Salam Balak Trust	28.85	-	26
Sanjivani	68.97	66.67	25
Sarjan	16.00	26.67	40
Sneha	50.00	66.67	13
Social Welfare Institute	88.89	85.71	17
SPEECH	53.85	50.00	25
ST. XAVIER'S	75.00	57.14	19
Sumangli	100.00	100.00	13
SUPPORT	46.67	-	25
Tomorrow's Foundation	80.00	77.27	12
Vatsalya Foundation	66.67	-	20

- Source: Field Survey conducted in July-September 2000. The data refers to the surveyed NFE centres.
- Attendance rate is percent number of children present on the day of survey in the Special Centres/NFE centres to total enrolments in the Centre.
- Pupil-Teacher ratio is number of pupils per teacher in one NFE Centre.