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# Annual Report – 2007 to 2008

## 1. About Identity Foundation

Identity Foundation (E-3981-Pune) is a charitable trust registered with the office of the Charity Commissioner of Pune. Identity Foundation has been working with underprivileged children since September 2003. It is a not for profit organisation without any political and religious affiliations.

### 1.1. Vision Statement

We, the members of Identity Foundation, our friends, supporters and partners envision a society that respects human rights, especially the rights of children. We envision a society that ensures a safe, secure, stable and healthy childhood with an opportunity for education and development for every child.

### 1.2. Objectives

- To work towards creating access to formal education systems for underprivileged children and provide opportunities for alternative education.
- To partner with the formal education system to provide access to quality education to children.
- To make available medical aid to children and provide linkages and establish networks for referral services to ensure that the health needs of children are met.
- To provide opportunities for vocational training and life skills education for children and youth.
- To protect children from various forms of abuse.

## 2. Programmes

Identity Foundation's work focuses on children from underprivileged backgrounds. Over the past 4 years the programmes of Identity Foundation have expanded to reach out to street children, children belonging to migrant communities, children on construction sites, children on brick kilns and children living in the slums. Through its Non Formal Education (NFE) programme and the Life Skills Education (LSE) programme, the organisation has focused on providing alternative education opportunities to children who have had no access to education and has also sought to bring these children into the formal system of education. The School Library Programme (SLP) reaches out to children in 2 Pune Municipal Corporation schools. The collaboration with Sarva Shiksha Abhiyan has led to a large number of children from the slums of Pune to benefit from the infotainment facility provided by the organisation's Mobile Learning Centres (MLC). This year we also worked very closely with parents (mothers) in one community so as to involve them in the education of their children. What follows here is the description and coverage of the different programmes undertaken by the organisation during this year.

### 2.1. Non Formal Education (NFE) and Life Skill Education (LSE) Programme

Identity Foundation believes that all children should be attending formal schools and the NFE and LSE programme is a bridge for these children to be geared to attend formal schools. The NFE and LSE programme aims at creating the interest of children in education and building their capacities so that they become self-confident and self-reliant.

As part of this programme Identity Foundation conducts classes/sessions with these children everyday (Monday – Friday). Children in the age group of 4 to 13 years attend these classes. The children are taught basic reading and writing skills in the vernacular language, maths, general knowledge, creative activities like art, craft, songs, etc. A lot of games and activities are used to work with these children and reach out to the varied age group. Children are also taken out for picnics/exposure visits and shown children’s films.

This year we also focussed on setting targets for the NFE programme. The experience gathered from the previous years suggests that these children are in contact with us for a short period of time. It is very important that this short period is used effectively to help the children learn. Thus we had set a target as per which the children would be taught all Marathi (local language) alphabets, *barakhadi* and numbers upto hundred with basic operations of addition, subtraction, tens and units concept and ascending and descending order and mathematical concepts within 4 months (120 days). \*\*\*\*\*evolving target.

The NFE and the LSE programme worked hand in hand with the two Mobile Learning Centres (MLCs) launched by the organisation this year. The MLCs have brought about continuity in the classes which had to be otherwise kept closed during the rainy seasons. The MLCs serve a dual purpose –

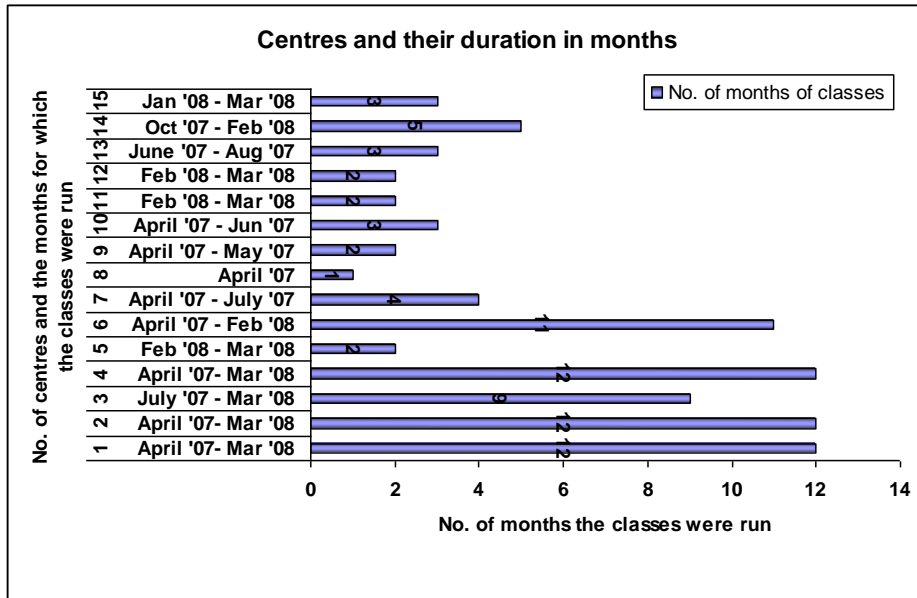
- a. They serve as classrooms to conduct the classes as many times there is no space available to conduct the classes.
- b. Equipped with an audio-visual system comprising of a laptop and speaker system it also serves
- c. as an infotainment facility to take the children out for picnics/visits or show them films.

The MLCs are available to children from IF as well as other NGOs working with children.  
(Details about the Mobile Learning Centres Programme have been provided further.)

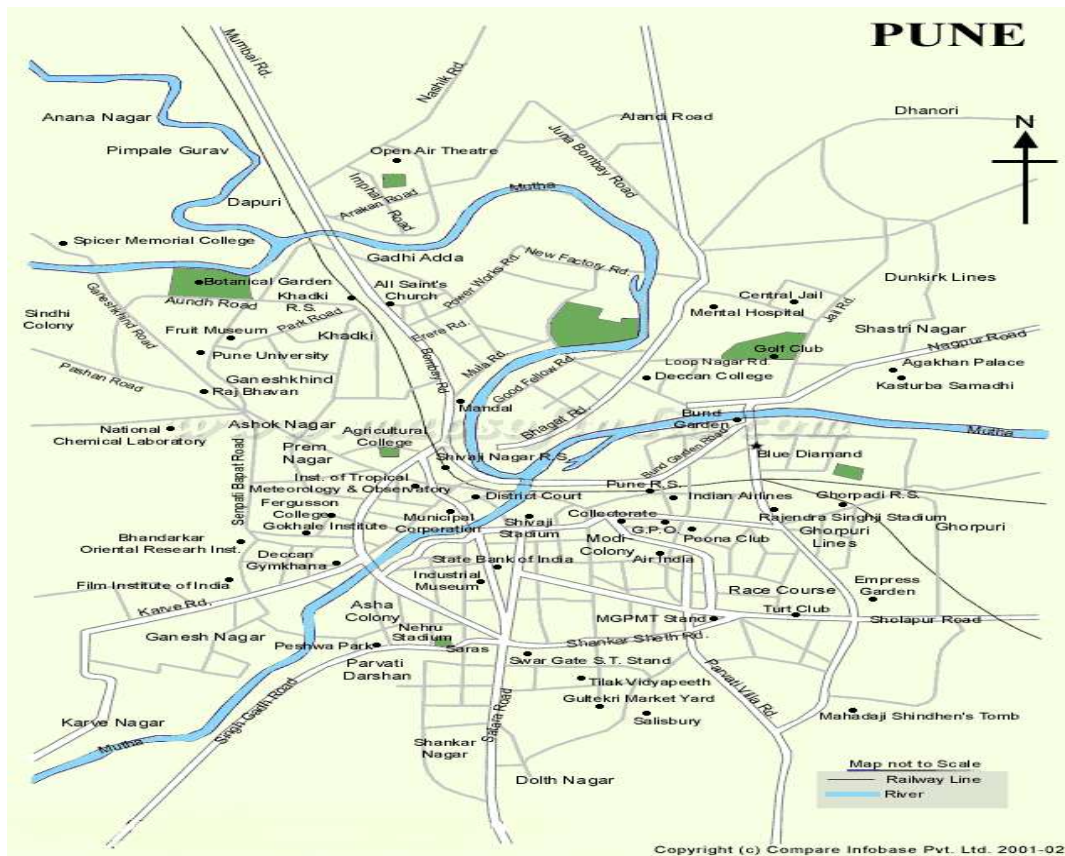
### **2.1.1. Centres related details**

During the year 2007 – 2008 Identity Foundation worked with 15 different communities in Pune city. This year saw a lot of movement/migration by the communities which resulted in closing down of some of the centres which had started in the previous year, sudden closing down of the centres started during this year and opening of centres which had closed down during the previous year. The following graph gives an overview of the centres and the duration in months for the classes conducted at these centres.

**Graph No. 1 Shows the centres and the duration in months for which the classes were conducted.**



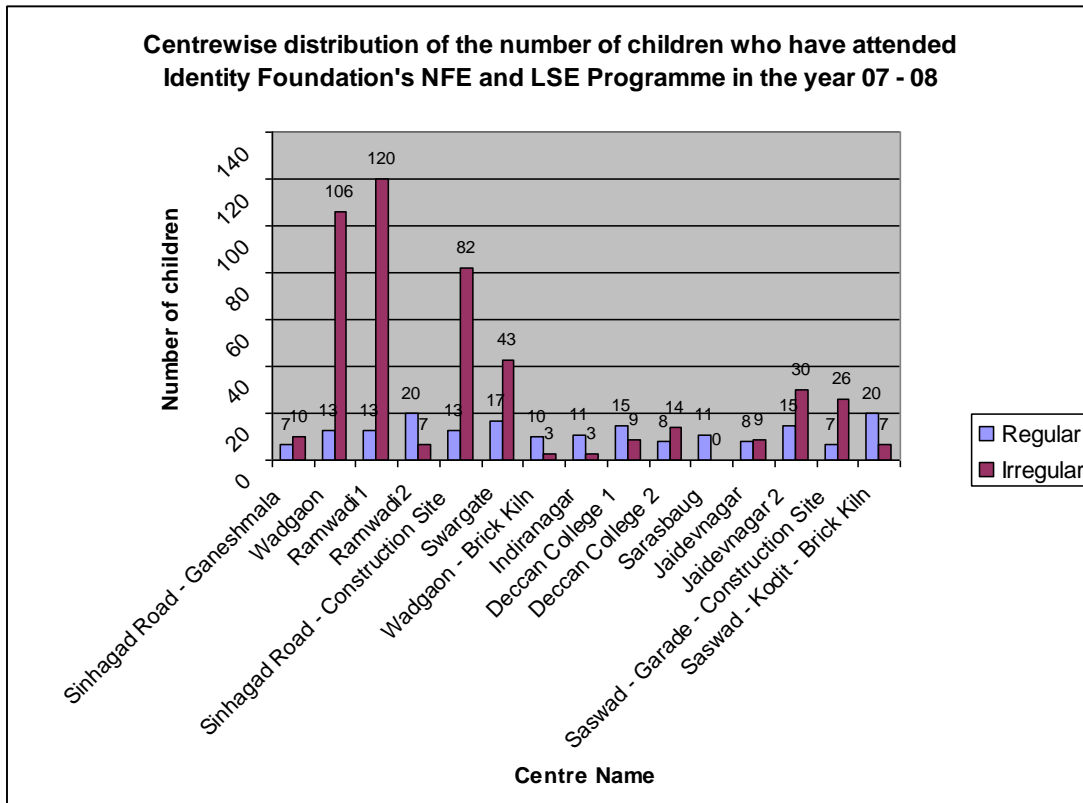
The following map shows the locations at which Identity Foundation conducted its NFE and LSE programme.



As per the records maintained with Identity Foundation there are 188 children who attended the NFE and the LSE classes regularly. Out of which 95 are female children and 93 are male children. Identity Foundation also maintains a record of the children who have not attended the classes regularly. The number of children who have not attended the classes regularly is 469 out of which 256 are female children and 213 are male children. The numbers thus suggest a high nature of movement within this population. \*\*\*\*\*high rate of migration and highlights the logistical difficulties faced by the organisation while working with these children.

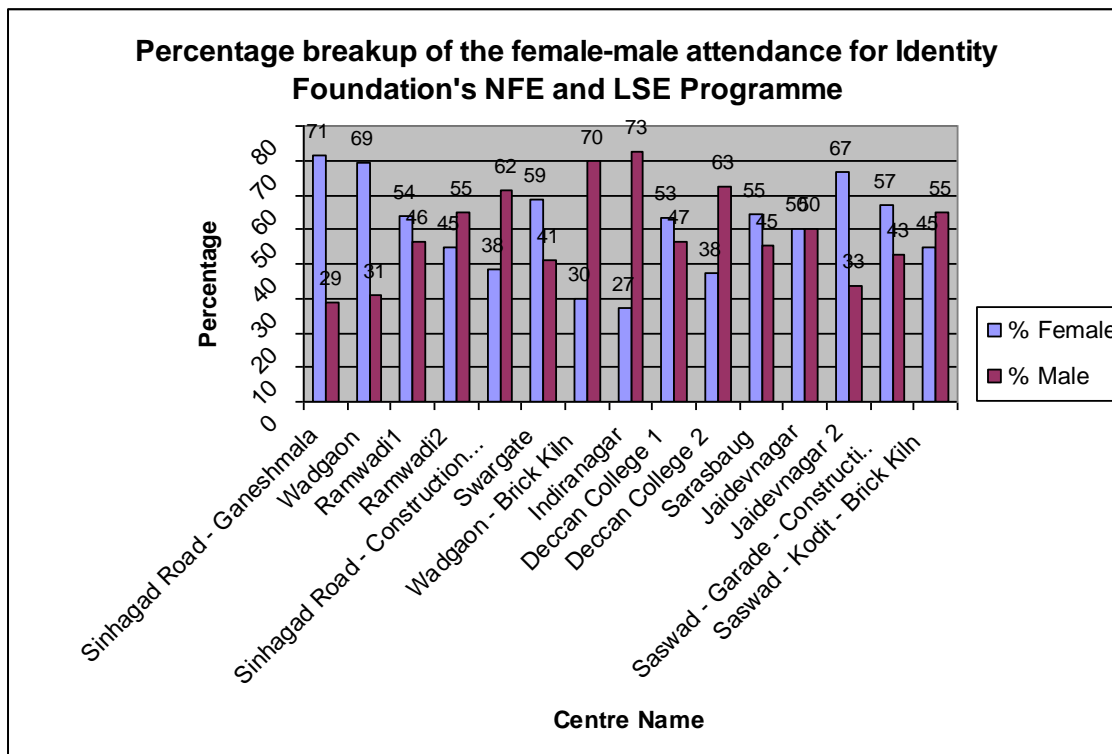
The graphical representation below brings out the details of the children who have attended the NFE and the LSE programme.

**Graph No. 1 shows the number children who have attended the NFE and the LSE programme at the different centres.**



On an average the classes comprise of about 15 – 25 children. But some locations show a very high number of irregular children. The irregular children are those whose attendance in the class has been inconsistent. The children in this category may have attended classes from a day to few months. At the Wadgaon, Ramwadi and the Swargate centre there was a high rise in the no. of children who were there for a very short period of time. The reasons being that they had come visiting their relatives or were taking a stop before moving to their next destination.

**Graph No. 2 gives the percentage male-female breakup of children who have attended the NFE and the LSE Programme.**



As we see from the graph the number of females and male percentage is different on each centre. At centres where there has been a good response it has been observed that both the girl and the boys were sent for the classes. But it is the girls who had been assigned the task of looking after household chores in most cases. The average total attendance has been approximately 50% for both females and male.

### 2.1.2. Awareness Exposure Visits

Total Visits: 9 visits  
 Total Children Benefitting: 229 children

The children from Identity Foundation were taken for Awareness Exposure Visits to **9 different** places in this year. The places they visited were:

1. The vegetable, fruit and flower market
2. The School for Visually Challenged
3. The School for Speech and Hearing impaired
4. The School for the Mentally Challenged
5. To the Inter University Centre for Astronomy and Astrophysics's (IUCAA) Science Centre
6. The Tailor's shop
7. The Laundry
8. The Barber's Shop
9. The Cobbler's Shop

These visits proved to be a great learning experience for the children as it was part of the sensitisation effort of the organisation towards these children. These visits are part of the larger aim of exposing the children to the outside world and building their confidence to interact with people outside their sphere of interaction.

### **2.1.3. Films & Movies**

Total movies: 5 Movies

Total Children Benefitting: 242

The children were shown the following movies at the various centres –

1. Ammu Ki Bakari
2. Gilli Gilli Atta
3. Pakda Gaya
4. Pak Pak Pakyak
5. Kho Gaya Nemo

### **2.1.4. Picnics**

Total movies: 2 Picnics

Total Children Benefitting: 148

The children were also taken to for picnics to the Empress Garden and Shaniwar Wada (Old Fort). All the children who were part of the NFE and the LSE programme participated in these visits and picnics.

The children keep looking forward to going for the exposure visits, picnics and watching movies.

### **2.1.5. Other Events**

1. On the 15<sup>th</sup> of August '07 i.e. the Independence Day an orchestra by visually impaired members including adults as well as children was organised for the children of Identity Foundation. This event was attended by 160 children.
2. On 14<sup>th</sup> of November which is the Children's Day a get together of children from all centres was organised at the Thorat Garden in Kothrud. A fun filled day was planned for the children which included games organised for them by identity Foundation and playing on the swings, slides, see saws etc in the garden. About 87 children participated in this event.
3. Twelve children from Identity Foundation participated in the gathering organised SSA.
4. A gathering was organised by Identity Foundation for its children. 80 children participated in this gathering. The children performed on the stage where they sang songs, danced and took part in plays. The children were preparing for this gathering since 2 weeks. This was the first time the organisation had organised a gathering for the children and the children enjoyed themselves.

## **2.2. Staff Training, Team Building & Capacity Building**

To build capacities of the staff of Identity Foundation the following trainings were organised during this year –

1. Training by Sarva Shiksha Abhiyan on the 1<sup>st</sup> – 4<sup>th</sup> standard syllabus and planning.



2. Shudhalekhan
3. Play Centre training by Palakniti
4. A seven week intensive training by Door Step School on running NFE classes.
5. Training by Sarva Shiksha Abhiyan on the change in syllabus of standard 2<sup>nd</sup> and 4<sup>th</sup>.

A picnic was also organised for Identity Foundation staff members to Mahableshwar. This was a team building effort.

### 2.3. School Admissions and Exams held by the Education Board

This year the organisation admitted 38 children in the government schools. The organisation maintained a regular follow-up to ensure that the children do not drop out. But during the course of the year only two children remained in school. The reasons for dropping out of school were migration, not like attending the schools, adjustment problems, etc.

One of the girls – Sheetal Chandrakant Thori who stayed in school passed with flying colours and stood 4<sup>th</sup> in the class. It was a proud moment for her parents and the organisations members. She has continued to perform well in her studies.

Exam No. from last year.

### 2.4. Challenges met with during the course of our work with these children have been enumerated below:

- Priority is accorded to work over education
- Adapting education to the real needs of the children
- Very high rate of migration
- Taking care of siblings
- Non-availability of space to conduct classes.
- Non-cooperation of parents or guardians wherever present
- The varied age group of children

## 3. School Library Programme

This was the second year of the school library project run by Identity Foundation in two Pune Municipal Corporation (PMC) Schools. The details about the progress of the children have been given in the table below. The table gives details of the number of children who have progressed based on the pre test and post test conducted by the animators as part of the programme. (The change in the reading abilities cannot be singularly attributed to the reading classes only. The reading classes along with their regular classes assist in developing the reading skills of children).

Through this programme we are reaching out to about 315 children in two schools belonging to the 1<sup>st</sup> to 4<sup>th</sup> grade.

#### Objectives:

- Developing reading skills of children.
- Inculcating reading habits.
- Child development through stimulating the child's capacities.
- Encouraging children's participation in all activities.

**Table No. 1: Change in reading levels of the children (girls' school)**

Standard	July 2007				Mar 2008			
	I	II	III	IV	I	II	III	IV
Incomplete Alphabets	28	19	15	3	7	2	2	0
Alphabets Complete	-	4	1	1	3	1	1	0
<i>Matras</i> Complete	-	13	13	10	12	22	20	11
Composite letters and words	-	3	6	4	-	-	-	2
Reading	-	2	8	10	-	15	15	15
Absent (throughout the year)	9	7	2	5	15	9	7	5
<b>Total</b>	<b>37</b>	<b>48</b>	<b>45</b>	<b>33</b>	<b>37</b>	<b>49</b>	<b>45</b>	<b>33</b>

**Table No. 2: Change in reading levels of the children (boys' school)**

Standard	July 2007				Mar 2008			
	I	II	III	IV	I	II	III	IV
Incomplete Alphabets	35	16	-	-	6	10	-	-
Alphabets Complete	-	6	2	-	-	1	-	-
<i>Matras</i> Complete	-	8	17	11	15	16	11	7
Composite letters and words	-	-	2	8	4	1	-	-
Reading		-	13	11	-	-	20	24
Absent (throughout the year)	6	3	7	6	16	5	10	5
<b>Total</b>	<b>41</b>	<b>33</b>	<b>41</b>	<b>36</b>	<b>41</b>	<b>33</b>	<b>41</b>	<b>36</b>

It can be seen that there has been a decrease in the number of children who fall in the category of incomplete alphabets in the month of March. In the other categories we see that the number of children have increased in March thus implying that there has been a change in the reading levels.

#### 4. Mobile Learning Centre

Two Mobile learning Centres were launched by the organisation this year. The first MLC the process for which was initiated in the year 06-07 was launched on April 26<sup>th</sup> 2007 and the second was launched on 9<sup>th</sup> October 2007. As mentioned earlier the MLC Programme was initiated with the aim of addressing the issue of non availability of space to conduct the classes and to provide as an infotainment facility for children.



#### 4.1. Mobile Learning Centres (MLCs) and Other Programmes of Identity Foundation

The Mobile Learning Centres have provided space to conduct classes in the areas where there was absolutely no space to conduct classes. During the monsoon season especially it has prevented the classes from being closed down. In addition the MLCs have facilitated planning of exposure visits and organising movie shows for the children that it works with (The details regarding which have been provided in the previous sections).

The MLCs were also used in the Identity Foundation's \_\_\_\_\_ Programme. The parents/mothers were shown movies with the help of the MLCs.

#### 4.2. Collaboration with the Sarva Shiksha Abhiyan

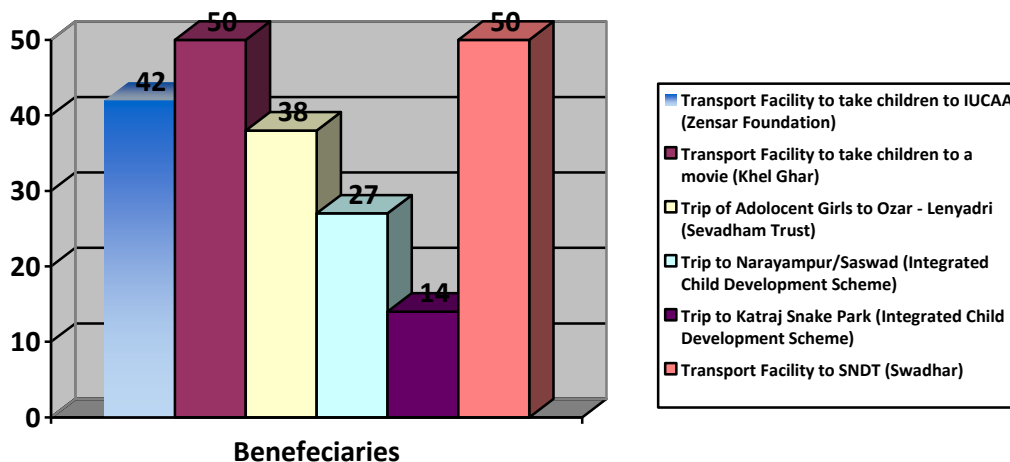
To fulfil the commitment towards providing the MLC facility for the benefit of children, Identity Foundation in collaboration with Sarva Shiksha Abhiyan (SSA) provided this facility to other NGOs working with children. Trips and movies were organised for these children starting November '07.

**The details of the collaboration have been given below:**

Details	No.
Total No. Organisation	24
Trips No. of trips organised	85
No. different locations to which the trip was taken to	7
No. of films shown	47
No. of children	1646 Female – 847 Male - 799

#### 4.3. Provision of MLC facility to other NGOs

In addition the MLC facility was also provided to other NGOs working with children based on their requirements. The details for these have been provided below.



Identity Foundation built a collection of about 60 children's films over the past year. These include educational and interactive CDs, animation CDs and other children related films.

#### Play Centre Activity

With the constant interactions with the children in the community through our NFE and LSE programme it was realised that the children lack space for themselves to play and to express themselves. Though activities in the NFE classes also focus on teaching the children through the play way method – it was felt necessary that there should be a space where the children can play to their hearts content. Hence from 24th March we started the new play centre activity. The children from each centre are taken to the garden – Amchi Baug once every week for 2 1/2 hrs. In these 2 1/2 hrs they play with toys which are kept there such as jigsaw puzzles, block games etc. Once they finish this part they participate in some activity which has been planned for that week such as colouring or clay work. This is followed by a session of physical activity. The children have given a very good response to this programme. The continuation of the programme depends on the availability of space.

## 5. Other Activities

A health camp was organised by CII and Yi at the Jaidevnagar Centre and the Sinhgad Road (Potraj) Centre covering a total of 57 children. The major problems that came forth were that of anemia, vitamin deficiencies and skin infections. The medicines were distributed by Yi.

An aids awareness session was held at the Deccan College Centre which was attended by about 45-50 parents. This was conducted Avinash Chakranarayan of Deep Griha Sanstha. He used stories and posters to convey the message.

Discussions are still going on to create a health programme which will be sustainable and scalable.

Identity Foundation – part of Abhay Abhiyan

## **ABHAYA ABHIYANA: TOWARDS FEAR FREE LEARNING**

### **6. Visitors**

We had several visitors this year

### **7. Identity Foundation in News**

Video on esakal  
Times of India Westside Plus  
Sakal and IE coverage of MLC launch  
Sakal article  
Photo in IE

### **8. Donors and Funds Utilisation**

We have received consistent support from several individuals who have believed in us and supported the various initiatives of Identity Foundation's to address the needs of underprivileged children. At the same time the support of corporates has made it possible for us to implement the programmes we have planned during this. We would like to thank

TietoEnator  
IndiaCo  
Yuki Hashimoto/KIBI University  
Sarva Shiksha Abhiyan  
Shri Madhusudan rathi Charity Trust

#### **8.1. Funds Utilisation**

### **9. Other Activities**

#### **9.1. Health programme related activities**

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Discussions are still going on to create a health programme which will be sustainable and scalable.

## 10. Future Plans

Anukta Banerjee  
Madhavi and shamoli sadvilkar  
Pranave ganbote  
Maaike Segers  
Ellen Goodman  
Vikram sai  
Yukiko hashimoto and students from the  
Anni Reimers, Maria Svensson and Kia Haring from TietoEnator Indai

This year too we saw a lot of visitors and volunteers coming to IF and participating in the programmed as per their capacities and the availability of time. We had both volunteers from India (Pune) s well as abroad.

We had Maaike Segers from Belgium who participated in the NFE and LSE session. We had ellen Goodman and Vikram Sai who came down with a lot of supplies – stationery and toys for ht echildren. Prof yukiko Hashimoto came down with her students from the KIBI International University in Japan for a field visit and then some of the students volunteered with IF. We had visitors from TietoEnator – who also came to see the project and.

Local volunteers were alos involved in day the day LSE and NFE programmes – and contributed in terms of taking session as well as making teaching aids.

## **Report of the Inter- University Collaborative Field Action Research Project: Women’s Empowerment for Children’s Education/Participation of women in their children’s education.**

### **Background –**

This project was run in collaboration with the Karve Institute of Social Service and the KIBI International university (Japan). It aimed at:

It is an academic exercise for strengthening the fieldwork component of the Japanese student of the KIBI University. The project aims at

1. Developing Field based material on the problems of these seasonal migrant groups

2. Demonstration of how to involve mother in child's education.
3. Developing theory material from our experiments.
4. It is an academic exercise for strengthening the fieldwork component of the Japanese student of the KIBI University.

The duration of the project was from Sept '07 – April '08  
The project was implemented in one community – the Wadgaon Community.

After the survey some specific activities were planned at the three identified communities between Dec'07 and Jan '08. These sessions were aimed at developing a rapport with the community as well developing an understanding amongst the community members about the project.

Details about the specific activities are provided here –

Activity	Community	No. of parents	Discussion and reactions
Film - Chakori	Wadgaon	12	
Film – Chakori	Swargate	14	
Film – Chakori	Ramwadi	4	
Film – Bai	Wadgaon	16	
Film – Bai	Swargate	5	
Film – Bai	Ramwadi	-	
PhotoTalk	Wadgaon	12	
PhotoTalk	Swargate	6	
Raditions.	Ramwadi	-	

Both films revolved around the discrimination that women face in the society and the difficulties that they face. They were also linked with the issues of lack of education, poverty and the prevailing customs and traditions. The discussion around the film was linked to the need for education. The mothers participated enthusiastically in the discussion post the film and recounted similar experiences of discrimination. The discussion was interlinked to the importance of education and the mothers agreed to the importance. Saying that they will send their children for education.

The film was followed by the activity of Photo language

They also said that they were eager to learn how to write their names. For the next 15 days 4 parents came to the teacher after the classes were over and sat with her learn how to write their names. But after that their enthusiasm started dwindling. The kids were happy to see their mothers holding the slates.

The parents themselves were reinforcing the importance of education – if our children get educated they will get a job, settle down have stable life. Today anybody comes and threatens to throw us out.

There was death in the family and so the parents stopped coming for the classes.

Photlanguage – 3<sup>rd</sup> week of January – the aim was that parents will pick up photos close to their life situation and talk about them – many photos were spread out in front of the parents and they were asked to pick up any 2 and talk about them. There was an enthusiastic response to this activity.

The period between the specific activities was used to conduct literacy sessions with the parents. About 5 -1 0 parents attended sessions organised by IF. Their attendance was not very consistent for reasons of work, death in the family, function etc.

As we started receiving a favourable response from the parents – it was decided to plan regular activities for the parents.

These activities consisted of sessions which were conducted alternate day with the mothers (as per their availability). One of the teachers from Identity Foundation was assigned this task.

Informal discussion, rangoli, stitching, introduction to alphabets and numbers, akshar avaya sarva, games – cross and noughts, name and alphabets in name, 1-5 numbers cha sarav, introducing the alphabet ka – 1-10 ank vachan, ank khel, counting and song  
Filling rangoli in bottle, information about cleanliness – personal surrounding, song, story, reading article from newspaper,  
No. of parents and children

#### Conclusion –

The project thus was implemented at only one location the Wadgaon Centre. Here it can be commented that it is essential to draw the parents participation (in this case the mothers) in the education of their children. It is seen that where ever there is a good response from the parents there is a positive support to the children's education. The Wadgaon parents had shown their interest in the activities conducted under this programme. It was holding on to this interest that the activities were planned. The mothers involvement was sought in these activities. The process culminated in the mother's gaining the confidence of participating in the classroom activities of Identity Foundation. It was about creating awareness about the importance of their participation in their children's education. We attribute this to the sustained efforts that the organization has taken to work with these children and the constant interaction with the parents wherein the opportunity to educate their children was utilized by their parents.

Finally it was planned to have this session on the 4<sup>th</sup> of April 08

11 parents participated

The activities taken – introduction to flowers, akshar card vachan, ank card vachan, vahanachi chitre dakavun oolakh, story, song, names of things used at home,

Properly dressed, confidently – over the last six months have sent their children for the classes.