

# Community - based Alternative Schools for Marginalized children



Prayas' Experience



# India – Development Scenario

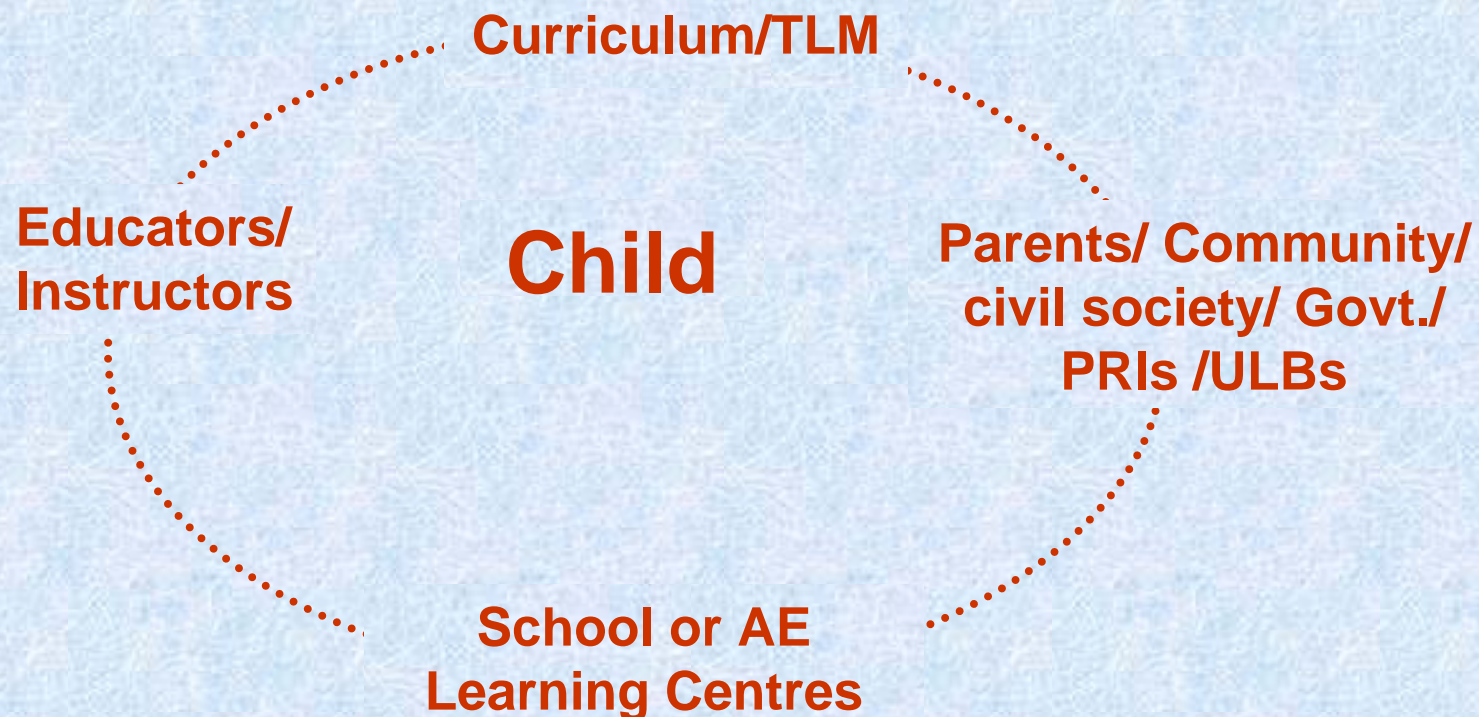
- **Children constitute 46.2% of India's population, world's largest child population in any country**
- **35 million 'Children in Need of Care and Protection' (MoWCD, Juvenile Justice Act 2000)**
- **Millions of out-of-school children left totally un-served by formal School System**
- **Equity and justice as basic issues - exclusion of children with special socio- emotional and legal needs**
- **Economic upsurge: Need for huge literate and skilled manpower (2005: 2.5 million against 15 million)**
- **Need for paradigm shift in basic education, vocationalisation and Inclusive coverage for girls and marginalised**

# Civil Society Responses

- **The EFA and SSA makes copious references to Education Guarantee Scheme and Innovative/ Alternative Education with extremely poor allocation/resources**
- **NGOs innovate, fill part of the huge gaps (80 to 100 million Out-of-School children) and compliment Government efforts towards EFA and make contribution to reach marginalized children**
- **Hence, the relevance for community-based Alternative Education**
- **Since 1988, Prayas developed a model of alternative schooling to reach out and address such ‘children in need of care and protection’**

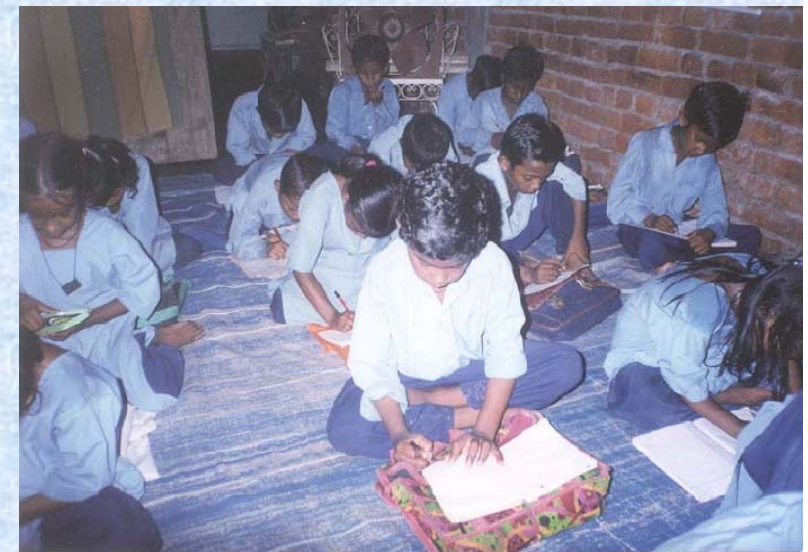
# Prayas Alternative Education – Concept, Genesis and Journey

School / Alternative Education Centre - a developing social organism, child has to be at the centre of all educational and other related activities with adoption of multi pronged Strategy & Alternatives, according to the given situation

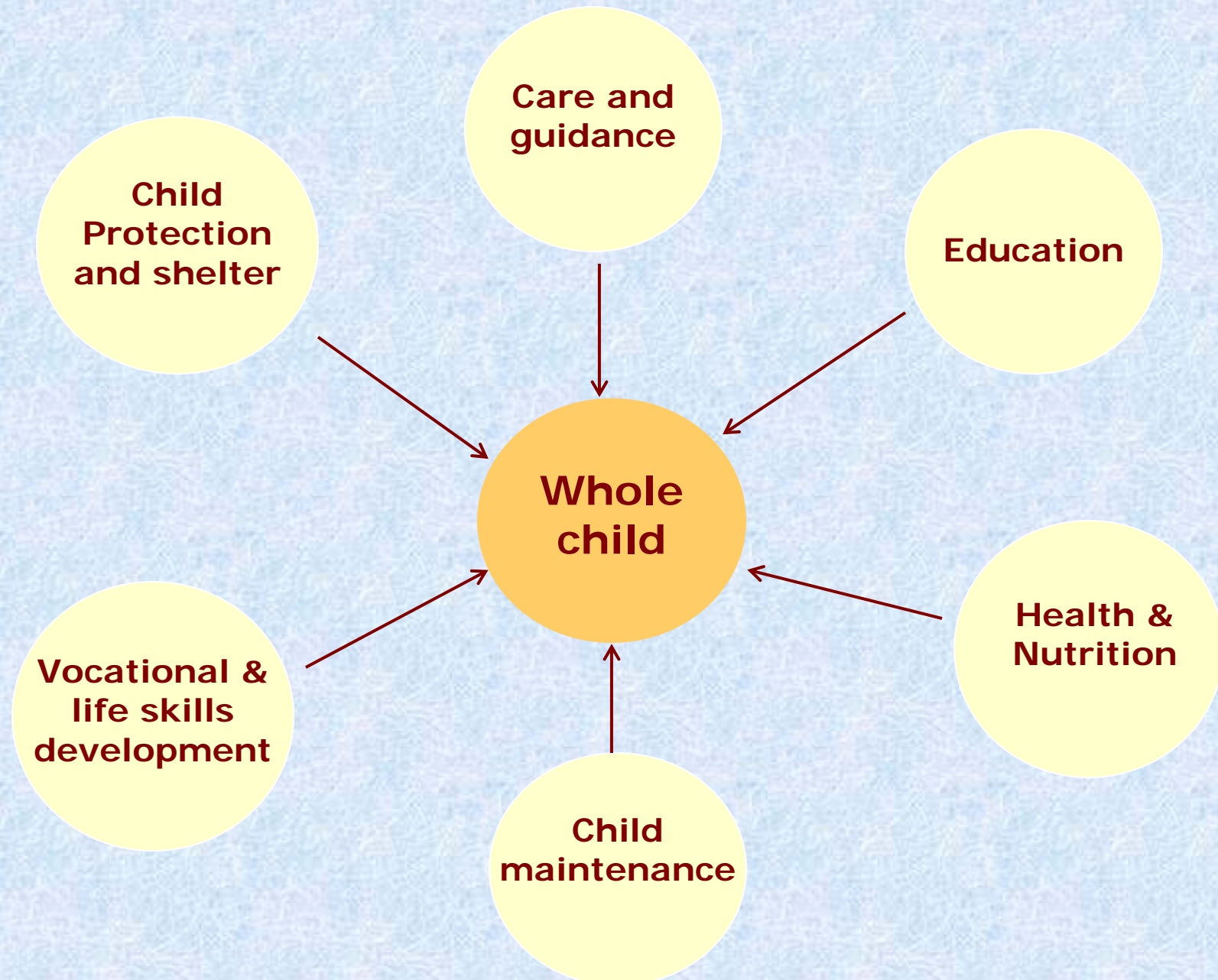


# Prayas Alternative Education – Concept, genesis and journey...Cont...

- Child's Needs and Rights are synonymous and education is both a basic need and a fundamental right
- Child's need in the context of family and the family needs in the larger context of the community
- Education is not to be imparted as an isolated activity, concomitant factors like child protection, care, health, development and socio - economic empowerment
- For marginalized children educational mainstreaming alone can not sustain, socio-economic mainstreaming as an integral process, more relevant and meaningful



# Integrated Program of Alternative Education



# Prayas Alternative Education Genesis and Journey...Cont.

## Journey -

- 1988 ———> 1 NFE centre for 25 destitute children victims of massive destruction due to fire at Jahangirpuri, Delhi
- 2007———> 225 Alternative Education Centres serving 25000 children of 07 States/UTs in India: Delhi, Bihar, Gujarat, Assam, Andaman & Nicobar Islands, Haryana and Arunachal Pradesh

# Prayas Alternative Education – Beneficiaries

## Children in Need –victims of socio –economic deprivation

- Child workers / labourers
- Children of commercial sex-workers
- Street children, child beggars
- Victims of Child marriage
- Abandoned Children
- Orphaned/ Homeless children
- Displaced/Pavement dwellers
- Rag pickers, Shoe shine
- Migrant children/ Children of nomads
- Children of construction workers and other migrant labourers
- Railway children
- Children who are abused – physical, emotional, economic, sexual, substance abuse, under myriad forms of neglect - ***National Study on Child Abuse 2007***, respondents 17220, 13 States, largest ever country study (UN)

# Prayas Alternative Education – beneficiaries

## **Children affected by legal system**

- Juveniles in conflict with law
- drug and substance abuse addicts
- children of prisoners, children affected by armed conflict
- Children interfacing legal systems
- Children of prisoners
- Children living in institutions
- Missing and found Children

## **Children affected by natural disaster**

- Children affected due to Tsunami
- Children affected due to earthquake

## **Children affected by man made disaster**

- Refugee children, slum children, evicted children, young children in-charge of siblings

# Prayas Mission.....



**Enhance the quality of life  
among the disadvantaged and  
marginalized children  
through gender sensitive  
community-based alternative  
education and child –centered  
programs through local  
initiatives in rural and urban  
areas**

# Prayas Alternative School - Experience

Alternative Schooling, an organized activity needs to be integrated into socio-economic empowerment process



# Prayas Alternative School - Experience

- **Non-formal/ Alternative Education Centres –bridge facility to formal schooling (EGS/AIE, Bridge and Remedial Courses)**
- **Crèche facilities for young children (Early Childhood Care and Education Program –ECCE)**
- **Adaptation of Bangladesh ( BRAC) model of active pedagogic interventions, Curricular processes designed in active consultation with Oxfam-UK, UNESCO, NCERT and NIEPA**
- **Inclusion of multi media and creative expression for making education, more interactive and joyful learning experience**



*Contd...*

# Prayas Alternative School - Experience

- Capacity enhancement through rigorous trainings and reflective practices
- Emphasis on peer/creative learning - Prayas Bal Sabhas compulsory feature on Saturdays
- Integration of creative expression – Arts and Crafts, innovations in infrastructure (Catharsis, defreezing activities and Counseling)
- Kalasrishti Prayas for Fine Arts –Music Song, Theatre
- Distance Education Program for children, youth and adults through NIOS
- Community Libraries and Activity Centres (76)



# Integration of Care, Protection & Empowerment

- **Mid –Day- Meals, Child maintenance (Stationery, Clothes, Shoes , Sponsorship)**
- **Child rights protection, shelter to destitutes, abused and delinquents - running 10 institutional and multiple non-institutional projects**
- **Intensive health care and check ups - mobile centres and camps and integrated health programs (approx. 10,000 children in 2006)**
- **Family Health Counseling system for urban and rural areas (1931 cases handled in Delhi in 2006)**
- **Vocational and Life Skills development - Jan Shikshan Sansthan (JSS Prayas) and Institute of Economic Empowerment (PIEE) - 8000 beneficiaries above 15 and youth**



# **Education Resource and Training Centre [ERTC]**

**Prayas Central Education Resource and  
Training Centre –ERTC - Working as Professional  
Development Centre**

- Academic and pedagogic support**
- Resource mobilization**
- Designing policy planning and implementation strategies**
- Research and Documentation**
- Information and Visibility**
- Planning and Resource mobilization**

# Proximate Community Participation

## Associated with 225 AE Centres:

- 6000 women into Self -Help Groups, Micro -Finance and IGP activities
- State level Steering Committees, Project Level Committees and Prayas Samudaya Samitis (PSS) consisting of parents, stakeholders, Professionals, Community leaders and Government Officials
- Prayas interface, support and multiple partnerships with local NGOs, Urban RWAs, Village groups and business communities
- Prayas premises AECs being used for various community functions/meetings

# **School-Community Interface**

- **Support to families to fortify educational programs**
- **SHGs and CBOs support solicited to deal with child protection and development issues**
- **participation of the influential local people/members of Local Self Governance**
- **Experts of various sectors involved in child and family counseling**
- **Communities of the operational areas in designing implementing and monitoring of projects**
- **Participation of concerned Government and non-government organizations**
- **Community participation being solicited for educational development for EFA goals and using education as a tool for community empowerment**

# **Policy Advocacy: Networking & Partnerships**

- **Member of Governing Body & Grant-in-Aid Committee of SSA/ UEE Mission, Delhi**
- **Member of Delhi Child Labour Rehabilitation- cum-Welfare Society of GNCT Delhi**
- **Member of Working Group for Planning Commission, Government of India for Child Development Program**
- **Member of Steering Committee on Social Welfare and other Special Groups, Planning Commission Constituted for XI Five-Year Plan**
- **Institutional partner of NCERT, NLI & NIEPA**
- **Partner of UEE of Department of Elementary Education, MHRD**
- **CHILDLINE – Delhi and Andaman & Nicobar Islands**
- **Partner of Global EFA program, facilitated by UNESCO**
- **Part of Core Group of the Umbrella Scheme for Children in Need of Care and Protection of MSJ& E, GOI**
- **Member, Central Advisory Body for monitoring and evaluation of implementation of the Juvenile Justice (Care and Protection of Children) Act 2000**
- **Member, Core Group of the Credibility Alliance: an All India Body**
- **Member, Joint Committee of the Voluntary Sector's Accountability, GNCT, Delhi**
- **Member, NGO Forum for Street and Working Children**

# Major Challenges

- Meeting out growing expectation of the communities with limited resources
- Addressing the differentiated and special needs of children with a structured model
- Complete reluctance in the government to recognize and provide for the service delivery role of the NGOs
- Lack of resources to cater to children's basic needs and right letting to the survival, protection and development as part and partial of educational programs
- Lack of integration and convergence with the educational functionaries, PRIs and ULBs across the levels
- Poor allocation vis-a-vis target of reaching out 35 million out of school children

Making investment on school education is desirable.  
Prioritizing education for disadvantaged with a sustained  
involvement of parents and communities is even more  
necessary for equitable growth & development



**THANK YOU**