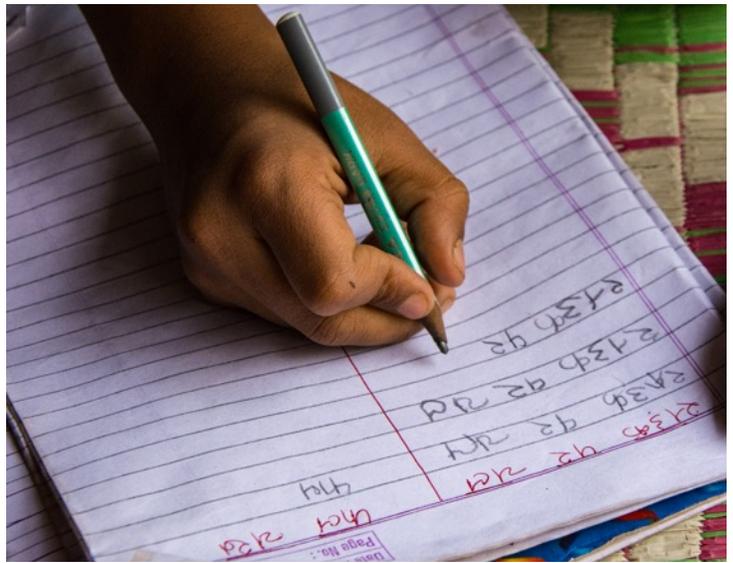


Project WHY REPORT



PROJECT WHY

April 2017 – December 2017

MISSION

“Creating spaces to dream, learn and transform lives”.

VISION

Project WHY strives to provide quality educational support to underprivileged children so that they can complete their schooling years and achieve their dreams. We strive to provide our children with life enhancing programs, character development opportunities and have a voice. Project WHY also believes in gender inclusion and self-reliance in improving women’s socio-economic status through skill enhancement. Specifically, we envision that by 2020, we will:

- *Provide a more comprehensive teen program to include opportunities for career development, computer skills development, social and life skills.*
- *Collaborate with other educational institutions.*
- *Look to create a stronger and sustainable organization.*
- *Increase domestic funding, both individually and through CSR policies.*
- *Give the children the best head-start in life and take their dreams forward.*

EXECUTIVE SUMMARY

This year was a transformational year for Sri Ram Goburdhun Charitable Trust's flagship program – Project WHY. It was the year that Project WHY took the first step towards systematic quality education support and sustainability with the support of our sponsors and well-wishers around the world. The year 2017 provided the opportunity to look inward and brought focus to our commitment of inspiring and motivating our children to be lifelong learners. The following are some of our achievements:

- Develop strategies for after-school quality educational support and assessment within our Project WHY Centre's.
- Made upgrades to policies and procedure - Procurement, Financial planning and Human resource management.
- Identified middle level management at our center's
- Developed and improved public image of Project WHY to pave the foundation for fundraising.
- Making learning fun for children through use of learning aids, educational outing and safe environment.

As Sri Ram Goburdhun Charitable Trust – Project WHY embarks on another year of supporting quality educational, we would like to specially thank Savitri Waney Foundation, Asha Foundation, Enfance Indiennes, Chopra Foundation, Omprakash foundation and our namesake at Deutschland who have guided and given us the much-needed momentum to aim high and provide the program that is responsive to our children's dream and learning needs.

Anouradha Bakshi

Founder and CEO of Sri Ram Goburdhun Charitable Trust – Project WHY

Introduction

This Report is a consolidated account of the progress and learnings of Project WHY children during the year 2017. It was a year wherein focus was on after-school quality education support; as well as experiential learning. The assessments through the year shows the following progress and achievements:

- *More girls enrolled in Project WHY than boys by 10%*
- *90% attendance at the Project WHY Centre's*
- *Learning outcome improve through the year for both girls and boys*
- *Girls English reading is better than Boys*
- *All children have passed school exams and gone to the next grade.*

Below are some details of our children's assessment through the year:

A. **Student Percentage:** Through the year we have seen the number of students oscillating within our 6 centres. However, at the end of the year; the number remains 1000 children.

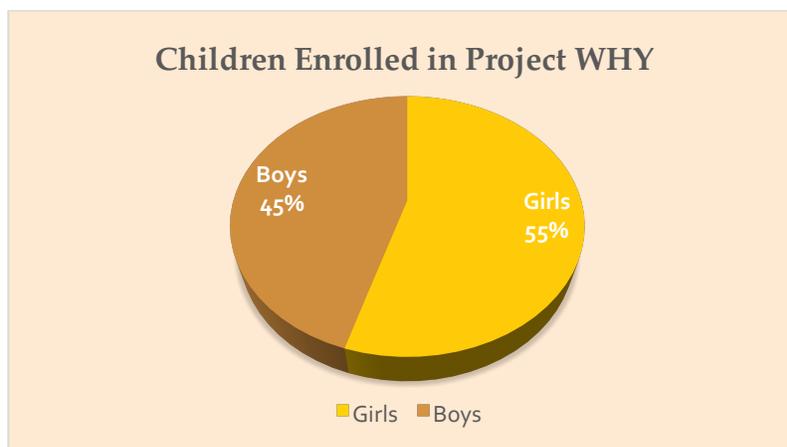


Figure 1: Total Children Enrollment – Girls and Boys

As Project WHY program is “free” at all our Centre's, the parents do not hesitate to send their Children.

At Project WHY Educational Support is Free

Pankaj joined Project WHY on March 20, 2014 when he was in class 2. Today he is in class 5. He lives in Okhla phase-1 in *Mazdoor* camp with his family – father, mother, two sisters and three brothers. His family came to Delhi from Bihar. His father is a driver and his mother is a housewife. His parents are uneducated. His father is the sole earning member of the family and private tuitions is unaffordable. When they came to Okhla, their relatives told them about Project WHY and its free educational support program. His mother enrolled him and his siblings at our Okhla Centre. When Pankaj joined our Centre, he had no knowledge of Hindi or English alphabets. Through the year, he started recognizing and writing English capital and small alphabets. In Hindi, he began reading two or three letter words. In Math, he could write the numbers names from 1 to 20. In March final examinations, he cleared all his papers and was promoted to the next class. Pankaj's learning assessment has been at 50% through the year. However; since May 2017 we concentrated on his English reading as he still hesitates while reading loudly. His English reading has improved and so has his confidence!

We at Project WHY pride ourselves for contributing to the girl-child education as well as providing the space for continuing their educational pursuit. The children that attend the Project WHY Centre's belong to families of migrant factory workers living in slums or small informal shop keepers or agricultural laborers and most of them cannot afford the extra cost of tuition, coaching or extra classes.



B. Attendance at Project WHY: The assessment shows a marked increase in children's attendance since last year. This has been due to a) hiring of a spoken English teacher, b) use of different education methods and c) safe and fun learning environment.



Making Each day count

Nidhi joined Project WHY in 2013 when she was in class 2. She is currently in class 6th. Her family came to Delhi from Bihar to find a better living. Both her parents work in a fridge company as helpers. There are seven members in her family - mother, father, four sisters and one brother. They currently live in Okhla at Mazdoor camp B-122, Okhla Phase-1, New Delhi-20. Her parents were not able to provide for private tuition. They came to know about Project WHY's free educational support and the father sought admission for Nidhi and her two sisters at the Okhla Centre. When Nidhi joined our Centre, she had no knowledge of words, alphabets and she did not take any interest in her studies. After a brief talk with her by our resource person, she started attending classes regularly and taking interest in her studies. Due to her difficulty in reading and writing, she was taught to recognize different Hindi *matras*, how to joint words when reading, and through flashcards was taught opposites, gender and nouns. In Math addition and subtraction, shapes and size were covered. By March she could read her Hindi text books and with support she also can read in English. She is promoted to class 7th. In the last quarter, Nidhi has been unwell and was irregular to class. Through the year, Nidhi has shown improvement in her learning at the Centre.

C. Children's performance and Reading skills through the year.

Our Centre's have been assessing the children educational performance and reading skills once every Quarter. We found that many children cannot or have difficulty in reading their class level text books. Through the year, we have incorporated reading time for both English and Hindi. At the end of the year, we have seen a marked improvement in both spoken and reading of our children at all Centre's.



Paragraph reading

Kajal joined Project WHY – Madanpur Khader on April 1, 2016. She was in class 8th at that time. She has two sisters and a brother. Due to her father's shifting jobs, she has changed many school and hence her studies have suffered. She neither gets any assistance at home for her studies. When she joined the center her base was not good. She used to have problem in understanding her lessons and was not confident in reading. However, her basic mathematic was good. With some practice and support, she is now able to do her exercises by herself. Reading confidently has been a stumbling block for Kajal. During the year, we started making her read aloud paragraphs from her class text book, and asking her to tell us about her day to build her confidence. Through the year, she has received various prizes from her school in extra-curricular activities. Kajal has been revising her lessons and improving her reading ability.

The plan for the next year of having a designated reading time has been sent in motion, and will continue. Through concentrated efforts our children will improve in their reading and spoken English in the



following year. Future assessment will also be done periodically through ASER¹.

D. Creativity: The Centre's of Project WHY gives equal weightage to academic and creative work. The Centre's encourage children to express themselves in different ways – drawing, singing, dancing, story-telling and others. Through this process, we encourage the children's imagination, spoken skills and confidence levels. We have made these methods part of the regular education process/ support at all our Centre's.



¹ <http://www.asercentre.org/p/141.html>
Making that little Difference

E. Parent –Teacher Meeting: Parent- Teacher meetings are conducted monthly at all the Centre's. During the quarter, the Parent-Teacher issues of reading skills and learning outcomes were discussed. As always, the parents were interested to see the results of their children assessments and creative outcomes. We plan in the coming year to involve parents more in the quality learning support.



F. Women Centre – Khader and Kalka Mandir Centre's

During the year, the Women's centre at Khader held two consecutive 6-monthly vocational training courses (January – June and July – December) for women in stitching/ tailoring and a course on beautician. Women at the end of each course get a course certificate and a self-made manual of the training. This year, we trained about 198 women. We hope that in the next year we can improve the quality of women tailoring/ stitching by helping them learn different stitching techniques.



In April 2017, our Women Centre at Kalka Mandir was inaugurated. We have currently 20 women that are part of the stitching/ tailoring course.

G. Special Section: Our special children have had a fun 2017. Individual Education Programs have enable some of our children to progress well. Other activities such as self-care and awareness, creativity, reading and speech therapy and vocational training have all contributed to making learning fun.



H. Boarding School Children

Our 6 children who were attending the Shanti Gyan School changed their school to **Colonel Satsangi's Kiran Memorial (CSKM) School** as the former school was not providing the support that our children needed. On April 2017, Anouradha Bakshi got all of the them admission at CSKM and now the children are adjusting well and having a good time in the new school.



Experiential learning

The year also saw introducing new methods of making learning fun as well as exposing the children to different careers options through our teen program. Along with quality after-school education support to children, investment in experiential learning provided for a better mix of holistic development. In the year, we took our children to the Nehru planetarium and the Mamagoto restaurant. The outcome of both the visits proved positive in terms of a) understanding their school lessons visually; b) provide an exposure on the multitude of career opportunities available today and c) made learning a lasting experience.

VISIT TO MAMAGOTO

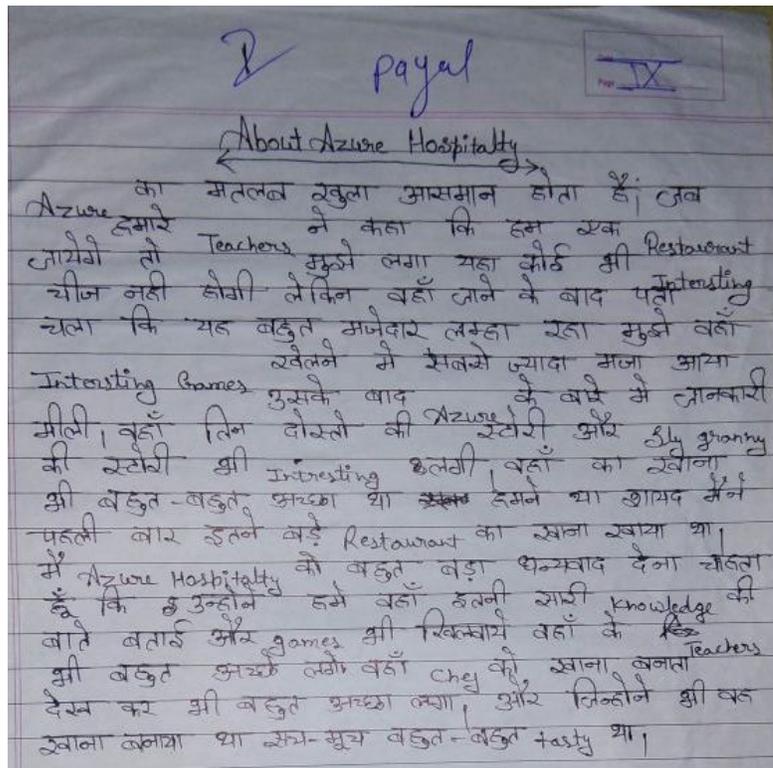
On June 2, 2017, the children from the Yamuna and Khader Centre's visited the Delhi headquarters of Mamagoto, Okhla. The children were first given a talk about the different locations the Azure Hospitality operates in, such as Delhi, Mumbai, Bangalore and Gurgaon. The students had the opportunity to ask questions about the company and were treated to a guided tour of the human resources and accounts departments. However, the best part of the day for students, teachers and volunteers alike was a tour of the Mamagoto kitchens, and a chance to sample the food and desserts! Overall, this was an opportunity for our students to learn first-hand about how a restaurant operates and the range of careers that are out there for our children to explore.





Essay Writing Competition, Khader Centre: Following the visit to Mamagoto Kitchen in Okhla, a writing competition was held in Khader on "The experience of visiting Mamagoto Kitchen". Prizes for the best written essays were handed over to the children and all were given stationers for participating.

Payal (class 9th, Khader) first position in the essay writing competition



VISIT TO NEHRU PLANETARIUM

On May 23, 2017, the Okhla primary children from classes 4 to 7 along with the resource persons went for an outing to the Nehru Planetarium as part of our educational outing

program. They discovered fun facts about the universe (including why Pluto is no longer a planet). They were also taken to India Gate and Children's Park, where the children were given lunch and time to play. They all enjoyed the swings, rides and the playground. 'We felt like we were in outer space!' Priya a Class 9 expressed.



Drawing Competition at Okhla Centre: On Thursday, June 8, 2017, a drawing competition was organized at the Okhla center on what the children saw at the Nehru Planetarium, Children's Park and India Gate. The Japanese Volunteer Group representatives were the Chief Guests for the prize distribution event. All the children received pencils and samosas for participating in the competition.

HAND WASH DAY

To reduce germs and frequent sickness among the children, the Centres – Khader and Yamuna- started 'Hand-wash' day for all kids. Every Saturday's are hand-wash days. The children are taught on correct methods of washing their hands, importance of keeping nails short and clean as well as taught ways of having lice free hair. It has become a part of everyday routine in the classes and children are seen washing their hands

regularly. Even the parents share that they have been asked by their children to get soap without which hands are not washed correctly.



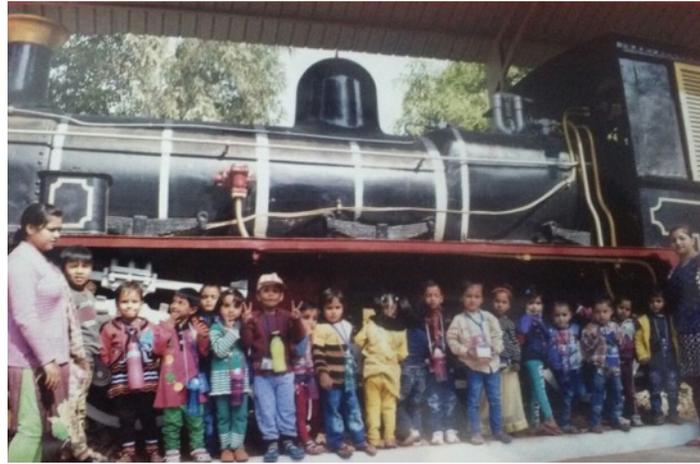
SUMMER CAMP AND OUTING – SPECIAL SECTION CHILDREN:

This year the Special section conducted a one –month summer camp in May- June 2017 which was filled with activities ranging from painting, earing making, yoga, stitching and others. It brought out the creativity of the children and



culminated in a one-day exhibition. All the children go certificates for their participation. Our Special section children also went on their annual outing to Lodhi Park on November 18, 2017.

CRECHE OUTING TO TRAIN MUSEUM: Our children of Govindpuri crèche went to the railway museum on November 25, 2017. The children were taken for a train ride and picnic at the Nehru park for the day.



Sale at World Bank Diwali: Our resource person Anita and Sushma went to World Bank on 17th August 2017 for selling Diyas, Diwali Toran, Money envelope, Paper mat and Greeting cards and other Diwali decoration materials made by our special students of Govindpuri. This was the first time we had ventured to set up sale table at an organization and was a great learning experience to talk about our organization and the work we do.



Partnerships/Supporters

Quality after-school education and life skill development has been able to attain focus due to the effective partnerships with like-minded institutions and community based organization over the years. Through the year SRGCT – Project WHY has forged and sustained partnerships with CSKM, Modicare, Mamagoto, MPFY, Chopra Foundation, Asha Foundation, Savitri and others. We are also in the process of building new partnership as well as collating our volunteer and alumni database.

CSKM

A noteworthy highlight of the year was collaborating with public school - **Colonel Satsangi's Kiran Memorial (CSKM) School** - for overall students and teacher's enrichment. The purpose of the visit was to initiate a series of interaction among both the school (CSKM and Project WHY)



children's, provide exposure to different educational facilities and play games together. Building on this new partnership we have planned additional interaction as well as training opportunities for our resource persons on teaching methods and assessment of students. Similar linkages will be developed in the coming year with other institutions such as Aser, Katha and others.

MODI CARE GROUP

The Modi care group organized have been associated with Project WHY since long. They conduct free workshop at our Khader and Okhla Centre's for 12+ age children on life skills. Their four-days workshops, cover a range of issues and subject like changes in adolescence, peer pressure and bullying, drugs and substance abuse, good touch and bad touch, responsible sexual behavior, HIV- AIDS, gender sensitivity and others. The workshops are conducted using visual aids, role play, case-studies, group discussions and lectures. The children asked various questions and freely shared experiences on bullying and substance abuse.

MY PRAYER FOR YOU (MPFY)

Ms. Meenal Madhukar, Founder of MPFY, has been associated with the Project WHY for a year. A former banker by profession and great supporter of Project WHY. Through the partnership and association, has supported and contributed to the



continuity of Project WHY's vision. Through their support, 30% of all proceedings of the organization's product sales goes to support Project WHY's program. In addition, when our Okhla Centre lost its six newly donated computer-sets, sound system, printer and speakers, Ms. Meenal, readily replaced all that was stolen and sponsor CCTV cameras in every Centre of Project WHY. MPFY team also conducts positivity prayer workshops with or resource persons and children.

Asha Foundation – Painting of Govindpuri, khader and Okhla

Our Centres – Khader, Okhla and Govindpuri - got a new quote of paint this year. Since

the building of Okhla is close to thirteen years, we also assessed the structure, especially the roof and walls of the centre. The Centre's were all given a thorough strengthening and coat of paint. Student and resource persons alike also put their creativity and painted the walls of the centre to make the space a happy and fun place.



Painted walls of Govindpuri and Khader Centres

Enfance Indiennes - Xavier Ray of Enfance Indiennes comes every year to visit Project WHY and spend time with the children and the team. This year he came as always, bearing gifts of stuffed toys and shoes for the children; generously collected and given by a group of young Scouts and a shoe owner for the crèche children. We would like to thank Xavier and Enfances Indiennes for supporting us for so many years.



Japanese Group and Delhi Women

The Delhi Women's group and the Japanese group visited the Yamuna Centre and spent time with the children. The Japanese group taught the children how to draw Doremon

character and sang song of the animation series. The visit culminated with distribution of sweets, warm clothes to the children and learning materials.



School Supplies and support to continuous learning – Chopra Foundation, Asha Foundation, Project WHY Deutschland and United Kingdom, Savitri Waney Foundation and our various individual donors - With the generous donations and support, the children have been provided with school supplies, learning aids, opportunity for education outings and others that have contributed to continuous learning process.

Carla Burke – We would like to thank Carla Burke for the enormous support not only for raising funds but also supporting the work of Project WHY through continuous guidance and Training our Managers to be professional. After four years of continuous and intensive support we bid her farewell on August 2017.

Inde et Vous – Dehradun Centre – For over a year, Sri Ram Goburdhun Charitable Trust – Project WHY has been take responsibility for the after-school Centre at Dehradun, which is fully supported by Inde et Vous. It caters to 80



underprivileged children. In April 2017, the Dehradun Centre inaugurated the stitching course, beautician course and adult education for women and girls. Currently the program caters to 30 women.



Volunteers from BARD

The Project WHY: Bard (<http://projectwhybard.org/>) founded by Emily a long-time volunteer at Project WHY) volunteers from the university travel annually to Project WHY during the winter to augment the curriculum through working with our fulltime resource persons.

Through these volunteers the English spoken and reading classes are taken for the primary and secondary classes. They also support our resource persons in the Republic Day celebrations.

*BARD Volunteers – Bayjoli, Greta,
Curtus, Violet, Megan and Emily
along with Rani*



Making that little Difference

Celebrations

1. **Celebrating important Days** - Mother's Day, Father's Day and Yoga Day: The Children got to know all the important days of celebrating Mother's Day, Father's Day and even yoga day. Children expressed their understanding through essay writing, drawing and even performing some of the yoga *asana*'s.



2. **Independence Day:** On 14th August 2017, our Centre's celebrated Independence Day. This was the 70th Independence Day in India. Flag hoisting was done. Children from our different Centre's had prepared cultural programs such as plays, singing and dancing. Students also received medals for their progress in the Centre's. All the students were given samosa and sweets.



3. **Teachers Day:** On 5th September, we celebrated teacher's day in all our centers in Okhla, Giri Nagar, Govindpuri and Khader. On that day we gave our resource person responsibilities to our older students. Our older students taught our younger students like Reading Hindi and English books, some syllabus of them and played some games with them. our special students also celebrated teachers day as being teachers of younger once.



4. **Kamala Goburdhun's centenary:** On October 15, 2017 Kamala Goburdhun's centenary was celebrated in Khader Women centre that is names after her and where two of the cherished ideals are pursued – Education and women's empowerment. The Children and Women of Khader came to know the story of Kamala Gobordhun and sweets were distributed on the occasion.



5. **10th Student's farewell:** Students of class IXth organized a farewell on April 22, 2017 for the Xth class students of Khader Centre. The main guests were Carla Burke, who gave an inspiring speech to all the students. The event culminated with lunch for all the Students.



Plan for the Next 3 months

1. Comprehensive Quality after-school educational support curriculum that encompasses not only academic goals but also promotes strong moral character, respect for all, and professional career guidance.
2. Focus on Senior secondary education support: As Project WHY grows so do our children. A great demand from our centre's, now, is to support children who are in 11th and 12th classes – especially in Science, English, Mathematics subjects. Funds for these specialized teachers have limited us catering to these needs.
3. Increase Experiential learnings: Along with quality after-school education support to children, investment in experiential learning provided for a better mix of holistic development. In the past year, the outcomes of both the visits proved positive in terms of a) understanding their school lessons visually; b) provide an exposure on the multitude of career opportunities available today and c) made learning a lasting experience.
4. Enhance capacity of our resource persons: Building capacity of the organization to growing needs of the community is a crucial on-going requirement for effectiveness and relevance.
5. Building towards Sustainability: Through the year we have taken note and plan to improving our local fund flow and make it more long-term/ sustainable through more institutionalized support, long term agreements, and increasing the share of domestic funding, both individually and through CSR policies.



PROJECT
WHY

GIRI NAGAR . OKHLA . KHADER .
GOVINDPURI . YAMUNA . KALKA MANDIR