

# PROJECT WHY

**SRI RAM GOBURDHUN CHARITABLE TRUST**



**ANNUAL REPORT**

**2012-2013**

## **Director's Message**

For the first time since I began writing this message, I find myself at a loss of words. The last year has been a difficult one for me because of the health of a loved one. This demanded my full attention making my time at the project rather scant. But as they say, every cloud has a silver lining and there was one for us too. The last twelve months proved undeniably that the day-to-day running of Project Why was in very safe hands. Both my coordinators Rani and Dharmendra ran their respective projects in an exemplary manner and met every challenge head on. From daily business to meeting visitors and handling volunteers, every thing was taken care of and I was briefed with utmost regularity, which ensured that my absence had no negative consequences.

The year was filled with activities and these are highlighted in this report. Perusing it will show you that Project Why is now a well run after school support project and is capable of cruising on autopilot.

That this was possible was because our funding was more than adequate this year as we got two large unexpected donations. This was God sent as it was I who had to make up the missing numbers year after year through a rather gruelling process that I would have been unable to pull off this year.

Miracles happen when they are needed, and not as we would like them to. The fact remains that we are still short of the amount needed to run all our activities, more so because there have been regular demands to raise salaries because of the exponential price rise. This is a cause of deep worry, more so because all our sustainability plans have not been successful.

The unexpected personal problems that came my way have also led me to think of the fragility of project why and to its future. It has become imperative to come up with a realisable plan, even if it means trimming some of our activities. This can only be done after an honest audit of our work for the last 10 years and see whether all the projects we have run have had results we hoped for. That would help us in redefining our work within funding constraints.

So we look forward to year that may well foretell things to come.

Anouradha Bakshi

28 June 2013

## MISSION GOALS AND OBJECTIVES



Our main mission is to halt drop out rates and ensure that children remain in school. In the past 12 years, no Project Why child has dropped out of school. Some of our alumni pursue further studies full time, but many opt for part time studies, as they need to get employment.

Our goal is to achieve this through a community steered initiative and hence all our staff is drawn from within the community and include some members who were former Project Why students themselves. We work hard to get parents to participate and take responsibility for their children's education although with marginalized groups who are often illiterate themselves this can be an uphill task.

Our objective is to give the best education possible to slum children within the existing government school structure. We strongly believe that state run schools should be strengthened as they alone can ensure the success of the greater goal of "Education for All". Hence all our children are enrolled in municipal and government schools and Project Why provides after/before school support.

Following the passing of the Right to Education Act and the reservations of 25% in all schools, a new challenge comes our way: to try and get some of our early education kids admitted to good public schools. However we have found this to be difficult as many of our children do not have the required documents needed to accede to this option. Actually it looks like the middle class is benefitting from the reservation as they are able to get documents even falsify them.

## HISTORY

Project Why is a non-governmental not-for-profit organisation engaged in education support and life-skills enhancement. Its formal name is Sri Ram Goburdhun Charitable Trust; it was created in May 1998 and is registered under the Societies Act. It also has FCRA registration and 80G exemption.



Project Why was conceived to answer a series of queries:

- Why do children from underprivileged backgrounds perform poorly in school?
- What could be done to enhance their performance?
- What skills should be taught to them to better their employment options?
- How could this be achieved in a replicable community driven model?

Project Why aims at creating an enabling environment to help underprivileged children and youth to access better earning options. Project Why's classes do not seek to replace mainstream schooling - the provision of educational support is our goal.

The significant milestones of Project Why to date are:

- 2000 - one small spoken English class for 50 children
- 2001: first primary class
- 2001 first 'pavement' secondary class
- 2002 class for special children
- 2003 Okhla primary centre
- 2005 Nehru Camp centre (closed)
- 2006 Sanjay colony primary centre (closed)
- 2007 Women's centre with primary classes and vocational classes for women
- 2008 Foster Care Scholarship programme
- 2009 computer classes at Okhla and Women's Centre
- 2009 secondary classes at Okhla and Women centre
- 2010 Primary centre at Govindpuri
- 2011 Library and cine club in Giri Nagar
- 2012 Primary and Junior Secondary in Giri Nagar

### **THE MODEL**

The original model of Project Why set out to empower under-privileged parents to steer the educational needs of their children by using local resources.

By making use of local talent it has been proved that quality teaching in India can be offered in the most basic of locations and situations and does not require expensive infrastructure and formal training practices.

Project Why believes in the power of the virtuous circle: by planting the seed of empowerment in the right people within the community, Project Why aims at teaching them the means to find solutions themselves. Many project why alumni have come back to teach at the project.



The hope was that these solutions would portend change, leading to more empowerment till they ultimately are in a position to take control. This seemed the best way to bring real and long lasting change to the lives of those who live in our slums. However this proved more difficult than we thought. Whereas we could find and train a formidable team to run the Project, getting the parents involved in any form of resource gathering seemed impossible. Our many fund raising options that could have been steered by the community failed. Parents seemed to feel that they were 'entitled' to what we gave them simply because they were under privileged! This attitude is a real stumbling block towards empowerment.

2012 was the 12<sup>th</sup> year of our existence and the model we had set out to follow is now more than validated. The project Why team is fully capable of running the project on a da-to-day basis, dealing with all managerial challenges and taking the right decisions and even corresponding and interacting with our donors.

### **RATIONALE AND OBJECTIVES**

The year saw our education programme continue in what has by now become a well-set successful model. Our children once again performed extremely well, and our programme remained dynamic and flexible, something that we feel is in great part the reason of the success of our work as an education support and has become a well-established and tested model that can be replicated, without much effort or resources. The model is flexible and thus allows changes as and when needed.

We are all aware of the poor teaching conditions that exist in Municipal schools in Delhi, the ones our children study in, and hence the onus to 'educate' them falls on us. Our Focus on Quality Programme whereby primary students were taught spoken English began in early 2010 and was a success. However we were not able to find sponsors to take it forward. Moreover having lost our teachers we were unable to find suitable replacements. It is a sad but real fact that people with good qualifications are not willing to work in grassroots environments like ours. The Classes are taken sporadically as and when we have volunteers with the needed skills.



We also lay emphasis on teaching the children about the Environment and other issues that we feel are needed in an all round education programme. Even though there is shortage of time we still feel the need to address these issues and try to do this in the best way possible.

## PROJECT WHY AT A GLANCE

This financial year we ran the following programmes:

### **GIRINAGAR - GOVINDPURI OKHLA**

#### **Early Education:**

1 creche at  
Govindpuri

#### **Primary outreach:**

Okhla  
Govindpuri  
Giri Nagar

#### **Special children:**

1 day care at  
Govindpuri

#### **Junior Secondary**

Okhla Classes VI to  
VIII

#### **Senior Secondary**

Giri Nagar Classes IX  
to XII

#### **Computer centres:**

Giri Nagar  
Okhla

#### **Other activities**

Cine Club and Library  
Print shop

### **MADANPUR KHADER Women centre**

#### **Primary outreach**

Classes I to V

#### **Secondary Outreach**

Classes VI to IX

#### **Vocational activities**

Stitching and Tailoring  
Beauty classes

#### **Computer Centre**

### **Profile of community served:**

Migrant Labour from Bihar,  
UP, Nepal and other states  
Parents are self employed,  
daily wage earners, street  
vendors, part time  
employees in factories,  
sweepers.

**Average income:** 3000 Rs

**Average family members:** 6

### **Children:**

**Main centre:** ~600

**Women centre:** ~300

### **Staff:**

**Main centre:** 29

**Women centre:** 15

## **ACTIVITIES REPORT**

### Overall situation

The overall situation remains unchanged as we have not added new activities, and the model we follow meets all the demands. Most of the time was spent on finishing curriculum. However the elimination of examinations, the new grading system, and the new rule whereby no child can be failed till class VIII has led us to institute a non-formal in house assessment schedule to ensure that children keep up with their studies.

This has helped children get good marks in school.



This year we were again successful in getting over 100 children admitted to regular schools, which means that we have by now been able to mainstream over 1000 children. We also try and ensure that these children remain in school except when the family is compelled to move to another location. This happens more often than we would like as there is a perceptible change in the demographics of some of our locations, and houses are being renovated making the rent unaffordable for the families we work with.

Keeping children in school is in sync with the main objective of our organisation. In spite of existing Government policies claiming easy access to primary schools, the reality is often very different. Parents often become weary of the attitude and complex administrative formalities and give up. It has been our constant effort to convince parents on the necessity of educating their children and though it is a difficult battle we believe that even one family convinced is a step in the right direction.

Our endeavour to get a few project why children admitted in neighbourhood public schools that now have to reserve 25% of their seats for children from underprivileged homes did not work out as this option rarely benefits the poorest of the poor who often are unaware of this facility, or do not have the required documents needed to apply. Since its inception, we have realised that it is often middle class families who are taking advantage of this reservation as they manage to get the required documents even if they have to falsify them. In our opinion this decision is not going to make a difference in the education of the poorest who will continue to study in overcrowded and poorly run schools, if at all.

Driven by the dual objective of containing and arresting school drop out rates and enhancing performance, our main stress was once more on our curriculum support programme. As in the past, the programme was flexible and adapted to the specific needs of the students and once again the children

did us proud as every single child passed with good marks thus validating our approach.

## **GOVINDPURI-OKHLA-GIRINAGAR**

**Coordinator: Rani Bhardwaj**

**Okhla**

**Primary Classes**

**I to VI**

**Number of children:** 200

**Staff:** Pushpa, Neha, Sophiya, Neetu



Our Okhla centre has been in existence for more than eight years. The journey began in a garbage dump that we 'reclaimed'! It all started in a makeshift structure of bamboo and plastic sheets amidst extreme resentment. Today it is a happy children centre under a tin roof. The centre runs in 2 shifts with boys in the morning and girls in the afternoon.

The children come from extremely deprived homes, most of migrant labour. When we first came in the area 90% of the children were not going to school. Many were peddling drugs or engaged in petty theft. Now all children are in school and doing well.

In early 2010 we began spoken English classes to help children build their confidence. Within a year there is remarkable improvement in the children who have now begun to communicate in English!

Children are taught through fun activities like story telling, educational games etc. Environment classes are also held. Children are taught how to keep the neighbourhood clean, prevent disease and make the planet plastic free.

The Okhla team, staff and children is extremely motivated and committed to their school. It is the only centre where children participate actively in painting the school every Diwali each child contributing five rupees and the teachers coming up with the balance. They have truly taken ownership of their centre.

In early 2010 we began spoken English classes to help children build their confidence. There is remarkable improvement in the children who have now begun to communicate in English! But sadly we have not been able to continue these classes on a regular basis as it is quasi impossible to find good English speaking teachers to come and work in a reclaimed garbage dump. We are entirely dependent on volunteers and thus cannot ensure classes for all 12 months of the year.

Our endeavour is to take children out as often as feasible but with limited resources this is never as often as we would have liked.

Following the terrible incident that occurred in December 2012 we found it necessary to take on gender issues in a more active manner. During all holidays boys and girl come to the Centre together. This would teach them to interact together and learn to look at each other as friends and colleagues. A workshop on gender issues and sex education were also held for both teacher and children.

One of the highlights of the year was a photo workshop organised by one of our volunteers. The children took stunning pictures and these were exhibited at Skidmore University.

You can view the pictures at this link: <http://youtu.be/k6iD5haAnlw>

Many children topped their respective classes in school and did us proud.

## **Secondary Classes VI to VIII**

**Number of children:** 90

**Staff:** Sonia, Probir

The secondary classes were started because of our first batch of class V who felt they had no option for after school support as their parents were poor and would not be able to afford private tuition. Today we run classes till class XI in spite of extreme paucity of space!

Over and above school curriculum, we endeavour to widen the knowledge of the children, something crucial for children from deprived homes. The students are taught to explore encyclopaedias and general knowledge books from our well-stocked library. The centre also



subscribes to newspapers to help them keep abreast with every day occurrences.

During exam time the students have regular tests based on sample papers. The pressure of exams is such that it leaves little time for extra curricular activities.

The students benefit from the volunteers who come time and again and share their knowledge and skills.

Monday to Friday is reserved for studies, whereas Saturdays are for other activities.

A workshop on gender issues was held for the secondary students and was very successful.

We also achieved taking our work one step further when we tied up with Vintage Rides, an Enfield only travel agency. We all know that many of our students will not pursue academics and would need vocational skills. Vintage Rides has its own workshop and about 6 of our students are going for training. Two of them will be selected for an internship and even offered a job starting at 20 000 Rs. We hope we can work out more of such partnerships

### **Computer class**

**Number of students:** 25

**Staff:** Mithu<sup>1</sup>



The classes were started on popular demand as we were told that there were no computer classes in the vicinity and that those that were there were very costly. Thanks to some generous donors we got 3 computers and began classes. These are extremely popular!

The classes are taught by Mithu, who is physically impaired after having contracted polio in his childhood. He was a student of project why who showed keen interest in computers. He worked as a teacher's aide in our main computer centre before taking over the Okhla computer centre.

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## Spoken English classes

**Number of Students:** classes III to V

**Staff:** Volunteers

Okhla was one of the two centres selected for our focus on quality programme. The programme was launched in April 2010. It was felt that a good command in English was essential to succeed and all slum children never had the opportunity to learn spoken English. The classes are fun and interactive and help the children build their confidence.



It has been impossible to find an English Teacher willing to work in a 'garbage dump' and at the remuneration we offer. We are entirely dependent on international volunteers for spoken English Classes.

## GOVINDPURI –GIRI NAGAR

### Early Education

**Number of children: 30**

**Staff:** Urmila, Seema, Geeta



Early education has always been a great concern for us as early education is still not in the ambit of free education. Experience shows that slum toddlers do not lead a privileged life in the arms of caring parents. They are often left to their own device and even used as child labour. Some are physically abused, tied to charpoys while their mothers go to work. Others are left to uncaring elders and learn aggressive behaviour and bad language. By the

time they reach school, they are unsocial difficult children who find it extremely difficult to adjust to a set pattern and routine. Our early intervention programme is above all aimed at giving toddlers and pre-schoolers the right to babyhood in a safe environment.

The early education class is now located in the building we own. We also decided to change the social profile of the class and have admitted 30

children between the ages of 2 to 5. These children come very deprived homes in slums located near our Okhla centre and thus can easily move on to our Okhla centre once they have 'graduated' from our crèche.

The children are taught age appropriate activities and basic social interaction. They learn about hygiene and self care. They learn how to hold a pencil, draw a straight line and how to count and then move on to alphabets and numbers. The aim is to prepare them for class I.

Each year about 10 to 15 children graduate!

There is also a lot of fun in the crèche with games and dancing. Whenever possible we take our children for outings. This year they went to the Children's park thanks to the generosity of one of our volunteers.

### **Primary and Secondary Outreach**

**Number of children:** 110

**Staff:** Himani, Anita and Shipra



This class was started in April 2010, after we closed down two of our small centres. However children from Sanjay Colony and the Govindpuri slums come all the way to our new centre and in the span for 2 years the class is filled to capacity with more than 100 children.

Anita, one of the teachers is a project why alumni. She has been with us since nursery and completed her class XII this year. This is a real success story and what we had always hoped for.

Children in this class are doing exceedingly well and the following children topped their respective classes: Prince, Parvez, Sahil, Kiran, Priyanka, Krish and Swati!

You always do us proud.

Thanks to the generosity of a volunteer the children of this section went to an outing to the railways museum and had a blast!

## Library

**Number of children:** 20



**Staff:** Israel

Thanks to a huge donation of books we were able to start a Library in our old classroom in Giri Nagar. Children come and read books or take them home and enjoy the experience. The library also has a TV and DVD player and is thus a cine club! Pwhy children come and see movies or cartoons once a week.

As our librarian has time on his hands, he also runs a small primary class for 20 children.

## Special Section

**Number of children:** 20

**Staff:** Shamika, Kalpana, Shagun, Pinky



The plight of children with disabilities has always been of great concern to us as they are by far the most neglected of all. More so as they grow into young adults and become a 'burden' for their families.

We run a day care for 20 children and young adults with disabilities. The children have a vast array of disabilities both physical and/or mental. The main thrust of the programme is to help these children and young adults gain independent living skills and if and when possible some vocational skills to help them become income earning members of their families thus regaining the respect they have often lost.

In class we lay emphasis on activities such as cooking, stitching, and self-care. This year we introduced baking and weaving. The children have learnt how to make yummy cookies and scrumptious muffins.

Weaving has been taken seriously and each student capable of weaving has her own frame.

They also have a lot of creative and fun activities.

This year the children decorated their class by making stunning murals with the help of a group of students from the UK.

Dancing remains the all time favourite.

A speech therapist visits the centre regularly.

The children are also taught computer skills.

Special children are rarely taken out of their homes. This is why we endeavour organising as many outings as possible. This year the children were taken to India Gate and the Children's park. They had a wonderful time and it was touching to see them enjoy what we almost take for granted.



As the section has shifted to a bigger place, we are able to add new activities such as cooking, baking, housekeeping, gardening etc. These will prove useful to them in the future.

A physiotherapist from France visited the class and held a one-week workshop for the children.

## Senior Secondary

**Number of students:** 100

**Staff:** Naresh

These classes are from IX to XII and focus mainly on mathematics and accountancy, as these are subjects that are feared the most by students. In the past years many of our students have passed their X and XII with excellent marks and some have even topped their respective schools.



This section runs quasi independently thanks to our reputation and track record.

## Computer classes

**Number of students:** 60 in six month batches

**Staff:** Dipankar, Vijay



Our computer classes are very popular. We have 10 computers and run 6 month courses. Many of our ex students have got jobs in companies, banks, etc.

New courses have been introduced this year.

A certificate is given to the students after completion of their six month course.

In 2012, 40 students completed their certificate in a variety of courses Basic, Tally, DTP, Flash Animation, Hardware – and secured good jobs.

We were donated two new computers and we sponsored a 3D animation class for one of our teachers and can now run animation classes which have good job prospects.

## Boarding School Programme

We sponsor 8 children in a boarding school. These are children from extremely deprived homes and would have never completed their studies and most probably dropped out and become child labour. The children are in different classes and each one of them tops his or her respective class.



This is by far our most cherished programme as it is in consonance with what we stand for: equal opportunities for all children born in India.

Utpal and Meher both third degree burn survivors are part of this programme

Each child has a sponsor for the school fees. Additional costs are borne by a pool of friends and supporters of this programme.

Our first batch has graduated to class VI

**MADANPUR KHADER  
THE PROJECT WHY WOMEN CENTRE  
Coordinator: Dharmendra**

**ACTIVITIES**

**Primary Section (class I to V)**

Number of children: 150

Staff: Parveen, Manisha, Priyanka, Archana, Sujatha



From the very outset of the project we ran primary classes for the children of the community. The classes are held in 2 shifts: boys in the morning and girls in the afternoon. Each shift is further divided in two 1.30 minutes shifts. This was done to accommodate more children.

Most of our children are from migrant families that belong to Eastern UP and Bihar.

The new education policy whereby no child can fail till class VIII has made it imperative for us to educate children, as education in Government schools is practically non-existent. Hence we have to concentrate on school curriculum.

We also want to try and make our children better citizens and hence the general knowledge component which is designed to enable them to acquire more rounded life skills.

**Secondary Section (class VI to IX)**

Number of children: 133

Staff: Kalpana, Parth, Rajesh, Geeta, Ashish

These classes are also held in two shifts. Emphasis is laid on the school curriculum and teaching the child to study independently and enable him to get good results in the school leaving examinations and thus accede to



further education. This is imperative as the parents cannot afford private tuition and without tuition the children cannot get good marks needed for access to further education

Children also get space to be creative and learn about a wide range of issues. A sex education workshop was held for teenage boys and girls

### **Computer classes**

Number of children: limited due to shortage of space and computers

Staff: Sonia



This class was started on popular demand by the children, who are fascinated by computers. We encourage them as computer skills can help them get better employment

The computer centre has now been 'adopted' by Chess Without Borders an organisation based in Seattle and named Maggie Gruber Computer Centre. We now have 7 new computers, the maximum our space can take!

The children enjoy these classes and we now have many women wanting to learn computers.

### **Environment and Awareness**

All classes

Dharmendra and the team

The issues taken up last year were water and plastic as well as cleanliness of the surroundings were continued this year too. This is particularly relevant as the centre is located in a village where access is through a small lane replete with buffaloes. Children were also encouraged to plant some green plants and learn to tend to them and respect them.



Water and the plastic menace are issues that are discussed on a daily basis, as 10 minutes are set aside for this after every class. Children are encouraged to come up with their own solutions. Some children have now stopped bringing plastic bags and urge their friends to do the same. Peer pressure seems to be the best way to ensure such changes! Children are taught to recycle water.



On Saturday it is a hand washing day as we feel that teaching children the importance of washing their hands is one of the best way to protect one's self from many common diseases. Children are taught not to waste water while washing their hands.

We also try and take up various topics for discussion and celebrate special days in the centre. The importance of hand washing was discussed with each and every class. On Mother's Day the children were asked to write about their mothers. In the month of June that is a holiday month Each one Teach one was implemented with the secondary children teaching the younger ones.

The children celebrated Independence Day with a dance and patriotic song programme. On Gandhi Jayanti a painting and essay competition was held in the centre. Children's Day was also celebrated with an Essay competition on Nehru. Christmas, Eid, and the New Year were also celebrated.

### **Sewing classes**

Number of trainees: 60 in 4 batches (6 months course)  
Teacher: Renu<sup>2</sup>

The classes are held everyday from 10 to 3. Timings are flexible to suit the trainees, as many have home and families to tend to. Certificates are given every six months

Some of our ex trainees are now gainfully employed. While some have taken full time employment others get contractual jobs from export houses that they do



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<sup>2</sup> She is an old student

at home. The certificates help them in securing such work.

### **Beauty classes**



Number of trainees: 44 in four batches, as space is very limited (6 month course)

Teacher: Neetu (old student and physically challenged)

Classes are held daily and are very popular. Some trainees have secured jobs in local beauty parlours. Others work from home and two of our students have opened parlours in their villages.

### **Adult education classes for women**

Number of students: 12

Teacher: All our women teachers

Every teacher takes 2 students daily. The women are learning fast and an exam is taken at the end of the course and the ladies are given a certificate.



### **Activism**

The children of our Khader centre had been complaining about the pathetic state of their schools for quite some time. From lack of basic facilities like toilets and drinking water to cramming of students in classes - in some cases 150 in a class meant for 50 -, from corporal punishment to teachers absenteeism, from broken ceilings to non functioning fans, the complaints were many each more shocking than the other.



With the help of an activist friend and lawyer, the children wrote postcards to the Chief Justice of the Delhi High Court as part of an on going Petition. The court took notice of the complaint and directed the State Education department to conduct an Enquiry and take remedial action. However our children were targeted in the school by their Principal and made to write letters stating that we had plied them with sweets and 'forced'

them to write the postcards. The community also threatened to close our school as one of the teachers who was suspended belonged to the community. It is the dexterity and wisdom of our coordinator that defused the issue that could have turned ugly!

You can read about the campaign here

<http://projectwhy.blogspot.in/2012/09/we-will-take-few-blows-but-do-not-throw.html>

## **OTHER ACTIVITIES**

### **Imagine**

One of the highest moments of 2012 was the making of Imagine. A couple from France visited our project and filmed John Lennon's magical song Imagine with the children of Govindpuri, Okhla, and the special section. The film is touching and can be viewed here:

<http://vimeo.com/52399337>

### **Breakfast and dance at a Five Star Hotel**



When one of our main funders, Enfances Indiennes, suggested that the Project Why children put up a show for two large groups of visitors from Europe, we accepted without hesitation. The idea was to hire a hall not far from our centre and have a small dance performance. So we hired a dance teacher and after many rehearsals had 4 stunning dances

ready.

A few weeks later we were told that the schedule was tight and that with the Delhi traffic nightmare it would not be possible for the guests to come all the way to Govindpuri. The only alternative was for the children to perform at The Ashoka Hotel just after breakfast on the day the group was leaving. Some thought that a visit to such a large hotel, that dazzles even the likes of us, might not be 'appropriate' for slum kids. But I knew my kids and accepted the idea.

However we needed to rehearse at least once on location, as it was to be in a restaurant with an odd shaped stage. I guess we were all little worried about how the staff of the restaurant would react. But it was magical. The staff interacted with the children and they even caught tea and cake after the rehearsal.

On the day of the show, the children proved to us that they were to the manor born. They behaved impeccably and with dignity, performed like stars and were applauded by one and all. After the show the hotel invited the children to their breakfast buffet and our kids were to the manor born, trying and tasting things they had never eaten and sitting at tables as if they did that every day.



### **SMILE**

Stanford and Oxford University ran a workshop with our children on called SMILE (Mobile Inquiry-based Learning Environment). The programme is based on the use of mobile phones. This new approach to learning was loved by all children and teachers and is now used twice a week.

You can learn about the programme here:  
<https://gse-it.stanford.edu/research/project/smile>

### ***Nutrition***

This year the nutrition programme once again extended only to special cases on a need basis.

Some of the children in the special section and the crèche are given regular lunches as their families do not send any.

Specific nutrition programmes are run at the behest of specific donors.

### ***Recreational activities***



Slum children are rarely taken out. We strive to take them out as often as possible but it not as often as we would like to, as transportation is expensive

This year the special children were taken to India gate.

The primary children went to the Railway Museum and Children's park.

### ***Creative activities***

Children are encouraged to express their views through essay competitions. The children were asked to write on a variety of subjects.

The special children learnt how to make dream catchers that were sold to friends and well-wishers who really appreciated them.

Workshops on gender sensitivity were organised for adolescents in our Okhla and Madanpur Khader centres

## **SUSTAINABILITY**

Sustainability has been a major concern of Project Why since its very inception as we are all aware of the extreme fragility of the funding model of the project, which is based on donations obtained almost on a day-to-day basis and requiring extensive efforts.

### **Planet why**

In spite of our best efforts we were unable to raise funds for building planet why. At the end of 2011 we decided to shelf the project. This was done with great sadness, as we all believed that planet why was the only sustainability option that befitted the spirit of project why.

We explored many possibilities and have not yet zeroed in on the right one. One possibility that seems feasible is to sell the land we had acquired as it has appreciated and build a centre in



the neighbourhood of our women centre as we risk losing the premises sooner than later.

## **WEB PRESENCE**

The greatest achievement of the year was once again our increased web presence: a well visited website and a blog that now has a group of die-hard supporters. The blog enables one to share the everyday realities of our work and is thus a great diary of the trials and tribulations of working in an urban slum.

Our blog and site are updated as regularly as possible and have been linked by many other sites.

A photo gallery is also present so that people can get a feel of the project.

## **FINANCIAL STATEMENT**

Our audited balance sheet is attached to the report

## **FUNDING**

As Project Why is above all a project from the heart, it grows organically as and when a new challenge has to be met or a new 'why' answered. This of course leads to an ever-increasing budget that needs to be met on a crisis footing.

We are extremely lucky and blessed to have supporters who understand us and come to our rescue each and every time.

## **Organisations**

The following organisations help us sustain our old and new activities:

Asha Seattle, Chemical Construction Company, Enfances Indiennes, Asha Canada, Project Why de, Deutsch-Indische Gelsellschaft V Winsen, SARI, Delhi Network, HVS, Orient Exp Pvt Ltd, Hunter Business Company, Hough School Chess Club

## **Individual donors**

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### **Guest and visitors**

We had a number of visitors this year and many became friends of project WHY and great supporters:

Hans Emde and his friends, Enfances Indiennes group, Megha, Delhi Network, Japanese Ladies Group, Kiran Sethi, Julia, Claudia, Karan, Serge.

### **Volunteers**

Many volunteers came to help project WHY this year:

Emily Fox, Emily and Alan Worman, Andy Isaacs, David Schlenker, Veena and Thomas, Markus, Sasha, Melanie, Florence, Andrew, Josefine, Franziska, Melissa and Jonathan, Cat, Lukas, Rodolphe. Bernd, Thibault, Lucas, Juliette, Anne Sophie, Zach, Maureen, Alan, Beth, Cedric, Alexandra, Heather, Colin, Karima

***To all who helped, and stood by us we would like to say:  
Thank You***

If you want to know more about project why visit

<http://projectwhy.org>

<http://projectwhy.blogspot.com>