

VISION UNLIMITED AFTER SCHOOL CLUBS

Quarterly Report
Apr - Jun 2021

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ABOUT US

The Impact We Wish to Deliver

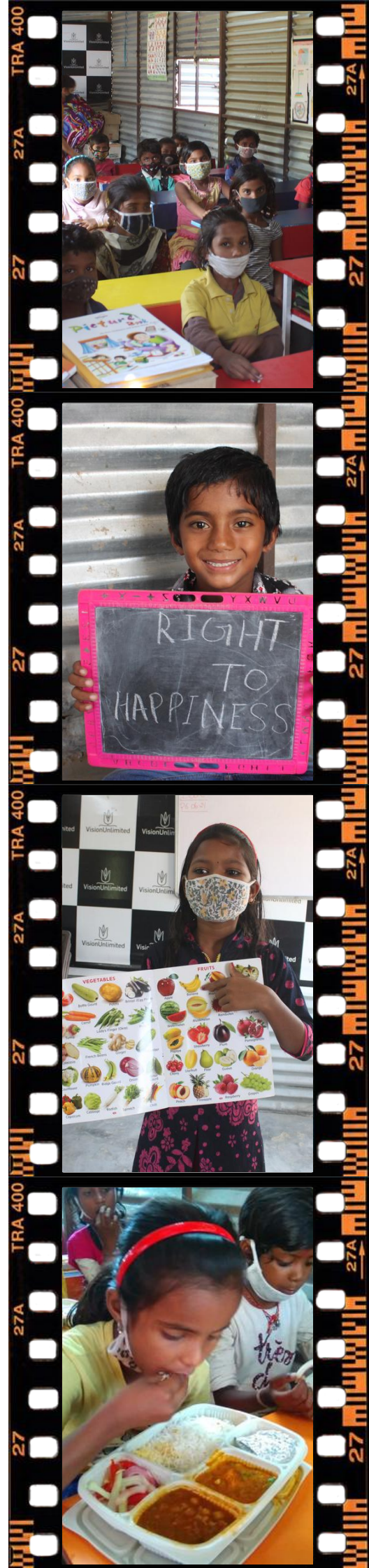
- **Integration of underprivileged students** into the public education system
- **Increased student retention** in public schools
- **Improved health indices** (body weight, height, BMI) through meal supplements and regular health checkups
- **Overall personality development** through specialized learning programs

Key interventions We Make

- **Classroom teaching** in foundational subjects such as English, Hindi, Maths, EVS and Computer science - to reinforce concepts and help students “catch up” to their peers
- **Nutritional support** with 1 meal a day with minimum of 500 calories, 8 grams of protein, and other vital nutrients
- **Health check-ups** including anemia testing, immunization support, and eye check ups

Key Highlights

- **132 students**, including 120 out-of-school children
- **Five Qualified teachers** experienced in teaching slum children
- **Partnership with local Primary Health Centre** for ongoing health check ups
- Meals designed by a **qualified nutritionist**
- **Corporate partnerships** for food and healthy supplements



AFTER SCHOOL CLUB PROGRAMME



Our 'After-School Club' (ASC) program aims to supplement the functioning of the mainstream public education system for the community, by focusing on the following activities.

- We work towards helping 'out of school children in developing the basic skills needed for them to be ready to take on formal learning in schools.
- We also provide after-school support in the form of doubt clearance and reinforcement of key concepts for children who are already enrolled in government schools.
- We essentially incentivise participation and involvement in learning through parent engagement and incentives like the provision of school supplies and learning aids, a meal supplement per day, as well as regular free health check-ups for the holistic development of our children.

Outcomes

Our unrelenting efforts at ASC have led us to observe several lasting outcomes in children.

- A VU ASC Graduate is an individual ready to face the world with confidence and commitment.
- We instil in children a zeal for continued learning.
- There is a sense of readiness for formal school in children.
- Our purposeful aids help them in better retention and performance in formal school.
- Their overall physical and mental health is also enhanced by our multifaceted approach.
- They're equipped to form better relationships with the community, including peers and adults.



Impact

With every passing day, we come closer and closer to our vision of making a difference in as many lives as we can.

- Strong academic backgrounds in children help ensure sustainable livelihoods as adults.
- The enhanced skills in individuals lead to wider access to opportunities for them to achieve their aspirations.
- The knowledge that they gain plants in them is self-belief and efficacy.



AFTER SCHOOL CLUBS 1 AND 2: THE NEW PARADIGM



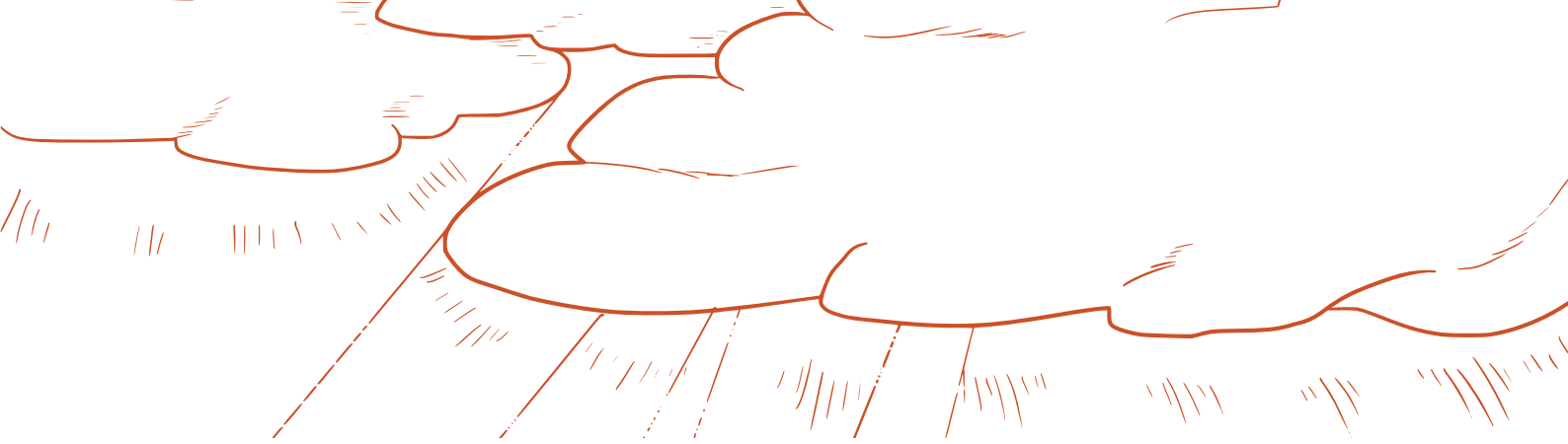
COVID-19 pandemic has transformed society not just through its direct impact and the first order indirect impact of exacerbating social and economic inequalities. Schools, known to “bridge” households, were identified as one way of potentially creating a pool of infection, and therefore, the closure of schools to curb COVID-19 spread, was the default solution worldwide. There are no perfect answers, and no perfect data to address these questions with any degree of conviction.

The two Vision Unlimited After School Clubs cater to three slum clusters in Kadarapur, Badshahpur, which house about 375 families. This is what we know of our 132 students over April - June 2021.

All students are learning much less during the lockdown and disadvantaged students even more so. With school online and learning at home, students would have gained about 70% of the normal scholastic year gains when it comes to reading, and about 50%, when it comes to mathematics. There is however, a wide variation in the quantity and quality of learning support between pupils and schools, and that defines the variation in learning loss since the last scholastic year, which must be taken in context.

The dynamic complementarity of the learning process means that the learning loss is exaggerated as more time is missed from school. These losses are estimated to be up to 60% more among students from less-educated homes, such as ours, reflecting the cumulative impact of knowledge much more than transitory influences. At a time when experts are grappling to quantify the loss of learning despite conversion to an online platform for instruction, those who have been without even this safety net are apparently forgotten.

Those enrolled in non-formal education set ups are the most vulnerable: Most of them are first generation learners, and have been out of school even before the pandemic, and most of their parents have struggled with the economic uncertainty of the pandemic.



Most of them students do not have access to smartphones, and several have had to travel to their native villages with their parents, anticipating the economic hardships precipitated by the second lockdown. Those who did, remained contactable for some time during the lockdown, but have been unable to stay in touch as data packs expired.

For them, this is only one kind of learning loss. The more alarming loss is regression in both their curricular, and extra-curricular learning. Most children have lost foundational abilities such as reading with understanding and performing addition and multiplication, as also reading and writing. According to a study spearheaded by the Azim Premji Foundation, this loss ranges from 92% for languages, and 82% for mathematics of students from classes two to six. This also explains the widening attainment gap between poor and non-poor families: An absent parent, a parent grappling with disease and hunger, a parent unable to teach, or encourage learning, lack of quiet study space in the home as well as study material all contribute to this increasing inequality. The definite increase in domestic violence, both direct violence, and exposure to violence in the immediate family context, has also put the already vulnerable students at increased risk. Add to it, very often, the missed midday meal, often the most nutritious of the day, and the impact increases exponentially.

Students at the lower end of the ability distribution spectrum, and those out of the formal school network, will face a significantly higher risk of poverty. The link between poverty and ill health is as easily established: life expectancy is seven to ten years less for the most deprived. The school closure may just degrade their future prospects enough to perpetuate the vicious cycle of poverty, malnutrition, lack of education, ill health and an early loss of life and livelihood: the very eventualities the lockdown attempts to mitigate. The complete disruption of the children's socio-ecological systems requires an immediate and effective intervention that not only detects the contexts of risk, but also provides a solution for it. The almost four weeks that our children did not visit the ASC for classes, even though we continued to provide them a meal each day, and online scholastic support whenever possible, means our children are still struggling.

Not just that, the loss of the daily midday meal for those who had travelled to their villages was also a confounding variable. The link between poverty, malnutrition and loss of learning cannot be emphasized enough- it impacts not just physical growth but also the mental and intellectual abilities of children, as well as their future capabilities. We tried our best to make sure that those travelling carried with them multivitamins, calcium and iron supplements, even though we couldn't provide them with a regular midday meal. For those who agreed to stay, we made sure that we provided at least three weeks' worth of uncooked food (rice, lentils, flour, sugar, salt, oil and basic spices) each month of the pandemic. We haven't been able to conduct a formal health check for our children, but have continued to monitor their height and weight, and any child with significant weight loss has had a paediatrician consult.

Mid-Day Meal for Our Children

The COVID-19 pandemic had the country reeling - Gurgaon was no exception. We had to shut down our kitchen, keeping in mind the potential risk of disease, and therefore, had to reach out to friends for support for our children. With loss of livelihood for the parents, they were extremely vulnerable to both disease, as well as malnutrition. Our friends stepped into the role with extreme generosity, and we are proud to say that no children who remained in the city have lost weight during the time that the clubs were not operational.

- Support from Marriot Bonvoy during the lockdown when our kitchen wasn't operational: Three of Gurgaon's best hotels, Westin, Marriot and ----- sent us a freshly prepared, nutritious meal for our children, which was served to them piping hot by their staff on the club premises.
- Continued support from Nestle with breakfast cereals meant our children had a snack in addition to the hot lunch. On days that lunch was not available, we tried to supplement their snack with either a glass of milk, or a hard boiled egg.



Staff Reorganization and Recruitment

Ms Babita, was our independent teaching assessor, who helps with lesson plans, supervises and designs our monthly assessments, troubleshoots and monitors our teachers as well. She has now joined the ASC as a fulltime teacher.

Our other teachers, Ms Neetu, Ms Preeti and Ms Rozy are well versed in computer use, and have started basic introductory computer classes for the children in both ASCs.

Mr Ravi and Mr Pintu, our Administrative Assistants, help in both the clubs.

Continued Teacher Training

Aawaaz, a Delhi based organisation, has been training our teachers for the last three months in the following:

1. Lesson Planning
2. Teaching Strategies
3. Behaviour Management in Class

All our teachers have successfully completed the first training module, and are now now being trained further for lesson plans and curriculum development.

Volunteers

- Aditi Amrithesh
- Ambika Saklani
- Aditya Sharma
- Tarini Puri
- Aastha Arora
- Praveen Gupta
- Bharathi Bashyam
- Kavita Singh
- Ahaan Verma
- Aradhya Bhartiya
- Bhagirath
- Purva Bhalla
- Vimal Makker
- Babu Islamuddin
- Farmaan
- Firoz



OUR GEMS



Arti

Fourteen-year-old Arti used to live in the village with her siblings, until her father, who irons clothes for a living, and mother, who works as a house-help, brought her to Gurgaon, and then to ASC-1, hoping that like her twelve-year-old brother, Shubham, who already studies with us, she could also learn to read and write, except that Arti was a little different from other children.

Severely handicapped, she had acute motor disabilities which made it hard for her to even hold a pencil. But her bright demeanour and eagerness to learn made her a favourite with teachers and students alike.

An unexpected and very heart-warming intervention also came for Arti in the form of a parent whose children are students at ASC-2. He is a Diploma holder in physiotherapy, and as a gesture of gratitude for the care that the club has been providing to his children, he has volunteered to supervise Arti's training at home.

With multiple hands to help, and her own infectious enthusiasm to spur her on, Arti's story is one of great hope and a reaffirmation of beliefs most precious.



Abhijeet

Ten-year-old Abhijeet joined ASC-1 in October 2020.

For a boy whose father was a labourer and mother, a house maid (as was his elder sister), going to club held the promise of a better life, except that poor health kept him away from classes for more than half of every month. When in club, he refrained from participating in any rigorous games. Wanting to know what was wrong with his health, we met his parents who lived in a jhuggi close by.

Abhijeet had a weak heart, is what we learnt from some old medical reports that his parents shared with us. We organised a fresh consultation for him at Safdarjung Hospital where he was diagnosed with a congenital heart disease. His treatment would have started right away, except for the sudden demolition of the jhuggi where Abhijeet lived with his family, and then the second wave of the pandemic, which forced all of them to return to their village.

We had no news of them until we finally got the phone number of Abhijeet's mother from another ASC student's parents. Although they are still in their village, his mother assured us that they do intend to return to Gurgaon.

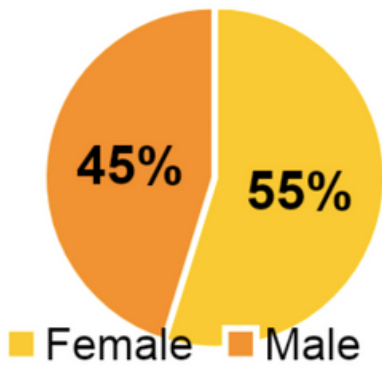
This will give us another chance to have Abhijeet back with us, and do better at apprehending situations that deprived him of the care he needed - for when we fail to help a child despite our best laid plans, that is also when we learn to fix the things that we did wrong.



ASSESSMENT

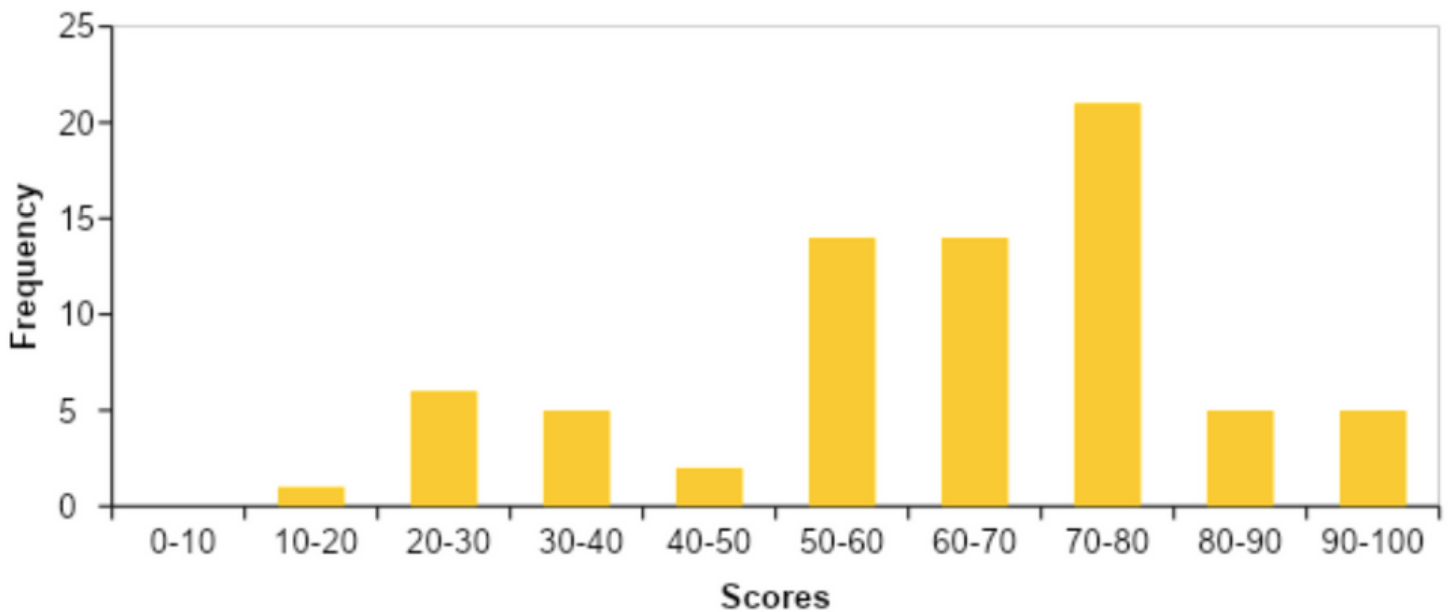


There are a total of 132 students enrolled in the club, 59 students had travel leave and therefore do not have any results or graded marks. Of the 73 students, 40 are female and 33 are male students in the second quarter.

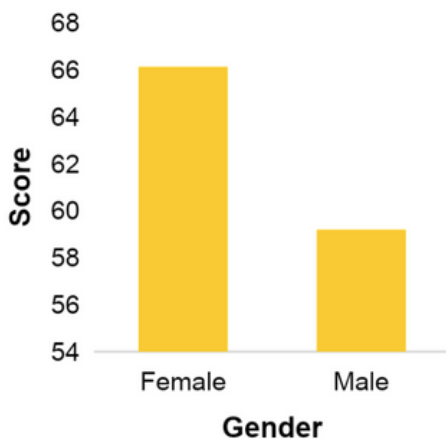


The average total mark for the students is 66 with the lowest mark being 13 and highest mark at 94. There were 4 students that achieved a mark above 90. 60% of students achieved a mark higher than 50. 30% of students had a score ranging from 70-80.

Total Scores for Students

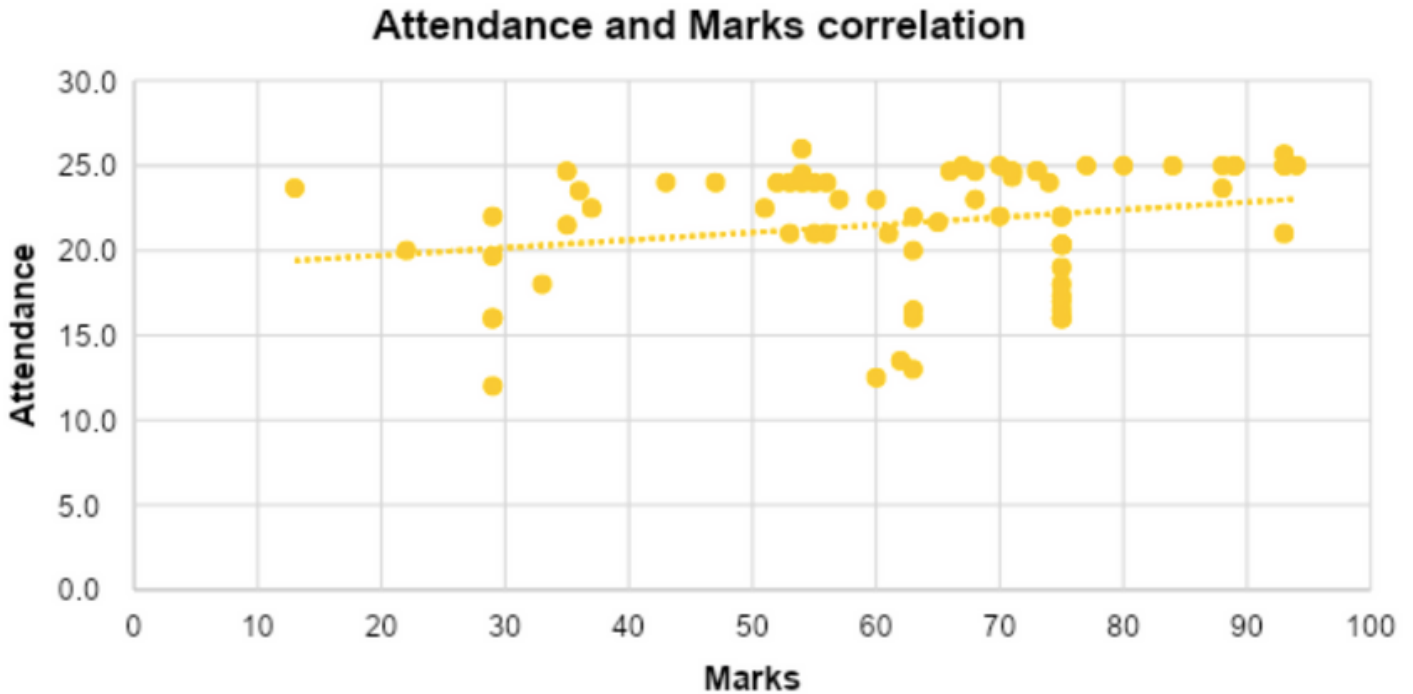


Average Total Score



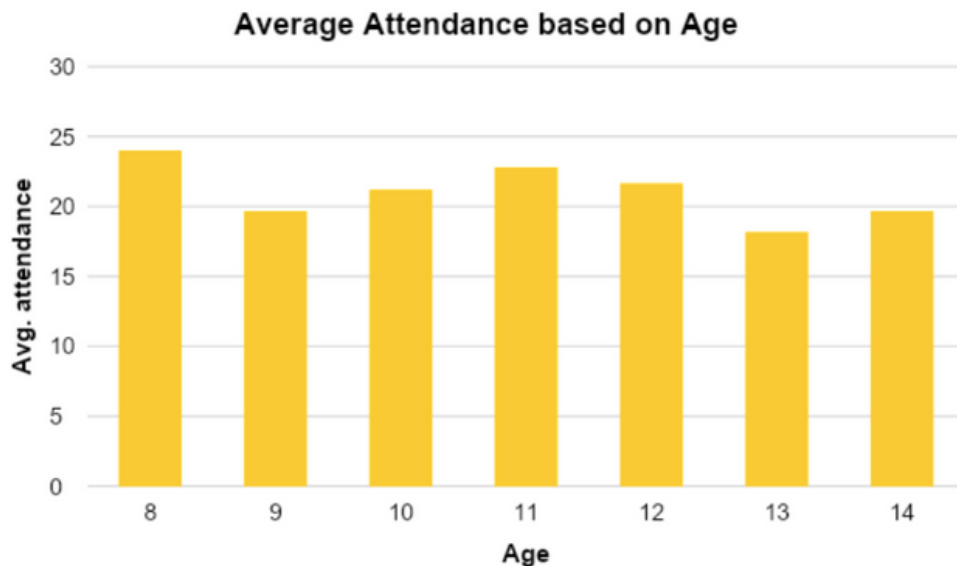
The average score for female students was 66.10 while the average score for male students was 59.18.

The correlation between the attendance and marks were found to be weakly positive. The reason could be due to the disruption caused by Covid, as students are not able to attend class regularly enough to gain a substantial benefit from attendance.



Average Attendance

The maximum number of days a student can attend is 27 days, as every week there is a day that the clubs doesn't run. The average attendance of all the students is 21.6 days, which is healthy given the disturbances from the turbulent times. The average attendance of students that are 8 years old were the highest at 24 days while the lowest were the students that are 13 years old with an average attendance of 18.2 days.



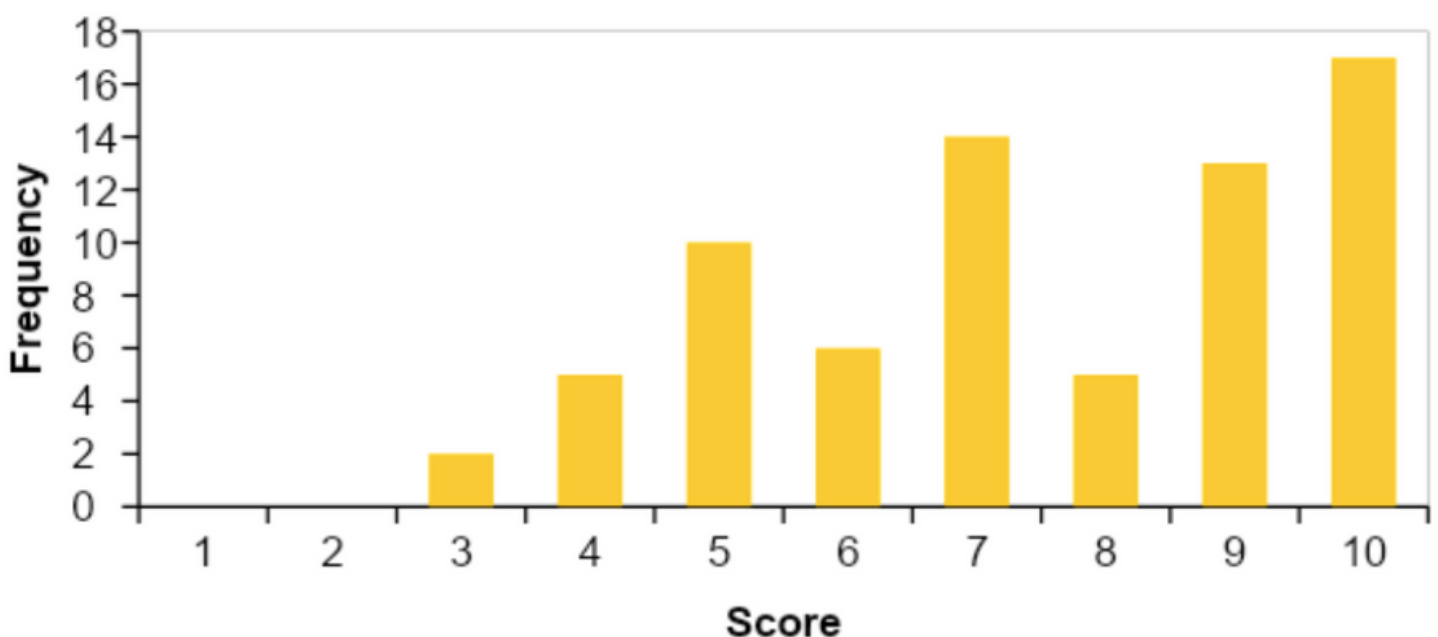
Average Attendance		
Age	Highest (days)	Lowest (days)
8	24.0	24.0
9	24.0	13.0
10	25.0	16.0
11	26.0	20.0
12	25.7	12.0
13	20.3	16.0
14	22.0	17.3
All ages	26.0	12.0

The maximum average attendance is 26 days, which belongs to a student in the 11 years old age range. The lowest average attendance, not including the students on travel leave would be 12 days belonging to a 12 year old student.

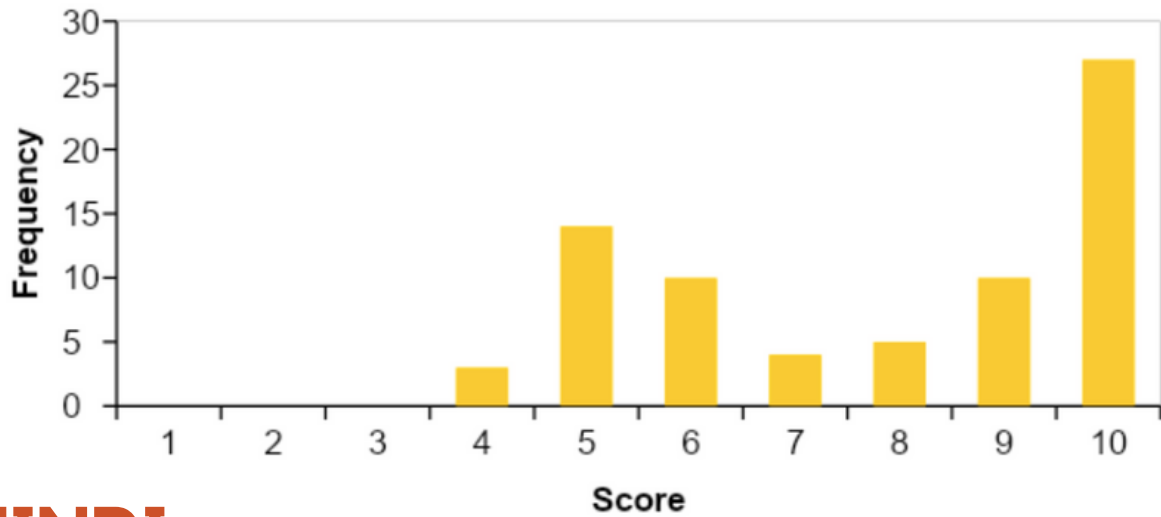
Academic Evaluation ENGLISH

Score	
Average	7.3
Mode	10
Highest	10
Lowest	2.5
Range	7.5

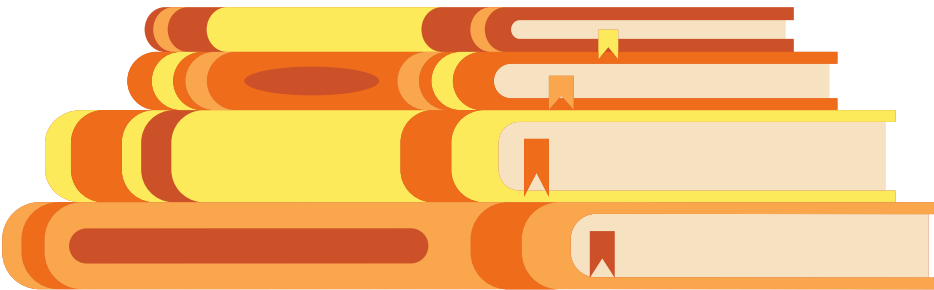
Average Scores for English



Average Scores for Hindi

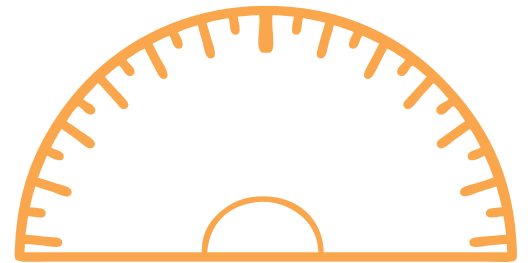


HINDI



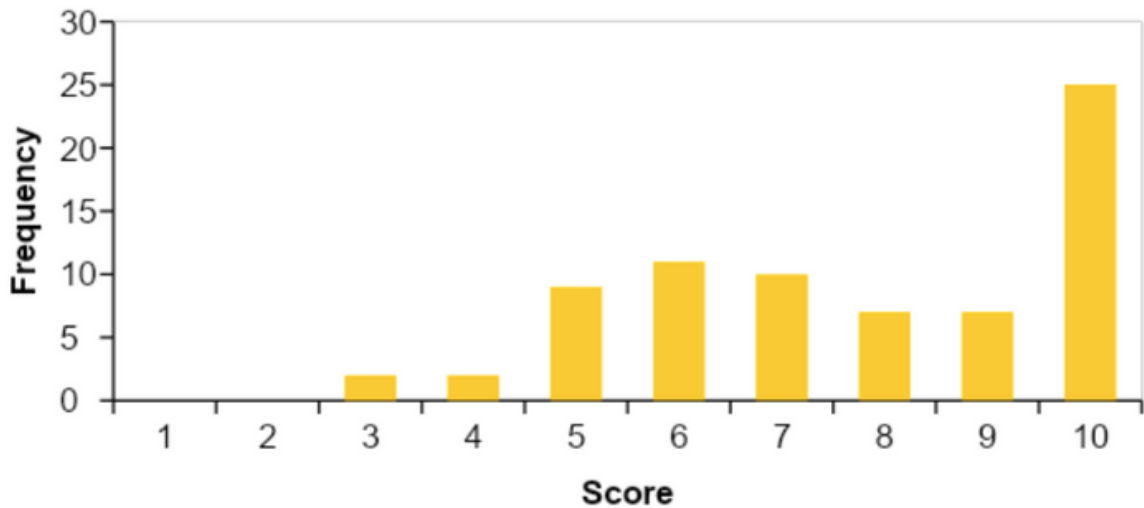
	Score
Average	8.5
Mode	10
Highest	10
Lowest	3.5
Range	6.5

	Score
Average	7.5
Mode	10
Highest	10
Lowest	2.5
Range	7.5



MATHEMATICS

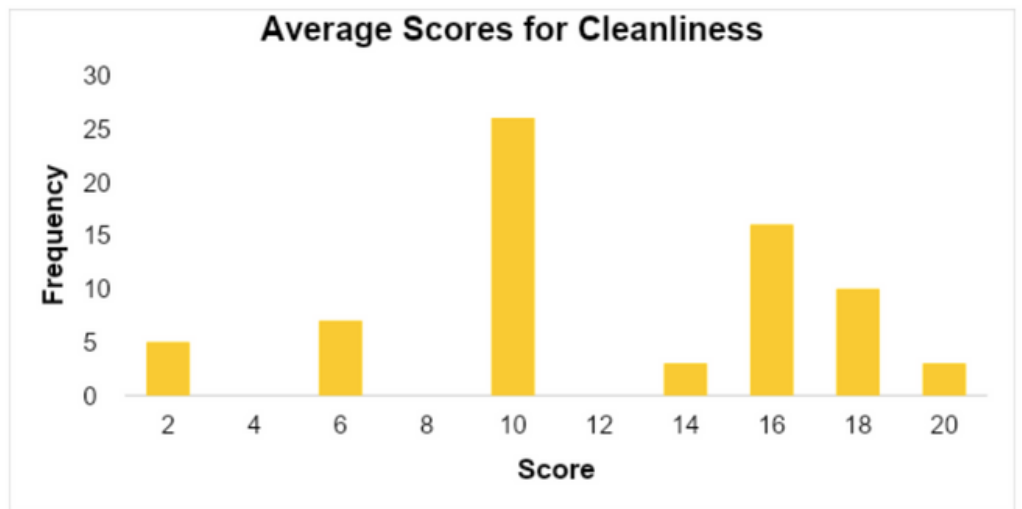
Average Score for Mathematics



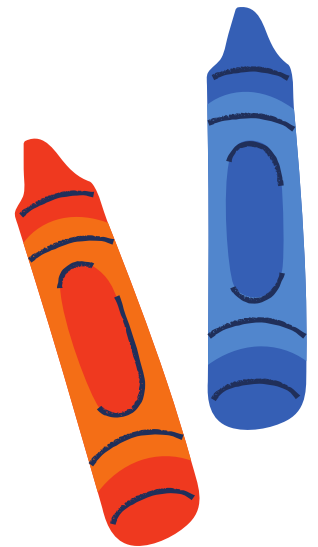
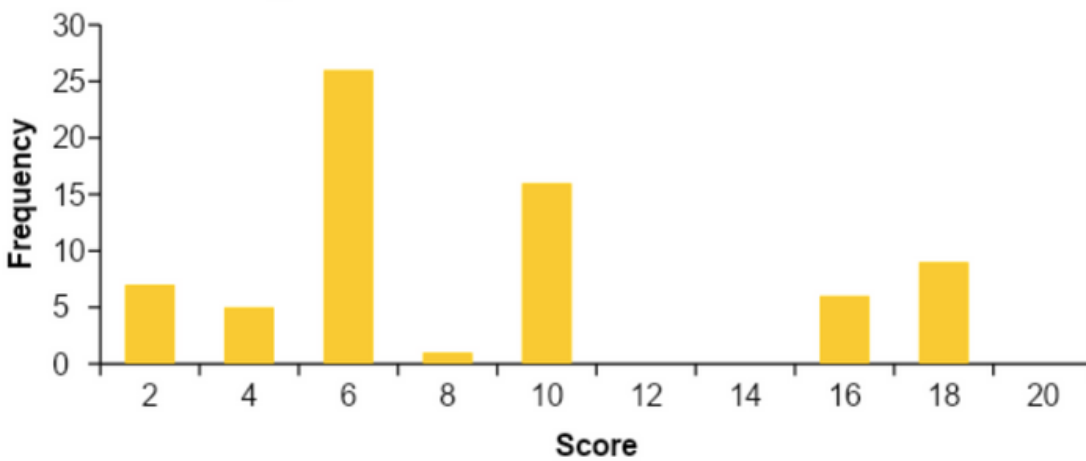
CLEANLINESS



Score	
Average	11.7
Mode	10
Highest	20
Lowest	0
Range	20



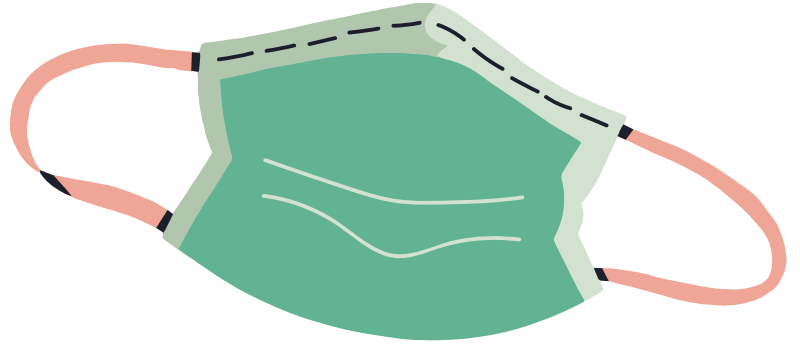
Average Score for Extra Curricular Activities



Score	
Average	5.5
Mode	5
Highest	18
Lowest	0
Range	18

EXTRA-CURRICULAR ACTIVITIES

COVID RESPONSE



COVID Resource Centres

Our first Covid Resource Centre was set up in May 2021 in Old Gurgaon, equipped with 25 oxygen concentrators, 30 oxygen cylinders and 75 pulse oximeters, along with BP machines, digital thermometers, glucometers, nebulisers and steam machines. These are made available on a returnable basis, free of charge, to Covid-19 patients who do not have the means to afford or source these essential items for their treatment at home. We now have two more similar resource centres up and running in Dujana and Bijnaur.





Isolation Centres

The children of VU After School Club and their families live in cramped spaces and shanties, where it is not possible to isolate a family member with symptoms of Covid-19. We had set up a two-room isolation centre for them in their neighbourhood, so that they would have a safe place to isolate themselves in, should such a need arise. These rooms were equipped with an oxygen concentrator, pulse oximeter, nebuliser, steam inhaler, thermometer, basic medication, hand sanitisers, comfortable bedding, water and ready-to-eat food items. The community provided meals to the patients and the Municipal Corporation of Gurgaon helped with the disposal of garbage as per Covid-19 protocol. Doctors from the Badshahpur PHC, and Dr Shibal Bhartiya, visited the centre whenever required.



Food Grains & Essential Supplies Distribution

Over 1000 dry ration kits with flour, rice, dal, sugar, salt, turmeric and mustard oil, were distributed in the community to help lessen the blow of the pandemic which has crippled their options of earning a livelihood once again in the second wave. In addition to this, 1000+ masks, 500+ sanitisers, 500 packets of detergent powder and 500 soap cakes were also distributed.

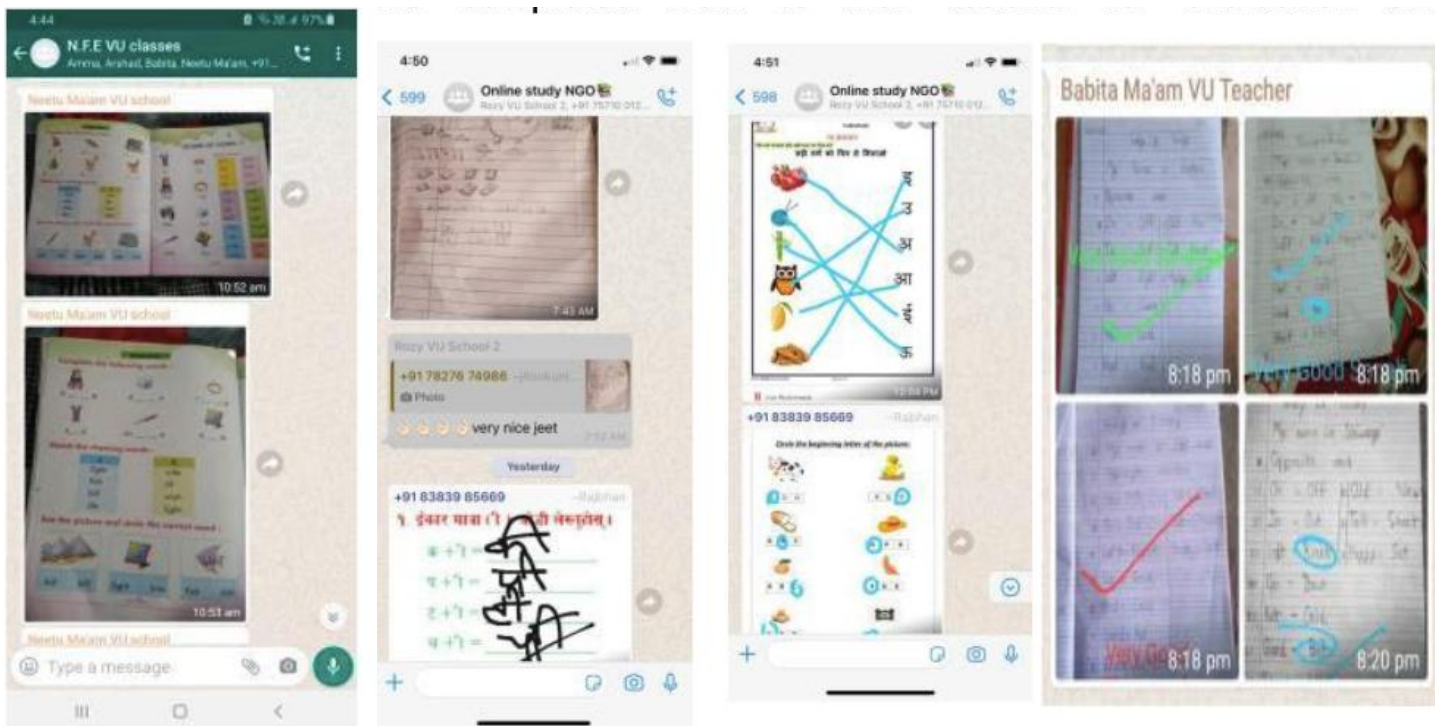
Meals For The Children

During the second surge of Covid-19 this year, 75 children of VU After School Club were served cooked lunch, thrice a week, for a month. We also arranged nutritious supplements such as cereals, eggs, milk and fruit for them thrice a week during that period. Later in May, The Westin, Gurgaon Marriot Hotels stepped in and provided healthy, wholesome meals, thrice a week, to our children. The others, who had left the city, were not in our nutritional safety net.



ASC Family Report

We have maintained a record of the health and whereabouts of all the club's children and their families, and communicate with them on a regular basis so that any contingency can be addressed immediately. This includes whether there has been a sickness, loss of life or livelihood in the family, and whether any food supplementation is required. We have especially taken care of our vulnerable children: from single parent households, orphans, and those with physical disabilities and pre-existent health concerns.



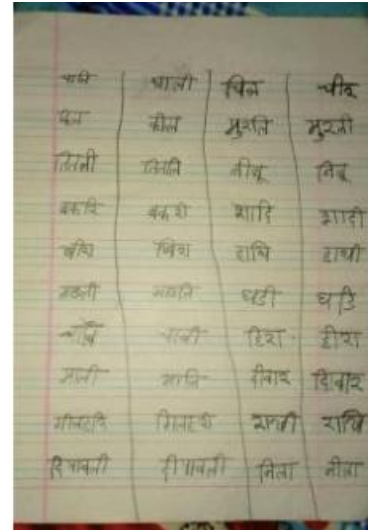
WhatsApp Education Program

During the period when it was not possible to hold classes for the children in person, we initiated a WhatsApp Education Program for some of our students who had access to a mobile phone. These classes were held for students of both our After School Clubs. We were able to reach 11 children of ASC I in our Early Childcare and Education category, 21 children in the Non Formal Education category, 7 children in our After School Club Program, and 9 children from ASC II in the Non Formal Education category.

The teachers would send them worksheets which the children diligently copied into their notebooks, and sent the pictures of the completed work to their teacher for evaluation and feedback.

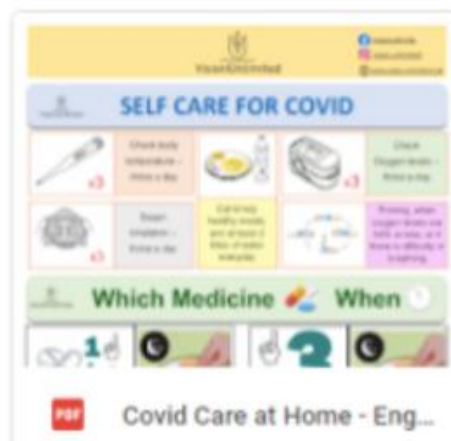
For those children who did not have access to phones, the teachers gave their work in their respective notebooks and evaluated the work submitted while the children had lunch in the ASC.

Those children who had left the city, and did not have smartphones, there was no way to continue learning during this period. Whenever we could speak to them over the phone, we tried to encourage them to practice what they had learnt.



Information Brochures

A detailed Covid-19 management primer with step by step pictorial instructions in multiple languages including Hindi, English, Urdu, Punjabi, Gujarati, Bengali, Marathi, Tamil, Telegu, Malyalam, Kannada and Nepali has been created by our team and widely circulated across all social media platforms, with over 1.5 million impressions on twitter. It is available for free download on our website and is particularly helpful for those who are not fully literate or cannot read at all. We also have information brochures on Mucormycosis (Black Fungus) and a checklist as well as instructions on how to set up a basic shared Covid Resource Centre.





Covid 19 Immunisation Camps

As the pandemic waned, and the focus shifted to vaccination against the disease, our club's community faced the same barriers as the rest of the underserved communities of the nation. Vaccine hesitancy was rife, with rumours of death and infertility doing the rounds. Vaccine was available only through an online app appointment, appointments for each day were very few, and required not only a smartphone, but also a high speed internet connection. For most of our parents, who are illiterate and do not operate phones, vaccination seemed impossible.

So we began our preliminary community survey to understand the vaccine hesitancy, and address their fears. Three of our staff members carried their own vaccination certificates to allay any hesitation, and finally we were able to convince our community of the importance of vaccination. We began to book appointments for our parents with the local Primary Health Centre, a laborious and time consuming process.

We then reached out to Gurgaon Nagrik Ekta Manch and I Am Gurgaon who helped us organise three vaccination camps, in association with Medanta Hospital and the Government of Haryana. The vaccines were privately funded by donations to I Am Gurgaon, and we were only responsible for the logistics of the exercise. We ended up vaccinating over six hundred people in three locations, the first of which was in the ASC 1. We are proud and happy to say that all of our parents, except three, are vaccinated, and all of the inhabitants of our slum cluster near ASC 1 are vaccinated except seven who were travelling, and have only come back now.

ORGANISATIONS THAT SUPPORTED US



Vaccination Partner



Learning Partner



Learning Partner



Nutrition Partner



Nutrition Partner



Monitoring & Outcomes Auditor





**Our children have done well, and
our course is set on hope.**

For, in the immortal words of Nelson Mandela,

*“Education is the most
powerful weapon which you
can use to change the
world.”*