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- ORGANIZING OR INVITING US IN A FUND-RAISING EVENT.
- JOINING SAKSHI AS A VOLUNTEER AND PLAYING A KEY ROLE IN SUSTAINING SAKSHI.
- SPREADING AWARENESS AMONG YOUR FRIENDS, YOUR FAMILY, YOUR COLLEAGUES, SCHOOLS, OR COLLEGES.

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Our team at **SAKSHI**

डा. योगानंद शास्त्री
Dr. YOGANAND SHASTRI



स्वास्थ्य एवं समाज कल्याण मंत्री
राष्ट्रीय राजधानी क्षेत्र दिल्ली सरकार
MINISTER OF HEALTH & SOCIAL WELFARE
GOVT. OF NCT OF DELHI
D. O. No. MCHS/108/1924
Date 16/7/08



Message

I am glad to know that Sakshi is going to celebrate International Literacy Day on 8th September, 2008 in MCD Primary School Andrewsganj, New Delhi and is also bringing out a brochure on the occasion to highlight the need for education.

I wish all the success to the members of Sakshi in their endeavour.

Sh. Satish Tandon
President,
Sakshi
D-332, Defence Colony,
New Delhi-110 024.

(Dr. Yoganand Shastri)



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message from Hon'ble Yoganand Shastri, the Minister of health and social welfare of the Government of Delhi



Satish Tandon
President



**"Nothing that I can do will change the structure of the universe.
But maybe, by raising my voice, I can help in the greatest of all causes
-- Goodwill among men and peace on earth." (Albert Einstein)**

Dear Friends,

All of us who share the growing pride of India's rising structure in the family of nations, also share an equal measure of discomfort for that "other" India which we have left behind. This contrast of the two India is less evident in a corporate glass tower urban office than when we travel in the countryside.

It makes me very proud to be a part of the Sakshi family which is working with the mission to help narrow this divide and build Sakshi. Sakshi is working towards the upliftment of these poor and destitute communities in both rural and urban areas, helping them to discover alternatives leading to their socio-economic independence, self-sustainability and better health. In the urban areas, our work includes education for street children, to provide vocational training adolescent girls, providing computer education and providing remedial classes for school going children. We are also working for socio-economic development of women and health care services upgradation.

With the support of our well wishers we have been able to achieve a lot, but what we have touched is just the tip of the iceberg. We seek your support in our mission of creating a better Delhi.

Satish Tandon
President of Sakshi

Sakshi- Centre for Information, Education & Communication



‘अन्तराष्ट्रीय साक्षरता दिवस का निहितार्थ’

8 सितम्बर को प्रतिवर्ष सम्पूर्ण विवि में साक्षरता दिवस के रूप में मनाया जाता है। यूनेस्को द्वारा 8 सितम्बर को ‘वर्ल्ड लिटरेसी डे’ के रूप में मान्यता प्रदान की गई है। इस घोषणा में छिपे निहितार्थ थे – गरीब एवं पिछड़े दीर्घों में व्याप्त घोर निराशा एवं निर्धनता को दूर करने के लिए साक्षरता की लौ जगाना। किसी विद्वान ने निरक्षरता का चित्रण इन मार्मिक शब्दों में किया था- “विवि मानचित्र पर दिखाई देने वाले काले धब्बे, उन दीर्घों की निरक्षरता के साथ-साथ उनके पिछड़ेपन, दुर्भाग्य और साधनहीनता की दयनीय दीर्घा का बखान कर रहे हैं।”

आजादी के समय भारत की स्थिति भी कुछ अच्छी नहीं थी। लगभग दो-तिहाई जनता निरक्षरता के अभिर्भाष को झेल रही थी। महिलाओं की स्थिति तो और भी नीचनीय थी। आर्थिक विकास की पांच वर्षीय योजनाओं में क्रमबद्ध तरीके से शिक्षा और साक्षरता के विकास पर ध्यान केन्द्रित किया गया। फलस्वरूप 2001 की जनगणना के अनुसार भारत की साक्षरता दर 65% तक पहुंच गई है। इस दीर्घा में वर्ष 1991 में शुरू किया गया सर्व शिक्षा अभियान (S. S. A.) मील का पत्थर साबित हुआ। वर्तमान स्थिति में साक्षरता दर 72% के निकट है। 6-14 आयु वर्ग के बच्चों को संविधान द्वारा शिक्षा का मौलिक अधिकार प्राप्त है। ऑपरेटिंग ब्लेक बोर्ड के तहत सरकार 6-14 आयु वर्ग के सभी बच्चों को प्राथमिक एवं अनिवार्य शिक्षा निःशुल्क प्रदान करने की व्यवस्था करती है। बच्चों को स्कूल की ओर मोड़ने के लिए ‘मिड-डे-मील’ योजना भी कारगर रही है। इसमें बच्चों को पका हुआ भोजन मध्याह्निकी में दिया जाता है। प्रवर्ष के समय भी जन-जागरूकता अभियान चलाये जाते हैं। सरकारें अखबारों, रेडियो तथा टी.वी. के माध्यम से ‘स्कूल चलो’ का उद्घोष करती हैं। राजधानी दिल्ली के सरकारी स्कूलों में बच्चों की संख्या में भारी वृद्धि दर्ज की गई है।

इस दीर्घा में डिफेंस कालोनी स्थिति गैर सरकारी संस्था (स्वयंसेवी) साक्षी के प्रयास भी सराहनीय हैं। एक ओर जहां साक्षी 102 निगम स्कूलों में लाइब्रेरी उपलब्ध करा रही है, वहीं उनके शिक्षक/शिक्षिकाएँ बच्चों में पढ़ने की सुरुचि उत्पन्न कर रही हैं। 07 अनौपचारिक शिक्षण केन्द्रों तथा 03 कम्प्यूटर शिक्षा केन्द्रों के माध्यम से साक्षरता की दर को बढ़ाने का कार्य कर रही है। ओखला के स्लम बस्तियों में साक्षी के कार्यकर्ता ज्ञान ज्योति आलोकित कर दीर्घासेवा के संकल्प को पूरा कर रहे हैं।

शिक्षा एवं साक्षरता का नज़दीकी सम्बन्ध है बालक पहले साक्षर बनता है, फिर शिक्षित और सुसंस्कृत। नवसाक्षरों के ज्ञान को नई दीर्घा देने के लिए ठोस शुरुआत की ज़रूरत है। इस सन्दर्भ में मुझे अपनी कविता की दो पंक्तियाँ याद आ रही हैं-

कदम – कदम पर साक्षरता के दीप जलायेंगे।

भारत भूमि से अधियारा दूर भगायेंगे।।

नरेन्द्र सिंह ‘नीहार’

शिक्षक, लेखक एवं युवा कवि

International literacy day 2008



Sakshi celebrated the International Literacy Day on September 8th 2008 in one of the 102 Municipal Corporation Delhi Schools, MCD Andrews Ganj School (New Delhi), which benefit from the Sakshi – “Room to Read” Library Programme.

Each year this world event is organized by the UNESCO (United Nations Educational, Scientific and Cultural Organization) to remind the international community of the status of literacy and adult learning globally.

This 2008 edition is placing a special focus on the important relationship between literacy and health. This point of view is close to the Sakshi anthem “Literacy, the key to good health and well-being”, and to the Sakshi’s philosophy of development. According to the UNESCO, “it is enough to have finished primary school to multiply by five one’s chances of being informed about HIV and AIDS. As for malaria, which takes a million lives annually, it is particularly deadly among illiterate populations. Literacy and good health are inseparable”. We could illustrate this idea saying that the rate of infant mortality is higher when the mother can neither read nor write. For the UNESCO, some 774 million people, roughly one out of five adults in the world, are again illiterate.

Notable progress has nonetheless been made. The number of illiterate adults dropped from 871 million in 1985 to 776 million in 2006.

Mr Zuber Khan, the Sakshi project director, introduced the day and welcomed to the children and to the other guests. He spoke about the International Literacy Day saying that the Indian literacy rate has been increasing comparatively to the past time, whereas the global one has been reducing. Mridula Tandon, the Sakshi general secretary, dealt with the Library Programme. This is expected to allow disfavoured children to get reading and writing skills. It is also supposed to enlarge their vision of the world because reading is one of the best ways to deepen their knowledge and their reflexion. The Sakshi teachers always try to transmit knowledge by a play way. That is why Sakshi organized competition during this special day to motivate the pupils to improve their skills. Satish Tandon, the president of Sakshi, underlined that celebrating the International Literacy Day was important for our NGO, because our daily commitment is founded on the same questions. Then, he focused that the Library Programme would not exist without the financial aid from “Room to Read”. He also highlighted that in the globalization context, having informatics knowledge is essential not to be marginalized and to be adapted to new job world. That is Sakshi created computer centres for school going children. Baljeed Kaur, the famous Indian poet, was invited by Sakshi. She told the audience it was an honour for her to be a guest. She praised all the children to take part in this kind of events. Uddalak Datta, the director of the “Room to Read” Reading Room Programme, underlined this kind of celebration was useful, because it was a way to improve the children’s confidence and skills. He added it was a platform of the children’s hidden qualities. He also told that Sakshi is doing work in a very well manner achieving all the objects and targets of “Room to Read”.

Sakshi has just employed a French student, Mathieu Serenne, who will commit itself in Sakshi centres and will work in the head office during three months. This new volunteer was presented by the staff to the audience. In France, he studies mainly political sciences, philosophy, economics and history. After his three months internship in Sakshi, he will intern in another NGO during eight months in Hyderabad.

After this inaugural session, the children who were pupils from different MCD Schools challenged in competitions. Some of them had to write two stories during one and a half hour taking inspiration from draws. Another group took part in a poem recitation competition. The members were often able to do more than a simple recitation: most of them presented kind of small plays. The two last competitions tested drawing and storytelling abilities. The “best” children received one diploma and a small present.



our id,
our vision,
our goals



“Sakshi – Centre for Information, Education and Communication” is a non-profit voluntary organization established in 1993 and registered under the Societies Registration Act XXI of 1860, the section 80G of the “Income Tax Act”, and the “Foreign Contribution Regulation Act”.

Sakshi has been working towards the care and rehabilitation of slum children for the last 15 years. Sakshi has primarily worked in marginalized Delhi slums which are greatly underdeveloped in terms of educational and health facilities. The children living here usually stay out of school and many of them find work as rag pickers or construction worker, or may drift into a life of petty crime.

Sakshi believes that the basic needs and rights of children are synonymous. Each child needs and has the right to adequate food, clothing, shelter, education, recreation, medical facilities, care, and love. Sakshi works to protect children’s rights and to expand opportunities to achieve their full potential.

We consider that underprivileged populations cannot free from the vicious circle of poverty and benefit from sustainable development without education. Education reinforces the children’s abilities to choose their future, because it enlarges their vision about the world and about themselves.

Sakshi establishes programmes to ensure development of education in Delhi slums intervening in different areas:

- Mainstreaming of out-of-school children in Government schools
- Supporting the school going girls to avoid dropping out of school
- Opening of libraries in Government schools
- Teaching teenagers and young adults particular skills to help them to integrate a competitive job world, and to increase their future income

We want to create a social awareness about necessity of education, and to allow mobilization of public opinion to favour sustainable development.

Sakshi also works to install sanitation facilities and health basic structures in Delhi disfavoured districts.

Sakshi currently employs more than 110 teachers in Delhi (West and Central Zone) and seven people work in the head office.



sakshi current programmes

The Library Programme

Since September 2006, Sakshi has established libraries in Municipal Corporation Delhi (MCD) Schools thanks to the support of Room to Read, an NGO from San Francisco, US. This programme is supposed to improve the pupils' reading and writing skills, offering to the children books, posters, games and craft materials. In each library, a Sakshi facilitator is specially trained to interact with the children. He holds sessions in storytelling, arts, crafts and role play. A pupil from a covered school goes to the library during around 6 hours a week. • **102 libraries are currently functioning in Delhi (Central and West Zone). Around 90,000 MCD School pupils (45,000 boys and 35,000 girls) benefit from this programme.**



An Early Childhood Care and Development Centre

In October 2007, an Early Childhood Care and Development Centre (or ECCD Centre) was launched by Sakshi in New Delhi. This centre is sponsored by HPS Foundation (New Delhi). The main goal of this programme is to prepare 3 to 6 years old children for primary school into an environment where learning is encouraged and attending school is desirable and normal. An ECCD centre is also a way to replace the older siblings and allows them to go to school freely. As a matter of fact the older siblings from disfavoured areas often drop out of school to look after their brothers and sisters. • **In October 2008, 24 kids were benefiting of this programme in New Delhi.**

Non Formal Education Centres

Two Non Formal Education Centres (or NFE Centres) were opened in October 2007 by Sakshi in New Delhi slums. These centres are sponsored by HPS Foundation (New Delhi). The Sakshi teachers provide learning based alternative education and promotion of life skills for out of school children who would otherwise not have access to an education. At the end of the school year (May), the children are assessed and helped to get admission into regular government schools. As a matter of fact, Sakshi does not attempt to create a system that runs parallel to the formal system already in place. During the year are prepared to be mainstreamed in formal schools. • **59 children are currently registered in the two NFE centres.**



Vocational Training Centres

Two Vocational Training Centres are currently functioning in New Delhi slums. The first one was opened in October 2007 thanks to HPS Foundation (New Delhi); the second one in January 2008 thanks to PPAP (Noida). These centres are pragmatically dedicated to underprivileged teenage girls and women, to teach them basic life skills (dress making, computing, hand and machine embroidery...). This knowledge is supposed to help them to increase their future earning capacities. These centres are expected to favour economic development of the covered slums, transmitting new skills to the community. Sakshi team considers this kind of action will free it from the vicious cycle of poverty. • **In October 2008, 42 teenage girls and young women were registered in these centres.**



facing obstacles to education

“The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine”; inserted in 2002 in the Indian Constitution, the 86th Amendment makes education a fundamental right for all the Indian children.

However, the reality is far from truth. The total literacy rate in India is 61%. Despite a major improvement since the first years after independence (in 1951, the literacy rate was a measly 18%) it still remains low. In the 2007-08 report of the United Nations Development Programme, India ranks 147th in literacy rate among 177 countries. Concerning literacy, India is at par with most of the Sub-Saharan African countries. In 2006, 20% of the children between 6 and 14 years old were out of school according to India Multiple Indicator Cluster Survey.

National figures conceal huge persistent disparities between gender, social classes, casts and geographical areas. Children belonging to marginalized social and economic groups are more likely not go to school for helping their parents, working to earn money or looking after their younger siblings.

But poverty is not the only reason. Mentalities are also a big obstacle to education. Due to a lack of awareness about necessity of education, sending children to school is not necessarily obvious for some parents. This problem affects particularly girls, whose education is not considered as essential.

Some school-going children do not attend class regularly. Public primary school teachers do not give them regular homework. Even if they do, they often do not check and correct it. In these conditions pupils are not encouraged to study at home. Moreover, in poor families, children lack congenial environment to learn their lessons and there is nobody to guide them.

Teachers also play truant. According to a recent World Bank survey, 25% of government primary school teachers are absent from work, even if they are well-paid. Absence is correlated with daily incentives to attend work. Regular inspections, good infrastructure, and a school close to a paved road lead teachers to attend schools regularly. In fact, public primary school conditions are often lamentable. Classes are overcrowded. A teachers-students ratio of 1:30 is considered as good. Most of the time there are more than 40 pupils in a class. There are few classrooms and not enough space. The facilities are

often poorly maintained due to lack of resources and poor management. For example, the absence or the pathetic state of toilets in these schools is a reason why pupils bunk classes. Especially the girls are embarrassed and prefer to stay at home rather than going to school.

These circumstances have lead to a two-tier educational system. “Sometimes the very institutions that were created to overcome disparities and barriers have tended to act as reactionary influences in reinforcing inequality,” writes Amartya Sen in The Argumentative Indian. Government run schools' aim is to provide education to every individual in order to decrease inequalities in the society. But because of the poor state of these schools, families who can afford send their children to private schools. The children from the poorest families are consigned to whatever the government offers. That is why education experts fear an exacerbation of inequalities. Prof. James Tooley, University of Newcastle, England, conducted a research in 2004 in Hyderabad. Although private school teachers were not necessarily better trained or paid higher salaries, students from the private schools fared better than students in government schools. They were tested in Mathematics, English, intelligence quotient and local languages. Moreover, the private schools are better equipped (tables, blackboards, rooms) than the State owned.

Consequently, even the poor have begun to pull their kids out of government schools and started to enroll them in private schools, which charge US dollar one to three a month as fees. These 'mushrooming private schools' are spreading rapidly in slums and villages across India. A national study led by the NGO Pratham, suggested that even in villages 16% of the kids were in private primary schools in 2006. This figure “completely disproves anyone who ever argued that these 'ignorant rural folk' are not interested in education,” says A. K. Shiva Kumar, an economist from UNICEF.

Should private schools be a solution to the problem of education in India? What about those who cannot afford better quality education and children who do not go to schools?

Being aware of all the difficulties is the first step towards solving these various problems and towards a better education in India. All the stakeholders, such as government, NGOs, teachers, parents, and children should be involved in this process. NGOs and private schools are a respond to the State's failure. But is not education of citizens a specific role of the State?

Hélène Ferrarini Student
*Jamia Millia Islamia,
Mass Communication Research Centre,
New Delhi*

success stories

Farhana is eleven and is currently studying at Jasola MCD School. She is from Uttar Pradesh. Her mother is illiterate; she did not go to school when she was young. Her father was a school going boy during 9 years. Her parents decided to move to New Delhi three years ago to benefit from more facilities than in their village. When they arrived in the capital city, they registered their daughter in a private school; they had to pay Rs. 100 per month.

After some weeks, the mother became very sick. The housewife was not at all able to take care of her four children when her husband was working. So the family decided to go back to Uttar Pradesh during illness of the mother to take advantage of the local solidarities which often do not exist in the city. Farhana had to follow her parents and her siblings. Being the older children, she had also to replace her mother in a certain way. The family came back after one month when the mother was safe.

During this one month, Farhana did not go to school. Her private school deleted her name from the list of pupils, because of her one month absenteeism. The direction team of the school refused to re-integrate the girl in any class. Farhana became again an out-of-school child. In any case, paying a private school became more difficult for her parents who had spent a lot of money to buy medicines. Some of the girl's friends were registered and went regularly to one Sakshi Non formal Education (NFE) Centre. Farhana spoke about this centre to her parents who sent her immediately to it. It was a way for her to reactivate her knowledge and to progress in different areas. She often got good marks in the weekly tests and prepared the Government school admission tests like the other NFE pupils. In May 2008, after the knowledge tests, she was accepted directly in class 4 in Jasola MCD School.



Rani is fifteen. From May to October 2008, she studied in the Sakshi vocational training centre in Shaheen Bagh, New Delhi. Like the other female teenagers benefiting from this programme, she learnt dress making, and hand and machine embroidery. She is deaf and dumb. Her parents have never been able to send her to an adapted school: it was too expensive for them. So, she

has never attended school. Fortunately she learnt writing with friends and cousins. She can help her illiterate parents and her four siblings in writing, even if this aid is circumscribed by her handicap. Most of time, she is boring at home. Attending cutting and tailoring lectures was a way for her to be active, to meet new people, and to enlarge her environment. What she assimilated during her formation allows her to be more helpful at home, but above all to occupy her mind.

Her parents would like her to mainstream a formal education school to offer her a better future. Sakshi is going to help Rani to become a school going girl.



Israt is fifteen. She is the second child in a seven children family. She is from Bihar; her parents decided to move to the capital five years ago to flee from poverty. In Bihar, Israt went to school until class 4. She has never gone to school since she arrived in New Delhi. During five years, her parents' main goal was earning money to satisfy the basic needs of the household. Mainstreaming their children in formal school became a detail not being an immediate necessity. The three elders stayed at home. Fortunately, Israt's three other siblings were sent to primary school. The younger kid who is five is currently benefiting from the Sakshi ECCD centre in Shaheen Bagh, New Delhi. Finally, the parents decided to register Israt in one of the Sakshi vocational training centres in May 2008.

Even if nothing can excuse preventing one child from going to school, most of time we can explain it highlighting different problems. One Sakshi volunteer asked the mother why Israt did not go to school. She was not able to justify this fact: her daughter did not work at home, and she did not have to look after her brothers or sisters. Her parents were only not aware of necessity of education.

During her experience in the vocational training centre, Israt and her parents understood going to school was essential for life. Sakshi is now helping her to mainstream a formal education school.

sakshi current programmes

Remedial Centres

Eight Remedial Centres are currently functioning in New Delhi slums. Three of them were established in October 2007 being sponsored by HPS Foundation (New Delhi). The five other centres were opened in July 2008 thanks to the support of the NGO India Sponsor Foundation (New Delhi). These centres work with children who attend regular formal schools but need help in keeping up with the syllabus taught in the school. They function to strengthen the child's understanding of school subjects and to provide an encouraging and supportive environment. Thus they act as a strong factor to prevent the child from dropping out of school. Remedial centres were also initiated seeing the stipulation teaching of MCD Schools. Each child cannot be given personal interest due to the huge strength of students in one class; there are sometimes more than 30 pupils, face to one teacher in primary schools. Then, Sakshi wants to teach them to be concentrated and autonomous to increase their ability to work efficiently at school. • **In October 2008, 245 children were registered in these eight Remedial Centres and came in regularly after school.**



Computer Centres

Three computer centres are currently functioning in New Delhi slums. The first one was established in October 2007 and is sponsored by HPS Foundation (New Delhi). The other one has been functioning since January 2008 thanks to PPAP (Noida) and the third one since June 2008 thanks to LME (Dubai, United Arab Emirates). The beneficiaries of this programme receive lectures of computing. These centres were created because computer



skills are more and more essential to get a well-paid and recognized job. These centres are expected to favour economic development of the covered slums, transmitting new skills to the community. Sakshi also helps the registered pupils to get a job at the end of the year of formation. • **In October 6 teenagers and young adults were benefiting from this programme.**

An English Speaking Centre

An English Speaking Centre was created in May 2008 being supported by HPS Foundation (New Delhi) and LME (Dubai, United Arab Emirates). Speaking English is more and more requested to be integrated in a competitive employment world. That is why this centre was established. It is mainly dedicated to female students. • **In October 2008, English lectures were given to 24 girls.**



To fight truancy and dropping out in the Sakshi centres

One of Sakshi's main goals is spreading awareness about necessity of education in the slums where it is intervening. Going to schools is not necessarily an obvious component of life for inhabitants of New Delhi slums. Sakshi always tries to convince the parents to send their children to school and to the Sakshi centres, and the pupils to come regularly. Sakshi volunteers and Sakshi teachers often go to meet parents whom the children do not come at all in the centres, or do not come regularly. These home visits are efficient: they have allowed increasing the number of regular pupils. Discussion between the teacher and the students, and awareness classes about the importance of education are also organized.



sakshi current programmes

Water, Sanitation and Hygiene Education Project

According to Government of India and to UNICEF, only half of Indian primary schools have safe drinking water, and only 1 in 10 has sanitary facilities. Then, where toilets do exit, they are so poorly maintained or so few in number that most children do not use them. Many girls are often absent or drop out of school because of this lack of toilet facilities.



Water Centric and Sakshi decided to collaborate from 2008 to 2011 to deal with these health questions. The general objectives of this three years programme is educating and mobilizing children to act as catalytic agents to spread the message of sanitation from schools to their parents and their communities.

Ten Municipal Corporation Delhi Schools are covered by this project. First, facilities for drinking water supply and toilets facilities are installed or improved. Secondly, Sakshi and Water Centric want to promote students co-curricular and extra-curricular activities to sustain interest in sanitary facilities.

Sakshi – Dr. Deborah Rose Health Project

This programme has existed since August 2006. Promoting and ensuring improvement in the health of women and children from marginalized Delhi slums are the general goals of this project. You will find here the intervention areas of it.



Two learning centres for children who are out of school due

to health problems were opened; one health check is done each month in these centres.

Then, all the children studying in the Sakshi centres are checked by five MBBS doctors every month. Medicines are also distributed to the children and their parents.

One mother workshop is organized each month with a Resource Person from Jamia Millia Islamia University (Department of Home Science) and RAK Nursing Collage, Government of India. The concerned women benefit from lectures about making nutrient food, from family planning, and prevention about HIV/AIDS.

A daily family planning centre is also led by a social worker for women, boys and girls in Jasola, New Delhi.

Finally, two health camps are organized each year (2 days each) with a medical team.

current project partners



Room to Read (San Francisco, USA): This international non-profit organization was created in 1999 and works “with local communities throughout the developing world to provide quality educational opportunities”. Establishing libraries in primary and secondary schools is one of the Room to Read’s missions. Sakshi has collaborated with this NGO since 2006 in the Library Programme. 102 libraries were created in Delhi thanks to this partnership. • **Website:** www.roomtoread.org

HPS Foundation (New Delhi, India): This was created by Hindustan Petroleum Corporation Limited. It has financed opening and development of the following Sakshi programmes since October 2007: one ECCD Centre, two NFE Centres, three Remedial centres, one Vocational Training Centre, one Computer Centre, and one English Speaking Centre.

Precision Pipes & Profiles Company Limited or PPAP (Noida, India): This firm is a “leading manufacturer of high quality automotive sealing systems and exterior products in India”. It supported Sakshi to open one Vocational Training Centre and one Computer Centre in January 2008. • **Website:** www.ppap.co.in

India Sponsor Foundation (New Delhi, India): The main goal of this non-profit organization is “supporting and mentoring such NGOs by garnering assistance from individuals and corporate houses”. ISF financed creation of five Sakshi Remedial Centres in July 2008. • **Website:** www.indiasponsor.org

Leader Middle East L.L.C. or LME (Dubai, United Arab Emirates): It is a financial and monetary company. It helped Sakshi to establish one computer centre and an English speaking class in June 2008. • **Website:** www.lmedubai.com

Water Centric (Lexington, USA): Water Centric is a “social entrepreneurship organization that is a bridge organization between geographic areas that are in most urgent need of improved water, sanitation and hygiene, and the international agencies, foundations, technical experts, and individuals committed to changing the situation”. Sakshi has been the Water Centric’s local partner in Delhi since 2008. 10 MCD schools are concerned by the programme we established together. • **Website:** www.watercentric.org

Ministry of Human Resource Development, Government of India: This minister gave us support for organizing a “Workshop on value based education to identify learning resource material and define teaching, and learning strategies used for value based education”, from 1st to 4th April 2008 in the Indian Social Institute, New Delhi. • **Website:** www.education.nic.in

National Council of Educational Research and Training (or NCERT): This is an autonomous organization established by the Government of India “to assist and advise the governments at the Centre and in the States in the implementation of their policies for education”. This council offered academic support to Sakshi mainly for organizing workshops. • **Website:** www.ncert.nic.in

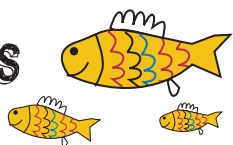
State Council of Educational Research and Training or SCERT (Delhi, India): This is an autonomous organization of the Government of Delhi. It gave us academic support like the NCERT. • **Website:** www.scertdelhi.org

District Institute of education and Training or DIET (Delhi, India): It is an autonomous organization of the Government of Delhi. It gave us academic support like the NCERT and the SCERT Delhi.

Jamia Millia Islamia, Department of Social Work (New Delhi, India): Two students of Master of Social Work (MSW) and two students of Bachelor of Social Work (BSW) from this famous University interned in Sakshi as volunteers. • **Website:** www.jmi.nic.in/Fsoc/SocialWork.htm

Indira Gandhi National Open University or IGNOU, Department of social work (New Delhi, India): 20 students of Bachelor of Social Work (BSW) were placed by Sakshi for interning as volunteers.

past sponsors



• **United Nation Organizations:** United Nations Children’s Fund (Unicef), And United Nations Development Programme (Undp).

• **Non Governmental Organizations:** Reach India (Kolkata, India), Rajiv Gandhi Foundation (New Delhi, India), Suas (Dublin, Ireland), Aapi Foundation (Boston, Usa), And Aga Khan Foundation India (New Delhi, India).

• **Government Of Delhi:** Directorate Of Education (Universalisation Of Elementary Education Mission).

• **Government Of India:** Ministry Of Health And Family Welfare, And Ministry Of Labour.

• **Firms:** Pepsico (New York, Ny, Usa), And Alfa Laval India (Pune, India).

• **Community Service Organizations:** Lions Club (Oak Brook, Illinois, Usa), And Rotary Club (Evanston, Illinois, Usa).

• Embassy Of Denmark In India (New Delhi, India).