

BRIDGE THE GAP

Combining Knowledge, Technology and Infrastructure

Project Report

November 2010 to November 2012



Swechha-We for Change Foundation

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OVERVIEW OF THE PROJECT

The Bridge the Gap program was initiated in 2008 with support from Nokia Siemens Network in six NDMC schools of Delhi. Bridge The Gap (BTG) aims at building multiple capacities in students, enabling its participants to comprehend and resolve challenges of life with knowledge and skills developed as part of the curriculum. The focus of the program is on building responsible, informed, and equipped cadres for positive social change.

To enable the same, the project looked at three domains of intervention I) Knowledge, ii) Technology, and iii) Infrastructure through an institutional collaboration of experts and authorities. The project has been implemented as collaboration between Swechha – We for Change Foundation, Nokia Siemens Networks and NDMC. It is targeted towards students of IX and XI standard.

OBJECTIVES

- Build capacities of young people around ‘self’, ‘environment’ and ‘identity’
- Inculcate Socio-Environmental Awareness and Active Citizenship amongst the young generation
- Enable the youth to relate to and explore IT tools towards academic and extra-curricular use
- Specific Job Related Skill Development of students through continuous mentoring and apprenticeship by volunteers from different business houses

OUTCOMES

The project has been instrumental in enabling students to:

- Discover themselves
- Build self confidence
- Equip them with technological skills and resources
- Explore their talents
- Foster creativity
- Learn to value our resources
- Understand issues related to children
- Express opinions and take action

This was done through various activities and programmes in the project cycle. A synopsis is given below -

1200 students - 6 schools - 15 teachers
268 classroom sessions - 12 exposure trips- 18 film screenings
Nine is Mine Campaign - 1800 students
68 Saturday Skill School sessions - 1 Saturday Skill School mela – 90 students
Newsletters & Poster

BRIDGING THE GAP – PROJECT DETAILS

CLASSROOM SESSIONS

268 classroom sessions – 1200 students – 6 schools – 15 teachers

An innovative and interactive curriculum has been carried out in the classrooms which have helped the students explore the following themes –

- Identity – Who am I? (Annexure I)
- Stereotypes and labels
- Peace and Conflict (Annexure II)
- Understanding our resources (Annexure III)
- Water
- City Planning and Development
- Waste
- Rights of Children
- Problem-solving and creative thinking
- Communication

This was done through the use of methodology which helped the students’ question, express and understand simple and complex issues. Games, activities, creative exercises, flash cards, role play, worksheets were used along with film screenings and stories effectively. (Annexure IV)

FILM SCREENINGS

18 film screenings – 6 schools – 700+ children

During the current session, films- *Jivivisha* and *Wasted* were screened in all the schools. In total, 18 film screenings were done in 6 schools under the programme. The screenings were followed by a discussion on the film and related issues.

Jivivisha traces the journey of the Yamuna from its origin at Yamunotri until its confluence with the Ganga at Allahabad. The film narrates the story of the ways in which the river is revered, worshipped, abused and polluted by hamlets, villages, cities through which it flows. The film is screened for the students before the Yamuna Walk.

Wasted is a short film which tries to capture the cycle of waste from our homes to the landfill and beyond. Both these films have been conceived and directed by Swechha.

EXPOSURE TRIPS

12 Yamuna Walks – 6 schools – 700+ children

In addition to the classroom sessions, an exposure trip was organized in all the 6 schools. Beginning from December 2010 to February 2012, a total of 12 Exposure Trips were held as part of the BTG Curriculum- two Yamuna Walks per school. A total of about 700 students were part of Yamuna Walks.

The exposure trip was an attempt to make these kids aware about Yamuna and sensitize them to the issue of Yamuna. The Yamuna Walk is a unique activity designed and facilitated by Swechha, where students are taken to observe and learn about the river Yamuna at three different points in Delhi. It begins at Wazirabad, stops at Najafgarh Drain and ends at Qudsia Ghat. A short boat ride is organized here for the children.

The water that is seen at Kudisa Ghat is the water that flows throughout Delhi. At Kudsia Ghat facilitators discuss with students ways in which each of us can conscientiously take immediate steps that will help reduce strain on the Yamuna and other natural resources. The Yamuna Walk remains an effective tool to demonstrate to students, the immediacy of environmental issues and our participation in those issues. (Annexure V)

NINE IS MINE CAMPAIGN

Nine is Mine Campaign - 1800 students

Holding governments accountable to their promises while influencing policy changes is at the heart of this child-based campaign, initiated in 2009. The Nine is Mine campaign is spearheaded by the Wada Na Todo Abhiyan that attempts to keep our governments accountable to those promises that reflect the Millennium Development Goals.

The students of our NDMC schools were a part of a campaign on Child Rights which helped them to participate in the Nine is Mine Campaign. The campaign was initiated in all the schools as part of the classroom sessions and was received very well by the students. Few delegates were selected from the senior secondary sections to represent the perspective of government school students at the Campaign. While the campaign was initiated in Nov 2011, the children took part in events November 2011 and January 2012.

On 21st November 2011, the Delhi hearing of the Nau Kadam Express was organized. Students from about 10 schools of Delhi – St Columbus, Navyug School, N.P School, Ansari Nagar, Moti Bagh, Loreto Convent, Presentation Convent and others attended the hearing and showed their solidarity to the delegates coming from across the country.

Nine is Mine Campaign in their own schools:

Navyug School, Laxmi Bai Nagar initiated the campaign in their school through a rally and a street play which was on the issue of child rights showcasing child issues like child labour, child abuse, etc. The activities were completely their own initiative, along with immense support from their teachers.

Navyug School, Sarojini Nagar: The students from this school took their school by surprise by imitating the mime act presented at the Delhi hearing on 21st November at Mavlankar Hall. Few students were sensitized to the issue and initiated the Mime in their school. They took charge of about 10 - 15 younger students and after a week's practice, the Mime was presented at the assembly. The Act was very well appreciated by the teachers and other students of the school.

In NP Ansari Nagar and NP Moti Bagh, the delegates spread awareness in their schools through slogans and songs.

The Public day rally was organized on 1st February on 2012 at St Columba's School as part of the Nine is Mine Campaign. The rally was an attempt to stir up public support before the Budget. The rally was a grand success with more than 1200 children from different schools, institutions, communities being part of it.

Satendra Kumar & Manoj Aswal , XI , N.P Co-ed Senior Secondary School, Ansari Nagar

They are students of 11th grade in N.P Co-ed Model School, Ansari Nagar and have been actively involved with the campaign in a big way. Both of them passionately participated in spreading awareness about the campaign through social media and also volunteered in the planning and organization of the Public Day Rally.

My name is Taramani. I study in XI class. There are lot of things in NINE IS MINE which I saw and learned for the first time in my life. We got to know about how underprivileged children survive and what they want to be in the future. They should get all the comforts. I request the government to provide education and food to all these children.

Taramani, XI, N.P Co-ed Senior Secondary School, Moti Bagh

My experience with Nine is Mine or child rights campaign was really good, exciting and full of experience. On the first day there was a seminar in St Columba's School. We had a good interaction with other children and people from different parts of the country. It was really very nice. On the second day when we went to Mavlankar House, the whole program was awesome. I really liked the Mime Act & the National Anthem in sign language. After seeing these 2 acts we all had goose bumps. On the last day we went to Parliament house, but unfortunately we couldn't see the session. On the whole, it was a really good experience to be part of the Nine is Mine Campaign.

Garima Bhuttan, XI D, Navvua School, Sarojini Nagar

(Annexure VI – Information leaflet)

SATURDAY SKILL SCHOOL

The Saturday Skill School was conceptualized to help equip the students with skills while exploring their talents. Navyug School, Sarojini Nagar, was allocated as the centre for SSS sessions every Saturday. In the academic year 2010-2011, the Saturday Skill School was initiated in the month of November following approval of project cycle in October 2010. In 2011 – 2012, considering the fact that the project for the current academic year had a delayed start, SSS classes were held every Saturday from 2:30 p.m. to 5:00 p.m.

I take drawing classes for the students since it's always been a dream for me to delve into art and search for the unexplored in me. Teaching kids here gives me the zeal to look into art with a new passion all over again and their unconventional and original ideas amaze me everyday.

Pallavi Karnatak, 20, M.Phil (Art) , LSR

The SSS was very popular amongst the students with over 80 students actively participating in the different workshops. The workshops were organized on dance, music, theatre, art, communication skills and basic computer knowledge. The SSS saw active participation from corporate (Nokia Siemens Network and others) employees who volunteered as resource person for workshops on basic computer knowledge and communications. Other workshops were facilitated by volunteers from colleges and some organisations.

I feel it's all about sharing it with the younger generations so they can explore the love for art and expression further and simply represent themselves and their own times.

**Retarpal "Hera" Singh, 29
Dancer & Musician**

SATURDAY SKILL SCHOOL MELA

Every academic cycle, the Skill School culminates into a Mela or an exhibition which gives an opportunity to these children to showcase their work and the skills acquired in the Saturday Skill School workshops. This year (2012) the mela was organized on 11th May 2012, in the auditorium of Navyug School, Sarojini Nagar.

The day was planned as a half day event with workshops on arts like Madhubani painting, paper mache, clay modeling & pottery, theatre, photography and music conducted by experts. These workshops were followed up by performances.

The Saturday Skill School Mela was a success with over 90 students participating in the various art workshops. The most popular workshop was photography, with about 20 students participating in it.

WALL MAGAZINE

A unique platform was created in each school for displaying the expressions of the students. Creative exercises were done in the sessions and the students were encouraged to put up their expressions on the Wall Magazine. This was done on a school display board in the classroom. Posters related to the themes discussed were also put up on the wall magazines. However, due to infrastructural challenges and inconsistent involvement by the students, these could not be maintained for very long.

TECHNOLOGY AIDED PROJECTS

A Contest was designed to give the students an opportunity to think about our city, its problems and to come up with creative solutions for these problems. This was called My City – My Responsibility. The young students made models, charts, presentations and files to represent their ideas in creative ways.

NEWSLETTERS

Newsletter: Exploring ourselves and our society (identity & stereotypes)

The first Newsletter was a follow up of the self exploration workshops which have been designed to talk about and understand our own identities, what comprises our identity, how we identify ourselves in the society, common stereotypes associated with people and how to deal with conflicts and resolving them.

The newsletter had captured the responses from students as part of “What Am I?” activity, their poems, drawings, illustrations of how they identify themselves.

The newsletter also had activities for students to do, like crossword puzzle on identity and stereotypes, an illustrated conflict tree which they can use to understand the conflicts they face in their lives. (ANNEXURE VII)

Newsletter: Nine is Mine Campaign

This newsletter captured the association of the Nine is Mine Campaign with the students. It elaborated on the vision of the campaign, various components like the Nau Kadam Express. Through the newsletter, the delegates from 3 different schools were able to share their experiences and the initiatives they have taken in their own schools. (ANNEXURE VIII)

IN THEIR OWN WORDS

The program makes us aware about our city, our behaviour and mostly the way we think.

Seema Kumari Patel, XI A, Nayug School, Sarojini Nagar

The program made us aware about our rights and responsibilities

Himani Rawat, XI A, Nayug School, Sarojini Nagar

The program helps bridge the gap. The program gave us an opportunity to learn lot of new things. Through the campaign, the voice of the people especially children can be heard by politicians like Prime minister and the chief minister of Delhi.

Varun Chopra, XI A, Navyug School, Sarojini Nagar

The knowledge we gain from Bridge the Gap program is something we are not taught in school.

Bhramjeet, N.P Co-ed School, Ansari Nagar

The most memorable part of this program was to understand what Delhi is for us and what we can do for it?

Manoj Arya, IX B, N.P co-ed School, Laxmi Bai Nagar

I liked:

- The behaviour of teachers
- The way we were taught about being good citizens
- Teach us new things
- Trip to Yamuna River
- Told us about the importance of water

Rajat, IX A, N.P co-ed School, Laxmi Bai Nagar

I liked:

- Visit to the river Yamuna
- Class which taught us how everyone can be a leader.

Anil Kumar, IX B, N.P co-ed School,

I Liked:

- The game where we had to identify our friends
- Making drawings
- Going on the Yamuna walk
- Learning new and good things

Bharat, IX B, N.P co-ed School, Lodi Estate

PROJECT OUTPUTS

No	PROJECT ACTIVITIES	PROJECT DELIVERABLES	PROJECT ACHIEVEMENTS
1	Workshops	96 workshops (each workshop is held for 50-60 students) X 2 years	268 workshops over the span of two year project cycle
2	Skill School	30 skill school sessions X 2 years	68 skill school sessions over the span of two year project cycle
3	Exposures	1 per school visit x 6 schools X 2 years	12 Yamuna walks organized over the 2 yrs of project cycle
4	Film Screenings	2 per school x 6 schools X 2 years	18 film screenings
5	City Level Campaign	1 per year	1 city level campaign – Nine is Mine Campaign which involved students from both the academic cycles
6	Design and printing of newsletters/Flyers / Campaign and other Promotional material	1	2 newsletters printed and 1 information pamphlet on city level campaign
7	Skill School Mela	1	1 skill school mela organized on May 2012 , bringing together about 90 students from 3 schools
8	Technology Component	1 computer with internet connection to be provided to each school giving them access to online and offline educational resources.	1 computer with internet connection has been provided to each school giving them access to online and offline educational resources.

In the current academic calendar, starting April/July 2012, we have already completed over 28 workshops in 3 NDMC schools. The session for the XI grade would begin in July, and we plan to follow the workshops till October.

CHALLENGES

- The key challenge was that we had limited time with the schools in view of the Commonwealth games and Census -2010. The schools were closed during these activities, which delayed the program initiation. The school principals were also reluctant to schedule the BTG curriculum in view of a smaller academic session.

We tried our best to work in the limited time frame by modifying the methodology and tools used for the curriculum.

This also affected the Saturday Skill School as holidays, examinations and other events in the school calendar affected the continuity and consistency of attendance.

- Use of Audio visual media for workshops – The government schools doesn't have access to electricity in classrooms. The schools also lack proper auditoriums / halls with screen making it very difficult to organize film screenings and other media dependent tools.
- Volunteer mobilization amongst corporates was challenging as even enthusiastic and willing volunteers had limitations of work and travel schedules.
- Changes in the administration (NDMC and Navyug) and consequent red tapism caused delays in events like the Campaign and Saturday Skill School Mela.

CONCLUSION

The Bridge the Gap project being implemented in six NDMC schools of Delhi has been instrumental in creating a platform for students from underprivileged communities which allows them to explore and express relevant contemporary issues. It helped them develop skills and inculcate the values and attitudes of active citizenship. The project provided an opportunity to these students to practice these values and skills by doing assignments, role-playing and participating in the Nine is Mine Campaign.

The project tries to make education more relevant to the children's lives by bringing the world into the classroom and allowing the children to discover new worlds. The project lives up to its aims by creating active citizens – young, energetic minds which are sensitive to the world around them. These will be the young leaders of tomorrow.

ANNEXURE I

Lesson Plan -Identity

Objectives –

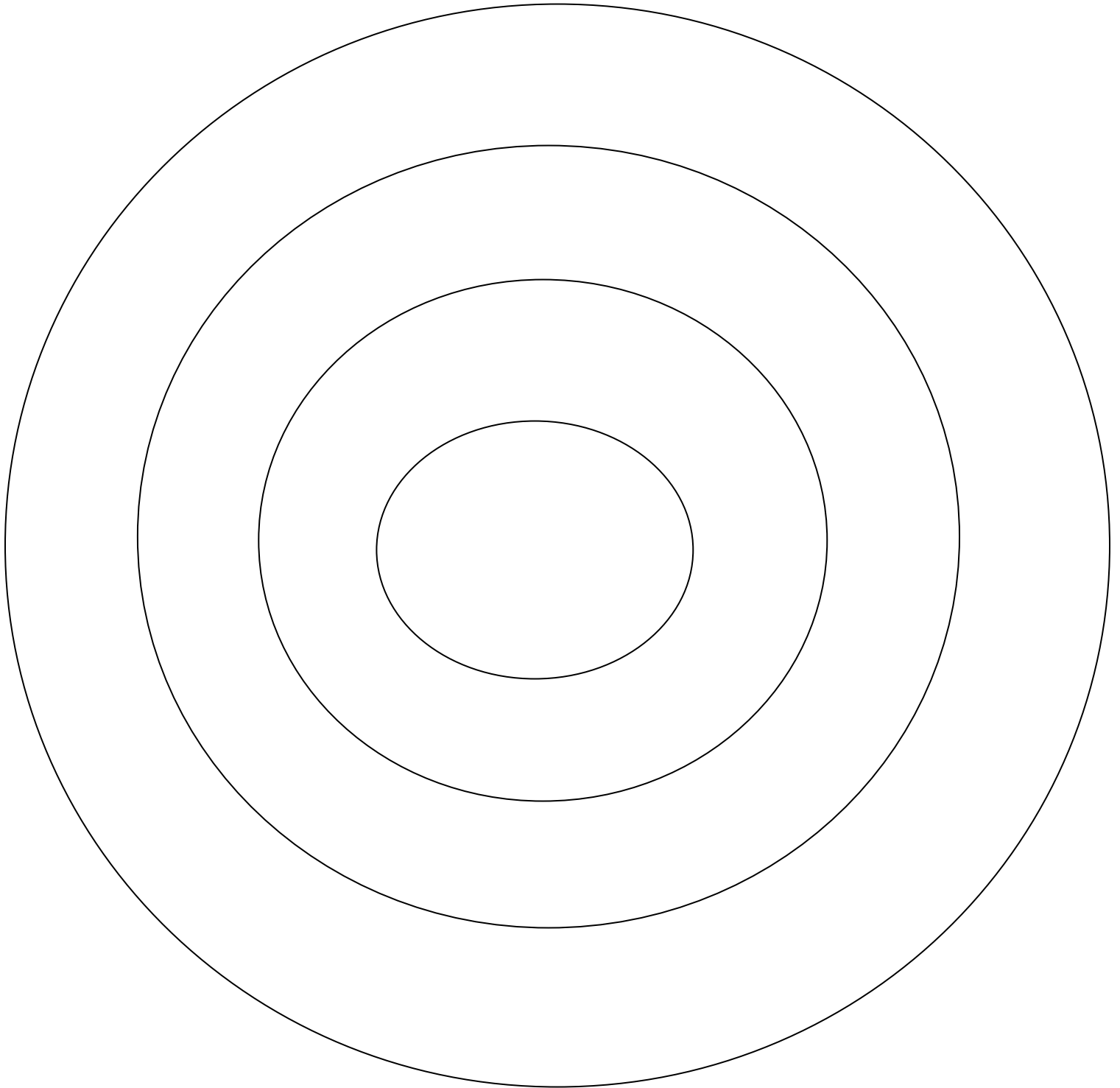
- To understand what identity is and discover self identity
- To understand different aspects of our identity - imposed, induced and inner identities

Duration – 2 sessions (40 minutes each)

Methodology and Content –

Methodology	Content
Self Expression Art / poem The children were asked to express themselves creatively on a sheet of paper using art, poetry, cartoons, etc.	Understanding and expressing “Who am I”?
Game / Activity – Guess the Person One student is sent out of the room. The others decide on one student in the room. When the first student comes in he/she has to ask relevant questions which can be answered in yes/no, to guess the chosen student. The questions help the students realise our perceptions about identity.	Aspects of our identity - imposed, induced and inner identities
Designing our own Identity Maps	Identity keeps evolving with time Our roles in Society and our aspirations

My Identity Map



ANNEXURE II

Lesson Plan – Peace and Conflict

Objective:

1. To understand the concepts of peace and conflict
2. To identify the causes of conflicts - emotions like anger, ego and jealousy
3. To explore alternatives for conflict resolution

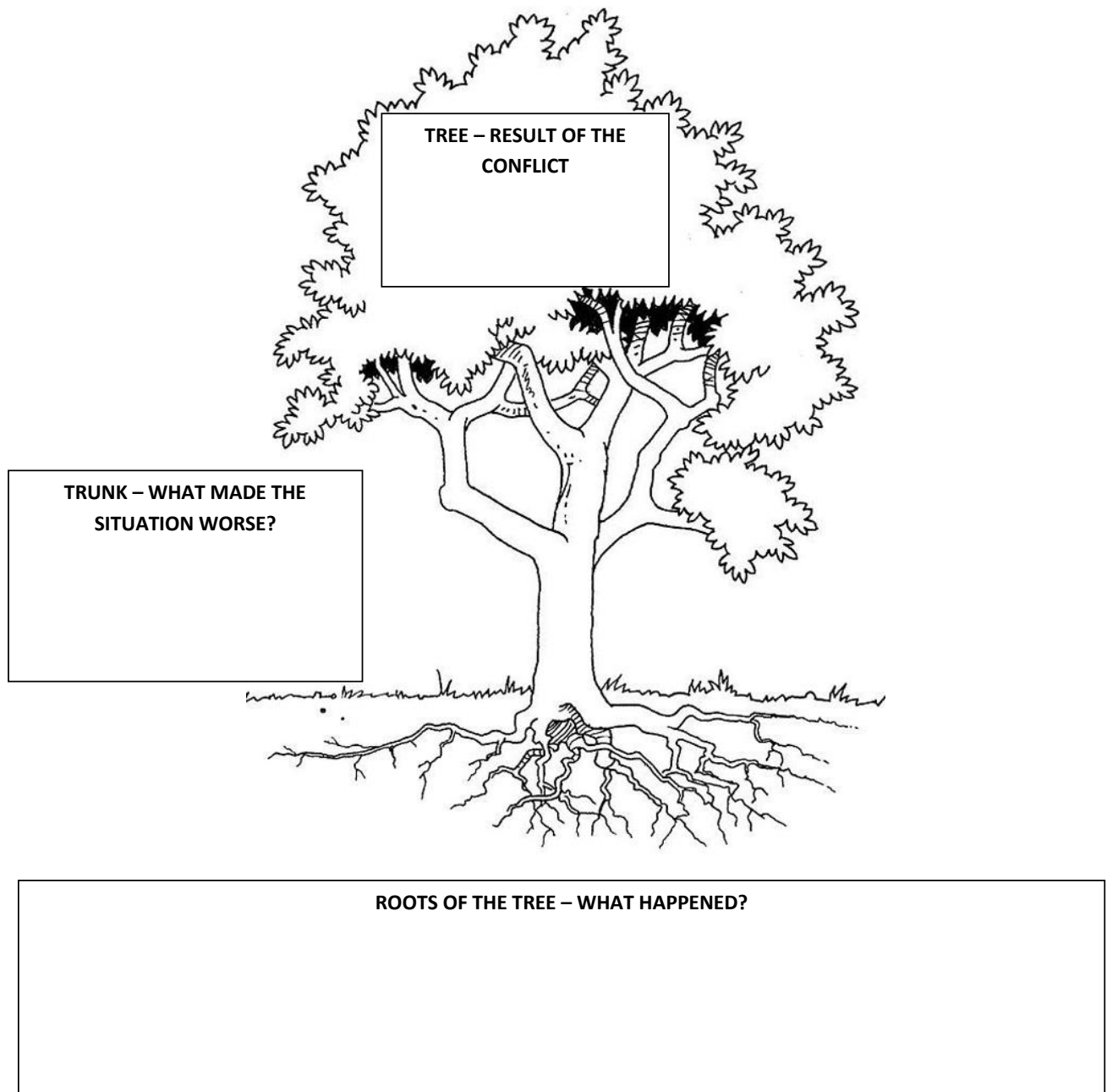
Duration: 2 sessions (40 minutes each)

Methodology	Content
Music Clips - peaceful and calming music, disturbing and war music. Children listen to the pieces and write what they felt or visualized at that time	Understanding the feelings of Peace & Conflict
Group Discussion– Identify conflicts they face and see around themselves	Conflicts in your environment - school, home, neighbourhood, society
Conflict Tree - event (root), escalating factors (trunk), result (tree)	Analysing A conflict
Role Play	Conflict Resolution – methods and examples
Discussion with examples and case studies	When a conflict is good and necessary

Conflict Resolution

Analyzing conflict The Conflict Tree

Use this tree to understand a conflict that happened recently in your life. This will help you to handle similar situations better in the future.



ANNEXURE III

Lesson Plan - Resources

Objective: This workshop on “Resources” is aimed at understanding our natural resources, our dependence on it and how increasing urbanization and development have impacted these.

Duration: 40 minutes

Methodology and Content:

- The group is divided into 4 groups and each group is given one card.
- Each group is given 10 minutes to discuss amongst themselves and present to the larger group.
- After presentation of each group discuss about the situation of each natural resource – water, air, land, forests, fossil fuels, etc in that age.

**Imagine you are living in the year 1961,
and then answer the following questions**

What is your house made of?
Where do you get your water from?
How do you cook your food? (What kind of fuel do you use?)
What are your major modes of transportation?
How is the environment (air, water, forests, etc) around you?
How important is technology in your life & how do you use it?

**Imagine you are living in the year 2061,
and then answer the following questions**

What is your house made of?
Where do you get your water from?
How do you cook your food? (What kind of fuel do you use?)
What are your major modes of transportation?
How is the environment (air, water, forests, etc) around you?
How important is technology in your life & how do you use it?

**Imagine you are living in the year 2011,
and then answer the following questions**

What is your house made of?
Where do you get your water from?
How do you cook your food? (What kind of fuel do you use?)
What are your major modes of transportation?
How is the environment (air, water, forests, etc) around you?
How important is technology in your life & how do you use it?

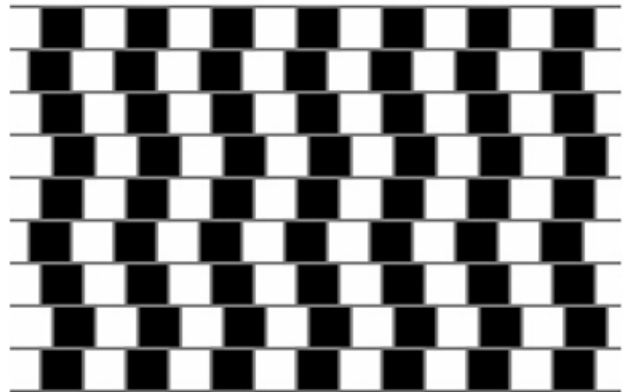
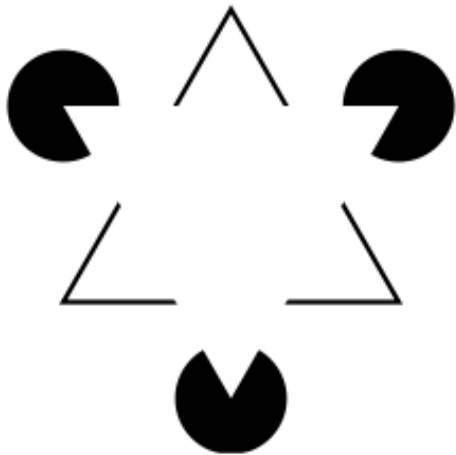
**Imagine you are living in the year 1911,
and then answer the following questions**

What is your house made of?
Where do you get your water from?
How do you cook your food? (What kind of fuel do you use?)
What are your major modes of transportation?
How is the environment (air, water, forests, etc) around you?
How important is technology in your life & how do you use it?



ANNEXURE IV
Some teaching aids used

LESSON	AID
Identity & Stereotypes	Game, Optical illusions, Self Expression through art , poem
Peace & Conflict	Music pieces, role plays
City Planning	Group exercise of stakeholders in city planning
Resources	Group Activity with cards followed by Discussion
Leadership	Visual clips, role plays
Communication	Games
Water	Film screening
Waste	Game & film screening
Problem Solving & Creativity	Puzzles, Activity



Optical Illusions used to talk about perceptions

ANNEXURE V

Testimonials of children – Yamuna Walk

Its aim is to make the people know about their city & I think the right way as we are responsible for the safety of our city eg: through Yamuna Walk

Priya Yadav , XI A, Nayug School, Sarojini Nagar

Most memorable part was when we went to the river banks and saw how the water was being cleaned through the fountain. We also made clay products with our hands, which I really liked.

Govind Kumar Singham, IX B, N.P co-ed School, Laxmi Bai Nagar

The most memorable part of the project was the visit to the Yamuna River, where we learnt how the river is becoming dirty.

Sandeep, N.P Coed School, Laxmi Bai Nagar, New Delhi

This program has made me understand my responsibility towards environment and Yamuna River.

Dilip IX B, N.P co-ed School, Laxmi Bai Nagar

