

Organisation Name: Gubbachi Learning Community

Program Name:

Education Interventions:

- 5 Gubbachi Connect - Bridging out of School children
- 5 Gubbachi Transform - Government School intervention for Grades 1-2-3
- 5 School Learning Programme (SLP) - Government School intervention for Grades 4-7
- 5 Teacher Development

Other Interventions:

- 5 Nutritional support to children
- 5 Gubbachi Enable - families and communities of our beneficiary children

When did the intervention start – Sept 2015 and continues through the pandemic

Location and demographics –

The settlements are largely spread across HSR Layout, Bellandur, Kariyamma Agrahara, Doddakannali Road, Sarjapur Main Road, Kodathi GP, and Muthanallur Cross. The community members in these settlements are migrant workers primarily from North Karnataka, Andhra Pradesh, Telangana, Bihar, Uttar Pradesh, Odisha, Jharkhand, and West Bengal. They fall in the category of unskilled or semi-skilled group who work as construction workers, painters, carpenters, housekeeping, house maids and the like.

Nature of the education intervention

Age of children: 6 to 15 years

Duration of intervention: Sept 2015, during and after lockdown. During the pandemic From May 2020 - ongoing

Why did we take this up? What did we want to address?

Gubbachi Connect: To facilitate the transition of migrant out-of-school children into formal, mainstream schooling by bridging literacy and numeracy gaps and ensure admission to grade appropriate levels.

Gubbachi Transform: To support under-resourced government school by deploying our team of teachers trained in Nali Kali methodology to implement the programme. This initiative steps up from the existing curriculum of Nali Kali and ensures implementation of the same along with plugging in important curricular gaps to provide a strong foundation for children.

School Learning Program: ***This program is started as a response to the pandemic*** The pandemic had shut many children out of government schools resulting in severe learning regression to as much as 2 or more grades lower. Our baseline assessment for Grades 4 to 7 reflects what the study of learning losses due to the shut down of schools by Azim Premji Foundation has shown. This program was initiated in January 2021 with an aim to mitigate the receding learning levels of Government school children in the peri-urban areas around Sarjapur Road, Bengaluru, and thereby, retain students from dropping out of the school system altogether.

Gubbachi Enable: To strengthen the identity of migrant workers as well as empower the whole community by ensuring access to basic amenities such as healthcare services, documentation, and welfare benefits.

Who did we work with?

Out of School Children - Children not enrolled in schools and in need of Bridging to mainstream schools or older children directly into High schools. Mostly migrant children

Enrolled children grades 1-7 in Government schools

Migrant communities/families

What are the actual learning areas we worked on

Foundational literacy and numeracy for children in need for bridging. Grade level learning for enrolled children. Across the curriculum and academic subject areas.

Who were the beneficiaries (intended and incidental)?

Out of school migrant children, Government school children of grades 1 to 7(ages 6-15) in the peri-urban areas around Sarjapur Road, Bengaluru. Children pursuing NIOS track through English medium learning at Gubbachi. Children pursuing SSLC, who are being bridged from being Out of School directly into High school in Kannada medium

Program Details- during the Pandemic:

Retaining contact was critical as the children in these communities are vulnerable to dropping out. From May 2020 to Oct 2020 teachers visited children in their communities (once to twice a week till November 2020). This was supplemented by phone sessions with the child. The in person contact sessions were particularly useful in filling gaps for early learners and/or children without smart phones.

After November we started full day classes like any regular school day splitting the groups for reasons of safety. We rented sheds wherever school space was not available and in government schools where space was available.

In the November 2020-April 2021 period children made headway in their learning and we were hopeful about mainstreaming some of them once schools re open. This period also saw a spike in enrolments to the bridge in the Kariyamma Aghara community centre, as we operated from inside the community, making our work visible. Clearly many families had migrated back for livelihood and children in these families had seen a disconnect from school. With the local Govt. school closed some students from there too joined the program.

Amidst the madness 3 children completed their 10th Grade through NIOS in English Medium with flying colours.

Gubbachi Transform:

May 2020 – bi-weekly, level specific worksheet distribution to children of class 1 to 3 (Nali Kali) in 4 Government Schools in the Doddakanelli cluster – Kodathi GHPS, Sulikunte Dinne GLPS, A Krishnappa Nagar GHPS and Mullur GHPS.

August 2020- Teachers engaged with small groups near their homes. Spaces where children could work were identified.

September 2020 – As Vidyagama was announced, Grades 1-2-3 were engaged with half a day. Learning gaps due to the break had been more or less covered with the practice, and children were inching back to the cycle of learning. We started engaging with the children for half a day.

Worksheets were distributed to 37 schools across Bengaluru for stemming regression.

October 2020 - Vidyagama was stopped. We hired spaces and continued half day classes. A house was rented in Kodathi. A choultry was identified in Mullur, the Panchayat opened up the Samudaya

Bhavan in A Krishnappa Nagar and Sulikunte Dinne. About 40 children from a community of BBMP contract workers used to attend Sulikunte Dinne GLPS pre-pandemic. Parents of these children and the community team built a shed for the children to study in the community space at Doddakanelli.

January 2021 - with increased enrolment we started full day engagements with children. This continued till April 8th and has restarted from mid-june 2021

School Learning program:

In October 2020 we realized the full-blown regression crises for children enrolled in Grades 4 to 7 in Government Schools. Children were at 3 grades below their enrolled grade level. (This study was also corroborated by Azim Premji University's Learning loss study published in Jan 2021)

We initiated assessments of children in three schools and recruited and trained teachers for the specialized needs of the children.

In Jan 2021 around 60+ children were enrolled into this program and continued engagement in person till April 8th and on-line post that.

Teacher Development:

Our engagement with the capacity development of teachers themselves never stopped. Last year we had two experts training our teachers in critical areas – Gender and Sexuality by Samavada and Read Alouds in the Classroom by Thejaswi Shivanand.

During April 2021 to date we have had a series of internal training sessions in all programs along with the Samavada training for new teachers and building expertise in English teaching/learning. Our online training calendar will continue irrespective of the pandemic situation on ground

Nutrition Support:

Since July, Gubbachi focussed on providing nutritional supplements thrice a week to children. Children were given boiled eggs, bananas and nutrition bars (packed with natural high nutrition foods like dates, nuts and millets).

Since January 2021, children were served lunch from Adanya Chetana along with the above mentioned nutritional supplements.

Gubbachi Enable: With support from 33 trained volunteers, we assisted the Primary Health Care Centres at Doddakannali and Kodathi, to map active COVID-19 cases and evaluating the health status of 40 communities. We regularly tracked the well-being of the community to ensure health-related issues are addressed.

During lockdown:

- Ration support
- Cash transfers
- Awareness on COVID-19 guidelines
- Mask, Sanitizer and Blankets distribution
- Travellers' support & nutrition at police stations
- Nutrition & educational support to children
- Health and well-being for conditions other than COVID

Interventions post-lockdown:

- Awareness on COVID-19 guidelines
- Awareness on WASH
- Discussions on identity related issues, social security benefits & health in small groups
- Awareness on domestic violence, alcoholism, child labour, child marriage, financial literacy and Livelihood
- Coordination with Primary Health Centres
- Identification of OoSc
- Nutrition & educational support to children

Outcomes:

Education Engagement Summary (April 2020-March 2021)

<i>Gubbachi Connect- Bridge Program</i>	125
<i>Gubbachi Buds</i>	
<i>Early Child Care</i> <i>(a brief engagement of 3 months for ages 5-6 years)</i>	59
<i>Gubbachi Transform – Grades 1-2-3</i>	242
<i>School Learning Program – Grades 4-7</i>	145
Total	547

Community Engagement Summary (April 2020-March 2021)

No. of Communities	42
No of Families	2031
No of individuals	7270

What were the challenges?

The outbreak of the pandemic in March 2020 took us by surprise. Preventive measures led to lockdowns, school closure, and reverse migration.

This brought forth the following challenges:

- Gubbachi programme is designed to provide holistic development to children, but due to the pandemic sports, dance, field trips and leadership camps had to be cancelled. This resulted in lack of in-person engagements hampering socio-emotional opportunities that the children had for self-expression, self-discovery, and social and emotional growth. However, we ensured that Art remained a part of the curriculum.
- Restart efforts to wean back children from child-labour to academic engagement
- Assess availability of mobile devices among children and the best mode of conducting virtual classes. We began academic engagement over the phone from April 2020. The teachers scheduled classes when the parent with the phone returned

- home after work. Some students had their classes late in the evenings or over the weekends. A lot depends on the parents' responsiveness in ensuring this happens
- In many cases where parents do not own a smart phone, the teacher couldn't send images of videos, study material or worksheets or receive completed work from students in the form of pictures/audio/video. In such cases, the teachers find themselves severely handicapped and have to design lessons that can be taught orally through voice calls. Also teachers copied material and sent as text messages. This was feasible for those children who were at early foundational levels and texts were not too lengthy.
 - Even if students possess smartphones, keeping their batteries charged and having a sufficient data plan to accommodate their and their siblings' online classes is a challenge. Scheduling, where there are two or more siblings used the same device across different teachers and subjects, posed great restrictions on the progression that could be made.
 - The National Institute of Open Schooling (NIOS) exams were cancelled, and results were announced (based on previous submissions and exam performances). This was a great disappointment for the students as they were spending time prepping for these exams. While two of the students were awarded marks that were average scores, one was given a low 54% in accountancy. He confidently opted for sitting again for the On-Demand Examination in Accountancy in October 2020 and scored a 79%. Uncertainty among students regarding final exams as six ProActive (SSLC stream) children were getting readied for Grade 6 and completing their fast-track learning programme covering at least 2 grades per year. But there was no communication on the exam schedule due to lockdown and school closure.
 - There is a group of students with whom we have lost connection due to various reasons such as relocation to their villages, change in phone numbers, and other challenges brought forth by the pandemic. The migrant families continue to remain in a state of flux with regular visits to their villages causing disruption to the online classes.

Community Challenges:

- In March 2020, as we were ready to start our interventions encompassing various aspects of the migrant communities living around areas off Sarjapur Road, Bangalore, the rapid spread of the pandemic led to lockdowns and closure of schools resulting in reverse migration as our target community primarily consists of construction workers. This paused the implementation of various plans.
- The panic among the migrant families during the lockdown took them back to their respective villages, but as restrictions eased, gradually they started returning back to the city. The immediate concern was source of livelihood. Most commercial activities had come to halt resulting in irregular work and rampant cuts in wages

And what would you do different now, if you had to do it again?

- With the pandemic seems to be a reality, on the Academic front we plan to ensure that there is continuity of learning through Community Learning Centres in the vicinity of the child. The focus is in-person classes to ensure socio-emotional learning along with academic progress. With the above guiding factor we plan to address on the field.
- We anticipate an increase in strengths in both centres as a fall out of migrations and school closures and hence increased enrollments.
- At the same time, we will start enrolling children ready for mainstreaming, awaiting school re opening across the state.

- As the bridge program grows in strength due to disruptions on lives of migrant families we plan to keep the preschool program running as well in sync with requirements

Community:

Taking inspiration from the impact we were able to create during the past year, we will:

- Continue our COVID-19-specific interventions till the situation normalises.
- Strive to enrol community members for various social security schemes
- Continue nutritional support for the children from these communities
- Extend the support to these families for better health conditions
- Continue to collaborate with Primary Health Centres
- Continue to identify OoSC and get them back to mainstream education
- Continue to link better livelihood opportunities to youth in these communities
- Continue to facilitate better financial literacy and financial condition
- Continue to spread awareness against domestic violence, child labour, child marriage and alcoholism