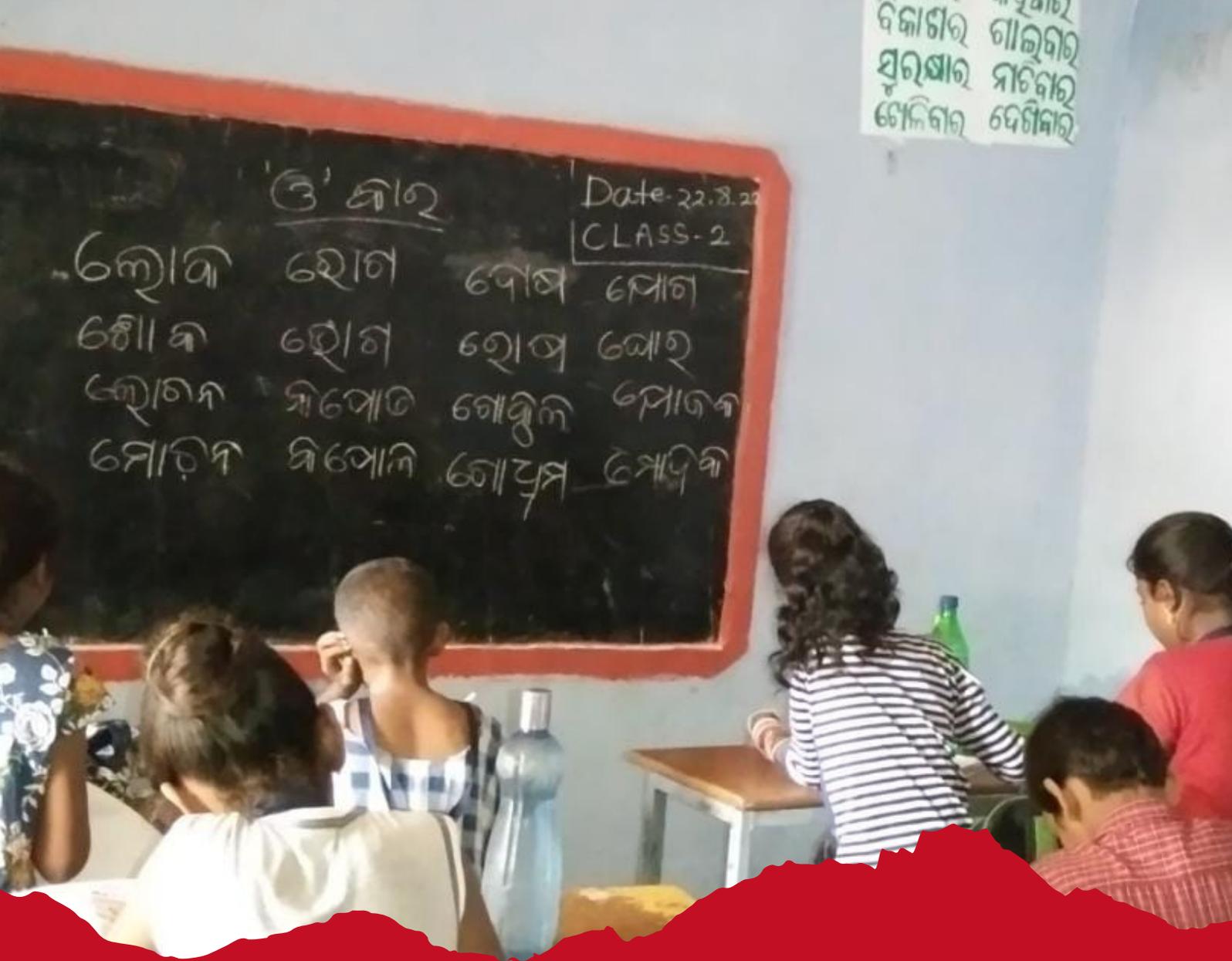


Promoting Quality Education





Who We Are?

IEWS (Voluntary Integration for Education and Welfare of Society) is a grassroots not-for-profit organization and works on Quality Education, Sustainable Livelihoods and Climate Change & Disaster Risk Reduction. It has been working since 2008. VIE-WS has been working with different national and international agencies and the government on various high-impact projects for the past 14 years, enhancing the wellbeing of communities.

To provide quality education, IEWS has been working relentlessly in India's rural, urban and educationally backward areas. Its work strongly aligns with Sustainable Development Goal 4 (SDG 4), 'Right to Education Act' or 'Samagra Shiksha'. IEWS works with government, community and village-based community teachers called as 'Bala Mitra' to ensure every vulnerable child in remote villages and urban slums is enrolled in government school for mainstream education.



Our Vision

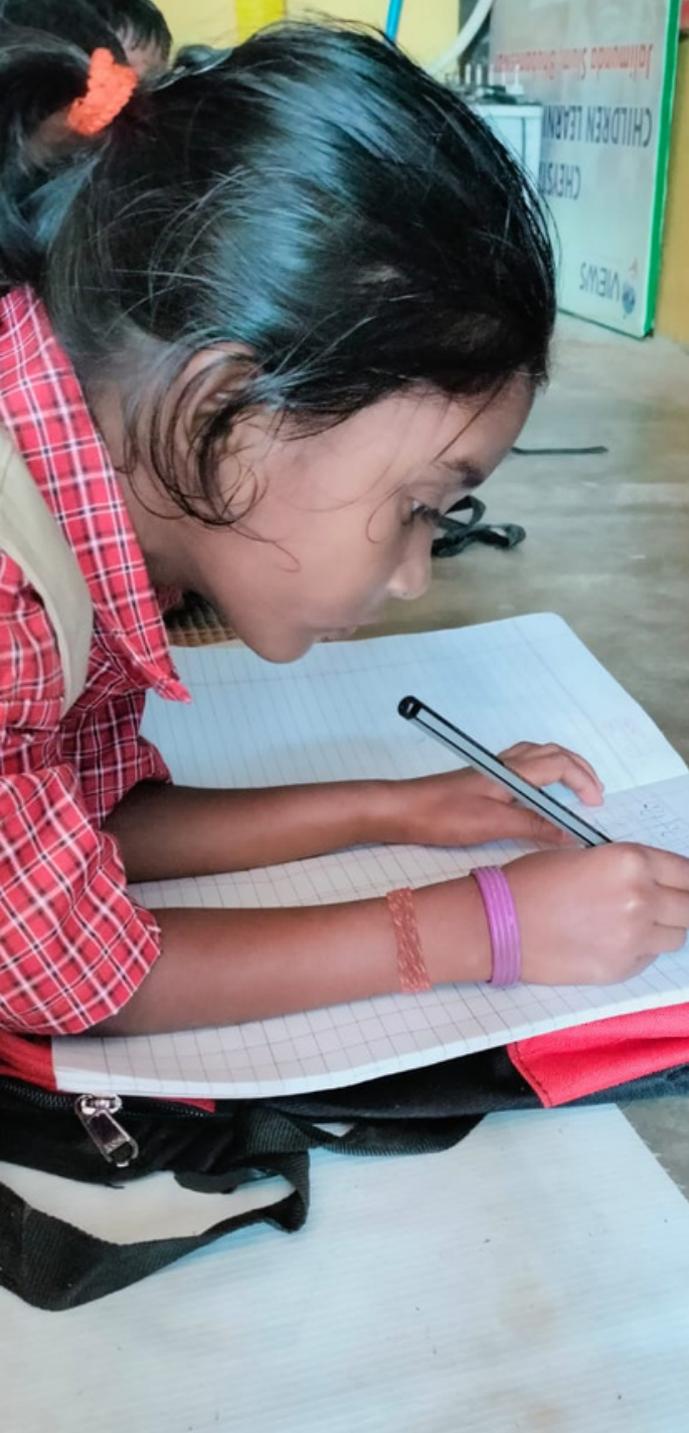
A self-reliant Odisha where communities thrive in peace and dignity.

Our Mission

Empowering vulnerable communities to improve their quality of life.

Operational Area





Background

- Odisha is the eleventh largest state in India with approximately 42 million people, most of them live in rural areas with only 17 per cent living in urban regions.
- Odisha has the third largest tribal population in the Country. As per Census 2011, 40 per cent of the population in Odisha are Scheduled Tribes and Scheduled Castes. The state is home to 13 particularly vulnerable tribal groups.
- 32.6 per cent of the population lives under below the poverty line.
- The State is disaster prone to cyclones, floods and drought.
- Odisha has the highest newborn mortality rate in the country at 32 per 1000 live births (Sample Registration System 2016).
- The maternal mortality ratio is 180 maternal deaths per 100,000 live births.
- Around 800,000 children remain partially immunized or un-immunized, majority of these in 14 tribal dominated districts.
- Food insecurity remains a sensitive risk, especially among the most disadvantaged tribal groups, with tribal children bearing a higher burden of stunting and severe wasting.
- The poor nutritional status of women and adolescent girls remains a significant contributor to child stunting.
- According to the National Family Health Survey (NFHS) 4, an estimated 52 per cent of adolescent girls aged 15-18 years are chronically undernourished.
- Around 51 per cent of women aged 15-49 years are anaemic.
- Children's vulnerability among most marginalized groups deepens with high levels of poverty, rigid social norms and cultural practices, displacement of families, frequent natural calamities and the presence of Left-wing extremism.
- Children in child care institutions, children in need of care and protection and those in conflict with law require special attention. Child labour and violence against children continue to persist.
- Odisha's challenge in education is the quality of learning and the sharp drop-off in enrolment at the middle and secondary school levels.
- Strengthening the teaching process and the quality of transaction between teachers and students is an important requirement, while the state continues to emphasize regular attendance and getting all out-of-school children back to school.
- 20 per cent of children aged 3-6 years do not access any type of pre-school.

- An estimated 6.1 million children are out of school in India.
- Out of 100 students, 29 per cent of girls and boys drop out of school before completing the full cycle of elementary education, and often they are the most marginalised children. (Source: SRI-IMRB Surveys, 2009 and 2014)
- Around 50 per cent of adolescents do not complete secondary education, while approximately 20 million children not attending pre-school. (Source Rapid Survey of Children 2013-2014 MWCD)
- Half of primary school-going children – which constitutes nearly 50 million children – not achieving grade appropriate learning levels. (Source: National Achievement Survey, NCERT 2017)

Our Goal

Our goal is to make quality education accessible to every child in Odisha.

Our Approach





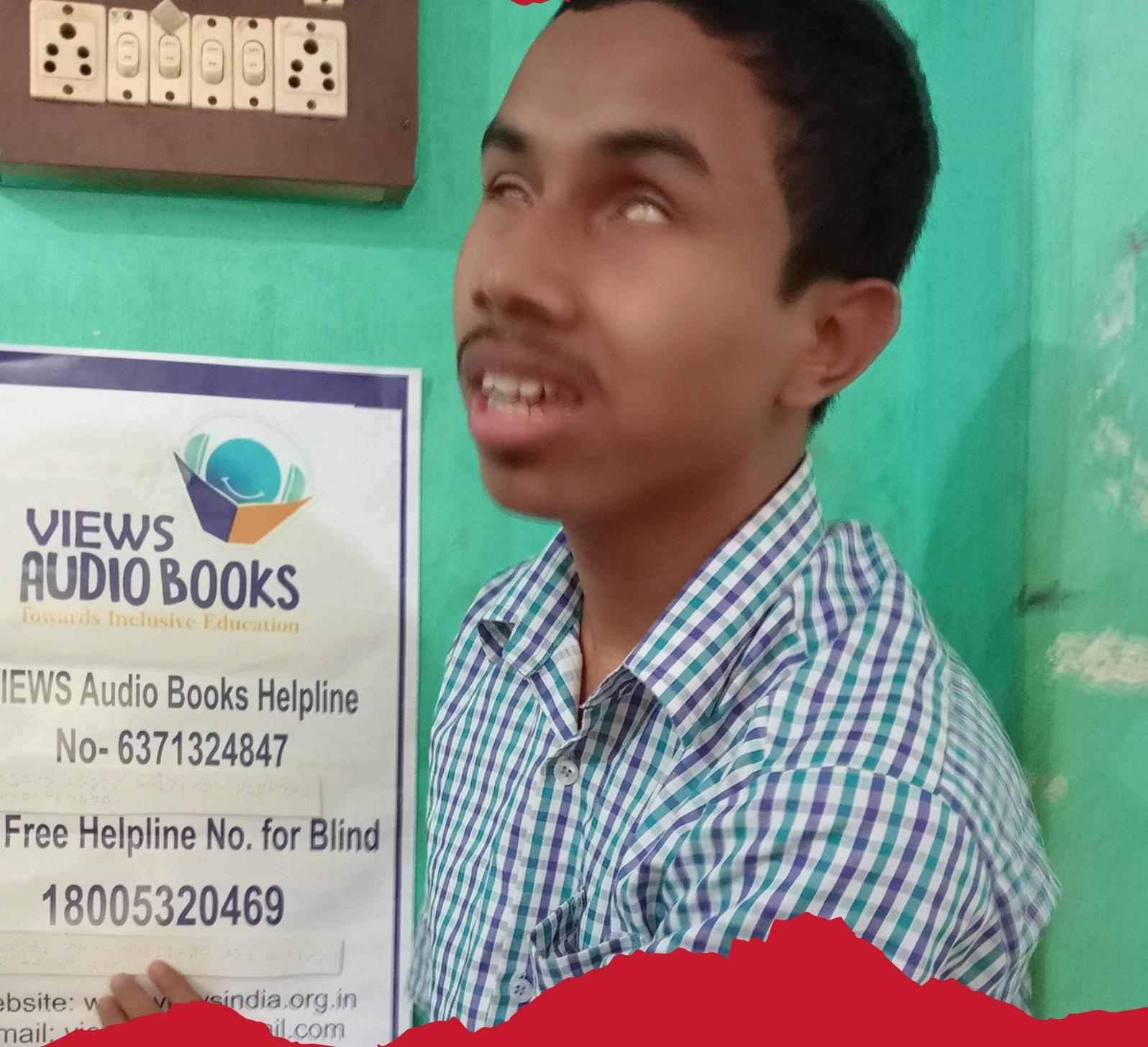
Girls Education in Ragpicking Community

One of the vulnerable and disadvantaged children in urban slums are the wards of ragpickers. Although most of the children are enrolled in government schools, many of them are not regular. Also, many of the students are not studying sincerely at their homes. The atmosphere in the slums is also to blame for this. There is no proper guidance from their parents as they are illiterate or not less literate. To address the issue and help the children in their education, VIEWS is running Children Learning Centres in 5 slums in Bhubaneswar, the capital city of Odisha, India.



Children's Education

Disadvantaged and vulnerable children from Scheduled Caste (SC), Scheduled Tribe (ST), migrant and fishing communities residing in urban slums and rural hamlets of Odisha are being provided quality education through the Children's Learning Centre established by VIEWS. Trained teachers impart education to these children through activity-based learning and games making it an enjoyable experience for the students so that they look forward to coming to school every day. The teachers also provide awareness on child rights, right to education, personal health & hygiene in the community to encourage parents to continue sending their children for education and to decrease the dropout rate. VIEWS has promoted mothers' groups and been conducting regular parents-teachers meetings. It also makes effort to enroll students in government schools so that they could access mainstream education.



Audiobook Project

Children with visual impairments face disproportionate challenges in learning and by the time they reach college, they are significantly under-represented in science, mathematics, and other disciplines. In the schools for the visually challenged in Odisha, students continue their struggle to learn not only without sight but also without textbooks. VIEWS has been developing audiobooks from Class 6 to Post Graduation for the students as per the state curriculum. Our team has been establishing audio libraries at schools, providing training to teachers, parents, and students on the use of audiobooks, uploading audiobooks in the national library SugamPustakalya and addressing the needs of the visually impaired students through a dedicated helpline.



School for the Blind

IEWS in collaboration with the Odisha Association for the Blind has been running a model school for the visually impaired students in Bhubaneswar. This school has classes from 1 to 8 and is managed by trained teachers who, besides regular subjects, are also educating the students on music, mobility, digital literacy and personal health & hygiene for the overall wellbeing of children with visual impairment.



Adolescent Education

IEWS has been providing holistic education to adolescent girls in slums of Bhubaneswar. The overall project goal is to inspire and empower disadvantaged adolescent girls to transform their lives. Under this, project, IEWS is providing remedial classes to dropouts, career counselling, skill training, personal development training, etc. The project is providing right training and support for disadvantaged adolescents to identify and achieve their personal and professional goals by using inspiring stories and move into sustained employment and access further education or job-based training. Thus it is creating change agents to put their ideas into action and encourage culture of social entrepreneurship among the girls through on-ground experiments.



Digital Literacy

Adolescent girls from underserved communities in Odisha who do not have access to education and opportunities to develop employability skills are provided computer education through Social Capital Credits model. As per this model, students can earn the credits by mentoring or tutoring two younger children, thrice a week that they can redeem for KidsWhoKode Digital Literacy classes. This is achieved through the learning centres that we have helped set up, which are equipped with laptops and low-cost tech solutions such as the Raspberry Pi, libraries and digital literacy trainers. Digital literacy is also being promoted among youth and PWDs, through six Digital Literacy Centres in urban slums and rural areas. More than 600 participants from Class 8 to Graduation have completed the digital literacy programme course.



Sports for Change

'Sports for Children (S4C)' initiative aims to use sports as tool for progress and leverages the potential and capacity of sports to foster inclusion and bring young minds together. As part of this initiative, VIEWS empowers children and youth from the urban slums and disadvantaged communities by channelizing their energy towards games and sports. We identify, train, and nurture talent and push them to achieve excellence in sports while providing opportunities for sports and physical education. It is an approach based on the belief that game or sport is an effective way to help achieve larger development goals. Over the past 14 years, we have been able to successfully reach out 1500+ youth and children through various sports.



Key Achievement

- 600+ Children from Ragpickers' Community being provided quality education
- 5000+ Adolescent girls' life improved through holistic education
- 6000+ slum children provided quality education in urban slums
- 3000+ adolescents learned basic computer skills through digital literacy training
- 50+ students provided education in School for the blind in Bhubaneswar
- 6000+ visually impaired students benefitted through Audiobook Project

Collaboration



Our team had a great experience working with VIEWS for the last three years. We worked in the coastal fishing villages of Ganjam district, teaching spoken English and computer to to students. We trained the youth on teaching meathods, conducted career counseling and personality development sessions. I learned a lot about mobilization while directly working with poor children, women and youth.

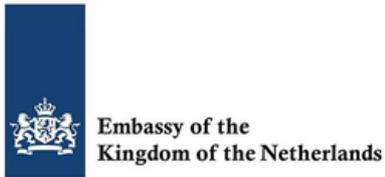
Lauren Matranga
International Project Director
A chapter of University of Texas, Austin

After introducing the goals and expectations of the micro-projects, we divided the students based on village, assigned one or two Nourish interns to each group, and got to work. We hope that the project has inspired the students to continue enacting positive change throughout their lives.

Elizabeth Dennis
Student of the University of Virginia Tech



Partnerships





Legal Status:

- **IEWS holds a Special Consultative Status under UN's Economic and Social Council (ECOSOC)**
- Registered under Societies Registration Act XXI of 1860 vide number GJM No: 7781 of 2008-2009 on 4th April 2008.
- Registered under Foreign Contribution Regulation Act FCRA 1976 vide Registration Number, 104910201, dated: 22/03/2012.
- Registered u/s 12AA of the Income Tax Act 1961 vide no: 38/2012-2013, dated: 10.08.2012.
- Registered u/s 80G (2) & (5) of the Income Tax Act, 1961, vide no: 206/11-12/2012-2013, dated: 10.08.2012.
- Permanent Account Number (PAN) AABTV0563A.
- Tax Deduction Account Number (TAN) BBNV00240C.



Recognitions

- Received South Asia E-NGO Finalist Award from Digital Empowerment Foundation towards inclusive education for visually challenged students in 1st February 2020.
- Received Bharat Vikash Award for Sustainable Development by ISE, Bhubaneswar in 2015.
- Received Kalinga Pratibha Award from VHP at Bhubaneswar towards contribution in social entrepreneurship.
- Received CSR Award from Change Lives Foundation at Kolkata in 2014.
- Received Spirit of Humanity Award for contribution in the field of Education.



Contact VIEWS

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