Shine On is a celebration of the ten-year journey of AIF’s Learning and Migration Program. This book is a visual and testimonial tribute to the collective will and triumph of children in communities affected by seasonal migration in India. It is a narrative of their daily struggles that seldom capture world attention. It is the story of real positive change in the lives of children who are eager to achieve it, if only given a chance. It is an exploration of the wealth of intelligence, creativity, and resolve despite the grueling adversity that forms the background in which these children grow.

This collection of 115 photographs, taken over a period of ten years by eminent photographer Prashant Panjiar, records the schooling of children in migration-prone settings in India where the American India Foundation’s Learning and Migration Program (LAMP) has blazed an amazing path forward. The children you meet in these pages are a fraction of those who lead marginalized lives in India. In each photograph, in each face you encounter, there are glimpses of determination, moments of joy — signs that even when there is nothing else, there is always hope.

Shine On celebrates that hope. For, while there are millions of children affected by seasonal migration, there are millions of Indians today who can engage with the reality that speaks through these pages, that have the resources to catalyse the much needed change which will light up the imagination and let it shine on.

This unique book will be of interest to development professionals and practitioners, educators, policymakers, researchers, as well as organizations working in development, child rights, cross-cultural studies, and educational policy. Aficionados of photography for social change, photographers and photo-journalists will also find this to be a collector’s volume.

A self-taught photographer, Prashant Panjiar has amassed an impressive number of accomplishments in a career spanning close to four decades in photography. He spent nearly twenty years as a photojournalist and editor in mainstream media at Patriot newspaper (1984-1986), India Today (1986-1995) and the Outlook Group of Publications (1995-2001). Since 2001, Panjiar has been working independently specializing in reportage, editorial and documentary photography. He has served on the jury of the World Press Photo Awards in Amsterdam in 2002, the China International Press Photo Competition in 2005, and the Indian Express Press Photo Awards. Panjiar is Co-Founder and Managing Trustee of Nazar Foundation, a non-profit trust dedicated to the promotion of the photographic arts, and the Delhi Photo Festival, where he serves as one of the Creative Directors. Panjiar has documented LAMP for AIF from its very inception through today. Panjiar’s work can be viewed at www.panjiarphoto.com.
SHINE ON
10 Years of American India Foundation’s Learning and Migration Program

PRASHANT PANJIAR
In the early days of the American India Foundation, we made a bold, even audacious, commitment to undertake the challenge of making the disaster relief of the 2001 Gujarat earthquake fully inclusive of every person affected in every small corner of Gujarat. It was during this time that we also developed one of AIF’s organizational cornerstones — identifying the gaps among the international aid community, the bilateral and multilateral agencies, the civil society sector and government bodies of India — and working tirelessly to bring innovative solutions with demonstrable impact. We are pleased to present *Shine On*, a celebration of ten years of our flagship education program, the Learning and Migration Program (LAMP).

The remote desert district of Kutch is the largest salt producing district of India. Kutch is also the largest district in terms of size, of which more than half is uninhabited desert. Here we discovered the phenomenon of distress seasonal migration — an issue that impacts up to 70 million people in India, but for which there had been little to no attention despite its staggering impact on families and their children. In Kutch, some 50,000 families migrate seasonally every year for their livelihood due to the lack of accessibility and availability of work. Their children leave school to work on salt pans in frightening conditions. And in some areas of Kutch, the closest schools are 12kms away from the closest village.

We planted the seeds of LAMP by constructing a single makeshift school of the most basic construction material adjacent to a sugarcane harvesting worksite. These humble beginnings make us especially proud at our accomplishments on the heels of LAMP’s 10th year anniversary. From this simple foundation, we’ve evolved our focus in numerous ways — from access to quality to governance; from seasonal hostels to bridge classes and school management — to bring these otherwise neglected communities with the light of education, and the promise of a different way of life for generations to come. As of this writing, LAMP has provided more than 352,000 children with access to a continuous, high quality education. We are aiming to target one million beneficiaries over the next five years.

As we hope the following pages of *Shine On* will attest, LAMP is about much more than us. LAMP is a story of the collective will and triumph of thousands of individuals — children, parents, teachers, community elders, volunteers, government officials, NGO leaders and their staff, donors, and supporters — in bringing about real and lasting hope for a brighter future.
More than 70 million people migrate every year for work in India, of which an estimated 15 million are school-aged children. These migration patterns have a seasonality that coincides with the school year, keeping migrant children away from the classroom and intensifying the risk of them dropping out of school upon their return. Ten years ago, there was little knowledge about the phenomenon of seasonal migration, and even less about its effects on children. The issue was not on the agenda of education policymakers. As it was yet to be shaped as a challenge worthy of national attention, the absence of any concerted effort on understanding seasonal migration yielded inefficient interventions for education of migrant children.

Over the past decade, the American India Foundation has worked extensively with communities impacted by seasonal migration due to livelihood distress, ensuring access to a continuous quality education for the children of these communities through the Learning and Migration Program (LAMP). Today, LAMP continues to create valuable insights on seasonal migration and inclusive education. A journey that started with a few worksite schools (Sikarhals) continues to evolve into a program that seeks sustainable solutions for education of children in migration-affected communities.

**Getting Children to School**

In the first phase of LAMP, the critical challenge was to overcome the seemingly intransigent issue of school dropouts and those who had never before enrolled, and ensure that these children gained access to education. This pilot phase resulted in interventions in both the villages from where families migrate (sending areas) and the worksites to where they migrate (the receiving areas).

AIF set up worksite schools – simple spaces where children could come learn, play, and start to reclaim their childhood – in the harsh, even hazardous, environments of brick kilns, salt pans and sugarcane plantations. During AIF set up worksite schools – simple spaces where children could come learn, play, and start to reclaim their childhood – in the harsh, even hazardous, environments of brick kilns, salt pans and sugarcane plantations. During

Ten years ago, there was little knowledge about the phenomenon of seasonal migration, and even less about its effects on children. The issue was not on the agenda of education policymakers. As it was yet to be shaped as a challenge worthy of national attention, the absence of any concerted effort on understanding seasonal migration yielded inefficient interventions for education of migrant children.

After initially funding the hostels directly and working closely with the local communities, in recent years the local government began funding the hostels, enabling AIF to transition to a role of technical assistance partner (overseeing the implementation) and enabling us to increase our scope and introduce new areas of focus within the LAMP paradigm. In the state of Odisha, AIF and its partner Lokadrusti trained local staff, partners, and community members, and monitored the hostels funded by the government of Odisha, reaching 11,000 children in 4 districts.

**Quality and Governance**

In the first phase of LAMP, our experience and growing expertise revealed that the importance of community engagement was a critical success factor in the educational process. Furthermore, many families and their children were experiencing a similar fate to the migrant families even for those attending school: literacy levels were consistently low, students were not learning at grade level, with many students unable to read, write, or do basic arithmetic after several years of schooling. Meanwhile, the Parliament passed the landmark Right to Education (RTE) Act in 2009, ensuring the fundamental right to education for all children in India.

Based on these factors, LAMP extended its work to all children in migration-affected geographies, increasing the participation of the entire community. AIF’s participatory approach to community engagement started showing results in the form of caregivers, relatives that kept the children of migrating parents, with only the most disadvantaged children staying back in seasonal hostels.

As a community-based program, LAMP evolved quite naturally to expand its focus with the community on the effective implementation of the RTE Act and improving the quality of education inside the government school system.

Demystifying quality

47% of children in Grade 5 cannot read Grade 2 text (ASER 2006); 52% of children in Grade 5 cannot read Grade 2 text (ASER 2014).

Since the first Annual Status of Education Report (2005) was published by the education NGO Pratham, the disconcerting state of learning levels across the country has fuelled serious debate on the quality of education. The last decade has seen a tremendous effort towards universalising education. Enrolment figures have steadily increased since this time, with more than 96% of children enrolled in school. The UNESCO report on Education for All mentions that “India made marked progress, increasing its net enrolment ratio significantly”. School infrastructure has shown significant improvement: schools with electricity have more than doubled, more than half of the schools in rural areas have functional girls’ toilets compared to less than a third just five years ago. Of course, with the RTE Act, education is now a fundamental right for every child. Despite all these improvements, those in learning outcomes are thus far proving to be elusive. The annual ASER surveys have not shown any Active participation of the community in running these hostels ensured their ownership. Consultations with the local community were a key step for the processes at the seasonal hostels. Information related to the children (schedule, daily menu), parents, and the facility (such as expenditures) was prominently displayed for everyone to see. All these efforts were carefully documented for the program to be scaled up while maintaining operational quality and effectiveness.

AIF’s advocacy of these issues garnered support from civil society and demonstrated the solutions successfully to the Government at a national level. In 2013, the National Commission for Protection of Child Rights (NCPCR) invited AIF to the National Level Expert Group on seasonal migration.

Over the past decade, the American India Foundation has worked extensively with communities impacted by seasonal migration due to livelihood distress, ensuring access to a continuous quality education for the children of these communities through the Learning and Migration Program (LAMP). Today, LAMP continues to create valuable insights on seasonal migration and inclusive education. A journey that started with a few worksite schools (Sikarhals) continues to evolve into a program that seeks sustainable solutions for education of children in migration-affected communities.
increase in reading or math levels. The National Achievement Survey conducted by the Government “confirms the findings from a number of other studies such as ASER, Educational Initiatives... and identifies learning as the big challenge facing Indian education”7.

In our experience with children from migrant communities, building student confidence is one of the key factors to a successful learning intervention. Many of these students - largely first-generation learners - are often told that they are incapable and cannot learn. The migrant parents are told the same. This reinforces their belief that education is not meant for their children. A good education must overcome this barrier and encourage children to express themselves and think freely, without any fear, without any apprehension.

In some LAMP villages, where female literacy even today is as low as 30%, we tackle the challenge of basic literacy at the primary level. In LAMP, we start where the child is and teach at her/his level, rather than imposing the grade-level curriculum. LAMP’s Learning Enrichment Program (LEP) focuses on building the basic skills of language and mathematics, and effective remediation of children within one academic year. By catering to the needs of the first-generation learners through a blend of instructional strategies, peer learning approaches, materials and activities that ensure that the children’s confidence grows and they understand the concepts.

Results have demonstrated successfully that children can acquire the basic skills in just 20 weeks. From 2011, over 20,000 children, from different states and both urban and rural contexts, have gone through this course and more than 75% of the children at the lowest learning levels were able to bridge the basic language and math skills. Analysis of students in Odisha revealed that students’ scores increased by 43%, compared to an 18% increase in non-intervention children. Simultaneously, the hostel children kept growing. To address their changing educational needs, LAMP also started support classes for higher grades. These classes provided the children with the much needed individual attention and focus on preparation for their exams. Over the last few years, children from these classes have consistently outperformed their peers, with 1,500 children passing their Grade 10 exams. The pass percentage has been 25% higher compared to the state averages; this year, 100% of LAMP students in Odisha passed8.

The remediation and support provided by LAMP allows children to engage with their school curriculum in the regular classes. They are no longer the quiet, shy “backbenchers” they used to be, and participate actively in classroom activities with the confidence to openly express their thoughts and ideas. The “quality” is seen in their bright faces, and equality, in their academic work.

Building a bridge between community and education

Student achievement in LAMP is not possible just due to the quality facilitators Alf trains, or the materials and planning. Equally important is the involvement of the community and the parents. One of the wishes we wish to dispel is that such communities do not understand the importance of education. They now do, but they do not see any tangible value in it beyond a point. Getting parents who are not keen to send their children to school for an extra two hours is challenging, but they do that every day because they see visible improvement. LAMP classes are conducted not just for the children, but also to demonstrate quality to the community. When they come to the class, they are able to see for the first time a joyful and creative learning environment. This is the beginning of an important cycle of school improvement, but one that receives little attention after. On paper we witness this first glimpse at quality education, their ability to talk about it with the teachers increases, their engagement with the school improves, and the parents are able to put the much-needed pressure on school teachers, and demand accountability for learning outcomes. This has also helped in some areas where teachers, mostly due to the curiosity about LAMP, but sometimes due to pressure from the community, voluntarily ask for assistance—and we, in turn, help in building their capacity. Instruction issued by government authorities can often result in teachers attending a training, but in a disengaged manner. Because our bottom-up approach is voluntary and there is buy-in from government teachers, the outcomes of the training are likely to be sustained over a longer period.

The LAMP model encompasses critical aspects of access, quality and governance, and engages multiple stakeholders recognizing the importance of each in a broader education ecosystem, including government officials. Creating systemic impact is not possible if there is a focus only on one aspect thereof or on any one group of particular stakeholders: LAMP’s success in creating a culture of dialogue and demonstration has resulted in all the stakeholders getting together to resolve issues related to education systematically.

Sustaining the efforts in the long run

Where do we go from here? Universalization of elementary education was the first target, but passing Grade 8 today counts for little when it comes to future prospects. Grade 10 is now the minimum requirement for basic vocational courses or skills-based training, leading to gainful employment. Our focus now is on ensuring that every child completes secondary school, and building models of transition from elementary to secondary school, especially for girls.

Our work on implementation of the Right to Education Act has shown that inputs - infrastructure, mid-day meals - may be more natural areas of support and intervention, but once the community is empowered enough to take ownership of their school, and they see with their own eyes what quality looks like in a classroom, the discussion shifts towards learning outcomes. We are now piloting a model of community-based learning audits where quality is demystified through simple tools and processes, and the community themselves assess their children’s learning levels, and demand accountability towards learning outcomes.

The biggest achievement of LAMP is in its people and the way it has influenced their thinking. Earlier, parents would refer in a derogatory manner to the “government school” in their village, and what is wrong with it. Now, we find parents asking, “How can we improve our school?”

For us, each child matters. Our experience with migrant children in extremely difficult geographies has strengthened our resolve – (reach) the last mile, (teach) the last child.

Notes:
1 6-14 years of age
2 4 6-14 years of age
3 6-8 months per year
4 6-14 years of age
7 What students of Class 8 know and can do. A summary of India’s National Achievement Survey, Class 8, 2012
8 183 students
at the turn of the millennium, every autumn, up to seventy million people from rural India migrated for survival...

leaving their homes locked, moving with entire families

living in the harshest of conditions... at hazardous and makeshift work sites

consequently up to fifteen million children were at risk of dropping out of school
A truck carrying returning migrant sugarcane workers makes its way to Vithalwadi (above) and a locked home of a sugarcane worker at Khadakwadi village (opposite), Beed district, Maharashtra. 2006.

LEAVING HOME

Migrants lead an uprooted life, belonging neither to their villages nor to the places where they go.
Families during the seasonal migration for sugarcane harvesting in Maharashtra, 2006-2007
HARDSHIP AND NEGLECT

Equal citizens of the country, but disempowered in every possible respect
Nothing to fall back on but their bodies, their manual labour

Makeshift home of a migrant worker family in the Vira salt pans, Kutch, Gujarat (above) and homes of sugarcane workers near a sugar factory outside Kolhapur, Maharashtra (opposite). 2005.
Fifteen million children deprived of education and basic rights

A boy works with his migrant family on a fishing boat at Simbar Baa, Junagadh, Gujarat; (below left to right) Children at work sites at a brick kiln, salt pan, charcoal-making and sugar harvesting sites in Gujarat and Maharashtra 2005-2007.
AIF introduced the Learning and Migration Program (LAMP) with site schools – enabling children to stay in school and join their village schools when their families returned from migration sites.
Makeshift site school in the Vira salt pans, Kutch, Gujarat. 2005

Non-formal education school for the Machhimar community at Luni Bunder, Kutch, Gujarat. 2006
A HUNDRED WAYS
of thinking, of playing, of speaking, of learning
More than half of the school-going children in rural India cannot read
A Hundred Worlds
to discover, to invent, to dream

AIF site schools provided an opportunity for children to learn and play.
AND A HUNDRED
In 2008, AIF partners had 15,844 children in 253 site schools in Telangana, Maharashtra and Gujarat

HUNDRED MORE
provided education to
students return to their homes from a non-formal education school for the Machhimaar community at Luni Bunder, Kutch, Gujarat. 2006.
AIF launched seasonal hostels in 2004 to retain children in their home villages so that they could attend the local school regularly during the period of migration.
BUILDING TRUST to leave children behind was that of apprehension that of indifference

Initial response from migrants From non-migrants,
“It is a tough task to take care of children whose parents are far away from them. I cook a healthy balanced diet for them and look after them as my own.”

Balmati Majhi (red sari) is the cook at the seasonal hostel at Khamtarai, Odisha. 2014.
Lal Bahadur Nag, studying at a LAMP seasonal hostel, outside his locked family home, in Sunamudi village, Odisha in 2006.
Seasonal Hostels increase regular attendance in schools and raise the demand for better teaching.
“The time is always right to do what is right”

Jaliben, youth group member of the Rabari community helps a student Navi at Seasonal Hostel #3 at Jangi village, Kutch, Gujarat. 2010

(above): students at Seasonal Hostel #2 in Taga village, Kutch, Gujarat. 2006; (right) Seasonal hostel at Dokra village, Odisha. 2006
The relationship between the local school and hostel in a village has evolved from one of indifference to a more positive one of give and take.
In addition to learning, children keep their environment clean and take care of themselves in the hostels.

In 2010, Ramilaben is the hostel co-ordinator at a seasonal hostel in Gharana village, Kutch, Gujarat. She has shared:

“The seasonal hostel has benefited me both as a student and later as a hostel coordinator. My own knowledge was enhanced due to the training I got. It gave me the confidence to talk to the community in meetings.”

(Left to right, from above): Khirmal Residential Care Center, Odisha, 2009; Children learn how to ride a bicycle in the compound of the temple at Nagpale village, Beed district, Maharashtra, where LAMP’s hostel is also located, 2006; Children perform a play about Ashfaqullah, a freedom fighter, at a Seasonal Hostel for boys in Bhadreshwar, Kutch, Gujarat, 2006; seasonal hostel at Khantara village, Odisha, 2006.
After initial hesitation by many parents to leave their children behind during migration, LAMP’s personalized and customized counseling and support helped many families to send their eldest to hostels, and gradually all their children.

Rameshbhai Raniya is the hostel co-ordinator at a seasonal hostel 1 & 2 at Jangi village, Kutch, Gujarat. 2010

“I have gained so much as an individual. Earlier the parents of these children would call me ‘Ramesh’, but now they call me ‘Ramesh bhai’, or sometimes they call me ‘bade bhai’ (elder brother), and this is a big thing for me.”
many mothers have expressed great satisfaction in being able to leave their girls in the safe premises of the schools
“Had the hostel not been there, children of our village would have remained uneducated. The migration of children has stopped and they are now in regular study.”

Vajiben Ahir is a member of the community who helps with Saraswati seasonal hostel at Gharana village Kutch, Gujarat. 2010

“The LAMP classes are demonstrating that meaningful participation of children in a creatively organized classroom can enable every child to do well in learning.”

Himansu Kumar Panda, RTE Coordinator, Odisha. 2014

“In Lakhapar village around 90% people belong to the Koli community that migrates and takes their children with them. After AIF established seasonal hostels, more than 70% of the children are in school today.

Mavijibhai, hostel co-ordinator of Seasonal Hostel at Lakhapar village, Kutch, Gujarat. 2010

“The materials we use for teaching are very effective. Children learn fast and remember forever.”
from the hostels emerged the need for additional remedial education designed on the principle of interactive, hands-on, student-centered learning
WILL YOU TEACH ME

LAMP's learning enrichment program is designed to bridge educational gaps of children in elementary school

the way I can learn?

A coaching class in session where other village children study with hostel children at the seasonal hostel in Kharchiya village, Rajkot district, Gujarat. 2005.
More than 20,000 children from diverse backgrounds have benefited from the learning enrichment course, improving their learning by 43%. More than 75% of these children, who were at the lowest learning levels, successfully bridged basic language and math skills.

SEAS OF CHANGE

WAVES OF IMPROVEMENT
Baddarlipada village in western Odisha had only four residents who had passed Grade 10. The village youth were disillusioned and consistently dropped out of school. Today they have formed a group dedicated to educating each and every child of the village.

Biranchi Barhuru (center) leads Subas Youth Group in Baddarlipada village, Odisha. They run night support classes for children. 2014
Early childhood education and bridge classes for out of school children of migrant families living in urban slums bringing them into the mainstream school system
Children who have been mainstreamed into government schools under LAMP prepare to leave for their school from their home in Kamla Nehru Nagar slum, Patna. 2011; (opposite) LAMP school in the Kamla Nehru Nagar slum, Patna, 2011.

Dhruv Tara is Hindi for the Pole Star. Like the pole star, the learning enrichment classes are guiding lights for improving education in migration-affected areas. These classes serve as a demonstration for quality, and enable the community to connect with the school on improving learning outcomes within government schools.
Children who have been mainstreamed into government schools under LAMP in the government primary school at Kathput Mandir, Patna, 2011

Asha Kumari, former ragpicker, now attends the Bahadurpur Shantiniketan Government school for children mainstreamed into government schools under LAMP in Patna. 2011

“I did rag picking for money. I still remember Didi (program facilitators) used to take me to school, many times I wanted to run away. Because of LAMP, I am now able to complete my education and change my life.”
“LAMP has brought out a new Sagar. Otherwise I would have remained a street kid, without any direction in life.”

Sagar Kumar and his younger brother Rakesh at the government middle school at Mithapur, Patna. From the Kamla Nehru Nagar slum they have been mainstreamed into the government school under LAMP 2011.

“My mother works as a domestic worker and I would also help her. People in my community look to me as a role model. Because of me, other children in my community are now going to school. LAMP has encouraged me to change and do something big in life.”

Arti Kumari attends the Bahadurpur Shantiniketan government school in Patna for children mainstreamed into government schools under LAMP 2011.
NURTURING THE ALPHABETS

student-centered teaching to meet individual needs and learning styles of young children
individualized attention by trained peer training facilitators and emphasis on improve learning outcomes

(left and opposite): Demonstration class after school hours at the Bahadurpur Shantiniketan government school for children mainstreamed into government schools under LAMP, Patna, 2011
“The light of LAMP is not limited to the deprived children in slums, it has also brightened the lives of the hundreds of community facilitators who held the LAMP in the most difficult and challenging situations.”

Ratnish Verma, Senior LAMP Coordinator, leads a community meeting focusing on India’s national Right to Education Act (RTE) with mothers of students at the Shyamsundar Bahadurpur LAMP center. 2011

More than thirty thousand community members have been trained on India’s national Right to Education (RTE) Act.

LAMP children take out a rally on RTE in Kamla Nehru Nagar slum, Patna. 2011
capacity building of government school teachers to improve classroom practices
Parents participate in a learning enrichment class at the Mohana Zilla Parishad school, Buldana district, Maharashtra. 2012; (opposite) School Management Committee (SMC) meeting at the government school at Sanmaheshwar, Nuapada, Odisha. 2014

Sabita Tandi, member of the School Management Committee (SMC) of the government school at Sanmaheshwar, Odisha. 2014

“I was happy to be involved in school management discussions concerning studies, playground and mid-day meals. I am very keen to make sure the school gets subjects teachers and will approach the Block Officer for it.”
place value cards, flash cards, rotating wheels, rangometry
the materials are here!

CREATIVE, INTERACTIVE TEACHING
Innovative materials in use at Pardi, Buldhana district, Maharashtra. 2012
Gemtricks in use at the learning enrichment class at Pardi, Buldhana district, Maharashtra. 2012

blended learning process
supporting informal learning
with greater flexibility
Teacher Pratap Chavan with Chakuli Hinalal Rathore and her younger sister Sarla at Pardi. The two sisters’ parents have migrated for seasonal work leaving them alone in their home in the village in Buldhana, Maharashtra. 2012

Student Pallavi is helped by her mother Sharda Amale during home-study in their home in Desulpan Sk. Watching is her father Hari Amale in Buldhana, Maharashtra. 2012

couraging parents to provide learning support at home
S C H O L A R S H I P S

supporting girls to pursue
higher education

“I dropped out of school for two years. It was because of AIF’s scholarship that I was able to complete Grade 12. I may have become an agricultural laborer by now, had I not received the support. I wish to continue my studies and become a teacher or a health worker, or start a milk business. I am also guiding five students of my village in their studies.”
Student Devasmita Karuan, with a fish she made during an art activity at the Learning Resource Center in Sanmaheshwar, Odisha. 2014

“I like drawing pictures and writing short poems and stories. I conduct science experiments at our LAMP Resource Center. I also learned how to operate a computer.”

Students during art and cultural activities at the Learning Resource Center at Sanmaheshwar, Nuapada, Odisha. 2014

Student Devasmita Karuan, with a fish she made during an art activity at the Learning Resource Center in Sanmaheshwar, Odisha. 2014
In ten years, LAMP has reached over 350,000 children in India.
PARTNERSHIPS

To further the LAMP model, AIF has developed a network of partners - sharing knowledge, expertise, and best practices to create dynamic working relationships that help AIF to achieve maximum impact and reach while sustaining the work for the long term. The LAMP partnership model not only ensures that each program geography is tailored to local needs and circumstances, but also that the capacity of local NGOs is built to strengthen the civil society sector at large for the long term to be the most efficient and effective in creating lasting change.

IMPLEMENTATION PARTNERS

AIF’s idea has been to expose as many interested NGOs as possible in these migration prone geographies to the issue of seasonal migration and the education program so that a critical mass is created for work to sustain in the long run. These are some of the NGO partners that have been involved in the LAMP activities since inception:

GUJARAT

• Aga Khan Rural Support Programme, Surendranagar & Morbi
• Colesden Foundation Trust (CFT), Kutch
• Centre for Social Knowledge and Action (Sats), Surendra
• Samudra Shramik Suraksha Sangh, Junagadh
• Shikshak team Samaj Kayan Kendra, Amreli
• Shri Ravi’s Non-formal Education Society, Banaskantha
• Swadeshi Shikshan Vikas Sanstha, Bhavnagar
• Umnat - Organization for Development Education, Kutch
• Yusuf Meherally Centre (YMCC), Kutch

BIHAR

Nidhi, Patna

MAHARASHTRA

Janarth, Aurangabad
Vikas Sahyog Pratishthan, Mumbai

ODISHA

Linkeshru, Narsapura
Vikalp, Bolangir

TECHNICAL SUPPORT PARTNERS

• Both Shrisha Samiti, Rajasthan • NEEV, Delhi • Jodhash, Delhi • Aspire, Delhi • Eklaya, Bhopal • Mini, Srinivasan • Tripura, Sharmal
• Ansir, Sain

OUR GRATITUDE

AIF credits the success of LAMP to everyone who has been involved with the program right from inception to date. It is only because of your support, despite the challenges of taking the lesser trodden path, that LAMP is a scalable and replicable model today.

We wish to thank Shankar Venkateswaran and Smita who both played a stellar role in nurturing and shaping LAMP. Gratitudes are due to all the LAMP advisors including Dr. Jalaluddin, Dayaram, Sharatha Sinha, Sushama Iyengar, and Sudhir Mankad. It is our honest attempt to thank everyone, and any inadvertent omission is unintentional.

We value our long-standing relationships with all the supporters, donors and stakeholders of the LAMP program for their dedication and unshakable faith in us through this ten-year journey and wish to thank them for their generous contribution.

This acknowledgement cannot be concluded without expressing appreciation for the backing and support provided by Arjun Sanyal, Kandan Mishra and the AIF LAMP team, facilitators, resource persons, government school teachers and headmasters, staff of the seasonal hostels, SMC members & communities that LAMP works with, and of course, the real heroes of this success story, the 352,599 children.

LAMP TIMELINE

2010: First training of Govt. School teachers on improving pedagogy in grades 1-2
2012: Partnership with Tata Chemicals’ Society for Rural Development (TCSRD) for expansion of program in Gujarat
2013: Formation of SMC Federations
2015: National Commission for Protection of Child Rights (NCPCR) invited AIF on the National Level Expert Group on seasonal migration
2013: Pilot of learning Resource Centres in Odisha and Bihar
2014: Formation and capacity building of Youth Groups and Village Volunteers
2014: Pilot in Secondary Education in Kutch, Gujarat, as part of PSIPSE

2003: Start of Education program with investment in Sakernals run by Janarth in Maharashtra
2004: Genesis of the Learning and Migration Program (LAMP) across 4 states, working with children of migrant communities, both at sending areas (Seasonal Hostels) and receiving areas (Worksite schools)
2006: Start of Early Childhood Education initiative in urban slums in Patna
2010: Pilot of Learning Enrichment Program (LEP) for grades 3-5, a remediation program specially designed for first-generation learners
2007: Start of Program (LAMP) across 4 states, working with children of migrant communities, both at sending areas (Seasonal Hostels) and receiving areas (Worksite schools)
2011: LEP launched in 4 states covering over 6,000 children
2012: First training of Govt. School teachers on improving pedagogy in grades 1-2
2012: Partnership with Tata Chemicals’ Society for Rural Development (TCSRD) for expansion of program in Gujarat
2013: Formation of SMC Federations
2015: National Commission for Protection of Child Rights (NCPCR) invited AIF on the National Level Expert Group on seasonal migration
2013: Pilot of learning Resource Centres in Odisha and Bihar
2014: Formation and capacity building of Youth Groups and Village Volunteers
2014: Pilot in Secondary Education in Kutch, Gujarat, as part of PSIPSE

KEY RESULTS

• 352,599 cumulative children till March 31, 2015
• Program investment portfolio (2014-15): 10% Learning Interventions 30% School Governance 60% Learning Interventions
• $50/cost per year per-child 2010: Pilot of Learning Enrichment Program (LEP) for grades 3-5, a remediation program specially designed for first-generation learners

GOVERNANCE

43% improvement in learning outcomes in LEP (Grades 3 to 5)
25% higher pass percentage of students appearing for Grade 10 exams supported by LAMP, compared to state average
300+ Govt. school teachers trained on improving classroom practices

43% improvement in learning outcomes in LEP (Grades 3 to 5)
25% higher pass percentage of students appearing for Grade 10 exams supported by LAMP, compared to state average
300+ Govt. school teachers trained on improving classroom practices

QUALITY

Phase 1 (2004-08)

Phase 2 (2008-)

Phase 3 (2010-)

ACCESS

352,599 cumulative children till March 31, 2015

Program investment portfolio (2014-15): 10% Learning Interventions 30% School Governance 60% Learning Interventions

$50/cost per year per-child 2010: Pilot of Learning Enrichment Program (LEP) for grades 3-5, a remediation program specially designed for first-generation learners

10% Seasonal Hostels

30% School Governance

60% Learning Interventions

$200 cost for RTE implementation per-school

70 villages in Narsapura, Odisha are now child-migration free

35,000+ community members trained on RTE Act

70% outcomes in LEP (Grades 3 to 5)

43% improvement in learning outcomes in LEP (Grades 3 to 5)

25% higher pass percentage of students appearing for Grade 10 exams supported by LAMP, compared to state average

300+ Govt. school teachers trained on improving classroom practices

43% improvement in learning outcomes in LEP (Grades 3 to 5)

25% higher pass percentage of students appearing for Grade 10 exams supported by LAMP, compared to state average

300+ Govt. school teachers trained on improving classroom practices
LEARNING AND MIGRATION PROGRAM (LAMP)

"...through LAMP’s advocacy and Right to Education work, the program has given the tools and a voice to those who wish to change the course of education in highly underserved communities."

Shantha Sinha
Former Chairperson, National Commission for Protection of Child Rights

PROGRAM MODEL
EMPOWERING WHOLE VILLAGES AND COMMUNITIES

ACCESS
Seasonal hostels allow children to stay in school. Community caregivers extend support to children.

QUALITY
Learning Enrichment Program bridges learning deficits and help students achieve grade-appropriate learning levels. Children learn basic literacy skills as well as life and social skills.

GOVERNANCE
Community-based advocacy of the national Right to Education Act of 2010. Forms School Management Committees and trains community members to improve school management. Fosters trust between community leaders, parents, and families.
Shine On is a celebration of the ten-year journey of AIF’s Learning and Migration Program. This book is a visual and testimonial tribute to the collective will and triumph of children in communities affected by seasonal migration in India. It is a narrative of their daily struggles that seldom capture world attention. It is the story of real positive change in the lives of children who are eager to achieve it, if only given a chance. It is an exploration of the wealth of intelligence, creativity, and resolve despite the grueling adversity that forms the background in which these children grow.

This collection of 115 photographs, taken over a period of ten years by eminent photographer Prashant Panjiar, records the schooling of children in migration-prone settings in India where the American India Foundation’s Learning and Migration Program (LAMP) has blazed an amazing path forward. The children you meet in these pages are a fraction of those who lead marginalized lives in India. In each photograph, in each face you encounter, there are glimpses of determination, moments of joy — signs that even when there is nothing else, there is always hope.

Shine On celebrates that hope. For, while there are millions of children affected by seasonal migration, there are millions of Indians today who can engage with the reality that speaks through these pages, that have the resources to catalyse the much-needed change which will light up the imagination and let it shine on.

This unique book will be of interest to development professionals and practitioners, educators, policymakers, researchers, as well as organizations working in development, child rights, cross-cultural studies, and educational policy. Aficionados of photography for social change, photographers and photo-journalists will also find this to be a collector’s volume.

A self-taught photographer, Prashant Panjiar has amassed an impressive number of accomplishments in a career spanning close to four decades in photography. He spent nearly twenty years as a photojournalist and editor in mainstream media at Patriot newspaper (1984-1986), India Today (1986-1995) and the Outlook Group of Publications (1995-2001). Since 2001 Panjiar has been working independently specializing in reportage, editorial and documentary photography. He has served on the jury of the World Press Photo Awards in Amsterdam in 2002, the China International Press Photo Competition in 2005, and the Indian Express Press Photo Awards. One of India’s leading photo-practitioners, Panjiar also works as a curator and is actively involved in mentoring younger photographers.

Panjiar is Co-Founder and Managing Trustee of Nazar Foundation, a non-profit trust dedicated to the promotion of the photographic arts in India, and its satellite edgePhoto, Panjiar’s own initiative. Panjiar has documented LAMP for AIF from its very inception through today.

Panjiar’s work can be viewed at www.panjiarphoto.com

Photo Credit: Dinesh Khanna