

INTEGRATED DEVELOPMENT EDUCATION ASSOCIATION (IDEA)

162, Ward No. 3 Mehrauli, New Delhi-110030

Contact: +91.9818453347/ 011.26181508 E: musicbasti@gmail.com



Progress Report: 1st July - 31st September 2010

Introduction

Music Basti was launched in 2008 with the support of Integrated Development Education Association (IDEA), to promote access to information and opportunities for children-at-risk, through the medium of music. Music Basti's programmes are geared towards generating social and cultural awareness through music, among "children- at risk", who may be street children, runaways, orphans, abandoned by their families, society or education system. The vision for Music Basti aims to create a collaborative model for the use of music as a tool for personal and social empowerment. The awareness that is generated is conducive to their participation and inclusion in society, along with promoting self-confidence, awareness and a sense of self-worth among the children. Music Basti supports Aman Biradari's "Dil Se" campaign, to uplift the dignity and rights of

street children, and has worked directly with over 200 children so far. The YP Foundation, Aman Biradari, and Bridge Music Academy, EFICOR, Furtados Music India and the Gibson Foundation support its programs. Music Basti was selected for the Change Looms (DAC program) in July 2009 (Pravah and Ashoka). It has collaborated with organizations including CRY, iCONGO, American Center, Hard Rock Café and others.



*Recording Project at "Ummeed" Home for Boys,
Dil Se Campaign, Mehrauli (July 2010)
Photo by Sikandar M Kumar*

Music Basti in the NEWS

- "Musical Roots" by Shubha Mudgal
"Scripting New Stories of Growth", October 30th,
Mint Lounge
- At Home with Music, Sunday Business Standard,
July 11, 2010
- "Scripting New Stories of Growth", October 30th,

Music Basti BLOG!

- Melody out of Discord: The Work of Music Basti, by Naomi Miller
- The Healing Power of Music, by Tarun Balani

"Although it focuses on working with children termed "children-at-risk", the project, with the many challenges it faces, is a reminder to society that an involvement with the arts and music is known to be enriching and beneficial in the overall development of young minds."

Shubha Mudgal, in "Musical Roots" about Music Basti, Live Mint, August 2010

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Summary

The Progress Report (1st July- 31st September 2010) reflects Music Basti's goals and methodology to achieve results which are beneficial for children in the areas of implementation, i.e. homes for children called "Aman Ghars" of the "Dil Se" Campaign, Delhi - the primary stakeholders of the project. Through a series of activities over the stated three month period, Music Basti has striven to create a more participatory model of pedagogy, whereby children were included in as many decisions regarding teaching curriculum and implementation. The activities were aimed overall to give children a sense of ownership over the skills they were developing and the creative outcomes they were producing. The chief activity towards this end was the collaborative recording project in July, which produced an Album comprising of songs, including those written by the children themselves and some of the musical exercise- activities that they are regularly engaged in. This Album gives children a sense of direct ownership over their creative outputs. The other two goals Basti set out for itself was to invoke a spirit of self-mobilization among the children while creating a sense of self-confidence. Children were organized and mobilized into groups in each home, with one elder member among acting as the *leader* of each group to organize practice sessions every day among themselves without the presence or supervision of a teacher and/or adult. This has fostered a team spirit among the child- musicians and they look forward to performances and organizing practice sessions independently for the same. A series of public performances have effected a major growth in the children's learning curve and confidence. This last effect is perhaps the most important, given the importance of fostering self-confidence among children following the results of the Needs Assessment conducted in May 2010. In addition, a major organizational highlight has been the development of an extremely structured and documentation centered evaluation system, to highlight how the program is effecting a change in the children's lives. Here, the motivation has been to strive towards a more inclusive and participatory evaluation model. This has been a major challenge so far - but all evaluation systems reflect a concern towards *making* and *transforming* the system towards a future goal of absolute children's participation in evaluation systems in all three areas: conceptualization, implementation and communication. The challenges faced in developing this ideal model has effected the need to conduct research into the contextual position of children in the homes, so as to implement a strategy that would be more in line with children's needs and also highlight the limitations towards implementing an absolutely inclusive model of evaluation.

In other related areas Music Basti has developed a systematic Volunteer Policy, Child Protection Policy, Documentation Policy, and a communications strategy with a focus on using online social media and networking. The voluntary systems reflect a youth model of change, engaging - college students, young musicians, young professionals - to devote time and talent towards Music Basti's cause. The communications strategy, similarly, has been devoted to bring the children's home into the public gaze to mobilize urban interest in Delhi towards issues that often go unnoticed or worse - ignored. This has been accomplished through a recording project with Centre for Media and Cultural Research at Birmingham City University, UK, through an audio- video documentation project, which utilizes the public reach of the internet and information Brochures and postcards, which have been newly devised for public dissemination with the help of an expert designer. In this respect, Music Basti's communications strategy has been integral in refurbishing the goals of the volunteering system regularly.

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Progress Report: 1st July - 31st September 2010

By

Faith Gonsalves

Sikandar Kumar

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I. Activities and Results

a. Content Development

Given certain structural changes in teaching outlook based on the current model of planning and implementation, Music Basti felt it necessary to foreground the role of the child in his/her own learning process. This is a process that began in May 2010 with the Needs Assessment, and has been the criteria determining most of the content delivered in workshops hence. The role of the child and his/her participation in devising lesson plans has been key to the core of the curriculum – even if this meant using music for other creative acts such as painting, story building and dance.

“I am doing my best to write about Music Basti without gushing. Truth is, it is a near impossible task. I met six members of Music Basti’s core team, and felt for myself their passion, energy, and commitment to what they are doing. I read articles, wrote articles, read research, saw the firm intellectual base that backs up their work. I sat on the floor with seventy children, clapping along to the strum of the guitar and the rhythms of the djembe, and grinned just as hard as any of them.”

Naomi Miller, Student at University of Oxford, Intern with Music Basti

The musical teaching content and methodology has also been utilized in this term of workshops to enable children’s self-mobilization and ownership of the creative product that is *music*. This is key to Music Basti’s aims

to foster in children *self-worth* and a genuine and informed interest in music. For this purpose, musical groups have been created in each of the homes – with varying degrees of success – to take charge of their musical destiny. This provides children not only with the sense of ownership over a *shared* skill but also fosters a *group ethos* that has worked wonders to extend the musical ambitions of children in the Homes. The group ethos has been extremely productive to excite children towards taking part in group- performances, which in itself works to enhance *self-confidence* and *self-worth*: the ultimate goals of Music Basti.

The collaborative program of June 2010 where Music Basti as resource group for a two- week program with Plan India conducted a series of workshops was crucial in envisaging how music can be used in exercises to foster the child’s creativity and critical thinking. For example, meditation to music followed by verbal or art based interpretations as an exercise to help the child develop and express his/her imagination in terms of the visual images created, has been very fruitful. This was helped by the recording project in July that helped the process of meditation and expression to reach a conclusive end product – the Album – that could foster the sense of ownership among children in “Aman-Ghars”.

b. Music Workshops

Music workshops were conducted at **3 centers**, namely “Kilkari” Home for girls, Kashmere Gate; “Umeed” Home for boys, Mehrauli; and “Khushi” Home for girls, Okhla Ind. Area Phase1, which are part of the “Dil Se” Campaign, Aman Biradari. Based on the above content, music workshops were conducted in the 3 Aman

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Ghars: 8 workshops at Khushi Home, 10 workshops at Kilkari Home, and 15 at Umeed Home. **Public performance** were also arranged for the purposes mentioned above in the following venues:

- Performance by group of 15 children at “M-Ecstasy” Music Festival, Modern School, Vasant Vihar, 23rd October 2010.
- Performance by group of 15 children at Indian Youth Climate Network (IYCN) for a Solutions Fair, Ansal Plaza, 10th October 2010.
“I think seeing a workshop was really moving - so I think that seeing my first workshop was my most enjoyable experience.”
- Performance by group of 15 children with Dr Madan Gopal Singh and Group at Epicenter, Gurgaon, on 18th August 2010.
Dharna Noor, 17 years old from Baltimore, USA, Intern

See Annexure1: List of Workshops



*Recording Project at “Ummeed” Home for Boys,
Dil Se Campaign, Mehrauli (July 2010)
Photo by: Shiv Ahuja*

c. Instruments – Learning Project

This Project focuses on small groups of children (3-5) at each Center, providing them with instruments to learn and practice on. Musicians are engaged to volunteer through teaching instruments on a weekly basis. Along with this, the Project mobilizes and collects used instruments and sponsorships for new instruments, which have already been distributed in some of the Aman Ghars. September onwards there have been regular guitar volunteer/teachers at Khushi Home for Girls and and at Umeed Home for Boys.

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d. Research

Research in the following two areas has begun:

- i. The **impact of music** through Music Basti, and a contextual overview of the general usages of music for education, child development and social justice. Music is used to reinforce and help students learn mathematics skills such as counting and grouping, emerging literacy skills such as sound/symbol correspondence, and the writing process. Students are encouraged to model character traits such as cooperation, respect, responsibility, kindness, integrity, courage, perseverance, self-discipline, and good judgment through

"I think more than anything, I realized how important this organization has become to some of the kids involved in it. I loved seeing how completely taken with music some of these kids were. It was pretty powerful to see music being such a great source of joy for kids whose lives are filled with much less joy than mine has been."

Dharna Noor, 17 years old from Baltimore, USA, Intern

their participation in music. The questions this research will answer are the following:

- How far is this goal reflecting itself in the actual process?
 - What is the actual outcome of the workshop process?
 - How is this model qualitatively different from other arts/music- based programs for children?
- ii. **Development of a contextual understanding of where Music Basti programs are implemented**, why the children become "street- children", an overview of the "at- risk" factors and rights violations. A compilation of data regarding the children who are a part of the three "Aman- Ghars" of the Dil Se Campaign, where Music Basti programs are being implemented. This data includes the reasons and methods of entry into the homes, education status and development in the homes, entry and exit ratios with duration of stay, percentage of children who are rejoined with families, case studies, etc. will be conducted.

II. Development of Monitoring and Evaluation Mechanisms

Over 35 workshops have been conducted so far at the three centers. According to the program goals and intended outcomes, the monitoring and documentation systems for the program implementation include individual *Workshop Reports*, Monthly Feedback-Meetings with focus groups of children, Monthly Feedback-Meetings with resource persons/groups, Weekly Team Meetings with the Location- Managers and key volunteers, Monthly Progress Reports by core- team of Music Basti (includes Project Officer, Project Head, Location Managers, Key Volunteers), Quarterly Progress Reports by the Project Officer and an Annual Report. Along with this a needs- assessment study was conducted (May 2010) and a mid-year Assessment (November 2010), which will be followed up with an annual Assessment and Evaluation (March 2011).

As per plan, following the Needs Assessment carried out in May 2010, a pilot session of the mid-year evaluation was carried out in August 2010 in Khushi Home for Girls. This was the

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first attempt at a structured evaluation of musical skills and reception of the children. The pilot session highlighted the challenges of such an undertaking and provided insight into the contextual contingencies of an ordered musical curriculum in Aman Ghars.

As a follow up to this, the mid-year evaluation was conducted with the help of Mr Ritesh Kokhar, Director, Bridge Music Academy, at the end of October 2010 – the report for which will be provided shortly. The pilot session also highlighted the necessity of conducting research into the contextual understanding of children in Aman Ghars – the research plan for which has been highlighted in the relevant section above (see I. b. ii).

III. Partnership Projects

Relationships have been strengthened with existing partner organizations through meetings with their relevant staff members, with The YP Foundation, Dil Se Campaign, Bridge Music Academy, and Hard Rock Cafe. Additionally, partnerships have been encouraged and formed with organizations including “Harmonyom: The Music Room” (New York, USA), Birmingham City University’s (UK) Study India Programme, Indian Youth Climate Network, and others.

- **A collaboration with the Centre for Media and Cultural Research at Birmingham City University, UK:** The project involved a collaboration with Mr Ian Wallman, award winning record producer and two academics, Adrew Dubber and Jeremy Collins from the Centre for Media and Cultural Research at Birmingham City University, to explore the ways in which music projects can find a wider audience online, and be used as a tool for fundraising. Through collaboration with a range of local professional musicians, we are recording a children’s album featuring the singing and enjoyment of the children we work with and our volunteer musicians. The album will be released online as part of the research and will be available for free – or with a donation (after December 2010).



Mr Ian Wallman at the Recording Project at “Ummeed” Home for Boys,

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Dil Se Campaign, Mehrauli (July 2010); Photo by: Shiv Ahuja

- Support from **Project Ahimsa** to complete 15 music workshops with the outcomes of developing new songs and recording 4 tracks for distribution online and through CDs. Basic music education and studio recording skills are the focus of this project. Awareness generation around the issues affecting the lives of street children is the goal and workshops will serve 60 youth.
- **Collaboration with Study India Programme, coordinated by Birmingham City University, UK, August 2010:** Study India is a three-week summer programme that gives UK undergraduate students the opportunity to experience India first hand. Apart from a being a window into Indian languages, culture, history, commerce and visits to cultural and historic sites, some students are placed with NGOs, private and public sectors. A total of six students from universities including University of Surrey, University of Oxford, Bath Spa University, University of Manchester and University of Leeds were placed for an internship programme with Music Basti.

“Everyone was really encouraging for me to lead the dance workshop. I think I needed that encouragement. You helped me to have the confidence to do it. Everyone was very comfortable and vocal and it felt like a very relaxed environment, even from the very first day I felt comfortable at the workshops. It was an un-judgmental environment.”

Olive Kane, University of Surrey, UK, Intern with Music Basti
- **Awareness generation and fundraising with “HarmNYom: The Music Room” (New York, USA):** HarmoNYom is a leading organization dedicated to the love of Indian Classical Music in New York. A platform where musicians can bring forth enhanced exposure, awareness and appreciation of the rich Indian traditional Classical Music’s legacy through five “Baithak” style concerts. HarmoNYom will donate 10% of all revenues through the five concerts to the Music Basti project.
- Discussions with **Indian Youth Climate Network (IYCN)** to create a collaborative project to promote awareness about the role of youth to strategically tackle awareness generation about climate related issues, through music and arts.

IV. Training and skill building for volunteers

a. Recruitment & Orientations

- i. Calls for Volunteer Applications were circulated in August and September with over **30 responses**.
- ii. Volunteer Orientation and Training programs were conducted at Indian School of Business and Finance, Okhla Industrial Area Phase 1, with a total of **30 students** on 29th and 30th September 2010.
- iii. Volunteer Orientation and Training programs were conducted on October 16th and October 23rd, 2010 for a total of **40 individuals**.

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b. Volunteer Training programs

Volunteer training programs and orientations have been conducted for volunteers three times per month; additionally weekly meetings with the Core- Team of volunteers has been and will be conducted.

“The volunteer training sessions are eye opening. We discuss about different notions, values and our opinions. This helps in broadening our own minds and developing our perspectives. To know that we play such an important role in making these children better and more capable human beings, is truly fulfilling”.

Sumeet Singh, student 22 years old, Volunteer

See Annexure 2: Training Overview; See Annexure 3: List of Internal Meetings Trainings

c. Internship Programs

Summer- internships were offered to 6 selected individuals: Ms Dharna Noor, Ms Shikha Kher, Ms Nisha Parmar, Ms Bhavana Reddy, Ms Juhila Saini and Sampath Daniel.

Study India Programme coordinated by Birmingham City University, UK,

August 2010: Study India is a three-week summer programme that gives UK undergraduate students the opportunity to experience India first hand. Apart from a being a window into Indian languages, culture, history, commerce and visits to cultural and historic sites, some students are placed with

“I think there were some realizations which became more concretized. Coming with a whole bunch of UK people where people live a nice lifestyle when people live on the streets - that kind of a realization has to be seen to be experienced made sensitized to. We all have an equal responsibility to have fun.”

Tanisa Guneseckera, University of Leeds, Intern with Music Basti

NGOs, private and public sectors. A total of six students from universities including University of Surrey, University of Oxford, Bath Spa University, University of Manchester and University of Leeds were placed for an internship programme with Music Basti. A total of **6 students** were placed with Music Basti.

Music Basti created an **Exposure Programme for volunteers The YP Foundation’s volunteer project “Blending Spectrum”** which works to promote health and education for “street- children”, over one month (mid October- mid November 2010) which involved orientation, training and location visits. A total of **8 volunteers** were included in this programme.

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V. Administration and Communication

a. Volunteer Management Practices and Protocols:

The Project Officer, with the inputs and feedback of the Core- Team has developed the following processes and protocols as a part of the comprehensive **Volunteer Policy**:

- I. Volunteer Applications & Interview Questionnaire
- II. Volunteer & Intern Profiles & Job Descriptions
- III. Volunteer Agreements
- IV. Volunteer Guidelines
- V. Child Protection Policy
- VI. Feedback Mechanisms and forms
- VII. Location- Management Protocols
- VIII. Exit processes and forms

b. Core- Team Members: *Program Development Head*, Ushinor Majumdar completed his volunteer- term and exited the organization in July 2010 to pursue his MA at Asian College of Journalism, Chennai; *Volunteer Management Head*, Ms Ishani Butalia exited the organization in August 2010; *Location Manager* for “Khushi” Home for girls, Dil Se Campaign, Nikhil Rao completed his volunteer- term and exited the organization in August 2010 to pursue his PhD in Singapore; and *Location Manager* for “Khushi” Home for girls, Dil Se Campaign, Ms Niha Masih exited the organization in November 2010 to pursue a scholarship programme in France.

New Location Managers have been placed at “Kilkari” Home for girls, Dil Se Campaign, Ms Juhila Saini and Mr Sampath

“When people ask me about my favourite music video, I’m going to be tempted to point them towards this [CLIP](#). It’s not a famous band singing a popular song, and nor does it have any amazing special effects.”

Andrew Dubber, Music industries academic, Online music consultant, Blogger, Birmingham, UK

Daniel (August 2010 onwards); and Ms Abhisha Arya and Mr Debargya Roy have been recruited as Location Managers for “Khushi” Home for girls, Dil Se Campaign.

Team feedback and evaluations were conducted by the Project Officer in September with the Core- Team individually.

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c. Development of Communications Strategy

- **The collaboration with the Centre for Media and Cultural Research at Birmingham City University, UK:** The project involved a collaboration with Mr Ian Wallman, award winning record producer and two academics, Andrew Dubber and Jeremy Collins from the Centre for Media and Cultural Research at Birmingham City University, to explore the ways in which music projects can find a wider audience online, and be used as a tool for fundraising. Through collaboration with a range of local professional musicians, we are recording a children's album featuring the singing and enjoyment of the children we work with and our volunteer musicians. The album will be released online as part of the research and will be available for free – or with a donation (in December 2010). This was a major step forward in utilizing online media for representing Music Basti activities and generating awareness for the cause of street children, child rights and the relevance of music education in their lives. The whole project was documented on a daily basis through video and blog updates on <http://dubberandjez.posterous.com/>.



Postcard design by: Pryaag Prem, Photo by: Shiv Ahuja (Workshop at "Uma Pandey" Home for boys, Shastri Nagar, February 2009)

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- **Video documentation projects** are being undertaken with the help of video- volunteers to develop all video- media produced by Music Basti and the archiving of all visual media and documentation. This is a long-term plan to better represent Music Basti activities on the Internet and other avenues. It is also a method to draw the public gaze into a forum that often goes unobserved or worse, ignored.
 - Music Basti's website www.musicbasti.org features regular **blog posts and articles** by the team, resource persons, partner organizations, volunteers and interns as well as videos and photos.
 - **Brochures and postcards** will be designed for distribution purposes as tools for awareness generation.

VI. Other Programs

- **Underscore Records workshop for music teachers in Varanasi on July 27, 2010:** Music Basti Location Manager for "Khushi Home" for Girls, Dil Se Campaign attended the training program. It was organized workshop keeping in mind the recommendations of NCERT and CIBE, regarding the introduction of arts education as a subject in mainstream school syllabi.
- Faith Gonsalves, Program Officer, was invited as a delegate and speaker to "**Soundbound**", Mumbai, November 19th - 21st, hosted by British Council, Max Mueller Bhawan and Only Much Louder.

VII. Key Follow-ups and Future Plans

The following activities and/or follow-ups have been planned for October to December 2010:

- **Music Awareness Project (November 2010- March 2011):** The Project will bring together imminent young artists, musicians and music- teachers from the fields of Indian and Western music alike, to collaborate and cooperate through their music. This project will be implemented at "Ummeed" Home for Boys, Dil Se Campaign, Mehrauli. The video documentation will be available as a series on Music Basti's website. It will consist of a series of workshops including the following:
 - Introduction to the concepts of music including beat, melody, pitch, rhythm, tempo, timbre, tone, volume, etc.
 - Orientations to different instruments including *tabla*, drums, dholak and other percussion, guitar, electric keyboard, harmonium, sarangi etc. and vocal training lessons
 - Listening exercises and an introduction to forms of regional and international music
 - Song- writing exercises on relevant social and global issues
 - Development of the art of performance

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- **Mid- Year Evaluation:** A mid- year project evaluation will be conducted with the assistance of Mr Ritesh Kokhar, Director, Bridge Music Academy, to conduct an evaluation with sample groups of children at all 3 centers. This will be followed up by a *Final Year Evaluation* in March 2010.
 - **Instrument Project:** Instruments have been mobilized and distributed to “Ummeed” Home, the remainder will be done in November 2010 with the commencement of the Music Awareness Project.
 - In the months of December 2010- March 2011 the **music recordings in a studio** with small groups of children will be conducted. This is being supported by **Project Ahimsa**, to create an album of music by the children’s who are a part of Music Basti programs. It will also serve as a tool to further create a sense of ownership and also fostering group ethos among the children.
 - **Delhi Christmas Festival (DCF) at Select City Walk Mall, New Delhi, December 22-25, 2010:** Music Basti will be a participant in the Delhi Christmas Festival and is currently exploring partnership possibilities.
 - **Internship Programmes:** Ms Anjali Chakraborty (as a recipient of the prestigious DAAD scholarship programme from Germany) will join Music Basti as a full- time intern (November 2010- January 2011) to work on capacity building of the volunteer- team and research on understanding the evaluation and impact of Music Basti through the implementation and monitoring of the program (see I. b. i). Ms Pattie Gonsalves (experienced in Project Management with youth organizations, as well as a Consultant for UNICEF) will join Music Basti as a part- time Projects Manager to work on management of the programmes and activities, volunteer- team recruitment and training, and the research on the contextual background of where Music Basti programs are being implemented to fully understand the impact of these programs (see I. b. ii).
 - **Development of a Tool- Kit for a Music Program for “At- Risk” Youth and Children:** This is envisioned to be completed by March 2011, that details the policies, procedures and processes of Music Basti, including:
 - Guidelines for setting up a youth based intervention program for “at- risk” children and youth
 - Guidelines for Needs Assessment Surveys and Strategic Project Planning
 - Setting up a Volunteer Management System (including recruitment, orientation and training, placement, monitoring and evaluation, feedback and exit procedures)
 - Setting up a youth centered Project Management system
 - Procedures and practices for Project Planning, Implementation, Monitoring and Evaluation, with a special focus on Documentation with “at- risk” groups of children
 - Best practices and learnings based on Music Basti’s experience of implementation at centers for children run by “Dil Se” Campaign, Delhi, as well as partnerships- based projects from March 2008 - March 2011, i.e. 3 years
 - Strategies to build sustainability within an arts- based program with “at- risk” children and youth



VIII. Conclusion

Music Basti's core- team is continuing in its efforts to ensure that programs are designed in a child centered and enjoyable manner, with an emphasis on developing monitoring tools to map the growth of the child's musical skills, as well other key life- skills such as articulation and communication, initiative- taking, self-confidence and cooperation within a group. Through a series of activities over the three month period, Music Basti has striven to create a more participatory model of pedagogy, whereby children were included in as many decisions regarding teaching curriculum and implementation.

The activities were aimed overall to give children a **sense of ownership** over the skills they were developing and the creative outcomes they were producing. The chief activity towards this end was the collaborative recording project with scholars from Birmingham City University in July, which produced an Album comprising of songs written by the children themselves and some of the exercise activities that they are regularly engaged in. This Album gave children a sense of direct ownership over their creative outputs. The other two goals Basti set out for itself was to invoke an **attitude of self-mobilization** among the children while creating a **sense of self-confidence**. Children were organized into groups in each home, with one elder member among acting as the leader of each group to organize practice sessions every day among themselves without the presence of a teacher/adult. This has fostered a team spirit among the child musicians and they look forward to performances and organizing practice sessions independently for the same. A series of public performances have effected a major growth in the children's learning curve and confidence. This last effect is perhaps the most important, given the importance of fostering self-confidence among children following the results of the Needs Assessment conducted in May 2010.

In addition, a major organizational highlight has been the development of an extremely structured and documentation centered evaluation system, to highlight how the program is effecting a change in the children's lives. This is being implemented through a mid-year and final year evaluation in October- November 2010 and March 2011, respectively. The key learnings in the **mid-year evaluation** have pointed towards a two fold change in the music activities. The first is the need to further create focused groups of 20-25 children who are a part of the regular weekly workshops and music-sessions in order to facilitate the learning of older and more focused children who have expressed a keen interest to learn as a result of the music exposure workshops and programs. The second is a change that is needed in the content and methodology, which requires to adapt itself to the smaller groups of 20-25 as opposed to 60-80 children per session. This

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content and methodology while carrying the values of participation, enjoyment and involvement need to be focused and results oriented too.

The motivation has been to strive towards a more

inclusive and participatory **evaluation model** as well. This has been a major challenge so far - but all evaluation systems reflect a concern towards *making* and *transforming* the system towards a future goal of absolute children's participation in evaluation systems in all three areas: conceptualization, implementation and communication.

"Of note is the progress made in Kilkari Home where the Location managers have taken charge to regularly keep workshops and establish connectivity with the children every week."

Sikandar Kumar, Project Head, Music Basti (Comment from Monthly Report, September 2010)

The **challenges** faced in developing this ideal model has effected the need to conduct **research into the contextual position of children** in the homes, i.e. to understand their position within the framework of poverty, education and state and non- state provisions for the protection and promotion of the rights of children. In order to develop a strategy that is in line with children's needs, and also highlight the limitations and challenges when implementing an after- school arts and music program for "at- risk" children and youth who are in the process of being mainstreamed.

In other related areas Music Basti has developed a systematic **Volunteer Policy, Child Protection Policy, Documentation Policy**, and a communications strategy with a focus on using online social media and networking. The voluntary systems reflect a youth model of change, engaging - college students, young musicians, young professionals - to devote time and talent towards Music Basti's cause. The communications

"The whole week has been really enjoyable. The different experiences makes it all one big experience which was enjoyable. The first workshop where individuals were sharing their musical talents with such passion. Watching also the older boys looking out for the younger ones was inspiring."

Karina, Intern with the Study India Programme, UK

strategy, similarly, has been devoted to bring the children's home into the public gaze to mobilize urban interest in Delhi towards issues that often go unnoticed or worse - ignored. This has been accomplished through a recording project with scholars from Birmingham City University, through a video documentation project, which utilizes the public reach of the internet and information Brochures and postcards, which have been newly devised for public dissemination with the help of an expert designer. In this respect, Music Basti's communications strategy has been integral in refurbishing the goals of the volunteering system regularly.

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As far as the **future goals of Music Basti** are concerned - a sustained effort has been made to keep the excitement of children alive through creative techniques in workshops. At “Umeed” Home this process is being accomplished through a music awareness project in the following six months, where children will learn all elements of music including instrumentation, with the help of professional trainers. Instrument classes are being conducted regularly in other homes as well. It is felt that this will be integral to achieve the goal of effecting a sense of ownership over the musical art form, a sense of confidence as it will enable the children to undertake new forms of public performance where they will be controlling elements of music including instrumentation. The group spirit that it will enhance will also be productive for the aims of the workshops and the long term goals of Music Basti. The Christmas festival, in December, will provide children to participate in more public performances. Project Ahimsa, a second recording project will be organised early in 2011 as a follow up to the one conducted in July 2010.

“The gig with Dr Madan Gopal Singh & Group was really good. It was amazing to witness the children sing like professionals. They were the stars of the show and left everyone aghast with their splendid performance. Also, the experience with the SIP interns was quite exhausting but very informative for me as an individual.”

Juhila Saini, Location Manager, Music Basti (Comment from August 2010 Monthly Report)

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"Music Basti" is a music education and awareness program that works with street children, to motivate children to enjoy learning and develop skills as well as attitudes.

TO GET INVOLVED AND KNOW MORE, PLEASE CONTACT:

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ANNEXURE 1

List of Music Workshops

| Khushi Home For Girls: Workshop Log (July-September 2010) | |
|--|--|
| Date | Members Present |
| 1/07/10 | Neeraj Arya, Ishani Butalia, Sikandar Kumar |
| 3/07/10 | Neeraj Arya, Ishani Butalia, Sikandar Kumar, Faith Gonsalves |
| 28/07/10 | Nikhil Rao |
| 30/07/10 | Nadeem Khan, Nikhil Rao |
| 31/07/10 | Neeraj Arya, Nikhil Rao |
| 25/08/10 | Sikandar Kumar, Neeraj Arya, Niha Masih, Sampath Daniel, Juhila Saini, SIP |
| 18/09/2010 | Rohan Soloman, Niha Masih, Sikandar Kumar |
| 25/09/2010 | Ashish Shar, Niha Masih |

| Kilkari Home for Girls: Workshop Log (July-September 2010) | |
|---|--|
| Date | Members Present |
| 2/07/10 | Neeraj Arya, Faith Gonsalves, Ishani Butalia, Sikandar Kumar, Sampath Daniel, Juhila Saini, Chayan Adhikari, Suhail Yusuf Khan, Pattie Gonsalves |
| 4/07/10 | Ishani Butalia, Faith Gonsalves, Sikandar Kumar, Nisha Parmar |
| 17/08/10 | Abhishek Mathur, Sampath Daniel, Suhail Yusuk Khan, Juhila Saini, Chandan Bhatia |
| 26/08/10 | SIP, Sikandar Kumar, Neeraj Arya, Abhishek Mathur, Suhail Yusuf Khan, Sampath Daniel, Juhila Saini |
| 6/09/10 | Juhila Saini, Neeraj Arya, Sampath Daniel, Chandan Bhatia |
| 14/09/10 | Suhail Yusuf Khan, Chandan Bhatia, Juhila Saini, Sampath Daniel |
| 15/09/10 | Neeraj Arya, Chandan Bhatia, Juhila Saini, Sampath Daniel |
| 18/09/10 | Suhail Yusuf Khan, Chandan Bhatia, Juhila Saini, Sampath Daniel, Mohit Lal, Pattie and Faith Gonsalves |
| 23/09/10 | Abhishek Mathur, Juhila Saini |
| 25/09/10 | Abhishek Mathur, Juhila Saini, Chandan Bhatia |

| Umeed Home For Boys: Workshop Log (July-September) | |
|---|--|
| Date | Members Present |
| 3/07/10 | Five 8, Faith Gonsalves, Ishani Butalia, Sikandar Kumar, Sampath Daniel, Juhila Saini, Suhail Yusuf Khan Chayan Adhikari |
| 4/07/10 | Faith Gonsalves, Ishani Butalia, Neeraj Arya, Arjun Shankar, Five 8 |
| 17/07/10 | Arjun Shankar, Neeraj Arya, Sikandar Kumar |
| 25/07/10 | Arjun Shankar, Neeraj Arya, Sikandar Kumar |
| 1/08/10 | Neeraj Arya, Arjun Shankar |
| 4/08/10 | Arjun Shankar, Neeraj Arya, Sikandar Kumar |
| 7/08/10 | Dharna Noor, Neeraj Arya, Arjun Shankar |

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| | |
|----------|---|
| 8/08/10 | Dharna Noor, Neeraj Arya, Arjun Shankar, Sikandar Kumar, Ishani Butalia |
| 14/08/10 | Neeraj Arya, Arjun Shankar |
| 17/08/10 | Arjun Shankar, Neeraj Arya, Niha Masih |
| 18/08/10 | Arjun Shankar, Neeraj Arya, Faith Gonsalves |
| 23/08/10 | SIP, Arjun Shankar, Neeraj Arya, Sikandar Kumar |
| 31/08/10 | Sikandar Kumar, Arjun Shankar, Wesley Anderson, Neeraj Arya, Juhila Saini, Sampath Daniel |
| 24/09/10 | Arjun Shankarj, Abhishek Tiwari, Birottam Dutta |
| 28/09/10 | Arjun Shankar, Nadeem Khan |

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ANNEXURE 2

VOLUNTEER TRAINING: An Overview

Volunteer Induction involves a brief orientation with the new volunteer- groups, immediately followed by visits to one/multiple Aman-Ghars (Children’s Homes). Following these visits, volunteers are trained on the following [over 8 training sessions, approx.]:

- a. Context Setting (I): Understanding the profiles of street children and the complexity in the same, de-mystifying and de-constructing stereotypes about street-children and former street-children; understanding the circumstances that promote the issue of children-at-risk, on or off the streets;
- b. Context Setting (II): Distinguishing between the access – to – information that Volunteers may have as a product of their backgrounds and education, juxtaposed against the access – to – information that street children have given their limitations and/or lack of access to food, clothing, shelter and housing, education, health-care, recreational activities, etc.
- c. Life on the Street: Understanding the Indian context and urban context of street children. The status of and access to access to food, clothing, shelter and housing, education, health-care, recreational activities, etc.
- d. An analysis of “Life on the Street”: Human rights violations – understanding the international framework of Human Rights; the inception of Child Rights; the application and realities of these in the Indian context; Clarifications on develop approaches including charity, human development, human- rights, etc.
- e. Working with Children: Practical Training on games, exercises and other techniques as facilitators with children;
- f. Understanding Documentation: The importance and value of Reports; Videos; Blogs; Other [Specific Blog/Photo/Video projects may be developed]
- g. An orientation to Monitoring and Evaluation systems: An overview of Project - Management
- h. Training on Communication about street children and related development challenges
- i. [New*] Inclusion of night walks/other walks being hosted by other organizations e.g. Jamghat, Salaam Baalak Trust
- j. Visits and Discussions with partner organizations as well as organizations working with street- children and the arts

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ANNEXURE 3

List of Internal Meetings/Trainings

| Date | Name and Nature of Program | Members Present |
|-------------|--|--|
| 02/09/2010 | Discussion: Content and teaching methodologies for workshops | Niha Masih, Ashish, Neeraj Arya, Arjun Shankar, Sampath Daniel, and Juhila Saini, Sikandar Kumar. |
| 11/09/2010 | Team Training | Faith Gonsalves, Juhila Saini, Sampath Daniel Neeraj Arya, Arjun Shankar, Birottam Dutta and Abhishek Tiwari, Sikandar Kumar |
| 23/09/2010 | Volunteer Orientation Meeting | Chandan and Sikandar Kumar |
| 25/09/2010 | Team Training | Team training with Faith, Juhila, Danny, Niha and Arjun, Sikandar Kumar. |

| Date | Name and Nature of Program | Members Present |
|-------------|--|--|
| 5/08/2010 | Discussion: Needs assessment; the procedure, goals and best practices. Outcome was to have a plan and fix the dates for the assessment. | Nikhil Rao, Faith Gonsalves and Dharna Noor, Sikandar Kumar |
| 6/08/2010 | Discussion: Finalized details for needs assessment; the procedure, goals and best practices. Outcome was to have a plan and fix content for assessment. | Nikhil Rao, Faith Gonsalves and Dharna Noor, Sikandar Kumar |
| 6/08/2010 | Team Training & Orientation: Needs Assessment training | Arjun Shankar, Sampath Daniel, Juhila Saini, Neeraj Arya, Nikhil Rao, Nadeem Khan, Ishani Butalia and Sikandar Kumar |
| 7/08/2010 | Discussion: Needs assessment; the procedure, goals and best practices. | Nikhil Rao, Faith Gonsalves, Sikandar Kumar |
| 13/08/2010 | Meeting with Ritesh Kokhar, Director, Bridge Music Academy: Revision and planning of revised needs assessment, after the pilot implementation of the assessment at "Khushi" Home for girls, Dil Se Campaign, Okhla Ind. Area | Faith Gonsalves, Sikandar Kumar |
| 23/08/2010 | Study India Programme Orientation | Faith Gonsalves, Sikandar Kumar, SIP Team |
| 28/08/2010 | Study India Programme: Exit interviews | Sikandar Kumar, SIP Team |

| Date | Name and Nature of Program | Members Present |
|-------------|---|---|
| 1/07/2010 | Orientation Meeting with team from Birmingham City University, Mr Andrew Dubber, Mr Jez Colins and Mr Ian Wallman | Faith Gonsalves, Nisha Parmar, Sikandar Kumar |

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| | | |
|------------|--|---|
| 2/07/2010 | Meeting with Mr Siddhartha Sharma to wrap up Plan India workshops programme (June 2010) | Ishani Butalia, Neeraj Arya, Faith Gonsalves and Sikandar Kumar. |
| 17/07/2010 | Team Meeting: Content planning for workshops | Faith, Ishani, Sikandar, Dharna, Danny, Juhila, Arjun, Neeraj. |
| 24/07/2010 | Team Meeting | Faith, Ishani, Sikandar, Arjun and Neeraj. |
| 25/07/2010 | Meeting with Resource professionals: getting more musicians involved, discussing music curriculum, how to teach music, Outcome was broad consensus on the Way Forward, Followup was more meetings with musicins to find out what committments they can take, documenting a list of songs and resource material for workshops | Abhishek Mathur, Suhail Yusuf Khan, Nadeem Khan, Reuben Narain, Robin Matthew, Shiv Ahuja, Aveleon Vaz, Niraj Arya, Ishani Butalia, Sikandar Kumar, Ashish Dhar, Nikhil Rao |
| 31/07/2010 | Team Meeting | Faith Gonsalves, Dharna Noor, Nikhil Rao |