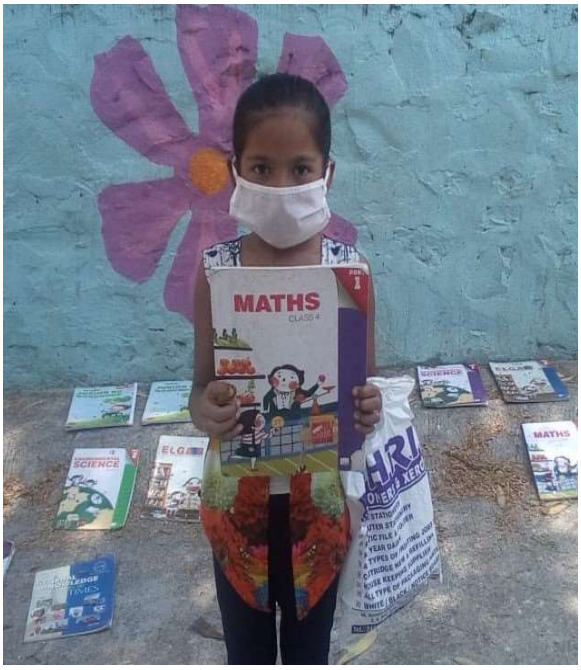
St Catherine of Siena School for Destitute Children and Orphanage
www.saintcatherineshome.com



Annual Report on Education 2021-2022

WELFARE SOCIETY FOR DESTITUTE CHILDREN
(Regn No Bom 9 of 1960 G GB B S D & F 740)
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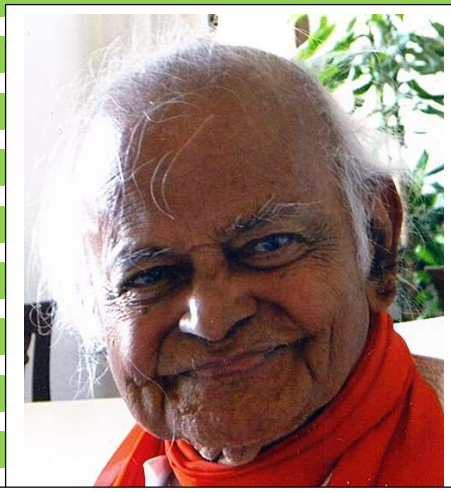
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ANNUAL REPORT ON EDUCATION AT ST. CATHERINE OF SIENA

"The 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT GOAL is United Nation's action-based mission to transform our world-LEAVING NO ONE BEHIND- by giving free and sustainable access to basic resources to the most vulnerable and marginalised. At St Catherine of Siena School for Destitute Children and in all its projects, we aim to mould "Healthy Children through Better Education" as we try our best to play an important role by introducing the vast and impactful Sustainable Development Goals which are universally designed for people, prosperity, peace, planet and partnership".



Rev Fr. Anthony Elenjimittam
Our Founder

1. BACKGROUND

As we embrace the Post Covid 19 world: the vulnerable and marginalised face threats of survival. Since the threats are immense and unfathomable, it is important to create opportunities to provide the universally approved basic's: access to primary education, health and nutrition, skill development, opportunities for higher education, mental health and emotional wellness, gender equality, women empowerment, better employment opportunities, providing quality food, shelter and clothing etc., to most vulnerable and marginalised with a global vision. It strengthens our commitments offered to the large population of more than 1000 children at St Catherine of Siena School for Destitute Children as well as children, teens and youth in other projects ie., Age 22, JO 20+, One Village One Teacher and their direct beneficiaries.









As we write this report: the socio-economic-cultural scenes have changed as the lockdown restrictions are lifted by the Government to begin regular movements which permits the school to reopen. The school resumed and filled with the regular cheers, noises and sounding bells as we have completely stopped the online classes.

Since the lockdown, the teachers were using hybrid mode of teaching ie., online and offline. Online classes were given to the day scholar students and offline classes for students who stayed in the orphanage which is adjacent to the school. While the students from the orphanage were lucky to have face to face learning in the class room, day scholar students were provided

mobile data (mobiles were provided in the previous year to children to attend online classes) so that regular attendance was maintained. Permitted 3 hours classes were conducted daily by class teachers**.** Challenges like not attending the regular classes were reported even after providing the mobile phones and internet data. Regular meetings were held with the Head Teacher, teachers, parents and school coordinator to find out where they need the actual support. The attendance of children kept improving after the regular meetings. Throughout the year the school had 75% regular attendance.

The school provided students with an art and craft kit, child friendly ration kits and phone with mobile data along with sanitizers and masks. These initiatives also increased the daily attendance which resulted in good performance. The students were happy to receive the kits since it brought joy and creativity at home. Regular creativity classes were held and celebrations of festivals at home kept online students' imaginations flying high.

The children who attended daily offline classes benefited in a great way since they interacted with teachers in the class room set up. They stayed in the adjacent orphanage, attended daily classes as and when the lockdown restrictions eased. This helped the teachers to conduct classes from School.









2. CURRICULUM & TEACHER EFFECTIVENESS

The school follows Maharashtra State Board Curriculum and is recognised by the BMC education department. It purely functions on the donations and does not receive any financial support from the government. ***CSR initiatives of M/s Hamburg Sud India Pvt Ltd, M/s Informa Markets India Pvt Ltd, M/s Sunshinekidsintl and local/international individual donors support the school's annual expenses.*** Through this wonderful and unconditional support, the school is able to sustain the quality of education with passionate and trained teachers. This makes the school a friendly and joyful place for students from the stereotyped school fears. Normally, students of underprivileged backgrounds express their negative feeling towards the school system since the access to the regular school is comparatively difficult due to their financial status or they have come to the city through intra-state or interstate migration. St Catherine and all its projects accepts children who are rejected by the mainstream schools and welcome them. The children from the adjacent orphanage also attend school and they come from orphan, semi-orphan and







street back grounds. Quality and free education encourage the students to attend school regularly, free of troubles and eventually stops them from dropping out or stop performing below par from their personal capacities. It boosts confidence and make students proud to benefit from the fruits of education.

3. ALTERNATE CURRICULUM

The introduction of alternate and innovative curriculum like LEAD helps to boost the learning experience of students, making it easier. **The school introduces LEAD Curriculum to students free of charges since this initiative is supported by M/s. Merck Family Foundation through the altruistic efforts of Ms Nicole Gorman.** It is her passionate involvement and close observation on students and their different learning skills that had resulted in introducing the curriculum and its funding.

This helps students to learn 'English as English' and helps not to mix up the language variations in spoken and reading activities. The strong activities based on phonetics helps the student to read words, sentences and so on. When phonetically read, it helps students to spell out words easily and upgrade them with the changing 'world requirements' in learning. The syllabus is based on audio video content and grade wise activities are given to students: bringing fun and laughter while learning the important concepts with proper understanding.

Various platforms like Student Led Conference are a feature used frequently during online learning of children. It provides an opportunity to student to explain in front of the whole class the terms and concepts which he/she learnt and understood during the online class. The teachers did their best to help and support the student in the presentation and boosted the student's confidence. The presentation is done through small videos and helped students to prepare for the classes during the times of covid 19 pandemic in a great way.

The teachers are trained to use the curriculum efficiently and frequent workshops are conducted. A tab with ready-made resources helps the teacher to deliver the content and concept in a right way. The parents can track the student's progress on the Parent's App and the academic performance is measured throughout the year. It helps the school to reinforce its belief in conceptual learning and promotion of man-making education.











As we try our best to effectively come out of Covid 19 pandemic impact on man making education: all our education projects are aiming to promote the concepts of peace, planet, partnership, people and prosperity in our whole education system through various action-based programmes. The Eco Warrior day activity 'Bandstand Beach Clean Up' at Bandra, was an initiative of Ms Patricia Furtado to create impressions of love and compassion among the younger minds: children and youth. The drive helped to remove tonnes of waste from the beach as the group cared through their actions, to protect planet earth!! We aim to carry out such activities in exploring more avenues in this coming year too!!!





4. ALTERNATE SCHOOLS: PRATHAM OPEN SCHOOL & NATIONAL INSTITUTE OF OPEN SCHOOLING

Alternate school system facilitates the learning of children rejected by main stream school system. Children who are over aged or missed the academic mile stones due to poverty, dropped out of school, or affected with various learning difficulties/backwardness benefit from the alternate school programmes. These alternate school systems and their study programmes are approved by the government and is beneficial for students to successfully complete/pass their academic milestones. This helps students to be motivated and confident while they appear for job interviews or college admissions.









Pratham Open School and NIOS (The National Institute of Open Schooling) education system act as a student friendly space for learning. Books are prepared for self-study mode and exams are conducted genuinely to test the concepts. This helps the academically not inclined students to progress outside the main stream schools preventing them from dropping out.

Over a period of years, the students who stay in the adjacent orphanage have benefitted largely from these alternate school systems. It has helped them to get admission in the regular college after passing through the Open School system and provided them with better employment.

NIOS provides a number of Vocational, Life Enrichment and Community oriented courses besides General and Academic Courses at Secondary and Senior Secondary level. It also offers Elementary level courses through its Open *Basic Education Programmes.* The certificate issued by the NIOS is up to pre degree (Senior

Secondary) level courses whether Academic, Technical or Vocational. Pratham Open School acts as ray of hope for students in lines of NIOS. It helps students to pass the various academic milestones/levels (A, B, C levels equivalent to grade 3,5,8) before reaching secondary level, with better understanding and learning of concepts. Once the student passes the C level or 8th standard, the student can register for the secondary school exams. Alternate School systems like Open School system support the students from vulnerable and marginalised back grounds to get into the main stream learning spaces following the appropriate age criteria.



PRATHAM OPEN SCHOOL AND NATIONAL INSTITUTE OF OPEN SCHOOLING STUDENTS FOR THE EDUCATIONAL YEAR 2021-2022



5. MEDICAL SUPPORT FOR TERMINALLY ILL



Students who were attending the school and ill with life threatening diseases received the medical support by paying for the medicines and other expenses which the family could not afford. This kept the students happy.

Students from the primary classes till college education had to face medical situations and emergencies during this year. Cancer, heart issues, tuberculosis, accident-related handicaps etc were treated during this year.

6. COORDINATING WITH EDUCATION DEPARTMENT/ MUMBAI POLICE INITIATIVES



St Catherine participated in various awareness programmes conducted by the Education department and Mumbai Police for the safety and protection of children. Since the crimes against children were on a high during the Covid 19 pandemic, the Education department made it mandatory to follow the POCSO Act

in schools. This to create awareness to protect students from their vulnerability that lead them to be abused sexually by others. Subsequently the school also participated in promoting the campaign of Bandra Police station's NIRBHAYA SQUAD. Through these initiatives the students are encouraged to report any offences against them to parents or school authorities without fear.



7. EDUCATIONAL FEE SUPPORT FOR COVID AFFECTED SEMI ORPHANS & POOR







As many families were struggling to make the two ends meet since there was no income, the relaxation of lockdown rules brought new challenges: to pay fees in school and colleges to appear for final exams since the colleges started functioning fulltime. St Catherine of Siena initiated a programme through which the parent could apply for the school or college fee, so that the students could continue studies. This was a huge relief for many students specially the semi orphans whose earning family member had passed away. Many families whose earning member was sick also benefitted from the programme. This was an additional programme which we initiated so that the students do not fail in their final exams or miss an academic year due to non-payment of fees. **The poor widows/families are encouraged to apply by email: catherine_siena@yahoo.co.in**

8. EDUCATION IN TRIBAL & UNDER PRIVILEGED VILLAGES





With the large majority of the population in India living in rural areas, education is highly dependent on the parents and their capacity to pay the fees. The rural areas face various barriers that directly impact our country's literacy rate. In some places of the country especially in rural belts, girls are not allowed to go to school or if allowed, it is only up to a certain age.

Because of COVID, the education system has transitioned from offline to online. Despite the schools reopening again, the children from rural backgrounds have limited or no access to basic learning tools such as well-equipped classrooms, computers, labs,

playgrounds, among other things. The teachers are often not qualified or do not turn up, leading to poor quality of education. This also leads to low morale among students to attend school.

One Village, One Teacher (OVOT) is one of the key projects to improve local education facilities in villages. The project supports students with a local teacher from grade 1 to 10 in the village, so that the children irrespective of their caste or creed or financial status get access to this new study support in the village itself. Though it was started with one teacher in one village, soon the number of teachers increased in each village up to three. Provision kits were distributed in all villages for children who attended the classes regularly. Later the kit money was transferred to parents' bank account so that the parent started taking interest for their education.

Students who enrol in OVOT are given Scholarships from the 11th standard onwards so that they can continue with their further studies till the completion of graduation.

The project One Village, One Teacher (OVOT) is supported by all the authorities of the village including the Sarpanch. Professional Trainers are provided to support village teachers to raise the educational standards of children. The main activities are supervised by our expert staff who work tirelessly from our Ekhlahare Center(It is the training centre for village teachers). This programme is accepted by the village students very well. We expect the OVOT project to make an impact in

a) stopping school dropout

b) stopping child labour

c) reducing malnutrition

d) improving the quality of the education

e) stopping early marriages so that the students are occupied with learning and self- development activities till the age of 21.

Mentors visit every month or alternate months to check the progress of the children. The idea of One Village and One Teacher was conceived as per the visions of our founder Rev Fr Anthony Elenjimittam to strengthen the learning pattern of underprivileged students so that the students can benefit from the facilities which the main stream education provides.











We work on the natural intelligence of children and teachers, which can be sourced from the village itself. At present Welfare Society for Destitute Children is supporting over 500 students in 9 villages, and wants to reach 1500 students. The total annual cost breakup for providing primary education support to each child in a village is Rs.3600/- which includes the educational expenses, provision kit to stop drop out.





We have set our goals to reach 1500 students in this year with the support of every right-thinking individual to help Welfare Society for Destitute Children in the vision to bring global education to local students through the One Village, One Teacher (OVOT) programme. This project will build our country's pillars strong and provide the children with a proper aim for their future.

9. EDUCATION IN BRICK KILNS







The rural project also opened doors to basic educational problems that various population/families that are facing. One of such population is the families working in brick kilns. While the families migrate to various destination for better jobs and payments, the entire family get migrated along with children making them dropping out from the village school system. This results in continuing with illiterate village status for generations and subsequently result in the closure of village school. Various stake holders need to cooperate in this herculean task of village school system: re-structuring for a brighter generation by making the families return to their original villages. At the moment the ration kits, clothes are distributed to stop malnutrition among children at the migration destination ie brick kilns. Introduction of school education is already in progress in a village as a pilot project, where the school was closed due to poor attendance. **This initiative tries to identify the basic village problems of their schools getting closed and related occupational problems.**

One of the root causes of migration is the loss of employment after monsoon session in the farming sector for the landless and marginal wage community. Sustainable farming solutions are to be introduced to the families in the village to stop migration from the village. We look forward for new partners to join this project so that the community benefits the generational transformation towards the complete literacy and gets motivated for an enlightened community.

10. LIFE SKILLS FOR EDUCATION

Life skills for education is an initiative to identify the students to train for larger academic/professional goals and to mould them for future charity missions. The students are identified from the 6th grade to 10th grade and encouraged with life skill education to prepare them for these two goals. After grade 10th, the students receive scholarship provided through passionate donors to help with rural and tribal education. Along with these support, St Catherine expect the students to get into the competitive exams available locally, nationally and internationally for better opportunities to study or for employment. Life skill building plays an important role in this process and preparation of younger minds for the task of nation building as a bigger and future role.

The main team of St Catherine under the leadership of various department heads (curriculum development and Social Work), lead the training so that it become a fruitful effort from the decision maker to the grass root level beneficiary. A training centre is available at our local centre at Malshej Ghat with residential facilities. The trainers conduct monthly visits and full day trainings. Skill building sessions for the one village, one teacher staff are conducted by the Curriculum Trainers from St Catherine of Siena School at Bandra. This creates an organic interaction which is sustainable and well-focussed with achievable goals and strategies. The mentors and trustees form the group as supervising or implementing authorities.







11. PROJECT AGE 22 & PROJECT JO 20+: THE GENERATION NEXT EDUCATION PROJECTS

When Intellectualism and charity combine, often do appear a new thought of life with prompt actions. Father of our Nation, Mahatmaji, could see the great changes as an intellectual Father Anthony could achieve during the freedom movement. In 1946 when having a morning stroll Mahatmaji said to Father Anthony: 'do not restrict yourself to pure intellectualism through writing and lecturing. Combine it with charity and work for the upliftment of the Harijans. Whatever work you do for their all-sided growth and uplift, whether it is in slums or villages, will have my blessings and encouragement.'



Lalita Bist benefitted from *The Dr Allan Saldanha Educational Scholarship for her Bachelor degree in Physiotherapy.* She is a shining example as she follows her physiotherapy passion and is in her 3rd year at Nargund College of Physiotherapy at Banglore.

The project Age 22 encourages the students to follow Mahatmaji's words to Father Anthony: to mould responsible youth in this modern age! Where space journeys are becoming child's play, it is our challenge to translate the advice of Mahatmaji to Father Anthony who encourages everyone to live the powerful motto: 'For the Freedom of the soul and Welfare of mankind'.

The project provides quality education with a human face, introduce cognitive and behavior rehabilitation approach to add character, skills, values and focus on a holistic living approach to bring complete wellness. The key is to create a protective environment in and around of their families and communities with strong family-oriented value system to prevent the street stories repeating. An empowered student can carry the legacy of social responsibility experienced in St Catherine of Siena to others, being a true role model himself/herself. Thus, a bridged new life with values helps them to transform as the real citizens of the one world, one humanity and with one world citizenship, the vision of our founder Father Anthony.

Since most street mothers come from the back ground of child marriage or early marriage as early from 12 year onwards, It is imperative to change the thought process of street mothers to act against child marriage or early marriage of their own daughters. This social problem along with child labour is dealt holistically in the Age 22 Project run by Welfare Society for Destitute Children. By supporting the graduation /professional graduation of girls and boys till the age of 22, we are able to postpone or delay the marriage and child labour which gives girls and boys time to complete their academic goals.

The Project Jo 20+ is a job-oriented training programme for boys and girls that provides opportunity to learn a trade or a course as per their interest. It provides support for the less academics to pick up a good career and focus on their life goals.

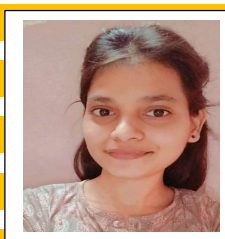
We are grateful to our sponsors who supported the age 22 students with their fees by instituting various visionary scholarships. The Marie Abraham Scholarship for Early Childhood Care and Education, Dr. Allan Saldanha Scholarship, Vikram Kodendera Scholarship, Angel Donor's Fund (those who wanted to be anonymous) have helped the students to focus on their studies. We also are grateful to M/s Informa Markets India Pvt Limited for supporting students in this project.



Ganesh Naidu pursues his Hotel Management degree from St. Francis Institute of Hotel Management from Borivali. He says that he is very much a workaholic person with full dedication on his task. *He is supported by Informa Market India Pvt Ltd.*



Deepak Rai studied at our Murbad Centre and he got selected for Vikram Kodendera Scholarship. He studies now in 11th standard and looking ahead to do a graduation in Marine Engineering.



Pratiksha Satav is *The Marie Abraham Scholarship for Early Childhood Care and Education* winner and studying at Shiksha. She is passionate and joins the rural educational activities to promote education.

12. ONLINE EDUCATION AND DIGITAL DIVIDE

The Covid 19 Pandemic impact on education system is an eye opener for school functioning. While many students benefitted, the very poor had to suffer and they eventually dropped out of online classes. Not having enough android mobiles at home (most of them had only one phone used by the bread winner and the phone remained with the bread winner), frequent disruption in internet connectivity, high cost to procure phones and monthly spending on internet data (Rs. 500/- to Rs. 1000/- per month) were the prime reasons for the poor. To make it worst the government internet services had constant disruptions thus giving priority to private companies. It is observed that 11% of students attended the online classes in village areas due to the above issues as per the ASER survey of 2020 and the 2021 ASER survey reiterate the above findings. It states an increase in dependence on private tuitions and an absence of ready access to smartphones. It also suggests for the need of specific attention to help to make up for learning losses, especially in the lowest classes.

Marginalised wage labourer families in towns and cities faced problems of deprivation of jobs and regular income, resulting many children droping out of school system or joined the government schools. The Future challenges for vulnerable children can be the great digital divide. Lockdowns can be repetitive and future classes can be hybrid mode: online and offline as we plan to get out of the Covid 19 pandemic impact. Hybrid mode can be effectively monitored or implemented to make learning of subjects like Maths or science interesting for children especially for the poor and marginalised.

ASER Survey 2021 suggests various ways to bridge the digital divide for poor with a) a multi-pronged approach to benefit or provide access to education to a larger section of students giving priority to the less advantaged students who do not have access to e-learning b) making online education more effective with shorter but quality discussions instead of long hours of teaching ie., one-way communication, demanding a more participative role for teacher to go beyond just being in control of class to a new role of being a facilitator for the transfer of knowledge c) Focussing more on knowledge aspect by using the motivational aspect of learning to help them to discover more knowledge than building up competencies based on syllabus.

We thank M/s Music Broadcast Limited & Radiocity for sponsoring 34 laptops for this mission!!

The COVID-19 pandemic has affected and will continue to affect the delivery of knowledge and skills at all levels of education. Although many children and adult learners will likely compensate for this interruption of traditional educational services and adapt to new modalities, some will struggle. The widening of the gap for those whose families cannot absorb the teaching and supervision of education required for in-home education because they lack the time and skills necessary are not addressed currently. The gap for those already at a disadvantage because of socioeconomic class, language, and special needs are most severely affected by the COVID-19 pandemic school closures and will have the hardest time compensating.







13. EDUCATION WITH A HUMAN FACE: SOCIAL WORK & COUNSELING

Mental and emotional health of children took a back seat during the Covid 19 pandemic lockdown, making it more vulnerable in the not much explored home-schooling set up. As the students were left to sit at home it was noticed that the family arguments, fights and abuses at home affected the learning of children and their overall development. Children who live with their whole family members in a very small rented slum house had to bear more. The live online classes were noisy and distractive for them in the current home set up. Students with learning difficulties and special needs left unattended and conceptual learning gaps were noticed by teachers. While the adult and teenager students found a way to bridge the gaps, the new entrants in Pre-Primary and primary classes found it hard since they lacked introduction or access to smart devices or system. The mothers who were illiterate had to use voice messages to discuss the problems with teachers. Depression was reported as one of the highest mentally affected illness among the families during the covid resulting in a decrease in pursuing life goals.

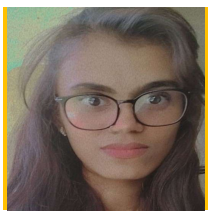
Our Team of social workers and counsellors make their best effort to reach out and address the issues through online and offline sessions. While the pre-primary and primary students had access to the counsellor or social worker during pandemic, the teenager students had the best opportunity to get access to our weekly online sessions called Responsible Relationships. Responsible Relationship is a programme for teens to talk to a qualified social worker or a life coach. We need to work out a better programme for our village activities and the team of social work and counselling will be visiting the rural projects once in a month to make a better training plan for the staff to meet the challenges in future lockdowns. It is noted that the teens and adults who were college going faced decrease in pursuing study interest since they started working during lockdowns for survival. While the students in cities turned to become food delivery boys, the village students turned into farming related works. Rehabilitative sessions are to be organised before we start the new academic term to bring the interest levels to pursue studies among the students.



Abhishek Bhosle is happy to attend the RR sessions since it helps him be responsible, he says: "RR sessions has helped me by taking my own responsibility by helping and understanding situations and people". It helped him to act in a mature way, helped him to put himself in the situations to think what is the best that he can do to improve the situation and implement it.



Devi Devendra 'feels motivated whenever attending RR sessions. There is lot of messages and values that I get when in the session. I explore and understand new things, people and knowledge'. She hopes that it will help her to become a better version of herself! (Devi is a First Year BMS student)



Muskan Hussain says the RR session helped her to develop her confidence level. She can relate now to life and lifestyle, started maintaining good relationship with people, with family members etc., It brings positive vibes within me. It brought out her inner fears and anxieties and made her a happier person and she says: I am looking forward for more sessions…

Students are stressed, worried and anxious about the uncertainties of the future. Students who are at the brink of their board exams; those who have got admissions into universities or have completed their education and looking forward to starting new jobs are all stuck at crossroads, with no new beginnings.

We plan to implement the current Responsible Relationship programme available in the projects in city projects run by Welfare Society for destitute children in our village education programmes. By incorporating social and emotional learning with mental health curriculum can shape up a better and motivated generation who will pursue the life goals and be satisfied with their achievement.



Playing football and participating in Mumbai Marathon have made Vijay Naidu a strong person. He says that my strengths are hardworking, self-motivating and I am addicted towards my work. He looks forward to pursue a career in Merchant Navy and have passed Diploma in Mechanical Engineering. He found the RR sessions more practical and helped him to practice mindfulness meditation. His time management, communication skills, decision making skills made him a better person.'

14. EDUCATION AND HUNGER

Poverty has been the hard-hitting factor among the marginalised and vulnerable children who want to pursue an academic dream. With their families struggle with steady income and new challenges to possess a smart phone (over 30% students could not afford a smart phone), the educational initiatives among the poor become a nerve cracking programme and it needs abundant support from the sponsors and good will donors. Food scarcity have made malnutrition a common problem among the poor.

We hope our continued action-based programmes with the direct beneficiaries will create a space to convert the gut hunger into the motivational hunger to achieve their life goals to create many success stories and become the role model personalities for many!!!





Thank you!!!

We are grateful to everyone who supported our educational projects during this turbulent pandemic time as we now come out of the lockdown restrictions: to create a meaningful socio-psycho development, educational upliftment & cultural integration for the marginalised and destitute children. Your crucial support created a sense of happiness among the destitute and marginalised and kept them safe from the dangers of Covid 19 pandemic and the existing social backwardness : creating a new link between the City and Tribal population. We place our heartfelt gratitude to everyone including individuals and corporates. Our wholehearted gratitude and special prayers for protection and care be always be there for this noble support!! There are so many people who want to remain unknown and who have made significant contributions in our effort and we thank all of them!!

We thank **M/s. Hamburg Sud India Pvt Limited** for supporting our St Catherine of Siena School which helped in a great way to take challenges and make a visible change in school education for poor and marginalised. This support helped to retain our expert and qualified staff during these trying times and to implement the on-line classes as per the rules and regulations. The staff also train the village teachers to make the positive educational changes in tribal villages and in their learning patterns.

We thank **M/s Informa Markets India Limited** for supporting our educational activities in this year including Age 22 and village students. 534 students received your support! This also created a momentum and the number of children in the village project crossed over 500 students!!

We thank **M/s Sunshinekids intl.** -Mary and Dave Gothi- for the long-term support for all our projects and without your support it would have been impossible to achieve many milestones for the development of children. This is the 20th year of unconditional support which we are blessed with!!!

We thank **M/s Music Broadcast Limited & Radio City** for the continued support to improve the facilities in School and orphanage. We are able to bridge the digital divide to a great extent by using the laptops and for supporting the education and nutrition at rural and tribal villages.

We Thank **Mr Dilprit Sabharwal & Team** in supporting the repairs and maintenance of boys dining hall, grill works on school and orphanage buildings, security grill works on boundary walls etc.,

We are also grateful for the Judo and Music classes conducted in the orphanage in the many years!!!We are blessed to have your association!

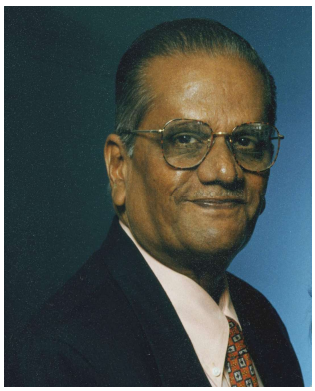


We thank Ms Gangu Subhaya maam for instituting **The Vikram Kondendera Scholarship** for the students in the orphanage and for her motivation to the children to try their best and put their best in whatever they want to do.

This scholarship is for students who study in the orphanage!



We also thank Mr Mario Saldanha and the entire family for instituting **The Dr Allan Saldanha Educational Scholarship** which helped the students to study through the Pandemic without the fear of non-payment of school or college fees and counselling support.



We thank Mr Abraham and the family members for instituting **The Marie Abraham Scholarship for Early Childhood Care and Education.** The Marie Abraham Scholarship for Early Childhood Care and Education (ECCE) aims to provide an opportunity for genuine young students from St Catherine of Siena Orphanage and School to make their entry into the field of education; especially the field of Early Childhood Care and Education. It was always Mrs Marie Abraham's vision that every child in the Early Childhood years would have an ideal teacher who was equipped with appropriate teaching methodology.



Way Forward

Our rehabilitative and action based educational projects are effectively in progress for people who are poor and marginalised: especially, underprivileged and street children, orphans and semi orphans. Our students are supported till the age of 22 so that the educational empowerment become a reality adding quality to their life and providing better opportunities for professional employment. So, we continue to focus on the lives of poor and marginalised people/families and their upliftment.

Through our long-term projects the immediate families too, get involved and benefit from the programmes. ***All project locations and sub locations are active to get the maximum result, bringing prosperity in the lives of people and social communities.*** The social communities that are less represented in the main stream development structure due to their illiterate and poverty tag get a life changing opportunity in the prosperity plan.

Initiatives to uphold values through **'Children/Teen for Peace'** and **'Children/Teen for Planet'** ***will mould a compassion-driven generation that love unconditional peace and committed to protect the planet and the creations in it.*** This can impact the local population immensely while connecting with their inner happiness to preserve.

It is our heartfelt wish to create much stronger bond among our sponsors and supporters: specially ***partnering for creating new opportunities and preserving it.*** Strong and committed partnerships can make the projects exceptionally well to benefit the poor. We encourage everyone to organize visits to our Projects as we celebrate the partnerships to do greater things together!!! As an organization working with destitute, orphans, poor, grass root populations in tribal/rural areas and their life mentoring rehabilitation, partnering with more organisations and Corporate Social Responsibility initiatives are always welcomed!!!

We look forward for an effective and sustainable way of implementation of our projects with God guided consciousness and economics. The current educational year have provided an ample insight about the potential crisis which can be repeated for over a period of years bringing more vulnerability among the destitute, marginalized and poor. We wait for your inspiration to lift up the spirit of our students and the community towards the task of nation building and creating a humanity with brotherhood of love and progress!! We thank God for His providential presence in all our activities and in the lives of our children, staff, donors, sponsors, well-wishers and supporters. May God bless all!!!

The Leadership Team for the year have been
Ms. Lizelle Pereira (Head Mistress)
Mr. HItansu Tandy (Senior Social Worker)
Mr. John Fernandes (Maintenance)
Ms. Payal Pamak (Accounts)
Mr Mangesh Kale (Social Worker, Murbad)

Board Members
Mr. Siby Xavier
Brother Joseph Sebastian
Mr. Charles Dango
Sister Dominic
Mrs. Patricia Furtado
Mrs. Sonal Solanki
Mr. Parag Jamsandekar

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