

Management & Organisation of the Rainbow Homes for Street Children in India



Policies & Procedures for cooperation between Partnership Foundation Netherlands and Schools in India for creating Rainbow Homes for street children

Table of Contents

Introduction.....	3
1 – Methodology of the Rainbow Homes.....	4
1.1. Historical Background.....	4
1.2 The Concept.....	4
1.3. Background of the children.....	4
1.4 Admission policy.....	5
1.5 Introductory phase.....	5
1.6 Full participation.....	6
1.7 All round formation and development.....	7
1.8 Organisation of the children in the Rainbow Home.....	9
2. Management and staff.....	11
2.1 Management.....	11
2.2 Staff.....	12
2.3 Job descriptions.....	12
2.4 Summary of the Staff' attitudes and values.....	15
2.5 Teamwork.....	15
3. Reintegration policy and management.....	16
4. Reporting, budgeting and planning.....	17
4.1 Summary of Reporting requirements.....	18
4.2 Financials, planning and financial reporting.....	19
4.3 Children's reporting.....	20
Annexe 1 – example of a case study.....	23
Annexe 2 – example of a progress report.....	24
Annexe 3 –example of budget format.....	25

Address for correspondence:

**Partnership Foundation
Van Westrenenlaan 1a
NL – 3971 AE Driebergen
Netherlands**

**Tel 00 31 343 538811
Mobile 00 31 6 51 31 56 43**

**info@partnershipfoundation.nl
www.partnershipfoundation.nl**

Introduction

Partnership Foundation, Netherlands, was established in 2002 by a group of businessmen with the aim of providing accommodation, education and reintegration for 10.000 street children in India by 2018: 50 homes for approximately 200 children each. Deeply concerned with the fate of children living on or off the streets, the idea was created to develop and implement a large scale and economic solution, based on a business methodology.

Before founding Partnership Foundation, a desk and field research was carried out in order to identify an example of best practice that could be turned into a formula and rolled out to the major cities in India. Through the good services of the Governor of West Bengal, a contact was established with Loreto Day School in Sealdah, Calcutta. It turned out that a small group of street children (girls) was already permanently living on the premises of the school, as they were at great risk on the streets. The Principal of this English Medium School, Sister Cyril Mooney Ph.D., wished to increase the number of resident street children in her school, but lacked the financial means.

After detailed discussions, Partnership Foundation decided to finance all costs for the street children living in Loreto Day School, Sealdah, and Sister Cyril started to increase the numbers. The concept of accommodating street children on the premises of existing schools proves to be both an innovative and economic solution: schools are empty for the major part of the day, in weekends and holidays. The people involved are used to dealing with children, an administrative system is in place, but most important of all, the street children will slowly integrate with their more privileged peer group, gradually losing their label of 'being street children'.

At present, in January 2007, more than 650 former street children – all girls – have been accommodated in 4 Loreto Schools in Calcutta, the 5th is expected to open its gates shortly. Apart from being safely accommodated, the children are provided with proper clothing, healthy food, medical care and they participate in various form of recreation. In the first phase of their admission, depending on their age and educational background, they receive education by the regular pupils from age 10 onward, on a one-to-one basis. Through this system, they are made ready for mainstream education within a very short period of time. It goes without saying that these children remain entirely free to practice their religion and are raised within their own cultural background.

Partnership Foundation does not avail of funds of her own. The foundation depends on donations from the Dutch Business community. Although there are over 16.000 charities in the Netherlands (a country of 17 million inhabitants), it was found that companies are prepared to donate funds for this project. The main reason for this is the businesslike approach: very low costs in the Netherlands (3% of total income, all involved work as volunteers), a lean system of transparent reporting and of course the concept itself. Here also lies the vulnerability of the project. The Indian partner's integrity is of the utmost importance, as one scandal in the press is likely to terminate the entire project. For this reason, this manual has been written. It is based on the experience of the first 5 years with Loreto, and contains a set of playing rules for a mutually rewarding cooperation.

Compliance with these playing rules will provide street children with the chance of a future, a happy and rewarding life. Having developed into valuable and responsible citizens later in their lives, they will prove that the investment made in them has been a successful investment in society at large.

It is of paramount importance for the children in the program that all personnel involved in the Rainbow Home project are familiar with the contents of this manual, subscribe to its contents, and are duly trained and assessed in the various aspects of their work.

1 – Methodology of the Rainbow Homes

1.1 Background

Loreto Sealdah is a school of 1400 girl students, situated in one of the busiest areas of Kolkata, opposite one of the two large Railway stations in the city. Over the years, this school has become more and more a resource centre for the poorest of the poor, while retaining its character of being an excellent English medium school. To this end, each year since 1979, 50% of its initial intake is from the poorest children from the slum areas, for whom the school provides free tuition, food, clothing, rent, medicine, in fact all they need to be successful in school, while the other 50% is from well off parents who can afford to pay a fee to give stability to the Institution.

Deeply concerned for the children living at survival level on the streets, without any adequate shelter, often without parents, or at best, with dysfunctional ones, the school encouraged its class IX pupils to go out and invite the street children into the school when they were free from their preoccupation with survival. Thus began the Rainbow program, a day school for street children, which has been functioning since 1985.

In 1994, a 4 year old girl from the school was raped one night outside the school and so the night shelter was started to protect those at risk on the streets at night. Girls of all ages coming off the streets have now been welded into a happy family and are enabled to grow to their full potential in an atmosphere of freedom, trust and responsibility. Financed by Partnership Foundation, there are at present 650 former street children living on the premises of Loreto English Medium Schools in Calcutta. Planning is to increase this number to 1000 by 2008.

1.2 The concept

The Rainbow Homes are 'homes', not merely shelters. A home is a place of security and basic comfort where one resides permanently whereas a "night shelter" provides shelter only for the night, and takes no responsibility for the children's well being during the day time, nor for their future lives.

The Rainbow Homes are all located in existing schools. The children enjoy, therefore, the benefits of being inside a regular school with all the activities, the notice boards, the interaction with the more privileged peer group in the regular school, the rough and tumble of normal school life and the friendly interaction with other children of very diverse backgrounds, creeds and castes, which enables each child to grow and reach her full potential.

When girls come off the street, there is a period during which they have to be prepared for regular school. They will not go to a regular school until they can fit into a class of approximately their own age group. This normally takes one year or even less, as they are being taught on a one to one basis by the regular children of the school, during their obligatory Work Education classes.

1.3 Background of the street children

These children are survivors. They have been forced to live by their wits on the street, find food, work or beg to get money, fight for whatever they get, fend off older bullies and all the time carry a well of emptiness in themselves because the significant adults in their lives have failed them. They are extremely resilient and some of them bounce back even after severe maltreatment. They live in the present moment and get what joy they can, when they can. Their experiences in life are manifold; hence the name "Rainbow children" suits them well.

Children coming in from the streets are free spirits. They do not take kindly to being locked inside the gate, supervised too closely, and corrected constantly. Therefore, they need the intelligent and understanding kind of guidance from adults that comes only with love. They can learn to accept discipline, if not accompanied by condemnation or rejection.

They seem at first as if they have created a space around themselves, which served the purpose of self protection. Inside this shell, at first, they do not allow others to come - whether it be to play, to tease, even a slight pat on their shoulder can be the cause of a row and a burst of tears.

The children often carry scars of earlier negative experiences of which they do not speak until they trust people around them and then only casually, but these memories often explain their behavior.

They sometimes have quite adult mentalities - a strange combination of the maturity of adults coupled with the joy, vulnerability and innocence of childhood.

They have run away from incest, starvation, cruel step parents, horrendous massacres, they have seen death and survived. If they did not have confidence in themselves they could not have done what they have done, and the new adults in their lives must not undermine that self confidence, but rather nurture it into maturity and emotional stability.

1.4 Admission policy

Since admission into a home is a great and unique opportunity, the pressure for admission is high, especially from the lower middle class who see this as a free "back door" to a good education. Hence care has to be taken that the following criteria and priorities are followed strictly in accepting girls into the home.

- a.** Girls alone on the streets at night.
- b.** Girls of parents / employers who are so exploited physically / sexually that they are at risk of being damaged for life.
- c.** Girls with one parent or relation in the background who is so inadequate that he or she cannot provide the protection that the girl needs.
- d.** Girls with both but dysfunctional parents, especially from red light areas.

No children from slums or bustees are admitted. Priority for admission of children in each of the above four categories:

- a.** To be admitted and made welcome at once; questions can be asked later.
- b. c. d.** Invited to become day scholars for the few days needed by the social worker or field worker to investigate their background and ensure that this is a real need. Then the child is welcomed in. However, in case of emergency even children in the categories **b, c and d** are welcomed in the Rainbow Home, prior to investigation.

In case there are reasons to be on the streets other than abuse or poverty, efforts will always be made to rehabilitate the girl into her own family.

1.5 Introductory phase

Girls coming off the street are survivors. They do not easily submit to the kind of discipline adults tend to exercise over children in India, nor do they offer respect to adults who exact it. Their respect has to be earned. The home is not a prison and they need time to adjust and finally come in altogether. Therefore the gates are kept open (only with a guard to prevent non residents to come in) so they can go in and out as they please. During this period they

cannot be rushed or forced, otherwise they will go out and not come back. Hence comes the need for a gradual induction, and great patience and empathy on the part of their “Home Mothers” and other adults to see to their welfare.

Girls coming in for the 1st time are often suspicious, doubtful how the whole thing will work out. They spend time watching and listening, seeing how problems are dealt with, what the discipline is like, what the food is like, what is required of them, if there are no ‘angles’. Initially they may even steal other’s things and perhaps walk out onto the streets again. Even if they stay away for several weeks they are always welcomed back and made to feel loved and precious when they return. Usually once they come in the 2nd time they stay for good.

Within the 1st 24 hours of arrival, the Home Mother makes time to sit quietly and chat with the new arrival. This can be done very well when she checks her clothes or any other belongings she has and provides her with whatever she needs. In this process she also learns her name and any other information the child volunteers freely. There should be no probing at this time; the object of the exercise is to ensure that the child feels accepted, loved and trusted.

At the same time, the girl is provided – in a humane dignified manner with what she needs, the list of which is given below :

Underwear	3 sets
Dress, salwar kameez	3 sets
Slippers	1 pair (Normally children “at home” in the home go in bare feet but slippers are issued to the senior girls).
Shoes and socks	for those children who are going to school immediately, or for outings outside of school.
Uniform	for school wear.
Soap, toothpaste and oil	on a monthly basis. Records will be kept.
Bedding	consisting of a mat, sheet and one or two blankets as per Need and season.
Tooth brush, comb, sewing case with needle, thread	for mending clothes.
Scissors	(only to be given to the older girls).

1.6 Full participation

The home is for the children. The presence of adults is necessary only for guidance and minimal supervision, and most of all for building a loving and caring relationship with the child. Children need significant adults around to listen to them, love them, encourage them and help them grow. They do not need adults who watch them critically and have needs of their own for recognition and support. Staff not working from this loving attitude should be dismissed immediately.

When the girl has settled down, it may be necessary to agree some basic rules such as time table, studies and the like, and a simple sanction system for those who disobey or impinge on other’s rights, or are a danger to themselves. This can be done by an older girl who is allotted charge of the new girl for the first few months. Staff members / when educating the with respect to discipline / should avail of a host of pedagogical intervention skills, other than shouting and beating.

Situated as each home is within a regular school, the children will be encouraged to form good relationships with other girls both of the Regular School and the Rainbow Home, with the Home Mother, other staff members, the school teachers and support staff. Consequently, it may be expected that they will be invited out to peoples' families for special events and even for an occasional holiday. Normally, girls in the Rainbow Home may have visitors for example on the last Saturday of each month, when time is set aside for the girls to meet them.

1.7 All round formation and development

“Our goal is to form women alive to the needs of our world, with the knowledge which gives them power to act, and motivated by the love which gives them purpose and wisdom in their action. The education of girls from every social background has to be undertaken so that there can be produced not only women of refined talents but those great souled persons who are so desperately needed by our times” (1971 Loreto Constitutions).

The curriculum design is such as to meet the requirements of the goal outlined above. It makes provision for the all round development of the girl - spiritually, intellectually, socially and culturally, and physically:

a. The spiritual formation of each girl is of a multi-religious nature, and includes everything which helps her to deepen her unique relationship with God and to grow in love and respect for all people as her brothers and sisters. The structures in the home designed to develop and deepen this relationship are:

Prayer life of the home :

- Each day begins with a short prayer on awakening and later on for the older girls at the morning assembly.
- At all times of prayer care is taken to provide short periods of silence and reflection to help the children grow beyond the mere recitation of words into deeper awareness of their relation with God as they perceive Him to be.
- All major events such as Teacher's Day, Domestic Staff Day, home elections, welcome of visitors etc. begin with a period of prayer.

Value Education :

- At least one session per week is held.
- Sex education is an integral part of the instruction given.
- Nightly, before bed, a brief meeting to clear away any misunderstandings, bad feelings, results of scolding and the like. Every child should be sent to bed, happy, loved, forgiven and at peace.

b. Intellectual formation of each girl includes all aspects of her mental development, keeping in mind her capacities, talents, interests, character, background and opportunities for study. Each girl is evaluated on her arrival and this evaluation is kept as a record against which her future academic progress can be measured. Oral tests can also be a part of this initial valuation.

Depending upon the results of the evaluation the girl is provided with personalized teaching by the regular students of the school, who are duly supervised by professional staff, until she catches up to the level of her own age and is then introduced formally into school.

Special care is taken to provide, where needed, head start / remedial / alternative programs to meet the needs of academically handicapped children even after they join the regular school. Wisdom is required in encouraging the child to reach her ambition and at the same time establishing where she has reached her limits.

Joy in learning, in discovering new facts and new ideas and in developing one's talents, is a very effective educational tool. As much extra educational stimulation as is possible is provided. This includes visuals, audio visuals, the use of the library and the local environment, as well as educational games to which the children should always have easy access, and educational outings. Professional computer education is considered to be very important for almost any career.

Opportunities are constantly provided for exploring new ideas, new experiences, and the environment, trying out new things and constant conversation and discussion, with each other, the older girls, the regular students, volunteers and staff members. Development of a personal hobby is encouraged.

c. Social and cultural formation. This includes an awareness of - and respect for - the various aspects of the Indian social milieu and a readiness to contribute constructively to the creation of a just society. The home is genuinely sensitive to the various cultures of the girls who are helped to understand and love the richness of their own culture and to respect and equally appreciate other cultures.

The girls are educated to appreciate beauty in whatever form it presents itself, and will be exposed to various forms of art, both actively and passively. They are taught to care for the environment, and to look beyond themselves to the needs of others.

Destructive behavior in all its forms is discouraged in an explanatory way, and the girls are taught how to handle things carefully, and to maintain their home in an attractive way, taking the trouble to clear up after themselves as well as for others.

Programs where the children have experience in working for justice and equality, in sustained contact with children or others deprived of the advantages of education, are integral to the home curriculum.

Reflection on situations of injustice, on their causes and possible remedies, is central to these programs so that while she is engaged in forming relationships with people from various walks of life, the girl also becomes aware of the power structures in society.

It is seen as very important that the girls of the Home are challenged to think of others before themselves and to reach out over a period of time in sustained service to the less privileged.

All activities are creativity rather than money based so that the girls learn how to improvise and make do, to be thrifty and do with simple materials and yet maintain a good standard.

Concerts and public shows are seen as opportunities for education in improvisation and thrift as costumes and sets are designed and created by the girls from cheap materials, thus allowing everyone, even the poorest girl or the less academically gifted, to take part.

Birthday gifts, money collections and expensive foreign items are frowned upon not only as detrimental to the value system of the home, but also as giving rise to such negative emotions as jealousy in girls who do not get such items, leading on to stealing and a begging attitude. Rather, the children are encouraged to see such material consumerist values in their true color and to realize that happiness lies in who you are and not in what you have. All forms of soliciting things, especially from visitors, are discouraged as being undignified and lacking in self respect.

Growth in personality of the girl includes all that enables her to become aware of her unique and God given talents and to develop them to their full potential and to her own and other people's happiness.

Opportunities are provided in co-curricular activities, house system, camps, training courses and the like to enable the girl to develop leadership qualities, organizational skills, self expression and a noble and stable character.

Children are trained to be responsible by being trusted. All children are helped to learn respect themselves and others, by being respected and positively challenged by the adults around them. Opportunities for counseling and career guidance are made available to the girls on a regular basis, according to their age.

Working together in spirit of community is strongly affirmed while all unhealthy competition and the structures which foster it are discouraged. This also applies to the relationship of the children with members of the staff: a girls council will be established, see under 7.

d. Physical development. For physical development, a regular program of games and outdoor exercise is provided. Classes in Indian and modern dancing and Yoga are organized. Karate is taught wherever possible as self confidence and the skills of self defense are important. Basketball, athletics, singing will be practiced as much as possible.

Each girl has a health check up at the time of admission. The results are recorded in her file. Thereafter she has a check up twice a year, including teeth and eyes. Any illness is dealt with immediately and recorded in her file. A well balanced diet and plenty of healthy food and exercise is seen as the best way to ensure that each girl grows up strong and healthy.

1.8 Organization of the children in the Rainbow Home

Each Rainbow Home consists of a minimum of 150 children; the number to be achieved within three years. A simple and just set of home rules are so formulated and enforced as to inculcate self discipline and a sense of personal responsibility. For this reason, the senior girls of the Home form a **Girls Council** which takes responsibility for the care of the younger children and the smooth running of the duties allotted to each team. The Girls Council acts as an advisory body and sounding board for the staff members who are in charge of the children. Once a month, this Council meets the staff to talk and discuss items that need attention. Minutes are taken, their ideas are listened to and acted upon wherever possible and reasonable. A culture of openness and truth will prevail in these meetings, from both sides.

The girls organize themselves into teams of approximately 10 ranging in age from the youngest to the oldest, and select a leader. The entire home is divided into "**houses**" of approximately 50 girls each. Each 'house' has 5 teams of 10 girls each. From among the 5 leaders of the teams in each house a House Captain and a Vice Captain are elected who takes responsibility for:

- The correct behavior of their House
- All inter house activities e.g. family hour, interhouse contests.
- A house meeting once a week to deal with any ongoing problems, to organize activities, to get to know each other, find talents, listen to what the younger ones say, settle disagreements, take initiatives and the like.
- The House Captains and Vice Captains form the Girls Council which

meet once a week to discuss issues which need to be taken to the monthly meeting with the Staff.

- A meeting of the Staff with the Girls Council will take place every month.
- Each month the Captain and Vice Captain carry out an evaluation of each child's performance. This evaluation is discussed with the child and reasons for the grade given explained, and where necessary, acted upon.
- These evaluations are submitted to the Manager of the Rainbow Home for discussion and filing into the girls' Progress Files.

The aim of the above is to develop leadership qualities and responsibility in the children. So the performance of the House is reviewed once every 6 months and the Captains are changed at that time to give others opportunities to get experience in leadership.

2 Management and staff

In this chapter, a model is given of how the Rainbow Home Project can be organized and staffed, based on approximately 200 children per home. Due to differences in the individual organizational structure and culture in the various schools, motivated deviations from this model will be allowed for. Also, with time, further changes in this model may be required; it is a 'living' model. The actual reality of the management and staff will always be reflected in the budget. The basic idea is: comply or explain why a different approach has been chosen.

2.1 Management

The ultimate responsibility for the Rainbow Home project is in the hands of a **Project Director**, who will have a specialized staff and budget at her disposal, to enable her to implement and monitor the entire Rainbow Home program in the city, in line with the values and policies contained in this manual. This emotionally mature person should have good leadership qualities and relevant management experience. Her management skills should include the ability to give encouragement and praise, as well as to check and to confront. Good English is required for contacts and correspondence with Partnership Foundation.

Each participating school will employ a **Rainbow Home Manager**, supervising the entire Rainbow Home program within the school, accountable to the Project Director. This Rainbow Home Manager will be a person with a loving heart for children as well as proven leadership qualities and organizational experience, preferably within a businesslike organization. She should manage the areas of pedagogies as well as accounting, administration and reporting.

Outline of job description of the Rainbow Home Manager

- Managing the staff members, ensuring the quality of their work and the correct attitude toward the children. Reporting on a regular basis to the Principal of the school and responsible for all reporting to Partnership Foundation in the Netherlands.
- Supervise identification, investigation, admission and registration of new children, in line with the expansion plans, with this manual and with the available budget;
- Supervising the introduction of the child into the existing social structure of the home, familiarizing her with the program and playing rules, and providing practical and emotional guidance where needed;
- Introduction of the children into a suitable education system including preparation and tuition where required, as well as general guidance.
- The overall program of the home including such elements as academic progress, medical condition, social activities, co-curricular activities, excursions, outings, recreation, holidays, emotional and social wellbeing, personality development and the child's relations to existing relatives and others outside the home.
- Reintegration of those children who will be leaving the home in the coming years, up to and including economic independence and social integration.

- Personnel management, including recruitment, (in consultation with the Principal), supervision, appraisal and training of staff members.
- Documenting case-studies, writing newsletters and making annual progress reports on each individual child, according to the formats developed by Loreto.
- Financial management, including budgeting, monitoring, auditing and reporting
- Assessing the condition of the home and the need for maintenance.
- Promoting Public Relations and encouraging press coverage, as well as managing
- All other processes and policies described in this manual.

The Rainbow Home Manager is expected to create and maintain excellent working relations with the relevant Government officials, with NGOs and with the Partnership Foundation in the Netherlands.

2.2 Staff

Although the girls themselves take responsibility for various aspects of the homes, additional adult staff is needed.

With due allowance to differences in the specific circumstances and requirements, the staff of a specific Rainbow Home, after the number of 200 children has been reached, may consist of :

1. One Rainbow Home Manager
2. An administrator familiar with bookkeeping, budgeting and accounting.
3. Home Mothers (one for approx. 20 children) who will also share responsibility for the following tasks as directed by the Rainbow Home Manager :
 - a) Academic and social guidance
 - b) Health and hygiene
 - c) Materials
 - d) Night Duty
4. One Social Worker cum Field Worker
5. One Support Staff : general cleaning
6. One Support Staff : night security and driver
7. One Secretary cum management assistant for the children's reports
8. One Cook

2.3 Job Descriptions for functions 2, 3 and 4

The following is an indication as to the responsibilities of the functions 2, 3 and 4, mentioned above :

Accountant cum administrator

- Responsible for a professional administration of income and expenditures, according to the accepted accounting standards in India. Using the Tally software system.
- Providing financial information to Partnership Foundation in line with the reporting schedule

- Preparing the annual revision of the budget, discussing this with the Rainbow Home Manager and Partnership Foundation
- Ensuring proper handling of the incoming funds according to the India foreign currency regulations and other regulations and the Indian law.
- Assisting Deloitte with the annual financial audit.

The Social Worker cum Field Worker takes responsibility for:

- Identifying the children who need to be in the home, investigating their background, inviting those children who qualify. Organization of a network of women living on the streets and/or NGO's in each area to identify girls alone and vulnerable on the streets especially at night to ensure that they are protected, reached and admitted to the home as soon as possible.
- Interviewing new children who drop in off the street on their own. Writing up the case studies for all admitted children, have their photographs taken and included in the files.
- Following up children who leave the Rainbow Home, explaining the reason for departure in the files.
- Rehabilitation of children with their family / parent(s) where this is safe and possible, or if not possible, keeping in contact with a remaining parent or relative.

Each of the Home Mothers can be assigned general as well as specific responsibilities from the list below:

- Meeting each new child when she comes in, seeing that she feels welcomed and loved, providing her with all that is necessary for her to live in the shelter e.g. allotment of locker, bedding, clothing and the like
- Checking on what she has brought and listing it for her file.
- Finding out casually as much as she can by encouraging the child to talk freely (no probing, no questions) accepting whatever the child says naturally, and transmitting it to the Social Worker for further incorporation in the case study.
- Being available to the children if they want to talk, being sensitive to emotional needs, spoken or non-spoken.
- Training them in the right use of things, manners, how to eat, how to greet and the like.
- Working closely with the Rainbow Home Manager and other staff members to ensure that each child is cared for and her needs met.
- Participating in the meetings with the Girls Council.
- Evaluating each child on arrival and preparing a file on her academic level.
- Monitoring her academic development at regular intervals and designing new materials or taking new initiatives to enhance her progress.
- Recommending her admission into school when she is ready.

- Following up on her progress in school.
- Supervising the work of additional tutors.
- Providing remedial measures when she falls behind, analyzing the cause for such failure.
- The provision of clothing, bedding, soap and the like to each new child and their renewal as and when necessary and outfitting them when they are admitted to school.
- Maintenance of Student Facility Card and recording what each girl gets with date.
- Maintenance of clothing, overseeing mending by children and support staff.
- The general cleanliness of the children. The older children are responsible for their cleanliness and hygiene, but she has to train the children to be able to do this.
- The general health of the children, and the organization of medical assistance, distribution of medicines and the like.
- Keeping a stock of commonly used medicines for simple ailments and dispensing them when needed.

2.4 Summary of the staff attitudes and values

- The staff recognizes that children who come in from the streets need neither sentiment nor criticism but rather a strong supportive love, making them feel welcome, accepting them as they are and challenging them to grow, all in their own pace and way.
- The staff accepts that the goal of the Home is the all round development of each girl: spiritually, intellectually, socially and culturally, emotionally and physically.
- The members of the staff see themselves as professionals, behaving with integrity, capable of self reflection.
- The staff is careful to always retain their dignity with the girls.
- The staff sees self discipline as a positive value and trains their charges to grow in self reliance and responsibility. They are examples to them in these areas themselves. They never use corporal or humiliating punishments, rather they seek to build up their girls' self confidence and self esteem, and guard against the sort of laxity in themselves which creates situations where children need correction.
- The staff takes particular care to recognize and develop each girl's special talents and is creative in providing opportunities for each one to experience success in some area, so as to build up a positive self image in each girl.
- The staff challenges each student to give her best and to strive for excellence while recognizing that each one can only do this according to her capacity.

2.5 Teamwork

The staff in each Rainbow Home will work together as a team in which each member is responsible for her own area of work and feels responsible for the functioning of the whole program.

Those on the team in direct contact with the children, meet once a month before the meeting with the girl's council, to share and solve problems, discuss specific difficulties as well as enjoy hopes and joys and support each other in their common effort to provide a good home atmosphere for the children. These meetings are called and presided over by the Rainbow Home Manager, and minutes are kept. The Project Director is welcome to attend these meetings, and will do so frequently.

The support staff who do not attend meetings are nevertheless valued and responsible members of the House community, equally entrusted with the implementation of the Home policy and contributing by their example and way of life to the development of each girl with whom they are in contact. A meeting with the entire team is held once a year and the support staff is made familiar with the relevant parts of this manual by means of training sessions.

3 – Reintegration policy and management

The reintegration policy is a vital element of the Rainbow Home project, as it steers the girls through the last phase of their upbringing, preparing them for a life outside the home, independent of charity and making their contribution to society.

This policy comes into action when girls in the Rainbow Home reach the end of their school career – either class X or XII or vocational training as the case may be. By then they are aged between 16 and 20 years, and will be phased through a reintegration program in order to complete their upbringing and prepare them for their entry into society.

- Main ingredients of the reintegration program:
 - a. Living in a separate home-setting (f.i. a flat) away from school with minimum adult supervision. The funds for the reintegration flat may be provided by Partnership Foundation if no other solution can be found.
 - b. Completing their training for a specific job with which they can earn a decent living and become independent of charity.
 - c. Applying for jobs according to their capacities and interest, grow into a stable job.
 - d. Handling money, making use of a bank, keeping simple accounts and living within a budget.
 - e. Handling the freedom to come and go with minimal supervision.
 - f. Shopping for food, clothes, needs of the house and so forth.
 - g. Meeting friends, going to parties occasionally, relating to boys without being carried away.
 - h. A formal and festive moment of departure from the program.
 - i. If not done before, the girls will be provided with proper identity papers and a passport.
- A Reintegration Manager is responsible for developing a tailor-made reintegration strategy and planning for those girls who qualify for the reintegration phase of the program. She will assist in creating a suitable living environment and will be responsible for the overall supervision of this new home and guide the learning processes that the girls still have to go through; the actual running of the home is the responsibility of the girls themselves.
- She will create and maintain a network of contacts with companies, NGOs (especially those who work with women) with a view to facilitate the girls in finding suitable jobs in a quality working environment with decent salary and ditto working conditions.
- She will help them to set up their own life after a maximum of 1 year in the reintegration program, by exploring with them girls' hostels or other suitable places where they can live, and helping them to find useful and possibly even lucrative careers. It is imperative that the girls have a regular and sufficiently stable job before they move out into hostels. Several girls may find it useful to share a flat between them at the end of their time in the reintegration flat, when they have been gainfully employed.
- The Reintegration Manager will also be responsible for organizing and establishing an Alumni network since often for these girls their former 'Home mates' are their only true 'family'. Once a month, opportunities to meet will be organized, thus forming a social network and platform for sharing life experiences, solving problems and enjoying successes, and for assisting each other whenever needed.

4 Reporting, budgeting and planning

A lean but meaningful reporting system is essential to the success and sustainability of the entire project. It serves two important purposes:

1. Demonstrating the need for admission of each girl, describing the educational progress they make and monitoring the children's well being and personal development
2. Ensuring the sustainability of the financial support by Dutch companies by being able to prove the results.

A meaningful and not too bureaucratic system of reporting has been developed. We have succeeded in avoiding meaningless and abstract information, focussing entirely on the development and results and on financial accountability and transparency.

In view of the size of the project, aiming at 10.000 children by 2018, the correct and exact coding of the various documents is essential for automatic processing. The following paragraphs contain the requirements for reporting.

4.1 Summary of Reporting requirements

Deadline	Financial	Case studies, drawings and letters	Progress reports	Newsletter cum management letter	Statement of the number of children
April 1					Monthly
May 1					Monthly
June 1		Updated case studies/all homes	Progress reports/all homes	Newsletter cum management letter per home	Monthly
July 1	Balance in each of the bank accounts per 1 st of July				Monthly
August 1	Financial audit and management letter Deloitte				Monthly
September 1					Monthly
October 1	Half yearly financial reporting (as from 2007) plus balance in the bank accounts				Monthly
November 1	Draft revised 5-year budget				Monthly
December 1	Final Revised 5-year budget for each home and consolidated	Drawing or letter LBB (from each child), LOH, LDS and LDH and all other homes 10 per home.		Newsletter cum management letter per Home	Monthly
January 1	Balance in each of the bank accounts per 1 st of January				Monthly
February 1					Monthly
March 1					Monthly

The above schedule is designed for all Rainbow homes that are in operation. When a new home will be opening during the year, a separate budget will be required outside this schedule with the case studies of the first group of children that is admitted and f.i. bio data of the Rainbow Home manager and general information about the school where the home is located. From the 1st of April of the following year, the reporting will take place according to the above schedule. In rare cases, a sponsor may require some specific photographs for an internal exhibition or publication in an internal magazine. In other cases of requirements

which fall outside the above schedule, these will be discussed beforehand with the Indian partner.

4.2 Financials, planning and financial reporting

All costs incurred by accommodating street children in Rainbow Homes within existing schools will be funded, so that schools will not have to invest their existing financial resources. The number of street children per Rainbow Home will be 150 as a minimum. As long as the school is complying with the criteria contained in this manual (namely quality of the program and reporting), PF will hold a financial reserve for three years.

Adaptations to the existing buildings are required (toilets, roof structure, lockers, fans) will be financed, but only after a first group of children has been permanently accommodated, and after approval by Partnership Foundation of on the basis of at least two competing offers from two different contractors.

A Dutch NGO, Wilde Ganzen from Hilversum, will perform a comprehensive project audit every two years. In addition, a representative of Partnership Foundation will visit the Rainbow Home several times per year to discuss the quality, development and planning of the project. Mistakes (within reason) are acceptable, provided that has been learned from them. Cover up of irregularities is not acceptable, because such will be hazardous to the project as a whole. Transparency and honesty are vital in our cooperation.

Financial audit. Deloitte India or equal will perform the annual financial audit. Partnership Foundation will receive the results of this audit – per home and consolidated if applicable - together with a management letter. Included will be a statement of the balance in each of the bank accounts as per the 1st of April. The items contained in the management letter will be commented upon by the Project Director. The Project Director will comment on deviations in each of the separate budget headings, for each of the homes (staff, child related costs etc). For projects where Wilde Ganzen is involved, a separate schedule will be provided by the Indian partner, duly signed by the auditor.

Half yearly financial reporting. This reporting will contain the balance sheets per 1st of October, plus income/expenditure statements for each home and consolidated. Included will be a statement of the balance in each of the bank accounts.

Balance in the bank. Also per 1st of July and 1st of January of each year, a statement will be sent with the balance in (each of) the bank account(s). A separate bank account will be maintained for the Rainbow Home project by the Indian partner, which serves no other purposes.

Budget and budget revision.

In each budget it will be indicated:

1. Number of children beginning of the year
2. Number of children at the end of the year
3. Average number of children during the year, on which the budget has been calculated

PF will receive a draft (revised) budget on the 1st of November, and give their comments. Per 1st of December of each year at the latest, the revised 5-year budget per home and if applicable, consolidated, will have been agreed upon. A format has been prepared, [see Annexe 3](#). The budget will have the date on each file within the budget, as well on each of the separate budgets.

Under the budget item 'Staff', the full names of the respective staff members will be mentioned, as well as the fact how much of their time they are employed by the project, e.g. fulltime or part time, the latter with the percentage. If applicable, their date of employment and departure will be mentioned.

4.3 Children's reporting

4.3.1. Case studies: these will contain the file number and a photograph of the child and her personal data, including date of birth, family background and living circumstances, plus Date of Admission. See Annexe 1 for an example.

The technical requirements cover three elements:

- a. the format of the documents
- b. the size of the document
- c. the name of the document

Document format

Case studies, progress reports, newsletters and other documents require a PDF document. Software995 needs to be installed, to create PDFs from Word documents. Letters/drawings from children can be made using a scanner or photo camera, and can be sent as JPG.

The size of the document

The size of PDF or JPG document should no exceed 250kb. Exceptions are allowed for e.g. annual reports or other multi page documents with a lot of pictures. Then 1mb is the maximum.

How to create small documents

If pictures are included into a Word document, it can be done as follows: resize the picture to the approximate size that it will appear in. For this, a Macro has to be purchased in Photoshop, doing mass resizing of pictures.

If it is needed to include a picture in a Word Document, do not insert this picture by a COPY-PASTE, but use the INSERT->IMAGE->FROM FILE and then selecting the picture which has to be included. If you use the COPY-PASTE, the image will automatically be converted to a BMP format, much larger than a GIF or JPG.

JPG pictures can be reduced in kbs by resizing them and/or saving them with the "save for the web" option in Photoshop.

Document name

Four different types of documents have to be coded differently:

1. case studies (CASE)
2. progress reports (REPT)
3. newsletters (NEWS)
4. drawings or handwritten letters (DRAW)

Codes for the projects: a three letter code for each school, for example LBB, LOH, LDS, LDH (these are Loreto Schools, Loreto Bowbazar, Loreto House, Loreto Sealdah and Loreto Dharamtala). Example of the coding:

The **document name** needs to be formatted as follows:

PROJECTCODE-FIRSTNAME-LASTNAME-DOCUMENTTYPE-DATE

Here are a few examples of correct and incorrect:

Correct	Incorrect	Why?
LOH00042-Poonam-Shaw-	LOH00042 Poonam Shaw	No dashed between the names

REPT-MAY06.pdf	REPT MAY06.pdf	
LOH00042-Poonam-Shaw-REPT-MAY06.pdf	LOH42-Poonam-Shaw-REPT-MAY06.pdf	No preceding 000 (zero's)
LOH00042-Poonam-Shaw-REPT-MAY06.pdf	LOH00042-Poonam-Shaw-REPT-10MAY06.pdf	Date formatted incorrectly
Correct	Received as	Why?
LBB00028-Laxmi-Rao-CASE-MAY05.pdf	LBB 28-PR Laxmi Rao '05.doc	No dashed between the names, incorrect date, incorrect code
Size 114kb	1.7 MB	The size is 15 times bigger than it should
Format: PDF	Word	Should have been a PDF

Correct	Received as	Why?
LDH00012-Sunita-Bala-CASE-JAN06.pdf	LDH 12 - Sunita Bala.doc	No dashed between the names, no date, no code
Size 58kb	438kb	Too large
Format: PDF	Word	Should have been a PDF

On the drawings and children's letters, the individual code (f.i. LDH012) is written, as well as the name of the child.

If a child has left the program, reason and circumstances of her departure will be explained by means of an addendum to the case study, where after the file will be closed. The number of the child that left the program will not be used again.

4.3.2 Progress report

See Annexe 2 for the format.

4.3.3 General reporting

Newsletter cum management letter. Twice every year the newsletter cum management letter for each home will contain:

- a. two or three photographs of the children in the home, f.i. during activities, while eating etc.
- b. significant management issues, such as changes in staff, construction activities
- c. significant issues concerning the quality of the program
- d. recreational and educational activities and excursions in which the children participated
- e. special activities, such as health camps, significant visitors, volunteers, examples of children who performed extraordinarily well or had an accident or operation
- f. articles in the press

Statement of the number of children

Each month, an email will be sent with the number of children in each Rainbow home, per the 1st of the month.

Electronic reporting

The reporting is sent on a cd-rom or by email if possible, as well as in a paper version. Please write on each cd-rom on which date it has been made.

Annexe 1 – example of Case Study

File nr. LBB00024

Name : Neelam Singh
Date of Birth : 23.12.1989
Sex : Female
Address : Radha Bazar Lane,
behind the main gate of Lalbazar P.S.
Language : Hindi, Tamil
Religion : Hinduism



Family History:

<u>Name</u>	<u>Relation</u>	<u>Age</u>	<u>Occupation</u>	<u>Income</u>
Balanma	Mother	40 years	Labourer	Rs. 40,-- a day
Parvati	Sister	18 years	Beauty Parlour Apprentice (?)	
Neelam	Child	14 years	Student	

The family is of Tamil / Telegu origin, and migrated from Visakapatnam in South India. The maternal grandmother and her sister were denied the ancestral share of the property, and so came to Kolkata, where they lived with some relatives in the Kidderpore area. Later, over a dispute, the grandmother left the place, and wandered the streets. Soon a baby girl (Neelam's mother) was born in the nearby Medical College Hospital. After Grandmother's death, Neelam's mother found herself alone and lived with a fellow pavement dweller around the Lalbazar Police Station area.

After the two daughters (Parvati and Neelam) were born the father deserted them. The Nuns from Mother's Teresa's Gandhi Centre took care of the two girls and got them admitted into the Providence Convent Hindi Medium School. But the girls dropped out and continued to wander the streets. About seven years ago, the girls got admitted into the Loreto Bowbazar Ashadeep school where they have remained fairly stable since.

Two years ago, Parvati who showed no interest or inclination for studies, dropped out. Immediately, a "kind lady" talked the mother into allowing her to take the girl to Pune, where she is being apprenticed to become a beautician. At the same time, Neelam being alone joined the home.

The mother now lives alone on the pavement. The area is very busy traders- and commercial area, with watch shops, whole sale shoe, shops, petty enterprises, fish markets and the police head quarters around a radius of 1 km.

A few families co-habit the pavements around; hence the squatters' place is very dirty and squalid. There is no roof, only thermocol and plastic sheets spread on the pavement to sleep on. They frequent the pay & use toilets around the corner.

All the activities of daily living are done on the street. Cooking is done in an empty tin charcoal oven. The mother works as cheap labour as and when she is required on building sites, hauling baskets of rubble, chips, cement etc. When she works, she earns around Rs. 40/- per day.

Neelam goes every afternoon to eat lunch and spend time with her mother who looks worn out, tired and sad. Neelam is at very high risk on the street, to be lured away like her elder sister. Her living in the Rainbow Home is really a chance at survival, at a happy future, to restoring whatever childhood has been denied to her.

Annexe 2 – example of Progress Report

LORETO RAINBOW HOMES

Rainbow Home: Loreto House (LBB)

Date: 31st May 2006



Progress Report for File Nr LBB00024

Name: Neelam Singh

Date of Birth	Current Class	Medium	School
23.12.1989	X (Ten)	English	Ashadeep (N.O.S)

Year	Comments of Home Staff	Grades from School									
ACADEMIC PROGRESS											
		E	L2	M	PSC	LSC	G	H	Eco	B	S
2004		A	A	A	A	A	A	A			
2005		40	13						48	40	
2006		69	34						53	48	
2007											
2008											
2009											
2010											
PERSONALITY DEVELOPMENT											
		In	Pe r	Or	Con	Ob	Cu	SC	Rs	R	
2004		A	A	A	A	A	A	A	A	A	A
2005		B	B	B	B	B	B	B	B	B	C
2006	She is very active and carries all kinds of responsibility given to her.	B	B	B	B	B	B	B	B	B	B
2007											
2008											
2009											
2010											
CO-CURRICULAR ACTIVITIES											
		Dr	El	Deb	Qz	Dc	S g	Cr	G	Ai	
2004			A		A			A	A	A	
2005			A			B	A	B	A	C	
2006		B	B			B	B	B	B	B	
2007											
2008											
2009											
2010											
HEALTH											
		Ge	Sk	Ey	Ear	T	Ht	Wt			
2004				N		N					
2005		N	N	N	N	N					

2006		N	N	N	N	N	170 cm	45 kg		
2007										
2008										
2009										
2010										

CODE

ACADEMIC: PERSONALITY CO-CURRICULAR HEALTH

E = English L2=Bengali / Hindi M = Maths PSc=Physical Science LSc=Life Science G = Geography H = History Eco = Economics Bs = Business studies	In = Initiative Pe = Perseverance Or = Originality Co = Concentration Ob = Observation Cu = Curiosity SC = Self Confidence Rs = Responsibility RI = Relationships Pa = Participation	Dr = Drama EI = Elocution De =Debate Qz = Quiz Dc = Dance Sg = Singing Cr = Craft Ga = Games Ar = Art As = Assembly	Ge = General Sk = Skin Ey = Eye Ear = Ear T = Teeth Ht = Height Wt = Weight
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GRADES

A = Very Good B= Good C = Fair D = Poor E = Not Developed yet

Please Note that the children in the homes sometimes attend different schools, some of whom give grades and others marks for academic progress.

Annexe 3 – example of budget format