

Tirunelveli Education Project

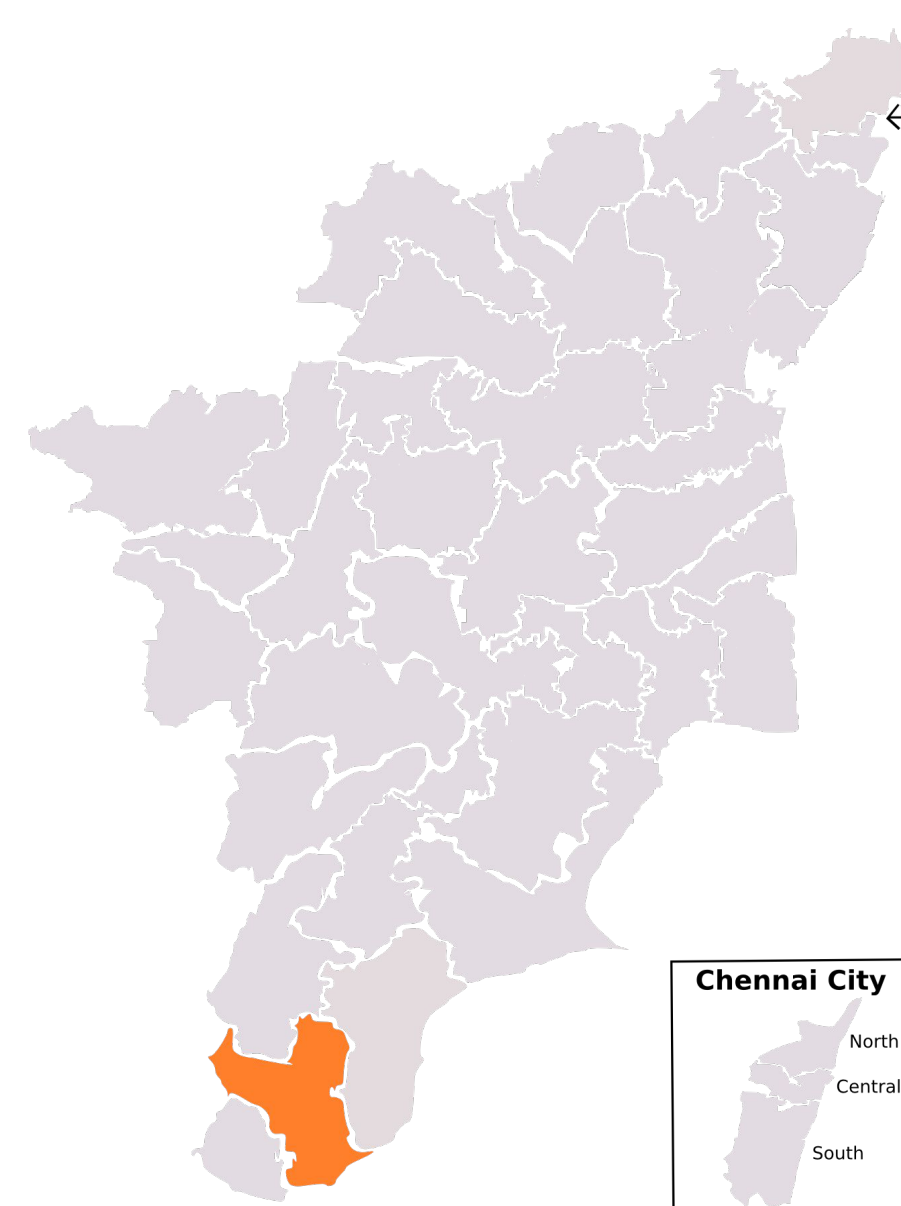


Abstract

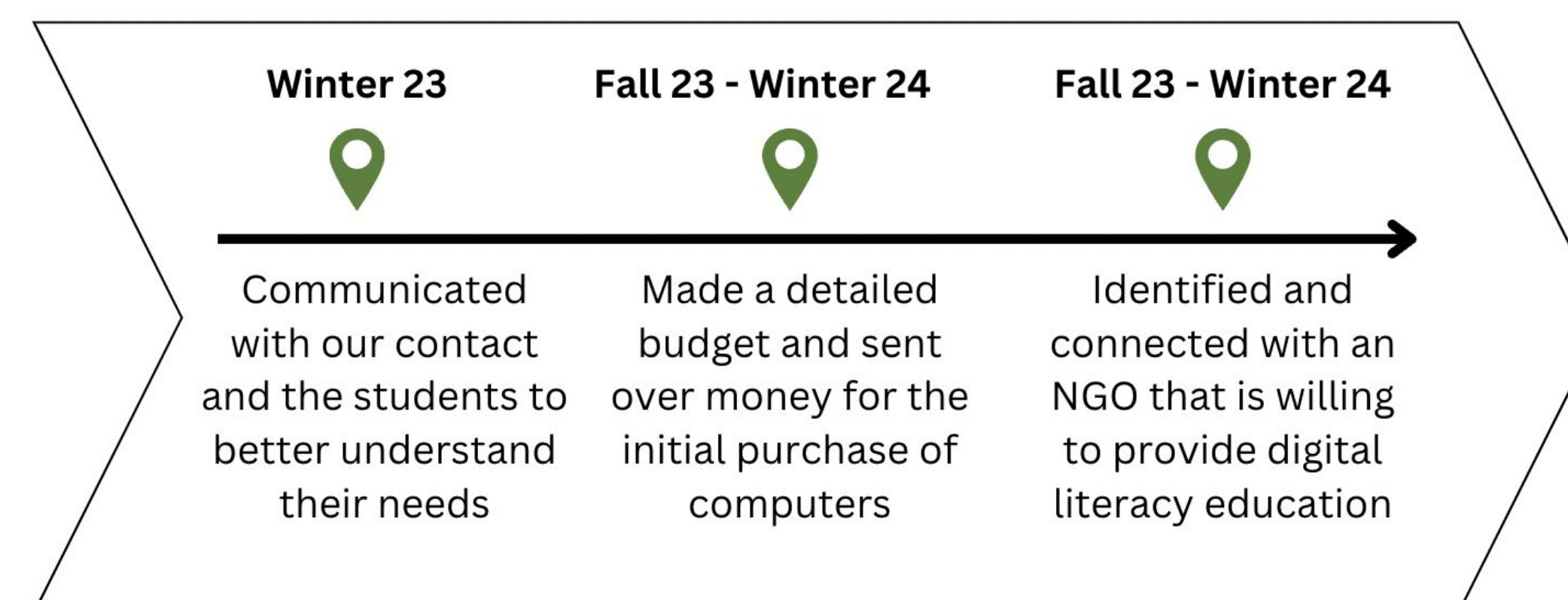
- Our project is in partnership with a Residential Skill Development Training Center (RSTC) in Tirunelveli, Tamil Nadu, which provides socially and economically underprivileged 5th-12th grade with access to tutoring, extracurricular activities, and boarding.
- These students do not have access to computers and we are working to address this problem by funding an infrastructure for internet and computer access. In addition, we aim to help students attain digital literacy by connecting them with a local NGO which provides free computer courses and workshops.

Our Community Partner

- Tirunelveli, Tamil Nadu, India
- Our contacts are Mr. Kandasamy (Indian Administrative Service Officer) and Mr. Govindraj (facility director).
- **Main community-identified need:** Lack of access to quality education for children of “scavengers” (workers engaged in sanitation-related work such as sorting through garbage, cleaning public toilets, sweeping public streets, etc.)



Implementation



After comparing the budgets prepared by us and our contact, we sent over money for 10 computers. Our contact is currently in the process of purchasing these computers and has promised an update in the upcoming weeks.

Stakeholders

1 - Asha for Education NGO

2 - Students

3 - IAS Officer (School Director)

What We Learned

- Free software with computer science & digital literacy courses + workshops
- Tamil-speaking tutors available to teach in-person

- Interested in learning typing, coding, and basic computer skills
- Their overall career aspirations, favorite subjects, and backgrounds

- Baseline education level and computer literacy of students
- Daily routines of students

Sustainability Goals

- Student Surveys—have they applied the knowledge from lessons?
- Teacher Access—do they have access to the learning materials?
- Long-term Partnership to NGO—have NGO leaders and school administrators formed a stable partnership?

Lessons Learned

- We must go in without assumptions on what the students already know or don't know
- We must find ways to work around the time difference by setting up recurring meetings and maintaining consistent communication
- It may not be sustainable for us to take on the role of directly educating the students
 - What are other ways in which we can add value as students?

Moving Forward

1. Setting up NGO partnerships to teach computer literacy
2. Creating supplementary workshops to educate students on technology
3. Continue to work closely with students and faculty to fulfill their needs.



Thank you to the BLI team for your tremendous support and investment in our project. We could not have done this without you!