

A Grant Proposal Seeking Funding from The Hewlett Foundation for a Mobile Library Program Focussed on Improving Child Literacy in Inter-State Migrant Worker Communities in India



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Submitted by Mira Kapoor on Behalf of Smile Foundation India

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18 December 2024

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Dear Ms. Gohil,

It is with great pleasure that I submit to you this grant proposal on behalf of the Smile Foundation. This non-profit aims to improve the lives of underprivileged populations in India by implementing projects targeting education, healthcare, and livelihood in rural areas and urban slums across the country. The Smile Foundation's Mission Education program "works with the objective of empowering underprivileged children by providing education, nutrition, and wellness support" by "creat[ing] and enable[ing] learning environments."

The purpose of this grant proposal is to apprise the reader of the necessity for literacy programs in migrant communities in urban India as well as the influence of frequent migration on child mental health and outline a project aimed towards introducing mobile libraries featuring folklore and traditional art forms to areas with dense migrant populations such as construction sites. The program will support the literacy journeys of the children of migrant workers, who may experience disturbances in their education histories due to frequent migration owing to the precarity of their parents' jobs, by implementing mobile libraries that enable access to books and writing programs that improve access to difficult to reach areas in urban India (such as slums and urban villages). Thus, we are seeking a sum of \$140,000 over two years to fund the pilot program for this initiative.

We believe that the program's scope and commitment to improving through a cultural and socioeconomic lens aligns with the William and Flora Hewlett Foundation's commitment to "ensuring that every learner has access to educational opportunities that build the critical skills, mindsets, and agency to equip them to be leaders in their communities" while addressing "threats to equity, diversity, and culturally affirming learning." Thus, we believe that we would be a perfect contender for the William and Flora Hewlett Foundation's Education Grant Program.

If you have any further questions about the proposed program or care to arrange a meeting about funding, do not hesitate to contact me through the email address or phone number listed above.

Thank you for your time and consideration.

Regards,

Mira Kapoor

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1.1 Statement of Problem

Urban India has seen a rapid influx of migrant workers seeking part-time or seasonal jobs, bringing their families in tow as they frequently move in search of employment. Reuters estimates that “nearly two thirds of India’s population are under 35,” of which many move from rural to urban areas in search of employment. India’s 2011 census found that “India’s then population of 1.21 billion included 456 million internal migrants” (Reuters 2023)—a number that has continued to grow.

Jobs occupied by these migrants typically fall under the informal sector, which is characterised by a lack of social protection and low wages, as workers struggle to earn enough to meet high rent and food prices in urban areas. Migrants are often concentrated in more precarious work, with



Figure 1 Image of a migrant worker carrying his child back to their village during the first lockdown during the COVID-19 pandemic. Image retrieved from: <https://www.aljazeera.com/gallery/2020/4/22/in-pictures-the-long-road-home-for-indias-migrant-workers>

limited opportunities for upward mobility. As Mukta Nair notes, “Migrants are always concentrated in more precarious work. Better jobs are not available to migrants, and they have very little political power to negotiate wages” (quoted in Reuters). This lack of economic security and bargaining power leaves migrant workers vulnerable to exploitation and forces many to prioritise survival over long-term stability or access to essential services, such as education for their children, as the constant transition between jobs and cities makes it difficult to establish standard education as well as to enforce existing government schemes targeted towards educational inclusivity.

India introduced its Right To Education (RTE) Act in 2009, which “provide[s] free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right” (Ministry of Education, 2019). Since then, the Government of India has implemented several schemes, such as Sarva Shiksha Abhiyan (SSA) and Samagra Shiksha, which seek to improve education access by strengthening existing educational frameworks through building more primary and secondary schools. These schemes make moves to improve access to educational facilities by introducing residential facilities to decrease the number of interruptions felt by children whose access to education may be hindered by factors such as the mobility of their parents’ jobs (Press Information Bureau). However, data suggests that a sizeable proportion of the children of migrant workers who accompany their parents from rural to urban areas in India are subject to child labour as “part of the household’s survival strategy at the destination workplace” (Srivastava, quoted in Raj 10). This “educational exclusion restricts [the children of inter-state migrant workers’] occupational mobility” (Rajan and Rajput) and sets in motion a continual cycle of poverty as they are forced to engage in jobs as part of India’s informal economy.

Furthermore, those migrating from rural to urban areas (whether they are the parents moving to the cities in search of work or the children accompanying their parents) face complex cultural and linguistic barriers while assimilating to their new places of residence, as many “additional challenges on account of lack of social capital and networks, language barriers, low bargaining power, [and] difficulty in social integration” (Rajan and Rajagopalan). Separated from their homes and extended families (particularly grandparents and elderly members of the community, who often perform as caregivers for their grandchildren), children accompanying their parents to urban India are forced to engage in a rapid cycle of constant assimilation. This presents a unique set of issues in the educational

histories of the children of migrant workers as it both exacerbates the cultural and linguistic barriers keeping them from fully integrating into the public school system in their new residence area and results in added acculturative stress as children struggle to acclimate, thus underscoring a need for literacy programs that address both the hurdles faced in accessing educational or literary facilities and the psychological stress caused by frequent migration.

The main objective of this program is to introduce an approach to improving child literacy that takes into account the social, cultural and psychological aspects of the academic journeys of the children of these inter-state migrant workers by providing a facility that addresses accessibility through its mobility and eases acculturative stress through traditional storytelling and storytelling styles from across India. The children served by these mobile libraries would also have access to writing and theatre workshops to increase literacy levels and build other crucial skills such as leadership, collaboration and communication, which would contribute to their employability in the formal economy. Programs such as these must be introduced to supplement the country's existing education and caregiving systems through collaborations with anganwadis (that is, local caregiving facilities that provide preschool education) to address the gaps in education experienced by the children of inter-state migrant workers as they move from preschool to primary school. Particularly because the country's struggle to create jobs to accommodate the demographic dividend (a period of economic growth because people of working age make up most of the population) has led to an increase in the number of people moving to urban areas in search of work, and "it's estimated that at least 800 million Indians will live in urban centres by the middle of the century, which would be more than half of the population" (BBC). This means that the development of effective infrastructures to address issues presented by frequent migration is at a crucial stage as state governments and organisations alike must dedicate time and energy to devise new and creative ideas to address this issue, as unique needs require equally unique

solutions. The William and Flora Hewlett Foundation may play a crucial role in this process by helping build the capacity of programs such as our mobile library program by providing funds that will enable us to maximise outreach.

2.1 Statement of Request

We are requesting support in the form of funding from the William and Flora Hewlett Foundation in the amount of \$140,000 over two years for the initial costs of the program. These funds would be crucial in retrofitting and maintaining the vehicle, including the installation of shelving units to ensure long-term usability, as well as covering artist fees for performances. Additionally, the funds will be used to purchase an initial selection of books for the library, with plans to expand the collection through second-hand donations and monetary contributions after the funding period has ended. These funds will enable us to establish the foundational infrastructure needed to make the program accessible to children of inter-state migrant workers, thus allowing it to reach those who require programs that bridge the gap between traditional schooling systems and the unique needs of those who migrate with their parents inter-state. The program's mobility allows it to reach some of the most densely populated and difficult-to-reach areas in India. Additionally, the program forms a solution that allows children to engage with what they are reading, building critical life skills in the process that could later ease their

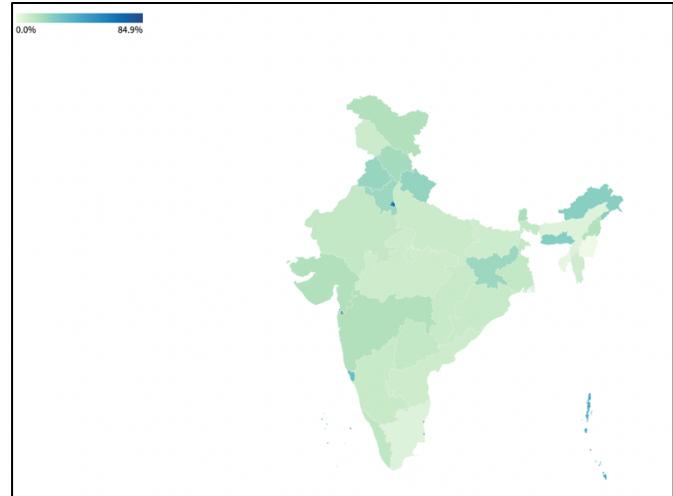


Figure 2 Infographic displaying share of persons among the migrant population who migrated from other states, by state, 2020-21. Retrieved from: <https://ced.ashoka.edu.in/how-india-moves-understanding-patterns-of-migration-within-the-country/>

entry into the formal workforce. The pilot program and development will be held at our headquarters in New Delhi, the city with the highest population of inter-state migrants, as a survey found that “65.1 per cent of migrants living [in Delhi] had come from outside” (Singh). This will enable us to examine how this program functions in areas with dense populations and make adjustments accordingly.

We believe that this program’s objectives align with the William and Flora Hewlett Foundation’s commitment towards ensuring equal access to develop critical skills while addressing “threats to equity, diversity, and culturally affirming learning” (The William and Flora Hewlett Foundation). Should the pilot be successful, we anticipate expanding the program to additional cities across India, extending its impact and reach. With your support, we are confident that this program can play a transformative role in improving literacy rates amongst the children of inter-state migrant workers in urban India.



Figure 3 Image of brother reading to his sister. Image retrieved from: <https://www.bbc.com/news/world-asia-india-58281442>

3.1 Description of Proposed Work

3.2 Project Goals and Objectives

This will be a challenging task to undertake due to the project's scale and the multiple factors that need to be considered to ensure its success. However, with the funds and dedication of all those involved in the project, it is certainly feasible. Our project goals and objectives are as follows:

- To implement a program that addresses the unique educational needs of the children of inter-state migrants in India who accompany their parents from rural to urban India by using the mobile library's mobility and accessibility to improve literacy levels in India's migrant population.
- To address the psychological stressors that the children of inter-state migrants may encounter due to acculturative stress as they move from rural to urban areas continuously through traditional stories and storytelling methods.
- To develop critical and employable skills in inter-state migrant children accompanying their parents through creative workshops in writing and theatre to help them develop skills such as writing, communication, leadership and collaboration.

3.3 Key Activities

The mobile library will, of course, be central to the program as it would enable us to bring books and a love of reading to some of the most difficult-to-reach areas in urban India (due to their high population densities). The initial stages of the program will primarily involve retrofitting two of our mobile medical units that are used as part of our mobile medical program, “Smile on Wheels,” which provides free-of-cost medical services to underprivileged communities in India. The initial purpose for which these vehicles were used makes them perfect for use as part of this mobile library program, as they have been used for years to reach difficult-to-reach areas. Two more vehicles will be purchased and retrofitted so that the four vehicles will be able to cater to two different quadrants in New Delhi. Next, the mobile library will need to be outfitted with enough reading materials as well as materials required to run writing and theatre workshops with the children while the van is present in their area to ensure that the mobile library is ready for deployment when the program begins.



Figure 4 Image of a mobile medical unit as part of "Smile on Wheels". Retrieved from: <https://www.smilefoundationindia.org/smile-on-wheels-provides-access-to-primary-healthcare-to-the-poor-at-their-doorstep-in-22-states/>

The program will include outreach and coordination with artists to curate a schedule for storytelling performances and selecting culturally relevant stories that resonate with the target audience. Smile Foundation India will lead efforts to engage volunteers who can facilitate writing and theatre workshops, enhancing the interactive components of the program. Comprehensive community outreach will be conducted to ensure the mobile library effectively reaches its target population. This will involve proactive engagement with migrant communities in the areas served by the mobile library before its arrival, which allow us to locate elderly migrants in the areas who are willing to hold storytelling sessions. Additionally, we will organise pre-launch storytelling sessions to generate interest and excitement about the upcoming library visits. Collaboration with local anganwadis and organisations will also be a key strategy to maximise outreach. By leveraging the networks and resources of these local institutions, we aim to amplify our efforts, ensuring broad and impactful engagement with the migrant communities.

3.4 Methods and Approach

This program is designed to offer accessible learning opportunities that span a variety of languages and traditions, which will supplement the existing educational system by developing critical skills that may prove difficult to access to the children of inter-state migrant workers who require more accessible options to consume books. The program will be targeted towards children in the age group from 6-11, as this would be the optimum age group with which to carry out writing and theatre workshops as it is within this age group in which people develop critical soft skills but precedes the typical working age for people living and working in India (which is between 15 and 59 years old). The mobile library

will visit designated areas to conduct workshops and provide migrant children with the opportunity to borrow and exchange books from the library's collection.

This approach utilises interactive learning techniques—relying on oral storytelling sessions (using traditional art forms such as *Rajasthani* puppet theatre), writing workshops, and theatre workshops to help children develop their writing skills and other soft skills such as leadership and collaboration. By transporting stories, books, and performances directly to migrant children, the program provides them with a unique opportunity to develop critical skills in a manner that is compatible with their nomadic lifestyles. The mobile nature of the program, coupled with its relatively low time commitment, makes it an ideal solution for children who may face significant barriers to traditional forms of education, ensuring that learning can occur in a flexible, engaging, and culturally relevant way.

Partnerships with local schools and organizations will be a cornerstone of the program, supporting its community-driven approach to strengthening educational opportunities in urban India. By coordinating volunteer initiatives with local schools, we will facilitate meaningful connections between migrant children and their peers. Additionally, the partnerships will provide access to essential resources, such as performance spaces, and ensure the program's implementation is both safe and effective.

*Figure 5 Image of Puppet used in Rajasthani Puppet Theatre.
Image retrieved from:
<https://www.deccanherald.com/features/praise-for-puppets-738963.html>*



3.5 Proposed Schedule

The extreme weather patterns experienced in Delhi throughout the year mean that the program's start date needs to be carefully considered since the majority of the program's approaches to fostering this interactive learning space will be held outdoors (as the program will not operate in a permanent space). Since the temperatures from May to July would be too high to support programs held outdoors, running the pilot program could cause harm to those working with Smile Foundation and provide an inaccurate gauge for the effects of the program on the target population by forming an invisible barrier against its success. Similarly, the heavy rainfall experienced during the monsoon season from June to September and high pollution levels experienced during the colder months (November to February) would also present barriers as these are times during which transport facilities are restricted in Delhi due to flooding or Government restrictions to curb pollution levels. As such, Smile Foundation India plans to begin the pilot program in March 2026. A more detailed schedule can be found in the table below:

Proposed Phase	Date of Proposed Start	Date of Proposed Completion
Outreach to local artists	September 1 2025	October 1 2025
Finalisation of performance schedule	October 15 2025	November 15, 2025
Outreach to local schools and organisations to secure performance spaces and negotiate volunteer programs	November 20 2025	December 31 2025

Retrofitting of mobile library vehicle	January 5 2026	February 25 2026
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Table 1 Table of Proposed Schedule

3.6 Sustainability

Financial Sustainability: Following the two-year funding period, we will leverage our existing network of corporate sponsorship, local partnerships and individual donors to meet the financial costs incurred by the program. Additionally, our outreach to local artists and organisations will be drawn on to organise both financial and in-kind collaborations. Lastly, we will explore opportunities for long-term support through collaborations with like-minded educational foundations in the form of smaller grants or one-time investments.

Operational Sustainability: The existing operational model of our mobile library is designed to be self-sufficient and adaptable. Should the pilot program prove successful, Smile Foundation will expand the reach of the program to different states and cities as the program's adaptability contributes to its scalability. A continued emphasis on local partnerships with schools and organisations will allow Smile Foundation to continue volunteer programs and community outreach efforts (thereby making it easier to set up future mobile library operations in other areas due to the existing operational model). These relationships will not only help to sustain the program's reach but also create a network of advocates who are committed to supporting the library's ongoing operation.

Through the William and Flora Hewlett Foundation's funding and the creation of a stable financial and operational model, we are confident that our mobile library program will flourish and continue to positively impact the lives of migrant children across India.

4.1 Description of Measure of Project Success

4.2 Evaluation Methods

Smile Foundation will keep track of the progress made during the pilot program to evaluate its success and key areas for improvement. Our qualitative and quantitative assessment techniques will rely on three primary methods of tracking progress:

Pre and Post-Program Assessments: These will take place as a series of literacy tests held at different points before and after the program begins in a designated area. In the interest of avoiding the ‘singling out’ of anyone engaging with the mobile library, these tests will be held as fun group exercises both before and after writing and theatre workshops are held in the area. Holding these assessments in a group setting will be highly beneficial, as it will allow us to gauge the improvement of the general literacy levels in the area, as well as other factors surrounding the development of critical skills such as group work or communication. Additionally, these pre and post-assessment programs could provide useful insights into how migrant children from different cultural backgrounds are responding to the program—thus allowing us to make necessary changes to best meet their needs.

Surveys and Feedback: These will take place through interviews with those who use the mobile library and their parents both before and after the program arrives in their area to gauge interest levels in the program as well as its efficacy in achieving its goals. These assessments will ask questions that will help us measure changes in literacy levels (based on the general response), the development of critical skills such as communication, and changes in factors such as acculturative stress in the migrant children served by our mobile library.

Attendance Tracking: This will provide another method to calculate audience engagement with the program as it will help catalogue the level of interest as the program progresses and help quantify the reach of the program based on the number of children visiting the mobile library in each age group and reading level.

4.3 Key Metrics

The program's efficacy will be measured using the evaluation methods described above. We will assess whether the program is meeting its goals and objectives through the following key metrics:

Literacy Rates: Pre- and post-program assessments will be used to track the children's progress as they move through the planned workshops and activities and engage with the books provided by Smile Foundation. The data collected will be used to analyse improvements in literacy levels amongst those utilising the mobile library and attending the storytelling sessions and workshops. Comparing initial testing results with those taken in later stages in the program would allow us to observe trends in literacy rates by finding the difference between each testing stage and calculating the average difference, which will help form an idea of the program's efficacy.

Participation Rates: Attendance tracking and surveys will be used to calculate participation rates. These calculations will form a crucial metric for calculating the interest levels of the program's intended audience at various points in the program and allow us to determine whether adjustments to the program need to be made (for example, changes to the languages of the books available, or changes in the way workshops are set up). Using participation rates as a metric for the program's efficacy at different points in the program will also allow us to gauge how extraneous factors such as weather and

the location in which the mobile library is parked influence the program's effectiveness and devise solutions to any barriers that may arise.

Community engagement: A combination of all three assessment techniques will be used to measure the data along the lines of community engagement. This will form a key metric with which Smile Foundation will be able to measure how its mobile library program is impacting the children accompanying inter-state migrants to urban India as well as its implication on the migrant community as a whole (for example, being able to help parents with tasks such as filling out forms or being able to communicate with others on their parents' behalf).

These data analyses will be presented in quarterly reports over the two-year funding period, allowing us to track the program's growth and reach.

5.1 Description of Available Facilities

5.2 Mobile Library Facility

As I mentioned in the above section (“Key Activities”), Smile Foundation India has led successful programs that were able to access populations of inter-state migrants to provide access to free healthcare. As such, Smile Foundation has access to vehicles that would allow us to successfully navigate the urban landscape in areas with dense inter-state migrant populations.

As such, we will use two of these pre-existing facilities in the mobile library program by retrofitting one of the vehicles used in our mobile hospital program, “Smile on Wheels,” for use in the pilot program and then expand our fleet as the program expands its reach to other cities in India. To convert it into usable space, we will remove the existing van’s interior and retrofit it with shelving to

house our collection of traditional stories (which will be arranged according to the region from which the story comes, language, and reading level) and leave some of the area open to be used for storytelling sessions and writing workshops. The remaining two mobile libraries will be purchased and built to meet the specific needs of the program.

5.3 Open Spaces for Performances

There may be times when open spaces are not available at the site in which the mobile library vehicle is parked due to factors such as inclement weather conditions or population density (resulting in more compact urban landscapes). This may pose an issue in terms of the theatre workshops, as (even though they will be working with traditional street theatre performance styles) these performances and workshops will require safe spaces to be carried out. To address this issue, we will leverage our connections with local organisations to forge connections with schools in the area that could be used as performance spaces. This will allow us to make provisions for any environmental factors that may form barriers to the children's learning by creating alternative spaces that can be used in case of emergencies.

5.4 Local Partnerships

Having been founded in 2002, Smile Foundation has been an ongoing presence in India's non-profit ecosystem for over two decades and has developed connections with non-profits and corporations with a shared interest in contributing to the improved quality of life of those from underserved communities. Previous projects in partnership with anganwadis have left us with a valuable network of those working directly with children accompanying inter-state migrants to urban areas from a young age. This will allow us to set up our mobile libraries in areas in which local anganwadis

provide early education to the children of inter-state migrant workers as an extension of the preexisting local systems and local partnerships.

6.1 Qualification of Personnel

6.2 Program Lead

Smile Foundation India's team brings a wealth of knowledge to the table with over a decade's experience in India's non-profit sector. With a range of expertise in areas such as healthcare and education, our team will be able to navigate this program with ease.

Our program lead brings a wealth of experience, having over sixteen years of experience in numerous fields, including healthcare, informal education and vocational training. With a Master's in Sociology, I believe that he would be the ideal candidate to lead this project due to his background, and I am confident in his ability to lead effectively due to his contributions over the last eight years as a core member of Smile Foundation India's management team. While he has primarily been handling our portfolios in Health, Disaster Response and Engineering Scholarship, I believe that his experiences managing programs such as our mobile healthcare program and programs surrounding disaster response would provide him with the knowledge required to lead and navigate a program of this scale.

6.3 Program Coordinator

I will be performing as this program's coordinator. With a background in Communications and Education, I will be able to support our Program Lead by coordinating the logistics and maintaining

steady communication with all those associated with the program (including artists, storytellers, volunteers and funders). The majority of my experience has been focused on supporting projects such as Smile Foundation’s mobile healthcare programme and “Shiksha Na Ruke,” an initiative that aims to reduce gaps in children’s education by providing funds through individual donations, both of which will contribute to my performance as Program Coordinator as they have provided me with ample knowledge and connections within India’s education systems and allowed me to gain expertise in coordinating programs which may face unique challenges due to their mobility.

6.4 Artists

Of course, our performers and storytellers must not be forgotten. These will comprise local artists who perform street theatre styles such as puppet theatre. Careful considerations will need to be made in selecting these performers as they will need to both capture and hold the attention of large groups of children—therefore, the performers must either specialise in performing for children or have plenty of experience in managing large groups to ensure that the children’s safety during the performances is given due consideration. Careful consideration will also need to be made to the artists’ proximity to the sites at which the mobile libraries park, as that would impact budget allocation since we would need to take the time taken in travelling to the site into consideration while gauging how much performers are paid.

6.5 Volunteers

Partnerships with local schools will allow us to create a volunteer program which will take on twenty volunteers (five per city quadrant), who will travel to the sites at which the mobile library vehicle is parked to carry out writing and theatre workshops with the children. This will allow children from local schools to build skills such as managing large groups and teaching while providing them with a

way in which they can apply what they are learning in classes by imparting that knowledge to those who participating in the writing workshops. The program will change volunteers on a quarterly basis and will reimburse volunteers for the travel costs and time spent travelling to the sites and leading the workshops.

7.1 Budget

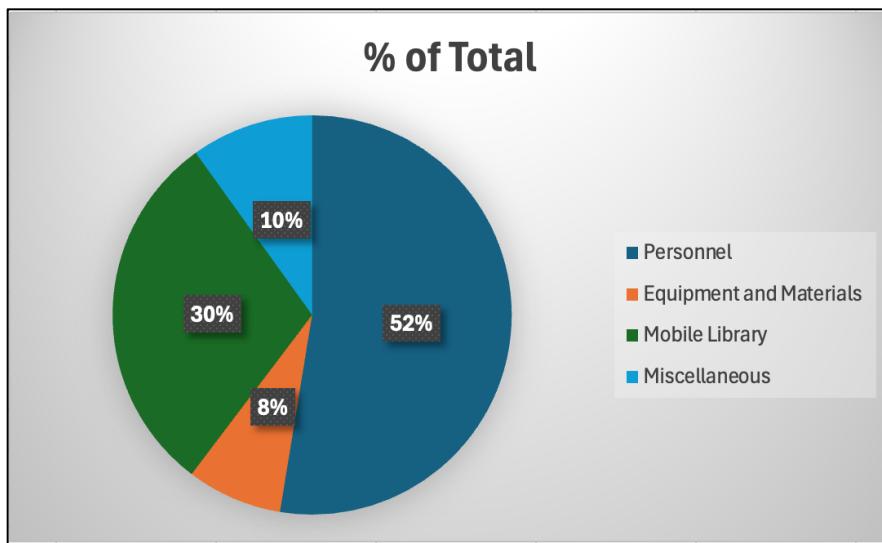


Table 2 Chart providing visual of Budget Allocation.

7.2 Mobile Libraries

We believe that retrofitting two of our mobile as well as purchasing and retrofitting two other vehicles, could be feasible with a budget of \$42,000. Retrofitting the four vehicles is expected to cost approximately \$7,000 per vehicle (\$28,000 in total). This price includes interior and exterior modifications such as shelving, lighting, and seating and adding signage to identify the vehicle as a mobile library (while taking into consideration the costs of material and labour it will take to retrofit the vehicles). With the remaining budget (\$22,000), we believe that we could feasibly purchase the two

new or second-hand vehicles (which can cost between \$6,000-7,000) to ensure that this program can reach as many migrant children as possible by increasing the physical reach of the program.

7.3 Personnel Costs

Based on industry standards in India, the Project Lead is expected to receive up to rupees 50,000 per month (\$588.56) for his role in the program. This will amount to approximately \$14,125.44 over the 24-month funding period. The Program Coordinator will receive rupees 35,000 per month (\$411.99) for their role in the program. This will amount to approximately \$ 9887.76 over the 24-month funding period.

We expect that the budget for artists and storytellers will not exceed \$3,000 (or rupees 254, 857.50) as the cost of these performances does not typically exceed rupees 3,000 (\$ 35.31). Meanwhile, we will be paying our volunteers \$100 (or rupees 8,495.25) per month for their role in the program. Taking into account that there will be twenty volunteers at any given time, the total budget for volunteers will be \$48,000. This will mean that the total budget to fund personnel for this program will amount to approximately \$75, 013.

7.4 Equipment and Materials

We expect to purchase around 2,000 books for the initial stage of the program (500 per vehicle), which will be rotated weekly between vehicles. Books containing traditional stories and folklore currently retail for between rupees 300-400 per book (about \$4-5)—therefore, the total budget for

the initial purchase of reading materials will be approximately \$10,000, with an additional \$1,000 to account for the purchase of stationery supplies.

8.1 Summary

In conclusion, successful funding for the proposed program is crucial in ensuring that the aforementioned services meet their full capacity by helping the children accompanying inter-state migrants from rural to urban areas develop soft skills that will contribute to their literacy and employability. By devising a program that relies on traditional stories, storytelling performances and sessions led by elderly migrants, and writing and theatre workshops held by high school and undergraduate volunteers, Smile Foundation aims to contribute to the closing of the critical gap in the education histories of the children accompanying inter-state migrants while addressing the adverse effects of acculturative stress as these children find themselves far from the familiarity of home.

The program is designed to reach children from ages 6-11 as they leave Anganwadi facilities (caregiving facilities that provide education to children of up to 6 years). The program will work in tandem with these facilities to identify areas in which the mobile library would be most useful by helping us identify areas with dense migrant populations. Through a flexible and mobile model, the libraries will complement the formal educational system, providing children with an accessible and engaging alternative to traditional schooling methods. The project's mobility ensures that it can serve children in densely populated urban areas, often difficult to reach through conventional means and also contributes to the program's scalability as it could be introduced to different cities with minimal changes to the existing framework.

To achieve this, we are requesting a sum of \$140,000 over a two-year funding period to facilitate the initial period as we set this program in motion. These funds will be used to purchase and retrofit the first four vehicles to be used in Delhi, obtain books to form a collection for the children to peruse and read, fund storytelling sessions and performances, and cover personnel costs for this initial period. With the William and Flora Hewlett Foundation's funding and a shared commitment towards providing equitable and culture-oriented learning to underserved communities, we believe that this program will prove a success.

India's migrant children have historically been known as an "invisible" population—help us bring them to light.

9.1 Appendices of Figures

Cover Image: “India’s Missing Girls — Monique Jaques.” *Monique Jaques*, www.moniquejaques.com/indias-missing-girls/40z6aqzm4b1ugcz97zextbm94mkiud.

Fig. 1: Siddiqui, Danish. “With no way to feed his family or pay the rent, Dayaram hoisted his son Shivam, 5, onto his shoulders and began to walk to the village where he was born, 500 km (300 miles) away. He said he was also thinking of his other son, seven-year-old Mangal, who had been left behind in the village with elderly relatives because it was too hard to care for two children while he and his wife worked. In the middle of a pandemic, there was one consolation: 'At least I will be with him.'” *Aljazeera*, 22 Apr. 2020, <https://www.aljazeera.com/gallery/2020/4/22/in-pictures-the-long-road-home-for-indias-migrant-workers>.

Fig. 2: Singh, Kulvinder. “Share of persons among the migrant population who migrated from other states, by state, 2020-21.” *Centre for Economic Data and Analysis (CEDA), Ashoka University*, 6 May 2024, <https://ceda.ashoka.edu.in/how-india-moves-understanding-patterns-of-migration-within-the-country/>.

Fig. 3: Arya, Divya. “Vishnu is younger than Radhika but often reads to her.” *BBC*, 27 Aug. 2021, <https://www.bbc.com/news/world-asia-india-58281442>.

Fig. 4: “Smile On Wheels Provides Access To Primary Healthcare To The Poor At Their Doorstep In 22 States.” *Smile Foundation India*, 27 Aug. 2019, <https://www.smilefoundationindia.org/smile-on-wheels-provides-access-to-primary-healthcare-to-the-poor-at-their-doorstep-in-22-states/>.

Fig. 5: Kannan, Uma. “All Too Real A Rajasthani puppet.” 10 Jun. 2019, <https://www.deccanherald.com/features/praise-for-puppets-738963.html>.

Table 3: Table of Proposed Schedule

Table 4: Chart providing visual of Budget Allocation.

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