



2024-25 ANNUAL REPORT

Together

We Educate
and Empower



SCAN TO
FOLLOW US ON



January
February
March
April
May
June
July
August
September
October
November
December



Educate!

Empower!



Transform!



25 Years of Service

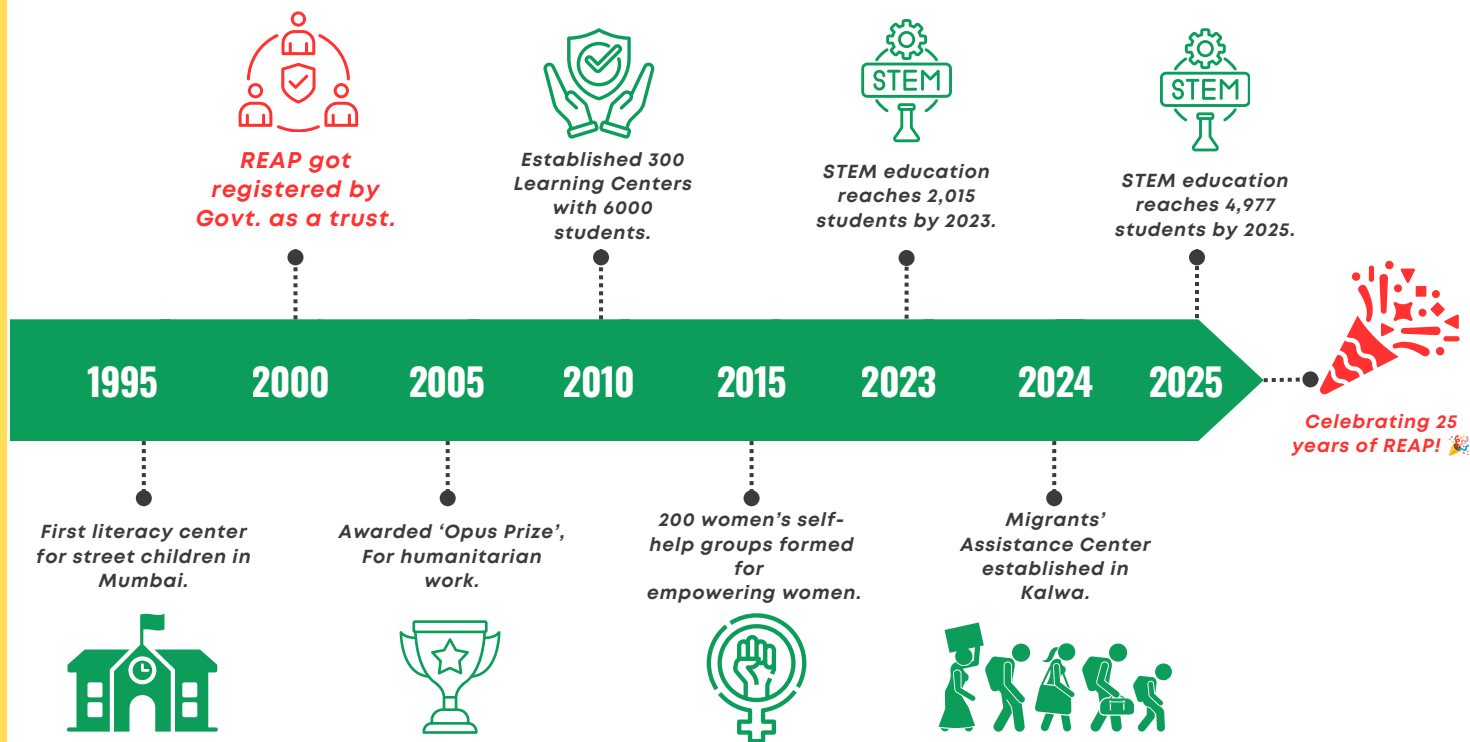
Annual Day Celebration

In March 2025, REAP proudly celebrated its 25th Anniversary with a grand Annual Day event, marking a milestone in our journey of educating and empowering underserved communities. The celebration brought together students, teachers, donors, and well-wishers to reflect on REAP's legacy and achievements. Through performances, felicitation of educators, and inspiring stories from the field, the event was a heartfelt tribute to the lives transformed over the past two and a half decades.

25
YEARS OF
REAP



REAP'S KEY MILESTONES (2000–2025)



Message from the President

I am glad to be associated with the good work being done by REAP. From inception, our mission is to extend educational support to the poor and marginalized children.

All children have a fundamental right to education, yet today millions of them, from the most vulnerable communities and families, are denied it. This is resulting in poverty, illiteracy, unemployment and many other social problems.

Lack of access to quality education is causing many children from poor families drop out before they could complete schooling and hence, losses out on opportunities to build a better future. Even many of the children from these communities who study in class eight, are unable to read simple texts of grade-4. Children lack in basic competencies essential for their future life.

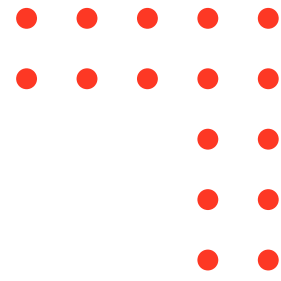
REAP was established with the mission to impart quality education to the most disadvantaged communities. It has been dedicatedly working for last 25 years to serve the poorest and marginalised children. During the year 2024-25, REAP has made excellent progress on STEM Training, Foundational Learning, Early Childhood Education and Digital Literacy.

On behalf of the Board and the Trustees, I take this privilege to thank all our partners and donors who have supported our cause. I also thank the Team and Volunteers who are making tireless efforts to implement the programmes effectively and make a good impact.

We look forward to new innovations and renewed efforts to achieve greater results in the coming year.

Anil Pereira
President
REAP





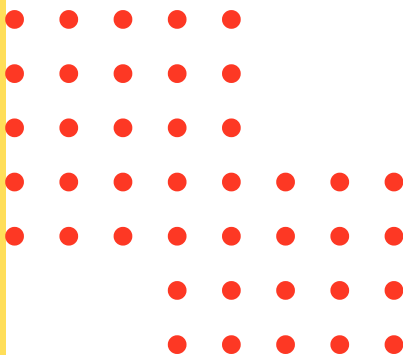
Message from the Director

Dear Supporters and Well Wishers!

This year, we joyfully celebrated 25 years of dedicated service to the most disadvantaged children, women, youth, and vulnerable communities. Over the past two and a half decades, REAP has reached many milestones and has made significant contributions to the cause of education and child rights. We are humbled to have received several national and international recognitions for our work.

We extend our heartfelt gratitude to our founders, past and present team members, donors, and supporters who have enriched this journey. For us, education remains the most powerful tool to empower individuals, end poverty, and bring about true social transformation.

In 2024–25, we scaled up our STEM programme, which was successfully piloted the previous year. So far, we've reached over 4700 children through this flagship initiative. Through hands-on learning and robotic applications, we're equipping children from disadvantaged communities with the knowledge and skills to solve real-life problems and prepare for careers in STEM fields. The appreciation we've received from students, parents, and schools has been deeply encouraging.



Our core commitment continues to be Foundational Learning. Today, the world faces a growing learning crisis—millions of children complete school without acquiring basic literacy and numeracy skills. Aligned with SDG 4.1.1, we remain focused on reducing this gap and ensuring every child gains the foundational skills needed to succeed in life.

Recognizing that over 80% of brain development occurs in early childhood, we have also prioritized and expanded our work in Early Childhood Education (ECE). We now reach many children aged 3 to 6 with quality interventions, understanding that investing in ECE leads to stronger learning outcomes and long-term national development.

To all our donors, partners, and friends who have stood with us, we offer our heartfelt thanks. Your support has made this mission possible. We look forward to your continued partnership as we strive to build a more equitable and brighter future for every child. With gratitude and hope,

Joy Fernandes
Director, REAP



TABLE OF CONTENTS

OUR VISION & MISSION	9	KEY EVENTS OF 2024-25	54
IMPACT	10	PROJECT PARTNERS	59
OUR WORK	11	OUR MANAGEMENT	60
SUSTAINABLE DEVELOPMENT GOALS	12	KEY TEAM MEMBERS	61
OUR AREA OF OPERATION	13	STEM TEAM MEMBERS	62
STORIES FROM GROUND	14		
OUR PROGRAMS	15		
STEM EDUCATION	16		
EARLY CHILDHOOD EDUCATION	26		
FOUNDATIONAL LEARNING	36		
DIGITAL LEARNING PROGRAMME	46		
REAP COMMUNITY OUTREACH	45		



OUR VISION

A world where education empowers individuals with freedom, justice, dignity, and self-respect.

OUR MISSION

To create an education movement that transforms the lives of marginalized children by imparting quality education and STEM learning; and empower the youth with employable skills and community to access rights and entitlements.



IMPACT

KEY ACHIEVEMENTS OF THE YEAR 2024-25



ACQUIRED STEM SKILLS



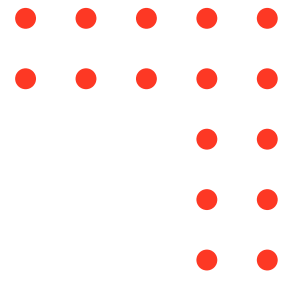
ACCESSED ECE & FOUNDATIONAL LEARNING



LEARNT COMPUTER SKILLS



MIGRANT PARENTS FACILITATED GOVT. SCHEMES



OUR WORK

‘Education is the real starting point to break the vicious cycle of poverty and underdevelopment among the disadvantaged communities.’

EARLY CHILDHOOD EDUCATION

***Play based Methodology:
Motor skills, Scio-Emotional
Skills, School readiness***



FOUNDATIONAL LEARNING

***Reading, Writing &
Numeracy Skills***



STEM EDUCATION

***Robotics, Coding, AI, Circuit,
Mechanics
etc.- Promoting creativity, problem
solving, team work***



DIGITAL LITERACY

***Computer training to students &
youth –
on computer use & digital
applications***

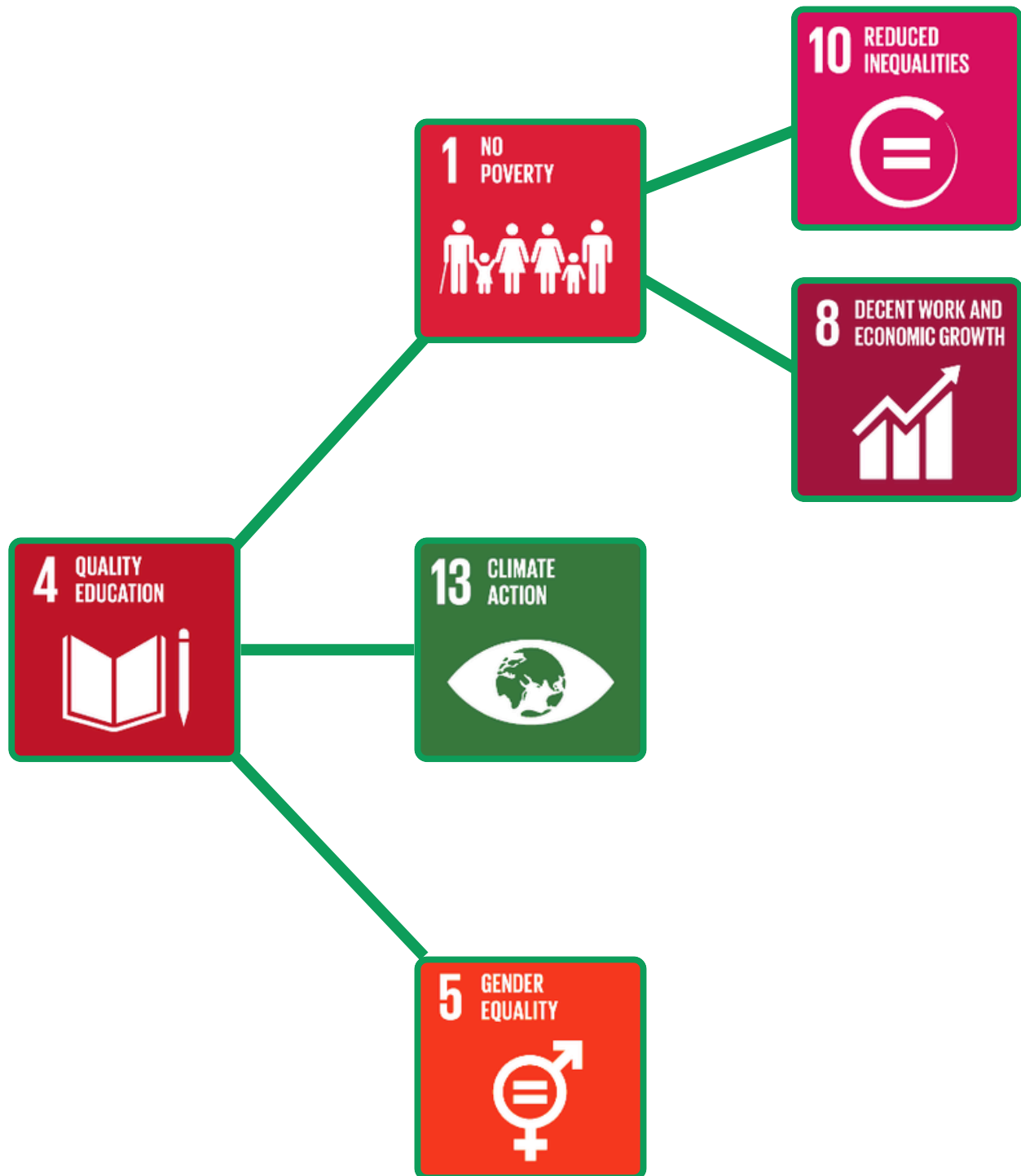


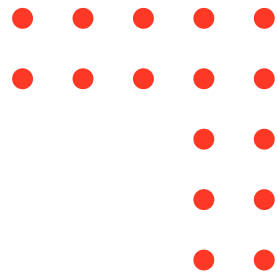
COMMUNITY OUTREACH

***Migrant’s Information –
Awareness & Facilitation on
Entitlements***

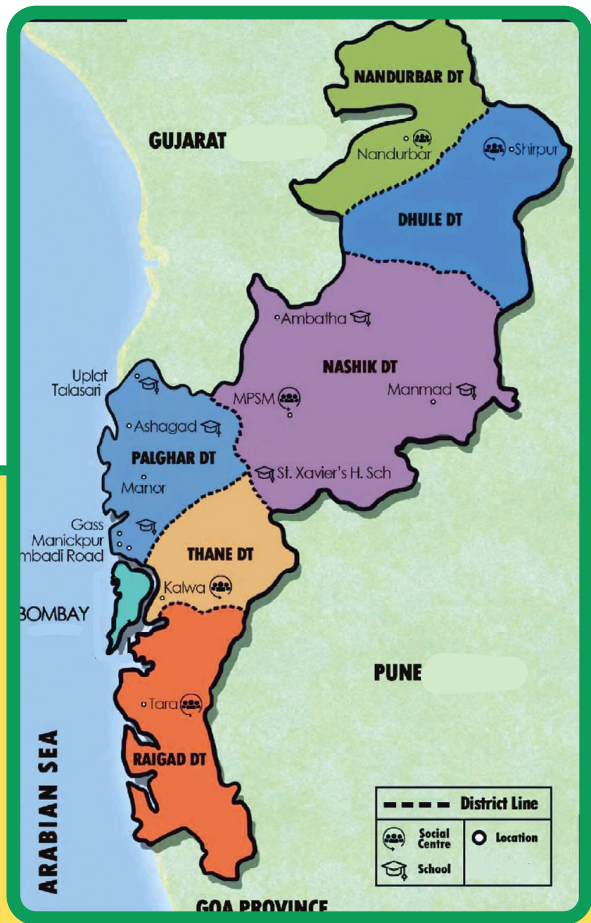


SUSTAINABLE DEVELOPMENT GOALS

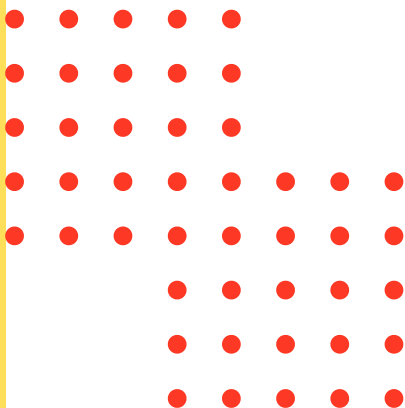
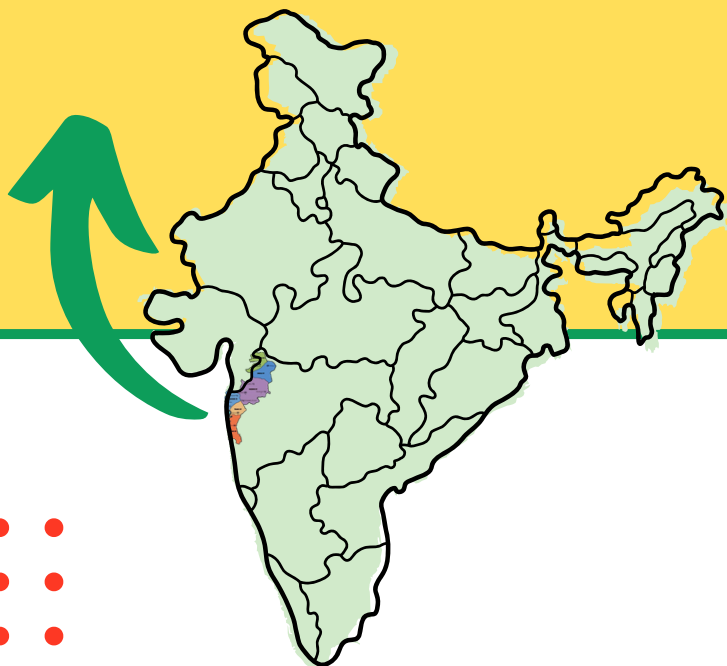




OUR AREA OF OPERATION



INDIA



STORIES OF CHANGE

HARSHITA'S STORY OF TRANSFORMATION

When five-year-old Harshita joined REAP a year ago, she stood out—not just in appearance but also in behavior. With one side of her body marked by a red discoloration and one grey eye, she often remained isolated, avoided interactions, and was fearful of teachers. She would sit alone, rarely spoke, and frequently got into conflicts with other children.

Harshita's family is from Uttar Pradesh who are living in Waghoba Nagar slums. Her parents have got her admitted to a local private school and she has been going to school for last 4-years. However, when she took admission in our Learning Centre, we conducted few small tests and found that she was lacking basic competencies in literacy and numeracy.

With personalised attention, consistent support, and a nurturing environment at the REAP Learning Center, Harshita slowly began to open up. Her behavior transformed—she grew friendlier, formed bonds with her peers, and built trusting relationships with her teachers. Her academic performance also started to improve steadily.

Harshita's story is a testament to the power of empathy, inclusion, and educational intervention that is shaping her journey of life.

SUCCEEDED TO ENROLL IN SCHOOL - THE STORY OF ABID

Abid Abdul Salmani moved from his village school in Gonda district of UP to Bhaskar Nagar slums in Kalwa. He faced rejection for admission from a private school after being unable to read, write, or solve basic math problems during the admission test for Grade 4. His education dream came to a halt.

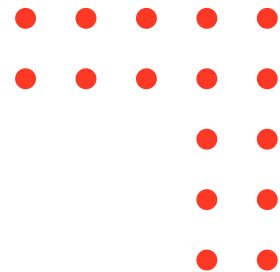
Abid's parents came and approached REAP and got Abid enrolled at REAP Learning Centre. He started learning the foundational skills with the support of REAP Educators using effective learning methods. Though disinterested at first, he gradually developed a love for learning. After 6 to 7 months, he was able to read and write confidently and handled basic math with ease.

This year, he appeared for the school interview again—and this time, he was successful to get admission. Abid's story reflects how right support can reignite a child's educational path and open up ways for a brighter future.





OUR PROGRAMS



STEM EDUCATION

EMPOWERING YOUNG INNOVATORS

REAP's STEM Udaan Program is a flagship initiative designed to introduce underprivileged children to the world of Science, Technology, Engineering, and Mathematics (STEM) through hands-on-projects on real world applications. The aim is to reduce the learning gap, foster curiosity, and develop essential 21st-century industry skills through project-based, experiential learning.

STEM Udaan curriculum and pedagogy is specially designed for the children from disadvantaged communities to develop knowledge, skills to confidence to build careers in STEM fields.

WHAT WE DO IN STEM?

Traditional textbook education often fails to spark imagination or develop practical skills. STEM Udaan addresses this gap by:

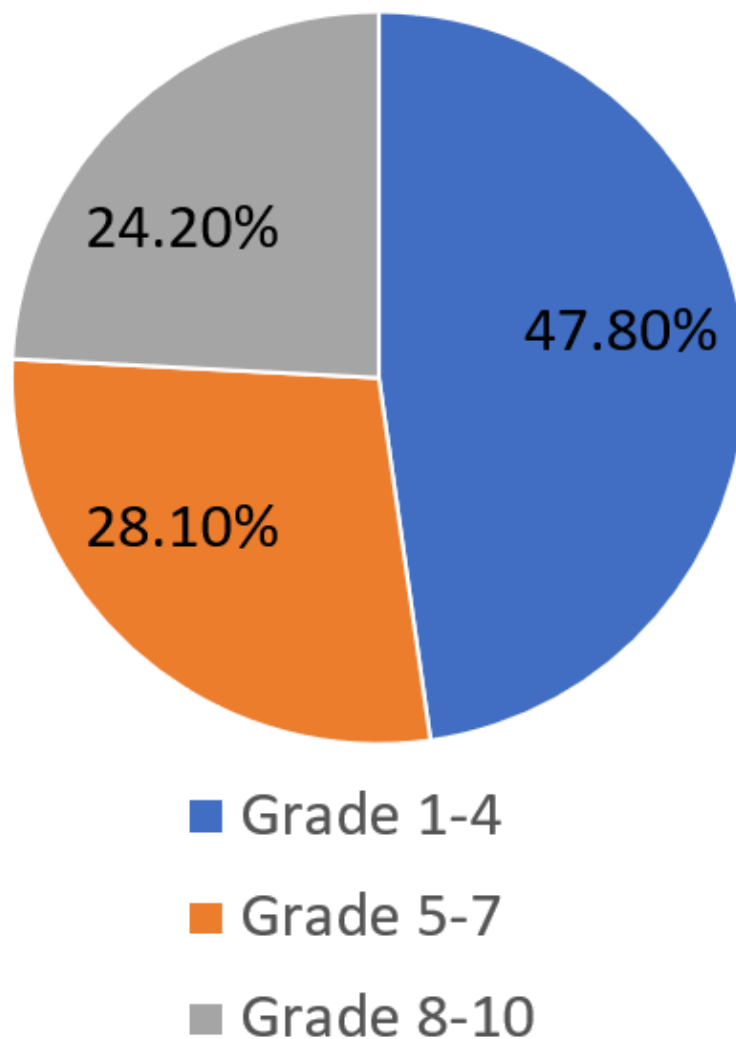
- Encouraging critical thinking, problem solving and teamwork
- Simplifying complex topics using real-world models like gear systems, pulley mechanisms, and circuits.
- Exposing children to 21st-century tech skills—automation, AI, basic coding, mechanical design, constructions

Over the past year, REAP reached about 2,127 children in 20 educational institutions and schools in Mumbai, Thane, Palghar, and tribal regions through robotics modules, abacus math, coding, and STEM experiments.



ANNUAL STEM INTERVENTION SUMMARY:

STUDENTS ENGAGED BY GRADE BAND



QTOTAL SCHOOLS/CENTRES COVERED - 16

QTOTAL SESSIONS CONDUCTED - 150

**QTOTAL STUDENTS ENGAGED
(BY GRADE BANDS E.G. 1-4, 5-7, 8-10)**

STEM LEARNING & ROBOTICS: TRAINING SESSIONS CONDUCTED

REAP conducts 30 robotics sessions as part of the curriculum, split between basic and advanced learners, to deepen understanding of mechanical systems and automation.

- **Basic Level:** Focused on mechanical motion, gear systems, and logic through models like Merry-Go-Round, Pulley Lift, Stirrer Machine.
- **Advanced Level:** Explored sensors, motors, and automation using models like Line Follower Robot, Scissor Lift, and Multiple Gear Cars.

Students learned:

- To work in teams, enhancing communication and collaboration.
- To analyze cause and effect, strengthening logical reasoning.
- To apply classroom knowledge to real-world mechanisms.



BHASKAR NAGAR 2



BHASKAR NAGAR 1



WAGHOBA NAGAR



SHIVAJI NAGAR



JAI BHIM NAGAR



THAKURPADA

Testimonials: Amazing to learn STEM

Our program has made a tangible impact on the lives of our students. Here are a few testimonials:

"Building the 4-Wheel Drive Car was amazing. I never knew how gears worked until now."

- Student, Shivaji Nagar Centre



"The Marble Run was so much fun I learned a lot about gravity and motion."

- Student, Waghoba Nagar Centre

"Designing the Scarecrow Robot was a dream come true. I feel like I can make a difference in my community."

- Student, Bhaskar Nagar Centre



STEM & ROBOTIC TRAININGS IN SCHOOLS

GYANMATA ADIVASI HIGH SCHOOL BOARDING, UPLAT

Gyanamata School: We conducted robotics sessions for 60 students from Grades 8–10 at Gyanmata Adivasi High School, Uplat. These workshops introduced STEM through interactive learning, covering basic engineering, automation, and problem-solving—boosting creativity, teamwork, and critical thinking.



BHANAUBEN PRAVIN SHAHA VIDAYALA TARA, PANVEL

We conducted engaging robotics demo sessions for 120 students from Grades 8–10 at Bhanauben Pravin Shaha Vidyalaya, Panvel. The sessions introduced STEM education through hands-on activities, covering simple machines, automation, and real-world engineering concepts—sparking curiosity and participation through interactive learning.



ST. XAVIER'S ICSE SCHOOL, VASAI: SUMMER CAMP

We conducted a 5-day STEM session for 62 students (Grades 5–9) at St. Xavier's ICSE School, Vasai, during their Summer Camp. Through fun, hands-on experiments and collaborative learning, students explored STEM concepts and gained confidence, curiosity, and critical thinking skills.



CANNOSA MAHIM PRIMARY SCHOOL

We conducted robotics sessions for 56 young learners from Grades 1–4 at Canossa Mahim Primary School. Through fun, hands-on models like pulleys and pressing machines, students explored basic STEM concepts. The session focused on play-based, experiential learning to spark curiosity and understanding. Children were excited to see simple components turn into working models.



SCHOOLS AND STUDENTS COVERED TILL MARCH 2025

S.No	School / Centre Name	Location	Grades	Dates	Students Reached
1	Mira Road Society Holiday Camp	Mira Road	1-10	July-Dec 2024	30
2	Gyanmata Adivasi HS, Uplat	Uplat	8-10	24-25 Feb 2024	60
3	Bhanauben Pravin Shaha Vidyalaya, Panvel	Panvel	8-10	12-13 Mar 2024	120
4	St. Xavier's ICSE School, Vasai (Summer Camp)	Vasai	5-9	1-5 Apr 2024	62
5	Cannosa Mahim Primary	Mahim	1-4	8-12 Apr 2024	56
6	Cannosa Mahim Secondary	Mahim	5-9	17-21 Apr 2024	68
7	Holy Family & Divine Child HS, Andheri	Andheri	5-9	22-26 Apr 2024	29
8	Sneha Sadan – Boys & Girls Boarding, Andheri	Andheri	5-7	13-25 May 2024	92

S No.	School / Centre Name	Location	Grades	Dates	Students Reached
9	St. Xavier's ICSE School, Vasai (Nurturing Innovators)	Vasai	2-9	July-Dec 2024	222
10	Holy Cross Schools (Primary, Secondary, Specially Abled)	Thane	1-9	20 Aug 2024	1530
11	St. Rock School	Thane	1-10	21 Aug 2024	420
12	STEM Udaan (Multiple REAP Centres)	Mumbai (REAP Centres)	1-8	July-Dec 2024	677
13	R.V.S School	Mumbai	1-9	1 Feb 2024-Present	450
14	St. Xavier's Manmad Primary	Manmad	1-4	10-18 Feb 2025	185
15	Prabodhan Vidyalaya, Ambatha	Ambatha	5-9	20-27 Feb 2025	306
16	Gyanmata Adivasi HS, Talashari	Talashari	3-7	12-22 Mar 2025	650



TRAINING THE TRAINERS: BUILDING TEACHER CAPACITY

To scale impact sustainably, REAP conducted a 3-phase training program for 18 teachers across all centers. Training included:

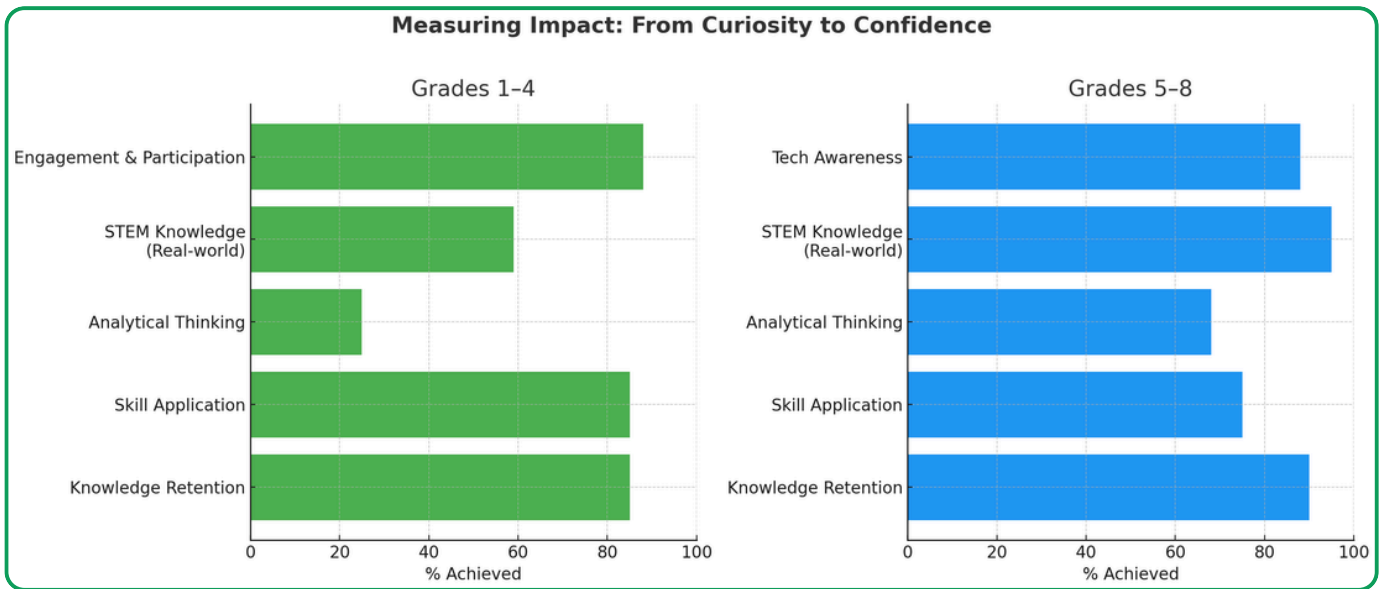
- Simplified methods to explain complex STEM models.
- Classroom strategies for inquiry-based learning.
- Techniques to manage group STEM activities effectively.

Teachers support STEM sessions with greater confidence and student engagement. In future, it will ensure continuity of STEM learning and sustain the process.



MEASURING IMPACT: BASELINE & POST-TRAINING ASSESSMENTS

A robust baseline and post-training assessment was conducted to evaluate knowledge retention, conceptual understanding, problem-solving ability, and technological awareness.



Strong improvements in knowledge retention, skill application, and STEM awareness across Grades 1-8, reflecting the impact of REAP's hands-on STEM learning approach.



ANALYSIS & LEARNINGS:

STEM Awareness increased from 5.03% → 69.98%, indicating a stronger understanding of science, technology, engineering, and innovation among students.

Conceptual Understanding improved significantly from 18.40% → 69.20%, especially through inquiry-based, hands-on learning activities.

Logical & Analytical Thinking rose from 5.70% → 51.25%, reflecting enhanced reasoning, observation, and problem-solving skills.

Technology Awareness jumped from 16.26% → 84.35%, showing major gains in students' familiarity with tools, machines, and digital thinking.

Knowledge Retention was as high as 72.39%, showing that students were able to remember and apply STEM concepts over time.

Program Engagement averaged 75.16%, indicating high enthusiasm, participation, and involvement during sessions across grades.

THE ROAD AHEAD

In 2024–25, we benefited over 2,000 underserved children under our STEM programme.

In 2025–26, REAP plans to:

- Introduce coding tracks and AI basics for senior grades.
- Expand STEM clubs across all centers/schools.
- Build a STEM Maker Lab for inter-school innovation showcases.
- Partner with more schools in slums, tribal and rural belts.

With STEM Udaan, REAP is not just educating—we're empowering the next generation of creators, problem solvers, and change-makers.





EARLY CHILDHOOD EDUCATION (ECE)

CHILDHOOD EDUCATION & CARE -EVERY CHILD NEEDS

Early years of life is the most important period in the life of any person. The first years of life (0-6 years) are a rich period of brain development. Quality care and education is therefore essential from an early age.

During early years of life, children experience rapid social, body, and brain development. ECE helps children to learn fundamental skills like language, social interaction, and emotional regulation, creating school readiness, a habit of attending school and learning readiness.

Our work on early childhood education

- **Setting up, renovation and equipping ECE Centre's**
- **Recruitment and professional training of Teachers**
- **Adopting a play-based curriculum**
- **Teacher Training and Mentoring**
- **Awareness raising and training of parents on physical, emotional and cognitive development of children.**



ECE CENTRES AND ENROLLMENT OF CHILDREN

REAP has established 6 ECE Centres and 11 classes in Kalwa slums. These Centres serve about 800 children between the ages of 3 and 6.



SHIVAJI NAGAR



BHASKAR NAGAR 1



WAGHOBA NAGAR



BHASKAR NAGAR 2



JAI BHIM NAGAR



THAKURPADA

CASE STUDY OF BHASKAR NAGAR CENTRE

Bhaskar Nagar slums in Kalwa east are dominantly inhabited by Muslim population, followed by tribal who have a poor socio-economic condition. There is absolutely no pre-school education opportunity for the smaller children.

In Bhaskar Nagar, REAP has established two community-based early childhood centres. This project has raised awareness in the community. Today, 208 children aged 3 to 6 are enrolled in the pre-schools at Bhaskar Nagar

GIRL'S ENROLLMENT STATUS IN ECE

We had an exceptional increase of 131% in girl's enrollment by September 2024 compared to June 2024. We were extremely happy to achieve maximum girls enrollment from a minority community.



LEARNING ENVIRONMENT

We ensure that our Centers have basic facilities that confirm to quality standards, particularly in the areas of hygiene and safety, and that staff possess the appropriate psychosocial qualities and are suitable and are well-trained.

We sponsored all our educators to get trained and certified on ECE from a reputed institute.

All our Centers have good learning environments for playful activities, engagement of children and activity-based learning. Our teachers play an important role in cognitive stimulation, emotional support and sanitary environment.

As per child protection policy, any form of corporal punishment, including the use of physical force intended to cause any degree of pain or discomfort are strictly prohibited in all our Centers. We also educate parents to avoid any form of punishment to suppress the children.



LEARNING CONTENT AND PROCESS

Our core methodology is that all children need to engage in play and recreational activities, learn, rest and participate in their cultural life.

CURRICULUM

Our ECCE curriculum and teaching methods is based on local knowledge, child-centered, play-based, inclusive, environmentally sustainable, and gender-responsive learning. Our approach is to promote multilingual education, promote English as a second language and use child's mother tongue as the language of instruction.

PLAY BASED METHODOLOGY

Inclusive education and inclusive play are mutually reinforcing and is facilitated during the course of every day throughout early childhood education. Play is particularly significant in the early years of schooling and is given due importance as part of learning process.

Gender equality is integrated into curricula from early childhood, targeting stereotyped gender roles and promoting the values of gender equality and non-discrimination. Our Teachers are trained to become gender sensitive.



TEACHER TRAINING AND MENTORSHIP SUPPORT

- **Teacher Training:** We have supported 15 ECE Teachers to undergo a 6-months Diploma Course on Early Child Education and Development (ECED) at SAFAL Academy. The training has been very useful to learn new skills and playbased pedagogy.
- **In-House Training Workshops:** Conducted fifteen internal training workshops on early childhood education focusing on child-centered learning approaches and innovative teaching methods, lesson planning, teaching aids development etc.
- **Mentorship Programs:** Established a mentorship program where experienced teachers and supervisors guided other teachers on good practices and play based methodologies for early childhood education.



STAKEHOLDERS ENGAGEMENT

- **Awareness materials – Posters, Pamphlets**

For generating greater awareness and mobilize community, awareness materials were developed such as pamphlets, banners and posters. Community meetings, family visits and individual counseling was carried out by our teams.

- **Technology Use**

To enable all parents to provide learning support to children at home, mobile based and in person support was provided on daily basis. Parents were explained to make easy, fun based DIY (Do It Yourself) activities and workbooks. To ensure regular engagement, mobile reminders and WhatsApp instructions were given through pre-recorded calls and videos were sent on regular basis with easy instructions.

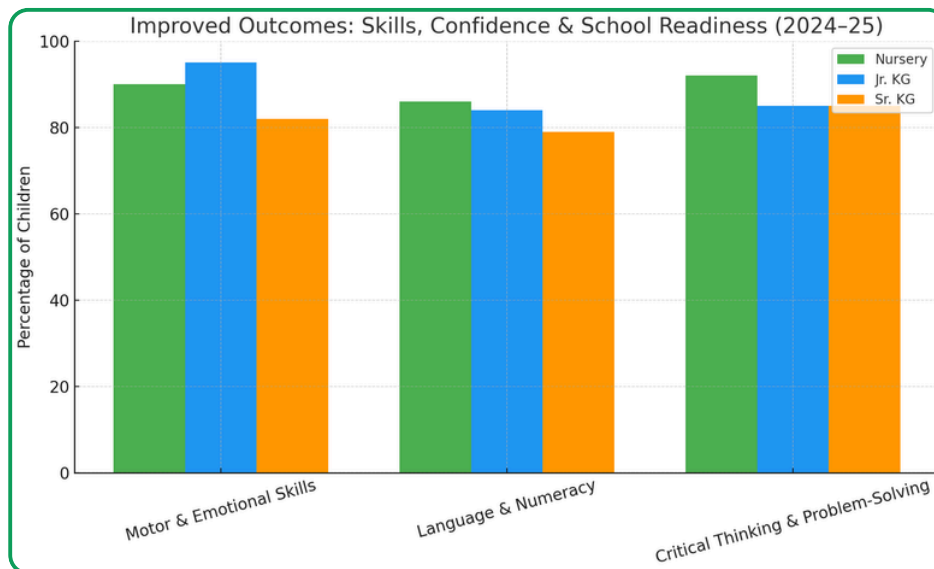
- **Parents Meetings**

Monthly parents' meetings as well as training sessions were conducted in each of our Centre. We prepared training materials on child development, learning process and role of parenting with the aim to equip the parents with knowledge and skills to do their role more effectively.



measurable learning improvements among children in REAP's Early Childhood Education (ECE) program across Nursery, Jr. KG, and Sr. KG.

Nursery students demonstrated the highest growth in critical thinking and motor-emotional skills, reflecting the impact of play-based learning.



CONCLUSION

The achievements in our Early Childhood Education program during 2024-25 shows our commitment to providing a strong foundation for young learners. We are satisfied with the progress achieved and look forward to continuing these efforts to ensure more children benefit from this programme, prepared well for their future educational journey.



CULTURAL EVENTS

CELEBRATING KRISHNA JANMASHTAMI

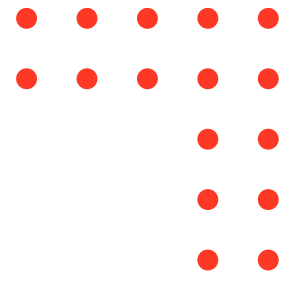
Children at REAP Learning Centers celebrated Krishna Janmashtami with joy, dressed as little Radhas and Krishnas. The day was filled with colorful costumes, dance, and devotion, bringing festive cheer to every classroom.



DIWALI: LIGHTING UP LIVES AT REAP LEARNING CENTERS

Diwali celebrations at REAP Learning Centers were filled with joy, creativity, and festive cheer! Children proudly showcased their handmade diyas and lanterns, adding warmth and color to every classroom, had great fun, enjoy and learn about their traditions.





MAKAR SANKRANTI 2025: SOARING HIGH WITH JOY AND HOPE

Our REAP Learning Centers were filled with festive joy as children celebrated Makar Sankranti with vibrant kites, laughter, and sweet treats like tilgul laddoos. The kids crafted their own colorful kites, symbolizing dreams taking flight and rising above challenges.

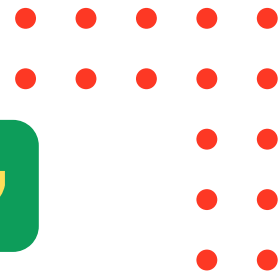


MAKAR SANKRANTI 2025: SOARING HIGH WITH JOY AND HOPE

We celebrated Sujata's birthday with 120 nursery children at our Bhaskar Nagar Learning Center, filled with joy, cake, snacks, and biryani.

Her generous gesture created a memorable day for the children in the Kalwa East slum community.





FOUNDATIONAL LEARNING PROGRAMME

ACCESS TO QUALITY EDUCATION, A RIGHT OF EVERY CHILD

Every child has a right to quality education to develop her/his potential and do well in life. The period of foundational learning is a crucial phase for the development of intellect, ability, physical growth, mental maturity, and values among the children.

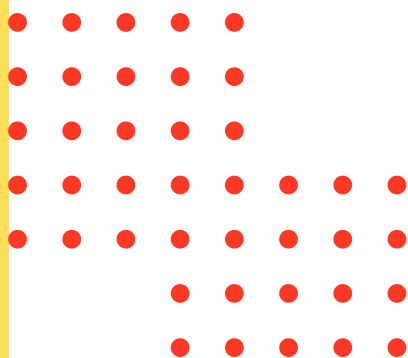
Huge Learning Crisis in India: A big Challenge

Access to school or primary education is not a problem today. More than 98 % of the children in India go to the schools, but not learning. Majority of these children belong to disadvantaged communities. According to the **Annual Education Survey Report 2024 (AESR 2024)** by Pratham reveals that:

Reading Skills: About 55% of children in Grade-V are unable to read Grade-II level text.

Basic Numeracy: About 70% children of Std V are unable to solve a simple numerical division problem.

The learning crisis is a result poor teaching quality, inadequate and lack of training to teachers, relevant curriculum, engagement of children in the learning process, lack of teaching and learning resources, lack of assessment of children's progress periodically, and lack of engagement of parents and other stakeholders in the education process.





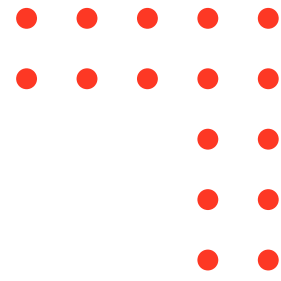
WHAT WE DO?

We work with the children from the disadvantaged communities to develop basic competencies, improve their learning outcomes and complete secondary as well as higher education or vocational training.

Improved Learning Centres and Learning Resources

- Upgraded educational materials and resources in all our Learning Centres comprising 30 Classes including new textbooks, stationery, and digital tools. Computers and TV were installed in each Learning Centre.
- Renovations were carried out at Jai Bhim Nagar, Waghoba Nagar and Thakurpada to improve classroom conditions and learning environment.
- **Digital Learning** resources were installed at Shivali Nagar, Bhaskar Nagar -2 and Thakurpada for undertaking free computer training for the students.
- **Libraries** were set up in each Centre with donation of books and book-shelves from Bookwala which has been a great help to students to develop reading habits. Reading story books help children to learn values and influences their personality.





AWARENESS RAISING & ENROLLMENT CAMPAIGNS

- **Community Engagement:** Community meetings and house visits were organized to discuss issues related to education, enrollment of children and dropout problems.
- **Awareness Campaigns** were carried out using Posters, leaflets, and social media posts to disseminate information about our work and benefits to children.

OUR PEDAGOGIC APPROACHES TO IMPROVE FOUNDATIONAL LEARNING

Most of the children who come to our Centers are first generation learners and do not have any opportunity at home to learn literacy and numeracy. Hence, our teachers use methodology to create phonological awareness and sound discrimination, and visual perception and visual association that helps children to develop quick skills in reading and writing.

Foundation for mathematical learning gets formed through play and activity-based approaches (including toy-making, art integration, sports integration, storytelling-based learning, group work, role plays, project work in groups, etc.)

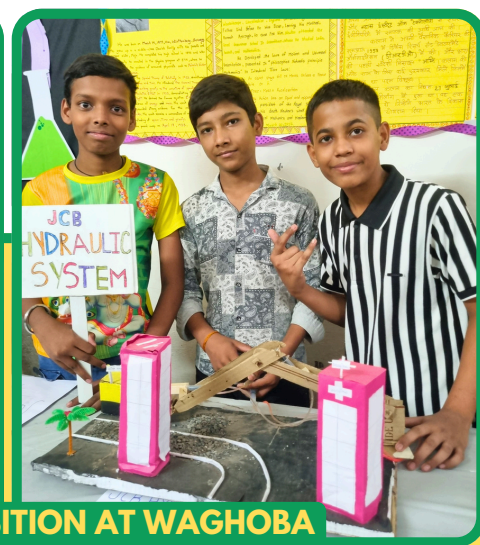


Toy based learning (Activity-based):

Emphasis is given to self-making of toys with no/low-cost material by children easily available in the surrounding. Toys owned by children is pooled for communication skills, where each child brings a toy to school and then talks about it, draws it or writes about it, etc.



STEM Learning: STEM learning equips young learners from disadvantaged communities to access knowledge and skills on STEM subjects (I.e. Science, Technology, Engineering and Mathematics). STEM makes it simpler for students to understand complex concepts given in their syllabus through hands on activities and experiential learning. Children enjoy learning with fun, creativity, critical thinking, and team work; acquire problem solving skills by attempting to solve real life problems.



SCIENCE EXHIBITION AT WAGHOBANAGAR REAP LEARNING CENTRE

REMEDIAL COACHING

- **Special remedial classes:** Special coaching classes were conducted to impart foundational skills where students needed extra support.
- **Group Learning Method:** Students were grouped into A, B and C groups based on a criterion of their learning levels irrespective of their class or age for better results.
- **Special curriculum and Teacher Training:** Teachers received special training and syllabus for remedial teaching to support struggling students more effectively.



TEACHER TRAINING AND POST-TRAINING SUPPORT

- Organized four teacher training workshops focusing on innovative teaching methods and child-centered learning approaches. These workshops were attended by all teachers and received positive feedback.
- Provided ongoing support through regular mentoring sessions, which helped in enhancing teacher effectiveness.



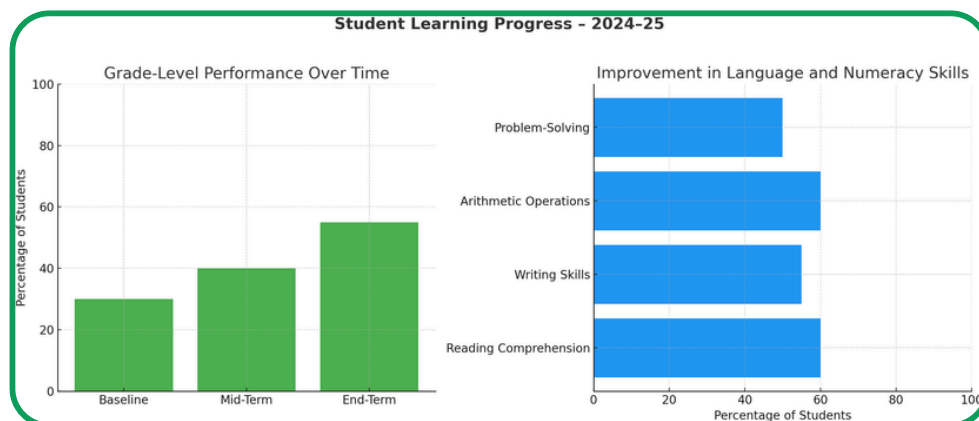
OUTCOMES AND IMPACT

REGULAR ASSESSMENT OF LEARNING OUTCOME

In our Foundational classes, learning outcome assessments are carried out after completion of teaching of syllabus of each unit.

IMPROVEMENT IN ACADEMIC PERFORMANCE

- A baseline assessment conducted at the beginning of the academic session showed that only 30% of students were performing at grade level. Mid-term assessments conducted in the month of September 2024 showed that this number has increased to 40% and by end of the academic session, it has gone up to 55%.*



Skill Development

- Language skills:**
 - 60% of students have shown improvement in reading comprehension.
 - 55% have demonstrated better writing skills.
- Numeracy skills:**
 - 60% of students have shown improvement in basic arithmetic operations.
 - 50% have demonstrated better problem-solving abilities.

The annual assessments indicated a positive growth in academic performance of students of all classes. The targeted interventions, including additional tutoring sessions and teacher training programs, have contributed significantly to these improvements.

FUTURE PLANS AND WAY FORWARD

- **Scaling Up:** We plan to replicate and scale up our intervention to 5000 children in next 3-years.
- **Teaching and Learning Resource Centre (TLRC):** To set up a TLRC to undertake research and innovation in our methodology and resources to make bigger impact that includes curriculum, syllabus, lesson plans, teaching aids, e-learning, learning assessments and teacher training.
- **Learning resources:** Access to adequate educational materials, Lab equipment, and technology (Digital Learning) for children.
- **E-Learning resources** and technology-based learning tools such as e-Learning portal and a mobile app to guide students to learn at home as they lack such support being children of first-generation learners.
- **English Language Training:** One of the main challenges for the children as well as the teachers is to learn English. TLRC will set up an English Lab to promote English learning.

CONCLUSION

The foundational skills developed through our programme will have long-term benefits for these children as they progress through their educational journey. Improved literacy and numeracy skills will enhance their overall academic performance and future vocational opportunities.



CULTURAL EVENTS

YOGA DAY

Children at REAP Learning Centers celebrated International Yoga Day with joy, embracing wellness and mindfulness through yoga.



CELEBRATING THE SPIRIT OF FREEDOM!

Children at REAP Learning Centers celebrated the 78th Independence Day with songs, dances, and creativity, reflecting the freedom to dream and grow.



MAKING MATHS FUN: TRAINING BY TARGET PUBLICATIONS

Over 70 students at our Bhaskar Nagar Center took part in a fun Maths workshop by Target Publications, exploring shapes and symmetry, and received stationery kits to brighten their learning journey.



STUDENT EXPOSURE AND VOLUNTEERING

Over 80 students from Thane Central Deanery visited REAP Centers, sharing stories and inspiration while building bridges of empathy through service and education.



LIGHTS, CAMERA, LEARNING!

On Cinema Day, REAP children enjoyed *Delhi Safari* and *Stanley Ka Dabba*, blending fun, friendship, and life lessons through stories and shared laughter



CHILDREN'S DAY 2024: A CELEBRATION OF JOY AND EXPRESSION

Children's Day at REAP was filled with joy and creativity through drawing, fancy dress, and dance performances, joined by students from Belgium.

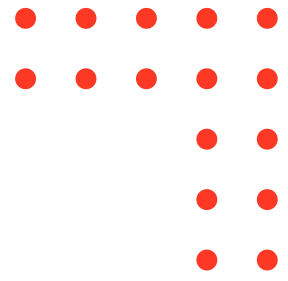
The celebration honored Chacha Nehru's vision, highlighting every child's right to dream, learn, and thrive.



BOOKWALLAH FOUNDATION – SPREADING THE JOY OF READING

We were thrilled to host the Bookwallah Foundation as part of their "Giving Tree Program." They donated beautiful storybooks that sparked joy and imagination in our children. Their visit reinforced the power of reading in shaping young minds. Thank you, Bookwallah, for helping us build a brighter, story-filled future!





RUNNING FOR A CAUSE, RUNNING FOR CHILD EDUCATION!

Our REAP children proudly completed their first 2km run at the Thane Creek 2024 Half Marathon, spreading awareness through every step.

With medals, smiles, and purpose, they proved that determination and education go hand in hand.



SPREADING CHRISTMAS JOY WITH HAPAG-LLOYD!

This Christmas, the Hapag-Lloyd team brought joy to our Bhaskar Nagar and Waghoba Nagar Centers by donating school bags, stationery kits, tiffin boxes, and water bottles.

The day was filled with dance and festive cheer as children performed enjoyed the celebration with H-L team.

We're grateful to Hapag-Lloyd for making the season truly special for our children.





DIGITAL LEARNING PROGRAMME

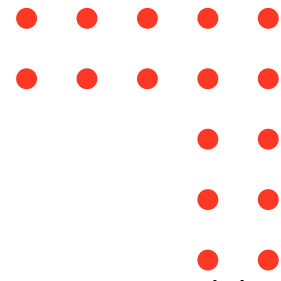
TECHNOLOGY ACCESS FOR CHILDREN

The Digital Learning Programme, initiated to empower slum children in Kalwa with digital literacy, has made significant progress since its inception. This report outlines the key achievements and ongoing activities of the programme.

Objectives

- *To provide access to computer education for underprivileged children.*
- *To enhance digital literacy and skills among slum children.*
- *To bridge the technological gap and equip them with skills necessary for future opportunities.*





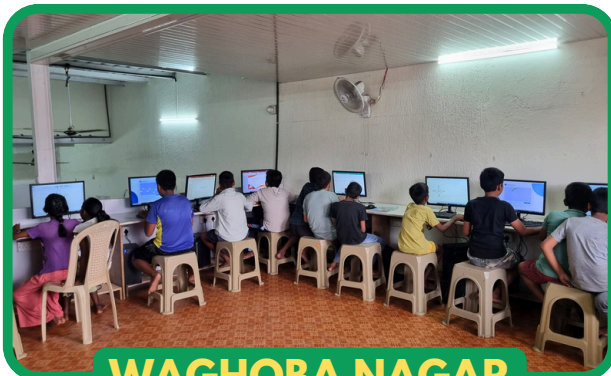
MAIN ACTIVITIES

Digital Infrastructure Upgradation

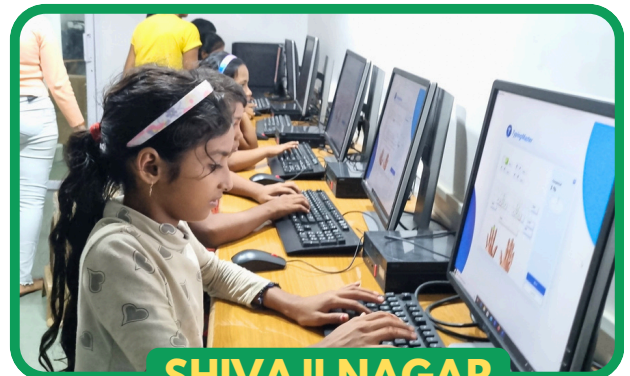
- **Computer Labs:** Upgraded computer labs in four Centres with new hardware and software to enhance digital learning capabilities.
- **Internet Connectivity:** Improved internet connectivity across all Centres, ensuring stable access for online educational resources.

Computer Trainings Conducted

The programme has established computer centers in four locations within the Kalwa slums equipped with minimum facilities:



WAGHOBANAGAR



SHIVAJINAGAR



BHASKARNAGAR

Training Conducted

- **Student Enrollment:** A total of 420 students are currently enrolled in the programme.
- **Training Schedule:** Computer training sessions are conducted twice a week, divided into batches of 15-20 students per session.
- **Curriculum:** The training curriculum includes basic computer skills, Microsoft Office, Excel, internet etc. and covers the syllabus prescribed by Maharashtra State Education Board.

PROGRESS AND ACHIEVEMENTS

- **Infrastructure:** All four computer centers are fully operational with adequate seating, electricity supply, and internet connectivity.
- **Attendance:** Student attendance has been consistently good, with an average attendance rate of 75%.
- **Skill Development:** Students have shown significant improvement in their basic computer skills and are now able to perform tasks such as typing, using Microsoft Office applications, and browsing the internet safely.
- **Feedback:** Positive feedback has been received from both students and parents regarding the impact of the programme on their children's educational outcomes and confidence levels.





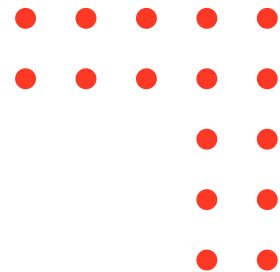
FUTURE PLANS

- **Enhanced Digital Infrastructure:** Aim to equip each Centre with additional computers as well as provide the same facilities in rest of our Centres to further enhance digital learning capabilities to benefit a greater number of children.
- **Expansion:** Plans are underway to expand the programme to additional locations within the Kalwa slums and admission of more students into our programmes.
- **Advanced Courses:** Planned to introduce advanced courses such as Talley, coding, graphic design, and digital marketing to cater to older students and youth.
- **Community Involvement:** Engaging parents and community members through workshops on digital literacy to create a supportive ecosystem.

CONCLUSION

The Digital Learning Programme has successfully provided access to computer education for 420 slum children across four locations in Kalwa. The positive impact on their educational journey is evident through improved skills and increased confidence. Students are showing great interest for digital learning. We look forward to continuing this initiative with further expansion and enhancement of our services.





REAP COMMUNITY OUTREACH

INAUGURATION OF REAP COMMUNITY OUTREACH OFFICE



We are thrilled to share moments from the inauguration of our new REAP Community Outreach Office in Kalwa East!

This office is dedicated to reaching out to the needy migrant population in the slum areas of Mumbai.

WORKING WITH PARENTS, MIGRANT COMMUNITIES

REAP Community Outreach (RCO) was established in 2024 to address the pressing needs of migrant workers in the Kalwa East slum areas of Thane. In just ten months, RCO has emerged as a lifeline for first-generation migrants—many of whom work as plumbers, masons, carpenters, domestic helpers, and home-based artisans. These communities, often excluded from mainstream services, now have a dedicated space that connects them with essential government entitlements, legal support, and pathways to dignified livelihoods.



Operating across seven areas—Waghoba Nagar, Shivaji Nagar, Shanti Nagar, Thakurpada, Bhaskar Nagar, Anand Nagar, and Jai Bhim Nagar—RCO's work aligns with Sustainable Development Goal 8, focusing on:

- Eradicating forced labour and child labour.
- Promoting safe working conditions for all, especially migrants.

From July 2024 to March 2025, the RCO team has:

- Conducted 162 awareness meetings on the rights of migrant workers.
- Facilitated documentation and registration for over 1,300 individuals.
- Connected migrants with schemes like E-Shram, Ayushman Bharat, ABHA Health Card, Ladki Bahin Yojana, and Domestic Workers Welfare Board.

SUCCESS STORY

With REAP's guidance, a labourer from Kalwa East secured the Bandkam Kamgar Yojana Labour Card—unlocking vital support for his family's future.

Scan to watch the full reel and see how awareness leads to empowerment.



SERVING THE DISTRESSED MIGRANTS

The RCO serves as the Mumbai Hub of the Migration Assistance Information Network (MAIN), working in collaboration with 26 migration hubs across India. In this role, the team has handled 16 critical cases of distressed migrants, including:

- 11 accidental deaths: Assisted in autopsies, body repatriation (by ambulance or air), and legal aid to claim compensation.
- 3 missing persons cases: Two successfully traced and reunited with families.
- 2 cases of forced confinement: Including the rescue of five women from a Tirupur textile factory and a caregiver from an abusive household in Dadar.

Each case required multi-stakeholder coordination—with police, hospitals, contractors, lawyers, and local authorities.

215

Aadhaar Cards

208

ABHA Cards

44

**Ayushman
Bharat**

70

E-Shram Cards

32

**Ladki Bahin
Yojana**

12

**Domestic
Worker Cards**



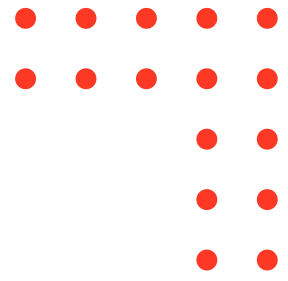
FACILITATING TO ACCESS GOVT. SCHEMES

The RCO is actively working to organize construction and domestic workers into collectives. Over 100 domestic workers have been mobilized so far, and 24 have successfully registered under the Maharashtra Domestic Workers Welfare Board through BMC and TMC. These efforts aim to build leadership, demand rights, and ensure long-term sustainability through worker-led initiatives.

RCO has also supported:

- Regular form-filling camps for various schemes.
- Direct negotiation training with contractors.
- Legal and administrative help for women laborers.





SPECIAL EVENTS

HEALTH CAMP BENEFITS 254 PEOPLE IN BHASKAR NAGAR!

REAP, in collaboration with JJ Hospital Mumbai, organized a free multi-specialty health camp offering checkups in General Medicine, ENT, Gynaecology, Paediatrics, and more.

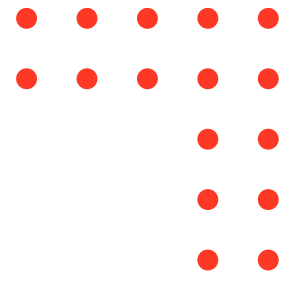
With free medicines and blood tests provided, it was a significant step toward ensuring better health for children and the elderly in our community.



AADHAR CARD CAMP EMPOWERS 215 FAMILIES

REAP, in collaboration with the Thane District Collector Office and Administration, organized a two-day camp to assist community members with Aadhar updates, biometrics, and new enrollments—especially for children. The overwhelming response reflects the growing trust in our mission to serve and uplift the underserved.





KEY EVENTS OF 2024-25

HONORING THE HEART OF REAP OUR AMAZING TEACHERS!

At Bhaskar Nagar Center, we celebrated Teacher's Day with flowers, gifts, games, and joyful memories.

A day of gratitude, fun, and appreciation for those who make learning truly special.



EMPOWERING OUR STAFF WITH CHILD SAFETY KNOWLEDGE POCSO WORKSHOP!

A crucial workshop on Child Protection Laws and the POCSO Act was conducted by advocate Ms. Trupti S. Patil at our Bhaskar Nagar Center.

The session equipped REAP staff with real-world insights to ensure a safer environment for every child.



INTERNATIONAL WOMEN'S DAY 2025: CELEBRATING EMPOWERMENT OF GIRLS AND WOMEN

At REAP, Women's Day 2025 was a celebration of our work towards women's empowerment to achieve gender equality in society. With support from Hapag-Lloyd, we conducted menstrual hygiene awareness sessions for adolescent girls and women, the day highlighted the vital role of education in empowering women and girls. Hapag-Lloyd team distributed sanitary pads to all women and created awareness.



CELEBRATING THE INCREDIBLE WOMEN OF REAP

REAP celebrated Women's Day with its dedicated women staff in collaboration with **Vrouwvoorstree**, Netherlands, under the theme Women for the Future, Women of Confidence.

The event featured fun activities, heartfelt discussions, and moments of empowerment, honoring the strength and spirit of every woman.



RUNNING FOR A CAUSE AT TATA MUMBAI MARATHON 2025!

On 19th January 2025, the REAP team proudly participated in the 6 km Dream Run at the Tata Mumbai Marathon, championing the message: “STEM Education for the Girl Child.” Dressed in REAP t-shirts and holding powerful banners, our team ran with purpose—spreading awareness about the need for equal educational opportunities in underserved communities. The event brought together supporters, volunteers, and well-wishers who cheered us on every step of the way. It was a proud moment of visibility and unity, reinforcing our belief that every girl deserves the chance to learn, lead, and dream big. Thank you to everyone who joined hands with us—we're running toward a brighter, more empowered future!



GUEST VISITS

GARTNER TEAM WITNESSES STEM & DIGITAL LEARNING IN ACTION

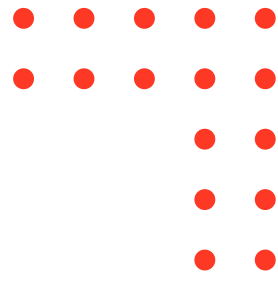
Employees from Gartner visited our Bhaskar Nagar Learning Center to witness the impact of our Computer Training and STEM Education programs. They interacted warmly with the children, observed hands-on learning activities, and encouraged students to dream big. As a generous gesture, they also donated school stationery, bringing smiles and excitement to our young learners. We sincerely thank the Gartner team for their support and commitment to empowering education!



SOMEDI NETTETAL E.V. AT REAP

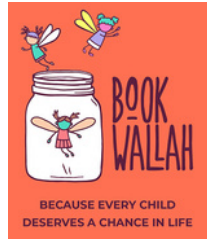
Mr. Stephen and Ms. Beatrice from Somedi Nettetal e.V. visited our REAP centers and received a warm welcome filled with student performances. They explored centers at Shivaji Nagar, Bhaskar Nagar 1 & 2, Thakurpada, and our Kalwa office. We proudly showcased our EcoSTEM project, highlighting the power of hands-on learning in transforming lives.





PROJECT PARTNERS

Gartner®



Hapag-Lloyd



CLARIANT^E



*Rohinton and Anu Aga Family
Discretionary (No.1) Trust.*



*Gemsons Precision Engineering
(p) Ltd*

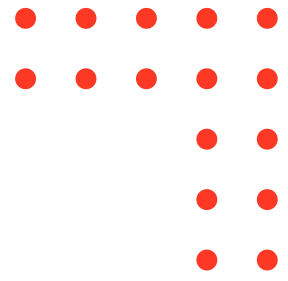


HOLY FAMILY SCHOOL



*XAVIER INSTITUTE
OF ENGINEERING*





OUR MANAGEMENT



**LEADING WITH PURPOSE, GROUNDED IN HOPE,
DRIVEN BY THE DREAM OF EQUAL EDUCATION
FOR ALL.**

**JOY FERNANDES
EXECUTIVE DIRECTOR**



**IGNITING YOUNG MINDS WITH SCIENCE, ONE
SPARK OF CURIOSITY AT A TIME.**

**NOIL PINTO
DIRECTOR STEM**



**WALKING WITH THE COMMUNITY, BUILDING
HOPE WHERE IT'S NEEDED MOST.**

**AMIT KUJUR
DIRECTOR,
COMMUNITY OUTREACH**

REAP BOARD OF TRUSTEES

GUIDING THE MISSION WITH VISION, INTEGRITY, AND HEART



Anil Elias Pereira
Chairman
Social Worker &
Educationist



Sanjeev Marian Gonsalves
Secretary
Social Worker &
Educationist



Anthony John Agnelo Toscano
Treasurer
Advocate &
Social Worker



Trevor Joseph Miranda
Trustee & Founder
Educationist &
Social Worker



James Simon Mascarenhas
Trustee & Founder
Advocate &
Social Worker



Ambrose Paul Machado
Trustee
Educationist &
Professor, St. Xavier's College

KEY TEAM MEMBERS



MANOJ PRADHAN

Project Manager
MSW



MAHENDRA SHINDE

Account Officer
B.Com



SUVARNA H

Admin
B.A



SUBODH RAJAM

**Social Media
Manager**
B.M.M, L.L.B.



RUTUJA BANGAR

**Educational
Coordinator**
MSW



VAIJANTA DHADAVE

Coordinator
B.COM



VINAY JOBANPUTRA

**Computer
Trainer**
B.COM, IT COURSE



ARIF SHAIKH

**Trainer
Hospitality**
B.A, DHMCT



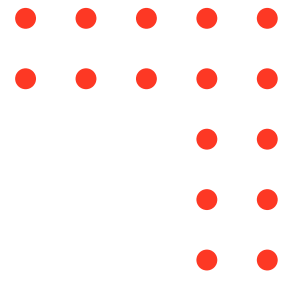
TEJASVINI DOHALE

**Project Coordinor
Community Outreach**
MSW



UJALA VISHVAKARMA

**Project Associates
Community Outreach**
B.A.



STEM TEAM MEMBERS



PRIYANSHI SHARMA

STEM Coordinator
MSc Botany



DEEPAK GUPTA

STEM Coordinator
BE Computer Science



SIDDHI MAHAJAN

STEM Researcher
*MSc Physics,
B.Ed. PGD
Instructional Design*

VIKAS PANDEY

STEM Educator
B.Sc IT

SHIVANGANI MAURYA

STEM Educator
MSc in Bioinformatics

KHUSHITA MANPURI

STEM Educator
B.Sc IT

NIKHIL BHATT

STEM Educator
*MSc in Inorganic
Chemistry*

BALKISHAN

STEM Educator
B.Sc Biotechnology

SHASHIKANT

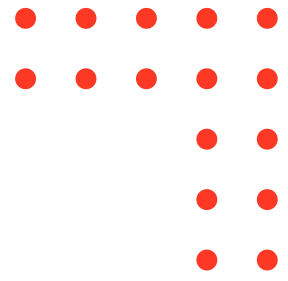
STEM Educator
B.Tech

SURAJ

STEM Educator
B.Tech. in CSE

ABHAY

STEM Educator
B.Sc. CS



CONTACT US

25
YEARS OF
REAP

09870798063

INFO@REAPCHILD.ORG

WWW.REAPCHILD.ORG

