#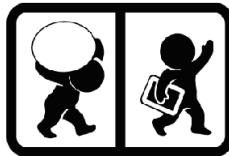 An Exploratory Study of Mamidipudi Venkatarangaiya Foundation in Good Practices of Community Participation in the Context of Universalisation of Education

By

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10 July 2007

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mvfindia.in

An Exploratory Study of Mamidipudi Venkatarangaiya Foundation in Good Practices of Community Participation in the Context of Universalisation of Education

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ACKNOWLEDGEMENTS

ACRONYMS

BKVV	Bala Karmika Vimochana Vedika
BL	Bonded Labour
CL	Child Labour
CRC	UN Convention on the Rights of the Child (1989)
CRPF	Child Rights Protection Forum
DWCRA	Development of Women and Children in Rural Areas
GP	Gram Panchayat
GRPF	Girl Child Rights Protection Forum
ICDS	Integrated Child Development Services
ILO	International Labour Organization
MDG	Millennium Development Goals
MDO	Mandal Development Officer
MEO	Mandal Education Officer
MLA	Member of Legislative Assembly
MPP	Mandal Parishad President
MPTC	Mandal Parishad Territorial Constituency
MRO	Mandal Revenue Officer
MVF	Mamidipudi Venkatarangaiya Foundation or MV Foundation
NCERT	National Council of Educational Research and Training
NGO	Non-Governmental Organization

OBC	Other Backward Castes
RBCC	Residential Bridge Course Camp
SC	Scheduled Caste
SEC	School Education Committee
SI	Sub Inspector
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
UEE	Universalisation of Elementary Education
UN	United Nations
ZPP	Zilla Parishad President

GLOSSARY

Anganwadi Centre	Village health and childcare centers, run under the ICDS scheme in India
Bala Karmika Vimochana Vedika	Teachers' forum in Andhra Pradesh, working for child rights
Bonded Labour	The exchange of labour as collateral for a loan, often considered akin to slavery
District	Administrative division of states, themselves divided into *mandals*
Gram Panchayat	Village government body
In-Charge	A program supervisor at district, mandal level or block level
Mandal	Administrative subdivision of a district, with a population of approximately 50,000
Reservation	Akin to affirmative action; focus on SC/ST/OBC
Sarpanch	Head of Gram Panchayat
Sarva Shiksha Abhiyan	India wide program with a focus on primary education and literacy; National government approved it in 2000
Scheduled Caste	Traditionally excluded from the Hindu social system, and among the most marginalized and disadvantaged social groups in India (*Dalits*; formerly termed *untouchables*)
Scheduled Tribe	Tribal community; traditionally excluded from the Hindu social system, and among the most marginalized and disadvantaged social groups in India

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ABSTRACT

Participation of the community in achieving Universalisation of Elementary Education has been promoted by education policy makers from around the world. Although India has various government policies promoting elementary education, it has been notoriously unsuccessful in implementation. As said by Nobel peace prize winner and Indian economist Amartya Sen, "It's shameful that in India we have failed to provide basic primary education to its people...[1]" Alternatively, positive steps are being taken by community based organizations working at the grassroots levels to strengthen communities, stimulate local schools and who aim to ensure *all* children have access to school despite their economic, social or cultural background.

[1]   Sen (2001)

1 INTRODUCTION

1.1 Research Focus

The research studied and examined the Andhra Pradesh based Mamidipudi Venkatarangaiya Foundation's (MVF) approach and strategy of promoting community participation at the elementary school level and increasing school and community linkages. MVF's philosophy and program model is also discussed. The research results are discussed for their future policy implications.

1.2 Research Background

The research was conducted partly in response to the National Council of Educational Research and Training (NCERT) choosing the Mamidipudi Venkatarangaiya Foundation as part of their "Exploratory Study of Good Practices of Community Participation in the Context of Universalisation of Elementary Education." This was decided at the "National Meet on the Role of the Community in the Context of Universalisation of Elementary Education" held by NCERT in 2005. NCERT chose Andhra Pradesh as one of the four states asked to participate in the study, with MVF chosen as a successful community-based NGO within the state. Prior to this research, surveys were conducted in 2006 in Shankarpally Mandal in Ranga Reddy District.[2]

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[2]   NCERT (2005)

2 BACKGROUND

2.1 A Brief Look at Child Labour

India has the largest number of child labourers in the world, with estimates ranging from 44-115 million.[3] While the commonly held belief is that child labour is a result of poverty, "The Poverty Argument[4]", its causes are actually varied and interrelated. In regard to India, the International Labour Organization (ILO) states "A complex set of supply and demand forces has led to child labour. These include factors such as parental poverty, illiteracy, and unemployment; social and economic circumstances; lack of access to basic education and skills; and deeply ingrained cultural values.[5]" The "Irrelevance of Education of Argument" is also used to justify child labour, claiming that in a country like India where unemployment is so high investing in education is pointless and will show little return. Various methods were tried to combat child labour (minimum age regulations etc.) but it is now agreed upon internationally that the Universalisation of Education is the best practice in eliminating child labour (see 3.2). See Annexure 1 for the most prevalent forms of child labour.

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[3] Child Labour Estimates: The 2001 Indian Census cites 12.7 million; the Operations Research Groups cites 44 million (see Kabeer, Nambissan and Subrahmanian (2003)); Human Rights Watch cites 60-115 million (see Human Rights Watch 2003).

[4] Sinha, S and Nagarjuna (2004) See Poverty Argument in the Context of Total Elimination of Child Labour(2004)

[5] ILO (2004)

2.2 Mamidipudi Venkatarangaiya Foundation (MVF)

The Mamidipudi Venkatarangaiya Foundation or MV Foundation is a community-based organization based in the Ranga Reddy District of Andhra Pradesh which works with the interrelated problems of illiteracy and child labour. Since the inception of MV Foundation in 1991, they used the twinning of the elimination of child labour and the Universalisation of Education to withdraw children from both bonded and child labour and enroll them into government schools. Learning from their initial experiences MVF formed a charter of "non-negotiables" that are used as a guide for the organization:

MVF has grown from its small beginnings in just 3 villages in Ranga Reddy District in 1991 to 10000 villages spread over 158 mandals in 13 districts of AP in 2005. Currently

Table 1: The Non-Negotiables: MVF's Charter of Basic Principles for Emancipation of Child Labour
1. All children must attend formal full-time day schools. Not night schools or non-formal education centres.
2. Any child out of school is considered a child labourer. The definition of child labour therefore encompasses every non-school-going child, irrespective of whether the child is engaged in wage or non-wage work, working for the family or for others, employed in hazardous or non-hazardous occupations, employed on daily wages or on a contract bases as bonded labour.
3. All work/ labour is hazardous and harms the overall growth and development of the child.
4. There must be a total abolition of child labour. Any law regulating child work is unacceptable.
5. Any justification perpetuating the existence of child labour must be condemned. Arguments about the "harsh reality" of the family, poverty, the necessity of children's earnings for the family, lack of interest among parents, poor quality of teachers and schools, irrelevance of education in providing education, loss of relevant skills among educated children, are all anti-children and go against their development.

(2007) it is operational in 2500 villages in 38 mandals in 6 districts. They enrolled over 400000 child laborers into schools, 50000 children went through the residential bridge course camps (RBCC's),[6] 8000 child marriages were stopped, 25000 bonded laborers were released and over 1000 villages have become "child labour free.[7]" Community mobilization techniques such as campaigns, marches, street theatre and public meetings are used to raise awareness of child labour and education. Much of MVF's success can be attributed to its active involvement in the community and support for local community organizations. MVF works alongside existing community organizations and facilitates the creation of youth groups, parents committees, education activists etc. While MVF's programs vary depending on community's needs, the basic strategies and approaches are as follows: consensus-building, negotiating resistance, creating demand, community ownership, strengthening existing structures and institutions, taking an inclusive approach and facilitating change. Besides program implementation, MVF also acts as a resource centre offering training and technical support for other NGO's within India and also Nepal. It is also involved in lobbying the government and research.[8] Currently it is providing such technical support to other states like Madhya Pradesh, West Bengal and Bihar. It is also present in Tamilnadu.

2.3   Profile of Andhra Pradesh:

India's southern state of Andhra Pradesh is the fourth largest state and with a population of 75.7 million[9] is the fifth most populous state. The state is divided into 23 districts comprising of 1123 mandals with the capital being

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[6]   See 6.9 Residential Bridge Course Camps

[7]   MVF web mvfindia.in

[8]   Wazir (2002)

[9]   Indian Census 2001

Hyderabad. The districts with higher tribal populations are Adilabad, Khammam, Srikakulam, Vizianagaram, Visakhapatnam and East Godavari. The state has a sex ratio of 978.[10] See Annexure 2 for a map of Andhra Pradesh.

2.4 Educational Profile of Andhra Pradesh:

Andhra Pradesh has a literacy rate of 61.11 % making it the lowest Southern state in terms of literacy and in the bottom five in all of India. There are great disparities between the literacy rates for males and females, at 70.85% and 51.17% respectively. There is also wide disparity between urban and rural, at 70.10% and 49.44% respectively. According to the 2001 Census, 26% of children are not attending school making Andhra Pradesh the state with the largest child labour population in India (1.36 million).[11] Optimistically, Andhra Pradesh along with Rajasthan saw the highest increase in school attendance with jumps from 56% in 1991 to 76.9% in 2001 for boys and 42% in 1991 to 70.6% in 2001 for girls.[12] Andhra Pradesh also has the highest number of schools per capita after Kerala and Tripura. Legislatively, the most progress made can be seen in its definition of child labour being "all children not enrolled in school."[13]

Theories and approaches related to the present research from both education and development literature are discussed in this section.

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[10] Indian Census (2001)

[11] Ibid.

[12] Although government school attendance rates are not always reliable. See Kabeer, Nambissan and Subrahmanian (2003)

[13] Indian Census (2001)

3   THEORIES AND APPROACHES

3.1   Community Participation in Education

It is widely recognized that involvement from the community and local bodies is essential to educational institutions. This can be seen in Indian government documentation from the National Policy on Education (NPE), Part X on Management of Education, Programme of Action (POA), Ninth Plan and the Panchayati Raj Act. Unfortunately, the importance of community in education is not being given adequate attention "on the ground." In practice, participation of the community can decrease alienation of the school system, decrease centralization of school governance, increase representation of the community in school related decision making, empower both the school and community, and through discussion can incite educational change.[14] This can occur by either encouraging community members to be involved and participate in the education of children or by liberalizing the administrative system to make "room" for community members in educational decision making and management. While this process of decentralization of management can lead to increased participation and empowerment of the community, it must also be realized that the state must continue to be ultimately responsible for education. This is especially important if Universalisation of Education is the ultimate goal. The state is also the best body to ensure safeguards for the marginalized groups in the form of reservations.

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[14]   Govinda & Diwan (2003)

Empowerment of the community is also believed to be an outcome of increased community participation, "when people are entrusted with some power or given the opportunity to show their capabilities, participation becomes the means of empowerment leading people to feel and act empowered."[15] Overall, community participation is shown to be a powerful tool in education and must be given more importance.

3.2 Elimination of Child Labour through the Universalisation of Elementary Education:

The second of the United Nations Millennium Development Goals is to Achieve Universal Primary Education with the target to "ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling."[16] Universalisation of Education refers to enrollment, retention, quality of education and student achievement for the age group of 5-14. In countries where child labour is widespread, the goal of elimination of child labour can only be achieved by the Universalisation of Elementary Education. This approach of linking the two goals is recognized as the best practice: "for the goal of universal primary education to be reached by 2015, governments will not only have to accelerate efforts to achieve EFA (education for all), but also to step up efforts to eliminate child labour, which should be an integral part of education policies.[17]" Strengthening of schools and increasing demand for education are also related to both goals, as government schools are largely inadequate and under funded. Other organizations using this strategy include: Stop Child Labour: School is the Best Place to Work, Global March Against Child Labour-From Exploitation to

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[15]   Ibid.

[16]   UN (2006) web: un.org/millenniumgoals/

[17]   ILO (2005)

Education and Global Campaign for Education along with UNICEF, the World Bank and the G8 Education Task Force. [18]

3.3 Education: A Rights Based Approach

A Rights Based Approach uses the belief of inalienable human rights in development work versus using a Needs Based Approach which focuses on specific inadequacies. The Rights Based Approach is used to raise awareness of human rights and encourages people to put pressure on government to grant them. The Rights Based Approach to education aims to see that every child has access to their right to quality education. As said by Kofi Annan, the past UN Secretary General, "A rights-based approach to development describes situations not simply in terms of human needs, developmental requirements, but in terms of society's obligations to respond to the inalienable rights of individuals, empowers people to demand justice as a right, not as a charity, and gives communities a moral basis from which to claim international assistance when needed." The following are India's constitutional obligations to a child's right to education and protection from child labour:

- ❖ Right to free and compulsory elementary education for all children in the 6-14 age group (Article 21 A).

- ❖ Right to be protected from any hazardous employment until the age of 14 years (Article 24)[19]

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[18] schoolisthebestplacetowork.org, globalmarch.org, campaignforeducation.org, worldbank.org, unicef.org, g8.gc.ca

[19] This Article has come under much criticism and debate due to the contradiction of Article 21 A ensuring compulsory education whereas Article 24 regulates child labour by saying "un-hazardous" labour is acceptable. This can also be seen in the Child Labour (Prohibition and Regulation) Act, as the title is in itself contradictory. There is also debate concerning the term "hazardous," as all labour done by children should be considered as such. This is reiterated by ILO which defines "hazardous work" as "any activity or occupation that, by its nature or type, has or leads to adverse effects on the child's safety, health (physical or mental) and moral development." (ILO 2006)

India has also signed the UN Convention on the Rights of the Child 1989 (CRC)[20] which guarantees:

❖ State Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall in particular (a) Make primary education compulsory and available free for all (Article 28)

❖ States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous to interfere with the child's education, or to be harmful to the child's health, or physical, mental, spiritual, moral or social development (Article 32)[21]

While India is committed to these rights in principle, it has yet to show it is serious about implementing these goals or granting the right to education to the mass population.

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[20] India ratified the CRC in 1992 with some reservations. See Mishra (2000)

[21] UNICEF web: unicef.org/crc

4 RESEARCH METHODOLOGY

The research methodology used is participatory in approach, using interviews and focus groups as primary research tools. Before the fieldwork, secondary data was used both from external sources and from the MVF document library. 'Structured' and 'semi-structured' interviews were conducted with individuals to get personal perspectives and experiences. 'Structured' interviews were conducted with elected representatives and government officials. Focus groups were used in an attempt to hear the community's collective views and perspectives and were also conducted with the community organizations to see how they function and work together. All interviews and focus groups were organized and setup by a community member involved with MVF and/ or a MVF employee. An interpreter affiliated with MVF worked with the researcher. Both women and SC/ ST sects of the community were interviewed and/ or involved with the focus groups so as to ensure equal representation on par with government standards.

5 RESEARCH LOGISTICS

5.1 Research Plan

Interviews and/ or focus groups were conducted with those involved/ affected by MVF: children, parents, past employers of child laborers, students at RBCC's, camp teachers, camp in-charge's, volunteers, cluster/ mandal/ district in-charges, youth group members, SEC members, CRPF/ GRPF members, government teachers/ headmasters, elected representatives and government officials.

5.2 Location/ Districts

MVF is either actively working or offers technical support for 6 of Andhra Pradesh's 23 districts. The four districts chosen for research were: Ranga Reddy, Kurnool, Nalgonda and Adilabad. Research was done in the different districts to study the replicability of MVF's approach and strategies and to gauge different successes and challenges. The specific districts were also chosen due to their varying amounts of time working with MVF which range from 6 to15 years. 2-4 days were spent in each district. See Annexure 2 for a map outlining the 23 districts.

5.3 District Profiles

Ranga Reddy District:

MVF has its presence in Ranga Reddy District since 1991 and as of 2006 is working in 18 mandals. This research took place or had interviewees from 6 mandals which include: Aloor, Chevella, Bantwar, Kummera, Malkapoor and Marpally. MVF's Aloor Girls Camp was also visited.

Ranga Reddy was the first district MVF worked and is now known to be the "success story" of the organization with student enrolment rates as high as 95%.[22]

Kurnool District:

MVF is present in Kurnool District since 2000 and as of 2006 is working in three mandals. This research took place and had interviewees from Halaharvi mandal. MVF's Nandikotkur Camp and Gulyam Camp were also visited. Along with Mahabubnagar and Ranga Reddy Districts, Kurnool District is known for high rates of girl child employment in the cotton seed industry. [23]

Nalgonda District:

MVF is present in Nalgonda District since 1999 and as of 2006 is working in nine mandals. This research took place or had interviewees from three mandals which include Atmakur, Chivimla and Aravapally. MVF's Mothey Boys Camp was also visited and teachers from MVF's Thirumalgiri Girls Camp were interviewed.

Adilabad District:

MVF is present in Adilabad District since 2001 and as of 2006 is working in four mandals. This research took place or had interviewees from all four mandals: Indravelly, Jainoor, Ichoda, and Sirpur. MVF's Indravelli Boys Camp was also visited. Adilabad District is predominantly a tribal district.

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[22] Mukherjee, Sarkar and Sudarshan (2005)

[23] It is estimated that 90% of employees in the cottonseed industry are girl children. Telangana and Rayalaseema regions of Andhra Pradesh account for 55% of the cottonseed industry in India. See Venkateswaralu (1998)

6 RESULTS

The following outlines the most significant strategies used by MVF in promoting community participation and increasing the link between the community and the local school. Other successful strategies used by MVF will also be discussed, as the program consists of various interrelated approaches. Supplementary case studies and figures will be used to illustrate the success of the program.

6.1 MVF Beginnings

Today, MVF has considerable contact with the community, schools, the BKVV and government. But this has been a long process and not without challenges. The initial strategies used by MVF must be examined to understand the process of linking MVF and the school/community. When MVF first enters a new area, the main focus is the children who are then the entry point into the village. The volunteers would talk to the children and discuss the importance of education and encourage them to go to school or join a RBCC. Though many of the schools were lacking in infrastructure and were understaffed, the volunteers did not want to send a mixed message by saying "go to school, even though it is inadequate." Instead, as more children attended the school the parents soon realized the problems of the school. Thus, the parents were the initial link between the schools and MVF. When parents came together, they were able to put pressure on village leaders, the Gram Panchayat and the SEC making the school more of a community concern. These complaints were later passed onto government officials creating increased demand. These grassroots linkages are what

MVF's foundation is built on and though MVF has increased its strategies in working directly with the schools and government, the community continues to be the core strength of the organization. See case study 1 on one of the first villages MVF entered which has had considerable success in improving both enrolment rates and the local school.[24]

Case Study 1

To the Hands of the Community

- Ravulapally Village, Ranga Reddy District

Ravulapally is a rural village in Sharkarpally mandal in Ranga Reddy District. MVF entered the village in 1992 and through a survey found out that the village had 200 child labourers and 25 bonded child labour cases. At that time, the village educational facilities were severely lacking with only a one room school, classes 1-3 and only one teacher. As MVF volunteers succeeded in encouraging parents in sending their children to school, these problems became more obvious and more of a village concern. The village elders created a successful plan in which all villagers holding a ration card should donate Rs. 5 to employ another teacher. This fund raising approach was later adopted by the state government. The villagers also put pressure on the government for further school improvement; and as of 2004 the school has been expanded and can accommodate students up to 10th standard (see Table 3). A very strong youth group was started in 1996 and worked alongside MVF in raising awareness and making sure all children attended school. The youth group also had a close relationship with the school and headmaster and was asked to organize cultural events and a study group. The headmaster and teachers grew increasingly supportive of MVF's work and took an active role in retention programs and personally visited homes of students not attending school. The Gram Panchayat and SEC have also been very involved and supportive. MVF officially left Ravulapally in 2003 as the various community organizations were strong enough to implement and sustain the program independently. However, MVF continues to have a supportive role. While Ravulapally had been primarily agricultural, now due to increased education has seen members take on government jobs. While in 1992 only 50% of children were attending school, as of 2002 the village had an attendance rate of 94%. (see Table 2). Another positive effect in the village has been a decrease in child marriages.   (Nelles, 2005)

[24] Venkat Reddy, personal communication (9/06/07)
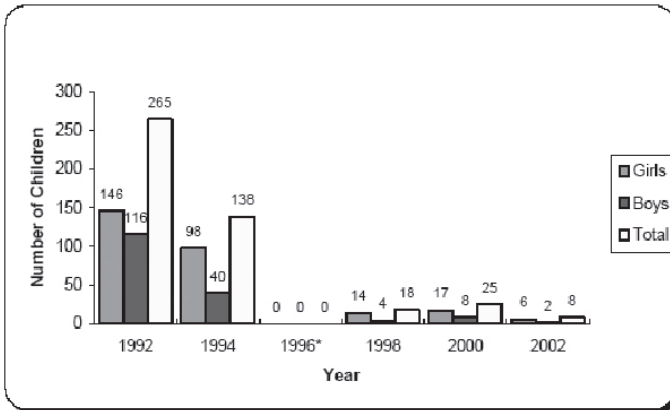
* 1996 data not available.

Table 3: Ravulapally School : Class Expansion[26]	
Year	**Standard**
1991-1992	6
1992-1993	6
1993-1994	6
1994-1995	7
1995-1996	7
1996-1997	7
1997-1998	7
1998-1999	7
1999-2000	7
2000-2001	7
2001-2002	8
2002-2003	9
2003-2004	10

[25] Nelles (2005)

[26] Ibid.

6.2 All Inclusive Approach

MVF's all inclusive approach encourages and requires involvement from all social groups, classes and castes in its goal to change social norms about child labour and education. Although MVF initially worked with SC/ ST children, they quickly realized that focusing on one social group would only add to their isolation and would not result in a community wide change. Instead, MVF was able to facilitate community organizations where memberships cut across barriers of class, caste, gender and political affiliation. For example, in "village after village illiterate men and women, landless labourer, toddy tapper, village barber, potter, mason or tailor on the one hand and the local landlord, school headmaster, contractor, Panchayat sarpanch, mandal and district level PRI representatives, etc., on the other, all CRPF members sitting down on the floor and proudly flashing their laminated CRPF membership card which they got after paying a Rs. 25 membership fee.[27]" MVF encourages open dialogue and discussion in an effort to reach a consensus versus a confrontational approach which would further divide groups: as said by Shanta Sinha, "dialogue and debate imply mutual respect that cuts across power relations, inequalities, classes and social hierarchies. This dialogue process is inclusive, enables the voice of the weak to be heard and is inherently democratic."[28] MVF's successful "child labour free" villages are a result of these interrelated approaches.

6.3 Facilitating and Empowering Community Organizations

MVF does not work alone; rather it facilitates various community organizations to work on behalf of child rights

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[27] Mukherjee, Sarkar and Sudarshan (2005)

[28] Sinha (2005)

and to both give and get support from MVF. It also works with the Gram Panchayat. Different organizations are created in an attempt to reach as many community members as possible barring caste, class, political affiliation or creed. While the number and activities of organizations may vary from village to village, the following are MVF's "Partners in the Field[29]". See Annexure 3 on the number of community organizations in 2004.

Child Rights Protection Forums (CRPF):

The CRPF is probably the strongest MVF facilitated community organization that works for child rights. Ideally, the CRPF membership is made up of a cross-section of the village population, all working for the same ideals and goals. This in itself is truly an accomplishment, considering the levels of caste hierarchy in many rural villages. The CRPF acts to settle disputes in relation to child rights, education, bonded labor and child marriage. If they are unable to resolve the problems locally, they will contact the MRO or the police to intervene. They are also involved with how both the RBCC's and schools are run. Of the villages that MVF have exited (shifting to solely a supportive role), the CRPF is usually responsible for maintaining the program. CRPF's are coordinated at the village, mandal and district level. See Case Study 2 on how the CRPF worked together to free a wrongly accused MVF employee from jail.

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[29] MVF-"Partners in the Field"

Growing influence of community organizations

- CRPF, Nalgonda District

The Nalgonda district CRPF surveyed 245 government hostels over a span of a month with the help of MVF employees and CRPF members. Complaints were registered against hostels, which were badly run. Not unexpectedly the warden of a Social Welfare Scheduled Caste girls hostel complained to the police against MVF volunteers accusing them of demanding bribes and got the MVF district in-charge arrested. Immediately a large delegation of CRPF members representing different sections of the community got together and went to the police station to expose the real situation and was able to get the MVF volunteer released. This is an example of the growing influence of community organizations like the CRPF.

Mukherjee, Sarkar and Sudarshan (2005)

Gram Panchayat:

The Gram Panchayat's involvement and participation in MVF's programs often significantly increases legitimacy within the village as it can act as a mediator between villagers and MVF. As said by Shantha Sinha, "the role of the Gram Panchayats is critical in realizing the goal of UEE, since they can play the dual role of being the protagonists for the community in general and the poor in particular, while also being the voice of the establishment."[30] The Gram Panchayat is also able to put more political pressure on elected representatives and government officials for improving schools and education. Members of the Gram Panchayat who are also members of the CRPF create a direct link between MVF and government. Legally, the Gram Panchayat can warn employers of the relevant Acts against child labour and can aid in the decrease of child marriages. They also are able to contact the police or MRO in bonded labour cases. In some cases, Sarpanch's have even travelled to other

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[30] Shanta Sinha at Session VI: Role of the Panchayati Raj Institutions in UEE. See NCERT (2005).

villages to tell them about the program or have started other community programs. See case study 3 on how a gram panchayat worked with the community to improve the local schools.

Case Study 3

Community organizations develop local schools

-T. Champath Rao-Sarpanch, Adilabad District

T. Champath Rao is the village Sarpanch for Utnoor village, Indravelly Mandal in Adilabad District. T. Champath Rao was initially approached by MVF volunteers and he then visited a MVF RBCC. With MVF's support, the village started a CRPF and a youth group in 2001. Besides fighting child labour, the various community organizations worked together in developing the local schools. They were able to raise funds for 2 new bore wells and purchase land for the construction of the new high school. In regard to the success of the program Rao says "the village gained power both from giving and getting support from MVF; the community was able to come together to discuss and improve the school." Since then, the village has also started focusing on child health.

Youth Group:

When MVF initially enters a new village the youth group plays an essential role by distributing information about the program and taking a community wide survey. Later, they work alongside the MVF volunteers in mobilizing children to go to school and convincing parents and employers about the importance of education. They also work alongside the Parents Committee and the SEC in monitoring the school and taking surveys on school and non-school going children. See Annexure 4 on the results of the surveys done by the youth groups. See case study 4 on a strong youth group.

Youth as role models to children

-J. Padgang Youth Group, Adilabad District

The J. Padgang youth group in Muthnoor village, Indravelly Mandal in Adilabad District was initially set up in 2005. The youth group takes daily attendance at the school, does a follow up on drop-outs and does door-to-door motivation campaigns. They have also been involved in the village immunization programs and organize a market clean up day. They have also aided in the stopping of 54 child marriages in the Indravelly Mandal. When asked about the importance of the youth group, Nithin Jaiswal, the group leader replied "we are working for the children of the village; they see us as role models."

School Education Committee (SEC):

MVF works to revitalize inactive SECs and thus create an important link between school, community and the government. The SECs official responsibility is to ensure school accountability and lobby the government for needed improvements. They also work alongside the Parents committee, youth group and volunteers in monitoring the school. See case study 5 on how a SEC ensured teachers to be more accountable to the village.

SEC ensures regular attendance of children and teachers

- SEC, Ranga Reddy District

The School Education Committee (SEC) in Basireddipally Village, Pargi Mandal in Ranga Reddy District has played an active role in promoting the concept of education in the village. It was initially discovered that many of the students at the local school were irregular in their attendance. This information was passed onto the SEC and Gram Panchayat, who took steps to discuss with the parents and teachers the importance of regular attendance. The SEC also monitored the school regularly to check on the teachers' attendance and the quality of education being taught. Two government teachers were found to be frequently absent from school and were thus warned in a meeting headed by the SEC to take their job more seriously.

Parents Committee

Parents are a very important link between the children, community and school. The transformation seen in parents from opposition to support for child rights is probably the most dramatic in MVF's programs. This transformation can result in a strong Parents Committee. Many parents of past child laborers are now involved in the parents committee, CRPF and/ or the SEC. The parents committee works alongside the Youth Group and the SEC to monitor the school, take attendance of school going children and put pressure on the government to improve the school system. Parents can also contribute in various other ways to the school such as: shraddha,[31] organizing cultural events/ festivals/ sporting activities, organizing health camps, working as teachers' assistants, aiding in the distribution of books and other learning materials, motivating other parents to enroll their children or participate in school functions, overseeing mid day meals, monitoring teachers attendance/ quality of education/ interaction with students, practical training, transportation and helping with other day to day issues. In regard to the challenges of enrolling the girl child, the inclusion of mothers in the Parents Committees (and/ or mothers committees) is also very important (See 6.6 Girl Child Strategy).

6.4   Working with Existing Institutions

Just as MVF works with community members, it also works with existing institutions such as local schools, social welfare hostels and Gram Panchayats. In contrast, many NGO's simply offer a set service which often results in a program which is unsustainable once the NGO has exited the village. The logic behind MVF's philosophy is two-fold. Firstly, MVF strongly adheres to the belief that

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[31]   Sanskrit word meaning interest; keenness; dedication.

NGO's should not set up parallel structures to those of the central or state governments. Although often inadequate, government must be the sole provider of social services such as education. Due to the scale of India's education system, an attempt to replicate government institutions can also hinder the ultimate goal of Universalisation of Education. Instead MVF's program works to both support local schools in the form of training while also raising awareness so that parents and community members demand more from their local and state government. This demand from community members puts the program into the hands of community while also inciting discussion between the community and government. Secondly, MVF realizes in order to be truly sustainable, the program must involve all sects of the community and create partnerships with the existing institutions. When the local school and Gram Panchayat join MVF in the fight against child labour then they can continue the program independently. This ownership of the program leads to community empowerment which furthers the chances of a successful and sustainable program.

6.5   Volunteers and Mobilization Techniques

Volunteers are often said to be the backbone of MVF, as they work using various techniques to mobilize children, parents and community members. The success of MVF's mobilization techniques can be seen by how it can be used in any situation or with any social group. "Volunteers" are appropriately named because while they do receive a wage from MVF, it is very modest considering the nature of the work. To show their commitment, the volunteers must work unpaid for three months before being employed. The volunteers often receive abuse from employers, parents, community members and even their families who are unsympathetic to MVF's goals, yet they

always adhere to non-violence. Mobilisation techniques used by the volunteers include street theatre, marches, protests, speeches and door-to-door campaigns. Although the street theatre and marches can be effective with large groups, the most commonly used mobilization technique is simply going door-to-door to discuss and debate the issues around child labour and education. The volunteers require and draw strength from supportive community members who can legitimize the volunteers work and even protect them when employers become angry. Overall, the community is essential to the volunteers work just as volunteers are to the success of MVF's work.

6.6 Working with Teachers

The Bala Karmika Vimochana Vedika (BKVV) or the Teachers Forum for Liberation of Child Labour is a powerful group of government teachers committed to the protection of child rights. The creation of the BKVV puts teachers at the centre of school and community mobilisation. While the initial organization of the BKVV was facilitated by MVF, it is now an independent organization with a membership of over 2500 teachers spread over 17 districts in Andhra Pradesh. The following are BKVV's "non-negotiables:"

The BKVV is a very crucial link between MVF, the local schools and government officials. Teachers are both the closest to the students in the school and also the education officials that manage and fund the school. The BKVV has worked to increase awareness and sensitize government officials and teacher's unions on the issues of child rights. They have also worked to modify school policies of enrollment and retention to make them simpler and more sensitive for first generation learners and their families. In contrast to many government teachers who believe that their responsibilities lie solely in the classroom and are alien to the communities in which they work[32], the BKVV

Table 4:   The 'Non-Negotiables for School Teachers and Schools'
❖ All children must join schools into classes according to their age.
❖ School teachers must recognize that every child has the capacity to learn and that it is the responsibility of the school to give children a guarantee that they would learn.
❖ School teachers must provide a guarantee to build competencies of children in order to reach the class in accordance with their age.
❖ School teachers must guarantee that corporal punishment will not be used in the classroom to discipline children.
❖ School teachers must ensure that all children feel wanted and are comfortable in the school.
❖ Schools must ensure that there is no violation of child rights in the school as well as in the community.

believes in strong community/ school relations. Successful enrollment and retention of students can only be achieved by the cooperation of community and the school. As said by a teacher at a BKVV meeting, "the teacher is the problem and also the solution. The teacher must become an activist, a villager, an advisor, a friend to the poor and a catalyst to transform society. If we internalize this we will be successful."[33] In 2001 the BKVV and MVF worked together to create a definition of a "good school" (later adopted by the Sarva Shiksha Abhiyan[34]) which incorporates BKVV's list of 'non-negotiables.' MVF continues to strengthen the BKVV through training and

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[32] This can be partly attributed to a change in legislature in the 80's which said teachers must not be from the villages in which they work "lest they gain vested interest" See Govinda & Diwan (2003)

[33] Wazir (2002)

[34] Sarva Shiksha Abhiyan (SSA) - country wide program with a specific focus on universal elementary education; approved by the central government in 2000.

institutional support and BKVV collaborates with MVF in mobilizing parents, community members and teachers to join the fight for child rights.[35] See case study 6 on a village which has a very close relationship between the community, school and BKVV.

Case Study 6

Motivated headmaster ensures 100 per cent attendance

- BKVV, Ranga Reddy District

Devuniyeravalli village in the Chevella Mandal of Ranga Reddy District is lucky to have Raghavendra Chary as the headmaster. Raghavendra has been a BKVV activist since 1995 and this is the third village where he has achieved 100 per cent school attendance. He works in full cooperation with parents, villagers, the SEC and the sarpanch. There are 280 children in the school, of whom 180 are girls. The school has three government teachers, two education volunteers provided by MVF and two by the government. Each child in the school pays Rs 5 towards the salaries of the education volunteers. The community raised Rs 10000 and received a matching grant of Rs 40000 from the government's Teaching-Learning Scheme. All seventeen children - boys and girls - in Class 7 plan to join the nearest high school in Chevella, at a distance of 5 kilometers.

(Wazir, 2002)

6.7   Decentralization of Management

The decentralized structure of MVF's program allows strong local communities committed to child rights to thrive. All MVF field offices are located in the villages, mandals and districts in which they work and the program leaders are responsible for managing and implementing their own programs. This autonomy at the ground level has given power to the leaders to resolve local problems with local solutions. This is in contrast to top-down organizations where all power and management come from the head office resulting in "cookie cutter" answers which are often inappropriate to the context. In order for

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[35]   Patni-MVF Documents

village/ mandal/ district level management to work it must work closely with the community, seeking input building consensus. This results from numerous community meetings and the community organizations working together with MVF. Although MVF strongly adheres to this approach, it continues to provide capacity building in the form of training to the community organizations and all levels of MVF management. [36]

6.8 Training and Capacity Building

Training is an integral part of the MVF program and is implemented at all levels. Training sessions take the form of small informal meetings in the villages to large conferences in Hyderabad. Rallies and meetings at the initial stages of entry into a new village are also considered training as they raise awareness and incite discussion and debate on child labour and education. MVF has training ranging from village level to the district level of MVF management. Training at MVF's initial entry into a new village consists of the basics of education and child labour. Three main topics that are covered include: the politics of education (why education is being denied, why the poor need education); the policies of education (how government policies work and affect the population) and child rights. As community groups are formed, MVF provides training sessions on social mobilization, different roles of local institutions, girl child and education to the youth group, volunteers, education activists and others affiliated with MVF. Gram Panchayats and elected representatives are also educated on how their link between the village and government can be utilized for child rights. MVF mandal and district employees are also trained in leadership and team building, expansion strategies into new villages, working with government

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[36]   Wazir (2002)

officials and teacher's forums and project organization. MVF publishes training manuals which are then used at the district and mandal level. MVF also provides training to teachers, government officials and other NGO's in Bihar, Rajasthan, Madhya Pradesh, Maharashtra, Tamil Nadu and Nepal. See Table 5 on MVF training and networking in 2002-2004 (apart from training within MVF).

Table 5: MVF Training and Networking 2002-2004
❖ Conducted 36 state level training programs for NGO's (1639 participants)
❖ In collaboration with the Stop Child Labour-School is the Best Place to Work campaign, held an international conference with NGO's, teachers unions, trade unions, political parties, officials, multilateral funding agencies and delegates from 25 countries. (6000 participants)
❖ Meetings with 50 MLA's and 30 MP's on child labour in their respective constituencies.
❖ Meetings with Monsanto, Bayer, Unilever, Syngenta and Emergent Genetics through the Association of Seed Industry to discuss girl child laborers in production of hybrid cotton seeds.
(MVF Consolidated Report 2002-2004)

6.9 Residential Bridge Course Camps

Although RBCC's are managed and funded by MVF, they also require the support of the community, especially in the early stages. The RBCC's are accelerated learning camps for former child labourers to catch up with their peer groups before being mainstreamed into government schools. Students stay for a duration of 6-18 months depending on their age and past schooling. Once the children are mobilized to come to the camp, employers and/ or parents often become angry and can even threaten

the camp teachers and volunteers. Community leaders can help in convincing the parents and employers and can protect the teachers. Later, as the MVF's program becomes more accepted in the community the RBCC's can act as centre point where community members are encouraged to drop by and help in the monitoring of the camp. This increases awareness of MVF, education and the children's well being. This slowly results in a community wide concern for the children and their right to education.

6.10 Girl Child Strategy

The girl child faces increased vulnerability in continuing her education due to gender discrimination, superstitions, traditional marriage practices and social norms[37]. MVF has created a specific strategy for the girl child which involves and requires community participation. The Girl Child Program was created in 1998 after MVF realized from meetings with community members, youth groups, parents, women's groups, teachers, SECs, sarpanches and officials that there are specific challenges in enrolling the girl child into RBCC's and schools. MVF trained 150 girl child activists (all female) who work to motivate girls to go to school, prevent child marriages and conduct house-to-house campaigns and awareness-raising with the mothers. There is specific focus on mothers, because they are often the ones making the decision on whether or not to send their daughters to school. Mother's involvement in Parents Committee and/ or mother's groups is also highly encouraged due to this finding (see 6.3 Parents Committee). The girl child activists receive training on legal issues such as rape, domestic violence and child marriage.

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[37] "Gender discrimination is deep-rooted, with women worse off on all indicators of literacy and development - the literacy rate is lower, fewer girls are enrolled in school and a large proportion of them drop out. Many are married off while still children, as young as seven years of age. The situation is made worse by the fact that mothers are largely illiterate, there are few role models of educated women, and schools are not girl-child-friendly." See Wazir (2002)

The girl child activists are also encouraged to use public occasions and community meetings to increase awareness so that the entire community can be involved in protecting the rights of the girl child. Some other strategies for the girl child are: motivation centers set up for girls and mothers to learn about the program and short-term camps which last 1-3 days and show parents how the households can manage without the girl's labour. The program also requires various community support structures which back up and assist the Girl Child Program: the Girl Child Rights Protection Forums work like the CRPF at the village and mandal level with a focus on child marriage, awareness raising and resolving day to day problems; Mothers' Committees who's membership often include members from the Development of Women and Children in Rural Areas (DWCRA) work to monitor the motivation centers, follow up on drop-outs and motivate other parents; Schoolgirls' Committees work on child-to-child motivation and work under the guidance of the school and the Girl Youth Committees work alongside the youth group and also work to increase the numbers of classes being taught in rural villages. As mentioned, the girl child activists work to prevent child marriage by negotiating with the parents and community leaders. This creates public debate and discussion and makes villagers realize that child marriage has legal implications along with detrimental effects on the girl (and the boy also). Slowly, this can create a community wide consensus that child marriage denies a child of her/ his rights and is not acceptable in that village. See Annexure 5 on how many child marriages were stopped in 2002-2004. While the girl child program mirrors MVF's approach, its specific strategies focused on the girl child are crucial to its success and cannot be achieved without the support of the community. See case study 7 on mainstreaming mothers into community organizations.

Case Study 7

Girls must go to schools

-Mainstreaming Mothers, Ranga Reddy District

Lakshamma is from Devuniyeralvalli village, Chevella Mandal, Ranga Reddy District. Herself an illiterate and a mother of 2 daughters and 1 son joined the village School Education Committee (SEC). She insists "girls have to go to school. Without schooling they don't develop mentally. Had I gone to school I would have had my own views about every issue. There is only one answer to the question why girls should be educated. Without education there is no mental development, which they even need for marriage."

Wazir (2002)

7 DISCUSSION/ CHALLENGES

Learning from MVF's experience, the main challenge to community participation appears to be the difficulty in defining roles and responsibilities. Thought it is agreed that community involvement and participation is essential, because the roles of the government, community, schools, NGO's etc. are not clear they are unsure of their function and in what capacity to work. These roles need to be desegregated so that the various parties can work more effectively while also giving and getting support from each other. Capacity building (training etc.) at all levels is one method in which this can be realized.

It must also be realized by the government and NGO's that "community participation" cannot just refer to community members being involved in a set project. True community participation results from the community being involved in all aspects of planning, implementing and monitoring of the program. This can lead to true "community ownership" of a program or an institution such as the local school. Also, "community[38]" must include all members and not just those involved in community organizations or local governance. It should be acknowledged that no community is homogenous and that marginalized members must be encouraged to be involved to increase true community participation. This is especially relevant in the context of caste.

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[38] The terms "community" and "community participation" are often overused and misunderstood —"[community participation] should refer to those who are either left out or are participating at the margins." See Govinda & Diwan (2003)

8 POLICY RECOMMENDATIONS

The following are some brief but essential policy recommendations related to government legislation on child labour and education.

❖ The Child Labour Prohibition and Regulation Act 1986 must be amended as to not make any distinction between child labour - all child labor is "hazardous."

❖ National and State governments need to make schools and teachers more accountable - monitoring of schools must be made a priority.

❖ Schools need to be made more "user friendly" - relaxing of admission requirements (deadlines, paperwork etc), making uniforms/ fees non-mandatory and recognizing the challenges of first generation learners and their families.

9 **CONCLUSION**

MVF's interrelated strategies and community based approach has created a strong program which has proven to be replicable both outside and throughout India[39]. The program is also flexible in that it can fit to different communities and situations. However, it can only be truly replicable if one adheres to the "non-negotiables" and the belief that all children should be in school. If the Indian government is serious about achieving the UN's second Millennium Development Goal[40] it must recognize that the only way to eradicate child labour is through the Universalisation of Education.

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[39]   For an analysis of the replicability of MVF's program see Murphy (2005) See Annex 6 for a list of NGO's using the MVF model.

[40]   "to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling" See UN web: un.org/millenniumgoals/

ANNEXURES

Annexure 1

Most Prevalent Forms of Child Labour[41]

70.4%   Agriculture/Fishing/Hunting

8.3%   Manufacturing/restaurants/hotels

8.3%   Wholesale and Retail

6%   Domestic Work and services

4%   Transport

3%   Constuction/Mining/Quarrying

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[41]   School is the Best Place to Work Campaign web: schoolisthebestplacetowork.org

Annexure 2

Map of Andhra Pradesh[42]

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[42] India Places web: www.indiaplaces.com

Community Organizations in 11 Districts in 2004[43]

Sl. No.	District	No. of Mandals	No. of Villages	Youth Group	CRPF	SEC	BKVV	GP	GRPF	Total
1	Adilabad	6	486	2352	1783	1865	124	216	4005	10345
2	Anantapur	1	33	543	380	59	20	119	200	1321
3	Chittoor	6	901	2790	4487	1080	208	400	2849	11814
4	East Godavari	10	594	4364	1121	240	40	235	2527	8527
5	Kadapa	22	1175	7684	2835	846	263	1472	2937	16037
6	Kurnool	45	1061	3536	2225	1180	210	303	2929	10383
7	Mahabubnagar	6	257	2625	924	512	83	864	2000	7008
8	Nalgonda	10	530	8055	3699	1922	181	2020	1967	17844
9	Ranga Reddy	18	954	6244	3594	2679	962	2481	6697	22657
10	Srikakulam	6	446	958	835	750	180	540	1715	4978
11	Vizianagaram	6	670	1344	1548	592	118	218	427	4247
	Total	**136**	**7107**	**40495**	**23431**	**11725**	**2389**	**8868**	**28253**	**115161**

43 MVF-"A Statistical Profile"

Results of Surveys taken in 11 Districts-School and Non School Going Children in 2002-2004[44]

Sl. No.	District	Year	No. of Mandals	No. of Villages	School Going (5-14)			Non School Going (5-14)			Total Children		
					Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Adilabad	2002-2003	6	486	19997	16921	36918	4632	5346	9978	24629	22267	46896
2	Anantapur	2003-2004	1	33	4428	4378	8806	696	745	1441	5124	5123	10247
3	Chittoor	2002-2003	6	901	21472	18865	40337	4437	5895	10332	25909	24760	50669
4	East Godavari	2003-2004	10	594	37518	36608	74126	9579	8634	18213	47097	45242	92339
5	Kadapa	2003-2004	22	1175	79118	71904	151022	11268	8885	20153	90386	80789	171175
6	Kurnool	2002-2003	4	145	21065	17477	38542	3433	5068	8501	24498	22545	47043
7	Mahabubnagar	2002-2003	6	257	20535	15042	35577	10935	10758	21693	31470	25800	57270
8	Nalgonda	2003-2004	10	530	53633	46561	100194	4135	5899	10034	57768	52460	110228
9	Ranga Reddy	2003-2004	18	954	114060	104802	218862	7473	8052	15525	121533	112854	234387
10	Srikakulam	2002-2003	6	446	28280	24452	52732	7005	8829	15834	35285	33281	68566
11	Vizianagaram	2002-2003	6	670	24452	20514	44966	9739	9521	19260	34191	30035	64226
	Total		95	6191	424558	377524	802082	73332	77632	150964	497890	455156	953046

44   Ibid.

Annexure 5

Number of Child Marriages Stopped 2000-2004[45]

Sl.No.	District	No. of ChildMarriages Stopped
1	Adilabad	56
2	Kurnool	25
3	Mahabubnagar	100
4	Nalgonda	99
5	Ranga Reddy	1068
6	Srikakulam	29
7	Vizianagaram	62
	Total	**1439**

[45]   MVF- "A Statistical Profile"

Annexure 6

Replicability-NGO's using MVF's Model

- ❖ CINI-Asha-urban slums in Kolkata
- ❖ PREM-tribal areas in Orissa
- ❖ PRATHAM-Mumbai
- ❖ Lok Jumbush-Rajasthan[46]
- ❖ SSA/Govt. of Madhya Pradesh
- ❖ SSA /Govt. of Bihar
- ❖ NGOs like Hand in Hand, Tamilnadu and Montfortian Child Rights Movement in Maharashtra

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[46] Wazir (2002)

LIST OF INTERVIEWS AND FOCUS GROUPS

Ranga Reddy District:

- ❖ Shivalingam, Sarpanch, Mudimyala village
- ❖ Gram Panchayat, Mudimyala village
- ❖ Teacher, Mudimyala village
- ❖ SEC, Mudimyala village
- ❖ N. Tirupathi Raju, SI police, Vikarabad town
- ❖ Bhagya, student at Aloor camp
- ❖ Anjali, student at Aloor camp
- ❖ Mamatha, student at Aloor camp
- ❖ Nilofar, student at Aloor camp
- ❖ Nagamani, teacher at Aloor camp
- ❖ Manjula, camp in-charge, Aloor camp
- ❖ Lalitha, volunteer, Chevella mandal
- ❖ Narsimulu, cluster in-charge, Chevella mandal
- ❖ Venkatesh, mandal in-charge, Chevella mandal

Kurnool District

- ❖ 'Advocates for Child Rights' meeting, Gulyam town
- ❖ S.M.D Rafi, TDP leader (elected representative), Nandikotkur mandal
- ❖ CRPF, Halaharvi mandal
- ❖ M. Hemalatha, volunteer, Gulyam town
- ❖ Youth Group, Halaharvi mandal
- ❖ J, Vijayalakshmi, camp teacher at Nandikotkur camp
- ❖ K. Nilamma, student at Nandikotkur camp

Nalgonda District

- ❖ Gunagathi Swaroopa, volunteer, Atmakur village
- ❖ Volunteers, Suryapet town
- ❖ Jampala Venkateswarulu, CRPF mandal secretary, Chivimla Mandal

- ❖ CRPF meeting, Chivimla Mandal
- ❖ E. Venkatesh, district in-charge, Nalgonda district
- ❖ T. Pallavi, teacher at Thirumalgiri camp
- ❖ N.Sudarshan Reddy, Mandal Educational Officer, Suryapet town
- ❖ R.Raghavendar Reddy, Govt. School Headmaster, Vallabha Puram village
- ❖ Bandaru Somakka, parent, Machireddypally village
- ❖ M. Thirupathanna, SI police, Suryapet town
- ❖ P. Ravinder Reddy, vice-sarpanch, Machireddypally village
- ❖ Gram Panchayat, Marchireddypally village
- ❖ M. Venkat Reddy, past child labourer, Machireddypally village

Adilabad District

- ❖ B Venkatesh, district in-charge, Adilabad District
- ❖ Sajan Singh, camp in-charge, Indravelli boys camp
- ❖ G Baliram, student at Indravelli camp
- ❖ V. Manikumar, student at Indravelli camp
- ❖ Maruthi K., student at Indravelli camp
- ❖ B. Ashok, cluster in-charge, Indravelli mandal
- ❖ T. Champath Rao, Sarpanch, Muthnoor village
- ❖ Gram Panchayat, Muthnoor village
- ❖ Youth Group, Muthnoor village
- ❖ Nithin, youth group member, Muthnoor village
- ❖ H.K Panchubai, parent of past child labourer, Muthnoor village
- ❖ Kanaka Tukaram, Mandal Parishad President, Indravelli mandal
- ❖ Mesram Mothiram, government teacher, Jandaguda village

- ❖ S. Roopa, student (+1), Koinoor village
- ❖ Korenga Seetharam, government headmaster, T.W.P.S Para village
- ❖ G. Jalapath, Mandal Parshad Territorial Committee Officer, Hussagoan village
- ❖ Surya Bhano, government headmaster, Malkaguda village
- ❖ Ramesh Lolewar, Mandal Revenue Officer, Adilabad District
- ❖ Ganga Singh, Mandal Educational Officer, Jainoor mandal
- ❖ Jadav Ramesh, past employer of child labourer, Shivnoor village
- ❖ Youth group, Shivnoor village
- ❖ Jadav Tukaram, youth group member, Shivnoor village
- ❖ P. Parshuram, Head of CRPF at mandal level, Jainoor mandal
- ❖ Neelabai, GRPF member, Jamli village
- ❖ N. Sudhakar, mandal in-charge, Jainoor mandal

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