

# MV FOUNDATION AS A RESOURCE ORGANIZATION:

*An Initial Report Examining the History of MV Foundation as a Resource from 1991 to 2013*

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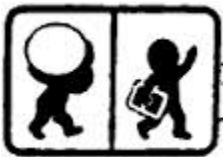
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# MV FOUNDATION AS A RESOURCE ORGANIZATION

## Abstract

The aim of this report is to chart the growth of MV Foundation as a resource organization over time from its beginning in 1991 to the present day. The focus is to understand how MV Foundation has acted as a resource to its staff, communities, government officials and NGOs both in India and abroad. The report also explores the effects of MV Foundation's training and resources. This is the first study into MVF's role as a resource over time and will require further research of this nature to understand the full role MV Foundation has had by acting as a resource and influencing communities, NGOs and governments.

## Introduction

MV Foundation has always been a resource in order to spread the principal idea that all children must be out of work, and in formal school. Through mobilizing, advocating and implementing Residential Bridge Courses, MVF succeeded in scaling up their program and moving it to the government. This has led them to become more of a resource organization over time, offering insight, advice and trainings so that the message is reaches even further. This report is a study of MVF's role as a resource organization as it has changed over time, and how MVF continues to be a resource in the present.

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## Methodology

In order to chart the trajectory of MV Foundation since its inception this study is based largely on historical research in the form of document research and oral interviews. Primary research for this report was conducted while working as an intern at MV Foundation from June to August 2013. Interning at MV Foundation lent to a wealth of accessible information at the MV Foundation resource center at its office in Secunderabad, Andhra Pradesh. All documents, both paper and electronic, were made accessible for the purposes of this report. Much of the information draws upon annual reports by MV Foundation and assessment reports about MVF conducted by outside organizations. Interviews were held with the founder of MV Foundation, the MVF National Convener, and six MVF resource persons. An interview was also conducted with the director of the National Child Labour Project (NCLP) scheme and a government employee who has also worked with MVF in the past while employed at various NGOs. Firsthand information was also gathered about MV Foundation's training process during a weeklong training of visitors from Kenya and Uganda. I witnessed the discussions between the groups and MV Foundation, and how ideas were explained and applied from the Indian context to the Kenyan and Ugandan contexts.

## The Trajectory of MVF into a Resource Organization: A Brief History

### MVF BEGINNINGS AS A RESEARCH AND GRANT INSTITUTION

MamidipudiVenkatarangaiya Foundation (MVF) began in 1981 as a family trust in the name of Shantha Sinha's grandfather, MamidipudiVenkatarangaiah. The trust initially focused on social science research, issues on development and change in India and to encourage higher education for low income students. The foundation provided financial assistance to lower income students in the process of getting their PhD.<sup>1</sup>

The transition to focus on primary education and children's rights began with Shantha Sinha. Sinha at that time was working as a graduate advisor at Hyderabad Central University and involved with the Shramik Vidyapeeth workers education program. The program was a government scheme and an extension of Hyderabad Central University. It focused on skill development and awareness for workers. It also got involved in helping workers learn about their rights and laws, especially for bonded laborers. Currently, it is known as the Institute of People's Education and is "an autonomous institution sponsored by the Ministry of Human Resource Development, Govt. of India & functioning under the auspices of University of Hyderabad."<sup>2</sup> While working with the program Sinha found 40%

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<sup>1</sup>Sinha, S. (2013, July 4). Interview on MV Foundation. (V. Measles, Interviewer)

<sup>2</sup>

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people bonded were children. This sparked an interest to change the MV Foundation from higher education to children's education and children's rights.<sup>3</sup>

## THE TRANSITION TO CHILD RIGHTS

Sinha felt the issue of child labor should be focused on more directly, outside of ShramikVidyapeeth, which did not focus on child labor. Sinha put the issue before the trust, asking that MV Foundation focus on child rights and education. The trust agreed and the shift happened in 1991. Sinha says that although there were charity organizations for children at that time, there were no NGOs working within a rights based framework for children.<sup>4</sup> Also no NGOs that were actively engaging with the government and the system to protect child rights and their right to an education.

The condition of child labor and the lack of action at that time lead MV Foundation to switch to focusing exclusively on children in 1991. They developed a framework over that time period which is known as the 'Non-Negotiables':

***All children must attend full-time formal day schools.***

***Any child out of school is a child labourer.***

***All work/labour is hazardous; it harms the overall growth and development of the child.***

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Hyderabad, U. o. (2012). *Jan Shikshan Sansthan*. University of Hyderabad. Retrieved from <http://www.uohyd.ac.in/index.php/component/content/article/161-more-links/366>

<sup>3</sup> Sinha, 2013

<sup>4</sup> Sinha, 2013

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*There must be total abolition of child labour.*

*Any justification perpetuating the existence of child labour must be condemned.*<sup>5</sup>

Using this framework MVF has been able to implement Residential Bridge Course programs as well as mobilize communities, give trainings and affect government policy and programs.

## MVF AS IMPLEMENTER

In its initial stages, MVF was a heavily research based organization. In order to find a solution to the problem of child labor, the foundation first went into communities to understand the problem. The foundation continues researching and documenting, and started implementing programs. MV Foundation began to run the Residential Bridge Course program. According to MV Foundation, over 50,000 children have passed out of their residential bridge course camps and over 1500 villages have been made child labor free. They write that, “these are the models on which many organizations, governments and countries have modeled their campaigns against child labor.”<sup>6</sup>

According to MV Foundation, their work has been successful mainly due to the resource persons they influence and train. According to Rekha Wazir, “The value of their contributions is evidenced in the concrete achievements and outcomes in several other

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<sup>5</sup> MVF, ‘Children on the Move: A Guide to Residential Bridge Course Camps’ Page 4.

<sup>6</sup> MVF Annual Report, 2011-2012. Page 1.



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states that have invited MVF to facilitate in getting their educational efforts off the ground. Viewed thus, these resource persons collectively act as virtual substitutes, or proxies, for a missing movement – compensating for and bypassing various institutional constraints in the host environments. A crucial part of this process of diffusion is the development of local institutional capacities to act independently as rapidly and effectively as possible.”<sup>7</sup>

It is through the mobilization of youth and local members that MVF’s strategy was able to be implemented to such a large extent, and sustained in distant areas. Having a decentralized and semi-autonomous organization has greatly benefitted MV Foundation. It has led to countless resource personas and also led to widespread implementation.

## TIMELINE OF INITIAL MVF RESOURCE STAGES<sup>8</sup>

-1992 MVF started training youth on child labor and then “realized education is the key for changing a child’s life”. This helped children get more respect from others including upper caste community, which is crucial to lower caste children’s future prospects.

-1992 MVF informally started training teachers through conversations. It began with discussions and understanding MVF principals and ideals before formally training others.

-1993-1994 MVF started training School Management Committees now known as Parent-Teacher Associations. They began to look after the quality of schools and children’s

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<sup>7</sup> Review by RekhaWazir and AshwaniSaith. February 2010. Page 42.

<sup>8</sup> Interview with Raju on July 30, 2013. Interviewed by Victoria Measles.

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experiences at school. MVF trained them how to demand from the government, and prepare them for the possible responses by the government. MVF focused on how to train the parents especially of first generation children. MVF worker Raju stated that, “Every meeting is a training”.

-1994 MVF started training teachers but many teachers were resistant to teaching children who were former child-laborers. They believed that the children would not be intelligent enough and would be a disturbance in class. Many teachers were given exposure to RBCs to change their minds and see how capable all children are.

-1994-1995 Wardens of government school hostels were given MVF training to sensitize them to the needs of children who are former child-laborers.

-1996-1997 MVF founded mandal level Parents Teachers Associations.

-1996-1997 MVF started working with women’s groups to bring Child Labor into their discussions

-1997-1998 MF convinced the state to close the NFE centers<sup>9</sup>

## CURRENT ROLE AS A RESOURCE

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<sup>9</sup>Interview with Raju 2013

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MV Foundation has used a resource model since 1996. That year the training model was decentralized to incorporate those trained by MVF as resource persons to give trainings. “The villages school teachers, members of gram panchayats, youth associations, and women’s groups were actively involved in narrating for the training program. In this way, the groups endorsed the activities of the child labourprogramme by acting as resource persons for the training program.”<sup>10</sup> Using this method, 200 participants were trained that year.

MVF employs orientations, exposures to RBC Camps, perspective building techniques and capacity building techniques. While the basic principles and ideologies remain the same for all trainings, the approach is changed depending on the needs of those seeking MVF’s assistance.

In trainings with NGOs or government officials who aim to start a Residential Bridge Course Camp, MV Foundation provides practical information. These trainings including information on expenses, teachers, curriculum, and other realistic advice necessary to open an RBC camp. In 1995 MV Foundation held a workshop with staff who had active roles in implementing the bridge course camps. From that workshop, MVF created a 7 day module on bridge course camps to use for training volunteers. They also

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<sup>10</sup> MVF Annual Report 1996-1997. Page 11.

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created a 2 day module for training youth on the principals of eliminating child labor and getting children into school.<sup>11</sup>

Although trainings include realistic advice on how to run the program and the camps, a large part of training focuses on the MVF ideology. One of the key strategies to expand the MVF model has been to pass on the 'bigger picture' of child rights. This is the 'perspective building' technique. In order for the program to be successful, it is necessary that all people involved learn the non-negotiable principals in order to fuel the work that they do. In regards to training, Shantha Sinha said, "Training should focus on broader issues of democracy, development and change in the country. Look at children's rights in a larger perspective. When we train, we must give them a sense that they were part of a huge reality even though they were working in a small community."<sup>12</sup> . In order to gain the support of communities, MVF believes that everyone, even on the grassroots level, should learn the state of child labor in the nation and compared to the world. This helps those touched by MV Foundation to have a basis for understanding, becoming impassioned and advocating for child rights.

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<sup>11</sup> M. Venkatarangiaya Foundation. *Annual Progress Report 1995-1996*. Page 11.

<sup>12</sup> Interview with Shantha Sinha on July 4, 2013

## The Training Process

### COMMUNITY STAKEHOLDERS

Community involvement is crucial for the MV Foundation model to be successful. MVF has worked to develop members of school education committees, gram panchayats, teachers, local officials and women leaders as resource groups and resource persons. In order to sustain the movement against child labor, MV Foundation began training and handing over major roles of implementation to non-MVF groups in communities in 1998.<sup>13</sup> Once MVF staff trained community members in the main principals as well as how to run the program the MVF staff takes a step back and lets the groups implement the program. The responsibilities handed over to these non-MVF groups include, “listing out the number of school going and non-school going children in the village, addressing the issue of child labor with a focus on non-school going girls, mobilizing resources for the development of the school and planning for the school needs, regularly conducting meetings with all village institutions, bringing drop outs back to school and ensuring they remain in school etc.”<sup>14</sup> After the program is taken up by stakeholders the MVF staff is still available to help when needed and becomes a guest at meetings instead of the primary

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<sup>13</sup> M. Venkatarangiaya Foundation. *Annual Progress Report (January 1999 to December 1999)*. Page 6.

<sup>14</sup> M. Venkatarangiaya Foundation. *Annual Progress Report (January 1999 to December 1999)*. Page 6.

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leaders. By letting go of some power, MVF succeeded in creating systems that communities willingly perpetuated.

Community stakeholders who have shown the most investment in child rights are youth, government teachers, women's groups and the local government. MV Foundation's involvement affects not only children, but also for teachers, being involved with MV Foundation has "given them the occasion to do some introspection and redefine their roles as teachers in the government schools."<sup>15</sup> Often leading to teachers being inspired to show up to class, to be more willing to engage with students and to think outside of the box when teaching the curriculum. It led to the formation of the BKVV (BalaKarmikaVimochanaVedika), an organization formed by four government school teachers in April 1997<sup>16</sup>.

MV Foundation also works with women's groups as an effort to mobilize women for the protection of children's rights. By MVF spreading the ideology that all children must and can be in formal school, many mothers have internalized the message and became resource persons themselves. Many had wanted to give their children (especially daughters) better lives but weren't able to. Once some women were able to put their children in school through the help of MV Foundation, they then became resource persons in influencing other mother's to also get their children into schools.

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<sup>15</sup> M. Venkatarangiaya Foundation. *Annual Progress Report 1995-1996*. Page 10.

<sup>16</sup> MVF Report 1996-1997. Page 5.

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Many of these women were organized into DWCA groups and used that platform to spread the message in favor of child rights.<sup>17</sup> The DWCR is a government run program to empower women living in poverty. The groups are primarily for economic and social empowerment.<sup>18</sup> MV Foundation has paired with some of these groups in order to speak at meetings and to help them mobilize for children. Because of the influence of MVF, many DWCR groups have organized marches and became vocal in their communities for the rights of all children to be in formal schools.

In order for the MVF approach on eliminating child labor to work, it takes the involvement of communities. According to Dhananjay, an MVF resource person and program coordinator, the most difficult part of acting as a resource is challenging the basic assumptions and belief systems held by communities, governments and non-profits.<sup>19</sup> To overcome the obstacle, MVF uses trainings, workshops, discussions and visits to functioning RBCs to show that change is possible and that all children deserve the right to be out of work and in formal schools.

## NON-GOVERNMENTAL ORGANIZATIONS

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<sup>17</sup> Sinha, 2013

<sup>18</sup> DWCR – *A Successful Experiment to Emancipate Rural Women in Andhra Pradesh*. Published in “Development with Human Touch” ed. Dr. D.V. Rao & Dr. Vijaykumar, Serial Publications, New Delhi. April, 2001

<sup>19</sup> Interview with Dhananjay on July 31, 2013. Interviewed by Victoria Measles.

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MV Foundation created the non-negotiable model and was the first to begin running Residential Bridge Courses enabling former child laborers to be mainstreamed into government school. Because of their experience, MV Foundation acted as a resource to other non-governmental organizations who also actively seek to end child labour and universalize education. MV Foundation has trained and influenced NGOs statewide, nationally and globally. The most important aspect of trainings is helping other NGOs to understand the non-negotiable principals and the importance of helping *all* children have their rights realized. Once the principles are understood, discussions are held to see how the program can work in the unique situations

MVF Began working in the Ranga Reddy District of Andhra Pradesh in the early 1990s. In Andhra Pradesh MV Foundation has worked with, among others, DREAM, CCN, Conare, Sharamika Vikasa Kendram, Homo Sapiens, Sodhana and Sagit. MV Foundation has also worked with NGOs in Gujarat, Rajasthan, Maharashtra, Bihar, Delhi, Uttar Pradesh, Madhya Pradesh, Jharkhand, West Bengal, Orissa, and Tamil Nadu.<sup>20</sup> Some of the NGOs include: Lok Jumbish, Apeksha Homeo Society, Navjyothi, Sanarpan Jankalyan Samithi, Sampark, Vikas Kendra, Indian Hilfe, CINI-ASHA and CPEACE.<sup>21</sup>

Although the principles and essential content of trainings remains the same from MVF, the situations in different communities differ, therefore have different needs. MV

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<sup>20</sup> MVF excel document “NGOs”

<sup>21</sup> MVF excel document “NGOs”



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Foundation works to create social norms instead of imposing views. One example of MVF's work with NGOs is with Action Aid in Bihar where they worked with scheduled castes in remote areas. Swamy, an MVF resource person, was deputed there from 2005 to 2006 to work with two NGOs funded by Action Aid, GraminVikas Kendra (GVS) and Samasik Shod EvamVikas (SSEVK). There he and other MVF workers oriented and built the capacity of district officials on the issue of child labor. He also established support groups in the state.

Originally the NGOs were focused solely on the Mushaher (scheduled caste) community. When they asked for MVF's assistance however, MVF convinced them over time to work with all children in the village in order to ease the caste tensions. One main technique MVF advocates is supporting and transforming communities to work together instead of in separate groups.<sup>22</sup> MVF attributes much of its success to their holistic community based approach to conflicts.

Bhaskar, an MVF resource person, worked in 1998 in Mahboob Nagar with various NGOs offering trainings on the fundamentals as well as practical advice.<sup>23</sup> He also worked with NGOs in other states. He has worked with UP in Rajasthan, Indian Hilfe in West Bengal and other NGOs in Orissa. He stated that the most crucial work he has done in order to perpetuate MVF's work is changing the minds of communities and NGOs in order

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<sup>22</sup>Swamy, A. (2013, July 31). MVF Interview. (V. Measles, Interviewer)

<sup>23</sup>Bhaskar. (2013, August 1). MVF Interview (V. Measles, Interviewer)

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to show them that it is possible for all children to go to government formal school. To do this he exposed them to RBC camps that had already been functioning and could convince others that they can replicate the model for their own local children.

MV Foundation has worked (and is still working) with ApekshaHomeo Society in Maharashtra. The society consists of about 20 NGOs in Maharashtra. While working with them Bhaskar was a resource of advice on how to run RBC camps, create Child Rights Protection Forums, and mobilize communities. Bhaskar and 9 other MVF workers have been working with ApekshaHomeo Society in Maharashtra for 5 years and act as a resource for the entire network of NGOs affiliated.<sup>24</sup>

MVF has worked with international organizations including Asman Nepal, UNICEF, Catholic Relief Services, UNDP, India Committee of the Netherlands, and the International Labor Organization. Also, “MVF has done capacity building workshops on ‘Child Labour and Education’ for NGOs working in India who are supported by UNDP.”<sup>25</sup>

From 2003 to 2005 MV Foundation worked with the NGOs *Siripuraj Community Development Centre* and *Asman Nepal* to assist in their goal of opening residential bridge courses in Nepal.<sup>26</sup> Initially the NGOs visited MVF and were attracted by MVF’s ideology. After trying to implement a project similar to MVF but facing many difficulties the NGOs requested help from MV Foundation. In 2005 Dhanasiri Prakash went to Nepal to work

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<sup>24</sup> Interview with Bhaskar 2013.

<sup>25</sup> MVF Guide to Residential Bridge Course Camps. Page 8.

<sup>26</sup> Victoria Measles interview with Dhanasiri Prakash on August 6, 2013.

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with the two NGOs. His work as a resource person in Nepal was funded by the Save the Children Fund.

Prakash spent the first 3 days training all of the staff involved in the project on child rights and the non-negotiables. He also gave practical trainings on how to mobilize communities and form support groups. From there, Prakash did first hand field trainings with the members of the NGOs in the campaign. Prakash used skills he had gained from working in Andhra Pradesh and other Indian states in order to show the NGOs how to implement the project. An important aspect of the training was how to conduct field surveys. Using the method of going door-to-door, MVF has proved this to be the most effective way of finding out which children are going to school and which children are working.<sup>27</sup> The figures gathered are important in keeping track of all children in the areas of the project.

After the surveys Prakash conducted motivational training with the 15-20 NGO members working on the project. Motivational campaigns must include all aspect of the community including parents, children, government school teachers, youth and local government figures. In Nepal Prakash helped the NGOs Siripuraj Community Development Centre and Asman Nepal to communicate with the *Village Development Communities (VDCs)* which are government elected bodies that comprise of 4 villages

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<sup>27</sup> Prakash interview 2013

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each.<sup>28</sup> While in Nepal, the NGOs with the assistance of MVF worked with 5 VDCs for a total of 20 villages.

The NGOs in Nepal focused on Scheduled Caste and Schedules Tribe children in the villages because of their low economic situations and the discrimination they faced within the villages. In the beginning, these NGOs ran afterschool programs (also known as “tuition centers”) for these children. Working children visited the NGOs afterschool program and many did not attend regular government schools.<sup>29</sup> However, MVF ideology is one of inclusion and Prakash suggested integrating all children into government schools instead of creating separate afterschool programs. To ensure that children left work, the tuition centers were closed and MVF and the NGOs organized in favor of all children attending full daytime schools.

In order to get community support for the move of all children into school Prakash formed a Child Rights Protection Forum in Nepal to support and maintain the process. A BKVVteacher’s forum was also created to motivate teachers to advocate for children’s rights as well as children’s education. The NGOs in Nepal were unable to maintain residential bridge courses because of the political turmoil in Nepal and their lack of funds. However, they were able to run two non-residential bridge courses for older children.

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<sup>28</sup> Prakash interview 2013

<sup>29</sup> Prakash interview 2013

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Prakash spent two months in Nepal building this project as well as focusing on girls' access to education. Because of MVF's ideologies of including all children, Prakash helped motivate the communities to protect girls going to school and help bridge the gender gap of school going children. Through community mobilization and Prakash's experience as a resource, MVF was able to influence communist party members in the area to also support children's rights to education and agree to support children going to school, including girls.<sup>30</sup> Although MVF left Nepal in October 2005, the NGOs working there continue to seek out advice and use MVF as a resource in their ongoing work.

MV Foundation provided technical support to the international NGO 'Catholic Relief Services' from 2005 to 2009. MVF provided direct information on education and education related issues and also support for Catholic Relief Services (CRS) partner NGOs. Catholic Relief Services funded partner NGOs in the state of Andhra Pradesh, some of which worked on issues of child labor. CRS began asking MVF to provide technical assistance in the form of sending MVF staff out to the CRS partner in order to "support them [partner NGOs] right on the field, train them on the job and improve the quality of the program".<sup>31</sup> MV Foundation also "motivated parents, informed groups, and "used local folklore" to motivate the children" while working with CRS partner NGOs.<sup>32</sup>

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<sup>30</sup> Prakash interview 2013.

<sup>31</sup> Interview with David Raj August 12, 2013

<sup>32</sup> Interview with David Raj August 12, 2013

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Doing hands-on trainings for NGOs is an integral part of MVF's burgeoning role as a resource organization. However, strategic input is also an important facet of MVF's interaction with other NGOs. MV Foundation provides assistance to upper level staff at NGOs at the mandal, district and state levels. Because of MV Foundation was a forerunner of working on child rights and against child labor, the foundation knows which government officials and departments NGOs should network with in order to make effective changes.<sup>33</sup> According to David Raj, who has interacted with MVF while working at Action Aid, Catholic Relief Services and as an Andhra Pradesh state level government official appointed by UNICEF, MVF has helped NGOs by sharing practical experience in the field as well as higher level input on how to bring all stakeholders together."<sup>34</sup>

Because of the assistance to Catholic Relief Services and their partner NGOs from 2005 to 2009, David Raj from CRS said that he "didn't need to invest more on trainings, and monitoring would be less".<sup>35</sup> MVF's field trainings showed the NGOs directly how to run Residential Bridge Courses, gain trust in communities, carry out surveys of local children in school and out of school, and how to interact with government officials.

MVF is currently acting as a resource organization to the Girl Child Network's Uganda and Kenya Project. For a week in August 2013, MVF gave trainings to the members of the project which included professors, activists and academics from Kenya

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<sup>33</sup> Interview with David Raj August 12, 2013

<sup>34</sup> Interview with David Raj August 12, 2013

<sup>35</sup> Interview with David Raj August 12, 2013

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and Uganda who came to Hyderabad. The trainings began with workshops discussing the trajectory of MV Foundation over the past twenty years and the impact MVF has made in India. MVF arranged for speakers from the government and police force to speak about their interactions with MVF and how the MVF ideology affected their own perceptions of working children and child rights. Each session had time for question and answers from the visitors and discussion on how MVF methods could be modified and potentially used in the African context. There was also a day for the Kenya and Uganda teams to present their vision of the project and the impact they hope to have. MV Foundation took the groups for overnight stays in villages where MVF has worked in order for the visitors to speak with the local government officials, teachers and children affected by MVF's work. The week ended with the members of the Kenya and Uganda project drafting their own plans using the information from MV Foundation as a resource to their own work in Africa.<sup>36</sup>

## GOVERNMENT OFFICIALS

By 1999 MV Foundation had already started working with National Child Labor Project of Ranga Reddy District. In 1999 the National Child Labor Project (NCLP) government scheme funded by ministry of labor began opening residential schools for former child laborers in Ranga Reddy District. That year MV Foundation was running multiple Residential Bridge Course camps funded by the scheme. When the government

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<sup>36</sup>The author Victoria Measles' firsthand account of the proceedings

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began to take over the issue of getting all children into school, MV Foundation trained most of the government teachers teaching in the new camps run by NCLP.<sup>37</sup> Local institutions have always played a role in education, however over time the management of schools has been delegated to the central government and taken out of the hands of local leaders like Gram Panchayats.

Instead of creating a process to get children into school that only deals with the existing structures of government schools, MV Foundation works to mobilize entire communities. This includes getting the local government into planning and picking up responsibility for the education of local youth, showing them the camps and helping them see that it is possible and necessary to get all local children into school.<sup>38</sup> In order for MV Foundation to succeed, it influenced the Gram Panchayats and local leaders to put the issue of education back on the agenda. As early as 1995, Gram Panchayats have been influenced to “contribute to support for additional teachers, conduct surveys of school going and non-school going children to come to schools, talk to parents and employers, interact with school head masters, etc”.<sup>39</sup>

By training government school teachers, MV Foundation has enabled them to also become resource persons. According to the MVF founder, Shantha Sinha, in the late 1990s

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<sup>37</sup> Interview with Sudhakar Reddy, Project Director of the National Child Labour Project, Ranga Reddy District. August 1, 2013.

<sup>38</sup> *Annual Progress Report 1995-1996*. Page 2.

<sup>39</sup> *Annual Progress Report 1995-1996*. Page 2.



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the government of Andhra Pradesh asked MV Foundation to do a training for officials. They didn't have enough staff to do the training. Luckily, the "BKVV was trained to train others, and all BKVV teachers are government schools teachers. They became our messengers, we trained them and prepared them and gave them the confidence to talk about the rights of children"<sup>40</sup> In this way, MV Foundation is continuously helping the government to perpetuate the program with less and less of MV assistance. MV foundation "designs trainings in such a manner in which government itself becomes its own resource."<sup>41</sup> That way the program does not depend on a single NGO but rather, using government resources, the program can reach children all over the state and the nation. Currently, the teacher's wing of the Forum for liberation of Child Laborers is still called BaalaKaarmikaVimochanaVedika (BKVV). The group is compiled of government teachers who work to secure children's rights in and out of school. <sup>42</sup>

According to MV Foundation, "all district level officials of the Departments of Education, Social Welfare, Women and Child Welfare in the Government of Andhra Pradesh have been given orientation and an exposure to MVF's project area."<sup>43</sup> They have also trained District Primary Education Program officials on the state level in Andhra Pradesh.

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<sup>40</sup> Interview with Shantha Sinha on July 4, 2013

<sup>41</sup> Sinha Interview 2013

<sup>42</sup> Note on MVF's Strategies by M. Venkatarangaiya Foundation

<sup>43</sup> MVF, Guide to Residential Bridge Course Camps. Page 8.

# MV FOUNDATION AS A RESOURCE ORGANIZATION

From 1998 to 1999 MVF resource persons Bhaskar and Yadaiah worked with the UNDP program in the Anantapur district. The one year program was to support a government self help group for women and children's education at the mandal and district levels. MVF also sent 4 people that year to work with the UNDP and with the government rural development sector.<sup>44</sup>

In 2000 Yadaiah worked with MVF on the State Poverty Alleviation Program. It covered 6 districts in Andhra Pradesh with 6 mandals within each district. MVF trained the staff and volunteers on the program until it was closed by the government in 2003. From there Yadaiah worked in the Andhra Pradesh district of Karapur from 2003 to 2004. In 2004 the government of Madhya Pradesh asked MV Foundation to send resource persons start residential bridge camps. Approximately 25 resource persons from MVF went to MP in 2004 and worked in 13 districts. Two hundred camps were started and ran for three years.<sup>45</sup>

In 2012 MVF started working with the AP government at the Secretariat as a resource on child marriages.<sup>46</sup> MV Foundation attends convergence meetings with government officials under the integrated child protection scheme. In the meetings MVF shares their experiences while partnering with government staff in the Child Protection Units at the district level. MVF works alongside the units to coordinate actions within

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<sup>44</sup> Interview with Yadaiah. August 1, 2013. Conducted by Victoria Measles.

<sup>45</sup> Interview with Yadaiah. 2013.

<sup>46</sup> Interview with David Raj August 12, 2013

# MV FOUNDATION AS A RESOURCE ORGANIZATION

districts. Districts they have worked in include Mahboob Nagar, Adilabad and Kurnool. MVF share their experiences as well as their information, education and communication materials (IEC) materials including posters and pamphlets.<sup>47</sup>

Because of MV Foundation's pioneering work on child rights, the government was able to build on the Child Rights Protection Forums MV Foundation began across Andhra Pradesh. In 2009 the national Indian government passed the Integrated Child Protection Scheme (ICPS).<sup>48</sup> As a part of that scheme, state level Child Protection Committees (CPCs) were to be created in order to have local people working to protect the rights of children in their own communities.

When David Raj, State Program Manager (Child Protection) Department of Women and Child Development of Andhra Pradesh, appointed by UNICEF sent officials into the field to begin creating CPCs, they found the Child Rights Protection Forums (CRPFs) started by MV Foundation. Instead of beginning separate committees, Raj decided to expand upon the CRPFs to become CPCs and integrate child labor issues with broader issues of child rights. According to Raj, "Now it's also protecting children for exploitation,

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<sup>47</sup> Interview with David Raj August 12, 2013

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"Launch of the Centrally Sponsored 'Integrated Child Protection Scheme' (ICPS)." 26 February 2009. Press Information Bureau, Government of India. Online Press Release.<http://www.pib.nic.in/newsite/erelease.aspx?relid=48115>

# MV FOUNDATION AS A RESOURCE ORGANIZATION

abuse, child marriages and various forms of violence. It's an add-on to what already existed."<sup>49</sup> MV Foundation's community mobilizing and organizing ended up being a resource for government officials looking to gain community support for child rights in Andhra Pradesh.

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<sup>49</sup> Interview with David Raj August 12, 2013

## The Influence of MVF Ideologies and Practices

### STATE GOVERNMENT POLICY

In 1999 MVF's strategy of long-term camps for adolescent girls was adopted by the State Government at the state and district level. A total of 23 Government camps were started in 1999 out of which 9 are running in Ranga Reddy District. Acting as a resource, MVF trained the government camp teachers on how to run the camp and how to implement the bridge course.<sup>50</sup>

MVF's mobilization and trainings also empowered communities to demand policy change. "Thus on the one hand the Social Welfare Department, government of Andhra Pradesh, has formulated the 'back to school' programme which is essentially based on the 'MVF Model' bridge courses. The experience of converting NFE centres to motivation centres for withdrawing children from work has also been adopted by the government. Thus all the NFE instructors in Ranga Reddy District were asked to take an active role as education activists in support of the programme of retention of children in day schools"<sup>51</sup> Even while participating in the non-formal education centres, MVF used them to motivate children to join formal school. Eventually, all non-formal education centres were closed in favor of bridge programs to mainstream children directly into formal government schools.

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<sup>50</sup>Annual Report April 1998 to March 1999. Page 5.

<sup>51</sup>Nawabpet Mandal of Ranga Reddy District, Progress Report for 1996-1997. Page 21.

# MV FOUNDATION AS A RESOURCE ORGANIZATION

“Government [of AP] recognizes the particular role played by NGOs in ECL, and has been able to involve NGOs, such as ASSIST in Makapur, in implementation of some of its NCLP projects. It also has strong links to MV Foundation.”<sup>52</sup> UNICEF works with national level human rights organizations like the National Human Rights Commission and supports government programmes in health and education. It is turning to work more with civil society, through NGOs, and staunchly supports the methods and work of the MVF in AP. They believe that all efforts should go into “mainstreaming” children and that Non-Formal Education schools produce an unacceptable “alternative” system. The focus of their concern is to improve education at first primary level so as to ensure a proper flow of children through the primary system: with no repeated years.”<sup>53</sup>

In Andhra Pradesh currently implementation of bridge courses are split between direct government implementation and NGO implementation. Because of the Right to Education Act in 2009, the national government pays for the courses within each state. What MVF termed, ‘Residential Bridge Course’ camps are not called Residential special training Centres (RSTC) by the government. The government also runs day schools which are called ‘Non-Residential Special Training Centres (NRSTC). Both the education and labor department’s implement these trainings for children. MVF still functions as a resource travelling and giving workshops to communities, NGOs and government officials

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<sup>52</sup> Combating Child Labour in India: A Pilot State-Based Approach in Andhra Pradesh. International Labour Office (ILO), International Programme on the Elimination of Child Labour (IPEC) and Royal Government of the United Kingdom. June 10, 1999. Annex 1. Page 3.

<sup>53</sup> ILO IPEC 1999 Annex 1 page 12

# MV FOUNDATION AS A RESOURCE ORGANIZATION

on the RTE Act and how it affects all children nation-wide, as well as explaining the new responsibilities the government has towards children and in regards to education.<sup>54</sup>

## NATIONAL GOVERNMENT

By acting as a resource, the MVF model has been adopted by various agencies in these states:

- **Rajasthan:** Government-run LokJumbish Programme entitled 'BalikaShibirs' for adolescent girls.
- **West Bengal:** Cini Asha uses Bridge Course camps and social mobilisation to mainstream child labour in Kolkata.
- **Uttar Pradesh:** CARE INDIA runs bridge courses for adolescent girls in Lucknow.
- **Tamil Nadu:** Government-run Slum Clearance Board project
- **Orissa:** UNDP supported programmes.
- **Assam:** DPEP (District Primary Education Programme) courses in 9 districts
- **Madhya Pradesh:** DPEP courses in 25 districts.
- **Maharashtra:** co-operation with partner NGOs.<sup>55</sup>

According to Rekha Wazir, "The Andhra Pradesh government has accepted the MVF innovation of residential bridge courses as an effective strategy for preparing dropouts, and out of school and working children for the class appropriate to their age. The Back to School Programme – a large-scale government initiative covering the entire state - draws

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<sup>54</sup> Interview with Venkat Reddy. July 31, 2013. Interviewed by Victoria Measles.

<sup>55</sup> MVF Guide to Residential Bridge Course Camps. Page 8.

# MV FOUNDATION AS A RESOURCE ORGANIZATION

heavily on the residential camp model. MVF has provided training to schoolteachers and to the State Council for Educational Research and Training and the state bureau of the District Primary Education Programme for this purpose. More recently, MVF's efforts at improving the quality of education in government schools have also been taken over by the SarvaShikshaAbiyanprogramme in Andhra Pradesh.”<sup>56</sup>

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<sup>56</sup>Wazir Review page 11



# MV FOUNDATION AS A RESOURCE ORGANIZATION

## Conclusion

MV Foundation is not a self-serving NGO. The evidence is that over time, as MV Foundation has influenced the government to take over the bridge course programs, and has scaled down their own number of RBC Camps as a result. This is out of success, not failure. As the government takes over the responsibility of getting all children into school, the reach has expanded all over India, to children outside the areas that MV Foundation worked. The scope is broadening with the help of the government which is causing MV Foundation to implement less. MVF has gone from being an implementing organization to becoming a resource organization, and its role will continue to change as child labor is eradicated in India.

An integral part of MVF's strategy is teaching others what MVF believes and also how MVF is working, that way it can be replicated anywhere. In villages, it is first necessary to listen to the needs of the local people, in order to then implement programs to help the children get out of work and into school. Through this method MVF is able to create social norms in the village that help all children. According to MVF resource person Swamy, he and the other resource persons work as catalysts to generate new ways of thinking about child rights, rather than imposing.<sup>57</sup>

As MV Foundation has claimed since its inception, it does not seek to create a parallel institution to the government. MV Foundation seeks to improve the government

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<sup>57</sup> Personal Interview with Swamy on July 31, 2013.

# MV FOUNDATION AS A RESOURCE ORGANIZATION

programs in order to better the lives of all children across India. A single NGO would never be able to have such a reach, and so MV Foundation works to make sure that the government takes up this role. Resource persons from MV Foundation train government officials, interact with the government to influence policy and seek change at a national level. MVF also works to spread its ideologies and use its experience as a resource to share with other NGOs within India as well as worldwide in an effort to advocate child rights globally.

# MV FOUNDATION AS A RESOURCE ORGANIZATION

## Appendix

### NGOS IN INDIA

Indian NGOs	
State	Name of the NGO
Andhra Pradesh	DREAM
	CCN
	Conare
	SharamikaVikasaKendram
	Homo Sapiens
	Sodhana
	Sagit
Gujarat	Shaishav Trust
Rajasthan	AMIED(AlwarMewat Institute & Education Development
	ALARIPU
	LokJumbish
Maharashtra	ApekshaHomeo Society
	Montfort
	K.G.Foundation
	Pratham
	ARPHEEN
Bihar	Gram VikasSamiti (GVS) 2007
	ARPAN
Delhi	DIL SE
	Navjyothi
Uttar Pradesh	PARMARTH
	Purvanchal Rural Development and Training Institute
	Vigyan Foundation
	AIM
	ArthikAnusandan Kendra
	SanarpanJankalyanSamithi
	DPEP
Madhya Pradesh	Jan Sahas
	Samavesh

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	BACHPAN
	BORE-Project
	IDYWC
	SOPAN
	SAMPARK
	KDSS
	UDAY
	EKALAVYA
	ARAMB
Jharkhand	CITIZEN FOUNDATION
West Bengal	Seva Kendra
	Vikas Kendra
	CINI-ASHA
	Indian Hilfe
Orissa	ASHA
	CPEACE
	PREM
	Indian Hilfe
Tamil Nadu	Center for Street and Working Girls at Chennai
	Hand in Hand

## INTERNATIONAL NGOS

International NGOs	
Country	NGO
Nepal	Aasman Nepal, on Behalf of Save the Children Fund
International	Catholic Relief Services
	Campaign against Child Labor
	International Labour Organization
	UNDP
	UNICEF
Netherlands	India Committee of the Netherlands
Europe	School is the Best Place to Work Campaign

# MV FOUNDATION AS A RESOURCE ORGANIZATION

## STATE ENROLLMENT THROUGH AIE INTERVENTIONS

### STATE WISE ENROLLMENT AND MAINSTREAMED THROUGH AIE INTERVENTIONS

State	Year		Summer camp	RBC	NRBC	EGS/AIE centres- P & UP (Govt+N GO run)	KGBV	NCLP	Others (Madarasas, migrants center, boat school, seasonal hostels, community coaching prog, etc.)	Total	Source both web link and name of the doc
AP	2006-07	No. of centres		856	215	3518		1005	474	6068	<a href="http://ssa.ap.nic.in/index.html">http://ssa.ap.nic.in/index.html</a>
		Children Enrolled				38570				263629	
		Children mainstreamed in School/KGBV/NCLP etc									
	2007-08	No. of centres				419				419	MHRD, 2007-08
		Children Enrolled				9872				120743	
		Children mainstreamed in School/KGBV/NCLP etc									
	2008-09	No. of centres				1974				4208	<a href="http://ssa.ap.nic.in/index.html">http://ssa.ap.nic.in/index.html</a>
		Children Enrolled				54119				247809	
		Children mainstreamed in School/KGBV/NCLP etc									
TN	2010-11	No. of centres	318	251	1529	8			198	2304	<a href="http://www.ssa.tn.nic.in/Schemes-E.htm">http://www.ssa.tn.nic.in/Schemes-E.htm</a>
		Children Enrolled	5764	14358	22754	410	3100	9727		56113	
		Children mainstreamed in School/KGBV/NCLP etc	4771	11429	21681	375		12827	911	51994	

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Chandigarh	2006-07	No. of centres								276	<a href="http://www.ssachd.nic.in/altinnov.htm">http://www.ssachd.nic.in/altinnov.htm</a>
		Children Enrolled								10040	
		Children mainstreamed in School/KGBV/NCLP etc								2477	
	2007-08	No. of centres								200	
		Children Enrolled								6213	
		Children mainstreamed in School/KGBV/NCLP etc								4313	
	2008-09	No. of centres								194	
		Children Enrolled								6169	
		Children mainstreamed in School/KGBV/NCLP etc								3581	
	2009-10	No. of centres								196	
		Children Enrolled								9344	
		Children mainstreamed in School/KGBV/NCLP etc								4060	
	2010-11	No. of centres								199	
		Children Enrolled		117	496	5703			810	7126	
		Children mainstreamed in School/KGBV/NCLP etc		117	496	5703			810	7126	
Bihar	2009-10	No. of centres		1768	9197				5679	16644	<a href="http://www.bsppssa.org/awpb/awpb.htm">http://www.bsppssa.org/awpb/awpb.htm</a>
		Children Enrolled		56433	68244				82928	207605	
		Children mainstreamed in School/KGBV/NCLP etc									
	2010-11	No. of centres		1388	6567				22561	30516	
		Children Enrolled		74012	183541				376950	634503	
		Children mainstreamed in School/KGBV/NCLP etc									

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Jharkhand	2006-07	<b>No. of centres</b>				17842				<b>17842</b>	MHRD, 2006-07
		Children Enrolled				764535				<b>764535</b>	
		Children mainstreamed in School/KGBV/NCLP etc									
Assam	2008-09	<b>No. of centres</b>	18	1137		5141			1834	<b>8130</b>	<a href="http://www.ssaassam.gov.in">http://www.ssaassam.gov.in</a>
		Children Enrolled		32040		364642			46980	<b>443662</b>	
		Children mainstreamed in School/KGBV/NCLP etc				44872				<b>177236</b>	
Kerala	2007-08	<b>No. of centres</b>				559					<a href="http://www.ssamis.com/web/html/aieinfo.html">http://www.ssamis.com/web/html/aieinfo.html</a>
		Children Enrolled				13172					
		Children mainstreamed in School/KGBV/NCLP etc				471					
Orissa	2010-11	<b>No. of centres</b>				14658					<a href="http://www.opepan/Access.asp?glink=GL011&amp;plink=PL059">http://www.opepan/Access.asp?glink=GL011&amp;plink=PL059</a>
		Children Enrolled				419642					
		Children mainstreamed in School/KGBV/NCLP etc									
Tripura	2010-11	<b>No. of centres</b>				1917			1067	<b>2984</b>	<a href="http://www.ssatripu.com/achievements2_4-8-10/SSA_Achievement_2009-10.pdf">http://www.ssatripu.com/achievements2_4-8-10/SSA_Achievement_2009-10.pdf</a>
		Children Enrolled				63865			31883	<b>95748</b>	
		Children mainstreamed in School/KGBV/NCLP etc				45014			14203	<b>59217</b>	
Manipur	2006-07	<b>No. of centres</b>	40	1008		733				<b>1781</b>	<a href="http://ssamanipur.nic.in/EgsAie.htm">http://ssamanipur.nic.in/EgsAie.htm</a>
		Children Enrolled		26030		17883				<b>43913</b>	
		Children mainstreamed in School/KGBV/NCLP etc				17883					
	2007-08	<b>No. of centres</b>				829				<b>829</b>	MHRD, 2007-08
		Children Enrolled				7448			36606	<b>44054</b>	
		Children mainstreamed in School/KGBV/NCLP etc									

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Sikkim	2006-07	No. of centres				48					<a href="#">MHRD, 2006-07; 2007-08</a>
		Children Enrolled				3145					
		Children mainstreamed in School/KGBV/NCLP etc									
	2007-08	No. of centres				37					
		Children Enrolled				672					
		Children mainstreamed in School/KGBV/NCLP etc									
Delhi	2008-09	No. of centres		3					67		
		Children Enrolled		160					8000		
		Children mainstreamed in School/KGBV/NCLP etc				14059					
Uttar Pradesh	2006-07	No. of centres				4683					<a href="#">MHRD, 2006-07</a>
		Children Enrolled				140490					
		Children mainstreamed in School/KGBV/NCLP etc									
	2007-08	No. of centres		731	1650	4077			3400	9858	<a href="http://www.upefa.com/upefa/detail.php?chk=menu&amp;vlmid=102">http://www.upefa.com/upefa/detail.php?chk=menu&amp;vlmid=102</a>
		Children Enrolled				124121					
		Children mainstreamed in School/KGBV/NCLP etc									
West Bengal	2010-11	No. of centres		3595		15915			1066	20576	<a href="http://www.wb.ssa.nic.in/Mainpage.htm">http://www.wb.ssa.nic.in/Mainpage.htm</a>
		Children Enrolled		101028		1127963			73536	1302527	
		Children mainstreamed in School/KGBV/NCLP etc									
Himachal Pradesh	2006-07	No. of centres				2659				2659	<a href="#">MHRD, 2006-07, 2007-08</a>
		Children Enrolled				7498				7498	
		Children mainstreamed in School/KGBV/NCLP etc									
	2007-08	No. of centres				347				347	
		Children Enrolled				8309				8309	
		Children mainstreamed in School/KGBV/NCLP etc									

MHRD, 2006-07; 2007-08

MHRD, 2006-07

<http://www.upefa.com/upefa/detail.php?chk=menu&vlmid=102>

<http://www.wb.ssa.nic.in/Mainpage.htm>

MHRD, 2006-07, 2007-08



# MV FOUNDATION AS A RESOURCE ORGANIZATION

Rajasthan	2006-07	<b>No. of centres</b>				34373				<b>34373</b>	<a href="#">MHRD, 2006-07, 2007-08</a>
		Children Enrolled				1031215				<b>1031215</b>	
		Children mainstreamed in School/KGBV/NCLP etc									
	2007-08	<b>No. of centres</b>									
		Children Enrolled				117578				<b>117578</b>	
		Children mainstreamed in School/KGBV/NCLP etc									
Nagaland	2006-07	<b>No. of centres</b>				141				<b>141</b>	<a href="#">MHRD, 2006-07, 2007-08</a>
		Children Enrolled				6102				<b>6102</b>	
		Children mainstreamed in School/KGBV/NCLP etc									
	2007-08	<b>No. of centres</b>									
		Children Enrolled						35276		<b>35276</b>	
		Children mainstreamed in School/KGBV/NCLP etc									
Mizoram	2006-07	<b>No. of centres</b>				68				<b>68</b>	<a href="#">MHRD, 2006-07, 2007-08</a>
		Children Enrolled				2871				<b>2871</b>	
		Children mainstreamed in School/KGBV/NCLP etc									
	2007-08	<b>No. of centres</b>				122					
		Children Enrolled				2979		13208		<b>16187</b>	
		Children mainstreamed in School/KGBV/NCLP etc									
Meghalaya	2006-07	<b>No. of centres</b>				1464				<b>1464</b>	<a href="#">MHRD, 2006-07, 2007-08</a>
		Children Enrolled				64895				<b>64895</b>	
		Children mainstreamed in School/KGBV/NCLP etc									
	2007-08	<b>No. of centres</b>				1464				<b>1464</b>	
		Children Enrolled				51221		43690		<b>94911</b>	
		Children mainstreamed in School/KGBV/NCLP etc									

# MV FOUNDATION AS A RESOURCE ORGANIZATION

Maharashtra	2006-07	No. of centres				8665				8665	<a href="#">MHRD, 2006-07, 2007-08</a>
		Children Enrolled				158524				158524	
		Children mainstreamed in School/KGBV/NCLP etc									
	2007-08	No. of centres				2960				2960	
		Children Enrolled				51404			153901	205305	
		Children mainstreamed in School/KGBV/NCLP etc									
Madhya Pradesh	2007-08	No. of centres									<a href="#">MHRD, 2007-08</a>
		Children Enrolled							84206	84206	
		Children mainstreamed in School/KGBV/NCLP etc									
Karnataka	2010-11	No. of centres				6098	64				<a href="http://ssakarnataka.gov.in/html/int_oos.c.html#">http://ssakarnataka.gov.in/html/int_oos.c.html#</a>
		Children Enrolled				140151					
		Children mainstreamed in School/KGBV/NCLP etc									
Arunachal Pradesh	2006-07	No. of centres				2122				2122	<a href="#">MHRD, 2006-07, 2007-08</a>
		Children Enrolled				36090				36090	
		Children mainstreamed in School/KGBV/NCLP etc									
	2006-08	No. of centres				2122				2122	
		Children Enrolled				42857			10945	53802	
		Children mainstreamed in School/KGBV/NCLP etc									
Karnataka	2010-11	No. of centres				30				30	<a href="#">MHRD, 2007-08</a>
		Children Enrolled				533				533	
		Children mainstreamed in School/KGBV/NCLP etc									
Total		No. of centres	376	10737	19158	134993	64	1005	36346	179639	
		Children Enrolled	5764	304178	275035	4878479	3100	9727	998919	6187035	
		Children mainstreamed in School/KGBV/NCLP etc	4771	11546	22177	128377	0	12827	15924	310004	

# MV FOUNDATION AS A RESOURCE ORGANIZATION

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