

Evaluation of the project ‘Program for Enrolment and Retention of Children in Schools in Vulnerable Areas’: Mahabubnagar District, Telangana and Gadchiroli District, Maharashtra 2014-17

I Executive Summary

Objectives of the evaluation:

The objective of this study was to conduct a comprehensive evaluation for analysis of the effectiveness, efficiency and impact of the Jamsetji Tata Trust (JTT) supported project activities including the two residential bridge schools. The evaluation reviewed the following indicators identified by MV Foundation as its target for achievement by 2017 for the two regions of Mahabubnagar district in Telangana and Gadchiroli district in Maharashtra:

- i. To enrol and retain at least 15,000 out of school children into schools particularly in select blocks/states in areas of civil unrest and areas of neglect and backwardness¹ during the period of four years commencing April 2014 - ending March 2018.
- ii. To mobilise at least 300 children in 4 years through 3 Residential Bridge Course Camps to be run in various states.
- iii. To train at least 150 local community bodies including Gram Panchayats, SMCs and CRPFs to sustain the movement at the end of the project period.
- iv. To document the process of change in collaboration with academic bodies through baseline surveys, periodic review and final evaluation.

Short description / summary of the project:

The current programme seems to have identified the problems of civil unrest and chronic neglect as critical areas that lead to vulnerability of children in having their right to education and its connected rights of childhood and security fulfilled. Amarabad, Gattu and Ieeja mandals of Mahabubnagar district of Telangana fall under the context of chronic neglect, lack of political will, social discrimination and economic crisis that have together prevented children from accessing even primary education. Dhanora block of Gadchiroli district in Maharashtra located in the heart of the Central Indian tribal belt, has been in the centre of political extremism where the state administration has concentrated more on coping with political conflict than on ensuring basic development needs of children. The disturbance caused to children in pursuing their education because of the presence of special armed battalions, occupation of schools for police operations, inability and unwillingness of teachers to attend schools, the general neglect of the state caused by poor functioning of governance institutions and the cultural practices that obstructed the pursuit of mainstream education have all contributed to the slow and ineffective functioning of the educational system and its inaccessibility to children. In Mahabubnagar

district, child labour is highly prevalent due to multiple factors like feudal and caste discriminatory system, economic inequalities, increasingly corporatized methods of farming that hire children as farm labour in large numbers and the highly inefficient education system where the state continues to fail in its fundamental duty of providing universal primary education, thereby keeping large numbers of children out of school.

Relevancy

The above mentioned socio-political contexts were taken as urgent intervention areas to ensure that the RTE Act is made relevant to children of Scheduled Tribes, Scheduled Castes and other marginalized communities that are predominant in these regions. Bringing children into school through the constitutional right of RTE Act for children in these highly neglected and remote areas is visibly relevant, considering that both areas are challenging in very different ways. The absence of strong civil society intervention in this area of child rights in both the regions adds value to the single goal of children and education that the organization has identified. Further, Mahabubnagar district of Telangana has some of the poorest indicators of child development despite which state administration's responses have been weak and insensitive. Child labour is extremely high and therefore, addressing this violation of the rights of the child through the RTE using the strategy of advocacy with the state institutions is much needed for this area.

Effectiveness/Target Achievement:

- Increase in SMC participation in school monitoring
- 90% increase in students appearing for classes 7 and 10 board exams
- Retention of all students enrolled
- Improving the quality of mid-day meals
- Re-opening of non-functional schools
- Majority of the scholarship students successfully passed their board exams

Impact of the project in both Mahabubnagar and Gadchiroli Districts:

- Quantitative targets almost achieved for Dhanora at primary and middle levels
- Children enrolled and retained at primary, middle level and high school as efforts were made at individual child level intervention
- Multiple campaign and mobilisation strategies to motivate children, parents and community along with media and legal actions have proved to be very effective
- Strong communication and rapport built with teachers
- Efforts to get panchayat's and SMC's capacities built in convening school meetings and school management issues with follow up work
- Active involvement of community leaders, Kishori Balika groups, women's SHG's were visible, although there is much scope for improving the involvement and motivation of

community groups, especially women, to monitor the schools and bring pressure on teachers and education department staff.

- Involvement of youth, local leaders, mahila samaikhyas, Anganwadi workers etc., proved to be very effective in building this constructive movement for the rights of children.
- Cross learnings through exposure visits and dialogue were essential means of motivating local institutions to become alive to the rights of children and education in the mainstream system
- Scholarships enabled at least 30 students from poorest families to continue into higher education
- Attendance of both teachers and students improved
- RBC has enabled never enrolled or early drop outs to get mainstreamed; some challenges expressed in this intervention
- In Dhanora schools, retention helped in covering almost all children with child marriages and child labour much reduced although some instances are still visible (as in children going to Nagpur as seasonal labour). Over the years there seems to be a drastic fall in child population due to late marriages and child births as reported by villages and as visible in demographic data for Gadchiroli, which needs to be studied to understand status and problems in child population and growth.
- A number of petitions were submitted to block level officials and school level campaigns were taken up that have resulted in some successes.
- Project staff has developed extensive networking with various stakeholders and maintain good rapport with them
- Social acceptance against entrenched traditions and practices is difficult to achieve but MVF succeeded in earning community trust and social acceptance by adopting a child-centered approach
- Children under labor contracts were tracked, their families were counseled and hiring agents were brought under community and police vigilance
- CRPF trained to coordinate with community and various wings of government for achieving desirable results
- Auto drivers are discouraged and fined by police for transporting children for seasonal farm labor.

Efficiency / cost effectiveness:

Efficiency lies in the single goal set out for this project-of bringing children into school-irrespective of the economic, social or political constraints that government, parents and education functionaries tend to project as cause and effect for their non-delivery. This non-negotiable goal and clarity determines the strategies and approaches that the organization has evolved which makes for an efficient model for bringing children out of labour work. This approach brings the rationality of structures created-CRPFs for community mobilization, RBCs for ensuring enrolment and retention, training of mandatory bodies for monitoring and advocacy and project staff for delivery of these intervention goals.

Sustainability

The current project has two main goals-1) to get all out of school children in the project villages of the two districts enrolled and retained in school; and 2) to prepare local bodies and communities to take responsibility for sustaining this intervention. Therefore, sustainability of this programme is in the approach and strategy of strengthening the institutional capacities of local bodies and communities to carry forward the campaign and advocacy for child rights initiated by MVF. However, both areas are at different scales of sustainability as socio-political contexts differ and need to be addressed differently in achieving sustainability.

Major Recommendations:

The process of strengthening institutional capacities of the communities and local bodies where they can effectively exercise their constitutional authority of monitoring and school management requires substantial time, resources and intervention. The sustainability of the programme lies in the effective take-over of these institutions to impact responsible functioning of schools and governance bodies. Hence, relevance and sustainability of the project are primarily dependent on strengthening of these institutional mechanisms.

The quantitative achievement of enrollment should progress into addressing the challenges of quality in schools, both the infrastructural quality, pedagogy and teacher motivation. MVF could use its expertise in pedagogic training and improving learning abilities by focusing more on school leadership development, teacher motivation and skills than on children per se. The organization has vast experience of the past in bringing perceptible changes in teacher attitudes and approaches that translate into better school sanitation, improving learning abilities in children and improving other facilities that provide entitlements to children as per the RTE.

The advocacy and lobby with government effectively connects the institutional capacity building at community and school level with political and administrative policy concerns. MVF has been persistently working on these levels through multiple strategies of media advocacy, legal actions and community/school based campaigns. Given the lethargic response and motivation on issues of right to education from the state bodies, a three year project approach cannot achieve policy results unless there is a sustained advocacy actions that sustain the pressure on the state. The project in Dhanora and Mahabubnagar proves that despite political conflict or because of conflict, the need for such child rights based strategy of singular commitment to bringing children into school becomes an effective and necessary intervention. It also shows that despite poor functioning of local bodies, the project could effectively bring them to deliver their governance role on the primary responsibility for children and their education irrespective of their other areas of mandatory roles. However, there is need for long term work in ensuring implementation of governance programmes for education in these remote areas so that the educational administration (not only teachers but the multiple levels of administration) develops sensitivity and responsibility to facilitate effective functioning of schools rather than complain of lack of facilities for non-delivery. This is a much needed lobbying intervention in Dhanora as with most tribal areas in the country, and project areas in the Mahabubnagar district.

In terms of bringing the child into school, it is a much easier task in the tribal belt of Dhanora where parental constraints to keep children as labour are not so pressing (atleast at the primary level) as that of Mahabubnagar district in Telangana. While enrolment and the need for more RBCs to ensure retention are very much required in the latter project area, the RBC does not have relevance in its current form in Dhanora, given that most children are enrolled. It could serve a larger purpose of training and resource outreach programmes at different levels for students, community institutions and teachers to work beyond mere enrolment and retention.

The educational administration at the state and district levels seems rather indifferent and non-responsive to the immediacy of the educational needs in Mahabubnagar district. During our field visits we held a combined meeting with elected representatives such as MPTC/ZPTC chairpersons, president/vice-president of sarpanch unions, CRPF team and the MEO to discuss the challenges involved in improving school education in this region. The Mandal Education Officer (MEOs) of Gattu said that the district administration is often non-responsive to some of his requests on educational functioning and school infrastructural developments in this region, hence he feels helpless to address community demands on these matters. Amrabad MEO also expressed the same views on this subject in our combined meeting with SMC chairpersons and CRPF team. The project's success lies to a great extent in its management's strategies of advocacy and networking at grass root level. Similarly, networking strategies for bureaucratic actions and lobbying with the government is most needed to revitalize public education system in the entire state of Telangana.

Detailed Report:

II Introduction: Purpose and goals of the evaluation

As explained above, the main purpose of this evaluation was 'to conduct a comprehensive evaluation for analysis of the effectiveness, efficiency and impact of the JTT supported project activities including the two residential bridge schools as part of the MV Foundation project for 'Enrolment and Retention of Children in Schools in Vulnerable Areas in Amarabad, Gattu and Ieeja Mandals of Mahabubnagar district in Telangana and in Dhanora Taluk of Gadchiroli district in Maharashtra. For this purpose, Ms. Bhanumathi Kalluri from Dhaatri Resource Centre and Dr. Murali Krishna from Tata Institute of Social Sciences (TISS) have made a series of visits in the project area, consulted different stakeholders and the project staff in the months of August and September 2016.

Members of the Evaluation Team and their independency

Bhanumathi Kalluri has worked with women and children on issues of right to education and women's resource rights, particularly in the tribal areas of Andhra Pradesh for more than twenty five years. She is currently the key actor of Dhaatri Resource Centre, an NGO working through advocacy and field actions in the area of women and children's rights particularly with tribal communities.

Dr. Murali Krishna is a faculty in Azim Premji School of Education, Tata Institute of Social Sciences, Hyderabad campus. His main areas of research include theories of emancipation, schooling for equality and social justice, education in globalization, social marginality and education.

Methodology:

The methodology used for the evaluation includes:

- focus group discussions with project members of MV Foundation at different levels of planning and implementation
- participant observations
- formal meetings with project team, MRO/MEOs, elected representatives, students receiving scholarships
- field visits and interactive sessions with SMCs, CRPFs and women groups
- interaction with village youth, parents and village community
- visits to schools, RBCs, interaction with students and feedback from teachers, CRPF mobilisers, and anganwadi workers
- review of project records and reports
- observations of gram sabha meetings

There were two meetings held at the Head Office level-

- An inception meeting with Mr.Venkat Reddy and Mr.Rajendra Prasad to debrief the evaluators on the project objectives and programme details in the two states where it is being implemented
- An extensive interactive meeting with the planning, training and monitoring team of M V Foundation at the RBC training centre in Chandrayangutta. This provided the conceptual framework of M V Foundation's philosophy of understanding child labour and strategies to eliminate child labour at the individual level and at the political level and, the pedagogic approaches adopted by the organization to retain children in school.

Review of MVF programme:

The field visit to Dhanora project covered the following:

- Project briefing by State coordinator of M V Foundation Mr.Rajendra Prasad and Project coordinator of Dhanora project Mr.Shankar
- In depth group discussion with six mobilisers of 42 panchayats and the staff of Dhanora project
- Intensive interactive workshop with 32 mobilisers
- Interactive meeting with students receiving scholarships
- Interaction with RBC coordinator and staff and children at Dhanora
- Meeting with elected representatives (women sarpanchs)
- Visit to 2 primary schools, 2 UP schools, 1 High School and interaction with teachers and students
- Visit and interaction with elected representatives and SMC members in 4 villages

- Visit to 2 anganwadis

Records reviewed:

- Minutes of SMC workshops and meetings
- Minutes of Scholarship selection committee meetings and meetings with students and parents
- Children's committees meetings
- Reports of Block level meetings
- Mahila meetings
- Petitions forwarded to concerned authorities

The field visits to Amrabad, Gattu and Ieeja Mandals covered the following:

- Meeting with villagers, education volunteers, CRPF, SMC members, ASHA workers, health and Anganwadi workers at Upper Primary school in Ippalapally, Amrabad Mandal
- Project briefing by Mr.Rajendra Prasad, State coordinator of M V Foundation, and Project coordinator of Amrabad Mandal, Mr.Venkatesh
- Intensive interactive session with CRPF members and village mobilisers
- Visit to RBC in Achampet, interaction with RBC coordinator, teachers, students, review of records, and teaching-learning methods and materials
- Formal meeting with Mannanur Gram Panchayat council sarpanch, Mr. Srinivasulu and other members of the council
- Visit to KGBV school at Amrabad and interaction with the principal and students
- Visit to Telugu Palle primary school (T/M&E/M), interaction with teachers and students and checked Mid Day Meals quality
- Formal meeting with MRO of Amrabad, Mr. Krishnaiah in his office
- Indepth group discussion with 12 SMC chairpersons of Amrabad Mandal and MEO
- Focus group discussion with CRPF core team of Amrabad Mandal

Ieeja Mandal

- Project briefing by Mr. VV Rao, the district coordinator
- Intensive Interactive session with Yapadinne primary school teachers, student committees, SMC members and CRPF team
- Visit to Uttanur primary school and interaction with teachers
- Group discussion with Vivekananda Youth Association members in Pulikal
- Formal meeting and group discussion with Eklaspur Gram Panchayat sarpanch, SMC members, Anganwadi worker, CRPF members and educated youth
- Intensive Interaction with 20 community mobilisers at BRC in Ieeja

Gattu Mandal

- Project briefing by Mandal Coordinator, Mr. Srinivas
- Interaction with 25 community mobilisers and CRPF team in the cluster level project office in Balgera village
- Interaction with Chintalakunta villagers, youth and SMC members
- Interaction with 20 villagers, SMC members, Ambedkar youth association members, parents and school headmaster at K.T. Doddi.

- Group discussion with 5 Nandinne primary school teachers, education volunteers and SMC members
- Formal meeting and interaction with Gram Panchayat presidents, MPTC president, ZPTC president, a retired headmaster and MEO of Gattu Mandal in Mandal office
- Visit to Gattu Upper Primary school and interaction with School teachers and review of teaching learning materials and student portfolios

III Description of the project

▪ Short description / summary of the project

M V Foundation in its approach to rights of children states thus, ‘Any work that interferes with the child’s right to education, leisure and/or is harmful to the child’s health and/or physical, mental, spiritual, moral or social development is ‘child labour’, and, ‘any work that denies the child the right to participate in school is damaging to their growth and a violation of their Fundamental Rights under the Constitution of India...’. With this philosophy as its guiding principle and institutional goal, the organization has been working with this single focus of an area based approach to ensuring that every child is enrolled and retained in school and that all institutional and social mechanisms are geared up to address this right of children.

The current programme seems to have identified the problems of civil unrest and chronic neglect as critical areas that create vulnerability to children in having their right to education and its connected rights of childhood and security fulfilled. Amarabad, Gattu and Ieeja mandals of Mahabubnagar district of Telangana fall under the context of chronic neglect, lack of political will and economic crisis that have together prevented children from accessing even primary education. The three mandals cover 131 villages, i.e., 61 GPs and 70 habitations. Amrabad is the largest mandal in the district area-wise, but with less population density. Large portions of the mandal are occupied by Nallamala forests and are inhabited by tribal population (STs), mostly Chenchus. Ieeja and Gattu are also backward mandals of the district inhabited mostly by the SCs and BCs. There are 164 government schools in these three mandals. Our visits to Mahabubnagar project covered 10 villages of the 3 mandals, namely Amrabad, Gattu, and Ieeja apart from meetings with various stakeholders in all these 3 Mandal head quarters.

Dhanora block of Gadchiroli district in Maharashtra located in the heart of the Central Indian tribal belt, has been in the centre of political extremism where the state administration has concentrated more on coping with political conflict than on ensuring basic development needs of children. The disturbance caused to children in pursuing their education because of the presence of special armed battalions, occupation of schools for police operations, inability and unwillingness of teachers to attend schools, the general neglect of the state caused by poor functioning of governance institutions and the cultural practices that obstructed the pursuit of mainstream education have all contributed to the slow and ineffective functioning of the educational system and its inaccessibility to children. In Mahabubnagar district child labour is highly prevalent due to multiple factors like feudal and caste discriminatory system, economic inequalities, increasingly corporatized methods of farming that take children as farm labour in large numbers and the highly inefficient education system where the state continues to fail in its fundamental duty of providing universal primary education, thereby keeping large numbers of children out of school.

These two socio-political contexts were taken as urgent intervention areas to ensure that the RTE Act is made relevant to children of Scheduled Tribes, Scheduled Castes and other marginalized communities that are predominant in these regions.

Project goals / chain of results

The project aims to reach out to 15000 out of school children at the primary and high school levels in the two districts. It identified 300 most vulnerable children who would be mainstreamed in the course of four years by bringing them into age specific levels through mentoring them in 3 Residential Bridge Centres. In order to achieve these results, the project strategises to involve and build the capacities of 150 constitutional bodies and relevant local institutions that will lobby for mechanisms to ensure children's enrollment and retention in schools till high school level and beyond. Project management envisaged to implement these strategies through setting up project offices equipped with teams of mobilisers at clusters of panchayats and mobilisers at each panchayat level. They are to be trained in motivating children, parents and community institutions to bring children into school, engage constructively with teachers and hostel staff to ensure their retention, train panchayat leaders and School Management Committees (SMCs) to monitor the functioning of schools and gain skills in tracking children and documenting the progress of the monitoring process.

In the last two years since the project commenced, project teams were set up in both the states with Dhanora as the project office for Maharashtra. The project team formed in Dhanora consisted of the project coordinator, RBC coordinator, accounts and administration team, six organisers and 39 mobilisers who would cover 42 panchayats. They received training as per project plan both at Dhanora and Hyderabad. An initial door to door baseline survey was completed which indicated that out of a total of 6000 children between the ages of 6-14, 21 children in the age group of 6-8 and 326 in the age group of 9-14 were out of school. It was identified that most of the drop out children were found after primary school level due to various challenges like distance to high schools, fear of sending girls to hostels, lack of financial resources and family constraints of using children as labour in their own farms. The project team ensured that 473 children were enrolled in school within the first year of the project, with greater number of girls being enrolled. Focus was given to constituting the SMCs, training them to participate in school management and in motivating sarpanchs to take an active role in monitoring the schools on a regular basis. 18 Child Rights Protection Forums were set up in this region to act as volunteers in increasing enrolment and taking leadership in social campaigns. Scholarships were given to 30 students at the level of 10th, 11th and 12th standards after a rigorous selection process involving gram sabhas and SMCs. The RBC at Dhanora enrolled 140 students of whom 107 were mainstreamed. As the core goal and strategy is to ensure enrolment of all children in school, this focus has been retained throughout the project intervention at all levels with defined targets.

Jamsetji Tata Trust (JTT)-M V Foundation

2014-2016 March							
S. No	Particulars		Amrabad	Gattu	Ieeja	Dhanora	Total
I	Details of project Area	Gram Panchayats	18	24	19	42	103
		Habitations	34	19	15	140	208
		Total	52	43	34	182	311
II	School Going-6-14 (Baseline -2014)	Boys	3932	5885	8538	4139	22494
		Girls	3582	4688	7757	3845	19872
		Total	7514	10573	16295	7984	42366
III	Non School Going 6-14 (Baseline -2014)	Boys	536	1899	917	272	3624
		Girls	496	2350	1324	264	4434
		Total	1032	4249	2241	536	8058
IV	Children Directly Enrolled in Schools	Boys	510	534	210	533	1787
		Girls	500	616	318	492	1926
		Total	1010	1150	528	1025	3713
V	No. of Children Enrolled in Camp	Boys				93	93
		Girls	194		467	48	709
		Total	194		467	141	802
VI	Children Mainstreamed Through Camps	Boys				61	61
		Girls	128		247	46	421
		Total	128		247	107	482
VI I	Active Gram panchayats As on June 2016		10	14	12	23	59
VI II	Active Child Rights Protection Forum		15	24	18	26	83

	(CRPF)					
IX	Active School Management Committees (SMCs) as on June 2016	16	24	18	37	95

Highlights of achievements so far in Dhanora:

- Quantitative targets almost achieved for Dhanora at primary and middle levels
- Children enrolled and retained at primary, middle and high school level as efforts were made at individual child level intervention
- Multiple campaign and mobilisation strategies to motivate children, parents and community
- Strong communication and rapport built with teachers
- Efforts to get panchayats and SMCs' capacities built in convening school meetings and school management issues with follow up work
- Cross learnings through exposure visits and dialogue were essential means of motivating local institutions to become alive to the rights of children and education in the mainstream system.
- Scholarships enabled at least 30 students from poorest families to continue into higher education.
- Attendance of both teachers and students improved.
- RBC has enabled never enrolled or early drop outs to get mainstreamed-some challenges expressed.
- In Dhanora, school retention helped in covering almost all children with problems related to child marriages and child labour much reduced although some instances are still visible (as in children going to Nagpur Haldiram factory as seasonal labour). Over the years there seems to be a drastic fall in child population due to late marriages and child births as reported by villages and as visible in demographic data for Gadchiroli.
- A number of petitions were submitted to block level officials and school level campaigns were taken up that related to teacher absenteeism, teacher misconduct (alcoholism, use of mobile phone in the class room, misappropriation of school grants), lapses in Anganwadis, application for setting up primary schools or upgrading the schools. In one village the SMC closed down the school as there were less teachers and forced the block officers to respond immediately. Thus, some petitions and actions have had immediate results where teachers were deputed, or alcoholic teachers were shifted out. The major challenge in getting response to petitions relate to the process of getting certificates for enrolment of children, the slow process of teacher recruitment and improving the quality of teaching.
- A number of campaigns are reported to have been taken up for community sensitization and enrollment drive. These campaigns also included issues related to Kishori Balikas, anganwadis and improvement of quality in the schools and hostels through strong SMC involvement.

This has resulted in:

- Increase in SMC participation in school monitoring,

- 90% increase in students appearing for classes 7 and 10 board exams,
- Retention of all students enrolled,
- Improving the quality of mid-day meals and,
- Re-opening of non-functional schools.
- Majority of the scholarship students successfully passed their board exams.

Highlights of the Project in Mahabubnagar District:

- Project takes community approach to achieve its goals
- Program for Quality Improvement in school education
- Involvement of youth, local leaders, mahila samaikhyas, Anganwadi workers etc., proved to be very effective in building this constructive movement for the rights of children
- Project staff has developed extensive networking with various stakeholders and maintain good rapport with them
- Social acceptance against entrenched traditions and practices is difficult to achieve but the MVF succeeded in earning the community trust and social acceptance by adopting a child-centered approach
- CRPF members and village mobilisers are highly committed and have excellent grasp of the local social problems and the zones of contact for assured help or remedy to certain problems
- Social mobilization for protection of child rights is of paramount importance to MVF. Hence, they were able to gain the confidence and support of almost all segment of population. They even brought together members of political rival groups to take a collective stand and oath to end child labour and child marriages and promotion of school education among children across varied social constituencies.
- Earlier it was found that in most of the schools names of few children in the registers were marked present even though these children were not attending school and dropped out from the schools but after involving the Sarpanches and SMCs in monitoring the school functioning, teachers began to maintain proper records of students and Mid-Day-Meals.
- Child labor and child marriages are major barriers to education
- MVF conducted a child labor survey and mapped areas of child labor engagement
- Children under labor contracts were tracked, their families were counseled and hiring agents were brought under community and police vigilance
- Capacity building training programs for community mobilisers to imbibe project objectives and MVF philosophy and approaches
- CRPF training to coordinate with various wings of government for immediate action

- Auto drivers are discouraged and fined by police for transporting children for seasonal farm labor
- Post card campaign that resulted in appointing education volunteers for the vacant teacher posts
- Rallies and Street plays for raising awareness on child rights, Right to Education, against child labor and child marriages
- A comprehensive child rights framework to redirect children towards schools
- The project staff conducts cohort analysis to track long absenting children

Challenges included lack of teachers in schools, suspicion among parents in sending girls to hostels and to the RBC and, political interference. Intensive collective reflection through orientation workshops, exposure visits, review meetings demonstrate the mobilisers' and organisers' ability to articulate their expected roles and deliverables. They have shown persistence in repeated motivation drives with each individual family whose child was out of school. The orientation to field teams with respect to the relevance and importance of involving local bodies and motivating them to take responsibility to ensure enrollment and retention appears to have been a core activity of the organization. Interactions with mobilisers, organisers, elected representatives and SMC members demonstrated this sense of involvement and understanding of the RTE Act.

Observations from the field visit to Dhanora:

In Kondwai, Kuthegaon, Sursundi villages of Dhanora, we saw this active involvement where many of the elected representatives seem to have been inspired by their fraternity when they were taken for exposure visits by MVF to Hyderabad area. The impact of these exposure visits have reflected in positive involvement of sarpanchs and their panchayat members in the villages visited. They seem to take their role seriously and have a fair interaction with schools in their respective areas. Some have taken the initiative to mobilise panchayat funds to address infrastructure problems of schools like getting a road constructed to access the school and have a boundary wall put up (Kuthegaon), mobilise community to construct additional class-room and fencing (Kondwai), upgraded class rooms and kitchen (Pendri). Sarpanchs have also been assisting the project team in motivating parents and some of them have personally accompanied the students for admission. In Kondwai primary school, the teachers persuaded the sarpanch and SMC members to raise resources from the community and purchase a computer and LCD projector as class-room aids. In Kuthegaon, they purchased note books and shoes for the students and the teachers anticipate that they can motivate the SMC to purchase computers for their school too. Whether these are a priority for pedagogic learning can be questionable, but the positive involvement of sarpanchs and teachers as reflected in Kuthegaon, is a result of the exposure visits and teacher workshops facilitated by MVF. The Upper Primary school at Pendri is under-staffed and short of resources. The participation of SMC in coordinating with the teachers appeared to be active because of which they have managed to get upgradation of their school. SMCs and teachers in the project area visited demonstrate that serious efforts were made

to improve not only enrollment but also the school environment and facilities. It is also reported that in some villages SMCs have taken active role in organizing cultural events in order to engage children in these activities and motivate them to be retained in school.

The field sites visited demonstrated a continuous interaction and meetings with SMCs and panchayat elders despite the backdrop of political turbulence. This was evident in the SMCs involvement at the school level although involvement is varied between villages and genders. The CRPFs some of whom are SMC members as well have taken initiative to mobilise the structuring of SMCs with other parents and are keeping track of enrollment and retention. The CRPFs are assisting the project team in sustaining the motivation efforts especially with parents who have been showing stiff resistance to sending their children to school. This individual attention given to each child's admission by these different groups including women's groups and kishori balika groups, formation of children's committees apart from the elected bodies has had its impact in admitting most of the out of school children.

There have been challenges as expressed by the mobilisers themselves with respect to keeping up their own perseverance where parents have been resisting admission of their children.

The other major challenge expressed is the administrative problem of never enrolled or early drop outs whose admission into school is made ineligible due to the insistence of producing transfer certificates/school certificates at a minimum level of Class 4. Since some of the children had left school before class 4, their direct admission into high school and appearance for the board exams stands rejected as per the Maharashtra state rules. Hence some of the students attending the RBC and those enrolled 'informally' into the government high schools who are prepared to write the board exams do not have permission to sit for the exams.

The RBC has successfully assisted 107 students to reach their age specific level and get mainstreamed. There are currently only 35 students. By the end of the project period, the efforts of the RBC and the project team together would result in most of the children being mainstreamed into government schools and colleges. The relevance and role of RBC has to be reviewed next year. Therefore, tracking and monitoring at middle level needs to be continued with the same rigour as the gap between the primary level and high school level is huge. The focus of the project, for the purpose of ensuring retention, has to therefore be concentrated at this level.

Relevancy, Effectiveness and impact of the project in both the states:

Dhanora:

Direct impact and target performance comparison in Dhanora have been largely achieved in terms of enrollment and retention while the process of strengthening institutional mechanisms mandated to monitor children's right to education has been well initiated that is reflected in performance of SMCs and local bodies.

Outcome level impacts are mostly achieved- of mapping children, providing a medium of attaining age specific learning abilities through the RBC and mainstreaming them into government schools. There are a few stray numbers of children dropping out or leaving school to migrate for work. Some work needs to be done in tracking these children. In a couple of villages the sarpanch informed that children were seasonally migrating with adults to work in the Haldiram's factory in Nagpur or into neighbouring Chattisgarh. Such cases need to be tracked and due legal actions need to be taken.

MV Foundation's approach of having village level volunteers in the form of CRPFs is effective in Dhanora area where some of the CRPFs are also SMC members. Some members in the SMCs we interacted with seem to be actively participating in organizing meetings and tracking children's movements.

The approach of working on the single agenda of bringing children into school irrespective of the socio-economic barriers through the multi-dimensional strategies of institutionalizing this right forms the core to the project's effectiveness. Not only focusing on improving every child's learning abilities to enable them cope with the mainstream school requirements but also to put social instruments to safeguard this right is a comprehensive way of ensuring that the community and society take responsibility. The programme in Dhanora has effectively shown that planned outcomes are achievable and the direction in which it was conceptualized follows broadly the right path towards this goal. Eliminating child labour and reinstating children into schools continues to be a challenge in most parts of the country. This level of intensive work needs to be given to each child to enable him/her to overcome the complex obstacles to reach the school for which organizational structures and community structures have to be invested into the planning. Hence, although in terms of comparative numbers, Dhanora fares better than many other regions in the country in terms of school enrollment, the lack of political will to provide facilities at the middle and higher levels has direct impact on children's drop-out rates in this area. The figures also reflect that the greater concern in overcoming this gap lies with the incapacities and inadequacies of the state than with the reluctance or limitations at parental level. This latter part of the responsibilities have been effectively addressed through mobilizing community and parental responses to enrollment.

These have also been tried to be addressed by providing scholarships at high school level to the most vulnerable although there would be a larger number in need of such support than the project can/is actually addressing. While providing scholarships is perhaps a temporary means of ensuring continuity for a few, there could be other advocacy strategies adopted to address this gap for the benefit of a larger section of children in this age group.

Now that children are mainstreamed into school, and SMCs have been brought into the picture, the focus needs to be on how to sustain the mobilization efforts made so far. The focus on bringing more effective participation of SMCs, gram sabhas and panchayats would be the logical direction which the project team also identifies. Especially as this is a PESA area, asserting the role of the gram sabhas in the RTE Act needs special focus in the future training programmes conducted in the project.

A most interesting change in the social dynamics of panchayat leadership is happening in this conflict zone of Gadchiroli. Men do not want to risk their lives by getting caught in the politics of the Maoists and the police due to which panchayat elections have been kept in abeyance for some time here. As an alternative, young women have been unanimously elected as sarpanches in many of the panchayats in Dhanora as it is expected that they would be less harassed by these politics. Young women in their early twenties who have just finished college or are studying in college have been elected, mainly because they have the mandatory documents (caste certificates, aadhar cards, pan card, etc) required for filing their nominations. We had the opportunity to interact with some of them both at their village level where we witnessed their gram sabha meetings and at the project office in Dhanora. While it was not clear how much of a decision-making power they have within their customary and panchayat leadership, it was evident that some of them were not playing mere dummy roles. We saw some of them conducting gram sabha meetings and participating in SMC meetings. They have a fair understanding of child rights given the orientation from M V Foundation and demonstrate an interest to work towards improving the schools in their jurisdiction as they themselves are first generation literates with a keen interest in education. I would urge MV Foundation to seize this opportunity and involve these young sarpanchs in actively monitoring the schools through regular interaction sessions with them, exposure visits to other successful panchayats and any support and advocacy activities to link their panchayat level issues with larger administrative machinery. Besides, they are fresh, uncorrupted into the local body politics and open to new learnings. Building their capacities not only in the area of RTE Act and school monitoring, but also orienting them and linking their authority with anganwadis, women's groups, kishori balika programmes and primary health issues would give them a broader exposure and involvement in child rights issues, budgets and procedures. Involving women SMC members more regularly in conducting social audit of their schools could help in strengthening women's role in this institution. Having women as sarpanchs could also enable women in SMCs to take a more active role.

However, it is not an easy task to build the active participation of SMCs and ensure that they regularly monitor the schools as challenges are different with tribal and dalit communities. While for the dalits, the historical social hierarchies and caste discrimination coupled with the struggle for survival pose challenges to their involvement in SMCs, for the tribals, the time constraints as they are busy with farming and forestry work gives them little motivation to spare time for school monitoring activities. Besides, the school as an institution has been an alien factor in their system especially since the state itself has never taken it seriously enough to ensure their performance. Yet, the SMCs and the gram sabhas would be the effective bodies to claim legitimacy of monitoring and management and to bring any improvement in state performance. Putting vigour into these local bodies for school management would be the most effective and long term vigilance mechanisms to improve quality and it is appreciated that the energy of this project is being put into strengthening these institutional responses. Unlike enrollment drives, improving school quality would be a much longer time investment of organizational work.

We met teachers of high schools and primary schools. They are all familiar with the work of the project team and appreciate their contribution to the enrollment and follow up when students do not return after vacation. Especially in the high schools, the cooperation of teachers was found to

be high in accepting students from the RBC and those escorted by the mobilisers/organisers. The issue of RBC students enrolled in Class 10 not having eligibility to write the board exam came up as teachers were unable to get permission on their behalf. This is a specific issue that needs to be coordinated between the project staff and the teachers in approaching higher authorities. The high schools here have higher secondary level (Class 11 & 12) but have limited courses due to lack of teachers and infrastructure. For instance, most of the schools do not offer physical sciences although some girls were keen to pursue mathematics and science. This is another area for lobbying to get infrastructure and human resources at the high school level.

The most vulnerable age for school drop-out and not having any legal or institutional mechanisms of support for pursuing education or skill based learning is in the 14-18 age group. While the project has managed to bring some of the older children upto the age of 14 into mainstream schools, some of those who were identified as out of school at the time of the baseline survey could not be mainstreamed as they had crossed the age of 14. The mobilisers and organisers are at a loss about how to reach out to this age group. Hence, not only lobbying for expanding the subjects at higher secondary level is required, but also lobbying for bringing vocational courses into these schools for the 14-18 age group would be a very useful area of intervention to explore. An assessment of the current vocational and technical institutions in the project areas of both states could throw some light on the status and capacities of these institutions.

The RBC in Dhanora could become redundant in a year if its purpose is mainly to act as a bridge between the drop-outs and the school as most of the children have been mainstreamed here. It could also offer special subject specific classes/workshops/remedial sessions for high school students to sustain their expected levels of performance, especially since the RBC has very few students (35) enrolled at present. Workshops with SMCs at primary and high school levels to exchange good practices and ideas would strengthen the involvement and improve quality in schools.

As anticipated, at the primary school level, the involvement and commitment of teachers seem to vary in bringing improvement to their schools. In Kondwai, the two male teachers showed some degree of interest as far as enrollment and attendance was concerned. But their lack of motivation to ensure hygiene and sanitation, the quality of mid-day meals or the class-room atmosphere did not match the SMC's commitment reflected in their voluntary construction of a separate hut for an additional class room and the purchase of LCD. The teachers did not bother to maintain any cleanliness in the hut built by the community and there were cattle inside. The children were given their meal outside in the open air close to the pigs and other animals. The hand-pump outside the school had cess-pools of water breeding mosquitoes. The teachers seemed to be unconcerned about the unhealthy environment or the meagre food being served. Even the ANM who lives in the village and where the sub centre is located has not observed this insanitary condition of the school. Due to the cultural practice of breeding pigs most villages had sanitation issues that need urgent attention.

The school in Kuthegaon, on the other hand, had two young female teachers who had also attended previous exposure visits of MV Foundation, and there was a stark difference in the maintenance of their school. They motivated the sarpanch to build a boundary wall, the class-

rooms were attractively organized, the school had a kitchen garden, toilets and play ground and they were teaching the children with new aids like downloaded rhymes and stories on their mobile phones. Although the school had very few children, the teachers seemed to take pride in their ability to provide a creative atmosphere. Here the complaint was that the SMC was not as involved as they would desire. Some innovative approaches to increasing teacher motivation and exposure to teachers and SMC members on good practices in school hygiene and sanitation could lead to discussions over improvement in school environment. Although the extent of the problem was not discussed in depth, a major area of concern generally in tribal areas is the constant absenteeism of teachers in primary schools and the communities' inability to make them responsible. The interior and hill-top villages in Dhanora are also reported to have this problem. This would be a critical area of intervention and motivation for MVF both through increasing SMC participation and monitoring through local bodies. Other creative motivation drives would have to be taken up to improve the situation of primary schools as far as pedagogy and teacher motivation are concerned.

One notices that there is a steady decline in the child population in this area that is evident in the low numbers of children in primary schools. One of the positive reasons given by the community is delay in marriage of current generation as most of the youth are in colleges and high schools. However, a deeper understanding needs to be gained as this could also be an area of concern.

Issues around nutrition and health have not been addressed by the project although most children, especially girls at middle level seem to be malnourished. Bringing quality into the mid-day meals is one of the greatest challenges in improving school quality. However, the RBC itself has not paid much attention to ensuring nutrition although this is not to say that children are under-fed. It could explore its role in promoting healthy local food and provide training to mid-day meal cooks especially as this is an adivasi area which would be resource rich in local food. However, this would be an additional area of work and whether the RBC is keen to take it up has to be discussed. Especially adolescent girls and students who are receiving scholarships looked very malnourished. Discussions with them revealed that most of them go to school on an empty stomach and have their meals only after returning home. Many of them reported that they cycle anywhere between 5 and 20 kms each day on an empty stomach! These imply several unaddressed and invisible issues of adolescent and reproductive health. The project could conduct health related workshops for high school students at the RBC and at their own schools.

Interaction with mobilisers and organisers led to a rich learning of field level problems and challenges. Many had success stories of how they tackled the problem of drunken teachers, teachers who misappropriated school funds, stubborn parents who refused to send their children to school, facilities for schools like uniforms, infrastructure, additional teachers, etc. Some of the issues that came up during this session were related to individual cases like-a high school student was removed from the school for eve teasing and since he did not have a good conduct certificate from the school, is unable to re-enter the education system; what to do with children above 14 years; teacher absenteeism; children not allowed admission due to lack of caste certificates, aadhar cards, etc; how not to give up even after repeated efforts to motivate parents and children to get enrolled; taking note of mobilisers using intimidation as a method of motivation and how to steer them away from such practices; non participation of SMCs; motivating parents to put adolescent girls into hostels; quality of teaching quite poor in many schools and resistance from

teachers to make improvements. Hence mobilisers and organisers need periodical inputs beyond their regular review meetings. At least once every quarter, it would be useful to have the planning team from Hyderabad hold interactive workshops with field mobilisers and organisers in order to guide them in problem solving and in institutionalization efforts.

Mahabubnagar District, Telangana:

Methodologically, MV Foundation's decision to select Area Based Approach, community involvement as strategy and village as a unit of study for analyzing and improving school enrolment, retention, and tracking of children below 14 years of age in every village or hamlet and mobilizing community forces to motivate parents to send their children to school has proven to be very effective in addressing the child rights in the project area, Amrabad, Ieeja and Gattu in Mahabubnagar district.

Amrabad Mandal falls in the category of Agency area where there is a high concentration of tribal population in the interior pockets of Nallamala forest range. Apart from them, there are small towns and villages which are habitation centers for several Hindu, Muslim and Christian communities. The social diversity in such towns and villages manifests modern aspirations and life styles where, on one hand, technologically driven communication revolution and modern trends in employment have established markets, and, on the other hand, there exist far flung villages and hamlets with scant resources and unmet basic needs and services. Minimal public transportation facilities, lack of proper health care system and drinking water facility, single school or teacher-less government schools still make headlines in the local newspapers in this region. Social awareness of human rights, civil rights and child rights and their entitlements is still a project to be accomplished in certain areas. In some remote areas, connectivity with state departments, governance bodies and civil society for modern social change is being established for effective results through MVF program for elimination of child labor and child marriages. Some of those areas still witness child marriages, child labor, out of school children, dropouts, migration and pastoral and backward tendencies. At community level, alcoholism is another major threat to economic development and family wellbeing in those areas. In some areas, children too are found to be alcoholic addicts.

A typical village school in Mahabubnagar District

A meeting with parents, elderly people, Gram Panchayat members, SMC members, education volunteers, Anganwadi workers and ASHA workers was convened in Upper Primary school in Ippalapalli village which is 25 kilometers away from Amrabad.

The school runs in a rectangular shape building with leaky roof, broken windows and doors. Children sit on the broken floor without any mats and teacher sits in a plastic chair. The school courtyard has got about 200-250 square yards open space for children to play and walk around. The school building does not have a separate kitchen and store room constructed for the purpose of Mid-Day-Meals. So, one of the classrooms has been converted into a kitchen-cum-storeroom. The school has recently constructed drinking water tank and fixed a bore-well but does not have toilet facility for children. Major renovation of the school building is urgently needed along with

construction of a kitchen, separate store room and compound wall as dogs sleep in the classrooms during nights and make the place dirty. This description provides typical picture of government schools in villages and hamlets that are away from centers of bureaucratic governance. Many such schools have undergone significant changes as a result of series of constructive programs and campaigns designed under this project that led to local communities petitioning to the government for development of school infrastructure, renovation of schools, compound wall around school, water facility, toilet facility for children, kitchen rooms etc.

With regard to teachers, many primary and upper primary schools, irrespective of rising enrolment, have only one or two regular teachers. Since last year as a result of successful 'Postcard Campaign' led by people of Amrabad, Gattuand Ieeja Mandals under the guidance of the MVF team and its media advocacy, Telangana government started filling up the vacant school teacher posts with education volunteers on contractual basis. Many villages, including Ippalapalli SC, ST, BC, Muslim population, played active role in this campaign to strengthen the government schools. In the process of their involvement with MVF teams during this campaign, the youth and the illiterate members of these communities grew aware of their rights and entitlements as citizens of this country and realised their own responsibility towards their children's educational development. They realized the power of social mobilization and civil society intervention in achieving their civil rights and their children's fundamental right to education and childhood dignity. In this process, many changes came about in school functioning and they became a part of that change.

The regular teachers live in well facilitated developing towns for the convenience of their children's schooling, modern life style and other modern amenities. Given the distance and poor transportation facilities between the place of their stay and the place of their work, the teachers tend to go late to schools and leave early for home. This appears to be a typical practice in many government primary and upper primary schools in villages. Hence, the project management addressed teacher attitude, punctuality and accountability as one of the areas of community awareness in order to monitor and strengthen school functioning. This step was crucial in restoring people's faith in public education system and achieve enrolment targets and retention.

In order to ensure the punctuality and regularity of teachers, SMCs and Gram Panchayat members have been taken for exposure visits, workshops and trained in making social audits. It is understood that only when people are aware of their rights and entitlements, they will know how to take part in school improvement programs. Majority of the children attending government schools hail from SC, ST, BC and poor Muslim families which is part of the reason for administrative neglect of those schools. With the recruitment of qualified local youth from the marginalised sections as education volunteers in these schools, community involvement, local management and CRPF activities, the school functioning and enrolment rates have risen in many schools. When community started to take keen interest in the processes of school, teachers became more responsible towards children's learning outcomes. As a result, teachers too had learnt a great deal about their roles and responsibilities towards the school and students' wellbeing, and began to cooperate with CRPF team to achieve certain educational targets and standards.

Impact and Effectiveness of the Project:

Under this project, 'Program for Enrolment and Retention of Children in Schools in Vulnerable Areas', MV Foundation conducted a baseline survey in 131 villages of Amrabad, Gattu, Ieeja Mandals to identify School Going and Non-school going children (NSG). Through this survey, they identified 6,973 children under NSG. Out of these children, 3,882 are girls and 3,091 are boys. The project team with the support of village youth, Gram Panchayat members and teachers conducted door to door campaigns and motivation drives to raise social awareness about the children's Right to Education and to convince parents to send their NSG children to schools.

As part of the motivation drive, the CRPF team and village mobilisers carried out Rallies through village to drill the idea of children's right to education in adults' minds, and to send a strong message to the people that school age children should not be kept at homes or used for child labor. It was reported that the village mobilisers had to encounter many unpleasant situations and harsh reactions from some of the illiterate parents. Given the high levels of commitment and thorough understanding of the local situations, the project team has been trained in several ways to withstand and surpass challenges emanating from their target groups. In our interaction with the village mobilisers at every Mandal, several instances of such encounters were shared with an amazing degree of maturity and solidarity towards such families or communities. These mobilisers had to put up with their frustrations and entrenched disbelief in the use of education for their children. It was interesting to learn that sometimes illiterate and stubborn parents confronted the mobilisers with absolutely logical arguments that put them in defensive positions. Mobilisers, however, dealt with such parents with compassion and empathy and would make several visits to convince them by reiterating that sending children to work is illegal and it would deprive them of their childhood pleasures and right to education and dignity.

Such levels of perseverance, compassionate appeal and reasoning displayed by the village mobilisers and CRPF team in most cases resulted in transformation of parental attitude towards their children's education and their future. After achieving such a hard task, mobilisers feel a sense of personal fulfillment and satisfaction because they gain a lot of social respect, a distinct identity as agents of social change and expression of gratitude for their mission. Moreover, they also witness unprecedented changes in people's attitude and the visible changes in the lives of children after admitting them in schools and RBCs.

We will mention two cases to demonstrate the worthiness of this exercise. In the first case, a teenage girl from a village called Kothapally was admitted in RBC at Ieeja, after a series of interactions with her parents. She was malnourished and deprived of basic care in the impoverished circumstances surrounding her family, but people thought that she was suffering from some illness. CRPF team motivated her parents and brought her to the RBC at Ieeja. After a few months, under the constant care and nourishment provided at the RBC, the girl improved so much and became so active that the parents and the people of Kothapally felt that the change she had undergone was miraculous. As a result, 19 more girls from that village had joined the RBC eventually.

The second case study is about two siblings, brother and sister, and a chronic alcoholic father from Amrabad. The two children, who became the primary source of income for their family,

were deployed for cattle rearing. Their father would consume alcohol and loiter in the streets. The CRPF team had come to know of this case. They approached the father and pleaded several times with him to send his children to school but he was not relenting. Instead of resorting to intimidating tactics, the CRPF team had dealt with him patiently. Finally, the CRPF members had taken up the responsibility of cattle rearing on the children's behalf and admitted the children in school. After a few days, witnessing CRPF members' commitment to his children's education and wellbeing, the father realized his responsibility towards his children and transformed to take over the cattle rearing job by himself. The children continued their schooling and the father resolved to never trouble his children again!

Both these cases are telling examples of traditional mindset of parenting, social indifference, ignorance and entrenched poverty. Such families need social support and civil society intervention to overcome gripping problems of poverty, alcoholism, community neglect and backwardness. The failure of government agencies in rescuing children from child labor and conducting family counseling to send their children to school reflects poorly on the State of its lack of will and effective mechanisms to inspire change in socially backward communities.

In this context, people's appreciation of MVF's work is understandable because there exists a visible gap between people's expectations from the government and enormity of the problems that the poor suffer from. Through this project, MV Foundation is bridging this gap by constantly engaging with the district administration and the government regarding its responsibilities towards its people, especially in the areas of promoting school education and eradicating child labor. It was heartening to see that the project coordinators have established excellent rapport with the district administrative units such as district collectors, DEOs etc., and often draw their attention to the pressing needs of schools under their jurisdiction. They persuade and take the district collector to visit schools so that teachers and children gain encouragement and the development of education in the region figures in administrative priorities. The Post Card campaign was one such program which awakened the government to address the most glaring gaps in promotion of school education in Telangana. After the success of this campaign, people in the most backward areas, like Amrabad, Gattu and Ieeja, too have realized the importance of voicing their concerns for political action.

Community Action

Community members and local governance bodies in certain pockets of the district, wherever the community awareness about education is considerably good and the local bodies are active, have achieved enormous progress in controlling child labor and promoting quality school education. Good number of village communities (covered under our visits) have managed to procure funds for infrastructure and built additional classrooms, kitchen rooms and compound wall around the school buildings. Other than school development, they have also managed to extend their community outreach in certain areas. For example, having passed resolutions within the village community and local governing bodies to stop (seasonal) child labor and send children to schools, KT. Doddi villagers have mobilized funds through personal contribution and returned the money that corporate agencies had paid to parents as advance for booking their children for seasonal cotton seed labor. Working under the effective guidance of CRPF team, the highly aware elders and youth of this village conduct door to door campaign to motivate illiterate

parents to send their children to school. This village has a record of joining high number of girls in the RBC at Ieeja. 37 girls between 10 to 15 years of age joined the RBC in last two years and achieved excellent results. Some of them are studying in high schools now. Inspired by the positive outcomes and good experiences of the girls in the camp, some more parents have determined to join their daughters in the camp. There is visible social change in this village with regard to eradication of child marriages and child labor. However, they still face issues regarding dropouts as a result of family migrations and due to lack of high schools within their reach. The worst sufferers of this consequence are teen age girls who want to continue their education.

Similarly, we found a high level of community awareness about education coupled with strong local leadership that is spearheading rapid social change in Chintalakunta village. This village has the highest concentration of BC communities, especially Yadava caste. The highest dropout rate and out of school children are also from Yadava caste in this village. Due to consistent efforts of the current sarpanch and CRPF motivation, the dropout rate has come down to 98 from 165. The sarpanch appeals to the educated youth to fill in the gap that exists due to the paucity of teachers in the government schools. Youth Association members actively participate in the functioning of schools in this village. Community sponsors infrastructure in school to promote quality education and to encourage children to study well. The school buildings are maintained well. There is toilet facility for children in school. Contribution of youth and the sarpanch is remarkable in leading the community towards an enlightened path. In order to discourage child marriages among certain BC communities in this village, youth and the CRPF teams had staged a play called, *Pellikenduku Thondara* (What is the hurry for marriage?). Participation of women in these activities has to be increased for better results, especially for curbing child marriages and education of girls. Irregularity of teachers is a major problem in this village.

While such being the extent of change in KT Doddi and Chintalakunta villages, their neighboring village, Nandinne has its own foundational problems. Out of school children, seasonal child labor, low level of social awareness about education in some communities, caste discrimination, and migration pervade this village. The primary school teachers of Nandinne believe that the illiterate parents lack interest in their children's education therefore the number of out of school children is high in that village. CRPF team thinks that the teachers lack motivation, hence they are not able to inspire the community to send their children to school. It seems that there are more children in the village than the capacity of existing schools. The project coordinators need to strengthen its CRPF and mobilisers to track the out of school children and carry out motivation drives in this village.

Unless, government conducts fresh recruitment drives and fills the vacant teacher posts, it is difficult for the project staff and youth to sustain the momentum for educational and social change in these villages. In fact, it is a strange combination of factors that affect these 3 Mandals of Mahabubnagar district. In Amrabad Mandal, it is paucity of educated tribal youth and tribal teachers that affects the learning of school going children. Gattu and Ieeja Mandals suffer from social backwardness, administrative neglect, and disinterest of teaching fraternity in serving in these areas. In fact, in one of our school visits, a Primary School teacher in Uttanur suggested that the government should better incentivize and provide attractive packages for government school teachers to inspire them to work in these Mandals. Gattu Mandal has only 75 teachers for

11000 students! It seems that there are more male teachers in Ieeja and Gattu Mandals when compared with Amrabad Mandal.

Major Recommendations

MVF intervention in schools through the quality improvement program in 15 schools of Ieeja and Gattu Mandals proved to be instrumental in instilling confidence in parents to send their children to government schools as they have been found to be better than private schools in the vicinity. A Primary school at Yaapadinne in Ieeja Mandal seems to harnesses children's creativity through portfolios and impart soft skills and leadership qualities through children's committees. In our interaction, children looked very enthusiastic to talk about their school and their roles and responsibilities as members of children's committees. This kind of involvement and teaching of responsibility to children through schooling could be very enriching and enterprising for children as they love to participate in activity oriented tasks. Quality school model must be expanded to other schools as it can inspire many more children and parents to invest in schooling. An important feature of this quality improvement program is that the children are divided into specific groups based on their competencies: 1) *Need Basic*; 2) *Need Improvement* 3) *Ready to read Books*. Children's committees therefore make good progress in these schools. It is evident that the project has almost achieved its major goals of increasing enrolment of out of school children, except in cases where migration is rampant, and retention, hence it may be useful to focus on school leadership program and quality improvement of school education in all the project coverage areas.

Given the increased social awareness about the importance of educating children in the process of this project, there is a demand from the community for a BRC in Gattu and rising hopes on the MV Foundation to negotiate with the government for more high schools and 2 residential schools, KGBVs and BC welfare schools, in Gattu Mandal. It became even more evident in our meeting with the elected representatives (MPTC, ZPTCs and Sarpanches) of Gattu Mandal where they acknowledged dire need for more high schools, residential schools for BC girls and boys, recruitment of teachers and infrastructural development in existing schools. They believe and strongly advocate that MVF along with its project team must spearhead this movement for educational advancement in Gattu Mandal. It is surprising to note that they believe more strongly in MVF's conviction to children's right to education than their own leadership abilities to strive for the same goals! Therefore, we strongly urge MVF to take up this responsibility to negotiate with the Telangana government on this subject.

The project has made remarkable progress in training SMCs and raising awareness in the society about education and importance of social audit to improve quality of school experience for children and the Mid Day Meals. It was reported during the village mobilisers' meeting of Gattu Mandal that the SMC chairman of Aloor had caught a local public distribution dealer for indulging in fraud with regard to supply of rice for Mid Day Meals. Whereas in some areas of Amrabad mandal, the quality of mid day meal, non-compliance with its Menu card, and supply of ration was reported to be poor. The project coordinators should revamp their strategies to address this issue urgently.

Among the three Mandals selected for this project, Gattu Mandal needs changes in approach, localizing strategies and more effective networking with farmers, government agencies, designing of special schemes and incentivisation are needed for the community to stop child marriages and child labor. Family centric approach and family counseling might be more effective to address child marriage issues.

State must play its role in eradicating child marriages by way of making registration of marriage compulsory for applying to government subsidies, loans for SHGs etc. It was interesting to converse with a Brahmin priest, who is a member of Amrabad CRPF team, about the nature of parental and community pressures to perform child marriages or fix an auspicious time for their underage children's wedding. Having been educated through MVF activities and training, without proper documents of age proof, of attainment of marital age for girl and boy, he refuses to perform marriages. He even maintains files of marriages conducted and proofs of age accepted by him. It seems that Telangana government's *Kalyana Lakshmi* marriage scheme for girls has positive impact on eradicating child marriages as the scheme demands certain standard documents for age proof to sanction the 51 thousand rupees under this scheme. The Mandal Revenue Officer of Amrabad attested that the government has taken crucial measures to prevent any kind of fraud with issuance of Aadhar cards with fake age, especially in cases of young boys and girls.

Gattu Mandal suffers a serious political and administrative neglect with regard to educational development in the Mandal. With MV Foundation's intervention through this project, there appears rising awareness levels among youth, parents, and local governance bodies to send children to school and monitor the regularity of teachers and children in elementary schools. But schools in this Mandal are being run with inadequate staff, often single teacher management which tends to demotivate children from going to school. As a result, children are losing their precious childhood and vital learning period when they are supposed to be trained to live their lives independently and meaningfully. Hence, advocacy and other measures must be initiated to address this matter.

It is heartening to learn that the community investment in government schools has increased in Amrabad Mandal. As a result, rush to private schools has been declining while the enrolment in government schools has been constantly increasing. In order to address the popular demand, some primary schools have started English medium classes. Primary school of Telugu Palle in Amrabad Mandal and Yaapadinne in Ieeja Mandal fall into this category. The project coordinators organize teacher professional development and rope in SCERT training staff for the capacity building and impart innovative methods of teaching. During our field visits to Ieeja, there was capacity building workshop being conducted for English teachers of Ieeja and Gattu mandals. In addition to teacher professional development for quality education, there is an urgent need for development of school leadership capacities in these areas. Since the project has already achieved considerably good progress in enrolment, retention, and quality improvement in specific schools, MVF could take up a school leadership development program for improving the quality of education in all schools under its project catchment area. It will further strengthen schools and may result in better learning outcomes and promotion of high school education in most of these areas. To begin with, in the initial period, it can adopt a few schools, wherever there is high

enrolment and retention, for this program and extend it to other schools after assessing its results in the first round.

Another remarkable development is that women participation at village level mobilisation seems to have increased immensely however, the SMCs and Gram Panchayat councils are still dominated by men to a great extent. It is also found during the field visits that coordination between Gram Panchayats and GP committees against child marriages has to be improved and streamlined in sluggish Gram Panchayats that seem to be still inactive and figure poorly on the project indicators. When we look at the correlation between progressive role of Gram Panchayats in taking up a constructive program to steer school reforms, effective school functioning and the results achieved in curbing child labor as well as child marriages, active Gram Panchayats have figured well on many indicators. Therefore, activating local governance and leadership appears to be an arena for further restructuring of the program to achieve better results in child marriage, child labor problems and effective functioning of schools.

Sustainability of the programme:

Sustainability of an intervention is always a challenge. The current project has two main goals-to get all out of school children in the project villages of the two districts enrolled and retained in school; and to prepare local bodies and communities to take responsibility for sustaining this intervention. Therefore, sustainability of this programme is in the approach and strategy of strengthening the institutional capacities of local bodies and communities to carry forward the campaign and advocacy for child rights initiated by MVF. However, both areas are at different scales of sustainability as socio-political contexts differ. Mahabubnagar has a larger group of children out of school and working as labour in agriculture and other economic activities. The social variations here prove to be far more challenging in bringing about a more cohesive institutionalization of the SMCs and local bodies. Even if the organization is working effectively on the lines of the indicators for building SMC performance, the backwardness of the region calls for a longer term investment of resources and inputs for bringing effective participation of SMCs and local bodies.

The vulnerability of the children here shows that the project would take longer to get all children enrolled and retained, especially girl children, as well as in making the communities take over their constitutional authority. The RBCs, therefore, would be required to continue longer, perhaps even beyond the current project period, if enrollment and retention indicators are slow to achieve. The present political mood in both states is little inclined towards development goals of children, and hence, advocacy and campaign in both regions will require higher level solidarity and intervention from MVF even if local bodies have been motivated to be vigilant at school and village levels.

Despite being a conflict zone, the cohesiveness of the tribal community in Dhanora provides an opportunity for enabling men and women to participate in the management and monitoring of the schools. Here, the number of children out of school are much lesser and hence, the RBC's focus could shift from mere enrollment to improving quality in schools.

Scholarships-whether they are sustainable and how much can this strategy reach out to students has to be reviewed. There is a need for developing lobbying demands with government at high school and higher education level to ensure that students do not drop out after middle level. The need for access (roads, transportation, and educational resources), quantity (number of colleges, courses, vocational programmes) and quality and safety (residential facilities, qualified and subject specific teachers) was visible in both states as rural and tribal areas are neglected on this front. More focus can be given to advocacy on these issues.

Application / assessment of the indicators mentioned:

Indicators for assessment of the project and means of verification were reviewed during the field visits. The project offices shared copies of SMC minutes, media reports, project reports, staff reports and planning records, tracking formats, progress sheets, school attendance registers, terms of selection for scholarships, selection committee lists, representations made to education and concerned departments and authorities and other material like RBC pedagogy material, children's work books and lesson planning. These were physically verified during the field visits, although most of the representations were in Marathi for Maharashtra. There appears to be a system of tracking and monitoring the progress of interventions, especially of enrollment and retention. We were informed that a periodical review of project interventions and progress takes place with the head office team of trainers and advocacy coordinators from Hyderabad. In Dhanora, the project coordinator has had several years of experience facilitating RBCs and field programmes and has demonstrated strong understanding of tribal language, culture and practices in order to build strategies for community interactions. There is scope for more frequent review and guidance sessions with senior team members from Hyderabad as was demonstrated in the rich exchange of challenges from the field and suggestions for overcoming these when the team witnessed a review meeting with the project staff at Dhanora. We did not see any school premises being used by police forces in Dhanora areas, implying that there has been effective lobbying for their withdrawal in institutions meant for children. This indicator has been visibly achieved, although there is a heavy presence of special police forces in every village that creates a disturbing environment to the communities living here.

Major Recommendations:

The process of strengthening institutional capacities of the communities and local bodies where they can effectively exercise their constitutional authority of monitoring and school management requires substantial time and intervention. The sustainability of the programme lies in the effective take-over of these institutions to impact responsible functioning of schools and governance bodies. Hence, relevance and sustainability of the project are primarily dependent on strengthening of these institutional mechanisms.

The quantitative achievement of enrollment should progress into addressing the challenges of quality in schools, both the physical quality, pedagogy and teacher motivation. MVF could use its expertise in pedagogic training and improving learning abilities but focusing more on teacher motivation and skills than on children per se. The organization has vast experience of the past in bringing perceptible changes in teacher attitudes and approaches that translate into better school

sanitation, improving learning abilities in children and improving other facilities that provide entitlements to children as per the RTE.

The advocacy and lobby with government effectively connects the institutional capacity building at community and school level with political and administrative policy concerns. MVF has been persistently working on these levels through multiple strategies of media advocacy, legal actions and community/school based campaigns. Given the lethargic response and motivation on issues of right to education from the state bodies, a three year project approach cannot achieve policy results unless there is a sustained advocacy actions that sustain the pressure on the state. The presence of civil society interventions acts as a watch dog to monitor negative policy interventions or lack of interventions (as in non-compliance with RTE norms, rules for never enrolled children appearing for board exams, teacher-pupil ratios, to give a few examples) that require lobbying with concerned authorities where communities alone do not have capacities to demand for these. The project in Dhanora proves that, despite political conflict or because of conflict, the need for such child rights based strategy of singular commitment to bringing into school becomes an effective and necessary intervention. It also shows that, despite poor functioning of local bodies, the project can effectively bring them to deliver their governance role on the primary responsibility of children and their education irrespective of their other areas of mandatory roles. However, there is need for long term work in ensuring governance programmes for education are implemented in these remote areas so that the education structure (not only teachers but the multiple levels of administration) cannot complain of lack of facilities for non-delivery. This is a much needed lobbying intervention in Dhanora as with most tribal areas in the country.

In terms of bringing the child into school, it is a much easier task in the tribal belt of Dhanora where parental constraints to keep children as labour are not so pressing (atleast at the primary level) as that of Mahabubnagar in Andhra Pradesh. While enrolment and the need for RBCs to ensure retention are very much required in the latter project area, the RBC does not have relevance in its current form in Dhanora, given that most children are enrolled. It could serve a larger purpose of training and resource outreach programmes at different levels for students, community institutions and teachers to work beyond mere enrolment and retention.

There is a need for long term intervention for ensuring retention and skill development of students beyond the primary and high school levels as the major challenge is in reaching out to children between the ages of 14 and 18. This critical age group has neither legal nor development support in their formative years and usually end up as child/unskilled labour.

The physical environment of the primary schools needs to be much improved. The lack of hygiene and sanitation, and the lack of awareness on these issues among the teachers, mid-day meal cooks and education staff supervising these institutions calls for a campaign strategy to be more effectively developed on this front. The SMCs need to be mobilized and motivated to monitor and put pressure on the teachers and on the higher authorities for providing proper facilities to children when in school. The vulnerability of children to disease and illness due to unhygienic conditions in the schools is alarming. The project staff could be involved in bringing motivational changes at the school level by working with teachers and SMCs in some innovative ways.

In Dhanora area, we witnessed that women were actively participating in gram sabha meetings on several issues related to facilities for their villages. It was refreshing to see young girls and women as elected sarpanchs performing their duties with due diligence. The organization should take advantage of this tribal situation where women are able to participate in public platforms without social stigma, and bring more active participation of women SMC members and elected representatives.

The RBC in Dhanora can initiate activities beyond bridge course outreach to the few children remaining in this centre. This could be an opportunity to serve as a centre for training, counselling and other motivational programmes for SMCs, teachers and students, particularly to adolescent girls on issues of health, sanitation and nutrition apart from supplementary assistance in subject specific areas.

Annexures:

1. Minutes of Debriefing meetings at Hyderabad and in the field
2. Itinerary and programme schedule of field visits
3. Minutes of workshop with Project staff
4. Minutes of meeting with panchayat leaders (sarpanchs)
5. Project reports, media reports and petitions shared by MVF

Minutes of Debriefing with head office teams in Hyderabad:

- 1. Meeting with Mr. Venkatreddy and Mr.Rajendra Prasad with the two evaluators at MVF office, Hyderabad:
Date: 08.08.2016**

The debriefing covered:

An introduction was given about the project in the two states by Mr.Venkatreddy including background of the socio-political situation in each area, the purpose and background for entry of the organisation in these areas. We were informed that the intervention started in Maharashtra as part of the Balbandhu programme to reach out to children in the conflict zone of the tribal belt that was initiated by the National Commission for the Protection of Children's Rights (NCPCR) to ensure supplementary nutrition and functioning of institutions for children's protection. Observing the need for urgent intervention in the area due to the intimidating presence of armed forces, especially occupying educational institutions, and the drop out rates of children after primary level, MVF decided to extend their work beyond the Balbandhu programme to strengthen the implementation of the RTE Act. MVF identified the three mandals of Mahbubnagar district as critical areas for intervention based on their work of eliminating child labour in the cotton seed farms and those working as agriculture labour in very large numbers. The poor performance of state run schools and the dismal status of primary education that did not meet the RTE norms were identified as major causes for children being out of school apart from the socio-economic barriers. Mr.Venkatreddy gave a brief appraisal of the project

interventions so far as per the indicators and outcomes committed under the project regarding baseline assessment, constituting the project teams and their training, social mobilisation and institutionalisation of the SMCs and local bodies. He shared with the team the poor political response because of which there was a severe shortage of teachers, infrastructure and quality of facilities in government schools which motivated them to initiate media and legal action to bring attention to the violations.

The ToR was shared with us and a debriefing of the project outcomes planned, interventions in the last two years and status of the project was explained. Details of the project areas, project teams and evaluation objectives were explained. Tentative methodology and field visit schedules were planned. An initial debriefing meeting with entire training and programme teams of MVF was requested to give the broad overview of strategies, experiences and focus areas of the organisation.

Debriefing meeting with MVF head office teams at Chandrayanagattu training centre and RBC, Hyderabad

Date: 19.08.2016

Present from MVF team- D.Dhananjay , Training Coordinator, V.Venkateshwar Rao, JTT Project Coordinator, Mahabubnagar, B.Shankar, Coordinator, Dhanora Block, Ms.Shailaja Bheemsain, Documentation coordinator, Y.Rajendra Prasad, Chief coordinator

The half day meeting covered a wide range of issues concerning children's education, the RTE and MVF's philosophy and work in the area of bringing children into school. The team present were senior trainers who have had several years of experience in training RBCs, government school teachers and education department personnel. Their inputs in training, monitoring and lobbying with the government on education policies and impacts were shared with us to give us a deeper understanding of the philosophy and strategies of the organisation in their perspectives of child labour. Some of the major issues shared were:

- Concept of child labour and why MVF strongly believes in the strategy of putting children into school as the foremost critical need to eliminate child labour-that all social and economic justifications that compel either parents or governments in the prevalence of child labour.
- MVF's strategy of setting up RBCs in areas of critical need, especially for girl children, as an important vehicle of ensuring children's retention in school by bringing them into age specific academic abilities
- MVF's years of experience in developing curriculum and teaching methodologies for the special pedagogic needs of never enrolled children or school drop outs who need bridge interventions in improving their learning abilities
- MVF's extensive dialogue and lobbying with concerned departments on policies, administrative interventions and motivational trainings conducted for government departments

- Explanation of processes of identifying, tracking and retaining children in school by campaign strategies of motivating local bodies, promoting community platforms like CRPFs, involving the diverse committees at village level like women's groups, anganwadis, etc
- Details of functioning of RBCs, training of RBC staff, evolving education material, and follow up on students who leave RBCs.
- Problems, frustrations and future perspectives of addressing the problems of children being out of school and the larger political and economic agendas of the state.
- Perspectives of the senior team in taking the current project forward and their own reflections on the project process

This meeting set the background tone of the project objectives and strategies that helped in relating field observations with MVF strategies.

Minutes of Meeting with Project Coordination team at Dhanora and a separate meeting with Project mobilisers:

Date: 23.08.2016 and 25.08.2016

An initial introductory appraisal was provided by Mr. Shankar, Project Coordinator of Dhanora project and Mr. Rajendra Prasad before beginning the field visits in Dhanora. This appraisal covered the project area, project team, social and demographic details of the area and present status of the project.

This was followed by an inception meeting with the entire project staff of Dhanora at the project office. Those present were the administrative and financial team, the RBC team and the project mobilisers. An introduction to each staff member was given. Each project mobiliser gave details of their individual cluster of panchayats and villages, the baseline data visi-a-vis current status of enrollment and retention, a brief explanation of challenges and strategies they are individually adopting to bring children into school.

There was another separate meeting with all the project mobilisers to understand the field problems that they faced and the interventions that the project was able to make to overcome these. In both these meetings, the main experiences and challenges that were brought out:

- Each individual child was given focus and serious efforts were made to repeatedly approach the families and village elders to motivate them for enrollment of the child. They faced many challenges and questions from parents but they did not give up until the child was enrolled.
- A major challenge was in bringing children between the ages of 14 and 18 into school as they were identified as drop-outs at the time of baseline survey but during the last two years were above the of RTE Act entitlements to bring them into school. Some of them were brought to the RBC and are being helped in directly preparing for the board exams. However, this age group is difficult to motivate.

- Some teachers do not attend school regularly, despite SMC efforts and complaints made to education department.
- Some success stories were shared regarding complaints filed and actions by education department or by panchayats and SMCs that led to effective change.
- Child marriages have reduced because of the project intervention.
- Mobilisers also shared how they are able to navigate through the police battalions and their interrogations.
- They also shared their positive and not so positive experiences of mobilizing SMCs- they expressed that the exposure visits organized for SMCs and local bodies were very useful in motivating members to take active role in monitoring and school management.
- They shared their report writing and tracking work to study the progress and indicators.
- Initially there were changes in staff at mobilisor level, but this has stabilized now.
- The obstacle of non-eligibility for direct board exams for never enrolled was brought up which was discussed as an important aspect for lobbying with state government.
- Some mobilisers have difficulties in accessing hill-top and remote areas especially in the monsoon season-this is also a problem given by teachers for their non-attendance.
- They explained how they have initiated several programmes and school visits to build rapport with high school teachers and principals in order to track children who are brought to these schools. Some of the teachers are not very responsive, but most reported that they are able to convince the schools about their involvement and visits.
- Transport and access to high schools were discussed as problems faced by students.
- They expressed the need for more periodical interactions and guidance to work on the challenges they exchanged.

Minutes of Meeting with Sarpanchs of Dhanora area:

Date: 25.08.2016

The meeting was attended by around 20 sarpanchs. Surprisingly, majority of them were young women and the men were also very young. They are newly elected and some of them have attended MVF trainings and exposure visits. Some of them are familiar with the RTE Act and have taken an active role in the formation and functioning of SMCs. They shared some of their experiences as follows:

- They have taken an active role in formation and conducting regular monthly meetings with SMCs
- Some of them have ensured that village funds were utilized for school purposes as in construction of road, compound wall, infrastructure facilities inside the school, etc
- Most find it challenging to ensure SMC participation on a regular basis
- They have also taken an active role in identifying out of school children, accompanied the project staff in motivating parents and conducted campaigns in their villages to build awareness. Some had success stories to narrate on this front.

- They have also followed up with the high schools to ensure that children enrolled were retained. Some appeared to be active on this front.
- A few of the sarpanchs who were earlier familiar with the Bal Bandhu programme have linked anganwadis and self-help groups to look at child rights, but some of the sarpanchs the team met had not taken much efforts to monitor the functioning of anganwadis although they have done some work with the SMCs.
- Anganwadis continue to be a challenge and the functioning of these institutions were found to be very poor. This was discussed with the sarpanchs some of whom have complained to higher authorities but little action was taken.
- Some of them had been involved actively in the selection of scholarship students.
- The sarpanchs wanted more exposure visits and trainings to understand the RTE Act and SMC functioning. They also wanted assistance from MVF in lobbying with the government at higher level. Especially as the young women are new to their roles, they are not very familiar with the Act and child rights issues, but are eager to learn about these issues. However, they may not have enough authority within their communities to influence decisions or SMCs although some were found to be conducting gram sabha meetings with utmost seriousness. They would need the help of project team to dialogue at their own community level and to communicate with teachers and high schools.

Program Schedule for Evaluation team Visit to Dhanora Block, Gadchiroli District

Date	Timing		Programme
8/23/2016	6:00 AM	8:00 AM	Travel from Chandrapur to Gadchiroli
	8:30 AM	9:00 AM	Break Fast
	9:00 AM	10:00 AM	Travel to Dhanora
	10:00 AM	11:00 AM	Core group meeting at Dhanora
	11:00 AM	11:45 AM	Travel to Kondawai Villige
	11:45 AM	01:00:PM	SMC meeting at Kondawai
	01:00PM	01:45PM	Travel to Dhanora
	01:45PM	02:15PM	Lunch at Dhanora Camp
	02:15PM	4:00 PM	Interaction with Children receiving Scholarships and Selection Committee
	4:00 PM	5:00 PM	Interaction with 10th class Children and government teachers in ZP High School

	5:00 PM	6:00 PM	Travel to Gadchiroli
8/24/2016	9:00 AM	10:00 AM	Travel to Kuthegone Village
	10:00 AM	11:00 AM	G.P meeting at Kuthegaon
	11:00 AM	11:30 AM	Visit to Karwafa Ashram School and meeting with mainstreamed children
	11:00 AM	12:00 PM	Travel to Pendhari
	12:00 PM	1:30 PM	G.P. meeting and School Visit in Pendhari
	1:30 PM	02:00PM	Lunch at Pendhari
	02:00PM	03:30PM	Parents meeting at Mohgaon
	03:30PM	4:30PM	Travel to Dhanora
	04:30PM	05:30PM	Meeting with camp children and teaching staff
	05:30PM	6:30 PM	Travel to Gadchiroli
8/25/2016	8:30 AM	10:00 AM	Travel to Sursundi Villige
	10:00 AM	11:00 AM	Sursundi BASS meeting
	11:00 AM	11:30 AM	Travel to Dhanora
	11:30 AM	1:00 PM	Sarpanches meeting at Dhanora
	1:00 PM	2:00 PM	Lunch At Dhanora Camp
	2:00 PM	4:00 PM	Volunteers meeting at Dhanora
	4:00 PM	5:00 PM	Break
	5:00 PM	8:00 PM	Travel to Chandrapur

Program Schedule for Evaluation team visit to AmrabadMandal, Mahabubnagar District

Date	Time	Place	Programme
9/11/2016	10:30am To 11:30	Ippalapally	Interaction with G.P, SMC, CRPF, Anganwadi workers and Mobilisers
	11:30am To 12:00pm	Travel	Travel To Amrabad
	12:00pm To 1:30pm	Amrabad (Office)	Staff Meeting

	1:30pm To 2:00pm	Amrabad	Lunch Breack
	2:00pm To 3:00pm	Amrabad	Meeting with CRPF Mandal Committee
	3:00pm To 4:00pm	Amrabad	Press Meeting
	4:00pm To 4:30pm	Amrabad	
	4:30pm To 5:30pm	Travel	Amrabad To Achampet
9/12/2016	8:030am To 9:00am	Travel	Achampet To Mannanur
	9:00am To 10:00am	Mannanur	GP Meeting (Sarpanch, Ward Members, Vice MPP)
	10:00am To 10:10am	Travel	Travel To Telugupally
	10:10am To 11:10am	Telugupally	School Visit . (Teachers and Parents)
	11:10am To 11:15am	Travel	Travel To Amrabad
	11:15am To 12:15pm	Amrabad	Meeting with Mandal Level Officers (MRO, MEO)
	12:15pm To 1:15pm	Amrabad	ZPHS (U/M) SMC
	1:15pm TO 2:00pm	Amrabad	Lunch Breack
	2:00pm To 2:30pm	Travel	Amrabad To Achampet
	10:30am To 11:30	Ippalapally	Interaction with G.P, SMC, CRPF, and Mobilisers

Program Schedule for Evaluation team visit to Gattu and Ieeja Mandals, Mahabubnagar District

Date	Time	Place	Programme
9/17/2016	6AM-10AM	Travel to Yapadinne village, Ieeja mandal	
	10AM-11AM	Yapadinne	Meeting with MVF core staff, CRPF, SMC
	11AM-12.40 PM	Yapadinne	Interaction with school teachers and children
	12-40PM-1PM	Travel to Ieeja	
	1Pm-1-30PM	Lunch at Ieeja Girls camp	
	1-30PM-2-30PM	Uttanur	School visit and interaction with teachers and children on quality programme
	2-30-3-00PM	Ieeja	Interaction with Mandal officials
	3-00-4-00PM	Ieeja	Meeting with CRPF mandal committee
	4PM-4-30PM	Travel to Pulikal village	
	4-30-6-00PM	Pulikal	Meeting with youth and adolescent girls
6Pm-7-PM	Travel to Gadwal		
18/2/01	8-30AM-9AM	Travel to Eklapuram village	

	9-00AM-10AM	Eklaspuram	Meeting with GP,SMC,CRPF,teachers and youth
	10AM-10-15AM	Travel to Ieeja	
	10-15AM-11AM	Ieeja	RBC visit and interaction with children and parents
	11AM-12noon	Ieeja	Interaction with government teachers on quality programme
	12noon-1PM	Ieeja	MVF staff meeting at RBC.
	1Pm-1-30PM	Lunch at Ieeja Girls camp	
	1-30PM-2-00PM	Travel to Baligera village,Gattu mandal	
	2-00PM-3-30PM	Baligera village	MVF staff meeting at Baligera office
	3-30PM-4PM	Travel to Chintalakunta village	
	4PM-6PM	Chintalakunta	Meeting with GP,SMC,CRPF.
	6Pm-7-PM	Travel to Gadwal	
9/19/2016	8-15AM-9AM	Travel to K.T.Doddy village	
	9Am-10-AM	K.T.Doddy	Meeting with GP,SMC,CRPF and parents.
	10AM-10-30AM	Travel to Nandinne village	
	10-30AM-11-30AM	Nandinne	School visit and interaction with teachers and children on quality programme
	11-30AM-12noon	Travel to Gattu	
	12noon-1-30PM	Gattu	Meeting with mandal level elected representatives and mandal officials
	1-30PM-2PM	Lunch at Gattu	
	2PM-3PM	Gattu	School visit and interaction with teachers and children on quality programme
	3PM-4PM	Gattu	Meeting with CRPF mandal committee and mvf field staff.
	4PM-8PM	Travel to Hyderabad	