This report was produced by an independent consultant to independently assess the relevance, effectiveness, efficiency, sustainability and impact of selected networking partner like SIDI & VK (VK a non-supported partner jointly supported “Relevant Quality Primary Education” for underprivileged children in the age group of 6-14 years to identify strengths and weaknesses, and learning that can feed into planning of future programme.

Submitted by Rabindra Kumar Mohanty
INDEPENDENT DEVELOPMENT CONSULTANT
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### Abbreviations

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<thead>
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<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>BEO</td>
<td>Block Education Officer</td>
</tr>
<tr>
<td>CBO</td>
<td>Community Based Organisation</td>
</tr>
<tr>
<td>CLA</td>
<td>Cluster Level Association</td>
</tr>
<tr>
<td>CMS</td>
<td>Catalyst Management Services</td>
</tr>
<tr>
<td>CRC</td>
<td>Cluster Resource Centre of the Government</td>
</tr>
<tr>
<td>CSO</td>
<td>Civil Society Organisation</td>
</tr>
<tr>
<td>DEWF</td>
<td>District Education Watch Forum</td>
</tr>
<tr>
<td>DF</td>
<td>Development Focus</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>EWC</td>
<td>Education Watch Committee</td>
</tr>
<tr>
<td>EWL</td>
<td>Earn While you Learn</td>
</tr>
<tr>
<td>FGD</td>
<td>Focus Group Discussion</td>
</tr>
<tr>
<td>GOI</td>
<td>Government of India</td>
</tr>
<tr>
<td>HT</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>MTA</td>
<td>Mother Teachers Association</td>
</tr>
<tr>
<td>NFE</td>
<td>Non-Formal Education</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organisation</td>
</tr>
<tr>
<td>PRI</td>
<td>Panchayat Raj Institution</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>SIDI</td>
<td>Sambalpur Integrated Development Institute</td>
</tr>
<tr>
<td>SHG</td>
<td>Self Help Group</td>
</tr>
<tr>
<td>SSA</td>
<td>Sarva Siksha Abhiyan, Government’s Education Programme</td>
</tr>
<tr>
<td>SSP</td>
<td>Shiksha Se Parivartan</td>
</tr>
<tr>
<td>VDC</td>
<td>Village Development Committee</td>
</tr>
<tr>
<td>VEC</td>
<td>Village Education Committee</td>
</tr>
<tr>
<td>WOEWP</td>
<td>Western Orissa Education Watch Programme</td>
</tr>
<tr>
<td>VYK</td>
<td>Viswa Yubak Kendra</td>
</tr>
<tr>
<td>WSHG</td>
<td>Women Self Help Group</td>
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</table>
Acknowledgements

Sincere thanks go to all those Children, Teachers, CRCs, HTs, BEO, NGO Head, NGO staff and Rajendra Meher, CEO of YCDA, who supported the work involved in conducting this assessment. I appreciate all the study participants who shared valuable insights and experiences during in-depth interviews and focus groups discussions.

Particular mention goes to the following people for their time, patience, advice, inputs and logistical support:

1. Manoj Mohapatra, Director, BYK
2. Abhiram Panigrahi, Secretary SIDI
3. Muralidhar Behera, BEO, Jamankira block, Sambalpur
EXECUTIVE SUMMARY

Western Odisha Education Watch Programme (WOEWP) on Integrating Education and Child Development program by YCDA and partner, as part of the alliance in operation since 2007 to 2012, with the goal of improving relevant quality primary education for ensuring holistic development of the deprived children in Western Odisha. It promotes multi-actor programmatic approaches and supports local initiatives and develops the capacity of local actors in order to find relevant, feasible and affordable solutions for sustainable improvement in the education sector. The programme was framed to make an effort to ensure quality education to the rural and tribal children, especially girls, in the backward tribal Districts in Western Odisha as an extension to their rights to free and compulsory education. Since the inception, the programme has created a positive impact in developing good governance practice at partner's level; it could contribute the goal of SSA to ensure that all children in school would have the free and compulsory education. A major focus was on handing over the responsibility to the community. Various community structures were promoted to shoulder the responsibility to own the programme.

The program was emphasized by the key expected results, (a) Underprivileged children of the area will be ensured to get access to relevant quality primary education and their involvement in school will be retained, (b) Revitalized the existing local formal education system through regular monitoring & facilitating in its up-gradation of infrastructure and ensure quality education, (c) Civil society including SHGs will be mobilized to take appropriate action in relation to relevant quality primary education in the area, (d) Sensitized civil society groups on local education related issue and thereby created local demand for education and mainstream all the eligible children in the formal schools, (e) Activated children group through various capacity building process to address their issues before civil society, (f) Increased level of income among the hard core out of school families through alternative livelihood options and; Achieved effective coordination of policy and implementation amongst the various departments to promote child development.

YCDA Resource Centre has conducted this assessment to assess the relevance, effectiveness, efficiency, sustainability and impact of its networking partners jointly supported “Relevant Quality Primary Education” for underprivileged children in the age group of 6-14 years. The overall purpose is to examine which factors have proved critical in helping or hindering change and draw lessons for future programming.

This report recommending to both strengthening accountability of YCDA for its donor Edukans Foundation and key stakeholders including beneficiaries, and to learn from this experience to inform future quality primary education projects for the best interest of the child with the norms of Right to Education Act. The Right to Education Act (RTE), 2009 is undoubtedly one of the landmark regulations in the education sector in India, aimed at providing momentum to India’s vision of making education compulsory for all. The RTE Act attempts to provide every child (between the age group of 6-14 years) the right to quality and equitable elementary education in a formal school. Since 2010, the year when the Act was implemented.

While the government has allocated increased budget for the sector, importance needs to be accorded to learning outcomes and quality of learning. The government’s focus has long been to achieve universal enrollment in the education sector and provide infrastructural facilities. Now is the time when we shift our focus to learning outcomes. A complete rejuvenation is needed in this space. A district level plan for teacher-training on effective classroom transaction & use of curated resources to enhance skills in subject specific like Science & Math, including positive attitudinal and strengthening existing institutes such as CRC & BRC at all levels, is much needed. Proper performance and maintenance of the social infrastructure facilities by SMC is another area which requires intervention.

In this report we attempt to take stock of the progress of the Act, we have also analysed how various districts have implemented the provisions of the Act, practices and studied the areas where the RTE Act has not performed well and reasons thereof. Detailed recommendations have been made that can help strengthen the dream of a literate and educated state, where every child in the state can freely exercise his/her right to education.
Key Findings of the Assessment

A. Relevance & Effectiveness: did we do the right thing in the right way?

The main area of assessment under this section focussed on the relevance and effectiveness of the Integrating education and Child development in Schools’ basic premises and approach of Education Watch by civil society in practice. Overall, 100% of respondents felt that one of the main areas of value that this approach added as compared to other education initiatives was its emphasis on children’s rights to and in education and its capacity to mobilise stakeholders for children’s rights throughout the process. The uniqueness of the approach and its capacity to support the application of YCDA’s Star School Project Approach in practice within the partner organisation’s broader programme of work was also highlighted. In general, respondents felt that although the project’s objectives were predetermined they were relevant to the context and should the project continue, then it would be preferable to deepen the focus on the enrollment & retention issues addressed during the first phase rather than broaden out to include learning level of the children to ensure quality education. In addition, it was widely recognized that teachers should upgrade their skills for effective classroom transaction and creating modules.

Highly relevant and appropriate programme, given the context of education in the western region of Odisha, particularly for the marginalized groups and poorest areas. The design is built on the local base of NGOs and Education Watch Group (EWG), through a community-based approach and linkages with the Government. The design and strategies are well conceptualized, addressing the issue of education for marginalised in a holistic way, across levels (grass-root to policy); and exploring and integrating key levers such as market, technology, entitlements and institutional building, in an appropriate manner. However, the delivery is largely at the activity level, with each NGO partner’s are operating more as separate projects, and common identity as a network at the area, district and state level to addressing issues is just emerging.

Outcomes at the grass-root level (children, communities) are evident and recognised by stakeholders; Visible changes in the personality of children, which were observed by the Assessor and also corroborated by the school teachers; largely attributed to the programme. Also successful in 100 percentage enrolment and decreasing drop-outs found in both the locations (Boinda in Angul district and Jamankir in Sambalpur district), in collaborating with EWG initiatives. Communities realised and are sensitised on education and became aware of their rights to education.

B. Efficiency, Sustainability and Impact: did the project achieve the planned results?

Although this project was implemented over the year, the assessment finds that to a large extent, that was planned was achieved, and whilst it has been difficult to measure results due to the lack of a comprehensive M&E system are placed at the partner NGO level, most of the activities were implemented in partner operational areas. Sustainability of benefits emerging from the partner’s initiatives in the community. Even though in a few cases the change in the behaviour of communities towards education is observed, these are limited. The institutional capacity of community based organisations, the lobbying initiatives, sensitisation of the government staff and institutional building of civil society and NGO network are key areas of effort towards ensuring sustainability.

There are no negative fall-outs observed or reported of the programme. However, the assumptions and risk analysis for each project was not done in a systematic manner. A good analysis of risk analysis/ pre-conditions/ stakeholder analysis is necessary particularly when project moves policy engagement agenda.
The Impact of the project has been seen in the operational communities & schools. There is significant awareness was built among the parents and communities in terms of sending their children to school without discontinuing of studies. There is 100 percent enrollment seen in the schools that were observed during assessment visit. School infrastructure has significantly improved and is the priority of the state government. In most of the schools, the School Management Committees (SMC) were formed but there is a felt need to empower them for effective school governance in the longer period.

CHAPTER -1
DETAIL REPORT

1 INTRODUCTION
Youth Council for Development Alternatives (YCDA) a Non - Government Organization established in the year 1993 with the objective to bring sustainable change in the socio-economic condition of disadvantaged and oppressed masses in the community with a group of experienced and trained social workers with a mission to enable children and Young People of marginalized communities in Orissa for a sustainable future with improved socio-economic and family situation through a joint action with their communities and service providers”.

YCDA in partnership with Edukans Foundation, Netherlands implemented the project focusing on creating opportunity in accessing primary education by strengthen existing education facilities and building community capacity. This program was implemented in 10 Gram panchayat covering around 100 villages partnering with 5 NGO from 5 districts. Having completed the term of its programmes, YCDA has commissioned partner assessment through an independent consultant. Rabindra Kumar Mohanty, an independent consultant person, who has demonstrated experience of working in the education sector, subject knowledge, research knowledge to complete the above-mentioned activities in two districts focusing one network partner SIDI and another NGO(Non Networking Partner) to conduct the assessment. The objective is to assess outcomes and impact of the programme; identify key strengths, weaknesses and learning, and to feed into future plans. This is the final report of the assessment conducted by Rabindra Kumar Mohanty for YCDA.

The RTE Act was a landmark step by the government, an attempt to provide every child in India the right to quality and equitable elementary education in a formal school which would be of a certain acceptable standard as laid down by the Act. The Act made it legally binding for state and local governments to follow its norms. The state can refuse to grant recognition to schools or withdraw recognition that has been conferred, for schools that do not adhere to the prescribed minimum quality, standards and rules.

With the current focus and emphasis majorly targeted towards the enrollment numbers and infrastructure standards of schools, the area of concern is the loss of focus on providing quality education. The ability to reach the unreachable segments of the society with a quality education that will bring about an equal education opportunity for all, and not that is divided between the elite and the underprivileged, is yet to be achieved.

1.1 YCDA Education Programme – A Brief

YCDA initiated to bring everybody’s effort to improve the status of primary education in the area. Along with strengthening formal education system, children organization was given special focus so that they will be interested towards school and their education. In the entire process capacity building of civil society groups, particularly SHGs and Village Education Committee members were given major focus. Taking the entire experience in working with the issue YCDA proposed to undertake an innovative programme called “Education Watch” in 10 Gram panchayat
consisting 100 villages in 5 districts in the western Odisha region. To achieve this, the programme works with five desired objectives: (1) Ensure access to relevant and quality primary education to underprivileged children of the area in the age group of 6 – 14 years, (2) Build network among the civil society organizations in the region, develop there capacity and initiate necessary policy influencing, (3) Sensitize and ‘educate’ the civil society including parents of children, Panchayat Raj Institution, NGOs and Governments on Child Rights to quality primary education and laws related to this and take appropriate action to build mass opinion, (4) Contribute towards revitalizing the existing local formal school system by ensuring 100 % enrolment and ensure retention of enrolled children while simultaneously facilitating the schools in upgrading the infrastructure and build community capacity to work education a strategy for eradication of poverty, and (5) Organize children and facilitate to form their associations at village / Panchayat level to share experiences, develop solidarity and together plan and implement initiatives to make them understand their rights and raise voice against violation of these rights.

1.2 Study Objectives, Scope and Methods:
The main objectives of the Assessment were to:

- To assess the relevance, effectiveness, efficiency, sustainability and impact of the YCDA- networking partners like (SHARP, ADARSA, SIDI, PAP, AJKA and RARE) jointly supported “Relevant Quality Primary Education” for under privileged children in the age group of 6-14 years.
- To assess the extent to which the project has contributed to broader development results at the local level, and lessons learnt that will allow the replication and scaling up of the interventions.
- To draw operational recommendations and lessons learned for further improvement and enhancement of relevant sector policies, plans, strategies through analyses of the factors contributing to the success or failure of the project.
- To provide strategic guidance to YCDA in determining its focus areas of support to relevant donors in quality primary education programme under the current programme in critical ensuring holistic development of the deprived children in Western Odisha.

The overall objective of the partner assessment was to independently assess the outcomes and impact of the civil society alliance programme, identify strengths and weaknesses, and learning that can feed into the planning of future programme. The evaluation was ex-post in nature. It followed a participatory process of exploration and focussed on accountability and learning.

Specific areas addressed by the assessment are – (a) relevance and appropriateness of the initiative; (b) implementation efficiency in terms of coverage, delivery of activities and results; (c) effectiveness in terms of emerging outcomes and impact; and (d) assessment of the potential for sustainability. The assessment was done with networking partners (SIDI & BYK).

Given the number of locations that were covered, the timeframe and resources, the evaluation was done as a rapid participatory process with a greater focus on qualitative assessment. Emphasis was on obtaining evidences; and further validation through a continuous triangulation of school data and information. Evidence was obtained from documents, listening to partner NGO leaders, Block Level Education Officials, field visits and interactions with various stakeholders (communities, community leaders, government staff, members of the local self-government bodies and civil society organisations), participating in meetings and in-depth interaction with different stakeholders.

In each school, school assessment tool was used to assess the school on five pillars of a good school. Four parameters are used for each pillar i.e. week, moderate, good and excellent. Analysis of the data has been done based on the school assessment, structured questionnaires for focus group discussion with key stakeholders and individual interview available with the programme was done to understand the extent of coverage, delivery of inputs, activities and outputs against the targets. After completing the visits to each of the partners, a debriefing was done to
the partners evaluated. Based on these, the overall assessment is made. The overall approach of this assessment was participatory and learning oriented. The assessment was conducted during January 2018.

CHAPTER -2

FINDINGS OF THE ASSESSMENT

2.1 Profile of partner NGO SIDI:
Sambalpur Integrated Development Institute (SIDI) was established on 1st June 1990 when a group of professional trainers in the field of social development felt the need to synthesize the theory with practice. These professionals, after leaving a training based organization in Bangalore, took up the social activism in different tribal dominated areas of Odisha. The Chief Functionary of SIDI along with 4 other such professional focused their work in the Jamankira Block and formed SIDI by establishing its office in the same Block due to its strategic location and connectivity with the entire area of their work. The desire to uplift the socio-economic conditions of the poor and marginalized among a group of youth community leaders was the inspiration that manifested in the founding of the organization.

Area of Operation

SIDI is working in 4 Blocks viz. Bamra, Kuchinda, Jamankira & Tileibani in District Sambalpur & Deogarh of Western Odisha. Out of the 4 blocks of project intervention; 3 blocks of Sambalpur district come under 5th Schedule where PESA is in operation and Block Tileibani of Deogarh District comes under MADA. District Sambalpur has a rural tribal population of 31% of the total population of 9.4 lakhs whereas rural tribal population in District Deogarh is 32% of its total population of 2.7 lakhs. The project covers a population of 134612. Out of the total 30424 households, 20003 are Schedule Tribes, 3512 are Schedule Castes, 5859 are OBC and 1050 belong to general castes. 18450 households come under the BPL category and the rest 11974 households belong to APL category.

Vision

Healthy and self-reliant community life with dignity, where everybody enjoys equal opportunity, rights, liberty, justice, participation, informed decision making and ability to resolve the issue.

Mission

Empowering the marginalized sections of the community to bring the community forward for assertion of basic rights.

SIDI’s programs are rooted in a systematic analysis of poverty and its causes. They are anchored on community owned processes. Informed view on priorities of the people strengthens the programs of the organization. Based on need assessment, SIDI has implemented different programs during the last 25 years of its existence. There is a continuum among the programs that have been implemented by the organization during the last 25 years. At present; SIDI is implementing the following programs-

Education programme of SIDI has two components: Learning outcomes ensuring access to quality education for the marginalised children through active engagement of the Community and Fellowship aimed at providing financial & mentoring support to bright & poor students for higher education.

SIDI programme approach

The approach of SIDI is to make the entire process of implementation community owned. At the inception, the objectives, activities, outputs and intended outcomes are shared with the partner community. Participatory planning of the program is undertaken involving the community. Capacity building needs are identified factoring in the needs of the program implementers, community volunteers and the target community. Activity Calendar is designed to ensure
community participation to the largest extent possible. Program implementers and community volunteers are selected in consultation with the community. Given the objectives of the program, stakeholder analysis is done which takes into account project partnership with community based organizations, existing people’s committees, civil society organizations and government departments.

Strategy
Community based Project Management Committee is formed to facilitate implementation of the program. SIDI emphasizes upon participatory monitoring and evaluation of the program ensuring representation of the community in the exercise. SIDI focused on following three strategies in our all activities, 1) Access to Service 2) Civil society & capacity building 3) Lobby and advocacy.

2.1.1 RESULTS IN TERMS OF RELEVANCE, EFFICIENCY, EFFECTIVENESS, IMPACT AND SUSTAINABILITY

What value and for whom did this project add, in the context of education initiatives? Three sample feeding villages were selected based on predefined criteria. School wise two feeding villages were selected. Assessment team visited two schools and two communities. The villages with minimum twenty children presently studying in the primary school are considered for the assessment. 02 sample schools were assessed based on school assessment tool on the existence of different services and facilities for children in and around the schools, status of learning environment, learning, teaching, school management and parents & community participation Some qualitative information like opportunities and issues in providing children quality education also became the part of an assessment.

<table>
<thead>
<tr>
<th>Total Village</th>
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<tbody>
<tr>
<td>Total Block Covered</td>
<td>1</td>
</tr>
<tr>
<td>Total School</td>
<td>2</td>
</tr>
<tr>
<td>Class</td>
<td>1-7</td>
</tr>
<tr>
<td>Boys</td>
<td>64</td>
</tr>
<tr>
<td>Girls</td>
<td>58</td>
</tr>
<tr>
<td>Teachers</td>
<td>08</td>
</tr>
</tbody>
</table>

The basic premises of the project are that by operationalizing the Promoting Relevant Quality Primary Education in Schools through an action approach that promotes citizen engagement and evidence-based advocacy, the quality of public education will be improved.

From the profile, it was realized that the community and parents were giving priority to the gender equalities and sending their girls to access basic primary education. It shows that the strategies adopted are relevant and effective in the context of the goal and objectives of the project. We get to found that no children in the age group of 6-14 years are remaining in the house, all are admitted into the schools. Few children (From Christian Communities) are opting to enroll in the Mission schools, that are provided residential and food support to the children.

Similarly, It was found that village had a strong SHG groups functioning with having a revolving fund of INR 2,50,000 that implies the sustainable program at community level to ensure income generation of the families. The village also having a Grain Bank that caters the need of food scarcity of the communities and families. The Children club exist and continuing to play a key role as safe guard for the children from violence and fight for their rights.

The team had interacted with SHG, Children’s Club, SMC, EWC members of Borahamundi ME School of Jamankira Block of Sambalpur. The issues that have emerged during the discussion was on 1. Lack of trained teachers in the school, 2 Poor academic results of the school, 3. Parents negligence.
The School has good infrastructure in place with the support of government except the sanitation facilities because of the scarcity of water. There is no school policy to prevent violence guided by discipline. The learning practices are poor due to lack of adequate skills of teachers although all the students are having access to textbooks. Similarly, teaching process is weak because they do not follow the lesson plan and no connection with the life of learners during the classroom teaching by the teachers. The School management committee is very proactive and strong. They showed their support in mobilizing resources for the school without having a didactical vision for the school.

The Headteacher is willing to change his leadership style if he would get a leadership and school management training to enhance his skill. Roll of parent and community is moderate in terms of taking co-responsibility to focus on quality education.

In every village, Village Education Watch forum has been formed to work as a catalyst to activate and sensitize all stakeholders about their responsibility and create a positive atmosphere in the village towards learning. VEC, MTA, PTA has been active. Members of SHG groups are aware of educational issues and actively involved in school monitoring especially the mid-day meal programme and the retention. The PRI members also, being a part of Education Watch Committee, play an active role in the school management.

Discussions with respondents suggest that the main value added by the project was its capacity to raise awareness of children’s rights to and in education both at the community level (amongst parents, teachers and children) as well as amongst a broad range of stakeholders at decentralized level. Indeed around 45% of respondents highlighted this as being one of the key areas of difference between the Approach taken earlier and other education work they had been involved into date by SIDI. The sustainability of the service, despite the qualifications that the modality is transitory, have yet to be addressed and the quality of education being provided is debatable, particularly in the more remote sites.

There is an inequitable and inefficient utilization of teachers in schools. There are a number of causes: at all levels, a shortage of classrooms restricts the number of classes and this reduces the number of contact hours; at primary level teachers of Standards 1–4 should teach whole classes, but often do not. Assessor noted that teachers may not be applying the new teaching strategies as they have too many subjects or too many periods to teach so there is not enough time for proper lesson preparation. In addition to the demand for new teachers is the demand to provide current serving teachers with the skills to teach subjects through Science, Math & English in Standards 5 and 6. Additionally, given the shortage of science teachers, many teachers who did not study science are assigned to teach it.

We met the teachers, BEO, CRCs and few teachers of Jamankira Block at Block Education Office to assess the education status in terms of the question cited in the assessment studies. They have an opinion that due to poor

<table>
<thead>
<tr>
<th>School- 2 Nos</th>
<th>Week</th>
<th>Moderate</th>
<th>Good</th>
<th>Excellent</th>
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<td>Learning Environment</td>
<td></td>
<td></td>
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<td>Learning</td>
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<tr>
<td>Teaching</td>
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</tr>
<tr>
<td>School Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents and communities</td>
<td></td>
<td></td>
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</tbody>
</table>

EWG- Baharmundi | Gandhi Sishu Sangh, Jemamal

| Sribach Kalu | Dipanjoli Pradhan |
| Dulabha Nayk | Ritanjoli Pradhan |
| Horesh Gurdia | Jayamani Patro |
| Gobinda Rohidas | Rasmita Majhi |
| Tulaboti Majhi | Lilly Dharua |
| Rinki Gordia | Saroj Adha |
| Supari Rohidas | Ajay Surjulia |
| Raja Surjuli |           |
academic monitoring mechanism of the department, the impact of classroom transactions was not measured hence the training received by the school teachers could not monitor. They agreed that due to poor attitude of teachers, the quality education could not take place in the school. At the same time, they also agreed that there is a scope for the improvement if a scalable model could be introduced in partnering with civil society organization. The teachers should focus more on their own responsibilities as teaching.

2.1.2 ORGANISATION AND MANAGEMENT SYSTEMS

The Governing Body of SIDI comprises of 7 members. The 7 members of the Board are elected/re-elected from the 11 member General Body every 3 years. Members of the General Body are identified on the basis of their profession like media, academia, social activism etc. The members have representation from the ST and SC community which is the main target population of the organization. The Board meets on bi-annual basis in the month of May and December and the General Body meets once a year on 28th July, the foundation day of the organization. Resolutions are generally passed in the meetings. The Board members also participate and review all programs of the organization.

The Secretary of the organization is the Chief Functionary. Secretary, SIDI represents the Governing Body of the organization in the day-to-day management. Programme, Administration & Accounts desks function under the supervision of the Secretary.

The programme desk is managed by the Chief Coordinator who in turn is assisted by the entire structure of the Project with the Project Coordinator at the helm. The Project Coordinator is assisted by the Field Coordinators and Volunteers largely drawn from the CBO and community.

The Chief Functionary has the important role of guiding the team and needs minimal intervention in the field level program monitoring. He has confined his involvement to various training and the Block/Central level review and planning meetings. The Chief Functionary has facilitated perspective building training on “Project Orientation” and capacity building training on “Planning, Monitoring and Documentation”. He is involved in the exercise of Performance Assessment of the Staff and Capacity Building Needs Assessment of the project staff.

“We believe the process is as important as the outcome. It is only through engaging all stakeholders, from children to parents, from community leaders to NGOs and teachers’ unions in the entire effort, from developing the charter to collecting and analysing the data and debating the findings, that we will promote greater awareness of what needs to change and how. The information collected can then be consolidated into local, district and state ‘citizens reports’ that can be used as a basis for future action including mobilisation, advocacy and campaigning.” Quoted Abhiram Panigrahi, Secy, SIDI
2.2 Profile of Non-Partner NGO BYK

VISWA YUVA KENDRA, one of the professional voluntary organizations in the state of Odisha is founded on 15th day of December 1986 in Angul District and served in the central and western part of the state in the field of community health and sanitation, child right, education, women empowerment, youth promotion, natural resource management and community capacity building. We address to the people especially poor, scheduled castes, scheduled tribes, marginalized women, children and disadvantage youths.

Geographical areas of operation

In the initial years, the organization was working in the district of Angul of Odisha state. Now it has expanded its works to Subarnapur, Sambalpur, Deogarh, Boudh, Puri and Dhenkanal districts. However, we prefer to network with the existing NGOs working in other districts and collaborate our programs with them. We have a good network with different NGOs all over the state and work with them on various issues and programs.

Vision

VYK visualize a sustainable improvement in the socio-economic status of the marginalized community

Mission

Improve sustained socio-economic condition of the marginalized community focusing on women, young people and children by strengthening community-based organizations and people’s institutions.

The organization is governed by the Executive Committee consisting of 7 eminent persons in different field like Education, health and social development. It sits 4 times a year to decide issues related to governance. The Member Secretary carries out the decision of the EC. However, the general consisting of 15 members is the supreme body that sits once a year. A team of 5 experts are in the advisory group.

The organization has wide experience in working with other NGOs/Networks at the district, state and national level. VYK is the anchoring organization of Freshwater Action Network South Asia (FANSA-Odisha Chapter) and the CF is working as State Convener since 2008. The forum works for the promotion of water and sanitation in the state through advocacy, capacity building, research etc. The forum has now 40 organizations working in 12 districts of the state. It is working with the support of End Water Poverty, Water Aid and other international organizations. VYK was also the lead organization in Angul district that was working for the prohibition of child labour, strengthening primary education, health promotion for children through 20 voluntary originations with the support of SKN during 1996 to 2005. VYK was the coordinating agency for promotion of Gandhian values and gram Swaraj during 1998 to 2005 in the state through 20 CSOs with the support of Banwasi Seva Ashram, UP.

Strategy

a. VYK involve village development committees (health committee, education committee etc.) youth groups, women SHG members in Planning, implementation and monitoring of the projects.

b. All the policy level decisions are taken by the general body and executive committee and the Member Secretary takes to care for proper implementation of the decisions.
c. The findings/achievements of the projects are shared before the executive committee, general body, supporting agency and the community at large. VYK maintain transparency of all the work done, the processes and procedures followed.

**Thrust area**

The thrust areas of work are changeable from time to time depending upon the need and requirement of the target communities. VYK give emphasis to the local needs and people deserve the support. VYK are now concentrated on the following aspects;

(a) Education for children, young illiterates and dropouts
(b) Livelihood promotion and entrepreneurship development among tribal, scheduled caste, low income groups, women and youths
(c) Early Childhood Care and Development
(d) Community Eye Health, adolescent health, HIV/AIDS
(e) Capacity building of stake holders on health, education and governance

**2.2.1 RESULTS IN TERMS OF RELEVANCE, EFFICIENCY, EFFECTIVENESS, IMPACT AND SUSTAINABILITY**

Two sample villages were selected along with four upper primary schools based on predefined criteria as this partner NGO was not the networking partner of YCDA proposed project. Assessment team visited four schools and two communities. The villages were identified based on the VYK operation and presence are considered for the assessment. 02 sample schools were assessed out of four schools based on school assessment tool on the existence of different services and facilities for children in and around the schools, status of learning environment, learning, teaching, school management and parents & community participation. Some qualitative information like opportunities and issues in providing children quality education also became the part of an assessment.

From the profile, it was realized that the community and parents were giving priority to the gender equalities and sending their girls to access basic primary education. We found that no children in the age group of 6-14 years are remaining in the house, all are admitted into the schools. The primary education system since 2010 to 2018 years is now improving in terms of infrastructure development, regular attendance of teachers, mid-day meal for children, enrollment of children in school etc. in the context of the right to education. But there are lot to improve in the field of developing skills and attitude of
teachers in imparting quality education, participation and involvement of guardians/ school management committee members, 

The team had interacted with SHG, SMC and parents of Sardhamunda village of Kishoreganj Block of Angul district. During the focus group discussion, it was clearly spelled out the following issues which force them to enroll their children in private schools, whereas the village having a government primary schools: 

1. Parents engage the children in household works after the children comeback from school 
2. School are not attracting the students because no fun in teaching by the teachers

Kumar Sahoo, Village President and Debraj Pradhan, the panchayat ward members told to the assessor that the school management committee are functional but they were unable to convince the community members to send their children to local school avoiding the private schools.

<table>
<thead>
<tr>
<th>School- Analaberini &amp; Solanda UP School</th>
<th>Week</th>
<th>Moderate</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Environment</td>
<td></td>
<td></td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td></td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Management</td>
<td></td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents and communities</td>
<td></td>
<td>50%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The School has good infrastructure in place with the support of government except the sanitation facilities because of scarcity of water. The total student strength of both the schools are 277 (Boys- 147 and Girls- 130). The teacher pupil ratio is very attractive (1:23) During the interaction, Assessor gets to know that the syllabus for academic year has been completed and revision is in progress. There is no school policy to prevent violence guided by discipline. The learning practices are moderate due to lack of confidence among students to extract knowledge from the unskilled teachers although all the students are having access to text books and other government provisions. Similarly, teaching process is weak 30% in terms of starting from lesson plan to concept building and student’s assessment. They do not follow the lesson plan and no connection with the life of learners during the classroom teaching. The School management committee is very proactive and strong. They showed their support in supporting the school as and when required without having a didactical vision for the school.

The Head teacher is willing to change his leadership style if he would get a leadership and school management training to enhance his skill. Roll of parent and community is moderate in terms of taking co-responsibility to focus on quality education. Out of 4 Head Teachers interviewed, 3 focuses that the school teachers required capacity building in using TLM, attitudinal changes and development of pedagogical resources in various subjects.

The Assessor and the team had a focus group discussion with CRCs in Kishoreganj Nodal Primary schools and realized that now the teachers are engaged in non-academic work such as distributing deworming tablets, iron folic acid and MDM activities besides other work such as Adhar card for the adolescents etc., Monitoring the teachers during classroom transaction is not taken place and not favorable government guideline & policy.

To assess the program of VYK, assessor had visited Khetrapal village to assess the effectiveness, impact and sustainable programme of the organization. The village is having 26 households with a population of 110 and all belong to scheduled tribe community. The Organisation had established 26 individual toilets with water connection to all the families. The water supply is made with the help of overhead tank and power supply through the solar system. The village has a VDC, who collect Rs.20 from each family every month of its maintenance. Similarly, youths, young women and girls have been provided vocational training on computer education, garment production, craft, animal husbandry, mobile
repairing, beautician etc. and established them in different business units and supported for self employment.

2.2.3 ORGANISATION AND MANAGEMENT SYSTEMS
The organization is governed by the Executive Committee consisting of 7 eminent persons in different field like education, health and social development. It sits 4 times a year to decide issues related to governance. The Member Secretary carries out the decision of the EC. However, the general consisting of 15 members is the supreme body that sits once a year. A team of 5 experts are in the advisory group.

The Member Secretary implements all policy decisions taken by the Executive Committee in its meeting held at least 4 times a year. The Member Secretary and the Project Coordinator of the concerned project decide the implementation strategy. The P.C. takes all decisions for implementation of the project including planning, monitoring, financial management etc. The expenditure is made with the joint approval of Member Secretary and Project Coordinator of the concerned project.

The Member Secretary-cum-Director monitors all activities directly in the field at regular intervals and gives written feedback to the staffs. He also shares the finding with concerned field staffs. Monthly action plans are reviewed in the monthly review meeting by the Director. The Project Coordinator also monitors the activities of the concerned staffs. The finances are monitored by the Member Secretary and treasurer on a quarterly basis. VYK have community volunteers/Groups who are the actors at the village/community level. They report to the Project Associates, which is shared by the Project Coordinator. All the reports/ information is collected and final report to the Chief Functionary. For example; in forestry sector development project, the Animators are the workers at the field level who report to the Development Officers. All individual reports are collected and shared by the Team Leader and finally came to the Director. Planning and implementation of the program are mostly done by the community and reported in the above procedure.
CHAPTER -3
MAJOR STRENGTH AND LIMITATION

Strength:

Highly Involved and Interested Team & Partners: Both VYK and SIDI are having a presence in the community that is more marginalized. This programme was taken as a priority programme and in each organization, a team is involved in the project- At project level and GP level too. They have long term presence in their respective communities. Their program tailored to the local situation.

Excellent Rapport with the Grass-roots and with key local stakeholders: Project having a good rapport with Community, Teachers, GP, district & block administration and other agencies. Partners are involved in effective fundraising from multiple sources of different types. Strong trusted brand has been created.

Participatory Planning and Decision Making among Partners: The decision and direction of the cluster are taken in a participatory way, flexibility is being practised by the lead partner. has successfully made the shift from a needs-based, vertical sector programme to a rights-based approach rooted in the Convention on the Right of the Child, although greater clarity on the implementation of rights-based programming.

Field Base and Converging other Programmes: Committed staffs at project and field level, partners having basic plus infrastructure to manage the project. Partners are having other programmes, successfully made the shift from a needs-based, vertical sector programme to a rights-based approach rooted in the Convention on the Right of the Child. External communications and advocacy have expanded and become more consistent across the organisation.

Limitation:

Project Based Approach: The programme at the current status seems to be operating more as separate projects, and common identity as a network at the district level to addressing issues is just emerging. The potential exists, but this needs to be facilitated.

Programme design and strategies: The intention of the project is good but over ambitious in terms of result, outcome and impact within a short period duration. The figures with respect to enrollment and retention are achieved and possible because of the implementation of Right to Education Act in 2010. the broad strategies of the programme are relevant, the implementation is more at task level. How to engage with the government on policy advocacy and local self-governance institutions, are unclear.

Efficiency on completion of the activities- The activities related to the policy advocacy and district level forums and networking is yet to be concretized (EWG were formed but not yet sustained) and therefore the delivery in these areas have been limited. The

Effectiveness in the achievement of the programme- The changes were seen localized to the schools and the villages, and systemic changes to public service delivery and policy level changes are yet to emerge. The programme sensitized the government and secondary stakeholders, though, but significant contributions from these quarters are yet to be realised. The project engaged with local self-governing bodies, but the results of the engagement process are not very significant. Similarly, the outcomes and impact were not uniform across locations.
CHAPTER -4
LESSON LEARNED

The network partnering approach through local civil society organisations has enabled to cover needy and marginalized communities at a scale and operate from grass-root to an area level. The strategy has clearly contributed to reaching the un-reached communities, who need these services most.

While the intentional design specified and strategies the link between education and work, at the field level these need constant sensitization and guidance. Otherwise, there is likelihood of each component being delivered without linking with each other. Similarly, the monitoring mechanisms too need to periodically look at outcome and the link between these two. The programme so far has proven that collaborative efforts between communities, civil society and the government can yield results that are sustainable but needs huge efforts and capacities. This will require longer term commitment from civil societies and strategic approaches to community institutions and network building at various levels.

Sustainability as a concept needs to be unpacked and made into specific components and indicators for field staff and communities to understand and work towards it. Key pillars of sustainability and how they can be achieved need to be periodically assessed. In a programme that aims to reach out to policy level and programme replication, there is a need to have a very effective documentation and impact monitoring mechanisms in place – both internally for understanding progress and learning, and externally for sharing through systematic and scientific studies and documents. Credible studies and well documented case studies and protocols are important for evidence-based advocacy.

There is a need to study, document and ‘productize’ the government school vs private schools- what factors that motivate the parents to send to private schools irrespective of investment. In difficult-to-reach areas, it is better to be conservative in terms of programme targets and timeframe, particularly if the programme strategy is empowering through local initiatives rather than delivery of services.

There is a need to provide space and opportunities for innovations and flexibility in programmes of this nature, where the context changes from place to place; communities to communities. It is important to have some ‘flexibility’ built in the project design, in terms of activities and resources. The Goal and the Purpose of the projects should not be changed, unless there are pressing needs. The activities, field strategies and inputs need to have some flexibility.

The capacity building strategy specifically for teachers in the schools for the project needs to be innovative, continuous and customized based on reflection of experiences and progress of work on the field. The capacity building should not stop at just training. It should include a strong component of exposure, periodical refresher training, handholding support on the field during various processes and of course, providing space for innovations that staff and communities have seen elsewhere.

Monitoring should not end with inputs and activities. The ‘processes’ followed at the community level is utmost important, which decides the success or failure of a particular project. A strong component of ‘Process Monitoring’ is essential. Star School models should be replicated in terms of assessing the good school.

The programme so far has proven that collaborative efforts between communities, civil society and the government can yield results that are sustainable, but needs huge efforts and capacities. This will require longer term commitment from civil societies and strategic approaches to community institutions and network building at various levels.
CHAPTER -5
CONCLUSION AND SUGGESTIONS

There are no quick fix solutions. A long and sustained momentum is required to achieve the benefits of the Right to Education Act. Given the fact that India may soon host one third of the world’s working-age population, this becomes imperative. So, it is the time we get our act right to provide education for all.

With the current focus and emphasis majorly targeted towards the enrollment numbers and infrastructure standards of schools, the area of concern is the loss of focus on providing quality education. The ability to reach the unreachable segments of the society with a quality education that will bring about an equal education opportunity India for all, and not an India that is divided between the elite and the underprivileged, is yet to be achieved.

The programme has created a good base, operating in one of the most difficult terrains and reach out the most marginalized communities in the region of western Odisha, focusing on a very useful and relevant issue of ‘education for the relegated group”. Overall the proof of the concept and approach has emerged; now it is time to fine tune and sustains these. There is a good base of synergistic organisations (Tribal districts). This base needs to be leveraged; strengthened to unleash the potential to enable impactful contribution and sustaining benefits. The Programme should have the following key focus areas in the coming years:

**Emphasis on quality education and not on infrastructural growth**- The project should give more emphasis on quality teaching in the schools. Therefore, the strategies should be clearly articulate how to improve the learning levels of the students in institution and outside the school. As per the RTI, the development of the infrastructure in the school is mandatory and govt. is keen to do it, therefore, the project should minimize its programme on infrastructure development and focus on developing school library for correlate it into quality education.

**Increasing pressure on teachers on Learning and Teaching**- The continuation of the programme would need on building capacities of the teachers across the programme areas through a proper capacity building need assessment and development strategy focusing learning and teaching. Digital teaching methods should be initiated.

**Comprehensive and Continuous Evaluation (CCE)**- The star school project of YCDA should be extended and replicated in operational areas of networking partners in the western Odisha. More focus should be planned to make comprehensive and continuous evaluation of the school under EDU-Q card school assessment to assess regularly both the schools as well as students to ensure quality education.

**School Monitoring Committees & EWG for advocacy**- Undertake a strong stakeholder analysis, establish partnership agreements with state level advocacy partners and ensure active links between state and local advocacy work. Strengthen working relations with the RTE and ensure Human Rights elements are better embedded into the delivery of the project through effective participation of SMC and EWG. Empower children (girls and boys, including the children with disabilities) to engage meaningfully in advocacy work at all levels and use effective child participation work to support this. Promote internal links with other programme/project work and campaigns (e.g. governance and women’s rights) and ensure coherence of advocacy asks.

**Sustain the efforts at least for 3-4 more years** – with more focused and impactful contribution, with effective result and quality oriented programmatic support: The programme has created a base and demonstrated methods of addressing challenges to education. The results are beginning to emerge, and the civil society institutions have started to realize their roles and responsibilities. In terms of lobby and advocacy, preliminary efforts have been made. The entire process needs to be sustained and hence the programme needs to be supported for three to four more years.
An Education Watch Initiative by Civil Society - An Overview

**Project Goals**

*Create opportunities for the underprivileged children with services of basic quality education, appropriate health care and suitable livelihood options for overall development in 200 villages of western Orissa covering 5 districts by 2010.*

**Project Mission**

*To facilitate socio economic change in 200 villages of western Orissa through increasing access to quality education, building capacity of civil society and influencing policies.*

**Over all Project objective**

*Create an opportunity for the underprivileged children with services of basic quality education in ten gram Panchayat covering around 100 villages under western Orissa region in the State by 2010.*

**Expected results**

After successful completion of the project we expect that 100 % children of the age group 6 to 14 will get access to quality primary education in the area. Community will be able to understand the need of educating the child along with primary health care and take active part in fulfilling these necessities. Civil society particularly, Self Help Group member will be able to organise them self to initiate various suitable income generation activities for economic growth and simultaneously involving in other child development issues of the villages.

**Activities**

In the project various activities will be undertake mainly at three different level i.e. children, civil society and government level. In children level children mobilisation, primary education, earn while you learn, will be carried out where as in community level, capacity building, community organisation and introduction of advocacy initiative will be given more important. In the entire process government will be involved and mobilise them to own the things in later phase.

**Implementing strategy**

Various activities will plan and implement in collaboration with the community members including children in planning, implementation and monitoring. In the process of implementation local government officials will be involved from the beginning. Periodic review of the activities will be done with stakeholders and take corrective measures. While implementing the programme networking approach will be followed in the project where partner will be identified from other districts. YCDA will share its knowledge and expertise along with handholding support in initiating the process.

**Duration of project: - Four years (2007 -2010)**

**Monitoring and evaluation**

Monitoring and Evaluation will a concurrent process and integral part of the project. Periodic monitoring / evaluation of the programme will be done at community and project level to access the impact and take measures. The monitoring of the programme shall be done on monthly basic with an innovative methods and techniques initiated by the project staffs. The project coordinators will facilitate the process regularly. The Chief Executive of the organization will review the project activities in regular basic. The evaluation of the project will be done annually by an external agency and findings will be shared with the community and other stake holders.

**Sustainability**
Capacity of the civil society member will be developed to look after the school affairs in the villages with appropriate skill building programme. The existing primary education system will be more meaning full for the children with inclusion of quality and relevant course curriculum. Community level local resource centre will be established with various information and demonstrations. Increased capacity among community, mobilized government authorities and alternative livelihood options will ensure community along with children in fulfilling the basic needs.

Intervention strategy

Following strategies, approach and methodology will be adopted in the project while implementation of various activities;

i. Awareness generation

Community member and various key stakeholders will be facilitated to develop their awareness level on the issues through organising various activities in the project. During the programme relevant information will be shared with the community and facilitate to avail those.

ii. Community Capacity building

Capacity of various stakeholders will be developed with relevant training and exposure on the issue of primary education, child and mother health and appropriate technology. After that regular follow-up activities will be initiated with those target groups to translate the capacities in to action.

iii. Intersectoral coordination and Advocacy with service providers

We have experienced that in the system lot of resources is available and are not used properly. For that necessary coordination and advocacy initiative will be taken as a strategy to mobilise those resources for fulfilment of the objectives.

iv. Creation of alternative development models / options

In the project area we will create necessary successful models in collaboration with community member on the issue of community managed primary education, SHGs and entrepreneurship, appropriate technology etc. that will be act as a demonstration for the community.

v. Documentation, publications and disseminations

Various best practices and successful models will be documented properly in the project and disseminate with government and other stakeholders for wider popularity and use.

Annexure-2
**Assessment criteria and questions**

The assessment criteria are mainly for five areas. Below are some examples of the questions per criteria. The list of assessment questions will be developed and finalized with YCDA and the program staff. The final list of questions will have to be realistic given the timeframe proposed by the consultant. The impact will be assessed mainly by using both qualitative and quantitative methodologies by taking into account the perception of beneficiaries and stakeholders.

| Relevance | - Did the intervention respond to the needs of the Education Watch groups?  
|           | - Was the logical framework coherent enough to achieve the results?  
|           | - Did the project partners operation support the vision of the RTE and was it in line with existing policy? |
| Efficiency | - How well did the operation co-ordinate with each other, similar interventions (if any) for synergy?  
|           | - Would it have been possible to achieve the same results at a lower cost? |
| Effectiveness | - Were the outputs delivered as planned and in a coherent manner?  
|           | - What was the level of quality and compliance of activities to the norms and standards previously established by the program, both for the construction and social intermediation components? |
| Sustainability | - What is the likelihood that the EWGs of project partners have made combined efforts for strengthening the primary schools at the local and district level for ensuring quality primary education for the deprived children after the end of the project?  
|           | - To what degree did the project partners consider the networking structure or resources to enhance the sustainability after the end of the intervention?  
|           | - What could the project partners have done different to improve sustainability? |
| Impact | - What were the main impacts (positive/negative, expected/unexpected) as perceived by the different actors and beneficiaries of the project? |

**Other areas of project specific concern**

| Equity | - Was the partner’s activities aligned with project’s agenda in addressing the needs of the target groups (i.e. to what extent the initiative reached different groups including the most marginalized)?  
|        | - Did the project partners contribute to equitable participation and benefits to various groups (men, women, children and differently abled people)? |

**Methodology**

A mixed-method approach is required for this assessment including the systematic use of qualitative (e.g., structured interviews and focus groups) and quantitative (e.g., recent survey results, existing routine data) methods. The overall methodology will be participatory and involve various social groups including the most marginalized to capture their opinion.
i) Desk review and refinement of methodology
The list of references and documentations will be shared with the selected consultant. In relation to this project, the baseline and end-line results are available. These data need to be reviewed and utilized for the assessment together with other existing sources (Joint Monitoring Report, Project progress reports, etc.) as appropriate by considering the disparities based on geography, gender and other key variables based on the availability of disaggregated data.

ii) Data collection, field work (Partner’s site visit/interviews)
The systematic use of qualitative (e.g., structured interviews and focus groups) and quantitative (survey results, existing data) methods are required to collect the additional evidence during partner visit. The meeting with key stakeholders will be accompanied by YCDA staff during the field work in Boudh, and by the Program team of YCDA during the site visit outside of Boudh based on the needs expressed by the consultant to facilitate the communication and support in bringing the quantitative data. The respondents and methods/tools (interview, questionnaires, and focus group) need to be strategically selected based on the assessment questions.

iii) Analysis and Reporting
The final stage of analysis and reporting will be conducted remotely (Please see section 6 below for more detail). The results of analysis need to systematically respond to the assessment questions, and the report will be written in a reader-friendly manner. Before finalization of the assessment report, YCDA will organize one-day workshop, gathering partner team, stakeholders, beneficiaries and the assessment team, to discuss together recommendations and action plan drawn from the assessment. This workshop would help ensure recommendations are appropriate and owned by the partner team and stakeholders, this workshop will be facilitated by YCDA with the consultant.

Annexure-3

Youth Council for Development Alternatives – YCDA
Terms of Reference
Consultant – Partner Assessment (WOEWP)
1. Introduction

Youth Council for Development Alternatives (YCDA) a Non - Government Organization established in the year 1993 with the objective to bring sustainable change in the socio-economic condition of disadvantaged and oppressed masses in the community with a group of experienced and trained social workers on different subjects. The head office of the organization is situated at village Baunsuni of Boudh district; Orissa and all organizational affairs are being carried out from the head office itself. For the smooth management of the programmes cluster offices and project offices are set up at field level.

The major thrust of the organization is to initiate field-based intervention focusing on the issues of primary education, community health care and livelihood support system. In macro level, networking with like-minded groups, organizing training, workshops to highlight various issues and undertake advocacy measures are the key interventions.

2. Western Odisha Education Watch Programme (WOEWP)

Western Odisha Education Watch Programme (WOEWP) was both direct and indirect intervention in the western part of Odisha. This programme was initiated through a networking approach in defined geographical areas in Western Odisha. The support of Edukans Foundation, The Nederlands and Development Focus, Bangalore has executed to focus on “Relevant Quality Primary Education” for under privileged children in the age group of 6-14 years. For the common objective the networking partners like (SHARP, ADARSA, SIDI, PAP, AJKA, RARE, and YCDA have continued advocacy and networking for ensuring holistic development of the deprived children in Western Odisha.

The programme was framed to make an effort to ensure quality education to the rural and tribal children, especially girls, in the backward tribal Districts in Western Odisha as an extension to their rights to free and compulsory education. Since the inception, the programme has created a positive impact in developing good governance practice at partner's level; it could contribute the goal of SSA to ensure that all children in school would have free and compulsory education. During this year major focus was on handing over the responsibility to the community. Various community structures were promoted to shoulder the responsibility to own the programme.

3. Partner Assessment on the function of EWG:

This assessment will inform the results of the project based on five criteria (relevance, effectiveness, efficiency, sustainability and impact) recommended by YCDA. This type of assessment at the end of the intervention is expected to contribute to both strengthening accountability of YCDA for its donor Edukans Foundation and key stakeholders including beneficiaries, and to learn from this experience to inform future quality primary education projects.

The key objectives of the partner assessment are:

To assess the relevance, effectiveness, efficiency, sustainability and impact of selected networking partners like (SIDI, PAP & VYK (VYK a non supported partner) jointly supported “Relevant Quality Primary Education” (for detail see section 5) for under privileged children in the age group of 6-14 years.

To assess the extent to which the project has contributed to broader development results at the local level, and lessons learnt that will allow the replication and scaling up of the interventions.

To draw operational recommendations and lessons learned for further improvement and enhancement of relevant sector policies, plans, strategies through analyses of the factors contributing to the success or failure of the project.
To provide strategic guidance to YCDA in determining its focus areas of support to relevant donors in quality primary education programme under the current programme in critical ensuring holistic development of the deprived children in Western Odisha.

The assessment will focus on the following:

Intervention, viz. the project on “Relevant Quality Primary Education” for under privileged children in the age group of 6-14 years. For the common objective the networking partners like (SIDI, PAP have continued advocacy and networking for ensuring holistic development of the deprived children in Western Odisha.

Geographical scope: 2 districts (Bolangir & Sambalur and Angul for a non supported partner) in western Odisha

Implementation period of: 2011-2015

4. Name and Qualification of the Consultant

Mr Rabindra Kumar Mohanty (hereinafter referred to as “The Consultant”) will perform the consultancy assignment as detailed out in section 5. The resource person has demonstrated experience of working in the education sector, subject knowledge, research knowledge to complete the above-mentioned activities.

5. Scope of Work -Key responsibilities of the Consultant

The key areas of engagement for the month of October & November 2017, will broadly include the following:

Refinement of methodology

Data collection, field work (partner site visit/interviews)

Analysis and Reporting

6. Outputs and Key Timelines

<table>
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<tr>
<th>S.No.</th>
<th>Outputs</th>
<th>Location</th>
<th>Proposed Timeline</th>
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<tr>
<td>1</td>
<td>Finalization of the questions and sub-questions of the assessment</td>
<td>Bhubaneshwar</td>
<td>1 days</td>
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<tr>
<td>2</td>
<td>Identification of the assessment methodology, information/data collection method for each assessment question, sampling for interviews and field visits, and development of data collection, and data analysis plan</td>
<td>Bhubaneshwar</td>
<td>1 days</td>
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<td>4</td>
<td>Data collection in the areas of intervention (3 districts: Bolangir, Sambalur &amp; Angul): interviews with stakeholders and beneficiaries, field observations, measurements / tests</td>
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<tr>
<td>5</td>
<td>Submission of the Final report</td>
<td>Bhubaneswar</td>
<td>2 days</td>
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