

# Mid-term Evaluation



## **NabaDiganta – New Horizons for the Lodha community in 12 villages of Mayurbhanj District, Odisha**

**Implemented by**  
**Sikshasandhan**, Bhubaneswar, Odisha, India  
together with Karl Kübel Stiftung, Bensheim, Germany

**Financed by**  
The Federal Ministry for Economic Cooperation and Development  
(BMZ)

**Evaluated and reported by**  
**Malini Mukherjee**

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Our heartfelt gratitude to the Lodha community members, schools, LDA and Block officials who gave us their valuable time in understanding the implementation of the project. It gave us the crucial first hand knowledge of how the project impacted their lives.

I am also thankful to Karl Kübel Stiftung, Bensheim, Germany for giving me the opportunity to entrust me with the evaluation, especially to Mr. Soumyendra Roy, Monitoring Officer, **KKF(India)**. Mr. Christian Enenkel had provided crucial feedback to the report, for which I am thankful.

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Malini Mukherjee

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## Abbreviations and Acronyms Used

ANM	-Auxiliary Nurse and Midwife
ASHA	- Accredited social health activist
CT	- Community Teachers
CPC	- Child Protection Committee
FRA	- Forest Right Act
FGD	-Focus Group Discussion
HM	- Head Master
PMGAY	- Pradhan Mantri Gramin Awas Yojana
ICDS	-Integrated Child Development Services
IEC	- Information, Education and Communication
IGA	- Income Generation Activity
KII	-Key Informant Interview
LDA	- Lodha Development Agency
MGNREGA	- Mahatma Gandhi National Rural Employment Guarantee Act
MIS	- Management Information System
NRM	-Natural Resource Management
NTFP	- Non Timber Forest Product
OPELIP	-Odisha PVTG Empowerment And Livelihoods Improvement Programme
PDS	-Public Distribution System
PLA	- Participatory Learning Action
PTM	- Parent Teacher meeting
PVTG	-Particularly Vulnerable Tribal Groups
SHGS	-Self Help Groups
SIFS	-Sustainable Integrated Farming System
SMC	- School Management Committee
TDCC	- Tribal Development Co Operative Corporation
TLM	- Teaching Learning Material

## A. Executive Summary

The project “NabaDiganta – New Horizons for the Lodha community” is implemented in 12 villages of Mayurbhanj District, Odisha. The project is financed by the Federal Ministry for Economic Cooperation and Development (BMZ) and implemented by [Sikshasandhan](#), Bhubaneswar, Orissa, India and [Karl Kübel Stiftung, Bensheim, Germany](#).

The project envisaged to integrate the Lodha tribe with the mainstream. The Lodha Tribe of Odisha, a once de-notified tribe, which is now classified as a Particularly Vulnerable Tribal Group (PVTG), live with the stigma of their once-criminal ancestry. They are socially ostracised and are secluded from other tribes and social groups. They depend on the forest for their meagre livelihood. Of late, the government is trying to mainstream them, through programmes and interventions. Apart from the Lodha Development Agency, there was only one intervention in 2 villages on livelihood, earlier. Hence it may be said that the project is dealing with mostly first generation learners and entrepreneurs.

The project focussed around 4 key areas – Ensuring Child Rights, Improving Quality of Education, Improvement of economic situation and integration of the Lodhas.

The mid term evaluation was conducted in the month of Nov- Dec 2019, which comprised of study of project reports and documents, survey of community, children and teachers , direct observation, community viists, FGDs, KIIs, and classroom interactions.

The major findings in the key areas were:

**KA1 (Child rights)** – Corporal punishment is significantly low at home and at school, with a few stray cases here and there. The right to education was significantly achieved through ensuring attendance of children and teachers. Nutrition support at ICDS and schools have largely ensured that there is no major malnutrition problem for children, as usually observed in rural India. However, this is only once a day, and the Lodhas have only 2 meals a day. Hence, the villages are not entirely free of malnourished children. Lodha diet is carbohydrate and protein rich. However, they have fewer meals, which might have caused malnutrition in some children . Health checkups are done by ASHA and ANM. Disabled children are not covered under the project. Hygiene is notably poor. The idea of giving grooming materials to schools is laudable. There is an awareness about child labour, child marriage, and addiction amongst children, but the community is still not totally free from all these social evils, despite several awareness drives. The CPCs have been formed and are meeting regularly, but are not in a position to take action to ensure rights and protection.

**KA2 (Quality Education)** - Through several workshops with teachers, the project has attempted to bring life into classrooms. Several TLMs have been created, and are being used by the CTs and to some extent by teachers. The project has given story books to schools, which is a great idea, but they are yet to be effectively utilised. Student performance is still low, especially in ,all community‘ schools and in higher classes. There is no mechanism to know the skills achieved by children other than marks sheet. Child clubs are formed and children festivals are held to encourage building of skills amongst children. CTs need more training on pedagogy and classroom transaction.

**KA3 (Improvement of Economic situation)** - The project can be credited to have created first generation entrepreneurs who have gone beyond the NTFP collection, which had

been their primary livelihood for ages. With receding resources, they need supplementary income to support their family and , through IGA , the project has attempted to explore small scale enterprises. The IGA started only in late 2018, and it is too early to comment on its level of success, but a study needs to be done on the existing data to measure growth of business. The Lodhas are adverse to taking risks in investing on IGAs, as their primary source of livelihood was NTFP collection with no investments. Hence, the Livelihood component had not been implemented in the way the project envisaged. The Lodhas are fairly covered under PDS and MGNREGA. Many toilets are yet to be built, and many have not availed the Pradhan Mantri Gramin Awaas Yojana (previously Indira Awaas Yojana, PMGAY is a social welfare flagship programme, created by the Indian Government, to provide housing for the rural poor in India) and Biju Pucca Ghar Yojana ( an Odisha govt State plan scheme designed to provide Pucca houses to the eligible rural households living in kutch house.) Addiction causes a great drain in family income. While a general awareness has been created, the community is still far away from being deaddicted.

**KA4 (Integration)** - Through several programmes like children festival, cultural programmes and youth tournaments, attempts have been made to make Lodhas showcase their skills and culture and also to mix with other groups. The Youth clubs and child clubs have potential to create scope for more community to community adhesion. The Lodha members have been integrated in the CPCs, SMCs, Panchayat and other places. Reports say that there are fewer inter community disputes. However, Lodhas still have few non Lodha friends.

The Relevance of the project is high, considering the fact that the target group is extremely vulnerable owing to the stigma associated with them, their receding livelihood resources and compromised access to facilities, like education. The relevance of the activities could have been stronger, if all the activities were designed taking into consideration Lodha attitudes, aptitudes, skills and knowledge.

The project had been effective in creating awareness about social evils through regular persuasion, although the IEC materials or street plays showed little results. However, the community is yet to stop the malpractices. Steps taken like forming CPCs, SMCs, youth clubs, and child clubs will be very effective in the long run, provided they are made functional and self sufficient. The community is happy as their earning has diversified through the IGA support, but given the fact that Lodhas have little patience to sit through trainings, it appears that most of the training content has not enriched their new faculties.

There was an efficient use of fund in buying useful materials for schools. The use of human resource was efficient, as well and could be made further efficient if their capacity is strengthened further. The return on the small scale enterprises , with small investments appears to be satisfactory, although a clear assessment needs to be done. Dealing with diverse key areas under one project lowered the efficiency of the project.

The project's endeavour to raise awareness, support education and livelihood will definitely have a considerable impact on the target community, and help in integration. But it is now at a nascent stage and needs further handholding.

Being almost the first intervention in this community and the ground conditions, it is unfair to expect considerable sustainability in the small timeframe. However the project has created some changes in the thought process, which, given time, will turn into behaviour change. Certain

structures like SMCs, CPCs, youth clubs etc, if supported closely at the beginning will sustain development.

It may be concluded that the project has attempted several ways to integrate Lodhas, and as a first intervention in Quality Education and Child Rights, have been reasonably successful. To show more sustained changes, the project needs an extension period to ensure proper closure to the specific objectives of this project and another multi annual project which will ensure sustainability for future .

In an ethno development model, tribals should have an informed choice of the changes envisaged for them. And hence it becomes more relevant, more acceptable and sustained. Hence , all activities must be designed , keeping in mind the attitude, aptitude, knowledge and skills of the community. The learning from the project is that Lodhas are simple people who have little aspirations. They have little patience in attending workshops, or attending meetings. Hence, activities must involve them as actors. This will ensure responsibility from their side, involvement and sustainability. It is important that the project ensures respect, which they had been deprived of.

Keeping this in mind, the overall recommendations are -

- The project demands an extension period of 9 months, upto 31 Dec 2020, to conclusively wrap up the specific objectives. During this period, the following could be done-
  - The role of CTs could change from providing full support to schools to providing remedial learning support. They could be trained to run community learning centres independently, focussing on skills.
  - The awareness drives to be made more effective, by turning Lodhas into actors in spreading awareness, instead of being only at the receiver end.
  - The CPCs, SMCs should be guided through proper structural support on how to execute their duties, and turn them into actors.
  - There should be youth club for women as well, and the children clubs should be activated through activities which give them charge of making positive changes in their villages, and in their own lives. The Youth clubs have the potential to drive positive changes in the society, which should be maximised.
  - The IGA needs to be studied in detail and support acquired from experts on a regular basis. Perennial farm systems, integrated farming, NTFP options should be explored. Apart from capacity building and business development trainings, there should be demonstration models and common facility systems.
  - A strong and robust awareness plan is required to spread awareness about addiction, through behaviour change trainings.
- As most of the interventions are first time, to make the changes sustainable, there should also be another multi annual development project, which could focus on the following-
  - The Lodhas must be well integrated in the project as, *actors and not just beneficiaries*.
  - A strong MIS must be created which will keep all stakeholders informed about all developments clearly – education related, IGA related, entitlement related etc.
  - Graduation model could be explored in livelihood.
  - Strengthening of local structures as well as linkages with LDA is advisable .

## B. Introduction

The project NabaDiganta was envisaged to integrate the Lodha community through ensuring enabling conditions for children and youth of the community, and in schools. **Sikshasandhan**, a not for profit NGO based in Odisha, who had been working towards ensuring Quality in Education for over two decades, particularly for tribal children, was entrusted with the project. The project team comprised of the Project Director, Anil Pradhan, the project coordinator Swagatika Bhuiyan, 4 programme associates, and 12 community teachers, of which 9 are from Lodha community.

The evaluation team comprised of Malini Mukherjee, an Education consultant with two decades of experience in the Education sector, with additional experience in Child and Women's rights, Livelihood and Health. The other member of the team was Krishna Kant, who is an Agriculture and livelihood expert for two decades. The team was assisted by Mr. Chittaranjan Palata, a local teacher of secondary school, who was engaged to do translation for the primary evaluators.

The team has also sought help from an eminent Anthropologist, Sri Kanchan Mukhopadhyay, who has long experience in working with tribals.

The purpose of mid-term evaluation was to assess the progress and offer suggestions in further planning of the project. In specific terms, the evaluation was to

- assess the project progress against the project objectives and indicators
- assess the relevance, effectiveness, sustainability of the project measures and future planning
- assess the approaches and strategies to reach out to and mobilise the Lodha community and give suggestions on how to speed up and increase mobilisation and participation processes, especially in the IGA component
- assess the effectiveness of networking and collaboration with key stakeholders, esp. Lodha Development Agency (LDA) and governmental bodies, and give suggestions on improving effectiveness and efficiency
- assess the existing sustainability plan of the project and guide the team in achieving or improving sustainability
- give suggestions on the necessity of a no-cost project extension by nine months until 31 December 2020 and if yes, suggest activities and strategies for "way forward".

The evaluation was both an assessment of process and outcome of the project implementation. The key questions are defined in the TOR of the Evaluation, attached in the annexure.

### B.1 Methodology of the evaluation

The orientation was conducted by Sri Soumendra Roy, **KKF (India)** on 16<sup>th</sup> November 2019, along with office staff and the primary evaluator Ms. Malini Mukherjee. There was an extended meeting and workshop on the same day conducted by the primary evaluator Malini Mukherjee for the office staff of **Sikshasandhan** and the Community Educators. This was done to get an overview of the project and assess the impact.

Based on the discussions, 3 survey formats were created by the Evaluation team, for the children aged 9+ years, for teachers and for 1 member from 300 beneficiary families. The survey was taken to field promptly without delay. The survey questions were mostly questions to bring out information about

- ✓ Facilities available to the Lodhas and about access to these facilities
- ✓ Expectations, Knowledge, habits and attitudes of Lodhas
- ✓ The livelihood and education of the Lodhas.



Meanwhile, the project documents were studied to get an overview of the past activities.

This was followed by a 5 day field visit by the primary evaluator, from 22<sup>nd</sup> November to 26<sup>th</sup> November with the office team of **Sikshasandhan**. FGDs with community members, non Lodha members of community, parents, SMCs, CPC, Child clubs, SHG, women's groups were conducted. The FGDs and interviews were conducted non threateningly, and the respondents were allowed to express their expectations, apprehensions and confidence in the project freely. The community was asked 'what they want' and how the project attempted to accomplish their needs. KII with IGA beneficiaries, School principals, school teachers, Panchayat Pradhan and member, Block officials and LDA official was conducted. Informal community talks were held, IGAs visited. The KII was done non threateningly, to understand the how the project has affected the informant, his opinion about the project and about the larger aspect of the development of the Lodha community. Although a Dietary diversity score was not taken, in the FGDs and other interviews conducted, there was an attempt to do immediate recall of the previous day's diet to assess food habits. Almost all interviews and interactions were recorded with verbal permission from respondents. A few could not be recorded as it was deemed that the respondent might feel uncomfortable.

Thereafter, the other member of the evaluation team, Sri Krishna Kant conducted a 2 day visit on 28<sup>th</sup> and 29<sup>th</sup> of November, primarily on livelihood aspects. He visited the IGAs and conducted FGDs with the community.

The field visits were done from very early morning, since the Lodhas leave for NTFP collections very early. Often, the pre planned FGDs could not be conducted as they left before dawn. In such cases, informal community visits had to be conducted. The community was again available after dusk. However, around this time, many male members were drunk with hnariya(rice beer) and local alcohol. This, however, did not affect the interaction to a great extent. Children are extremely shy and self-conscious. It was most difficult to get any answers from them. Thankfully, in almost every group, there were two three children who spoke on behalf of all.

The survey data was compiled and analysed after the visits.

The final report was then written, based on the documents studied, surveys conducted and field visits done and the first draft presented to the **KKF (MO, India)** and **Sikshasandhan** team at Bhubaneswar and comments were invited.

### **C. Framework conditions**

The OPELIP programme of the Odisha Government is targeted to achieve enhanced living conditions and reduced poverty of the PVTG communities through enabling improved livelihoods and food and nutrition security. In Sulipada and Morada blocks of Mayurbhanj, the Lodha Development Agency is in charge of development of the Lodhas. LDA is entrusted with community empowerment through community institutions development, and SHGS development; NRM and Livelihood enhancement through Natural resource management, Food and Nutrition security and livelihood enhancement; and Community infrastructure and drudgery reduction. This, they execute in collaboration with an NGO, SPAR(Society for participatory action and Reflection).

Apart from the LDA, another NGO Sobuj Biplob had an intervention in livelihood in 2 villages for a year. Other than this no other particular actors are reported to be involved in the development of the community.

Hence, the project may be said to be one of the first in the community in ensuring Quality Education, Child Rights and creating new generation entrepreneurs. The Lodhas are different from many other tribal groups, as they have a past history with 'criminal' background and have almost no intension or aspiration to get mainstreamed. The interventions require deep down understanding of the community and bridging a communication barrier.

## D. Key findings and conclusions

### D.1 Ensuring Child Rights

The first key area focuses on ensuring Child Rights. The activities focus on creating awareness in the communities, through sensitisation programmes, Child rights clubs, IEC materials, and CPC committees.

#### Observations

*Community Teachers* - The community, ICDS and schools and officials at all levels acknowledged the role of CTs in bringing children to school and ICDS regularly. This has definitely increased the attendance at school, ensuring that most children come to school. Even in the survey conducted, 12 out of 13 schools said that the attendance has increased considerably. The project has hand held children to come to school, ensuring Right to Education, and requires a 'hand leaving' time where parents take up the responsibility.

It must be mentioned that during the interaction with the youth clubs, it was found that, barring one youth in each group, no one completed education. Most went up to class 6. This indicates that even a decade ago, education was in a dire state.

*Hostel schools* - The hostel schools are not covered under the project, as they are run by LDA. However, the evaluation team thought it necessary visit the schools as many children went to the hostel schools. The entitlements at schools/hostel schools were a big draw, despite the fact that the hostel schools had tremendously unhygienic conditions, with 'gutkha' stained walls and no cleaners.

*Workshops* - Several workshops were conducted under the project, as is evident from the reports. The Lodhas, however could not recall any rights other than the right to education. Almost all respondents including children knew their entitlements from school, which include Mid day meal, dresses, books and stationaries.

*IEC Materials, street plays* - The IEC materials (posters) were seen in some villages, and some community members could recall having seen them, while others could not recall what was communicated through them. All schools said that they have received IEC materials, in the survey conducted. One child clearly defined some of the rights at a child club meeting. The posters were appropriately sized and colourful, but not bold and impactful.

On reminding, some remembered having seen the street plays, but could not recall the content most of the time. Performance is an abstract form of art. Content, choreography, and performance language must be aptly chosen to engage people who are not exposed to such forms of art, apart from their own. It was reported that there were attempts to do plays with children, which turned unsuccessful.

*Hygiene, Health and Nutrition* - The community knew that children were entitled to nutrition at ICDS and school, and medical checkups at Anganwadi, but could not relate it to their Rights. 96% children said they see doctor ( always or sometimes, when they are ill). The schools and ICDS regularly provide eggs, and pulses with little vegetables. The project team has ensured nutrition garden in some ICDS and schools, which can definitely be replicated in others, as the Lodha children hardly have vegetables or fruits. There is no intake of milk or milk products, as is common to tribal populations. ICDS and schools have been provided with soaps to wash hands before meals. In most

places there are tube wells or pipeline water within school premises or in vicinity. Also, water tanks have been built under OPELIP programme.

However, the hygiene of the children is severely compromised. Almost all children in the community were noted moving around without shoes and in dirty clothes, children in ICDS centres had no shoes, and many were extremely dirty with very dirty nails (despite handwash), and children in many schools came without shoes. All schools said that children have been given handwash training, in the survey conducted. Few children can demonstrate handwash steps, but none follow them. The hands are washed, but the legs and feet, which are very dirty, are never washed. Many have boils on their legs. There are few schools with any or enough toilets. No school toilets have running water. In one school visited by team, children do not use toilets and in others where the toilets are used, no children were seen taking water. The toilets are never cleaned and are very dirty. The right to nutrition is also not entirely ensured for all children. In every village, there were some small children who had dust coloured hair, thin limbs and protruding bellies, suggesting clear signs of malnutrition. The rice provided at ICDS and schools is sufficient, but the pulses provided is not, as observed during MDM. ICDS centres reported 'Red' Children. No mothers or community members could explain what is meant by Red, Yellow and Green children, the categories demarcated to understand nutrition deficiency in children. In most households there are only two meals a day- one in the morning and one at night. When at school, children get mid day meals, but during vacations the children are deprived of the same. It appeared, need is not felt by the parents to feed the children 4 times a day, nor are they available at home.

*Children with disability* - Children with disabilities are not covered under the project in any manner. 1 child with disability was seen in one school, but no special attention is given. In the conducted survey with teachers, the teachers said that there are 21 students with disability in 13 schools. The numbers could be higher. Even the Block officials could not clearly specify what support the children with disabilities receive at school level.

*Corporal punishment* - Most children and parents said there is no physical or mental abuse at schools or at home. One or two parents and children admitted to scolding and beating at home, and tuition centres. Parents scold for not going to school or not going for NTFP collection.

*Child labour* - Clear cases of child labour was not apparent. But some children preferred going for NTFP collections, and some older children were engaged wage labour. 25 children out of 200 said they help parents in earning or at field. 15 boys and 15 girls (out of 200) said they do not attend school because of household chores.

*Child marriage* - Child marriage is rampant, as admitted by a Lodha community member in CPC and even by admission of some other adults. 84 children out of 200 said that they know cases of child marriage. But, once again, there is an awareness about the bad effects of child marriage which stops the community members from admitting openly. 2 cases have been registered by the project.

*Child protection committee* – The CPCs have been formed (initiative taken by project team) and conduct meetings regularly. The project has prepared a list of 51 orphans with the help of CPCs and submitted to the District Child Protection Unit, which has not taken any action on it despite followups. This apart, it appeared from interaction with a CPC, that the CPCs do not have any records of vulnerable cases where they must intervene and do not have any other activities other than meetings. Almost no home visits conducted.

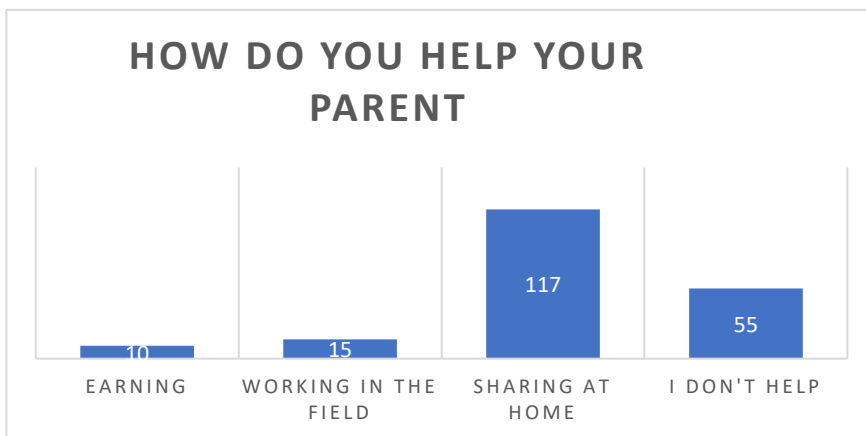
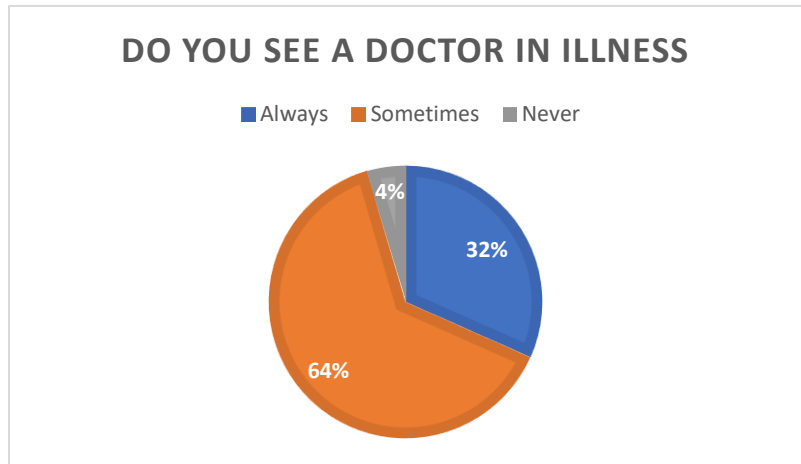
*Child clubs* - The child clubs formed are a great opportunity to ensure rights and building of skills. Many children workshops have been done for children. While 100 children did not respond to the question – what do you do when you see social evils like alcoholism/ child labour/ child marriage etc,

51 said they don't do anything. 27 said there are meetings in the community. The clubs could be activated to report social evils to the CPCs.

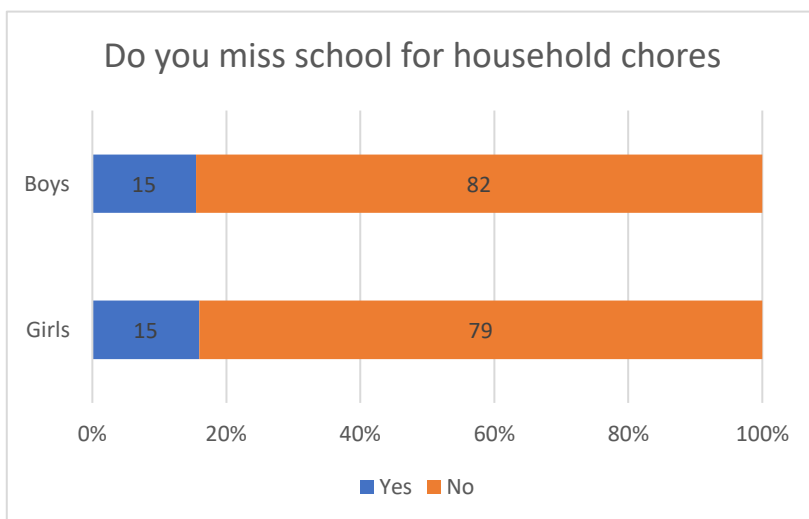
### Insights from the survey

#### From Children's Survey

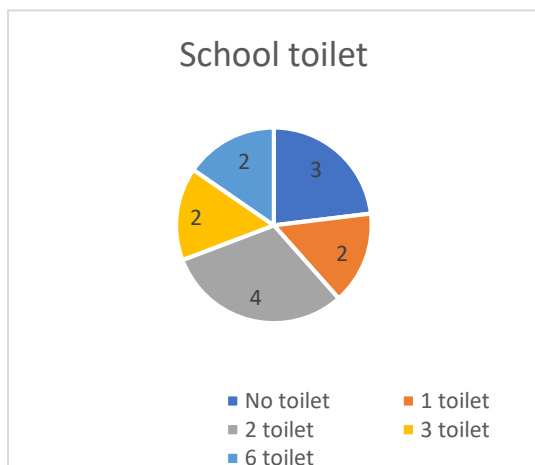
Corporal Punishment	
No response	35
Beating	4
Punishment	5
No Punishment	126
Scolding	30



What do you do when you find cases of social evils	
Create Awareness	5
Do nothing	51
Go to Police Station	1
Ask parents to stop/interfere	7
Meetings ( with teachers, at village level etc)	27
No Response	100



### From Teachers' Survey



### School water supply

No water arrangement	2
Tube well etc	11

### From Community Survey – Meal pattern of the 300 families

Breakfast	Rice in various forms	298
	Other	2
Lunch	Rice in various forms	133
	Hnadiya and rice	15
	Hnadia only	110
	No response	41
	others	1
Dinner	Rice and curry	299

The survey suggests that the food is mostly carbohydrate based. The community has curry ( some vegetables and fish ) at night. Its notable that only 133+15 families (49%) have lunch. The rest have only hnaria( rice beer) or perhaps nothing.

### Conclusions Drawn

From the observations it may be concluded that something as complex as 'Rights' is perhaps very difficult for the Lodhas to comprehend in a way the urban people do. For them, not going to school, getting married early, accompanying parents to forest for NTFP collection, is considered normal.

From this mind set, they have been oriented to accept that sending children to school is essential, that child marriage, child labour and child abuse is unacceptable, keeping clean makes them socially acceptable, and they have a role to play in the community towards eradicating these evils. This is a substantial achievement. The project applied multiple methods to address this problem – IEC materials, street plays, workshops and trainings, one to one counselling etcetera. Significant changes were observed like children wearing school dresses at school ( although often without shoes), at least in one school we saw that all children had school shoes, most children of 6-10 age group attend school, almost no small children were seen loitering around on school days, the presence of Anganwadi worker at the centre and their concern for the children, presence of both teachers at schools we visited , all school( except Hostel school at Chiktamatia) and ICDS centres were clean and had fresh coating of paint, indicate changes which are conducive to ensuring child rights.

However, gaps still remain as discussed above. It will need considerable time to bring the community at par with the expectations of mainstream. The activities are designed in a way where the target group is mere 'receivers' – it would have been more effective if they were delegated the role as 'actors' driving change. For example, there could have been poster competitions for children on child rights issues which could have been displayed in the community. Instead of showing street plays, attempts could be made to have children/ child clubs/youth perform the plays. Community members, even children could be encouraged to lend helping hands at the nutrition garden in schools and ICDS centres.

## **D.2 Improving Quality of Education**

The second key area is improved quality of education through activating SMCs, improved attendance and performance of teachers, regular contacts with parents, improved attendance of children and improved learning of children

### **Observations**

*SMC* – The SMCs have been formed in all schools visited and they meet regularly. Minutes are maintained. The SMCs have representations from Lodha community. However, most meeting minutes indicate discussion on sending children regularly to school, and sending them in clean dresses. The SMCs have no role in deciding on how to spend the school grants, following the school development plan etc. Apart from one member of SMC at Patharnesa, most did not know their role or School Development Plan. However, a school visited thereafter showed the plan.

*Attendance of teachers* - In schools and ICDS visited, all teachers were found present. The project team informed that teachers have started taking more responsibility than before.

*Teachers' performance* - The interaction time of the evaluation team at schools were divided between classroom interactions, HM and teachers' interview and classroom teaching observation by CTs. Hence there was no scope to observe classroom teaching. However, in one Lodha school, a young teacher demonstrated English action song. Despite her incorrect pronunciation, she was prompt and cheerful and children enjoyed doing the songs with her. At ICDS, one teacher showed a classroom activity she had done with the kids before our arrival, which was laudable.

*Teaching Methods* - In the survey conducted the teachers said that they use song, dance, story telling, drawing, games and similar activities to enhance learning. Some said that learning through environment or real life connections is also practised. Some others said that learning is activity centric and children centric. Most said that they use TLMs. One teacher said that audio visuals are also used. Most teachers acknowledged in the survey that the project contribution of books in the library, TLM use and application, and grooming materials have increased attendance in classroom.

When asked in the survey what they expect from the project, teachers mentioned infrastructural developments like building school boundary, classrooms, toilets, provision of water, etc. Most teachers asked for sports goods and story books. None asked for trainings for quality improvement in education. All teachers asked for CT support.

*Contacts with Parents* - Apart from SMCs, and PTMs there were no house visits by teachers.

*Attendance of students* - On checking the registers, we found that attendance at ICDS is quite high. Teachers at schools said most Lodha children are regular. It has definitely gone up because of project

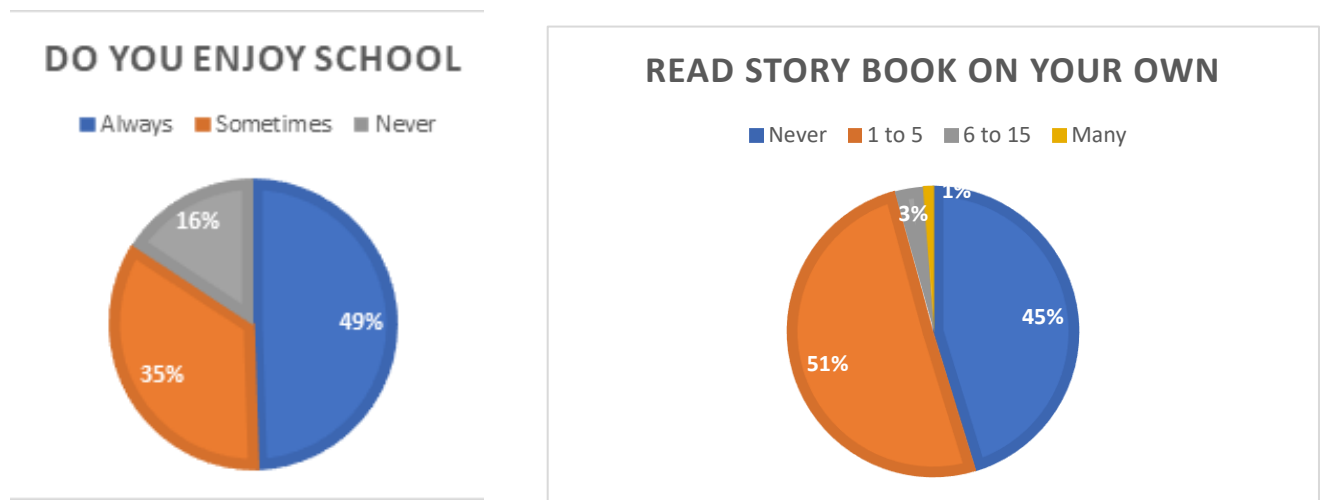
intervention, as discussed under first key area.49% students said they enjoyed going to school always.

**Children's learning** – Children at ICDS did not perform song or dance, but there were ample evidence of TLM being used, and songs, alphabet and numbers being taught in joyful manner. The children were tested, age appropriately, on reading, comprehension and basic maths and ability to tell stories. The children in an 'all Lodha' school were at word level and could do small Maths. They were prompt in doing action songs. In schools where 'all community' children attended, confidence was low and so was performance. They could not tell stories, read fluently upto their level or do mental maths. This, it appeared, was largely because they felt isolated and shy.

45% children(9+ age group) said in the survey that they did not ever read a story book on their own, 51% said they had not read more than 5 books.

### Insight from the survey

#### From Children's survey



### Conclusions drawn

While in most primary schools in rural India, teachers lack motivation, it must be admitted that the teachers in schools visited under the project showed better motivation and integrity. Apart from the government trainings they receive, they have received trainings under the project. One teacher admitted that the project trainings were more hands-on. All classrooms had TLMs and storybooks provided under the project, and many children said that they have seen or heard the stories from the books. 2 classes conducted by the CTs held promise, and the enthusiasm of the children was noted.

Attendance had gone up significantly, as mentioned earlier, because of CT intervention. This is also corroborated by the survey, where teachers admitted that the project has considerably attributed towards increase in attendance.

In one school, the HM said that earlier the SMC meetings were conducted with few members and the minutes copy was sent to their homes to get it signed. It was not the same anymore. The project ensured that the SMCs were conducted.



Although, there were reports of addiction even amongst children as small as 5-6 years, no children were found chewing gutkha or smelt of hnariya (rice beer)during the visit.

Govt Primary school, Dhobani is remarkable in its infrastructure, HM and teacher motivation, cleanliness , etcetera. Much of the credit goes to the HM who is well connected and very motivated.

It is interesting to note that Lodha children were more free and learning better in an 'all Lodha' environment. In schools where children of other communities attend, they lack confidence and keep quiet.

Lack of confidence in speaking up, or even raising their head is perhaps one primary reason why their learning level is poor. (It must be mentioned that it was reported that even the CTs of the project were very shy initially and would hardly speak. They have recently started taking part in discussions) Confidence building learning environment comprising of storytelling by children, debate, role playing and theatre, learning games or even drawing activities etcetera can open up their confidence. Some of the activities incorporated in the project envisages to do the above.

Reading and comprehension remain a challenge in all schools across the country. Focus is always on completion of syllabi without understanding the needs of children. Reading activities, even here, are perhaps not consciously implemented, which make children afraid of all books across all subjects.

TLMs were abundant for lower classes. The idea of 'creating' TLMs engaging teachers and students is effective, as 'learning by doing' is always best. TLM making was also highly lauded by teachers in the survey. There were no science TLMs seen. For a group like this, science could be taught through hands on projects to teach scientific skills like observation, classification, drawing hypothesis, experimentation, research etcetera even at class 1 level.

Lodha children are, right now, a step or two behind the other children in achieving school based skills. This can only be addressed through remedial classes or bridge course, which cannot be done within school hours, because most schools have limited classrooms where multiple levels sit together. Also there is a demand from the community to start tuitions for children.

### **D.3 Improvement of economic situation**

Key area 3 is improvement of economic situation through govt interventions and IGA programme under the project. Deaddiction counselling to stop drinking and ensuring that families are covered under govt schemes are also key activities.

#### **Observations**

*IGA*-The IGAs like collection of NTFP, Sabai rope making, animal husbandry and small businesses are in line with the existing livelihood patterns and plans of action worked out by the Lodha Development Agency. Within the IGA component, the project has supported the establishment of 70 micro enterprises covering over 16 types of economic activities. These may be broadly classified under trading (grocery shop, chicken shops, fresh and dry fish shops, NTFP collections, rice, vegetable vending), processing (sabai grass ropes), off farm skill based (cycle repair, tailoring) and agriculture (cereals & vegetable cultivation, goatery and piggery). The natural resource base is considerably good and has good potential to sustain livelihood potential.

Overall, the IGA activities are being considered profitable by many beneficiaries with an average monthly income of Rs 2000 to 2500 for each of the family, according to them; some of them claim to have even higher income. However the existing profit margin from IGAs is still low and can be optimized with expansion in scale, investments and aggregation. By the MGNREGA minimum wage allocation for Orissa, the earning is small (Rs.286.30/ day for unskilled labour and Rs. 326.30/ for semiskilled labour).

The Lodhas, being mostly used to NTFP collections, involving no investments and minimum risks (apart from the present risks of getting arrested under Forest Rights Act), are risk averse to investments required in IGA, in terms of money or of time. Hence, the project could not implement the IGA as initially planned.

There is no MIS to calculate the profit for the IGAs, hence the calculation is primarily based on what the beneficiaries have told the evaluation team.

Women representation in the IGAs is still low. Apart from the sabai rope activity they are engaged in only a few other IGAs as entrepreneur.

*Vocational training course of youths under LDA* – No visits could be organised during the field visit. According to the project team report, a batch of 30 youth could not be organised for any certain type of vocational training. The Lodha youths are also disinclined to stay away from home for 3 months at Skill Training centres. The LDA has conducted trainings, but the list of trainees is not available with the project team.

*Deaddiction programmes* - The problem of addiction to hnariya (rice beer), local alcohol, gutkha(chewing tobacco) is extreme in the community, as is suggested from the surveys and also seen during field visits. Rice beer is consumed in abundance, and substitutes proper lunch. Local alcohol is also largely consumed. There is apparently no stigma attached to rice beer as it is an age old custom. Addicted members hardly join the workforce of the family. The project had organised deaddiction counselling, shown small films on mobile phones and developed IEC materials.

*Access and coverage under govt schemes* - During FGDs, the community was regularly asked if they receive rice under PDS, have received houses under Pradhan Mantri Gramin Awas Yojana and Biju Pakka Ghar yojana, toilets under Swaccha Bharat Abhiyan, have health cards under Ayushman Bharat, have job cards under MGNREGA, have mother and child cards under ICDS, have cycles under state government's bicycle scheme. This was also covered in survey conducted. LDA has provided drinking water and solar light facility in many villages

All families are covered under ICDS (cards are partly filled in), most have job cards (though none of the job cards had any details filled in), avail ration under PDS( very few didn't). While quite a few claimed to have received grants under Pradhan mantri Gramin Awas yojana, or Biju Pakka Ghar yojana, others said they are yet to get it. The survey shows that the percentage of families who had pucca houses during baseline is almost same as the survey done now. It is possible that different households were surveyed in baseline and at present.

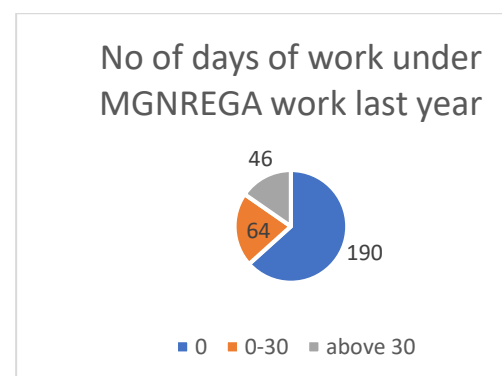
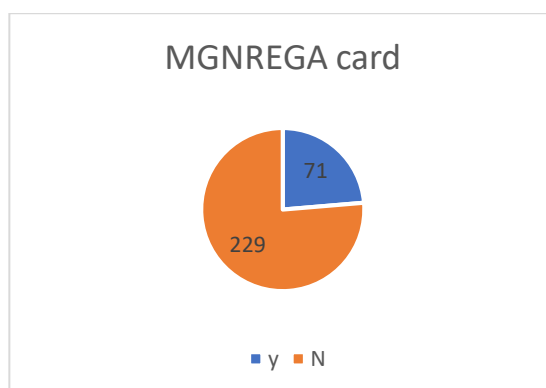
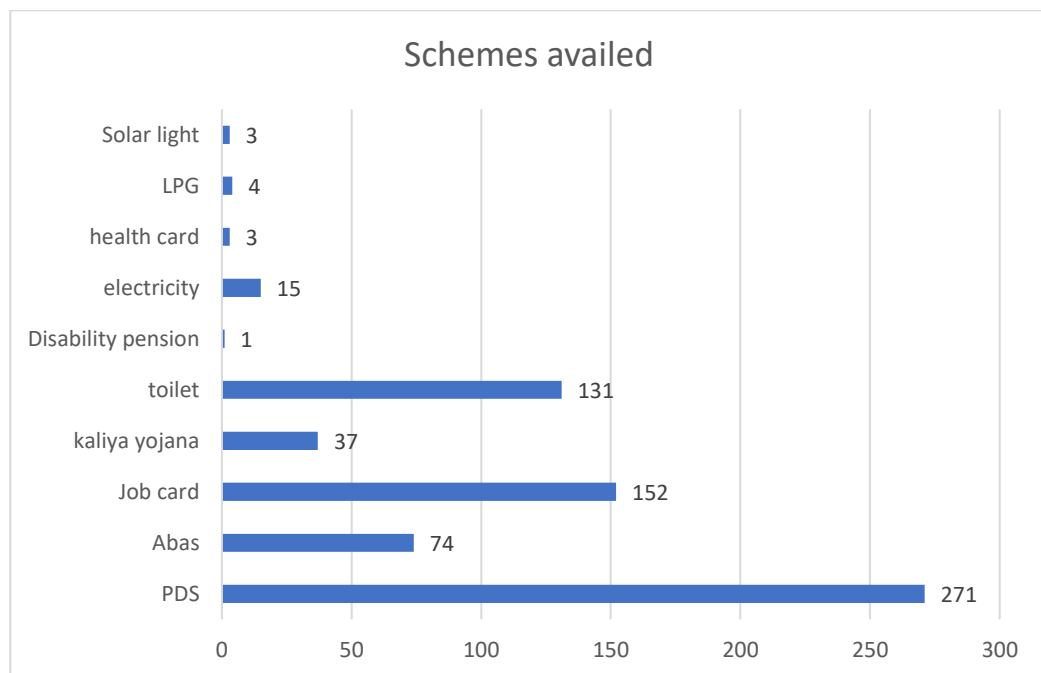
Most did not get toilets. Many complained that while some households get all toilets sanctioned (observed even during field visits), some did not get any. However there were only 7% toilets for households during baseline, which have gone upto 36%. Some have cycles. It did not appear that there was a close follow up system of if the beneficiaries are receiving the schemes. Nor is there any existent MIS to track this.

## Insight from the survey

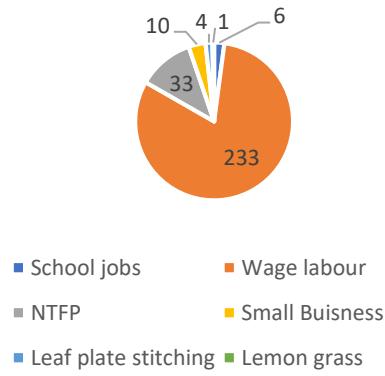
### From Community Survey

Of the 300 people surveyed-

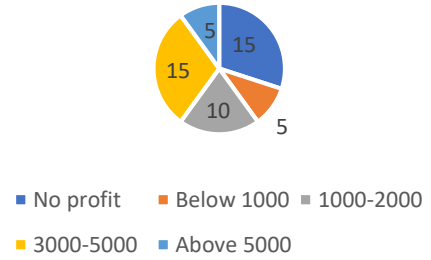
- 56 people claimed to have taken up the profession, indicated as primary source of livelihood, in the last three years.
- People who could not point out any income from these sources are - 15 in Goater, 1 in pig farm and 3 in lemon grass business.
- 5 people in broiler selling, lemon grass, and cycle repairing claimed earning below 1000/month.
- 10 people in Grocery shop, sabai rope, lemon grass, chicken shop claimed earning 1000-2000/ month.
- 15 people in paddy and other cultivation, chicken shop, grocery shop, sabai grass and private jobs claimed earning between 3000-5000.
- 5 people in migrated labour, chicken shop, and NTFP collection earn above 5000. One migrated labour earns as high as 30,000/.



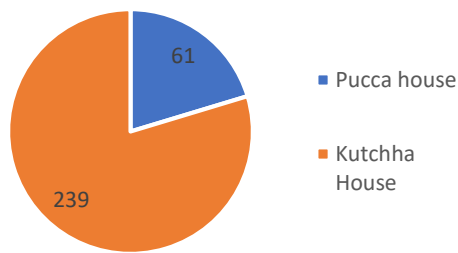
Primary Source of livelihood



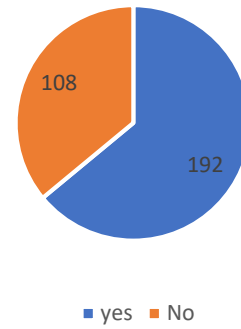
Earning from livelihood options adopted in last 3 years



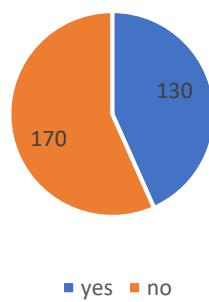
Type of house



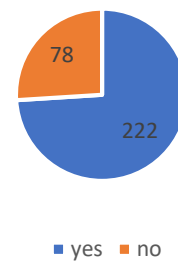
Houses with toilets

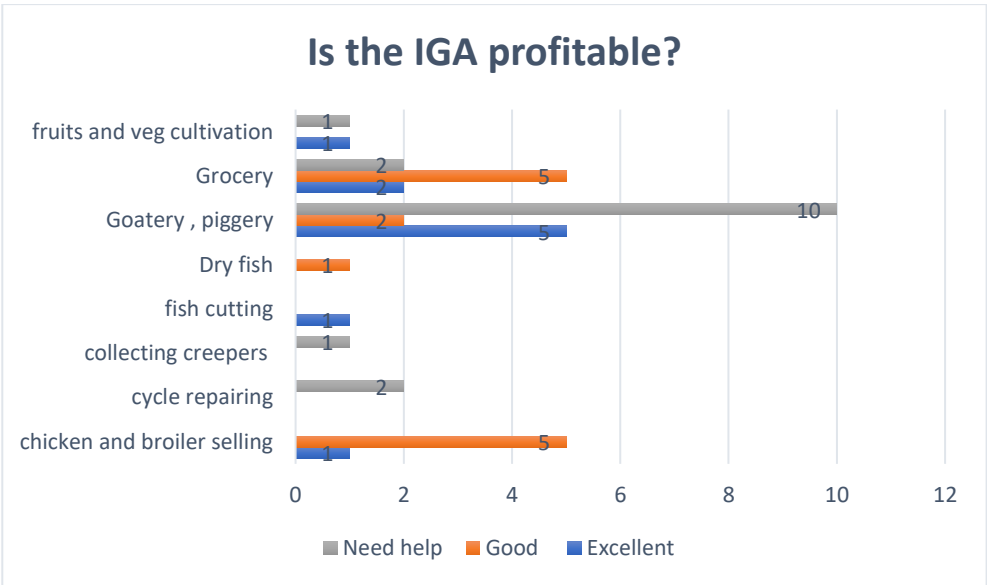
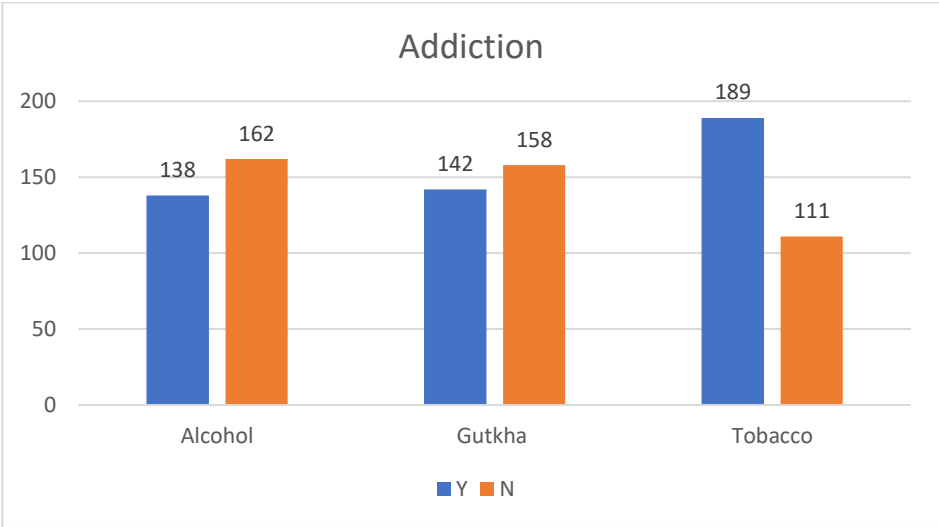
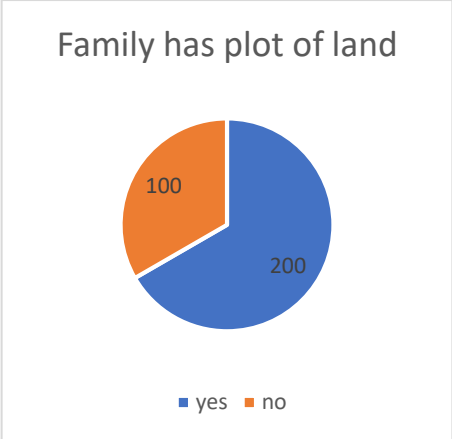
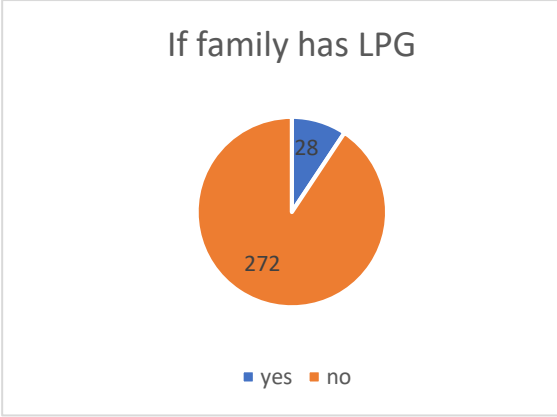


Mobile phone in family



Family has cycle





## Conclusions drawn

IGA is essential for the Lodha community to bridge the vicious cycle of poverty and exclusion. The project is credited to have created first generation entrepreneurs. Though the families have a mix basket of livelihood which includes small scale farming, collection of NTFPs, wage labour and taking up small income generation activities as well, there is a lean phase during the year for most these households, when they have no employment opportunities available and food scarcity is also high. From the survey, it appears, that wage labour has increased three fold from baseline time (22% to 81%) .NTFP collection has gone down from 39% to 12%. Hence, it may be said that most families depend on the wage labour, apart from the primary profession. Considering the fact that IGA started only in late 2018, at present the IGA beneficiaries are unable to calculate their profit and loss or foresee the future of their business. The intervention plans should be of very simple operational complexities and gradually evolve as the entrepreneurs gain exposure and continue their business with increased scale and profitability.

The families suffer from livelihood concerns because most male members, and even female members, are addicted to rice beer and local alcohol. The lunch , as also indicated in the community survey, is primarily rice beer. However, rice beer has small alcohol percentage , and if had with restrain, could only marginally affect work schedules or health. The problem lies in the fact that no control is exercised. The local alcohol ( Rs60/ per bottle) is also an additional expense for the family. Once again there is a denial amongst many, suggesting that there is a feeling of shame. The project field staff has tried to build awareness, but the evil is far too difficult to penetrate at this point. It will take a strong organised drive over a considerable period of time to deaccit the community.

Many government schemes have reached the villages and there is awareness about many schemes. They are also disgruntled that many schemes could not be availed. It needs to be seen, if there had been no application from their side, or they could not follow up the processes. It is sad that still many defecate in the open because of non-availability of toilets.

Youths have not been given any vocational training under the project.

## D.4 Integration of Lodha community

Key area 4 is integration of Lodhas through sensitisation of other communities, participation of Lodhas in committees like Panchayat, CPC, SMC etc, less inter community disputes and mitigation of migration.

### Observations

*Sensitisation of other communities* - Field visits did not give enough evidence of sensitisation of other communities. However, there had been cultural festivals which encourage other communities to perform alongside Lodhas.

*Participation of Lodhas in committees* – The Lodhas are present in committees like CPC and SMC. But very few know their roles and responsibilities.

*Inter community disputes* - There are villages in which other tribals and the Lodhas live side by side. The Lodhas claimed that they live in harmony and there are hardly any feuds. At the Police station, it was informed that the number of crimes where the Lodhas were held as prime suspect has definitely gone down over the years.

**Mitigation of migration** – The survey suggests that 266 people from 176 families went out of village to work. The rest ie 124 families stayed back.

**Football matches** - Lodha youths are clearly inclined towards sports. The project made the best of this and organised the youths in youth clubs (informal) and organised football matches. There is a great demand for more space for playing football, sports goods, training and opportunity to travel out for tournaments. There are 2 football teams for girls in schools too, which is a very welcome idea.

**Insights from the survey**

**From teachers’ survey (13 Teachers)**

**Participation of children in school activities**

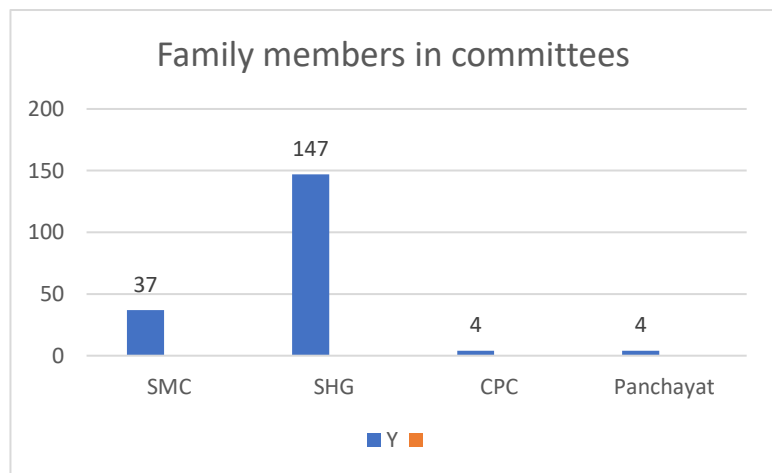
Yes	12
No	1

**Attendance of Lodha Parents in SMC is regular**

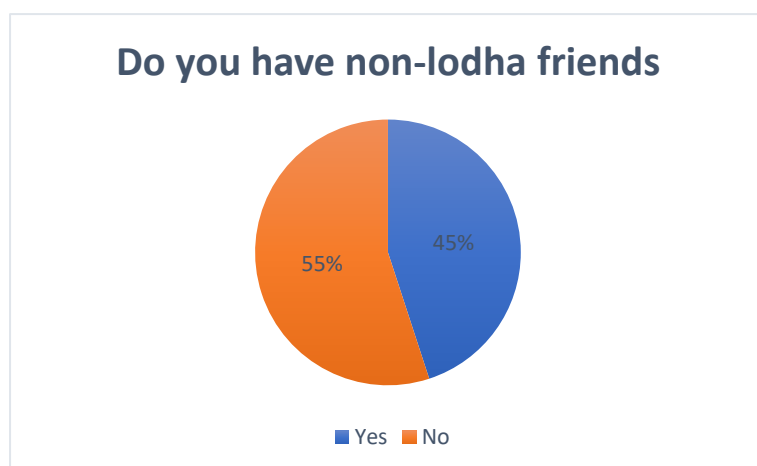
Yes	10
No	3

**From Community Survey**

This graph shows that very few could recall how many members are there in the committees, although reports show there were many more. This is probably because the roles are not taken seriously.



**From children’s Survey**



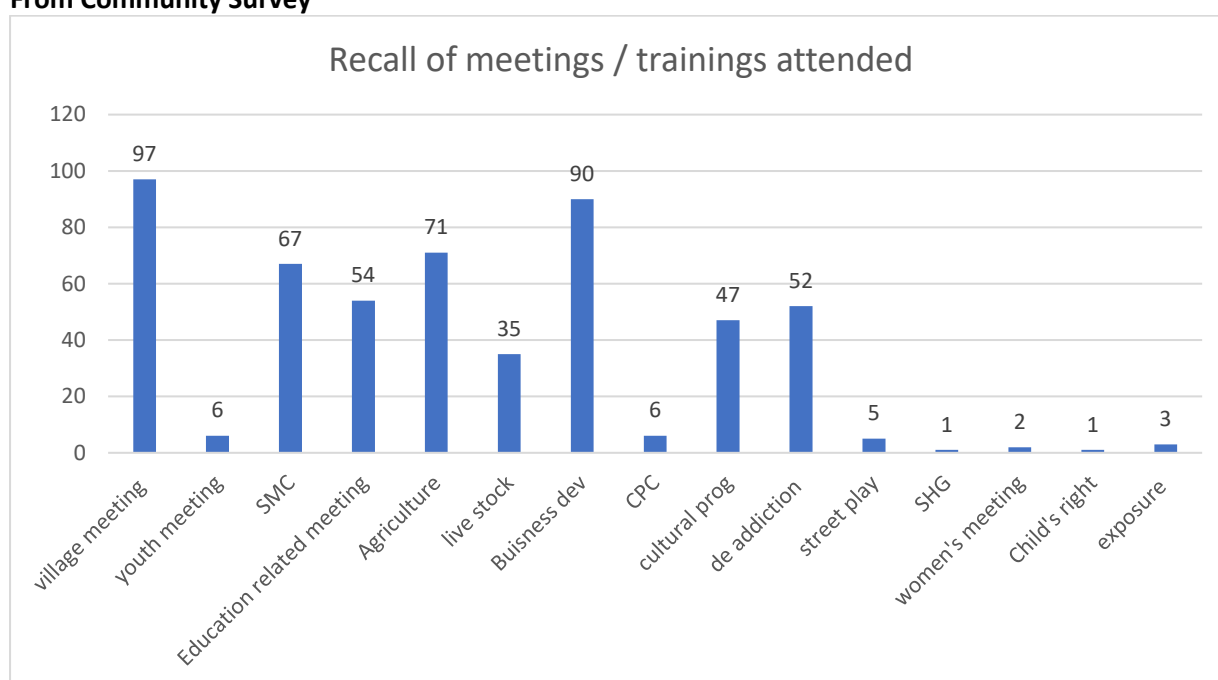
## Conclusions drawn

Lodhas have long been treated with suspicion and discrimination. It is evident from recurring reference to their 'criminal' past amongst all, that they are still isolated. Yet it is heartening to see Lodha children in schools with other children, Lodha youth playing football tournaments with other communities, Lodha parents integrated in SMCs. In one CPC that the team met, the elderly Lodha member was vocal about the vices in their society, suggesting that he is not shy of sharing the dark side of his tribe and wants reform. The project has wisely organised Lodha youths to participate in inter community football tournaments

However, it is still a long way to go.

## Other insights from the survey

### From Community Survey



### From Children's Survey

Do you know someone who	
Drinks alcohol	191
Takes gutkha	178
Child labour	55
Bully at school	21
Injures others	9
Has fights at home	169
Steals regularly	9
Married before 18	84
Ran away from home	98



## E. Impact Analysis

### E.1 Relevance

The target group of the project is termed as an extremely vulnerable group who have inherited the stigma of their, so called, 'criminal' past and the new generation, even the kids bear the burden of being branded as thieves and dacoits. Their needs are few, and most of them are apparently content with a house- kutcha or pucca, a small piece of land provided under the Forest Right Act, which they have no idea about how to use, two or three sets of clothes on an average, two meals a day( no lunch or evening tiffin) and a lot of hnariya( rice beer ) and local alcohol, which has toxic additives. They are content with their NTFP collection which begins early in the day and ends in the evening, which they either sell off or use in their household. They have an excellent knowledge about the forest and the forest products, and for centuries had been the protector of the forests. They largely depend on the forest for livelihood, and with receding forest based resources, they are considered encroachers, which they fail to comprehend. Health is not a major concern to them, nor is there any expectations from the education system. They go to defecate in the open and is not bothered if their drinking water comes from unpolluted source.

Most of the development models in India, and also in many other countries is an attempt to 'develop' and ,mainstream' indogenous groups, as is deemed proper by the dominant society. Most tribes, as also the Lodhas, are assigned negative identities, and are considered the ,other' which the Technocratic model of development attempts to adress through offering technical or technological solutions. There are certain tested models which are over and again tried out with most ethnic groups with little or no attempt to customise according to the needs of the target groups.

As against this Technocratic model of Development, the Ethno development model gives the tribes the privilege of 'informed choice'. It attempts not merely to include the tribal groups to partake in the development processes, but also the right of decision making for self-progress. Thus, it respects the socio, cultural and economic practices of target groups and evolves from there. It allows the tribals to retain its control over land, resources, social organisation and culture and allows them the freedom to negotiate.

Any project, seeking to improve the existing conditions of the community, need to respect the simplicity of their lifestyle and cater to areas which will help to ensure health, food security and the kind of education from which this particular community will benefit.

The NabaDiganta project envisages to ensure that the Lodha children and youth enjoy enabling conditions in their community and schools in 12 villages of Mayurbhanj. The project result areas include Child Rights and Education, Quality Education, improved economic situation and integration of Lodhas. Hence we may say, that the project suitably covers at least two major problem areas of the community, as it would seem – namely Education and Food security (through improved economic situation ). The third component of ensuring Health is partly covered by ensuring Child Rights and also through Livelihood component. However, the Lodha children live in extreme unsanitary conditions, and the parents have rudimentary or almost no knowledge about hygiene, nutrition, health facilities etcetera, making children extremely vulnerable. The project team, teachers and principals informed that situation was much worse earlier. However, keeping Health and Sanitation as one of the key areas would have benefited the children immensely.

Basically a hunter gatherer community, with the increasing stress on the natural resources they have turned more into wage labourers with uncertain employment opportunities and now trying to diversify their livelihood basket with help of income generation activities. As wage labourers most of the families were unable to take care of their children at home as they had to work away. The income generation activities are essential to allow some freedom to look at their families and ensure schooling of their children as well. Declared as a de-notified tribe, for notorious activities; it has never been easy for them to get mainstreamed with the society. The Income generation activities are essential to enable them to cope with the shocks and lead a life with dignity. The Income Generation Activities under the project aims to help the Lodha community achieve survival and livelihood protection with increase in income by diversification of their livelihood mix.

It is reported that the project was developed after consulting with the Lodhas, however the process of consultation could have been documented, as it is the primary concern under relevance of the project. It would be important to know which components were deemed important by the Lodhas.

So, it may be said, that the project is relevant considering the target group it envisages to address. The Key objectives are relevant too. However, the activities could have been designed keeping specifically Lodha community in mind.

## **E.2 Effectiveness**

Several activities were conducted during the project which may be clubbed into – Awareness generation, direct intervention and back up support. The awareness generation through the project staffs worked well, especially where direct communication is concerned. Regular house visits, and village meetings had been more effective than workshops, IEC materials or street plays.

Direct intervention at schools also ensured inclusion of children in the school community. The project supported small enterprises, which promises to strengthen livelihood. However, it is too early ( only 1 year) to comment on if these livelihood options could help beneficiaries support their families in the way it is expected. Considering the fact that most people are very poor, raising local contribution is a challenge. The Lodhas are also not confident in investing in new enterprises. It would have been more effective if they were taught savings first. However, as SHGS has been taken over by the LDA, the project did not follow through the SHGS groups.

The Youth clubs, children clubs are significant ways to ensure integration. Children festivals, and cultural festivals are effective tools too. However, reflection of outcome from these activities is not measurable and needs time.

Given the timeframe for project delivery and, in particular, the changes expected from the very poor and uneducated people, it would have been more appropriate if the intended target groups had had an opportunity to be involved in the design of the project. Had this happened, expectations would probably have been more realistic and people could have had a greater say in what activities they wanted to see addressed.

## **E.3 Efficiency**

Considering the relatively short duration of project implementation time, the efficiency with which this has been implemented ,across a considerable number of issues, is satisfactory.

The CTs were efficiently used to support at schools and create community awareness about education, rights, addiction and others. However, owing to their low academics, their efforts could not be optimised. The other staffs had supported the field staffs in multiple ways. The human

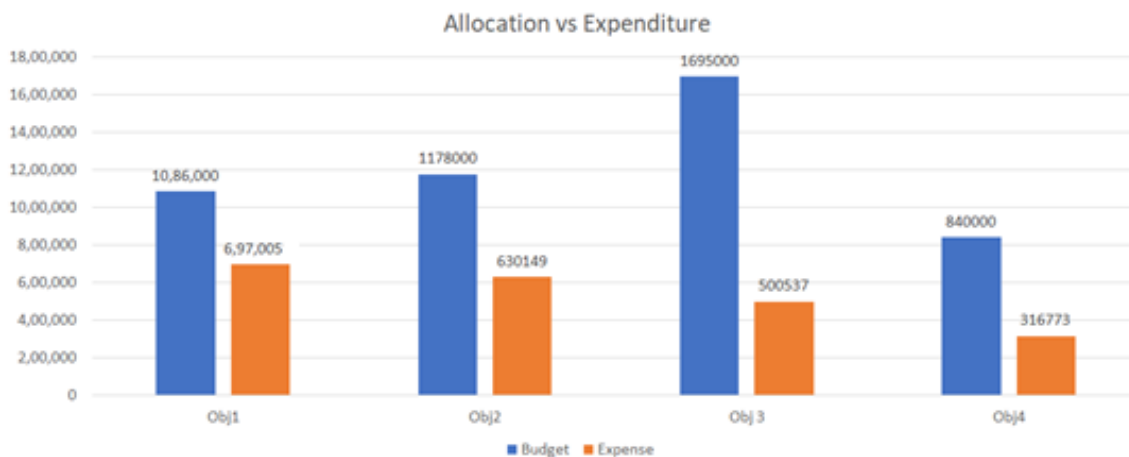
resources could have been maximised if there was more time invested to capacitate them. While it was a good idea to include local youths as CT, it needed time to train them enough so that they can provide meaningful support at schools.

The TLMs, stationary, story books, grooming objects provided to the schools are extremely useful, well utilised and has prospect of giving very good returns in terms of ensuring high learning achievement and ensuring ,human dignity' for the target group of children. It is difficult to understand the content of the trainings from the reports provided , but it appears that the CTs and teachers had tried to use the methods.

The IGAs taken up under the project are micro level ones, starting with very small investments, with an average of 30% of the contributions from the entrepreneurs. Given the scale of investments, the monthly return and profitability is significantly good for most of the IGAs. The low input methods and technologies applied in the project are cost effective in terms of production and with more diversity it has good potential to turn out into a viable model.

Some activities like street plays, use of IEC materials could have been better designed keeping in mind the fact that the community has low retention on things which they consider as not immediately beneficial. Also , the awareness generation programmes could have worked better if the community people themselves were , actors'. The key retardants of efficiency was also perhaps the attempt to deal with multiple key areas under one project, given the short duration and limited expertise in areas like livelihood and Rights.

However, the budget could have been handled efficiently – as disproportionate spending between different budget heads related to activities were observed. KA3, which takes time to get rolled out, should have been initiated at the beginning of the project. A review for this could have been done earlier.



Overall, the project had a satisfactory balance between hardware provisioning, such as IGA inputs, and software in the form of technical training, management skills and social organisation. Given the absolutely poor levels of knowledge in the area of Rights and options of livelihood before this project, this combination was imperative, and the time invested by field staff in mobilising people and creating minimum awareness is a considerable achievement which will benefit the community.

#### **E4. Overarching developmental impact**

Overarching impact can only be achieved through sustainable and significant behavioural and structural changes. The project has made considerable contribution in orienting community towards major issues of child rights and education, although they are yet to affect their behaviour.

There is no clear proof that household incomes have improved significantly since the time the IGA has been implemented, but the options have diversified. This was an important consideration as their main livelihood resource base is dwindling now. However, during this evaluation visits and survey, some beneficiaries were not confident in their new livelihoods. Reducing dependency, however, is not solely about financial gains. Raised awareness and knowledge are important catalysts for change within the societies.

The primary impact of the project will be noticeable only when the Lodhas are free from the stigma of being addressed as 'criminals' all the time. The project has attempted to educate the Lodhas, but the outside community need to be oriented too.

## **E5. Sustainability of the outcomes**

Recognising that sustainability is always difficult to address, for a tribal population like Lodha, and that too within a project timeframe such as the present, and taking into consideration the challenging and sometimes unpredictable conditions on which this project's beneficiaries base their life and livelihoods, this initiative has nonetheless made satisfactory progress in helping people develop structures and ensuring changes in mindset (if not behaviour) on which future sustainability could be built.

Ensuring rights can be achieved through creating some fundamental structures which in future can be followed through. Making CPC and SMCs functional is one leading step, which has been achieved to a considerable extent. However, the CPCs and SMCs still need handholding to perform their expected roles.

The task of retaining children in school depends primarily on three factors – awareness of parents about importance of education, quality of education to ensure children's interest in studies, and an environment of acceptability for the Lodha group where they do not feel separated out. The first has been achieved, the second part is a very challenging one and can only be achieved after extended and well planned support.

Behavioural changes have been largely achieved in education. Acknowledging the evils of child marriage, child labour, addiction and the likes has also been achieved. However, changing awareness into practice will take time and more intense efforts from the project.

Ensuring that all families are covered under the government schemes is, once again, important to ensure food security, human dignity, health and education for all, especially children. The community has started making demands, which is the first step from the state of nonchalance, and now need to be guided through the processes to ensure their rights.

While the potential sustainability of sole proprietor micro enterprises is strong, many of them are likely to face challenges in terms of low profitability and need to expand for optimum level of supplementary income to retain them into business. This would further require approaches of financial inclusion and entrepreneurship to make the business sustainable. The project needs to focus also on the Self Help Groups and collective arrangements to sustain in case of shocks and unfair market competitions.

## F. Recommendations

The present evaluation has been designed around the Ethno Development model, trying to evaluate the objectives, planning and activities in the same light. It is difficult for any individual or team to make exact recommendations about the development factors involving of a group of people so little understood and so less researched. Hence, the attempt was to understand which implementation model, plan and activities work successfully for the Lodha, and Lodha only and what are the strengths of the community from which their development can be ensured.

Overall, the project treaded on unexplored grounds and attempted to do its best. There is little in depth research on Lodhas available. Whatever is available, is in terms of information from census and other surveys. A research into the life, attitude, belief systems, culture etc is based mostly on hypothesis.

In such conditions, the project envisaged to secure basic rights of the group by trying to include and integrate them with the other societies.

An elaborate baseline structured around the demography, education, livelihood, habits, entitlements etc had been done, which gave direction to the project.

It would have been wonderful if the baseline included skill sets of Lodhas, in education, livelihood and even outside. This would have helped in understanding the needs in education and also helped choose appropriate IGA. It was also necessary to understand the aspirations of the Lodhas.

However, this being almost the first intervention of its kind, the project struggled to bring the Lodhas under the aegis of the project. To create a line of communication itself took considerable time. The KA3 started almost at the fag end of 2018. The project has created certain structures, and begun some processes, which can be made sustainable only through an extension period of 9 months. The recommendations below are for the end of project months as well as an extension period.

- **Ensuring Quality Education** - Key area 1 dealt with ensuring child rights which includes right to education. The second key area is about ensuring quality education. As discussed earlier, the project employees have ensured that the attendance go up in primary schools. But it also remains to be seen if the attendance continues to remain high after their withdrawal. Most of the time education is a joyless activity unless teachers are creative and motivated. School teachers, despite several trainings, fail to deliver quality education. In the project, the teachers have largely depended on the CTs to bring children to school, prepare TLMs and conduct classes. Apart from few motivated teachers, it can be safely said, not many would take this forward. Also, the Lodha children are still struggling to get accepted in the school society and have low confidence and are lagging behind in catching up with the school curriculum. The education offered to them has no real life connect and does not help nurture the skills they already have.

Hence, the following steps can be taken to ensure the above problems:

- ✓ The key is to build a community resource of teachers who can continue with Quality education support even after the withdrawal of the project. The community is willing to pay for 'tuitions' in some villages. Hence, the focus now should be to ensure capacity building of community teachers. The CTs must be encouraged to continue their studies, as many of them have not yet passed class 10. The capacity building workshops for the CTs must be carefully designed to- first, build confidence, second, build creativity, and third, give them opportunities to create and deliver lesson ideas (if not plans), TLMs, evaluation strategies,

remedial lesson ideas etc. There should be several mock class sessions within the group.

- ✓ The CTs may now gradually start exploring the possibility of starting Community Tuition centres. While part of their salary could be earned from the project, the rest could be through the tuition centres. The school premises itself could be used for tuition classes.
  - ✓ It is time to gradually step away from schools. Instead of 5 days in school, the CTs could now go for two days a week. So, the student support could be 2 days in school, and 3 days after school.
  - ✓ A skill based evaluation should be done for all classes.
  - ✓ The remedial classes must incorporate confidence building activities like communication games, theatre, debate, extempore. This is of utmost importance and the CTs must get trainings on these. Developing a 'confidence building module' could be helpful.
  - ✓ More focus should be given to children of class 3 and above, focussing on Reading, Comprehension, expressing, thinking freely and creatively. Once again, ready to use modules could be helpful for beginners.
  - ✓ An activity basket for building scientific skills could be created. These activities should be related to their day to day life on topics like Nutrition, Hygiene, Good health, Forest, Natural resources, Environment, etcetera. This could also include social skill activities around their own society and culture – My neighbours, My festivals, My family etc
  - ✓ The remedial classes should not turn merely into 'completing school syllabus' classes. While the skills may be focussed on achieving school syllabi, skills beyond syllabus should also be targeted. Child clubs are a wonderful opportunity to conduct such activities- film shows, Theatre workshops, art workshops, exhibitions, education fares etcetera
- **Ensuring Hygiene** -It is absolutely necessary to build a sense of hygiene among the community, especially children. Children must be made aware so that they wear slippers/shoes whenever they are out. They must be taught to remain clean- wash their hands and feet, oil and wash their hair. Some sort of incentive could be worked out with the school – a badge for clean students.

Many children wear extremely dirty dress to school as they have very few dresses, or no extra dresses. They keep wearing the dresses even after school. Parents must be encouraged to buy clothes for children. It must be made mandatory to wear clean dress to ICDS and schools. If possible, **Sikshasandhan** may start a collection centre for old/new and fresh clothes and shoes, which could be appropriately distributed amongst the children. It must be done with extreme caution, so that no sentiments are hurt, nor should the community be made dependent.

- **Intervention at hostel schools** - Children are entitled to a hygienic living condition. LDA must be repeatedly requested to paint the hostel schools, allocate sweepers for regular cleaning of rooms, common spaces and toilets. The project team emphasised that a team member at the hostel school brought remarkable changes in attendance. If the project gets an extension, it is advised that such provisions be made again for all hostel schools.
- **Ensuring Nutrition** - While the Lodhas have a reasonably good diet comprising of carbohydrate (rice, tubers) and protein (fish, chicken) regularly, they have low vegetable intake. However, it was noted that they do eat some vegetables once in a while. A focus on nutrition garden at ICDS, schools, and at home could address this. Even older children could be taught to grow kitchen garden. Older children could be graded for their

participation in growing kitchen garden through the regular evaluation at school under co-curricular activities. A badge/T shirt for 'green gardener' could be an incentive.

The community does not have lunch, and the meals are timed far apart. While children get mid day meals at schools, it must be difficult during holidays. An awareness campaign must be built around this, so that children get lunch when at home.

- **Ensuring Toilet facilities- Sikshasandhan** must proactively guide the families to get toilets under Swachha Bharat scheme. This is an important component under child rights. Many households have applied, but are in waiting for 2 years. They must be helped to probe the delay. LDA must be activated to ensure this through **Sikshasandhan**.
- **Ensuring rights for disabled children** - A complete list of disabled children must be made and all possible facilities ensured by connecting them to government programmes. It would be wonderful if a competent resource person is engaged to identify disabilities (mental and physical) in all target families and support them through counselling parents and teachers at least once a month.
- **Study on IGA** - A sub study is required at this point to assess which IGA has worked well, and which has not under this programme. Although some beneficiaries have done some book keeping, they have no calculation of their investment, profit or loss. The skill sets of the beneficiaries also need to be assessed. A workshop with heads of Lodha communities, beneficiaries, LDA, livelihood experts and people who have worked with Lodha community earlier could also throw some light.
- **Working on the farm and crop designs** - The project should look into the employability potentials and coping strategies in the lean seasons. Farms should be designed for perennial production patterns as the present focus is on specific seasonal crops only. A careful selection of crops with perennial like moringa, papaya, long duration crops like pulses, oilseeds and cereals and short duration crops will ensure regular production from the farm. This will also help them to maintain the household food availability even in lean seasons. The kitchen garden models setup at anganwadi and schools within the community can also be explored as a learning platform for children on agriculture.
- **The integrated farm approach in agriculture** - Most of the families in agriculture have small lands, birds, small livestock and trees available with them but the existing production system has its focus on stand alone crops. A careful integration of all these production systems with efficient management of bio-waste and water source shall minimize the input costs of farming and make the production system sustainable resilient to climate risks. The shadow area under existing trees has immense potential of cultivating crops like ginger, turmeric, yam etc which grow well in shadow.
- **Financial literacy & entrepreneurship** - The Lodha community has never been into a competitive market environment and their aspirations are also not very high. However they are in regular trade with the other communities and often exposed to unfair trade practices like under weighing, low payments etc by the traders. In some of the villages barter is also in practice for NTFPs like mahua which they exchange for salt and other commodities. Keeping in mind the low literacy levels and no saving habits there is need to develop an activity based pictorial modules for their financial literacy. Entrepreneurship activities have been initiated with the initial orientation and a more detailed orientation on risk assessment and decision making will be much helpful to sustain the IGAs created under the project. SHGs were promoted in the area and taking part in village level development interventions. One of them is even engaged in sabai rope making in a collective, but they need more institutional strengthening for thrift and credit activities as the lending rates in open market are exorbitant. This is essential to save and gain access to credit to meet their consumption and production needs which otherwise may affect their small business.

- **Training on Forest Right Act** - A primary occupation of almost all Lodhas is NTFP collection. The evaluation team found at least one person whose cycle has been ceased by the Forest office for cutting timber. The same could happen to IGA beneficiaries who graze goats or collect NTFP for sale. They must be made aware of the limitations, and rights as well.
- **Aggregations and value chain** - As the IGAs are growing up in the project area there is need to work now on aggregations. For example all the grocery shops are at micro level with very little working capital. The profit margin is very less as they are purchasing the commodities twice a week at a higher price from the local traders. However if the input volume is combined for all these shops it is around Rs. forty five thousand per week which attracts substantially high margin even after deducting all the distribution costs.
- **NTFP** - The area has also high potential in lac, tasar and honey collection under NTFPs. At village level common facility services for weighing and simple level of processing will add value to forest based livelihood activities.
- **Suggested Budget Planning**-Please find the Suggested budget planning for the extension period as annexure attached.
- **Gender mainstreaming in entrepreneurship**: Encouraging more number of women as entrepreneurs shall leverage their position within the society.
- **Deaddiction programmes** – A strong drive should be given at schools to create a sense of shame and bring fear regarding the consequences of addiction. Film shows could be organised. At community level, selling of hnariya /alcohol should be made prohibitory through LDA and police intervention, and community participation. Hnariya prepared at home is less injurious to health, and time consuming. Hence this step might reduce addiction to certain level.
- **Youth clubs** - The youth clubs are keen on football trainings. They can be motivated to apply to LDA for field space, sports goods, and training opportunities. Also, CSR opportunities could be looked for to support the clubs. **Sikshasandhan** could have at least one activity every month, outside sports for the group – film shows, food processing workshops, local craft making, or any other which they are keen on. They could also work as a key to social integration programme by organising fairs, through celebration of common festivals etcetera.
- **Actors and not just receivers** - The programmes should be so designed to incorporate Lodhas to spread awareness, take responsibilities and integrate those who are still outside the ambit of the target group.
- **MIS system** -A robust MIS system could be built to track every household- Number of members, earning members, earnings from all sources, children in ICDS, school, attendance, results, type of house, toilet status and availability of other facilities , all could be accounted for.
- Lastly, the **integration of Lodhas** should be dealt with caution. The attempt should be to allow them space and opinion and include them in the decision making process of their development. Anything imposed from outside, without information or consent, will be disregarded, however much it is structured for their benefit. The project has taken steps which have been deemed essential, and worked earnestly towards it. It is time now to re-evaluate the situation before taking next steps, and discard that which has not worked and that which worked out perfectly. The project team, which was new to the community when the project began, has now matured and has potential to carry more responsibility. They have already done some basic but important groundwork like creating children clubs, youth clubs, ensuring that SMCs meet regularly, ensuring attendance at school etcetera. The next step should be to use this committees effectively. Hence the evaluation suggests an extension of the project period, to support the community till they are self sufficient enough to run the systems designed for them.



Fund allocation in the extension period of the project could cover-

KA1

- ✓ Wall painting on child Rights and other social evils by children
- ✓ T shirts for children with IEC content
- ✓ Publishing Lodha stories, child rights stories, awareness about social evil stories in local language
- ✓ Deaddiction rallies
- ✓ Theatre workshops for children culminating into child rights plays
- ✓ MIS system

KA2

- ✓ Creating Bridge course manual of activities and training
- ✓ Creating remedial learning activity manual and training
- ✓ Creating activity manuals for Science and social science
- ✓ Upgrading community centres to Remedial learning centres – black board, books, trunks, board games, sports materials, drawing materials, etcetera
- ✓ Barakhari chart for all schools, pocket boards, TLM for reading and Reading workshop
- ✓ Training on evaluation and an endline for students in all schools

KA3

- ✓ Study on IGA
- ✓ MIS for already established IGA
- ✓ Capacity building for SHGs, Financial training
- ✓ Refresher trainings
- ✓ Developing POP for crops
- ✓ Business development trainings
- ✓ Developing model
- ✓ Para vet training
- ✓ Convergence of common facilities
- ✓ Hands on Trainings on integrated farming, aggregation of business, Forest Right Act, Financial literacy
- ✓ De addiction programmes

KA4

- ✓ Bal mela (children fair) for all schools separately
- ✓ Theatre workshops for intercommunity youths and children. Productions and competitions
- ✓ Women's youth club

## **2<sup>nd</sup> phase multi annual project suggestions**

- An assessment of the previous project period with Lodhas as partners in the process.
- Workshops with Lodha leaders, youth, entrepreneurs, tribal experts to understand what the community expects
- Give more responsibilities to target group
- Creating a strong MIS – in education, livelihood, for SMCs and CPCs which will help all stakeholders continuously assess progress and identify areas which need support. Share the MIS with government
- Rights should cover all children, including those with disability. Girl children activities to be taken up

- Education to move from schools to community. Focus on skill building and remedial teaching
- Health and hygiene should be covered under education
- Livelihood model could be based on Graduation model. The community is, at the moment, not in a position to contribute. Collective model could be tried to overcome shocks. SHG focus need to be created. NTFP should be better explored
- Create structures /plans/activities for all clubs, committees created
- Creating more linkages with Govt – not just in terms of attending meetings, but sharing of information, co- supporting beneficiaries etc

## **G. Conclusion**

The project is a first time intervention in Child Rights, Quality Education and Integration for Lodhas of Odisha, a tribal community which is ostracised and excluded. Essentially Foresters, the community itself does not seem very keen on changing their laid back way of life, although they suffer from lack of livelihood and other facilities.

It is a daunting task, and the project has strived to achieve integration through multiple activities, some effective and some wanting. This is primarily because, in a first time intervention, it takes considerable time to understand needs and establish line of communication, where the target group is extremely poor and uneducated. The project had several learnings in this phase and is now in a confident position to decide what is necessary and what is not, how the activities can be realigned or remodelled, and which can be taken forward.

Hence, it is recommended that the project should get an extension of 9 months till December 2020.

While this project has looked into 4 key areas, there are some other essential needs which has emerged during the association with the group, like Hygiene or Nutrition. Also the project has established some structures which needs time to be strengthened and supported till the time it can be sustainable – like CPCs, SMCs, Youth clubs etcetera. The project has also created opportunities which can be further optimised to achieve general wellbeing of the community. There has been a goodwill created through the project with the community and the government, which can be optimised too. The awareness generated will dwindle away if the responsibility is not handed over to the community. Right now, most of such opportunities are being facilitated, monitored and guided by the project.

Hence, it is also recommended that a second phase multi annual extension for the project is considered, looking into the needs of the community. Thus, it will make the now achieved changes sustainable and resilient.

## **List of Annexures**

- Annex 1. ToR Mid-Term Evaluation\_Sikshasandhan
- Annex 2. Evaluation Team
- Annex 3. Evaluation Matrix
- Annex 4. Work Schedule and list of interactions
- Annex 5. Survey Formats
- Annex 6. Photos of evaluation for report
- Annex 7. IEC posters
- Annex 8. Debriefing Presentation
- Annex 9. Suggested Budget for Livelihood