

**Promoting Formal Education and Employability Training  
for  
Muslim Youth**

**Best Practices in a Public-Private Venture Model**  
(USAID Grant #386-A-00-06-00180-00)



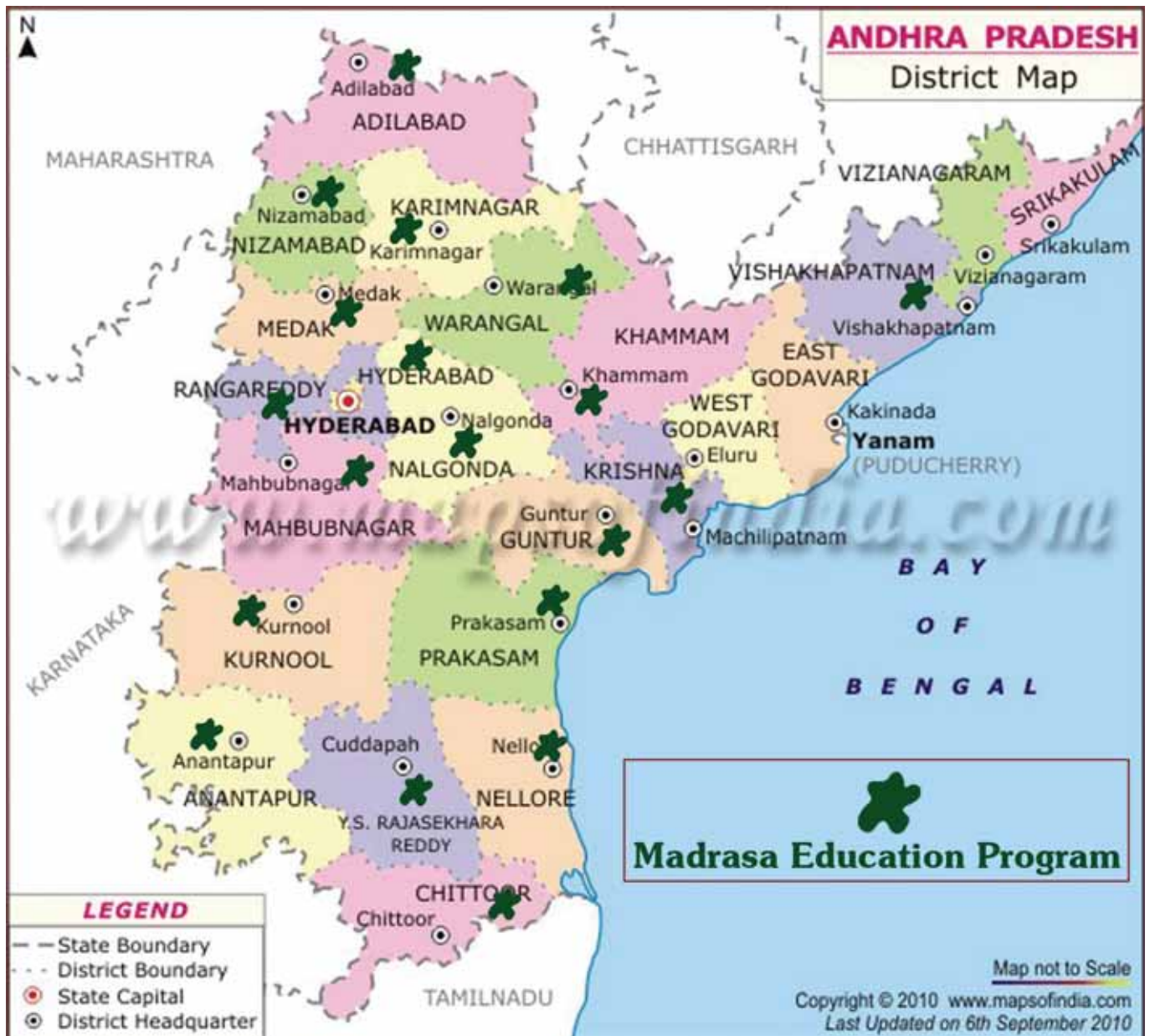
by

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&

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## DISCLAIMER

This report is made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this publication are the sole responsibility of the authors and do not necessarily reflect the views of USAID or the United States Government.

## FOREWORD from CAP FOUNDATION

In the year 2004, CAP Foundation attempted to an innovative approach to provide access to formal education to difficult-to-reach children of muslim minority communities through local Madrasas as part of its overall academic stream agenda but without interfering with their religious education. The positive response and demonstrated results from 3 pilot madrasas resulted in CAP signing a formal MoU with the Office of the State Project Director, Rajiv Vidya Mission (Sarva Shiksha Abhiyan), Government of Andhra Pradesh (SSA-AP) to scale up the program at the state level. USAID came forward to provide CAP the financial support for expansion of its pilot project from October 2006 and was extending year on year until September 2010.

Implementing the Expansion of the Madrasa Education Program in partnership with the USAID and SSA-AP has been very enriching. With increasing partnerships building between Madrasas and SSA, CAP gradually has moved from its role of direct implementer to that of an interlocutor between SSA-AP & Madrasas with focus on building mutual trust and respect between them through active programming. The program has witnessed significant milestones with some of them being pathbreakers. These include passing of a series of Government Orders by the Office of the State Project Director, SSA-AP with respect to the extension of some of its schemes to the madrasas thereby these madrasas receiving support from SSA in the form of teacher volunteers honorarium, Teaching Learning Material Grant for teachers, mid day meal, provision of text books, etc.

As this USAID support to the project comes to a close, this partnership has provided for over 88,686 children (43,026 boys and 45,660 girls) from 992 Madrasas across the state of Andhra Pradesh, India to access to formal, full time quality education along with their religious education. 2,768 Vidya (Teacher) Volunteers in these madrasas are being provided monthly honorarium by SSA-AP. They have also been trained in activity based teaching to madrasa children. 2418 vidya volunteers have received the Teaching Learning Material grant. 68,298 children from 688 madrasas are receiving mid day meal. Free Text books have been provided to 83,743 madrasa children. Besides, this year 2344 students are being provided fee support by SSA-AP to appear in X std. Open School exams from madrasas. by SSA-AP. In addition, workbooks on Easy English Activity Book, Hamara Mahaul-1 and Akshara Draksha in Telugu were distributed to all the madrasa children. 138 madrasas have applied for support under SPQEM scheme and 49 madrasas have applied under IDMI scheme. On the request of madrasas, CAP is also implementing its Teen Channel and Ek Mouka Workforce Development Initiative in select Madrasas to demonstrate the programs with the muslim minority adolescents & Young people.

Thus, initiated as a pilot project in 2004-05 with three Madrasas in Hyderabad by CAP, the program has now become a full fledged State level program of the SSA-AP. While CAP Foundation brought in Rs.4,33,24,800 through support from USAID, the State SSA-AP made huge investments in terms of funds and human resources of which Rs.14,95,89,343 has been directly in the program as leverage during the period October 2006 to 30<sup>th</sup> September 2010 with continued support to flow from SSA-AP after the close out of the USAID support to CAP Foundation for this project.

All this would not have been possible without the dynamic leadership of Md. Ali Rafath, SPD SSA-AP and his dedicated team. On behalf of CAP Foundation, I would also like to place on record, its gratitude and sincere thanks to USAID for trusting CAP's capability in implementing this program and providing financial support. Our heartfelt thanks to all the madrasas for having faith in CAP and come forward to adopt and implement formal education

This report is the result of a review exercise conducted by external consultants Ms. Carla Barbeiro and Prof. Jaya Indiresan and captures the demonstrated results, strategies, best practices, challenges and lessons learnt. We are grateful to both of these eminent professionals for their time and expertise in preparing this report.



Dr. Nalini Gangadharan  
Chairperson-Trustee

September 2010

## FOREWORD from SSA

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### Foreword

I am very happy to go through the report “Promoting Formal Education and Employability training for Muslim Youth, Best Practices in a Public-Private Venture Model” by Carla Barbiero and Professor Jaya Indiresan. Actually it is an evaluation study report on “Expansion of Madrasa Education in Andhra Pradesh” India by CAP.

Madrasa have been the pioneers of formal education in India for about 900 years. It is the Ulemas of Madrasas who first came up with the concept of “The NISAB” (the syllabus) for their educational system. They encompassed subjects like ‘Logic’, ‘arithmetic’, ‘philosophy’ ect., besides faith based education. But the great limitation of this unique educational system was its confinement to one religious group of the Indian population because of its roots in the religion.

With the introduction of formal secular education in India by Lord Macaulay in 1835, Madrasas found themselves pitted against a competitor of great might. Ulemas running the madrasas perceived this new born system as a threat to their existence and also viewed it as a conspiracy of the British to wean away Muslims from their faith. This unfortunate equation between Madrasas and the formal educational system arose because consultation with Ulemas was not done and they were not taken into confidence while introducing the Government sponsored education system. This system was referred to as ‘Modern Education’, or ‘British Education’ or ‘Western Education’ to distinguish it from the native oriental systems comprising of Madrasas, Ashrams and Gurukuls.

The intellectual rift between the two continued to be widened and the ‘Ulemas’ started rejecting the scientific concepts too. It explains why important subjects like ‘Science’, ‘Geography’ ect do not find a place in Madrasas curriculum. In this background our challenge was to convince Madrasas to embrace part of modern education which they have detested all through the history of formal education in India.

This book highlights the extent of our success (SSA & CAP Foundation together)

We still have a long way to go and *miles to go before we sleep.*

I congratulate Dr. Carlo Barbiero and Professor Jaya Indiresan for having brought out a concrete report with full understanding of the madrasa system.

  
Dr. Mohd. Ali Rafath

## AUTHORS' ACKNOWLEDGEMENTS

Many people provided us with invaluable assistance in conducting the review of this project and finalizing the preparation of this report. First, we would like to thank the staff of the CAP Foundation, particularly Dr. Nalini Gangadharan, Chairperson, Ms. Gurpreet Bhatia, Director- Projects; Md. Najeebullah Sharief, Mr. Ahmed and Mr. Srinivas, the CAP Regional Program Coordinators and Mr. K. Nagraj, Manager administration and Accounts for their support in conducting the research and providing all the administrative support and logistical backstopping we required to visit the four districts in a very brief period of time. These individuals freely gave of their time to respond to our questions about the program and to think about the outcomes and lessons learned from their work and from the findings we were identifying.

CAP also ensured we gained access to the State of Andhra Pradesh's Department of Education and district level officials for each of the districts visited. In particular, we would like to thank Mr. Ali Rafath, State Project Director for Rajiv Vidya Mission Sarva Shiksha Abhiyan - Andhra Pradesh (SSA-AP), for meeting with us and for his complete, frank and thoughtful responses to our questions. We are also grateful for the participation of Mr. Akramulla Khan, Coordinator for the Madrasa Education, SSA-AP in our field visits and meetings with district officials.

The SSA-AP district teams in Nellore, Nalgonda, Kurnool and Hyderabad warmly welcomed us in their districts, informed the madrasa headmasters and teachers of our visit and our aims. Each district provided us with excellent details on their program including information on the number of madrasas supported, their locations, names, enrollment and attendance levels, number of vidya volunteers and other demographic and qualitative data regarding the status of the program and challenges. They deserve special thanks for providing us with access to each of the schools enabling us to gain invaluable insights and directly observe activities in the classrooms.

It is our hope that this report reflects their experiences with and views about the SSA-AP initiative to support madrasas. We were extremely impressed with the remarkable commitment and efforts of so many individuals associated with this program. Their involvement and hard work are giving hope to a growing number of Muslim parents who want their children attending madrasas to have an equal chance to learn and compete by getting access to regular formal education.

**Carla Barbiero & Professor Jaya Indiresan**

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“If I gave the same exam to a madrasa student or a government school student, the madrasa student would do better.” (Comment from an anonymous Mandal Education Officer)

## I. Introduction

This report presents the results of a review study conducted in May 2009 to document the best practices, effective strategies and lessons learned in the Community and Progress (CAP) Foundation project, “Expansion of Madrasa Education in Andhra Pradesh, India.” This activity is funded by the United States Agency for International Development (USAID/India) and commenced in October 2006. The Project builds on earlier USAID investments made in the CAP Foundation’s pilot work in promoting formal education and employment training for Muslim youth in the Andhra Pradesh (AP).



India is home to the world’s second largest Muslim population. Official figures on the actual size of the population vary. A very conservative estimate places the population at over 156 million or 13% of the population. Clearly, it is one of India’s more significant minority populations and an important force for the country’s political stability and economic growth.

The community represents 3% of the school-going population. Unfortunately, it has higher illiteracy and drop-out rates than the national averages. A major reason for this is the fact that a significant number of Muslim children are outside of the Indian government’s school system. Instead, they attend madrasas - Islamic religious schools - the majority of which do not offer formal education (e.g., math, science, English) in their curriculum.

In AP, data received from the state’s government’s Department of Education places the size of the Muslim population in the state at 6,986,856 or at 9.17% of the total state population. District-wise data indicates that Hyderabad District has the highest concentration with 1,576,583 Muslims accounting for over 41% of the district’s population.

Today in AP, around 900 madrasas do accept financial, technical and in-kind support from the AP State Education Department authorities. They are operating formal education programs on the clear understanding that the intervention will not interfere with their religious education offerings. These madrasas are now reaching over 84,000 children. A critical actor in gaining madrasa trust and support while still maintaining their identity and in helping the state government effectively extend this initiative has been the Community and Progress (CAP) Foundation.

In 2004, with funding from USAID as a sub grant through Creative Associate International Inc., CAP started a pilot effort with a local madrasa in Hyderabad to begin a process of introducing formal education along with the traditional religious education program of the school. The pilot built on CAP’s earlier work in providing a “bridge school” or remedial education program for drop-outs and other out-of-school youth in the community. In the same year, two more madrasas joined the program to introduce formal education along with the religious education being offered by them. In 2005,



USAID again provided a sub grant to support CAP's further scaling up of this effort to include eight more madrasas. The bridge school program offered the government's formal curriculum that the state education department's authorities were keen to introduce under the central government's Sarva Shiksha Abhiyan (SSA) Initiative.

This pilot work gave CAP a platform for testing and learning about strategies and approaches for effectively introducing new concepts about education to religious elders and parents. CAP's (remedial) "bridge school" program and teacher training provided the elders, headmasters and teachers with an opportunity to see concepts in action. Importantly, CAP provided child-centered and interactive learning pedagogy training to madrasa teachers. Life skills development also became a core element of the CAP madrasa curriculum.

The pilot succeeded in boosting enrollment of Muslim adolescent boys and girls in the regular government system. CAP's complementary activities-vocational/employability skills training - also stimulated community and youth interest and helped many young people - especially girls - enter an increasingly competitive marketplace. Very importantly, CAP ensured that it captured the attention and commitment of the state education department's authorities in expanding the program and in moving the pilot forward to a large number of madrasas in the state of AP.

In 2006, USAID/India funded an external case study review of the pilot. The study validated the above findings, highlighted lessons learned and suggested additional support was necessary in order to continue and expand change in madrasas.

That year, with additional USAID funding, CAP expanded the program and defined for itself more ambitious targets and a new mode of operation. It significantly scaled-up community mobilization and outreach activities. CAP increased madrasa teacher training and developed additional teaching learning materials to reach more madrasa communities. As CAP's program gained experience and showed results, they actively shared their experience with state education authorities.



The networking and information dissemination paid off. Shortly thereafter, CAP and SSA-AP formalized a new alliance with the signing of a Memorandum of Understanding (MOU). The MOU laid the foundation for CAP to start a process of transferring the responsibility for service delivery to the madrasas from CAP to the state government. Working jointly with the SSA-AP's office, CAP's activities focused on:

- Helping build partnerships of mutual trust and agreements on common goals between the state government and madrasas to promote giving children in madrasas access to quality formal education;
- Facilitating training for madrasa teachers to improve teaching quality and practices;
- Helping to develop and make available Urdu language teaching and learning materials in the madrasas;
- Promoting and introducing CAP's employment training model that includes academic and occupational skills development support in five centers and support the continuing work of five existing centers;
- Information sharing, advocacy and networking to disseminate lessons learned.

Under the USAID-funded expansion project (2006-2009), CAP expected to directly reach and provide support to 700 madrasas in Andhra Pradesh in partnership with SSA-AP. It also expected another new 500 madrasas to become familiar with SSA-AP education goals for introducing secular education. CAP also expected to train and place between 3,000-4,500 youth under its employment center scheme.



## II. Review Study Design

### II. A. Study Aims:

After nearly three years of implementation in the expansion phase, all indications are that CAP has already met or exceeded most of its targets. For many reasons, this Project's evolution and experience warrant documentation and sharing.

The Project's goal – introducing and improving formal (secular) education in madrasas (traditional religious Muslim schools) – is formidable. It represents an area of development work that many would refer to as “uncharted waters.” In fact, as CAP knew and USAID appreciated from the start, CAP needed to be able to operate in a creative, flexible and nimble manner - too much blueprinting of how, when and with whom could have proven disastrous to working with this target group.



This study will highlight key project results and best practices. The document will try to answer some questions about what has worked well, what were major challenges and what areas or issues might need more attention in future. CAP plans to share these lessons learned and considerations with a wider audience of policy makers and practitioners working in this critically important area of social change and investment.

### II. B. Study Methods:

To conduct this study, a two-person team reviewed all existing documents on the program concept dating back to the pilot phase as well as national and state government documents detailing plans, targets, and schemes for madrasa support under the SSA. The team also reviewed curriculum developed under the program, training reports, workshop proceedings, memoranda of understandings, government notices, CAP progress reports to USAID, and CAP official correspondence to SSA-AP.

In the field, the team visited four out of the 18 districts where CAP has worked in collaboration with SSA-AP and visited 12 madrasas that represented a good mix of co-educational, single sex, day only and residential models. The madrasas varied in relation to how long they had participated in the SSA-AP program and regarding incentives they were receiving and/or accepting from SSA-AP. The team also reviewed a sampling of district-level enrollment records, student test papers, and madrasa attendance records. In Hyderabad, the team met with the State Project Director, SSA-AP and had a structured discussion with him about the program and his experience working on this type of an initiative. In the field, the team met and had structured and informal exchanges with stakeholders including SSA-AP district officials, madrasa headmasters, teachers, parents and students. Two of the ten Employability Training Centers were also visited and the team met with coordinators, technical trainers, community mobilizers, current students and select alumni. Finally, the team interviewed CAP project staff to capture knowledge, experience, perspectives and ideas.

### III. Best Practices and Insights

The Program's experience suggests a number of best practices, effective strategies and important insights that practitioners and policy makers might consider in programs in India and likely elsewhere that aim to introduce secular education into traditional Islamic madrasa school settings at the community and institutional levels. The practices are particularly significant in instances in which a host government seeks to promote a collaboration or alliance with religious sector organizations that are concerned about preserving their independence or are generally distrustful of government.

The best practices and insights documented in this review are:

- Non traditional partnerships between madrasas and likely other minority communities with government can be significantly enhanced if the process is started and guided by an outside enabling organization that has the trust and respect of parties and can be relied to effectively articulate their declared interests and concerns.



- Until madrasas and the government are comfortable working together, an enabler organization can help educate the madrasa learn how to work with government while familiarizing the government on the madrasas' programmatic interests and any related cultural and social sensitivities.
- Work on this sensitive topic in India and in other countries will very likely require governments and donors to allow for more flexible, rolling designs that avoid too much blueprinting of the process and related timelines.
- A madrasa's receptivity to introducing secular education in their schools is likely to be higher if the enabler and/or government partner demonstrates genuine respect for the madrasa's primary interest in imparting a religious education.
- An enabler can help keep government honest and committed to providing support.
- Monetary and in-kind incentives, e.g., examination fee waivers, provision of mid-day meals, teacher salary support, etc., can be very helpful (sometimes critical) to securing madrasa participation in the program, to increasing enrolments and to retention of students.
- Because appropriate content of the formal education curriculum is of paramount importance to madrasas, an outside technical resource review group that includes education experts and madrasa and Islamic academic community members is a valuable way of ensuring that the content is culturally and socially appropriate.
- Successful vocational training and livelihood development programs do their homework on current and future market needs looking beyond traditional job types, operate like businesses, hire "real world" qualified, experienced and motivated managers and trainers, reward permanent staff, and place the majority of their graduates in real jobs in the business sector.

## IV. Background on Madrasas

### IV. A. General:

The number of madrasas is growing in Andhra Pradesh and other Indian states. Websites like Wikipedia quoting a Boston Globe article suggest that in India there are around 30,000 operating madrasas. The majority of these schools follow the Hanafi or Sunni school of legal thought.

The motivation for starting a madrasa varies widely. Some girls' madrasas are set up to provide girls with some education in a safe environment. Some Muslim families view madrasas as the best low-cost choice for providing their child some level of education. For some Muslim communities in AP and elsewhere in India, the lack of any government school and especially Urdu-medium government schools nearby makes a madrasa the best and sometimes the only alternative.

Pressure on the madrasas to evolve and broaden their educational programs is also coming from the Government of India (GOI) under the auspices of its flagship program, Sarva Shiksha Abhiyan (SSA). That program seeks to achieve India's long-standing aim of making free and compulsory education for children ages 6-14 years a right.

Under the SSA, the GOI has specifically cited the madrasas as a target group for special attention and for change. The GOI's aims are "strengthening of Madrasas and Maktabas for formal education to girls." As per the provisions of the GOI's Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) schemes, madrasas are to be given most if not all of the same incentives that would be offered to new government schools, e.g., strengthening the academic support structure, provision of teaching support, etc.



Until as recently as 2003, most madrasa leaders in AP resisted introducing a secular education into programs. Some remained interested in only teaching the traditional religious offerings or in ensuring that Muslims learn the tenets of their faith. Some leaders also clearly viewed the madrasas as a way of preserving loyalties to the tenets of their faith and of protecting their community's boundaries.

While there is still skepticism and some madrasas may never sign on to a new educational agenda, more madrasas are coming to appreciate that in today's world a secular education is a pre-requisite to finding a job in India's workplace. Some madrasas suggest that by introducing formal education into their programs, they hope to stem negative opinions and perceptions about their aims and operations from non-Muslims in India and in the West. Other madrasa heads observed that Islam is very clear about the value and importance of education for a boy and a girl – noting that the Qur'an says you must do whatever you can to get a good education, "even if you have to journey to China."

Pressures on madrasas to include formal education will likely continue to grow for economic and social reasons. It is reasonable to assume that increasing access to information in Muslim communities will stimulate Muslim youth to desire and seek nontraditional avenues for education.

### VI. B. Madrasa Support:

Many madrasas are established because of a community member's personal commitment to serve the children of the community. Their principal funding comes from donations from the community from inside and outside the country. In some cases, private wealthy business owners endow the madrasas.

Madrasas often charge fees that are usually nominal and set according to family's capacity to pay. Orphans or children from extremely poor families like daily wage earners, e.g., rickshaw pullers, and semi-skilled laborers usually attend free of charge. Fees charged range from Rs. 30/ to Rs. 600/ per month and differ in relation to whether programs are residential or day only. Some madrasas own the buildings where they operate; others rent space or get donated space from community member(s).

While not mandatory in AP, some madrasas are registered as educational societies. Others are seeking to get accreditation with the government education department in order to gain access to other government benefit schemes for their programs, but most madrasas still find the process complex. However, interest in registering appears to be increasing as some madrasas view accreditation as another logical step they should take in helping them do a better job of offering their students government-recognized and higher quality education programs. A number of madrasas are attracted to the formal education offerings because they see skills like English as key to establishing or extending their community's ability to reach and educate others outside of the Muslim community about the real messages and teachings of Islam.

### VI. C. Types of Madrasas:

In AP, most madrasas are located where there is a high concentration of Muslim community members. They vary widely in their nature, size, structure, functions, composition and other factors. There are three types of madrasas, i.e., fully residential, partly residential and non-residential. There are single sex as well as co-educational madrasas. Typically, co-ed classes are only held in cases where the girls are pre-adolescent – usually only up through grade 5. Normally, madrasas operating mixed classes require teachers to teach multi-grades. Female teachers teach older, adolescent girls. In some cases, if older girls are also taking advanced courses in religious education and if a suitable women teacher is not available, male teachers will sit behind a curtain or screen to instruct and guide the lesson. Many madrasas also provide after-school or summer school religious education to Muslim children that attend private or government schools during the days.



The number of teachers employed also depends on the number of children enrolled and the number and/or levels of courses offered. In AP, like other states, madrasas have their own curriculum called “Darse-Nizami”. As Qur’anic schools, they are committed to educating young male and female students to learn to read, write and memorize the verses of the Holy Qur’an and some also teach other subjects like Urdu, Islamic law and principles, logic, biography of the Prophet Muhammed, and literature.

Field visits and project records indicate that enrollment varies widely in the madrasas in AP. For example, Madrasa-E-Rahamania in Nellore District is co-educational with 20 students, while Jamiatul Mominath Girls Madrasa in the Old City is single sex with 1,035 girls. Some are even larger with as many as 5000 students enrolled.

Generally, enrollment depends on the infrastructure capacity. However, field visits suggest that many madrasas have enrolments that significantly exceed capacity. Others have considerable space with several rooms, good facilities, including libraries and computer rooms. One madrasa visited was centrally located in a four story building in Hyderabad and had excellent infrastructure facilities with nearly a dozen computers, a well-endowed library, several classrooms, and an electronic monitoring system for each of the classrooms. Another madrasa currently rents small space, but has blueprints to construct a very modern large complex.



### V. A. Program Genesis:

The CAP (Community and Progress) Foundation, an Indian non governmental organization (NGO), works to improve the quality of life for disadvantaged and at-risk children and youth through education and livelihood promotion work in India and more recently in other countries like Egypt and, Sri Lanka. In 1997, CAP Foundation– then called Child and Police Project - started in an attempt to tackle the growing issues of out-of-school children & youth comprising of child workers and school drop-outs in AP. Since its inception, CAP has successfully mobilised and mainstreamed over 12,000 working and out of school children back into the government schools through the bridge school process.

In this process, CAP also initiated work in Musheerabad, a very poor, predominantly Muslim neighbourhood of Hyderabad in 1997. There CAP surveyed the community and documented high rates of working and out-of-school children – a large number of which were girls.

CAP's survey results led to its design and introduction of a strategy to engage local stakeholders like local police and community leaders to support a program that would get the working children and drop-outs back into the formal government school system. The approach CAP introduced in its original work is referred to as a bridge school concept that provides the children with accelerated learning and remedial coaching/tutoring.

### V. B. Pilot Phase- Approach and Core Activities:

CAP's initial work in providing bridge school services in Musheerabad was a success. It helped children –both boys and girls- re-enter the formal school system. In Musheerabad, between 1997 and 2003, CAP reached to 2400 children with bridge school services, resulting in their gaining readmission/re-enrolment in public schools. It also established vocational/employability training centres in the communities to provide tangible market-oriented employment skills to adolescents in their late teens and other youth who were not so well suited to academic studies. The below factors provided a solid foundation for CAP's success in this initiative.

- CAP got the police volunteers to push hard in getting local businesses and families to join the fight against child labour.
- CAP secured the commitment of local leaders, businesses, and families to promote registration of children in the CAP program.
- CAP formed mother's committees to serve as the entry point with the community, to mobilize families to participate and to track children's enrolment, attendance and retention once they transitioned to government schools.

The successes led to heightened community interest and demand for CAP's services. The mothers' groups urged CAP to expand its work to cover other communities and to begin a more concerted effort to address the educational needs of many out-of-school Muslim girls from more traditional Muslim families. CAP was also encouraged to include education for older children who had dropped out of Grades 7 or 8 due to family financial issues or poor academic performance.

In 2003, the mothers' group introduced CAP to the Madrasa Madinat-Ul-Uloom paving the way for what was to become a new and exciting collaboration for CAP. Up until then, CAP had worked within the Muslim community and neighbourhoods, yet still outside of the formal madrasa school structure and system. Shortly thereafter, CAP's exchanges with the madrasa about how CAP might help to expand and improve educational programs led to agreement for CAP to start a supplementary bridge school program at the madrasa for older children in Grades 7-10. The madrasa donated space to CAP



for the program and in 2004, CAP secured seed funding from USAID as a sub grant through Creative Associates International Inc. for this pilot phase to hire qualified teachers for the bridge school project.

CAP's bridge school program provides a full-day of accelerated learning and remedial tutoring to returning drop-outs or poor performers. It stresses child-centred tutoring tailored to meet the individual's needs with the ultimate objective of preparing younger students to mainstream into the government schools at the appropriate grade and it prepares older students to take the Grades 7<sup>th</sup> and 10<sup>th</sup> board exams.

With USAID funds, CAP hired three B.Ed. qualified Muslim teachers as bridge school teachers to work along with other teachers in the madrasa to enhance their teaching capacity. In addition, to providing remedial coaching to drop-outs and former out-of-school children, the teachers began to teach biology, math and physics as part of the formal madrasa education program. This transformed the school day for the madrasa student who now received two hours of Islamic religious education and four hours of government curricula daily.

While CAP's bridge school teachers were generally better-qualified than the other teachers at the madrasa, CAP correctly recognized that all of the teachers needed additional training in and exposure to state-of-the-art pedagogical and classroom management skills. CAP organized workshops to provide this type of training with a focus on areas such as child-centred teaching techniques, enhancing materials development capacity, improving spoken English skills, improving knowledge of child psychology, and teaching techniques. CAP also introduced life skills development as a key element of the CAP madrasa-based curriculum and improved teaching learning materials including visual aids to better link and stimulate student learning.



Alongside the bridge school program, CAP also saw the clear need many older adolescents (16 years+) and parents had for livelihood support. To respond to this need, CAP also introduced skills development and vocational training program at the madrasa. Because the quality of education provided in the bridge school was superior to the education available in the government schools, enrolments increased significantly especially of girls, and students performed better on exams resulting in a higher pass percentage. This motivated the other madrasa administrators to become interested in learning more about how CAP's program with Madrasa-ul-Uloom might also help them to boost the educational quality of their schools.

To respond to growing local interest and to share results and successes, CAP organized a series of consultative meetings, workshops and exchange visits in association with the madrasas. In 2004, a number of madrasas signalled their interest in CAP's assistance. In the same year, two more madrasas from the adjoining Ranga Reddy district joined the program to introduce formal education along with the religious education being offered by them. While the interest was welcome, CAP decided it was important to pace its response to the increased demand to avoid growing the program too quickly until it had acquired more experience.

CAP obtained additional sub grant from USAID for a modest expansion program in 2005. This allowed CAP to continue work in the three Madrasas while adding eight more madrasas – in Hyderabad and in the neighboring sub urban areas of Ranga Reddy. In its continued work with Madrasa-ul-Uloom, CAP helped the madrasa extend its offerings to include Grades 7<sup>th</sup> to 10<sup>th</sup>. At the new madrasas, CAP supported the hiring of additional teachers to allow for formal instruction through Grade 10. During this period, CAP continued to provide in-service training support.



Importantly, under the supervision of the CAP teacher trainer, the teachers from the eleven madrasas revised and updated the Urdu-medium language textbook and accompanying teaching workbook and secured local government education authorities approval for the textbook and workbook. The teachers also developed a Telugu language textbook (a key regional language spoken in Andhra Pradesh). Besides, CAP also provided employability skills training and placement support to 350 Youth from these madrasas.



Throughout this pilot period, CAP maintained close and regular contact with the SSA-AP, the state education department's authorities. In June 2005, in collaboration with the SSA-AP, CAP organized a state-level workshop attended by education department officials, several madrasa administrators and local Muslim leaders to disseminate and share results and lessons learned from CAP's program with the three madrasas. The workshop agenda included site visits to the madrasas as well as presentations.

Subsequently, in 2006, CAP organised a conference. One of CAP's central aims for the conference was to enlist the formal support and more direct engagement of the state education authorities in expanding the program. The conference not only succeeded in generating the strong interest of the State Project Director (SPD) , SSA-AP in CAP's program strategy and plans, but it also secured the state's commitment to provide those madrasas that were willing to participate in the ministry's Urdu-medium curricula and plan of studies with access to a number of benefits and schemes. The SSA-AP agreed to exempt madrasa students in Grades 7 and 10 from paying any fees for taking government board exams.

#### V. C. SSA-AP Commitments to Madrasas:

Post this conference, CAP worked to further broker an effective relationship between SSA-AP and the madrasa community. CAP's efforts resulted in SSA-AP committing to provide a variety of incentives to madrasas that signed up to include formal education in their offerings and to pursue accreditation.

The incentives/schemes were:

- teacher salary support (referred to as Vidya Volunteers' honoraria and provided on the basis of one volunteer for 40 students at Rs.1500/ monthly);
- free textbooks;
- an annual grant of Rs. 500/ per Vidya Volunteer to develop or purchase teaching learning materials;
- one computer per madrasa;
- pedagogical training for teachers;
- Rs. 5,000/ grant for physical maintenance of the madrasa.

As well, USAID's support funded the establishment of two additional vocational training centers (Employability Training Centres – ETCs) at the two new madrasas. The ETCs were designed to cater to the older siblings (sometimes drop-outs) of children attending the madrasas and to those students who passed the Grade 10 exam but were unlikely to pursue higher education and needed marketable workplace and life skills.

CAP's centers trained students ages 18-25 years based on the business mappings and market scans CAP performed in the communities resulting in finding and making contact with businesses that were growing and had employment needs. CAP deliberately sought to avoid pigeonholing youth into career paths that were traditional and potentially limiting in terms of career growth or diversification, e.g., tailoring, bicycle repair, etc. Instead, CAP trained youth in new and high demand sectors like hospitality, tourism health care, retail sales and information technology management and support. CAP directly linked training to the specific needs and future demand of the businesses to ensure that placements were high and that chances were better than average for job mobility or career advancement. CAP successfully negotiated with various employers that agreed to place ETC graduates in their business.

#### V. D. 2006 USAID Case Study:

USAID funded and carried out a collaborative case study review of CAP's Phase II program in 2006. The study confirmed that CAP had succeeded in integrating high quality, formal education in the three madrasas. It affirmed that the activities were boosting children's enrollment in those madrasas as well. It cited the government's willingness to provide accreditation as another achievement. It acknowledged the importance of providing employment and job skills training to youth – even for those that may successfully complete Grade 10 exams – as a way of solidifying learning, helping the **transition to the workplace** and fostering economic opportunities. Finally, the study observed that CAP's interventions directly contributed to a high degree of student success in Grades 7 and 10 exams.

The case study underlined the importance of having enlightened leadership in the madrasa administration as a factor for success. However, it observed that leadership was not a sufficient factor. Instead, the case study reviewers suggested that madrasas needed technical and financial support to improve their educational offerings and systems. The review noted several valuable lessons learned from CAP's work with madrasas. Some of these will be highlighted below in this study's review of CAP's work in the Phase II Expansion period since they remain essential to the program's success and some stand out as best practices that should be shared more broadly.



## VI. Phase II - Expansion Phase (2006-Current)

### VI. A. CAP's Revised Strategy and USAID Support Renewed:

In October 2006, CAP secured USAID support for its Phase II expansion program strategy and activities. The new strategy shifted CAP's role from implementor and service delivery provider to interlocutor, facilitator, enabler and innovator. CAP's proposal underlined the importance of promoting even greater collaboration with SSA-AP. It stated, "*CAP will effectively and efficiently play the critical role of an interlocutor between SSA-AP and the Madrasas to bring them together so that the existing and emerging issues are resolved jointly by them and a sustainable long-term relationship is built between SSA-AP and Madrasas to realize the Goal of UEE.*"

### VI. B. The Public-Private Alliance is Formalized:

With additional USAID funding, CAP expanded the program defining more ambitious targets and a new mode of operation. It significantly scaled-up community mobilization and outreach activities. CAP increased madrasa teacher training and developed additional teaching learning materials to reach more madrasa communities. As CAP's program gained experience and showed results, they actively shared their experience with state education authorities. The networking and information dissemination paid off.



In February 2007, CAP signed a Memorandum of Understanding (MOU) with SSA-AP that outlined methods of future collaboration, respective roles and expected contributions of the parties in universalizing elementary education among children studying in madrasas in Andhra Pradesh (Annex 5.) The MOU laid the foundation for CAP's evolution from its previous role in undertaking all aspects of outreach, mobilization, training, and follow-up in service delivery to the madrasas to instead becoming the primary interlocutor between SSA-AP and the madrasas. SSA-AP formally engaged CAP in recognition of the fact that it needed a third party to gain ground in persuading madrasas to sign up for formal education.

The MOU acknowledges CAP's value added and the success of their pilot program activities that promoted formal education stating that, "*Many more Madrasas have come forward to participate in the endeavor of providing quality education to the children. The [CAP] program has begun to connect the madrasas with the SSA-AP.*" The MOU also highlighted the contributions of CAP's remedial coaching classes for out-of-school children and drop-outs. It notes that the vocational centers serve as places that provide tangible market-oriented employability skills to adolescents in their late teens and youth.

Importantly, as an element of the MOU, SSA-AP under the leadership of the SPD committed to setting up a madrasa unit of cell within the state's education department to interface directly with the madrasa community. It specifically designated one of its officials to liaise on the madrasa project work.



SSA-AP sought CAP's critical inputs in:

- trust and consensus building with the madrasas to orient them on the need for formal education and to obtain the buy-in for the program from the Madrasa boards/committees and related Muslim communities;
- constituting a resource pool of 20-25 master trainers and advocates to serve as a resource group for the project;
- madrasa teacher training to improve quality and practices;
- development and distribution of Urdu language teaching and learning materials;
- promotion and introduction of CAP's employability training center model in five new centers and supporting continued work in the five existing centers;
- assuring periodic reviews of the project and sharing of learning and best practices.

SSA-AP also sought CAP's support and know-how for other key activities like:

- a mapping exercise,
- organizing and conducting consultative sessions and networking workshops with the resource group, district officials, stakeholders (madrasa teachers and headmasters),
- annually organizing a two-day state level conference inviting madrasa administrators, government officials and well known scholars and academicians to share lessons learned and best practices and to advocate for positioning quality formal education as a non negotiable for all children.

### VI. C. Madrasa Mapping:

A key and first activity SSA-AP initiated was a mapping exercise to collect data across the districts on the number of madrasas, type (residential, co-ed, etc.), number of children enrolled, services offered, number of teachers, infrastructure capacity, etc. With CAP's support, SSA-AP's State Project Director (SPD) organized and convened a one-day workshop to orient the 23 district-level offices in the requirements and process for undertaking the mapping. However, due to the political sensitivity particularly in Hyderabad, the teams (SSA/AP & CAP) faced difficulty in getting the data as the

madrasas were not willing to share details particularly on the number of teachers etc and were obliged to suspend the formal mapping and data collection exercise. Nonetheless, SSA-AP's community mobilizers and CAP's regional coordinators continued efforts to collect the information through informal interactions with the madrasas. On the basis of their work, SSA-AP and CAP estimate that there are roughly 6,000 madrasas in the state.

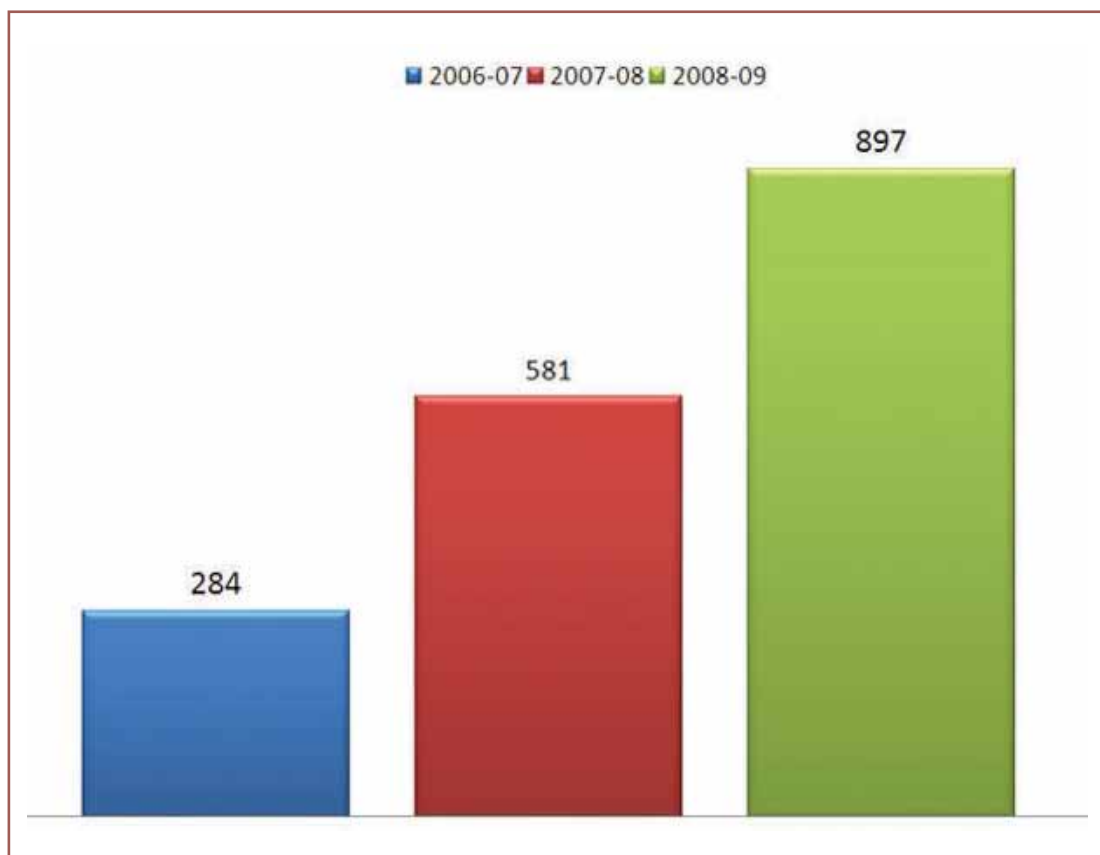
#### VI. D. Phase II's New Targets:

Up until September 2006, CAP directly worked with and supported a total of eleven madrasas and five ETCs. In its agreement with USAID for Phase II, CAP received direct additional funding for a more ambitious three-year program.

Specifically, CAP planned to directly reach, engage the interest, and secure the commitment to introduce bridge schools and/or formal education within their curriculum from 700 madrasas in 18 out of AP's 23 districts. CAP expected another 500 new madrasas to become familiar with SSA-AP's goals for introducing secular education based on outreach, familiarization workshops, information sharing, exchanges and other activities. CAP also committed to training and placement of between 3,000-4,500 youth under its employability training program.

As of May 2009, the project was reaching out to 897 madrasas directly. These madrasas participate in various project activities and receive support from SSA-AP for an unlimited period as of now. In addition, over 500 madrasas have been made aware of the program by SSA-AP and CAP through various meetings/orientation programs.

**Year wise number of Madrasa receiving program support**



All the key players, namely, the madrasas, SSA-AP and CAP have played crucial roles in taking forward this initiative in the expansion phase. Listed below are some key activities undertaken and outputs associated with the SSA-AP's and CAP's efforts that were essential to enabling this project to achieve most of its targets.

#### VII. E. SSA-AP's Key Activities:

##### Publicizing the Initiative by the Bureaucracy:

In June 2005, AP's State Project Director verbally committed to extending various education incentives to those madrasas that agreed to introduce bridge schools or formal education in their offerings. After signing the MOU with CAP, the SPD ensured that this message was widely communicated across the state to the districts as a means of encouraging better outreach. SSA-AP issued a series of government orders detailing and elaborating on the various schemes and incentives available to the madrasas under the SSA program.

The SSA-AP schemes included incentives that provided: the Vidya Volunteer (teacher volunteer) support/honoraria at Rs.1,500/ per month, the Teaching-Learning-Material (TLM) grant of Rs. 500/ per person per year for teachers, the mid-day meal for students, provision of free text books and workbooks including Urdu-medium books for students, training for teachers and refresher training and support, and exemption of examination fees for students taking Grades 7 and 10 state-level certification exams.

SSA-AP also negotiated with a software company to obtain donations of free computers with the aim of supplying each madrasa with at least one computer. Unfortunately, SSA-AP did not receive an adequate supply to be able to provide computers to all of the madrasas.

For many madrasas, these schemes/incentives carried a lot of weight and contributed significantly to their decisions to introduce formal education in their programs. Since there were no strings attached to that, they viewed this as a genuine interest of the government in introducing and improving quality of education imparted in madrasas. A significant number of the madrasas visited in this review highlighted the positive value the incentives had in boosting student enrollments and in promoting attendance.



### Information Sharing and Networking with the Madrasas:

SSA-AP along with CAP also prepared an informational brochure in Urdu on the program to create awareness among the madrasas on the SSA-AP madrasa support program to encourage interest. With CAP's support, SSA has also conducted periodic District-level meetings with madrasas to share information and to understand their interests and possible concerns about the program. This developed better communication channels and over time led to easing up of relations between SSA-AP and Madrasas, demonstration of mutual respect, trust and acknowledgement of this benefits of working together.

### Technical and Administrative Support:

SSA-AP ensured that district-level technical and administrative support was in place to support the madrasas. In each district, at least one and usually two officials served as Alternative Learning Scheme (ALS) coordinators or community mobilizers directly associated with the madrasa education initiative. These individuals were tasked with promoting and backstopping the program.

Field visits during this review indicate that these officials are proving to be critically important to providing madrasas with regular technical and administrative guidance on implementation. They are also helping to track progress on enrolments, to provide some training or familiarization on varied matters like record keeping, and to ensure timely and complete receipt of incentives like mid-day meals and textbooks.

A reminder about the political and social environment is important. In the initial stages, the madrasas were apprehensive and diffident about the government's efforts to bring them under the fold of SSA for social, cultural, religious, financial and political reasons. Madrasas saw changes as





threats to their identity and intensity of faith. Some were concerned that the government might eventually take over the madrasas. In the name of standardization or uniformity, some madrasas also feared that government might impose their own dress code and interfere with religious observations and practices. Another apprehension was that teaching of mainstream subjects would dilute the religious education and would place too much of a burden on the students.

However, it is significant to note that during the team's interaction with teachers in the field, they clearly indicated that the students enjoyed learning the mainstream subjects. In fact, it was felt that both the streams facilitated and reinforced each other. To date, SSA-AP has demonstrated respect and sensitivity for the madrasas concerns and there appear to be no examples of government interference or regulation in ways that would undermine the independence of the madrasas.

For madrasas used to operating independently and outside of government, bureaucratic paperwork and delays can become serious disincentives to participating in programs. SSA-AP's district-level ALS coordinators or community mobilizers have played an important role in helping the madrasas deal with the requirements and paperwork associated with obtaining SSA-AP support.

## VI. F. CAP's Key Activities:

### Trust and Consensus Building:

At all of the communities and madrasas visited, the review team sensed that CAP is highly regarded for the quality and quantity of their efforts. In district-level meetings, madrasa headmasters and teachers consistently provided positive feedback on CAP's value added. When asked why they felt CAP needed to be involved in this initiative, madrasa headmasters and teachers observed that CAP effectively pushes for things on their behalf that the bureaucratic process will tend to delay. Various madrasa teachers, headmasters, district officials and leadership at the cell in Hyderabad strongly suggested that CAP had demonstrated programmatic leadership and could be trusted to work transparently and apolitically with the madrasas.

SSA-AP recognized that CAP's reputation was excellent and believed that CAP could provide SSA-AP with the entrée to Muslim communities it required. CAP played a critical role in helping SSA-AP to constitute a 13 member state-level Program Steering Committee under the Chairmanship of the SPD. Importantly, the Committee includes two madrasa headmasters as members. The Committee provides an excellent forum for CAP to share progress on its activities, highlight concerns or issues on implementation, and gain commitment or agreement on future plans for training and other elements.

CAP also arranges for quarterly meetings and workshops with madrasa committee members and headmasters across the state and on an average has been meeting with three different districts every quarter. At these meetings, madrasa committee members or headmasters communicate concerns about SSA-AP support, provide feedback on teacher training needs, and share any strategies or initiatives they are using to promote education. For example, in Kurnool District, parental visits to madrasas were highlighted as valuable in the experience of several madrasas and were in turn broadly encouraged as a means of boosting attendance.



In field visits, some madrasas also highlighted the importance of CAP's help in obtaining government response and action to programmatic and administrative delays. Workshop reports signal the value of coming together to raise the need for streamlining and for responding to madrasa concerns about delays in receiving incentives like the disbursement of honorarium to the Vidya Volunteers, textbooks, etc. (NB: SSA-AP has streamlined procedures for madrasas to sign individual MOUs with District SSA officials and register with SSA-AP to obtain incentives. Also, the delays in Vidya Volunteers receipt of honoraria have been resolved and now the honoraria are deposited directly into their bank accounts.)

A key strategy for building trust and motivating madrasas to experiment with formal education has been CAP's support to madrasas to set up bridge schools under SSA's Alternative and Innovative (AIE) center scheme. These bridge school programs provide madrasa leaders and parents from the communities with an opportunity to see how one-on-one tutoring and accelerated learning can help drop-outs return to mainstream schools and even prepare them to take and pass the Grades 7<sup>th</sup> and 10<sup>th</sup> board exams. These programs also help win the confidence of the madrasas who see how CAP program staff and teachers retain a respect and regard for the independence of the host madrasas.

### Training and Capacity Development:

Training was a core activity defined for CAP in the MOU and in the USAID grant for the expansion phase. To carry training forward, CAP established a Resource Group of 45 members (instead of the original SSA-AP target of 20-25) to help CAP design and implement the training program and develop related materials and training modules.

This Resource Group represents a consistent group associated with the SSA-AP program initiative with madrasas. Its members are not consultants; instead, they are full-time employees who agreed to work on this program as needed. The Group is comprised of members from SSA-AP, Alternative Learning Scheme (ALS) Coordinators, faculty from District Institutes for Education and Training, mandal (or block/local level) resource persons and select madrasa teachers.

Before the Resource Group started its work, CAP held a three-day workshop in July 2007 on material sharing and development. CAP wisely focused the first workshop day on team familiarization exercises, technical presentations on subjects like activity-based learning, and team-building exercises that produced some initial teaching learning materials (TLM). The Group carefully worked to assure development of curriculum that would not be culturally or socially offensive. The participation of the madrasa teachers was critical and helped make this process work. One of the efforts in building the capacity of the Resource Group was to bring a Kolkata based NGO Vikramshila through USAID support to train the Resource Group in educational pedagogy.

In each District, a group of three to four (3-4) master trainers (drawn from SSA-AP district level functionaries and madrasa teachers) emerged as well to train with the Resource Group. Post-training, they started to assume the role of trainers of the madrasa teachers in their districts. With the Resource Group's technical support, CAP has trained 132 madrasa headmasters (102 male/30 females) in education leadership with the aim of helping them gain exposure to vision and work planning.

CAP organized and held four day, first-level basic training workshops in effective teaching methods, preparing lesson plans, instructional objectives, teaching of language and non-language courses, and other subjects. The workshops trained 585 madrasa teachers from 8 different districts. Second-level training that contained sessions strongly focused on the curriculum requirements, e.g., Teaching Urdu, English, Telugu, Math, etc., were also organized and supported by CAP and the Resource Group. The training workshops reached over 850 teachers from 10 Districts over a four-day period.

CAP training has given most madrasa teacher trainees with first-time exposure to planning and teaching processes that depend on teamwork and group exercises. It has also promoted new

associations among madrasas and non-sectarian NGO enablers, other secular resource groups and the government, e.g., SSA-AP etc.

### Teaching-Learning-Materials:

Another major gap identified in promoting a formal education stream in madrasas was the absence of adequate and appropriate Teaching-Learning-Materials (TLMs) for use by teachers and students. The Indian Government offers Urdu as a medium of instruction for Muslim children wanting to obtain formal education through the formal



mainstream schools. The Urdu curriculum directly corresponds to the national and state requirements for certification. CAP recognized that there was a big gap in the availability of Urdu-medium TLMs and the Resource Group gave it priority attention.

The July 2007 workshop started the Resource Group's work in developing a number of revised workbooks for Classes I to V principally in English, Urdu, Environmental Science, Telugu and Math. CAP supported the printing of these workbooks for the first two years during the expansion project. The SSA-AP has shown intent for printing these in future. The books designed by the Resource Group and distributed by CAP include:

- **Urdu** - Meri pyari Urdu for Class I and Assass Urdu Reader and Workbook for Class II
- **Telugu** - Abhayas Pusthakam Workbooks for Classes I and II
- **Science** - Hamara Mahaul Workbooks for Classes I and II
- **Maths** - Ektasabi Kitab Cha Baraye Hisaab - Part I and II for Classes I to V
- **English** - Activity Workbooks for Classes I to V

Along with the Resource Group, CAP brought other academic institutions and organizations working in similar areas of intervention, e.g., MANUU, Jamia Milia Islamia, Nalanda, Vikramshila and SARD, to contribute their perspectives and advice to TLM development.

### Employability Training Centers:



CAP set up five additional ETCs for a total of 10 ETCs that are now operating alongside madrasas in 10 Districts in AP. CAP selected participating madrasas based on their willingness to participate, the availability of space, and community need and demand. Another selection criterion CAP considers is the degree to which the host madrasa is likely to maintain the operation post CAP support.

The centers are reaching school dropouts, unemployed secondary school youth, migrant youth, and other disadvantaged youth. They provide marketable skills in CAP's model that combines educational and employment

training linked to placement support in real jobs that as noted earlier are not traditional or typical of what you find being taught in many donor-funded vocational education programs. CAP's centers do not teach students tailoring, sewing, quilting, handicraft production, bicycle repair, etc. Instead they are providing youth with course offerings in sectors related to tourism, customer relations and retailing, health care, hospitality services, automobile repair and maintenance, telecom operations, IT enables services and other occupational services.



Along with focused occupational competency training in their elected business area, students at CAP's centers receive intensive life skills and English language training. CAP staff and SSA-AP community mobilizers recruit trainees from the broader community. The student body at all of the centers is comprised of youth irrespective of whether or not they are Muslim. Students pay a nominal fee of INR. 300-500/- for the training course and placement support that runs for 3 months. The average cost per trainee inclusive of training and placement comes to Rs.5000/- for a three month(s) technical training and placement program. In some instances, where the students are unable to pay the fees, it is waived or adjusted downward. The costs for similar programs operated by other international NGOs run as high as \$600 per trainee.

To date, over 2,713 youth (1380 males/1337 females) have been trained in the 10 locations. Approximately 68% of the trainees have secured jobs with companies as a result of ETC's placement program in various professional career tracks. Placements have been made in companies like Spencers, Tata Indicom, Karvy, Vodafone, Hindustan Unilever, Narayan Hospital, Ameens Electronics, Taj Jewelers, Apollo Hospital, Honda Motors, Eureka Forbes, Adarsh Motors, and InfoTech with an average salary ranging from Rs. 2500/ to Rs. 5000/ per month.



Importantly, CAP's staffing and employment policies at the ETCs require their facilitators/trainers to have demonstrated practical work experience, some teaching/training skills and strong personal commitment to working in this area of youth development. They also must have good English skills and a grade 10 or a grade 10 and a diploma. For those teaching IT, computer diplomas are required. ETC facilitators start at an entry-level rank and their salary is set based on the individual's experience, qualifications and the type of position, e.g., a centre coordinator might start at a level 3, whereas a general

facilitator might start at a lower level. The job scales/career ladder approach that CAP uses at the ETC's appears to provide an incentive for career growth and advancement, attract well-qualified staff and promote low turnover.

## VII. Accomplishments and Findings

- CAP has very successfully worked in collaboration with SSA-AP to create demand for quality formal education by positioning bridge school remedial and formal education into the madrasas' offerings in 897 madrasas that reach over 84,668 children while not interfering with the ideals, principles and curriculum of the madrasa religious education.
- This has happened for a variety of reasons but a critical contributing factor has been CAP's organizational strength. CAP has strong leadership, programmatic competencies and commitment across its organization. The Chairperson has unique skills needed to collaborate effectively with state-level bureaucratic authorities to get things done. Importantly, CAP's Project Director also has these skills. The organization has a clear philosophy of working to transfer capacity down the chain of command. The three CAP Regional Coordinators have strong experience in project backstopping and outreach and have forged effective relationships with their counterparts across all of the state's districts. CAP's extremely effective working relationships with a wide variety of private sector partners like universities, research NGOs, and businesses are equally important to making the programs it undertakes linked to community interests and likely more sustainable.
- **Student enrollments are up at most if not all of the madrasas receiving SSA-AP support.** Importantly, enrollment of girls has increased significantly and 45 percent out of 84,668 students reached are girls.

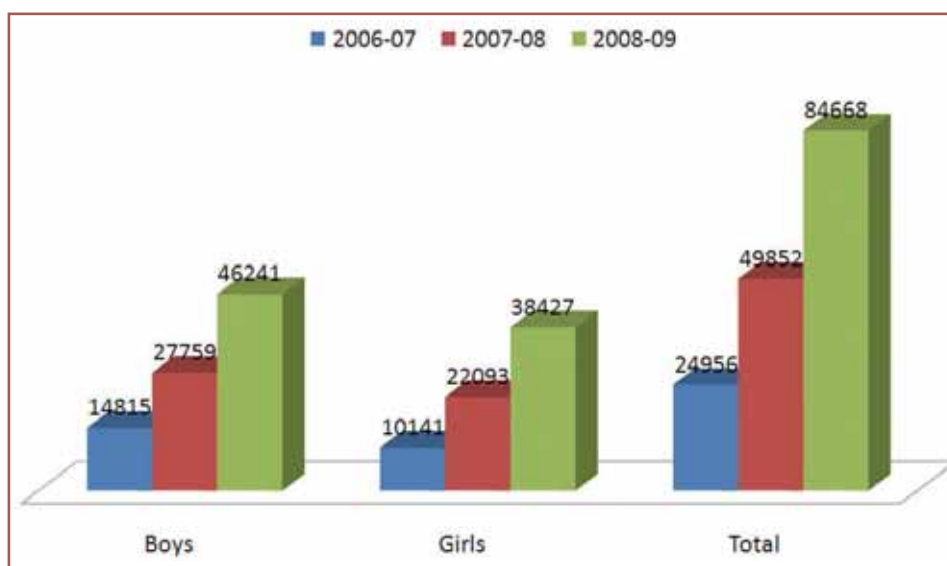
CAP has very effectively continued to promote its Employability Training Center model in the targeted madrasa communities thereby offering large numbers of Muslim and other disadvantaged youth with tangible and cost-effective educational and personal development opportunities that are enhancing their economic self-reliance. In the ETC program, CAP targeted training 3,000-4,500 adolescent youth in the expansion phase. It has already reached over 3,866 youth (2010 male and 1856 female) and 70% of these are already placed in jobs and working or on track to start soon. It runs the centers like businesses thus demonstrating that it practices what it preaches about promoting a market orientation. CAP also effectively focuses on meeting current demand while keeping a pulse on the capacity needs of emerging businesses in the communities where it works.

- CAP's decision to involve the state government educational authorities in this program from the start has been critical to promoting SSA-AP commitment, follow-up, systems development, ownership and sustainability. CAP and USAID correctly promoted the concept of CAP as an "enabler" that would introduce, innovate and experiment, but that would also gradually move away from directly providing a continuous stream of benefits. Consequently, CAP has effectively used the grant to complement or fill critical gaps in government support and duplication of effort is non-existent.
- CAP and SSA-AP have allowed the madrasas to choose how best to accommodate for formal education in their daily schedules. That flexibility has been vitally important in getting a large and growing number of madrasas to allow their classrooms to become new environments for learning and exploration as they introduce dramatically different classroom practices and teaching methods. These changes are transforming the nature of the teacher-student relationship – a keystone for learning.
- Active SSA-AP leadership has helped promote this initiative across the state and CAP's support to the SSA-AP Project Team has been essential. It is clear that the madrasas increasingly positive response to the program has been influenced by the quality of government leadership and its programmatic backstopping this initiative. The SPD's deep commitment to this program and the communities it serves have been invaluable to the program's success. In citing his strong

appreciation for CAP, the SPD stated, “CAP has done nothing in isolation. Thus, there has been hardly any scope for differences. There has been clear communication, dialogue and understanding.” The SSA-AP district officers and community mobilizers demonstrate good knowledge about the madrasas in their geographic areas and the madrasas report that they are getting good backstopping support from the SSA-AP team.

- SSA-AP is seriously committed to supporting the madrasas as evidenced by the new incentives and support structures that the state is making available to teachers and students. All the madrasa headmasters and teachers interviewed assign a high value to SSA-AP’s incentives. Some madrasas have chosen not to accept certain incentives/schemes for varying reasons. For example, a number of madrasas, especially the larger ones, are not accepting the mid-day meal. Others instead observe that the mid-day meal is valuable in helping to ensure that students stay in school throughout the day by preventing some children from returning home to eat lunch and not returning. Some districts like Kurnool have not yet sanctioned the mid-day meal scheme. However, all madrasas that have signed on to the program are accepting one or more incentives. In meetings with madrasa teachers and headmasters and a sample review of quarterly district meeting reports, madrasas that received incentives placed a premium on receiving honoraria support for teachers, the free mid-day meal, free textbooks, and payment of entrance examination fees. Many schools visited also said computers were very important and would serve to encourage children to learn English.
- The structure of USAID’s support to CAP, initially through small sub grants as venture support in the pilot phase and later through direct funding for expansion of the program effectively promoted CAP’s performance while allowing for experimentation, appropriate pacing of activities and mid-course adjustments. While USAID did not require an overly detailed roadmap for the project, USAID did link funding increases for CAP to its achievement of clear quantitative targets, e.g., numbers of madrasas reached. This kept CAP focused on performance and gave them a tool for securing meaningful SSA-AP commitment and participation.
- Further, several orientation visits by USAID, state and national officials facilitated by USAID India added to increased ownership of the program by the USAID.

• The Project’s Resource Group was a low-cost, technically sound means of developing critical educational learning materials that directly meet the needs of madrasas. CAP’s promotion of select madrasa teachers as master trainers and as co-equals with the technical experts from the Resource Group built trust and a stronger foundation for longer-term collaboration.



- CAP produced high quality teaching and learning materials that filled a clear gap in the government’s repertoire of educational materials. The Urdu-medium workbooks that CAP developed are so highly valued that many government schools in AP are asking SSA-AP to supply them to their schools

## VIII. Major Challenges and Recommendations for the Program

### VIII. A. Program Expansion in Hyderabad District:

During the course of this review, a major challenge identified centered on the fact that political constraints have prevented this program from expanding in Hyderabad District. Despite tremendous progress in most districts of AP due to the efforts of CAP and SSA-AP, political wrangling continues among the lead madrasas in certain districts like Hyderabad and in the Old City. There some madrasas remain keen on preventing the bureaucracy from having a role in their affairs and in their power base. They are eager to keep their agendas outside of the government's influence. Some are likely concerned about compromising their outside financial support if they were to participate in the program. Others may believe that the SSA-AP's madrasa initiative will dilute their community base.

At least 41 percent of the district's population is Muslim. At this stage, 250 madrasas in Hyderabad district out of an identified 800 madrasas have signed up with SSA-AP. Those madrasas working with SSA-AP reach an estimated 41,320 children. While a figure is lacking on the exact number of children not getting access to formal education in Hyderabad, it is safe to assume that the number is easily in the tens of thousands. Thus, it remains critically important for SSA-AP to find ways of reaching these children.

In the reviewers meetings with officials, SSA-AP indicated it is extremely interested in getting more direct and increased assistance from CAP to help them engage more madrasas in Hyderabad district. It is understandable to the reviewers that SSA-AP would want to capitalize on CAP's existing reputation and relationships with many lead madrasas in Hyderabad to reach out to other madrasas still outside of the SSA-AP initiative. CAP could possibly help SSA-AP to develop new or apply past proven strategies, e.g., bridge schools, as demonstration pilots with those more conservative madrasas and communities to build interest/demand and trust. CAP might also work with SSA-AP to try other interventions to influence political will, e.g., mother's groups, Children's Councils, local business councils, etc. Engaging madrasas from other districts that are champions of the program to serve as interlocutors is also probably worth testing.

However, a sizeable portion of the remaining madrasas may be too entrenched in the standoff with government. They may continue to resist change despite any forms of encouragement.

The reviewers believe that, though commendable, the government/SSA-AP has not been able to provide adequate field level staff to tackle this target group since its numbers are significant and its views tend to be more orthodox and provincial. If the government /SSA-AP has to make headway in Hyderabad (as well as in some of the other low performing districts like Ranga Reddy), it needs to hire or designate more qualified staff to work in this district and it should consider increasing the number of community mobilizers, including women mobilizers, to work on this issue given the profile and size of the target population in the District. SSA-AP also needs to make sure that it appoints mobilizers in Ranga Reddy, Karim Nagar, and Chittoor that are also challenging districts for the program in order to generate madrasa interest and respond to new demand that would likely follow.

Also, if CAP were to be amenable to increasing assistance to SSA-AP to undertake a more concerted effort in this district, CAP might want to require that the MOU be modified to clearly outline respective roles, responsibilities and expectations with related timetables for this special effort. Among other things, such a document could provide some guarantee that SSA-AP properly staffs the effort. The Resource Group might also be useful in helping CAP and SSA-AP consider how to address this challenge.

### VIII. B. Program Current Status-Ready to leap forward:

As noted above, the CAP program has done a lot to promote government ownership of the agenda and the initiative. With CAP's support, SSA-AP has reached 897 madrasas out of the estimated universe of 6,000 – or 15% of AP's madrasa population. Because of CAP's technical and programmatic support, SSA-AP has put in place important incentives, systems and institutional arrangements that are key to properly supporting and sustaining the program.

Along with SSA-AP's desire for CAP's help in reaching more madrasas in Hyderabad District, there are a number of other areas that would benefit from new and/or increased programmatic attention. The points outlined below in Section X suggest that continued investment in similar and new interventions and approaches is needed to reach more children with quality education at existing and additional madrasas.

There is also significant demand and need for more ETCs in AP and likely in other states in India. This ETC model is proving to be an extremely effective model for enabling youth to make the transition from school to the workplace. It is also empowering young women gain confidence in and to aspire to assuming productive positions in the workforce.

CAP's current grant with USAID ends in September 2009, There is a possibility of the grant being extended by one more year. Because these recommendations were highlighted by key stakeholders, CAP and SSA-AP should decide on how best to respond to these points in consultation with USAID.





## IX. Other Findings and Recommendations

### Finding #1: *Teacher Competencies need strengthening:*

Training to date has been very useful to teach the students till grade 5 but there are still major gaps in capacity. Most of the teachers met during the field visits indicated they needed more training to build knowledge about the subjects as well as skills in how to teach. They stressed more in-depth training every six months on subject matter as critical, especially for post-Grade 5. Headmasters and SSA-AP community mobilizers agreed this was a priority. Regarding English language teaching, field visit observations and feedback from the state and block level officers suggest that teachers need more English competency training to strengthen their abilities to provide quality language instruction in English.

### Recommendations:

*Provide new, more in-depth and refresher training (every six months) to teachers to hone their skills for activity-based teaching, developing more TLMs, competence in computers, and improving their English speaking language abilities. Initiate pre- and post-teacher testing to gauge comprehension and knowledge.*

### Finding #2: *Madrasas need to start competency testing of students.*

### Recommendation:

*Provide SSA-AP with technical support needed to introduce competency testing, education quality and equivalency. Help SSA-AP ensure teachers are well-trained in how to test for learning. Help to ensure that students are mastering the material. To create a non-threatening environment, in schools with more experience and together with SSA consider piloting competency testing models and use results from the pilots as a foundation for preparing other madrasas in SSA-AP program to prepare for future testing.*

### Finding #3:

*Madrasas still need more teaching learning materials (TLMs).*

### Recommendation:

*Improve and add to the curriculum that already exists and develop more workbooks and teaching learning materials for higher Grades 6 through 10. Consider engaging the Resource Group to help carry this forward with the support of the master trainers from each district.*

### Finding #4:

*All of the madrasas are eager to receive computer donations. Even those madrasas that already have computers need technical training in how to use computers effectively for planning and madrasa management and as tools for promoting accelerated learning of languages and other subjects.*

### Recommendation:

*Provide computers and related software programs to stimulate student and teacher interest and accelerate learning of English and of the local language, Telugu. The thirst for English is very strong among all of the madrasas visited and teachers and students rank English as the favorite subject. Work with headmasters and teachers to ensure they can promote regular and meaningful use of computers for teaching, planning and student learning.*

### Finding #5:

*The amount of time madrasas dedicate to teaching formal education in their offerings is highly variable across and within districts of AP.*

### Recommendation:

*Gradually start to encourage more traditional madrasas that have been participating in the program for more than two years and that offer relatively low hours of formal education to increase the number of hours of formal education training they provide to promote more balance and comparability across madrasas and districts within the SSA-AP initiative.*

### Finding #6:

Madrasa teachers with comparable education qualifications are not being compensated by SSA-AP on a par with the stipends provided to state government school teachers.

### Recommendation:

*If possible, increase and always maintain the honoraria level for madrasa Vidya Volunteer teachers to bring the level on a par with stipends provided to government school volunteers, e.g., Rs. 2,800/.per month.*

### Finding #7:

*Promoting a girl child friendly learning environment in the madrasas and better linking of SSA-AP various spigots and resources pots targeting the girl child needs greater attention by CAP and SSA-AP.*

### Recommendations:

*Consider a stronger and broadened focus on the girl child, since girls are a large segment of the out-of-school population in these communities. Enhance Resource Group capacity to develop gender sensitive training materials, strategies, and modules AND consider adding females to the Group. Continue pedagogical support for active learning, small groups, and gender equitable practices; and opportunities to share challenges, concerns and good practices within and between districts. Recruit and appoint more female community mobilizers in the SSA-AP to promote more effective interaction between community mobilizers and female Vidya Volunteers and heads of madrasas. Feedback received in field visits suggests that this will be particularly helpful in backstopping madrasas that serve the girl child and are staffed and managed by females. Also, promote better coordination of SSA resources within and across SSA units to emphasize and achieve the government's UEE aims.*

### Finding #8:

*There appear to be missed opportunities for introducing appropriate health care messaging and key services at schools.*

### Recommendations:

*Consider introducing health care messaging in teacher training materials and in the life skills training materials especially those materials targeting adolescent girls. As well, explore possibilities for integrating regular periodic health check ups for students (and younger siblings), especially in districts and communities that might have more limited primary health care facilities. The children that are served in the CAP project and in the SSA-AP program tend to come from poor communities that have extremely poor or very limited access to quality health care. The madrasa is a community organization that can potentially play an expanded role in providing access to more information about good health and nutrition practices including hygiene as well as to direct health services for students (and their families) like annual or periodic health examinations (including eye exams, de-worming, etc.) to promote good attendance and better learning.*

### Finding #9:

*The stakeholder community, e.g., mothers groups, children's councils, etc., that supports this program beyond CAP, the madrasas and SSA-AP does not appear to be actively engaged to sustain demand and to promote community ownership.*

### Recommendations:

Further strengthen links with the stakeholder community, e.g., mother's groups, father's groups, etc. Work to engage them as supporters and encourage them to interact regularly with school personnel and pupils around a wide range of school activities and issues. Regular engagement with these groups is essential to retaining their trust and to sustaining their support for this program since it is still in its early stages of evolution.

### Finding #10:

*The students graduating from ETC and bridge school could be more effectively engaged to assist SSA-AP and CAP in community mobilization and in coaching/mentoring struggling students.*

### Recommendation:

Consider establishing an alumni network of ETC and Grade 10 graduates from madrasas. The network could set a goal of helping SSA-AP and CAP reach out to new communities and target groups, e.g., adolescent girls. Alumni could agree to donate 1-2 hours a week to provide support to ETCs and bridge schools with mentoring or coaching support.

### Finding #11:

*More young women need to be recruited and served by ETCs to gain the knowledge and employment skills they need to positively impact their futures and the well-being of their families.*

### Recommendations:

CAP needs to systematically review and evaluate whether it can do more to reach out to and serve this target group. The playing field for girls in AP and across India is not level in schools and in the workplace. Consider whether more outreach is needed to educate and motivate communities on the value of educating girls. Consider whether there is a need for developing a strong, focused business case for employing adolescent girls in its outreach with companies in AP. Examine particular constraints to girls' transition and retention in the workplace, e.g., transportation or workplace safety, to determine if they are serving to discourage families from allowing their daughters to participate in training and transition to the workplace. If job retention of ETC's female trainees is problematic, consider strategies at the business, family or individual levels that might be needed to overcome constraints. Consider organizing mentoring of girls students by senior professional business women who are accomplished in their sectors and who stand out as role models.

### Finding #12:

*More monitoring and evaluation of data on the economic and social impacts of the ETC program on individual and family livelihoods are needed including tracking of employment.*

### Recommendations:

Consider collecting and analyzing financial data on its ETC graduates' income levels to determine whether they are increasing and are contributing to greater economic self-sufficiency at the individual and family levels. Consider examining whether continuing education may be necessary in some sectors to promote job retention and career ladder growth. Consider undertaking comparative cost benefit analysis of the CAP employment model with other international models offered by NGOs.

### Finding #13:

*The debate within SSA-AP and among madrasas regarding the value of setting up a formal AP Madrasa Board needs more serious and public review and discussion.*

### Recommendation:

*Help madrasas and SSA-AP consider the desirability of establishing a formal AP Madrasa Board and ensure that the analysis and review have the benefit of widespread representative public discussion and input.*

## X. Conclusions: The Way Forward

In Andhra Pradesh, the goal of SSA of Universalization of Elementary Education has made considerable progress by bringing in a large number of madrasas into the fold of this flagship scheme. CAP has been pivotal as the enabler who introduced technical quality, political and cultural sensitivity, objectivity and programmatic vision across all elements of this initiative. SSA-AP has provided committed leadership and critically important incentive schemes that continue to be critical to this initiative's success. And, many madrasas in Hyderabad and other districts that agreed to pioneer this important concept in their own programs were essential to helping CAP and SSA-AP explore and discover how best to promote widespread adoption of formal secular learning as well as learning linked to employability training.

The achievements (e.g., over 84,000 children now receiving formal education) are quite significant considering that the whole "experiment" started with just three madrasas in October 2006 and with very modest funding resources. Now, the number of madrasas in this initiative is nearing a thousand.

However, many madrasas in AP that likely reach considerable number of children who are only obtaining religious Qur'anic instruction are still outside of the formal education system. Fortunately, SSA-AP and CAP realize that a lot more work with these madrasas is needed to advance the message that formal education is needed to enhance a child's ability to compete in today's world.

In order to reach out to these additional madrasas over the next 2-3 years, the reviewers conclude that SSA-AP would likely need continued external support and involvement from an enabling resource organization like CAP, especially for making progress in Hyderabad District. The many successes of this collaborative "experiment" between CAP and SSA-AP need deepening and expanding. It is critically important that the GOI continue to stay committed to support for madrasas, that the state of AP's education department sustain and broaden its leadership and investments, and that an organization like CAP maintains a role in stimulating action and promoting quality.

Continued government investments and external donor (USAID and/or other) to introduce formal education and employment training for more Muslim youth will be needed. Additional teacher training and testing to ensure that Vidya Volunteers are adequately equipped to help these disadvantaged children achieve the academic standards needed to receive certification are priorities for the future. Competency testing of students needs to start in the near term. SSA-AP must address the tougher challenges of engaging more traditional and conservative madrasas in Hyderabad and other districts since many can be positively or negatively influence SSA-AP's ability to reach a critical mass in the state. And, more ETC's are needed to respond to an increasingly tough job employment scene for less skilled youth.

Along with the current unfinished agenda of promoting formal education and youth employment, SSA-AP needs help in developing new strategies and models to push the envelope even farther on changing negative attitudes about madrasas and the abilities of Muslim youth. For example, with its large percentage of the total Muslim population in India, AP is well-positioned to take the lead on piloting new programs to push harder on promoting qualitative change in the lives of this community. In India, Muslim children are as talented as any other children, but they have not had the same opportunities and benefits of a quality formal education, though they have been receiving good religious education. More needs to be done to further promote their intellectual and social leadership skills.

Given SSA-AP's strong leadership and commitment, it could identify the strong performing children in this new community of madrasas and provide them with access to facilities and opportunities, e.g., scholarships to top schools, to enable them to compete equally with children of other communities. Like India's National Talent Search scheme for gifted children, a procedure and special track should be designed to identify talented children from this community and support them for higher education

so that they get into good professions and contribute to the national human capital formation. CAP has an important role to play by devising assessment procedures for identifying the gifted children coming through the madrasa education system, nurturing them with enriching programs and preparing them to face this highly competitive world with enhanced competence coupled with confidence.

SSA-AP is not in a position at this stage to go it alone. To test a new venture like this and to promote SSA-AP's ability to reach a critical mass, it requires continued external strategic, technical and financial support. An outside enabling organization(s) like CAP and outside funders like USAID that provide flexible and multi-year social venture capital will make a difference in the continued growth and eventual sustainability of this important initiative.

## Annexes

1. Acronyms/Glossary of Terms
2. Approved Scope of Work
3. Survey Instruments Used
4. People and Groups Interviewed
5. CAP-SSA-AP MOU
6. Sample of Application Form and Agreement between Government & Madrasas
7. SSA-AP Directives, e.g., mid-day meal
8. Bibliography

## Annex 1: Acronyms/Glossary of Terms

<b>AIE</b>	: Alternative and Innovative Education
<b>AP</b>	: Andhra Pradesh
<b>CAP</b>	: Community and Progress (Foundation)
<b>GOI</b>	: Government of India
<b>EGS</b>	: Education Guarantee Scheme
<b>ETC</b>	: Employability Training Center
<b>ITES</b>	: Information Technology Enabled Services
<b>MANUU</b>	: Maulana Azad National Urdu University
<b>MOU</b>	: Memorandum of Understanding
<b>NGO</b>	: Non government Organization
<b>Rs.</b>	: Indian Rupees (Rs./44 = US \$1)
<b>SARD</b>	: Society for All Round Development
<b>SSA</b>	: Sarva Shiksha Abhiyan
<b>SPD</b>	: State Project Director
<b>TLM</b>	: Teaching Learning Material
<b>UEE</b>	: Universalization of Elementary Education
<b>USAID</b>	: United States Agency for International Development
<b>VV</b>	: Vidya Volunteer



## Annex 2: Documentation of USAID supported Madrasa Program

### Scope of Work:

CAP Foundation is seeking consultants to document the USAID supported Madrasa program.

### Background:

USAID India supported CAP Foundation in implementing a pilot **Madrasa Program** during 2004-06 as part of its basic education initiatives. The program was piloted in 11 *madrasas* in and around Hyderabad city and demonstrated an effective and scalable model for introducing formal curricula in the *madrasas* (Muslim religious schools). The program aimed at encouraging madrasas to introduce formal education along side their religious education. It also provided bridge school rapid learning courses to reach out to older out-of-school and working children, particularly adolescent girls. Based on the positive response from the madrasas, and demonstrated effect of the pilot program, USAID came forward to provide 2 years grants support for expansion of the program with a further extension of one year.

In the expansion phase, the program's focus has been on addressing the issues that will contribute to the universalization of elementary education goal of SSA-AP by introducing and improving formal education in madrasas through promoting the SSA-madrasa partnership with CAP playing the role of an interlocutor. The planned target in this phase is to cover around 1200 *madrasas* (500 directly & another 700 indirectly) across the state of Andhra Pradesh leveraging government resources, with CAP facilitating the process & playing the role of an interlocutor. Apart from quality formal education, training on employability skills development is also being provided to the older children/youth in 10 madrasas. The project till date has been able to provide formal education to around 48,000 *madrasa* children and has trained around 1,850 older students/youth for employment and placed around 70% of these in jobs.

### Objective:

To analyze the experiences of the *madrasa* program in terms of both challenges and accomplishments and document the same in order to capture the legacy of this activity and informing future expansion/ scale up by various development sector players.

### Aspects of documentation:

The analysis will look at the broad objective of this initiative, the origin of the idea and its evolution from the pilot to the expanded phase, the achievements and the results, both at the output level as well as at the outcome (impact) level. Responses and reactions of the various stakeholder groups viz., the students, the teachers, the *madrasa* administrators, the Muslim community, the government etc will be captured. In the process it would articulate the challenges faced, the learning that it led to, the growth and evolution of the program over time and what, if any, is needed to be implemented differently. The document will identify the defining elements of the program and what would it take to sustain and institutionalize the initiative in AP and and what are the lessons for those who want to replicate it elsewhere.

The primary audience for this document will be USAID and other US government agencies, various development sector players, state and national governments in India and NGOs working in this sector. The document should therefore “tell the story” of the program and its contribution to the

USAID legacy in India. At the same time, it will also be used to present the program to the government or other donors/partners interested in adopting a similar model in other regions/states of the country.

### Approach:

A team of two consultants will be engaged for this exercise. One of them will be an international expert, who has worked with USAID earlier and is aware of the Agency's style and standards for documentation. The international Consultant will also be the team leader. S/he would be assisted by a local expert who has a good understanding of the India education scenario, especially in the area of Muslim education and has some experience in educational research/ documentation/ evaluation. The Team will review all available documents viz. assessment studies, project proposals, work plans, progress reports, trip reports, evaluations and other documents created under the project.

Field visits and discussion with partners like SSA-AP (State & district officials) & madrasas will be planned as per requirement. Since the project as well as the implementing partner is headquartered at Hyderabad, the team will work out of Hyderabad.

The draft documents will be shared with USAID and the respective implementing partners for their feedback and observations. Overall guidance will be provided by USAID India.

### Level of effort and Timelines:

- 14 working days for the international consultant,
  - Preparation for the assignment at US Prior to travel - 1 day
  - Document review, drafting instruments, field visit & draft report- 10 days
  - Final document -2 days (can be done over e-mail after departing India)
  - In transit 2 days equivalent to- 1 working day
  
- 14 working days for the local consultant.
  - Preparatory work for the assignment -2 days  
(like keeping the background papers, documents and draft field itinerary ready before being joined by the international consultant)
  - Document review, drafting instruments, field visit & draft report- 10 days
  - Final document-: 2 days

### Deliverables:

- Draft document by May 30, 2009
- Final document by June 15, 2008

### Annex 3.1:

Key Questions with Project Director of SSA-AP, Chair of Steering Comte.

- AP has taken the lead in India in promoting better education for Muslim children. What do you believe has contributed to AP's ability to effectively engage and respond to the interests of madrasa across the state?
- Did you encounter any challenges within the SAA
- Do you believe you encountered some challenges in gaining staff interest in and understanding of the importance of promoting better education in AP's madrasas? Is so, how did you address those challenges?
- To take the program forward, did your offices have to provide any special trainings or sensitization at the headquarters or at district levels?
- Did SSA-AP issue any new guidelines or procedures to promote any aspects of the initiative? If so, were any central government reviews or approvals required?
- Last year, the national SSA budget set aside 45 crore to support madrasas. Has SS/AP effectively accessed some of those resources? Are these funds meeting the key needs at the madrasa level?
- The number of madrasas interested in accessing support continues to expand. Still, a considerable number are choosing to stay outside of the UEE/SSA framework. What do you think might be preventing them from joining?
- Has SSA-AP set targets for program outreach and expansion?
- Do you think SSA-AP needs to experiment with new strategies for outreach and expansion or are you satisfied with what SSA-AP has developed with the support of CAP and other partners?
- Do you think there are new areas or continuing needs outside of the SSA budget that will need future support of the type provided by CAP?
- Has the central government or other state governments with significant Muslim populations shown interest in learning about AP's pioneering work in this area?
- Do you believe that SSA-AP has a future role in disseminating lessons learned under this initiative to other states?
- Do you have a vision for how a future madrasa community would look in AP?
- Do you have any remaining questions that our work and report might help you in answering?

### Annex 3.2:

Specific Questions for District Officials (including ALS officers and community mobilizers) (NB: Some of these were also asked in meetings with Madrasa headmasters and teachers to these target groups are so noted by an asterisk\*.)

- How many Madrasas are there in your district?
- In your district, how many Madrasas are covered under the project?

- What are the criteria and process for including the Madrasa under the project?
- What were the facilitating factors that motivated the madrasas to join this Project?\*
- What were the key constraining factors or challenges that prevented the other madrasas from joining the project?
- What has been the role of CAP's staff in support SSA-AP's work? (Please provide specific examples.)\*
- How would you rate CAP as a facilitator and enabler?\*
- What kind of quantitative and qualitative differences would you possibly see in the program if CAP were not to have been a partner?\*
- Are local community monitoring committees and Mother's Groups operational in your areas?\*
- What changes do you see in the madrasas activities since SSA-AP introduced its initiative?\*
- Has there been any change in community perceptions about teachers since they started to expand the scope of what they teach?\*
- What are the main strengths of this initiative?\*
- What are the main weaknesses of this initiative?\*
- Do you think there is a need to revise or simplify any procedures for gaining access to SSA-AP incentives for the madrasas?\*
- How do stay apprised of issues or progress in your district with regard to this program?
- Are enrolments up in the madrasas participating in SSA-AP and if so, by how much?
- Do you feel that the training for teachers provided to date is adequate?
- Do you expect to be able to sustain the quantity and quality of training in 2009, 2010 and beyond?
- Are any of your community mobilizers female? If so, how many?
- What further opportunities do you perceive for this initiative?
- What threats do you anticipate for this initiative?
- How satisfied are you with the initiative?\*
- What so you think are the most positive aspects or accomplishments of this initiative?\*
- What are the biggest challenges and/or key aspects of this initiative that still concern you and that might cause this initiative to fail?
- If SSA-AP support to madrasas for formal education ended today, what percentage of the current SSA-AP partner madrasas would continue to teach formal education?
- What actions remain to make this initiative sustainable or more responsive/effective?

### Annex 3.3:

#### Questions for Madrasa Teachers (and headmasters)

- What are the main challenges of teaching the children in the Madrasa?
- Did you receive any training or other support for meeting these challenges?
- Did you participate in any SSA-AP-CAP training to help you teach the mainstream or formal subjects? If yes, when?

- If yes, what were the strengths of the training? What were the weaknesses?
- If yes, which subjects and topics are you most interested and/or better qualified to teach as a result of training?
- What subjects or topics do you think will best help their students and communities?
- Did you learn about developing work plans in your training? If so, are you using one? Is it helpful and if so how?
- Do you keep records of any kind related to your students? If so, what type? Beside you, who has an interest in these records and are they helping you and others to perform more effectively?
- Do you speak Telugu? Are the children learning it, too? Do their parents speak it?
- Are there still subjects or areas (like work plan development, language teaching or computers) on which you think you need additional training?
- What kind of interaction do you have and technical and administrative support do you receive from the Madrasa authorities in carrying out your responsibilities?
- What kind of interaction do you have and technical and administrative support do you receive from the SSA-AP District officials like community mobilizers and ALS officers in carrying out your responsibilities?
- Do you believe there is a need to engage female mobilizers? Why?
- What do the parents think of this new expanded curriculum? Do you think they are more or less supportive of the madrasa and you as a teacher because of the new curriculum?
- As a result of your training, do you see any positive or negative changes in how the parents and the community treating or relate with you?
- Do you think it was a good idea to introduce formal education into the madrasas? Why or why not?
- Do you think this new curriculum will help children and the communities? If so, how? If not, why not? Do you think something needs to be changed, added or dropped?
- Are students more actively participating in the classroom? Do they seem to be learning more rapidly now?
- Has your training effected any changes in student behavior or performance in the classrooms? If so, are the changes positive or negative?
- Do you see any other changes in the children since the madrasa started this new program? If so, can you tell us what these are?
- Have you come across any resistance to this initiative from anyone inside or outside of your community, the school or within your family?
- What are their objections?
- How have you addressed these challenges?
- Would you recommend this initiative to other madrasas that are not already participating?

## Annexe 4: Program Itinerary & Field Visits

### 4.1. Meetings / Interactions held:

S. No	Date of visit	Name of the District	Meetings / Interactions held
1	08-5-09	Hyderabad	<ol style="list-style-type: none"> <li>1. Md. Ali Rafath, IAS, State Project Director,RVM (SSA)-AP</li> <li>2. Mr. Akraamulla Khan, Coordinator, Madrasa Education Program, RVM(SSA)-AP</li> </ol>
2	11-5-09	Nellore	<ol style="list-style-type: none"> <li>1. District Official met: Yugundhar Kumar, Project Officer Ramesh Kumar, ALS, Coordinator Khadarbasha, Sk.Shafiullah &amp; Nasreen Mobilizars A. M. Ratnam, MEO, Podalakur S. Venkat Reddy, MEO, Atmakur K. Narsaiah, MEO, Nellore SatyaNarayana, MEO, Kavali</li> <li>2. Focus Group Discussion with Madrasa Techers volunteers</li> <li>3. Meeting with Madrasa heads</li> </ol>
3	12-5-09	Nalgonda	<ol style="list-style-type: none"> <li>1. District Official met Babu Bokia, Project Officer Monahar, ALS Coordinator M.A.Gafoor, &amp; Shaeen Tayab, Mobilizars G.Sudarsan Reddy, MEO, Kodad B.SreeRamulu, MEO, Bhongir</li> <li>2. Focus Group Discussion with Madrasa Techers volunteers;3/Meeting with Madrasa heads</li> </ol>
4	14-5-09	Kurnool	<ol style="list-style-type: none"> <li>1. District Official met: H.K.Khaja Hussain Ahmed,Mobilizar Moyeen Basha, Mobilizar Abdul Khadeer, AAMO</li> <li>2. Focus Group Discussion with Madrasa Techers volunteers</li> <li>3. Meeting with Madrasa heads</li> </ol>
5	15-5-09	Hyderabad	<p><b>DistrIct Officials Met:</b> Srinivas Reddy, Project Officer Mazhar, ALS Coordinator Akramullah Khan, State Coordinator, SSA</p>

## Annexe 4: Program Itinerary & Field Visits

### 4.1. Meetings / Interactions held:

S. No	Date of visit	Name of the District	Madrasas visited	Particulars	No. of Students		
					Boys	Girls	Total
1	11-5-09	Nellore	1. Madrasa-E-Mohammedia	Co-Education	15	12	27
			2. Madrasa-E-Rahamania	Co-Education	08	12	20
			3. Madrasa-E-Alkulyatul Niswan	Girls	No	48	48
2	12-5-09	Nalgonda	1. Riyazul Islam,Vemulapalli	Boys	98	No	98
			2. Madinatul-uloom, Meryalguda	Boys	130	No	130
			3. Darul-uloom, Meryalguda	Boys	79	No	79
3	13-5-09	Hyderabad	1. Jamiatul Mominath, Old City	Girls	No	1035	1035
			2. Syedana Ali Murtaza Bhadur pura.	Co-Education	54	36	90
			3. amia Faizul Islam, Vatapally.	Girls	No	400	400
4	14-5-09	Kurnool	1. Tazkiyatul-Banath, Nandayal.	Girls	No	150	150
			2. Madrasa-E-Ayesha Lil Banath, Nandayal	Girls	No	130	130
5	15-5-09	Hyderabad	1. Madrasa Madina-Tul-Uloom, Musheerabad.	Co-Education	143	324	467

**Memorandum of Understanding made on this Nineteenth day of February 2007 between the Governor of Andhra Pradesh represented by Project Director, Sarva Shiksha Abhiyan, Andhra Pradesh, (AP-SSA) Hyderabad and CAP (Community And Progress) Foundation, Hyderabad represented by its Managing Director on Universalizing Elementary Education among children studying in Madrasas in Andhra Pradesh**

Whereas under Sarva Siksha Abhiyan support to Madrasas is being extended as a part of the EGS & AIE (Education Guarantee Scheme & Alternative Innovative Education) component of the plan. Provisions are already made to extend all the facilities on par with the formal schools to the Madrasas recognized by the Govt. Provision is also made to support the Madrasas that are not recognised by the Govt. and being run by the community by treating them as Education Guarantee Centers by providing the services of Education Volunteers and formal education books.

And whereas, in order to address the formal educational needs of these children and to enable them to write competitive examinations to take up respectable positions/occupations after they complete their education, the **‘Madrasas Education Programme’ is launched to support the Madrasas in the State for imparting formal education without interfacing into the religious curriculum being followed along with religious education in the Madrasas.** Sarva Siksha Abhiyan, Andhra Pradesh, has also developed bridge school material and workbooks to serve as precursor to the formal textbooks.

And whereas, many of the religious leaders running Madrasas are convinced about the need for imparting formal education along with the religious education for all round development of their children. Majority of Madrasas are striving to provide quality education to Muslim children so that they can lead better lives by utilizing the available opportunities.

As a result of the efforts made by AP SSA, some Madrasas in the State came forward to take support from AP SSA since, 2004.

And whereas, an NGO named CAP (Community & Progress) Foundation (formerly The Child & Police-CAP Project), Hyderabad has come forward to extend support to mobilize Madrasas and orient them to the need to implement Mainstream Education in addition to their religious curriculum.



CAP shall serve as the interlocutor between the Madrasas and the government to expand this initiative across more districts of the State and to serve as the lead training organization for training of Madrasa teachers.

And whereas, this project would be a convergence model of public private partnership to ensure that the children studying in Madrasas receive Quality Elementary Education in various ways. SSA shall contribute towards the activities as per the norms & permissible limits under SSA.

Now this MOU is entered into between SSA, A.P., represented by Sri. K.Chandramouli, IAS., State Project Director, SSA and CAP represented by Mrs. Nalini Gangadhar, Managing Director, CAP Foundation witness as follows:

### **1. Objectives of the Project**

- ❖ Intensive engagement and trust building with the Madrasas which are imparting only religious education on full time basis (throughout the day or in residential manner) to orient them on the need for formal education to the children studying in Madarsas.
  - ~ bring all the targeted Madrasas into the Program fold
  - ~ to understand the specific needs if any of the Madrasas of particular districts/ region,
  - ~ build a consensus on the program design & interventions
  - ~ have a buy in of the Madrasa Boards/ Committees into the program
  - ~ have periodic reviews, share learning's & best practices.
- ❖ Communities will be directly or indirectly impacted in this project.
- ❖ Constitute a resource pool of 20-25 master trainers and advocates for the model will be developed from within this group of Madrasa teachers/ educators & Madrasa Committee Members & education department personnel.
- ❖ Capacity building of Madrasa teachers
- ❖ Facilitate training for Madrasa teachers to enable them to understand & address the learning needs of the children through improved class room practices
- ❖ CAP will effectively play the critical role of interlocutor between the SSA, A.P. and the Madrasas to bring them together so that the existing & emerging issues can be resolved jointly by them and build sustainable long term relationship

A Pilot program concept was developed and implemented by CAP in response to the need for providing formal full time education to difficult-to-reach children in Muslim minority communities and making the mainstream government system more responsive to provide inclusive education (religious education and formal education) to the children attending Madrasas. Many more Madrasas have come forward to participate in the endeavour of providing quality education to the children. The program has begun to connect the Madrasas with the SSA, A.P. There is a clear interest among the Madrasa leaders and the Education Department through SSA, A.P. to work together. This is the objective of Madarsa Education Programme, which aims at the fulfilment of constitutional obligation to ensure compulsory education to all the children in the age group of 6-14 years.

And whereas, typically, local Muslim leaders who have a great influence over the lives of those in the community often fail to realize that mere religious education provided to the children in Madrasas is inadequate to equip them for their future. Their teachers are untrained and poorly paid. The motivation level of the Madrasa teachers is low due to lack of effective teaching skills. There is limited interaction between individual student and teacher - the structure in every classroom is top-down. Over all, the learning environment in the Madrasas leaves a lot to be desired in terms of poor children's access to formal education. Teachers in Madrasas invariably lack formal training in modern pedagogy and classroom management. The classes are handled by untrained teachers (even though they had 12th or higher grade education) and their subject matter knowledge requires improvement. In addition to this, the motivation level of Madrasa teachers is low due to lack of effective teaching skills.

And whereas, State Project Director represents the Sarva Siksha Abhiyan; Andhra Pradesh. SSA is working towards Universalization of Elementary Education (UEE) & increasing access to education.

And whereas, CAP Foundation, a local Non Governmental Organisation (NGO), established remedial coaching classes for those children who had dropped out of school due to poverty or academic difficulties, and have established vocational centres to provide tangible market oriented employability skills to adolescents in their late teens & youth.

between the Education Department through SSA, A.P. & Madrasas in realization of UEE goal in education

- ❖ Facilitate sharing of best practices, dissemination and advocacy for integrated quality
- ❖ Facilitate organization of a 15-20 member State Level Steering Committee to be actively engaged in planning, design, review and monitoring the expansion phase of the Madrasa program

## **2. Project strategy**

To achieve the above objectives the following roles shall be taken up by SSA, A.P. and CAP

### **2.1. Role of Sarva Siksha Abhiyan (SSA, A.P.)**

- ❖ To provide the children in Madarsas an access to quality formal education
- ❖ Explore the possibility of providing Urdu medium formal school textbooks to Madrasas through the Department of School Education (DSE), A.P.
- ❖ Provide support to the Madrasas in setting up Alternate Innovative Education (AIE) Centres.
- ❖ Provide honoraria to vidya volunteers / Instructors, teaching learning material & free textbooks for students in the Madrasa / AIE centres.
- ❖ Committed to extend its mid day meal program for all children of the Madrasas.
- ❖ Issue necessary instructions to officials in Education Department and schools to facilitate for the implementation of support to Madarsas.
- ❖ Place a coordinator from SPO who shall look after the programme
- ❖ Facilitate for conduct of training programmes to the field level functionaries & instructors.
- ❖ Facilitate to organise the reviews at regular intervals and take up necessary evaluation externally and provide selected orientations.

### **2.2. Role of CAP (Community & Progress) Foundation**

CAP in the next 2 years will play the role of interlocutor and foster communication and better mutual understanding between the APSSA & the Madrasas

- ❖ To help build further trust and resolve issues, make them understand mutual interests and common goals, ensure that they understand the differences in each

other's perspective and respect them, continue advocacy on both sides and create new ambassadors.

- ❖ Facilitate strengthening of the component of parent & community involvement
- ❖ Under this project, CAP will continue to make efforts to support the Madrasas in getting this incentive and function as regular schools.
- ❖ **In specific terms CAP will support** Madrasas in obtaining certification & recognition for them to function as regular schools.

### 2.3. APSSA and CAP shall jointly

- ❖ Take-up mapping exercise of all the Madrasas in the State
- ❖ Key parameters for data collection of Madrasas will be as under:  
Madrasas location, type, number of children enrolled, services offered, number of teachers & their qualifications, experience, infrastructure and human resources capacities, needs, services offered, number of children attending Madrasas etc.
- ❖ Periodic data updation by APCs.
- ❖ Analysis of data.
- ❖ Action plans -designing activities, sequences, coverage and timelines for monitoring the progress of the Project
- ❖ Conduct a series of consultative sessions & networking workshops at the district & state level with the key stakeholders for planning & implementing the integrated quality education and skill training program in the Madrasas
- ❖ Review the achievements, gaps & lessons learnt
- ❖ Work concertedly with the SSA, A.P. field level functionaries of SSA in A.P. and draw upon the resources of other institutions like DIET (District Institute for Education and Training), Urdu University in the State, SCERT, Mandal Resource Persons, private specialist organizations etc.
- ❖ Work together to provide the enabling environment, structural mechanisms and support tools to directly & indirectly impact the Madrasas in the State.
- ❖ Constitute a resource group of 20-25 members for teacher training.
- ❖ Provide the difficult to reach children especially the adolescent Muslim girls access to formal education.
- ❖ Undertaking research and documentation on the nature and pattern requirements of Madrasas and also take-up impact / evaluation studies from time to time.
- ❖ Regular programme monitoring, review & documentation of the project.

- ❖ CAP & SSA, AP will promote the agenda of universal enrollment into formal education and continue to make special efforts to ensure participation of girls, particularly adolescent girls.
- ❖ Organize a 2-day State level Annual conference with participation of Madrasa representatives & prominent academicians etc. to share learning's & best practices & advocate for integration of formal education, vocational / employability skills training and life skills training in Madrasas for wider dissemination and scaling up of the program interventions in other Madrasas across the State towards mainstreaming of the program.

### **Training Component**

CAP & SSA jointly will identify & constitute a resource group of 20-25 members from the Madrasa constituency, Education department & CAP who will be enrolled to work together as a resource group /master trainers to lead the program as under:

- ~ Organizing the classrooms and teaching learning process in a way that each child will acquire the required grade level competencies.
- ~ Integrating and delivering of the formal education curriculum, life-skills and career.
- ~ Provide employability skill development courses which have market demand such as computer literacy, hospitality, customer relations, nursing etc. along with life skills & work place readiness module
- ~ Provide placement links for job attainment for older children/youth at the Madrasas and those having passed the tenth standard exams.

### **3. Coverage :**

The Program, in Year 1 will cover approximately 500 Madrasas in Andhra Pradesh (300 directly & 200 indirectly) and move on to cover additional 500 (300 Madrasas directly & 200 indirectly) thereby impacting around 1000 Madrasas in all over the 2 year period

- ~ Approximately 90,000 very difficult-to-reach children in the age group of 6-18 years will be directly or indirectly impacted by this project
- ~ About 4000 teachers of the Madrasas and religious educators will be covered under this program.

#### **4. Tenure of the Project:**

The terms of the MOU are for a period of two academic years, from 2006 to 2008.

#### **5. Executing Agencies of the MOU**

##### **5.1. Plan of Organization**

From the SSA, A.P., Officer on Special Duty, Alternative Innovative Education (AIE) will be the Coordinating Officer. The Programme Officer, Alternative Schools and the Sr. Asst. entrusted with the responsibility of the Madarsa Education Programme in the Office of SPD, APSSA will provide all the necessary support for this programme. SSA, AP & CAP will identify one or two management professionals to work full time on the Project under the direct supervision of the SSA, A.P. Madarsa Cell.

The possibility of having a senior officer designate from either SSA, A.P. or Education Department as Liaison Officer to the project to liaison between SSA, A.P.& Madaras shall also be explored.

CAP will seek to integrate the work done by the CAP network' of Madaras and Community Learning Centres, Regular Govt. Schools, Administrators, Principals, Teachers, Students, Parents, Community Leaders, Volunteers, Business Leaders etc. to develop.

- ~ Need-and-pace based designs for individual school improvement
- ~ Monitoring Processes and tools for restructuring and quality improvement of Madrasa education curricula
- ~ Demonstrable drop-out prevention & access approaches
- ~ Developing Teaching-Learning material for deficit and reinforcement learning
- ~ Monitoring and assessment of individual competency -based learning achievement outcomes in all scholastic and-non-scholastic areas from Primary to High school
- ~ On-site facilitation and off-site consultation
- ~ Customized training and workshops for different stakeholders
- ~ Site based study, process documentation and report generation
- ~ Mentoring and capacity building of networking functionaries for advocacy and dissemination.

## **5.2. Progress Monitoring**

A State Level Program Steering Committee comprising of 15-20 members will be constituted under the Chairmanship of the State Project Director, APSSA for planning, monitoring and review of the program. The committee will have representatives from APSSA, Madrasas, CAP, DIET, SCERT, Urdu University, Hyderabad and other experts as its members.

CAP will host the Secretariat.

The Committee will collectively finalize Annual Work plan including the training plan

- ~ Prepare master trainers / resource group' development module
- ~ Develop and distribute teaching learning & communication material in Urdu medium to facilitate the Madrasa teachers in demonstrating improved classroom practices
- ~ Facilitate workshops for developing the teaching learning material by bringing together other academic and resource agencies.
- ~ Organize Exchange visits within Madrasas and to successful programmes elsewhere
- ~ Develop or introduce appropriate existing educational technology materials, particularly CDs etc. for use where computers are available.
- ~ Organize in service training programs for Madrasas teachers to enable them to integrate and deliver formal education along with their existing education program.

## **5.3. Monitoring & Evaluation**

Monthly data will be collected by the Mandal Education Officers for Madrasas in their mandals and provided to the District Education Officers & APCs who will compile the data and send it to the State Office. The data will be compiled & analyzed by SSA, A.P. & CAP jointly on a quarterly basis & shared at the quarterly meetings.

At the mandal level the MEOs will conduct monthly review meeting with the Madrasa teachers & head teachers and other community members

At the district level, the DEOs & APCs will conduct monthly reviews with the MEOs / Head

Masters of School Complexes, along with resource group members of Madrasas & community Mobilizers and will also make periodic visits to the Madrasas

At the State level, Quarterly, half yearly & annual program reviews will be conducted by the Steering Committee with participation of all key stakeholders to assess the progress made & finalize the next action plan. The program review reports will capture the information & data on achievements, learning's, shortfalls, case studies & feedback which will become the basis for reporting the progress quarterly, half yearly & annual performance reports and financial reports & future course of action

CAP & APSSA will initially manage the Management Information System jointly. On completion of the Project period, SSA, A.P. will integrate it, with it own existing MIS/DIS.

An external evaluation will also be undertaken by external independent Consultant/Agency to assess the impact of the program on interventions for Madrasas, the educational development of the children, status of the families, lessons learnt for future and mainstreaming process.

## **6. Assumptions**

The objectives set forth in this MOU can be realized subject to the following assumptions:

- ❖ Government policy remains receptive to the program / innovations
- ❖ Timely flow of funds from USAID to CAP & SSA, A.P.
- ❖ Targeted Madrasas are responsive to the field initiated change
- ❖ The children in Madarsas imparting religious education on part time basis are enrolled in regular schools
- ❖ The local Madarsa board / committee members will be interested, convinced, participate and positively contribute to take this program forward.
- ❖ The mainstream education system (SSA) will keep pace with the increasing enthusiasm and demand for support from the Madarsas and respond to their needs, application and adoption of this model through SSA for wider application.
- ❖ The committee members of the Madarsas will actively participate in the programme.
- ❖ The local Madarsa committees members will be interested, convinced, participate, share and positively contribute to take this programme forward.
- ❖ Currently there is no Madarsa Board in the State. Possible formation of the Madarsa Board in the State could affect the programme interventions and impact.



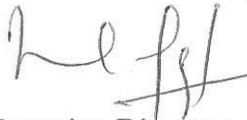
## 7. Project Deliverables:

This project is expected to

- ❖ Build up baseline for the Management Information System (MIS) on Madrasas.
- ❖ Bring all the targeted Madrasas into the Program fold
- ❖ To understand the specific needs if any of the Madrasas of particular districts/ region
- ❖ Build a consensus on the program design & interventions
- ❖ Have a buy in of the Madrasa Boards/ Committees into the program
- ❖ Further enhance the effectiveness of the initiative to support Madrasas thereby achieving UEE.
- ❖ Equip Madarsas to become self sustaining institutions imparting formal education along with religious teaching within the parameters of state syllabus through improved classroom teaching learning practices for assured mainstreaming of their enrolled children into regular schools on completion of their courses.
- ❖ Ensure continuation of this effort even after the formation of Madarsa board in the state of A.P.

**For CAP Foundation**

**Hyderabad.**



**Managing Director**

**For Sarva Shiksha Abhiyan,**

**Andhra Pradesh**



**State Project Director.**

# Training programme for madrasas launched

## Joint effort between SSA and CAP Foundation

Staff Reporter

**HYDERABAD:** "Education should be everyone's responsibility. If along with religious education, formal education is also imparted, it can reap greater results," said Minorities Welfare Minister Mohd. Fareeduddin at the launch of the expansion of integrated quality education and employability skills training programme in madrasas in the State, on Wednesday.

The programme is a result of a partnership between Andhra Pradesh Sarva Shiksha Abhiyan (AP SSA) and Child And Police (CAP) Foundation. It is being supported by United States Agency for International Development (USAID).

Currently, SSA is supporting about 350 madrasas in the State and plans to reach out to 1,200 in the next two years.

### Capacity building

Initially, the project began with the promotion of the Government-approved curriculum and employability skill training along with religious education among children going to madrasas.

However, scaling up of the programme will include capacity building of madrasa teachers as one of its components.

Other plans include provision of support for adequate and relevant teaching learning material and life

• Programme supported by US Agency for International Development

• Currently, Sarva Siksha Abhiyan supports some 350 madrasas in the State

skill training along with employability skill to provide a link between learning and livelihoods, to youth. Intensive engagement and building trust with the madrasas, advocacy, networking and dissemination will be the other key features.

### Success cited

Mission Director, USAID, India, George Deikun said that the success of the programme could be measured by the fact that "enrolment of girls in Government certified madrasas has increased by 16 per cent and the pass percentage of students in public examinations has doubled, in comparison with Government schools."

### Brochures released

K. Chandramouli, State Project Director, Andhra Pradesh SSA, also urged the madrasa leaders to come forward and make the programme a success.

Brochures and study material for students were also released on the occasion.

RAJIV VIDYA MISSION (SSA), SPSR NELLORE DISTRICT

APPLICATION FOR THE SUPPORT OF RAJIV VIDYA MISSION  
TO INTRODUCE FORMAL EDUCATION IN MADRASAS

1. Name of the Madrasa:
2. Name of the Mandal:
3. Name of the organizer:
4. Phone numbers:
5. Postal Address:
  
6. Year of Establishment:
7. Whether Madrasa is Registered Yes / No
8. If Yes Name of the Registered Organisation and Number
9. Whether the Organisation willing to Introduce Formal Education Yes / No  
(Telugu, Maths, English, Science, Social)
10. Number of Children Studying in Madrasa 

Boys	+	Girls	=	Total
<input type="text"/>		<input type="text"/>		<input type="text"/>
11. Which courses are offered in Madrasa (Khaida/Nazira/Alim/Hafiz/Moulvi/Mufti):
12. Name of those Teachers:
  - a.
  - b.
  - c.
13. Name of the Instructor proposed for Formal Education
14. Qualification of the above instructor:  
(Enclose Xerox copy)
15. Bank Account Number of proposed instructor:  
Name of the Bank and Place:  
RTGS Code:

I / We agree to abide all the conditions / Norms specified by the Rajiv Vidya Mission Office regarding Formal Education.

Date:

Singature of the Madrasa

Place:

Organiser / Nazim (with seal)

Sample copy

**Agreement  
Between  
District Collector and Chairman**

Sarva Shiksha Abhiyan, .....

And

Madrasa .....

1. Background

- a. In order to fulfill the target of universalisation for providing free compulsory elementary education to all the children in the age group 6-14 years the government of Andhra Pradesh is implementing the Sarva Shiksha Abhiyan Scheme formulated by the Government of India.
- b. This scheme is being implemented in Deeni Madrasas without interfering in their normal activities and curriculum and presenting the right of all the religious denominations of all Indian citizens to protest their religious beliefs without any fear or hesitation.

2. Keeping the above background in mind this agreement is being executed between Collector and Chairman

Sarva Shiksha Abhiyan \_\_\_\_\_ District

And

Madrasa \_\_\_\_\_ District

to fulfill the objectives of Sarva Shiksha Abhiyan Scheme

3. The following are specific tasks to be covered by Sarva Shiksha Abhiyan & the Madrasa:

- a. To cover 6-14 years children to bring them into the field of education
- b. Community involvement through parents and managements of Madrasas
- c. Vidya Volunteers have to be selected by Madrasa committees. Women candidates may be selected in Madrasa offering education for girls. Retired teachers may also be selected if they fulfill all the conditions.
- d. Regular payment of honorarium to Vidya Volunteers will be ensured
- f. Sarva Shiksha Abhiyan will provide salaries of Vidya Volunteers, Teaching Learning Material grant and free books to children
- g. Periodical academic review and planning meeting of Sarva Shiksha Abhiyan and Madrasa Managements will be arranged
- h. The testing and certification at appropriate time and levels shall be taken up by Sarva Shiksha Abhiyan
- i. Intensive academic monitoring system will be established
- j. Suitable accommodation, drinking water facility, toilet facility should be provided by Madrasas.
- h. Financial statements to the extent of the grant received from Sarva Shiksha Abhiyan may be furnished by the Madrasas.

**Broadly the Sarva Shiksha Abhiyan will:**

1. Pay the monthly honorarium & annual TLM grant to the Vidya Volunteers as per the rules in vogue
2. Provide free textbooks and teaching and learning materials to the children as per the grade till they complete the Madrasa education
3. Train Vidya Volunteers in teaching formal education subject
4. Provide midday meals to children attending to formal education
5. provide assistance in mainstreaming the children on completion of their Deeni Taleem, duly arranging necessary certificates for admission into regular schools

**The participating Madrasa will provide:**

1. Access to volunteers for academic teaching
2. Access to inspecting officers for academic monitoring
3. Proof of payment of honorarium / remuneration paid to the Vidya Volunteers and utilization of TLM grants paid from SSA funds
4. A slot in the time table for teaching modern subjects
5. Assurance that the child joins the traditional stream of education after completion of Madrasa education (Deeni Taleem)

We solemnly affirm our commitment towards the implementation of formal curriculum to enable the Govt of A.P. to achieve the target of universalisation of elementary education and to provide equal opportunities to the children of the Madrasa

Signature

Name  
(Block letters)

President / Chairman  
District level  
Committee / Society

Secretary / Director  
of Madrasa

PROCEEDINGS OF THE PROJECT OFFICER :: RVM(SSA) – WARANGAL

Present: C. Saravanan, I.F.S.

Rc. No. 507/B3/ RVM(SSA)/2009.

Date: 10.02.2009

**Sub:-** RVM(SSA) Warangal- EGS & AIE- Support to Madarasa Education Programme- Supply of free Textbooks and Mid day Meals to the children' s of Madarsas – Certain Instructions issued.

**Ref:-** 1 DO. Lr. No.1414/RVM(SSA) B11/2008 Dated. 23.01.2009  
2 Lr. F.No. 11-2/2008 – EE-2 (MDM) Dated. 21.04.2008 of Sri K.K Sharma under secretary to Government, Ministry of Human Resource Development , Govt of India , New Delhi.  
3 G.O.Rt.No. 30 School Education (SSA) Department Dated 20.1.2009

\*\*\*

The attention of the Mandal Educational Officers concerned is invited to the subject and reference cited where the Government is most serious about the implementation of Midday Meals programme and supply of free Textbooks to the children\ of Madarsa supported under RVM(SSA) Warangal.

Hence the Mandal Educational Officers <sup>E</sup>Concerned are hereby requested to ensure that the Midday Meals programme must be implemented immediately in the supported Madarsa and they are also requested to ensure the supply of free textbooks to all the children\ upto X class studying in Madarsas supported under RVM(SSA) Warangal.

Further the concerned Mandal Educational Officers are requested to submit compliance report in this regard to this office without fail.

<sup>should</sup>  
“This ~~must~~ be treated as most urgent”

*[Handwritten Signature]*  
Project Officer  
RVM (SSA) – Warangal  
*[Handwritten Signature]*  
10/2/09

To  
The Mandal Educational Officer

.....  
Copy to the District Educational officer for favour of information.

## Annex 8: Bibliography:

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12. Nellore 2008 Second Level Madrasa Training Report, CAP Foundation
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18. Kurnool 2008 Second Level Madrasa Training Report, CAP Foundation

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[www.education.nic.in](http://www.education.nic.in)



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