

Final Report

On

**Improved Access to Quality Education For the
Children in the 12 Coal Mining Locations in Mandu
Block of Ramgarh District**

Supported By

Paul Hamlyn Foundation of India

Implemented By

YUVA Youths Union For Voluntary Action

About YUVA - YUVA Youths Union For Voluntary Action, a professionally managed development Organization, Strikes out Strategic Alliances with a Vision to Accomplishing SDGs by tapping youth energy, Innovation and creativity. It wishes to utilize optimally the potential of youth for the development of an open access society. YUVA Joined hands with stakeholders to prevent our youth from giving into violence and terrorism by providing them better options through strengthening and empowering them. It aims to break the generational chain of poverty, extreme hunger in order to ensure that the socially excluded lead a life of respect, dignity and opportunity through affirmative action.

Objectives:-

- To work for the optimum utilization of the available human, natural and Institutional resources for uplifting deprived communities ensuring Gender Equity and Justice.
- To empower the socially excluded groups especially women and tribal Communities, physically and mentally challenged sections of the society in rural and urban areas to strengthen their socio economic, educational, health and livelihood options.
- To promote/Organize/ Maintain school/college/dispensaries/ hospitals/vocational training Institutes/ Training Centers for promotion of modern techniques, sharing of knowledge and experience, improved health status through multi-stakeholders partnership with special focus of deprived communities.
- To undertake research studies for improved developmental initiatives and provide support services to grass roots level voluntary organizations aimed at promoting similar objectives.
- To Promote & use “YUVA SHAKTI” (Energy of Youths) in the development process for “SARVAJANA HITAYA, SARVAJANA SUKHAYA” and Nationalism to uplift Indian Heritage and Culture.
- To Improve Food and Nutritional Security of the socially excluded groups and marginalized communities through promotion of suitable livelihood avenues.

Thematic Areas of Intervention

1. Education, 2. Health with Special Focus on Reproductive and Child Health, & Water and sanitation 3. Social Inclusion, 4. Disability 5. Livelihood, 6. Women Empowerment and Gender Equality, 7. Rehabilitation and Resettlement 8. Affirmative Action 9. Poverty, 10. Youth Empowerment, 11. Biodiversity Conservation and Environment sustainability, 12. HIV/AIDS, Malaria and other Diseases, 13. Research, Development and other studies like social impact assessment, Formative Studies 14. Disaster Management etc.

Background of Intervention:-

Prior to intervention under support from Paul Hamlyn Foundation, UK, YUVA had identified 11023 coal miners' families who picked raw coal from the defunct coal mines. Their entire family was involved in the process of making this raw coal usable through making poda of it, packaging the usable coal in the empty plastic bags and taking these on their bicycles to the nearby towns for its sale. The involvement of the entire family in this hazardous task exposed them to all sorts of risks and even the deaths within the mines by getting trapped inside when the way to their exit collapsed.



This being the main source of income for survival of the families, even the children got involved in the process which exposed them to all sorts of vulnerabilities. The issues, which required immediate attention was school dropout of children, poor attendance of children at schools, poor % of transition of children from lower grade schools to higher grade schools since the distance of schools from their location increased and other issues which required focus were breathing issues, stress and poor health and hygiene status of children and families.



the Primary survey conducted by YUVA in 2014 at 20 worst affected coal mining locations in Mandu Block identified 688 children who were in the category of never been to school category or school drop outs. 141 children have been identified with cases of poor mental health which included cerebral palsy, intellectual disabilities and epilepsy in the areas. The source of drinking water is small ponds in the nearby areas of which the coal wastes also gets dumped.

Base line Findings of the Area:-

S. No	Coal Mining Locations	No. of Coal Miner Families	No. of Children 6-14	
			Boys	Girls
1.	Butbeda	83	74	67
2.	Jodakaram	71	88	79
3.	Hesagarha	91	98	84
4.	Banwar Tola	73	92	69
5.	Loha Gate	88	91	74
6.	3 No. Colony	34	36	38
7.	Lakdi Gate	72	69	61
8.	Kashikhap	113	119	103
9.	Bathan tola	89	92	89
10.	8 No. Tola	109	117	102
11.	Simra	92	97	88
12.	Sarubeda	94	101	86
13.	Copper gate-Damodar Tola	78	85	66
14.	Budhan Grha	103	119	103
15.	Topa Colony	69	74	71
16.	Kuju West	83	89	91
17.	Kuju East	118	131	126
18.	Kata Coliery	65	83	67
19.	44 No.	88	94	69
20.	42 No.	91	109	96
	Total	1704	1858	1629

Children in the category of never been to school or school dropouts

S. No	Coal Mining Locations	No. of Coal Miner Families	Never been to school or school dropout	
			Boys	Girls
1	Butbeda	83	15	21
2	Jodakaram	71	13	9

3	Hesagarha	91	8	11
4	Banwar Tola	73	10	17
5	Loha Gate	88	23	12
6	3 No. Colony	34	18	12
7	Lakdi Gate	72	9	21
8	Kashikhap	113	22	17
9	Bathan tola	89	10	11
10	8 No. Tola	109	16	9
11	Simra	92	11	14
12	Sarubeda	94	14	23
13	Copper gate-Damodar Tola	78	16	19
14	Budhan Grha	103	23	29
15	Topa Colony	69	16	21
16	Kuju West	83	19	17
17	Kuju East	118	29	31
18	Kata Colliery	65	11	18
19	44 No.	88	22	19
20	42 No.	91	28	24
	Total	1704	333	355

Status of Attendance taken randomly on one day for base information

S. No	Coal Mining Locations	No. of Coal Miner Families	Children Enrolled as per attendance register at schools		Children Actually Present of Randomly selected day of survey	
			Boys	Girls	Boys	Girls
1	Butbeda	83	59	46	17	14
2	Jodakaram	71	75	70	22	19
3	Hesagarha	91	90	73	29	16
4	Banwar Tola	73	82	52	21	29
5	Loha Gate	88	68	62	22	21
6	3 No. Colony	34	18	26	7	11
7	Lakdi Gate	72	60	40	19	13
8	Kashikhap	113	97	86	34	19
9	Bathan tola	89	82	78	26	29
10	8 No. Tola	109	101	93	31	39
11	Simra	92	86	74	28	31
12	Sarubeda	94	87	63	36	17
13	Copper gate-Damodar Tola	78	69	47	23	11
14	Budhan Grha	103	96	74	29	27
15	Topa Colony	69	58	50	24	21
16	Kuju West	83	70	74	27	18
17	Kuju East	118	102	95	36	27
18	Kata Colliery	65	72	49	22	14
19	44 No.	88	72	50	28	13
20	42 No.	91	81	72	26	18
	Total	1704	1525	1274	507	407

Issues Identified-

- Poor motivation for education. Parents were more interested in their family business of coal rather than sending their children to education. With the increasing distance of middle school, high schools from their location the school dropout recorded a drastic increase. Even in the primary schools within their location attendance was recorded less than 50% on a particular day.
- After getting the mid-day meal there was recorded a further decline in the number of children at school.
- While coming from schools every child used to directly go to the work with their parents.
- Attendance among girls was much less in comparison to that of boys and cases of child marriage was prevalent. Out of the two girls married in 2014 at Butbeda one of them was a minor whereas out of four married girls at 44 no. two girls married were minors in the same year.

Based on the above mentioned statistics the intervention design was developed in consultation with PHF and it was concluded to cover a total of 1000 coal miners in the coal mining areas which were close to each other. It was decided to cover the following 12 locations for intervention

S. No	Coal Mining Locations	No. of Coal Miner Families	No. of Children 6-14	
			Boys	Girls
1	Butbeda	83	74	67
2	Jodakaram	71	88	79
3	Hesagarha	91	98	84
4	Banwar Tola	73	92	69
5	Loha Gate	88	91	74
6	3 No. Colony	34	36	38
7	Lakdi Gate	72	69	61
8	Kashikhap	113	119	103
9	Bathan tola	89	92	89
10	8 No. Tola	109	117	102
11	Simra	92	97	88
12	Sarubeda	94	101	86
	Total	1009	1074	940

The problems Identification: -

Educational Barriers:

- Despite 70% of school-aged children being enrolled in nearby schools, regular attendance remains low, with frequent and long absences.
- The transition from primary to middle school, located approximately one kilometer away, leads to nearly 30% of students dropping out.
- The dropout rate increases further in the transition from middle to high school, where an additional 25- 40% of students, particularly girls, discontinued their education.

Gender-Based Challenges:

- Parental indifference toward education, especially for daughters, often results in girls taking on household responsibilities and caring for siblings after leaving school.
- Safety concerns and early marriage pressure discouraged school attendance for girls, reinforcing gender disparity and limiting their future economic and social opportunities.

Social and Health Factors:

- A high prevalence of tobacco use among young students was observed, influenced by family behaviours, as fathers frequently used alcohol.
- Health and hygiene related issues in the community were widespread and unaddressed, exacerbating educational and social challenges for children and families.

Transportation Issues:

- The Central Coalfields Limited (CCL) previously provided a bus service to facilitate school access; however, the discontinuation of this service for this area left children with limited transportation options, further impacting attendance.

Critical Need for Intervention:

- The situation underscores the need for comprehensive interventions addressing both educational access and underlying social and health-related barriers.

The program was designed to achieve 100% enrolment and sustain over 80% attendance among targeted students, aiming for at least 80% successful progression from primary to higher-grade levels. This initiative supported approximately 2,000 children, focusing on those in coal mining areas at 12 locations where educational access remained limited.

In addition to core enrolment and attendance and retention goals, the program emphasized on comprehensive personal development to empower students as proactive, confident leaders. By enhancing life skills, self-confidence, and leadership qualities, we aimed to equip these young learners with the capacity to act as ambassadors of educational transformation. These students did not only progressed academically but also inspired similar educational pursuits in nearby communities, fostering a ripple effect of empowerment and progress.

The program employed a community-centered approach to bridge the gap between basic schooling and continued education. Through targeted interventions, we worked closely with local stakeholders, including parents, teachers, and community leaders, to create an environment that supported consistent attendance, academic achievement, and personal growth. Our approach incorporated mentorship, extracurricular activities, and skill-building workshops that help students build resilience, cultivate a growth mindset, and develop the social and emotional skills necessary for success beyond the classroom.

By nurturing these young individuals to become leaders of change, the program looked to create sustainable, community-driven solutions that promoted long-term educational continuity and local development. Ultimately, the goal was to inspire a generation of students who not only strived for personal academic success but also contributed to building a culture of education, inclusivity, and progress in their communities.

Intervention of YUVA on Education Of Children in Coal Mining

Areas:- YUVA initiated a motivational cum remedial coaching program for the deprived children at 12 location in the mining areas for mainstreaming children in the formal system, providing support to children to bridge the learning gaps of the children, running a motivation program in a child centered approach to ensure that every child in mainstreamed and retained at formal schools.



YUVA regularly interacted with the parents to develop among the parents a concern for their children. YUVA had become successful to a large extent in mainstreaming and retaining the children in the formal system of education to a large extent.

Common Intervention Strategies:-

- Community Evening Clubs to support in supporting weak students in Maths, English and Science.
- Personality development sessions/ life skills education/ creative learning platforms at Community clubs.
- Sports and Games promotion
- Communication team development and script development in a participatory approach of the social issues in their areas
- Develop children centered strategies to promote education in the nearby areas.
- Strengthening of SMCs for their proactive roles.
- Strengthening of parents committees for their active roles in ensuring education of their children.

Location wise narrative report:-

1. Butbeda had 83 coal miner families in that locality which has settlements in the coal mining areas with 74 boys and 67 girls in the age group of 6-14 in the year 2014. It had 36 children in the never been to school category.
2. Out of the 105 students admitted as per the admission register in 2014 we observed only 31 were present on one day.

YUVA with its design of community club development model at each of the locations ensured the strategies for adolescent and youth engagement in the evening with the special focus on ensuring their continuation at schools, retention and smooth transition from lower to



higher grade schools, promotion of communication team, personality development sessions, life skills education, support to address the learning deficits, sports activities, recreational activities, dialogue between parent and children specially girls, addressing social issues, addictive behavior issues.

Case Study1. A Disabled Teen Club Member Reaching New Heights in Life

In 2015, with support from the PHF, YUVA launched an initiative in the Butbeda coal mining area to improve the educational and health conditions of children. Through community participation, Sahil Ansari and Tarannum Nisha were selected as animators for boys and girls, respectively. They began a door-to-door survey, aiming to involve all children in the club. During this effort, Sahil noticed a child named Nikhil, who was both dumb and deaf. He used to observe the club activities by sitting far away from the club location. Despite Sahil's efforts, Nikhil remained hesitant to join the club. Later, the entire team, including both animators and club members, together approached the whole village and held a meeting with Nikhil's parents to encourage social inclusion.

Nikhil's parents shared concerns about how their child with disabilities would be involved in the group. They were of the view that the other children might not be willing to get attached with him and he would again feel isolated. The team decided to address this by talking to all the children, ensuring Nikhil would never feel isolated. They encouraged Nikhil's enrolment in Butbeda Primary School and took steps to prevent any discriminatory treatment, supporting his integration into the school environment. Following these efforts, Nikhil began attending the club and no longer felt alone, as his peers reassured him he could attend school with them, where most of the children were also students at Butbeda Primary School.

In 2015, seeing Nikhil's growing interest, the youth organization enrolled him in Butbeda Primary School and encouraged his daily attendance. During club activities, Sahil noticed that Nikhil excelled in running, long jump, and high jump, showing potential that could be nurtured. In a monthly team meeting, the project coordinator introduced him with a coach, Mr. Sabir Hussain, from Ghato DAV School, who offered help to Nikhil to develop his athletic skills and reach new heights.

Under skilled guidance, Nikhil trained and participated in the Hazaribagh District-Level Athletics Championship 2018-19, held in August 2018 at Hazaribagh Stadium. In a competition open to all children, he earned second place in the long jump for boys under 12, with a leap of 4.06 meters, an achievement that filled the team and community with pride. The Hazaribagh Athletics Championship, affiliated to Jharkhand Athletics Association, awarded Nikhil a medal and certificate. In October 2018, Nikhil also participated in a state-level athletics event in Ranchi, Jharkhand, though he was not successful. Nonetheless, he continues to strive for success at the state level.

Today, Nikhil has become a role model for the entire club. Once a week, alongside Sahil, he inspires other children to develop an interest in sports and improve their competitive skills. Nikhil's parents feel immense pride, and Butbeda Primary School celebrates him as a symbol of achievement. Without the support of PHF and the youth organization, Nikhil may have remained anonymous in the coal fields, instead of emerging as a leader in athletics among children under 12.

Outcome of the Intervention:- Out of 74 boys and 67 girls, only one girl Suman could not continue her education in spite of best efforts. After the death of her mother all her brothers and sisters were shifted to their grandmothers' home at Gomia hence we could not keep any record of her. Other than one girl 100% of children were retained and were highly motivated at the time of project withdrawal. All of the children got enrolled for higher education to continue further studies.



All SMC members were trained on their roles and responsibilities. The SMC members took participation in ensuring there are no shortages of teachers at school.

Parents committees were strengthened to ensure the interest of their children in education.

Jodakaram Coal Mining Location:- It had 71 coal mining families with 88 boys and 79 girls in the age group of 6-14 in the year 2014. It had 22 children in never been to school category or school dropout category. Out of the 145 enrolled there were only 41 children present on a randomly selected day reflecting a poor attendance of children at schools which was mainly due to the poor motivation level of the children and their parents for education.

On our primary screening it was observed that children were more and more interested in sports types of activities. The play club was initiated at Jodakaram which was later developed in the concept of community club with all similar inputs of PD, life skills education, communication events. A football team separately for both boys and girls were developed and both the teams played at the district level. Volleyball was also played in the village. With sports we became successful in ensuring the motivation of their children and parents in education.

Jodakaram excelled in sports activities and each of the clubs participated in the inter club tournament for the development of competitive spirit among themselves. Creative art competition, quiz competition, essay competition, Painting competition were the other activities undertaken to develop a spirit of competition among themselves.

Well trained SMC members took the responsibilities of ensuring access of quality education for their children and ensured the children safely cross the national highway which coming to school and going away from schools.

Outcome of the Intervention:- Out of 88 boys and 79 girls only two boys (Raju and Goltu both brothers) could not continue education as the entire family shifted to Andhra Pradesh because his father had got a job in the tower company. Other than those two brothers we could achieve 100% success in mainstreaming and retained the children in the formal system of education.

SMC members supervised the quality of mid day meal being provided to their children.

Hesagarha Coal Mining Location:- It has 91 coal mining families with 98 boys and 84 girls in the 6-14 age group in the year 2014. Out of the 98 boys and 84 girls 19 children were in the never been to school or school dropout category. Out of the total 163 children enrolled in the formal system of education there were only 35 children present at school on one particular day.

Hesagarha colony was more inclined towards addition of tobacco, and alcoholic liquors by the youths and elderly people in that areas. YUVA made efforts to ensure serious engagement of adolescents and youths in various developmental activities in the evening and development of a child centered communication team which worked in a participatory way to develop script around addiction and its effects. Once the se were developed in participation of all adolescents and youths in that area. 21 out of a total of 71 adolescents who stopped addiction of tobacco were from the only one center namely Hesagarha. Further and we could jointly mobilize their parents to stop addiction to alcoholic liquor. We became successful in ensuring that 9 out of the total 32 fathers stopped addition to alcohol.

YUVA learnt from its experiences of taking up a child/adolescent centered intervention which could become excessively successful in ensuring giving up the habit of drinking by parents. The primary school faced the issue of shortage of teachers at school. Two SMC members contributed their time and efforts to ensure the education of their children did not get hampered. Few parents took the responsibility to ensure the children coming across the national highway come to the schools safely and go back from school safely.



Outcome of the Intervention

- 21 adolescents and 9 adults gave up addiction with this intervention.
- 2 boys (Mohan and Kishore) and 2 girls (Neha and Isha) could not be retained in at the higher-grade school. Neha and Isha had intellectual disabilities and parents could not ensure to bring them regularly to schools as they had to go to the coal mines for their work to meet their both ends. Mohan and Kishore were very close friends who migrated to Mumbai with their elder brother for working at a hotel.
- SMC members took classes and ensured the protection of their children.

Banwar Tola Coal Mining Area:

Case Study: - A Successful Effort to Stop a Girl's Early Marriage through Community Intervention

Sangita (Changed Name) daughter of Mahesh Munda from Banwar was a coal miner family which was totally depended on illegal trade to meet their both ends. One day the team came to know Mahesh Munda and his wife was planning to get their daughter married at an early age. At the age of 14-year-old Sangeeta (name changed) was enrolled in Savitri Devi's center with the aim of attending school daily rather than working in the coal fields. After several meetings with her parents, she was eventually enrolled in the Kashikhap School. We encouraged her family to ensure her daily attendance, and by the end of the first year, all girls associated with Savitri Devi's center were enrolled at Kashikhap and Banwar schools with a recorded 100% attendance. We started a motivation support to the children in case they recorded 100% attendance in an academic session.

Recognizing the distance of the community club it was decided to relocate the center closer to Kashikhap School to maximize the program's outreach. This new center was approximately 2.5 kilometers from the original one in Banwar. During this time, Sangeeta's father, Mahesh Munda, passed away, leaving her mother, Sarita Devi, with the entire family's responsibilities.

Given the difficult circumstances, Sangeeta began missing school to help her mother with household chores. Within a year, she stopped attending school altogether. Conversations with other girls in the Teen Club revealed that Sangeeta's mother was unwell, preventing her from coming to school. However, as her mother's health improved, it was expected she would return.

Reena and Monika from the YUVA, with support from PHF, began encouraging Sangeeta to return to school. They visited her family and community to understand the reasons of her absence. During their discussions, they discovered that although Sangeeta's mother was healthy, she was planning to marry Sangeeta off against her wishes. After further talks with the principal of Kashikap School, Rajesh Kumar, it was found that Sangeeta was 16 years old and should be in the seventh grade, but her mother was pushing for marriage due to financial constraints following her husband's death.

Attempts by the principal and YUVA to dissuade her mother were unsuccessful, as she argued that supporting the family had become too difficult and that she had found a suitable match for Sangeeta. She wanted to marry her off to alleviate her responsibilities, as she had no other relatives for support and worked in the coal mines, fearing any potential mishaps in her absence.

Realizing the seriousness of the situation, the team approached Tupa Panchayat's head, Akhtar Ansari, for intervention, but the issue remained unresolved. A meeting with the Village Child Protection Committee was then arranged, and Childline was contacted at 1098 for assistance. A community gathering was organized, where it was decided that an engagement would be allowed, but marriage would only occur once Sangeeta turned 18. If this agreement was breached, the matter would be reported to the authorities.

After extensive discussions and community pressure, Sangeeta's mother agreed to the arrangement, assured by the groom's family. Following this, Principal Rajesh Kumar ensured that Sangeeta would attend school daily, and members of the Teen Club took responsibility for monitoring her attendance. Sangeeta resumed her studies in August 2017 in the seventh grade and is currently continuing her education in the eighth grade.

Outcome at Banwar Tola:- Only one boy Sahil could not continue education at that center traumatized at the death of his father who met with a road accident while he was taking coal on his bicycle for its sale at Hazaribag town. After words he felt fear in coming out from his house. After the death of his father his mother was left with his son and two daughters both of them continued their education. Her mother had to go out for working as a domestic servant in nearby houses.

Other than Sahil we could ensure 100% attendance and mainstreaming of children in the formal system of education.

Loha Gate Coal Mining Area:- Out of the total 88 coal mining families in loha gate there were 91 boys and 74 girls in the age group of 6-14 in 2014. 10 boys and 17 girls were in the category of never been to school of school dropout. Cases of gender discrimination and domestic violence was more frequently seen in that area.

The community clubs focussed on education of the children in 6-14 age group, their attendance and retention in education. The community clubs members were sensitized on gender and in participatory approach we developed a gender sensitization tool involving the

boys and girls in that community. The boys were entrusted with the task of taking snaps of the day long activities of women in the society and the girls were entrusted with the task of taking snaps of day long activities of men in their society. A sequence of activities of male and female in their location was listed on chart paper and after several preparation and discussion of the issue a session with their parents were conducted by their children. It had a profound impact on the parents and helped in reducing the cases of violence against women. The issue of addiction among parents was also addressed through similar innovative communication strategies which also impacted on their behaviour.

Outcome of the Intervention:- only 2 boys and one girl could not be mainstreamed and retained in the formal system due to the migration of the family from that location. Other than these three children we could be able to ensure that 100% retention of children and their transition of children from lower to higher grade schools.

3 No. Colony coal mining area:-

Outcome :- Only one girl from 3 no. colony could not be retained and her transition could not be ensured due to poor mental health status of the girl. Other than that girl their was 100% success of the intervention. The community club gave the opportunity of developing the personality of the children. We worked on developing the leadership skills among them and making them agents of change within their own communities. There was an increased dialogue between the parents and children which helped in reducing the incidences of child marriage in their areas.

Adolescents participated in various sports and extracurricular activities to excel in all spheres of their life. The excessive engagement of the adolescents and youths in the programs recoded a sharp decline in the number of children adopting system of saying no to tobacco. The children themselves acted as a watchdog within the community.

Even though the bus services by CCL has been stopped the children have started going to the higher level of schools at some distance from their locality. It is all due to the motivation and interest of the communities.

Lakdi gate and khashikhap coal mining location:- The interventions at Lakdi Gate and Kashikhap, two coal-mining areas, achieved remarkable outcomes in improving educational access, retention, and progression from lower to higher-grade schools. These initiatives demonstrated the power of community-centered approaches to educational support, especially for marginalized groups. Through targeted efforts, significant advancements were made in ensuring that children and adolescents could access their entitlements, contributing to increased enrolment and consistent attendance.

These programs were structured to serve two distinct age groups: children aged 6-14 and adolescents and young adults aged 15-24. For the younger age segment, the intervention focused on providing essential educational support and creating pathways to enable seamless transitions within the school system. For the older cohort, efforts were directed toward enhancing career-readiness and opening up job opportunities. By addressing the specific needs of each group, the model proved effective in guiding individuals through critical educational milestones and into opportunities that could improve their future prospects.

The Lakdi Gate and Kashikhap initiatives have set a compelling precedent for community-driven development, presenting a scalable framework that could be extended to similar areas

facing educational and socio-economic challenges. The success of these interventions underscores the importance of inclusive support systems that not only facilitate access to education but also empower communities to claim their entitlements. The model stands as a replicable solution for promoting sustained educational advancement and workforce readiness, contributing to long-term social and economic transformation in coal-mining regions.

Bathan Tola, Simra, 8 No. Tola and Sarubeda coal mining area:- The uniqueness of the intervention of these four mining areas were

- The children from these coal-mining communities inspired peers from neighboring areas, setting a powerful example of positive change. Notably, 23 children from nearby mining pockets joined the community club at Simra, motivated by the achievements they observed. Building on this momentum, 23 adolescent role models from these localities took the initiative to establish similar community clubs in two additional locations, showcasing the self-motivation and leadership skills fostered through this approach.
- In Sarubeda, members of the community clubs contributed significantly to raising awareness about local issues. Four girls and two boys from Sarubeda wrote insightful articles addressing critical livelihood challenges faced by their community and the struggles of the upcoming generation. These writings captured the attention of local media, with six articles from Sarubeda being published in *Prabhat Khabar*, a respected local newspaper. Notably, two articles were contributed by youth from 8 No. Tola, and five originated from Bathan Tola, amplifying local voices and increasing visibility around these pressing issues.
- The children from Sarubeda also participated in various competitive events, engaging with peers from other localities and schools. This interaction fostered a culture of learning and academic enthusiasm within vulnerable communities, creating a supportive environment for education. Over the seven-year program duration, the initiative provided children with opportunities for personal growth, particularly in areas such as personality development, life skills education, and communication and negotiation skills, which are essential for their future success.
- Furthermore, these children collaborated to develop scripts highlighting the adverse effects of coal mining, the symptoms and impact of tuberculosis, and the legal issues surrounding mining-related occupations. Through these efforts, they promoted awareness about occupational health and safety, which in turn encouraged positive conversations within families. This dialogue helped parents recognize the importance of education and health, ultimately contributing to a more supportive environment for the children's aspirations.
- This multi-faceted program demonstrates the potential of youth-led initiatives to drive social change, create educational opportunities, and foster a culture of community responsibility. By empowering young role models, the initiative has paved the way for sustained transformation within these coal-mining regions, illustrating the long-term benefits of community-driven development

Final Outcome of the 7 year Intervention:-

S. No	Coal Mining Locations	No. of Coal Miner Families	No. of Children 6-14	Mainstreamed the number of school dropout children in formal schools	Retained and Successfully ensured transition to higher schools

			Boys	Girls	Boys	Girls	Boys	Girls
1	Butbeda	83	74	67	15	21	74	66
2	Jodakaram	71	88	79	13	9	86	79
3	Hesagarha	91	98	84	8	11	96	82
4	Banwar Tola	73	92	69	10	17	91	69
5	Loha Gate	88	91	74	23	12	89	73
6	3 No. Colony	34	36	38	18	12	36	37
7	Lakdi Gate	72	69	61	9	21	66	61
8	Kashikhap	113	119	103	22	17	119	102
9	Bathan tola	89	92	89	10	11	90	88
10	8 No. Tola	109	117	102	16	9	116	102
11	Simra	92	97	88	11	14	93	88
12	Sarubeda	94	101	86	14	23	97	83
		1009	1074	940	169	177	1053	930

S. No	Coal Mining Locations	No. of Coal Miner Families	Total Children in 6-14	Gender Ambassadors Identified /trained and gender related issues	Peer leaders trained on Life Skills	Number of Cases of Domestic Violence resolved by PE	No. of cases of child marriage resolved with declaration from parents with child intervention	No. of adults who gave up addiction
1	Butbeda	83	141	6	30	56	4	2
2	Jodakaram	71	167	6	30	31	2	1
3	Hesagarha	91	182	6	30	68	3	5
4	Banwar Tola	73	161	6	30	49	1	3
5	Loha Gate	88	165	6	30	66	2	4
6	3 No. Colony	34	74	6	30	29	3	2
7	Lakdi Gate	72	130	6	30	91	1	2
8	Kashikhap	113	222	6	30	81	4	3
9	Bathan tola	89	181	6	30	72	4	5
10	8 No. Tola	109	219	6	30	87	3	1
11	Simra	92	185	6	30	73	5	2
12	Sarubeda	94	187	6	30	63	2	2
		1009	2014	72	360	766	34	32

S. No	Coal Mining Locations	No. of Coal Miner Families	Total Children in 6-14	Coal miner families accessed various govt. welfare schemes/Convergence	Linked youths with DDU Skill Mission interventions for placement oriented jobs	No. of families which lost their bread earners during COVID who were supported with Livestock
1	Butbeda	83	141	32	6	0
2	Jodakaram	71	167	47	9	3
3	Hesagarha	91	182	54	7	0
4	Banwar Tola	73	161	38	11	2

5	Loha Gate	88	165	47	9	0
6	3 No. Colony	34	74	51	13	8
7	Lakdi Gate	72	130	42	5	2
8	Kashikhap	113	222	39	2	3
9	Bathan tola	89	181	63	8	1
10	8 No. Tola	109	219	49	6	0
11	Simra	92	185	61	0	3
12	Sarubeda	94	187	58	8	2
		1009	2014	591	84	24

S. No	Coal Mining Locations	No. of Coal Miner Families	Total Children in 6-14	Orientation of SMCs	Parents orientation	PRI Orientation
1	Butbeda	83	141	4	170	2
2	Jodakaram	71	167	4	167	2
3	Hesagarha	91	182	4	168	2
4	Banwar Tola	73	161	4	171	2
5	Loha Gate	88	165	4	176	2
6	3 No. Colony	34	74	4	162	2
7	Lakdi Gate	72	130	4	168	2
8	Kashikhap	113	222	4	161	2
9	Bathan tola	89	181	4	167	2
10	8 No. Tola	109	219	4	171	2
11	Simra	92	185	4	169	2
12	Sarubeda	94	187	4	168	2
		1009	2014	48	2018	24

Monitoring and Evaluation

Impressed with the work of YUVA in development of an atmosphere of education in coal mining areas of Ramagarh PHF decided to have a visit of all its seven Trustees to our areas to interact with the communities and understand the processes of the involvement of the adolescents and youths.

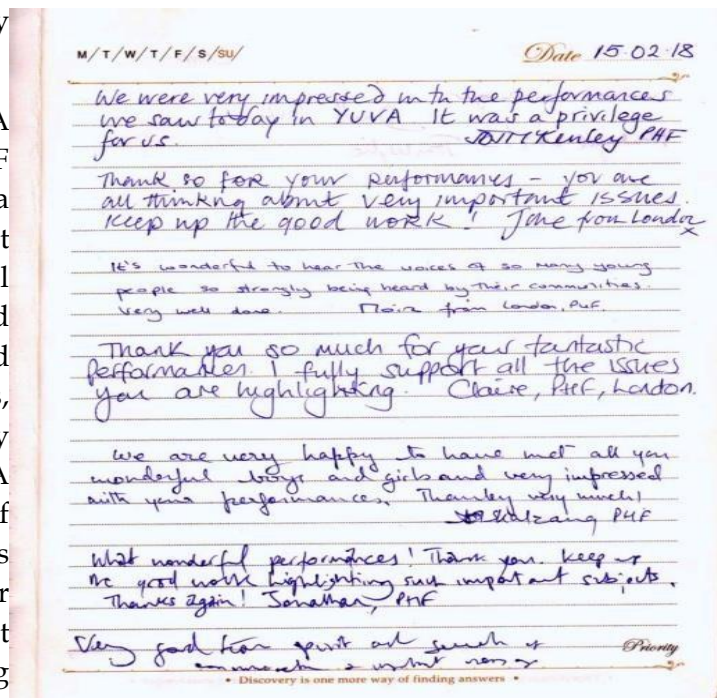
The trustees praised the extraordinary improvement in the academic atmosphere in the coal mining areas. The country Director Mr. Sachin Sachdeva presented his view on the qualitative changes he observed in the area. It was remarkable to see the sea change in the attitude of the parents and SMC members which resulted in ensuring the access of their children to quality education.

There was a field visit planned on annual basis from PHF to monitor the progress of the intervention which was mainly focussed on qualitative progress and for quantitative accomplishments the field reports were taken into consideration.



Interaction with the govt. school teachers, SMC members, PRI members, parents and children were the key areas of interaction by the Trustees.

Dr. Sachin Sachdeva Noted, "YUVA has been a trusted partner of PHF and we have funded them for a period of 7 years (+1 year of no cost extension) from October 2013 until March 2021 for a project entitled 'Mainstreaming Education for Child laborers in Ramgarh Coal Mines, Jharkhand'. I have personally visited the project location of YUVA and have participated in some of their events as well. I was particularly impressed by their efforts to encourage children to get back into school and the interesting initiatives they undertook with the community. The support was well utilized."



Conclusion

The program has achieved significant, lasting impact across multiple dimensions, empowering children and adolescents in coal-mining communities to become catalysts for change. By focusing on education, skill development, health awareness, and community involvement, the initiative has created a foundation for sustainable social and economic transformation in these underserved areas.

One of the program's most valuable outcomes has been the establishment of community clubs, which fostered a sense of unity, resilience, and self-initiative among the youth. Through these clubs, adolescents emerged as role models, inspiring their peers and younger children to take an active role in their communities. This ripple effect extended beyond the immediate intervention sites, as new community clubs formed in nearby locations due to the efforts of these youth leaders.

The program also enhanced awareness around critical local issues, such as the health risks associated with coal mining and the importance of education in breaking cycles of poverty. Published articles in local newspapers not only provided a platform for young voices but also sparked meaningful discussions within the community, amplifying the program's impact. Participation in competitions and workshops further contributed to the development of essential life skills, including communication, negotiation, and leadership, all of which are vital for navigating future opportunities.

Through these initiatives, the program helped create a supportive environment where education is valued, and children are encouraged to pursue their ambitions. By equipping them with practical skills and increasing awareness of their rights and health, the program has strengthened the community's resilience against socio-economic challenges.

In conclusion, this program exemplifies a holistic approach to development, where youth-led initiatives serve as a foundation for broad, community-driven progress. The model demonstrates scalability and adaptability, making it a valuable template for similar interventions in other vulnerable regions.