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**EVALUATION OF IKEA SUPPORTED  
UNICEF-SSA AP PHASE I PROJECT  
ELIMINATION OF GIRL CHILD LABOUR IN THE COTTON  
SEED SECTOR  
KURNOOL DISTRICT, ANDHRAPRADESH**

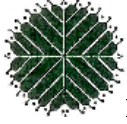


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## CONTENTS

|                                                                       | Page Nos  |
|-----------------------------------------------------------------------|-----------|
| Acknowledgements                                                      | 3         |
| Executive summary: Overall findings and recommendations               | 3- 13     |
| <b>I. Introduction</b>                                                | <b>14</b> |
| I.1 Incidence of child labour in Andhra Pradesh                       | 15        |
| I.2 Profile of project area: Kurnool district, Andhra Pradesh         | 16        |
| <b>II. Phase I pilot project</b>                                      | <b>16</b> |
| II.1 Project coverage                                                 | 16        |
| II.2 Stated objectives and strategies proposed                        | 17        |
| <b>III. Terms of reference</b>                                        | <b>17</b> |
| <b>IV Roll out of the study</b>                                       | <b>18</b> |
| <b>V Research methodology</b>                                         | <b>19</b> |
| V.1 Selection of village sample                                       | 20        |
| V.1.1 Selection of households for survey                              | 21        |
| V.1.2 Profile of sample Households                                    | 21        |
| <b>VI Assessment of the project</b>                                   | <b>22</b> |
| VI.1 Relevance of the project design                                  | 22        |
| VI.1.i Complementarity with Government policies & International norms | 24        |
| VI.1. ii Rethinking the design                                        | 25        |
| <b>VI.2 Effectiveness of the project</b>                              | <b>26</b> |
| VI.2.i Reaching out to the vulnerable                                 | 26        |
| VI.2.ii Role of the community & CLPT                                  | 26        |
| VI.2.iii Improving schools and ensuring quality                       | 30        |
| VI.2.iv Children's learning levels                                    | 33        |
| VI.2.v The Children                                                   | 35        |
| VI.2.v.1 Enabling child participation                                 | 35        |
| VI.2.v.2 Adolescent girls and Balika sanghas                          | 40        |
| VI. 2. vi Coordination, cooperation and convergence with government   | 41        |
| <b>VI.3 Efficiency of the project</b>                                 | <b>43</b> |
| VI.3.i Appropriateness of management structure                        | 43        |
| VI.3.ii Reporting, monitoring and review                              | 44        |
| <b>VI.4 Sustainability: gains, concerns and opportunities</b>         | <b>45</b> |
| <b>VII Lesson learnt &amp; recommendations</b>                        | <b>49</b> |
| <b>Results Framework</b>                                              | <b>52</b> |
| <b>Annexures</b>                                                      | <b>57</b> |



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We are grateful to Sudha Murali and Muralikrishna of UNICEF in particular for their support and being open to frank discussions on the project approaches, strengths and gaps.

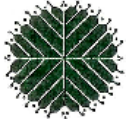
Our special thanks to Mr.Rafat, SPD SSA and Mr. D.Srinivas, Principal Secretary, Labour for sharing their views and concerns on the issue of girl child labour; and their commitment to take policy decisions to address the problem.

We deeply appreciate the time given by teachers, mandal and district officials to discuss the project and are impressed by their commitment to the issue of child labour and girl child labour in particular. To the community representatives of the villages visited we owe a deep debt as the discussions with them sharpened our understanding of the dimensions of the problem the project has been tackling.

And in all such studies the value addition is always the interactions with children. It is the children who give hope that things will change for the better; and have no hesitation in calling a spade a spade and in underscoring the contextual realities of all such initiatives.

To the field research support provided by the Samata Gender Resource Team, as always a pleasure to work with them- Vidyavathi, Uma, Indira, Syamala, Pavan Rekha, and Deepthi, for their good cheer and field sensitivity they brought to this study. Finally to Sundar for being a perceptive researcher and providing thorough field notes. A big thank you to all of them.

Kameshwari Jandhyala  
Vimala Ramachandran  
Educational Resource Unit  
New Delhi



**Evaluation of IKEA Supported  
Unicef-SSA AP Phase I Project  
Elimination of Girl Child Labour in the Cotton Seed Sector  
Kurnool District, Andhra Pradesh**

**EXECUTIVE SUMMARY**

**I INTRODUCTION**

*This report is an assessment of a pilot project (Phase I 2006-2010) on the elimination of child labour, especially girl child labour in the cotton seed sector of four mandals of Adoni division of Kurnool district in Andhra Pradesh. This project is implemented by UNICEF in partnership with the Andhra Pradesh State government and with support from the IKEA Social Initiative (IKEA SI) and German National Committee for UNICEF.*

Andhra Pradesh, one of the largest states in India, is also a state with a very high incidence of child labour. The National Commission for Protection of Child Rights in a recent analysis based on the 2001 Census has pointed out that out of the 10 districts with the highest number of child labour in the country, 3 districts are in Andhra Pradesh- Mahabubnagar, Kurnool and Guntur. Some sectors such as cotton are areas where child labour is concentrated. Andhra Pradesh along with Gujarat, Karnataka and Maharashtra account for nearly 90% of cotton seed production in the country.

It is within this broader context that UNICEF in partnership with the Government of Andhra Pradesh designed and implemented a pilot project in Kurnool district to address issues of child labour in general and specifically to eliminate girl child labour in the cotton seed sector.

Kurnool district located in the dry arid region of Rayalaseema is backward on many counts- female literacy and sex ratios are well below the state averages. Migration is a common phenomenon. Adverse gender conditions such as poor health status of women, child marriage, violence against women, trafficking of women to the cities such as Pune and Mumbai are reported. And all this coupled with endemic caste based social strife.

UNICEF in partnership with SSA Andhra Pradesh and with resource support from IKEA Social Initiative implemented a pilot Phase I project during 2006-2010 across 104 villages in Adoni Division of Kurnool District. The focus of the pilot project was to evolve strategies and interventions to eliminate girl child labour in the cotton seed sector.

**II. TERMS OF REFERENCE**

The Phase I pilot was nearing completion when this evaluation was commissioned. The evaluation purpose was to assess the strategies and interventions of Phase I, and suggest recommendations for replication and scaling up in other cotton corridors and commercial cotton districts. The evaluation objectives were four fold:



- **To assess the relevance of the project design-** Some key areas to be probed were the relevance of the design to address the issue of girl child labour; in what ways Government policies and programmes are complemented, efficacy of the strategies
- **Assess effectiveness of the project and extent to which project objectives have been realised**—Key areas to be probed were reaching vulnerable groups, changes in children’s lives, community ownership and participation, roles of different stakeholders, improvements in quality of education, convergence, coordination with government departments among others, constraints faced and how they have been overcome
- **Assess efficiency of the project**—key issues to be explored are in terms of whether results are commensurate with the resources ( human and financial) invested, effectiveness of the review and monitoring mechanisms; has the government partnership enhanced efficiency
- **Assess sustainability of the project-** key issue to be examined is the extent to which the project processes and interventions at various levels, at the community, school and systemic level can be sustained.

This evaluation was originally scheduled to be done in 2009. But due to the unprecedented floods that affected the project mandals it was done during August-December of 2010. The evaluation included a desk review of secondary literature and a field study.

## II.1 Evaluation process

The evaluation methodology followed and sample covered was as follows:

- Household survey of 640 households across 16 project villages
- Qualitative interactions in 8 villages-School level-Interviews with Head teacher and one other teacher; classroom observations, interaction with children of classes IV and V;3 FGDs at community level with child labour prevention team, one women’s group and balika sangha ( adolescent girls group)
- Testing of 160 children across 8 villages to assess learning levels
- Interviews and interactions with teachers, key government officials at mandal, district and state levels, field level programme staff and key UNICEF project staff.

Some of the school level evaluation was done during the peak agricultural season (i.e. late October and early November) to get an insight into the incidence of seasonal child labour during that period.

## III. OVERALL FINDINGS AND OBSERVATIONS

### III.1 Profile of households surveyed

- The 640 households surveyed across 16 villages included Scheduled Castes (SC), Backward Castes (BC) and Muslim families. The households surveyed highlighted the levels of vulnerability of the poorest in the project area, and represented families with the highest probability of having child labour. 74% of households surveyed were migrant families. Adult literacy rates are worrisome. Out of the total of 2091 adults in the households surveyed, only 18 % are literate (26% male and 9% female).

### III.2 Relevance of the project design

- The process of project designing was sound- research studies coupled with stakeholder consultations provided a deep understanding of the problem and highlighted the need for an integrated approach. The problem of child labour that is influenced and determined by various societal and systemic barriers has to be addressed only by an integrated project approach. The project design is very relevant in this regard. It combined advocacy of child rights and rights to education, community



mobilisation and participation, mobilisation and empowerment of children and girls in particular, enhancing the quality aspects of the school and the teaching learning process, convergence with other complementary government departments, activating the statutory role of the labour department to penalise employers, and mainstreaming the lessons learnt and advocating for policy change.

- The integrated approach and strategies of addressing various stakeholders seems to have been effective. All the stakeholders, teachers, officials at the state and district levels and above all the community representatives and children that we met as part of the assessment were emphatic in their stand that child labour is to be eliminated, and particularly girl child labour in the cottonseed farms as this had an adverse impact on girls health as well.

### **III.3 What the programme has achieved**

- ***Community sensitisation and response***

- Intensive community sensitisation in all project villages especially on the issue of girl child labour in cottonseed sector has paid off. People interviewed during the field survey recall the awareness drives and the message that child labour is not in the interests of the child and that sending girls to work in cottonseed farms is bad for their health and denies them the right to development and education.
- Dialogue and persuasion with cottonseed employers has proved to be effective. The district administration played a key role in reaching out to cottonseed farmers to get commitments from them not to employ child labour. Some farmers gave written commitments that they would not employ child labour. Coupled with this was the proactive role of the labour department. The holding of open courts (especially in 2006-2007) and the booking of 587 cases against cottonseed farmers under the Minimum Wages Act served as a major deterrent.
- The project reports that the acreage under cottonseed had come down from 963 acres in 2006 to 340 in 2009-10. 6 out of the 8 villages where the qualitative assessment was done reported complete stoppage of cottonseed cultivation. This reduction cannot be attributed solely to the effectiveness of the project. It could have been affected by various factors- the floods of 2009, overall distress among cotton farmers leading to suicides and also the corporatisation of the seed industry that is evident in the cotton growing areas.

- **Children: Work, education and empowerment**

It is important to recall the context of the project with regard to child labour. In 2005 it was reported that around 21% of the 6-14 age group in the 4 phase I project mandals were child labour. Some impressive achievements have been made in addressing the problem of child labour.

The project reports that during 2006 to 2010, a total of 11,213 children were mainstreamed into education. 7530 children were withdrawn from work and directly enrolled in schools and 3683 were admitted into residential bridge schools or other residential schools of the government. Of these 3060 (i.e. 80%) were girls withdrawn from cottonseed work and admitted into Residential Bridge Centres or other educational institutions. Quite clearly the thrust on withdrawing girls from cotton seed sector has given very hopeful outcomes. The strategy of enrolling girl child labour in residential centres seems to be an effective means of mainstreaming older working girls, particular.

These impressive developments notwithstanding, the household survey indicated that child labour continues to be prevalent among the poorest households. The 2009 floods could also be a contributory



factor to this situation. Out of the 1376 children in the 6-14 age group in the households surveyed as part of the evaluation, 78% (1071) are reported to be in school and 22% (305) are reported to be working. Of those working, 299 children (216 girls and 89 boys) are not in school and only 6 children were reported in school. What also needs to be noted is that 220 children are engaged in agriculture while 67 reported to be working in cottonseed farms.

*During interactions with school children in 7 villages, the issue of work was probed. In all the 7 villages children reported that some children go for wage work on weekends, and about 5-10 children in each village go to work on chilli farms. In 4 villages they reported that children do work on cottonseed farms. The wages they get range between Rs. 60-125 per day during the peak seasons.*

The project experience is similar to trends in other parts of the country where the major challenge now for policy and programme planners is to address the emerging new forms of child labour i.e. seasonal child labour wherein children in school are absent for considerable periods during the peak work seasons.

Despite the convergence with the NREGA programme, wherein all families surveyed had a job card, the reality that nearly 74% continue to migrate highlights the persistent livelihood vulnerability. This vulnerability has been further exacerbated by the drought of 2007 followed by the unprecedented floods of 2009. All this has had an adverse impact on children. What is perhaps required is direct livelihood support to the poorest families which in turn may provide an opportunity to advocate for children to be withdrawn from work. This would of course indicate the need for more detailed micro planning to identify such families and sustained advocacy with the government for direct benefits to flow to such families.

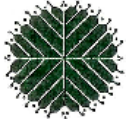
### **Educational status**

One of the project objectives was not only withdrawal of children from work but to mainstream them into education. The project data indicates that the numbers of out of school children has been coming down steadily. The July 2010 data shows that there are around 2097 children in the 6-14 years group who are out of school in the project area. See Table below for details:

| Age group | Out of school identified in 2010 |       |       | Enrolled in school |       |       | Balance yet to be enrolled |       |       |
|-----------|----------------------------------|-------|-------|--------------------|-------|-------|----------------------------|-------|-------|
|           | Boys                             | Girls | Total | Boys               | Girls | Total | Boys                       | Girls | Total |
| 6-8years  | 729                              | 724   | 1453  | 291                | 389   | 680   | 438                        | 335   | 773   |
| 9-14      | 804                              | 1077  | 1881  | 156                | 446   | 602   | 693                        | 631   | 1324  |

The household sample also showed that around 10 % of the children in the 6-14 age group are never enrolled and around 21 % are drop outs (67% of whom are girls). Among the out of school and never enrolled children, the gender gap is very significant, with nearly 3/4<sup>th</sup> of the never enrolled or out of school being girls. The reasons given range from the family not being able to bear the costs of education, children being required to work, to children not being interested. Again these reasons are well known and highlight that despite the fact of education in government schools being free, there are hidden costs that are often too much for a poor family to bear, and once again the burden of this falls on the girl child.

During the field study an attempt was made to probe the issue of attendance, as there is ample evidence from across the country that new forms of child labour are emerging of school children being seasonal child labour and that there is a sharp dip in attendance during the peak agricultural



season.. There were no surprises as the qualitative assessment was done during the peak season to assess the level of attendance. The percentage of absenteeism ranged from 53% to 11%.

### ***Transition***

Transition is a good measure to assess educational completion at various levels- primary and upper primary. It also serves as a proxy to indicate the extent to which communities are committed to children's education. As of July 2010 the transition rates underscore the need for more targeted interventions at the community level. The transition from 5<sup>th</sup> to 6<sup>th</sup> class indicates a dropout rate of around 10% for girls and 5% for boys. The gender gap is neutralised in transition from 7<sup>th</sup> to 8<sup>th</sup> where the dropout rate is around 18% for both boys and girls.

The strategic use of data both to get communities and the educational system to refocus on children who are dropping out is the current imperative. The problem to some extent maybe reduced with the Right to Education (RTE) in force and elementary education being made mandatory. This would strengthen the hands of both the government and projects such as this in ensuring that all 6-14 years age group children complete 8 years of school.

### ***Learning levels***

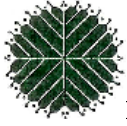
The project did not set out with the objective of enhancing learning levels. Its major thrust was on creating the enabling conditions for full participation of working children, especially girls in education. Further the primary responsibility of ensuring learning outcomes rests with the government with the project playing a supportive role in terms of mobilising out of school children, enabling child participation and providing support to improve the overall environment of the school. It is with this rider that the learning outcomes as reported by this field study need to be looked at.

After consultation with project staff and teachers it was decided that rather than develop a new set of tools for testing learning levels, it would be quite appropriate to use the tools developed by Pratham as part of their ASER programme. These are used across the country and the annual ASER reports are seen as benchmarking learning levels across the country. 197 children of classes III and V were tested using ASER 2010 testing tools.

In Class III it appears that boys are better at reading and English and girls performed better on Math. 50% of the children tested were at word level in language and in number recognition of numbers 11-99 in math. In English the median was at recognition of capital letters. In class V the median achievement is at story level in language, subtraction level in math and in recognition of small letters in English.

The results of this school testing are commensurate with the ASER findings of 2009. Quite obviously the focus on learning outcomes that is the key focus in SSA in the state is beginning to pay off some dividends. What needs to be noted is that the number of children who reported not knowing anything at all is a negligible number and most often have been children who have been child labour.

***Our observation of the 5 schools where the testing was done indicates that in one school children's performance has been better than others. The key determinants which have enabled this are -- school and physical environment is conducive, teachers are interested and regular, snehabala curriculum and other interactive methods are used as every day practice, mid day meal is hygienically prepared, the children's club is active, the school management is proactive and at the community level the CLPT is active.***



- **Developing model schools for child participation: The child forums**

Promoting child participation at the school level has been a key strategy. The strategy has been to tap the potential of the children themselves to advocate for their own rights. 72 child forums have been formed in 72 schools with a membership of 1996 children. These forums have received inputs on issues of child labour, with a focus on the adverse impact of the cottonseed sector on girls and the use of pesticides. The expectation is that these forums would provide the leadership not only in school but also play an influential role in their families and communities.

During the evaluation we interacted with 190 children of classes IV and V. An interactive process of role plays, group discussions was used to get children to express their views on work and functioning of the school.

With respect to the school, children like many things- the infrastructure, the painted walls, availability of TLM and library books, etc. There were also much that they wanted changed- lack of playgrounds and compound walls, cleaner school premises, that teachers should not beat, and that the MDM be prepared in hygienic conditions and be of good quality.

The opportunity of the child forums, however, has not been optimally used to sensitise children on issues of gender, or even on the newer dimensions of child labour such as seasonal child labour. Both boys and girls have strong gender biases with regards to household chores in particular that have not been challenged or questioned.

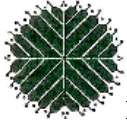
There is a need to move from exhortations on prevention of child labour and importance of education to more strategic inputs being given to children on issues of gender, and how to address it at the level of the child at home. This once again points to the need to relook at the training inputs being given to field staffs, who are the main facilitators for the child forums. Further there are many examples that could be studied to see how similar child forums have been developed.

- **The Balika Sanghas**

Adolescent girls' empowerment has been a key strategy in the project to reach out to working girls that are out of school. 154 Balika Sangha in 73 villages were formed with a membership of 2926 girls. During the field survey in only 2 villages did we come across Balika Sanghas and even there the groups did not appear very strong. There is a need to revisit the strategy and to move away from a focus on developing 2 or 3 leaders to developing an empowered group at the village level. Facilitators need inputs on envisioning the balika sangha as an empowered space for girls at the community level. Again as in the case of the child forums, experiences of Kishori and Bal sanghas (under Mahila Samakhya) and Udaan (Care initiative) could be looked at.

*One of the unplanned outcomes of the project has been the attention paid to forward linkages for creating educational and skill development opportunities for adolescent girls. This we view as very necessary as it creates role models for other girls to emulate. This is one design feature that needs to be adopted in any programme for working children or girls in particular.*

1200 girls who had completed class VII were given bicycles to travel to high schools. As a project report states, "bicycles were chosen as they symbolized movement, speed, freedom and convenience". The higher education support given in 2009-2010 for 92 girls who had completed 10<sup>th</sup> class after having re-entered the mainstream through the RBCs to do their intermediate is indeed commendable. Between 2006-2010 around 240 children were trained in tailoring and embroidery, computer training, carpentry and printing. In addition 79 were supported with ILO support in computers, nursing and as mechanics. 94 girls trained in various skills were placed for employment.



The vocational and skill development programme is currently being done in an ad hoc manner. This needs to be done in a more planned and purposive way as suggested by the Project Officer, Women & Child Development Department to make a real difference.

- **Addressing and enabling quality education**

As the project was viewed by the District administration as an important pilot innovative intervention addressing child labour, the project villages received priority during Phase I on several counts- be it teacher deployment, enhanced allocations for infrastructure and other material support. 180 out of the 192 schools (94%) in project area were covered under the quality package (introduction of Snehabala, provision of furniture, TLM, teacher sensitisation and training, ensuring priority allocation of SSA resources to project villages).

8 schools were studied on qualitative parameters. There was favourable PTRs in the schools surveyed, indicating that the district administration had deployed sufficient teachers. Except for 1 school, in the balance 7 PTRs ranged from 1:24 to 1:33 (in consonance with what the RTE is proposing of a PTR of 1:30)

Despite this priority focus, there have been problems such as turnover and transfers of teachers which at times resulted in uneven training coverage of all teachers. During the project period a total of 402 teachers were trained on various aspects of the quality initiatives. Except for 4 HMs out of 13 teachers interviewed who received specific inputs on Snehabala, the others have been trained on the various quality initiatives under SSA but not specifically on Snehabala. This situation is likely to be overcome as the reportedly the State Government has decided to introduce Snehabala across the state.

Our field observations highlighted some worrisome aspects of the whole quality initiative. In the schools observed, furniture provided was not used as teachers said the classrooms are too small, TLM provided was not used in 6 out of the 8 schools, in 4 schools MDM was being prepared in unhygienic conditions. Further while teachers were familiar with the child centred and activity based pedagogy, in 5 schools classroom practice fell back on the rote method of teaching, with very impersonal interactions between teachers and students. In these schools some corporal punishment was also observed. In all the schools girls were made to clean the school premises and after the MDM

This raises the question of what is being monitored and what is being tracked and how such observations are being used both in discussions with education officials, teachers and the community.

- **Supportive structures at the community level**

One of the most important strategies of the project was the creation of a community level structure called the Child Labour Prevention Team (CLPT) which was sensitised and enabled to take proactive action against employers and to prevent child labour.

CLPTs were formed in 72 out of 83 gram panchayats. Project reports indicate that in the first 2 years of the project the CLPTS played a key role in educating local communities but more significantly took proactive action to prevent girls from being employed in the cottonseed sector. The picture, however, was not as sanguine during the evaluation. During our field survey in only 2 villages did we come across CLPT members who had some idea of what the role of the CLPT is and reported some action taken. The CLPTs have not yet developed the leadership to act on their own and are currently dependent heavily on the Cluster coordinators. As the CLPT was formed at the panchayat level it may have been that the individual village did not receive direct training inputs. What this suggests is the



need to focus on level the individual village rather than just the panchayat. In Phase II of the project we have been informed this issue is being addressed and the thrust would be at the village level.

The CLPT strategy needs rethinking in terms of its role and the relationship with the Academic and Monitoring committee set up by SSA (likely to be recast as the school management committee under the requirements of RTE). Training and inputs to CLPTs need to move away from just awareness building to a focus on developing local agency and action. There is also a need to consider leveraging local institutional resources such as women's groups that exist in all villages of Andhra Pradesh

- **Convergence and mainstreaming**

Convergence has not been a problem for the project either at the district or the state level. At the field level the project has been successful in getting priority attention from the district administration in terms of infrastructure development, deployment of teachers, starting of residential and day bridge centres for working children being mobilised for education, ensuring that extra hostel seats are provided for children from Adoni division, and also mobilising other resources for the education of girls beyond the elementary level. The project has also activated the district agriculture department to undertake a survey of all farmers growing cottonseed in the district as a first step to sensitising them on issues of child labour. As mentioned above the training and skill development programme of the Department of Women and Child have been accessed. The biggest success has been the advocacy with the labour department to hold open courts especially during 2005-07 and the results of this strategy has been mentioned above in the report.

At the district level there is a need for planned and purposive planning to sustain some of the effective convergence strategies such as the open courts. Similarly the link up with the Department of Women and Child Development needs careful planning.

At the state level some impressive and encouraging achievements are evident:

- In principle approval for a sub-plan for the Kurnool project area to include Phase I and II mandals
- Advocating for redefinition of "out of school" from the current 90 days of continuous absenteeism to 30 days. This has been accepted by the Government of AP.
- Adoption of the Snehabala curriculum by the education department to be introduced across the state
- Proactive support of the Labour department and the setting up of child labour monitoring cell in 2010
- Development of a handbook for training of Balika sanghas and adolescent girls called Balika Sanghala Kardipika with support of the Department of Women and Child Development which is expected to be used across the state in the training of adolescent girls

- **The management structure**

Working on child labour issues requires working closely with government. The project under the district administration, with the coordinator on deputation from government has helped in various ways. Approvals, budget releases, were timely and smooth. Liaising with government departments at the district level was easy as the project seen as part of the district administration.

And having cluster coordinators selected from within the project area enabled close community level interactions especially on sensitive issues such as girl child labour. A local resource group sensitive on issues of child labour and adolescent girls has been created, which also has the experience of working on diverse integrated fronts- the children, parents and community, employers, government officials and the school system. This is a rich resource that could be utilised as a training group for similar initiatives.



The training and capacity building of the management and field team required far more inputs to envision the future directions of the project and ways in which children and communities could be empowered to take on greater leadership roles. The project team could have gained with more exposure to other initiatives and organisations. This would have helped to critically reflect on various strategies and also to recast them if necessary. Though there were sporadic interactions with other organisations and resource persons, during the evaluation one felt that the project had insulated itself from such dynamic interactions.

This management structure would have gained with having an advisory committee that included people from diverse organisations and experiences to be able to debate and help in pushing the project to another plane where the agency and empowerment of the community and the children be it the balika sanghas or the child forums were fore grounded after the initial years of programme implementation.

#### **IV LESSONS LEARNT AND RECOMMENDATIONS**

- **Adopting an area and integrated multi-pronged approach**

Given the complexity of the child labour problem, an integrated and multi-pronged approach challenging the issue on various fronts - the child, the parents and community, the employer, instruments for redressal and justice, and government system is essential. Even though the responses and impact maybe uneven, the interlocking barriers need to be addressed simultaneously to create some synergy for change as is evident in the Phase I project. The experience of Phase I validates the relevance of such a project design.

Further the shift from a village centric to an area approach enables the problem to be addressed at some level of scale and in contiguous areas where labour tends to move. The identification and initiating work along the cotton corridor is a positive development in this regard.

- **Flexibility in design: Openness to respond to dynamic situations on the ground**

The child labour situation is not static but is dynamic responding to changing market conditions as well. Project designs need to recognise this ground reality and build in space and resource allocations making it possible to evolve context and time specific interventions in a project period. The Kurnool project for instance has thrown up new dimensions of child labour which need urgent attention. Flexibility needs to be built into the project design to address newly emerging and shifting aspects of child labour such as i) the need to work in the new areas of child work- currently more and more children are working in chilli plantations and also being transported to other areas; the phenomena of seasonal child labour, i.e. school going children engaging in work and missing school especially during the peak agricultural seasons. This is common as observed in many part so the country.

What the ground realities also suggest is the need to think out of the box to address the vexing problem of child labour that seems to recreate itself in newer forms all the time. Social mobilisation coupled with providing learning opportunities alone may not be sufficient. Other modalities such as conditional cash transfers and even perhaps changes in school timetables would need to be explored. RTE may now give some teeth to instruments of punitive action against child labour but this could only become effectively enforceable if agricultural work is included in the list of proscribed by the Child Labour Abolition Act. The need of the hour is another nationwide campaign to focus on these newer and more troubling forms of child labour



- **Developing a communication strategy sensitive to changing field trends and based on strategic use of data**

The Phase I project shows how a well planned communication strategy can work. However, there is a need to have a dynamic communication strategy, where in the changing scenario on the ground and data generated is used strategically in educating the community and in seeking community action. The messages given need to take the changes into account For instance issues of seasonal child labour and regular attendance need to become central to advocacy at the community level once the initial sensitisation on child labour has been done.

- **Strengthening and harnessing supportive community structures**

There is a need to have a clear vision of why community support structures are being set up. If the focus is on ownership of an issue and agency on the part of the community, then the training and capacity building inputs both to programme staff and the community needs to reflect this. Otherwise the sustainability of such initiatives becomes difficult and the dependency on the project staff becomes very high.

Given that RTE is in force, any such future initiatives need to address the ways in which the school management committees (SMCs) ,that are likely to be set up, can be sensitised and enabled to take on board the issues of child labour and more importantly girl child labour issues. In the current project areas there is a need to explore the ways in which the CLPTS can be merged with the SMCs.

Any project working in AP especially on girl child issues must explore ways in which to harness the various women's groups being organised under various programmes. It is the women's groups that can take the leadership in advocating for girl child rights at the family and community level. The recent discussion of UNICEF with the IKP programme is a positive development in this direction. Experiences of programmes such as Mahila Samakhya, where women collectives have federated to address barriers to the social and educational empowerment of women and girls can also be looked at to develop a strategy to work with women on girls' empowerment issues.

- **Enhancing child participation**

The child forums have shown that children given the opportunity can be effective advocates on child rights. This strategy could be strengthened to include many more children at the school level. At the same time a well thought out plan for inputs that combines perspective building on child rights as well as enabling the forums to be proactive at the school and community level could be considered. What is imperative, however, is that gender sensitisation and inputs to children needs urgent attention.

Similarly the Balika Sanghas is a very effective strategy for the empowerment of adolescent girls and needs to be strengthened. There is a need to look at it in terms of creating a pool of empowered girls at the community level rather than one or 2 leaders. The development of the life skills curriculum would enable a further strengthening of the balika sanghas in terms of inputs and capacity building. Here again there is a need to draw on the rich experience that exists in the country both on working with adolescent girls as well as on life skills curriculum. The Social Learning curriculum developed by Care India, Life Skill curriculum developed by Mahila Samakhya for their kishori kendras ( adolescent girls forums), Bal sanghas ( children's forums) and Mahila Shikshan Kendras (residential



learning centres), Life Skill curriculum developed by Sandhan and Doosra Dashak in Rajasthan are some effective examples that could be looked at.

- **Sustained advocacy with Government and handholding**

Working with the government is inevitable for anyone addressing issues such as child labour. The project experience shows that advocacy needs to be done simultaneously at various levels- at the policy level at the state to the implementation level at the field level. The project experience shows for example that field level actions are being supported by policy level initiatives such as the setting up of the child labour monitoring cell.

The major bottleneck, however is translating policy commitments into action. Often the government needs sustained handholding to work out and demonstrate the ways in which policy initiatives can be acted upon. For instance the creation of a sub-plan that has been approved for Kurnool district would need to be assiduously followed through pressure at various levels to make it a reality.

At the same time it is important to engage with and leverage other government education programmes such as NPEGEL to address issues of child labour. This would not only help in bringing in additional resources but also provide an opportunity to influence these larger programmes based on the field insights on child labour gained

- **Interacting with and drawing on the existing body of knowledge and experience**

The Phase I project could have gained with interactions on a sustained basis with other organisations and individuals working on girls' empowerment issues or developing empowered community level structures. It may be useful to consider a network or advisory group that includes people from diverse organisations and experiences to be able to debate and help in pushing the project to another plane especially on issues of facilitating the agency and empowerment of the community and the children. Such networks of resource support need to be developed at various levels starting at the field all the way to the state level

Most often lessons from field based projects are not studied in a systematic manner to inform the larger body of knowledge. Especially in the case of projects such as the Kurnool project where complex issues of child labour and that too girl child labour in the cotton seed sector are being addressed through an equally complex strategy, the long term impact can only be surmised but not conclusively established. It would be useful to consider longitudinal monitoring and study of the situation of girl child labour to gain an understanding of the long term impact of initiatives such as the Phase I project. Commissioning reputed research organisations to engage in such studies would be one way also of bridging the gap between field based interventions and the world of theory and academia.



## EVALUATION REPORT

Of

### Ikea Supported Unicef-SSA AP Phase I Project

#### Elimination of Girl Child Labour in the Cotton Seed Sector Kurnool District, Andhra Pradesh

## I INTRODUCTION

*This report is an assessment of a pilot project ( Phase I 2006-2010) on the elimination of child labour, especially girl child labour in the cotton seed sector of four mandals of Adoni division of Kurnool district in Andhra Pradesh. This project is implemented by UNICEF in partnership with the Andhra Pradesh State government and with support from the IKEA Social Initiative (IKEA SI) and German National Committee for UNICEF.*

Addressing the problem of child labour has had a long chequered history in India. Starting with constitutional guarantees to a deeper understanding of what constitutes child labour, and the ways in which to address this problem have taken time to develop.

The issue of child labour had been taken cognizance of even at the time of framing of the Indian Constitution, which forbade the employment of children in hazardous work. Article 24 of the Indian Constitution prohibits employment of children in factories and in any other hazardous occupations. Article 39 (e) and (f) state that *the tender age of children shall not be abused and that the children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment.* Under Article.45, *the State must endeavour to provide, within the period of 10 years from the commencement of the constitution, free and compulsory education for all the children until they complete the age of 14 years.* However it took more than 60 years for the Indian state to translate the last Article (Article 45 - actually a directive principle) into a fundamental right of children.

In addition to the above constitutional commitment a series of laws abolishing bonded child labour and child labour have been passed. As part of the New Education Policy (1986) initiatives, the Child Labour (prohibition and regulation) Act was passed in 1986. There, however, have been several inherent problems in the various laws as children engaged only in hazardous work were being identified as child labour, whereas the majority of child workers were engaged in the agriculture sector. The extensive levels of poverty in the country are often cited to justify the existence of child labour in agriculture.

With National governments including India becoming signatories to the UN Convention on Child Rights (1989), the issue of child labour moved into a new domain of rights. With civil society organisations spiritedly taking up the issue of child labour and linking it to the basic rights of the child, especially education, in India in particular rapid strides were made to address the problem though with differing degrees of success. In the case of India the drive to achieve universal elementary education provided the impetus for a more concerted national effort on the issue. The recent passing of the Act assuring the right of children to free and compulsory elementary education has compelled the country to take a quantum leap in its commitment to child rights.



Legal and policy commitments apart, translating this into a reality for every child is the daunting challenge. Every step forward has brought to the fore other hidden dimensions of the child labour problem. The need for finer and finer definitions became self evident as one constituency was brought out of work another surfaced. In a country as vast as India the nature and dimensions of the exclusions are only now beginning to be unraveled. Exclusion on the basis of caste, gender, geographical location are self evident, but the more complex dimensions of the sectors in which child labour is being pulled into as a result of a rapidly changing and globalising economy is just beginning to be understood. There are diverse sources of information now available. The National surveys such as the Census and National Sample Surveys, as well as national elementary education programmes such as Sarva Shiksha Abhiyan have begun to present the extent of the problem as well as to provide disaggregated data highlighting the gender, geographical and sector wise aspects thereby informing the design of interventions to address the specific problem. It must be pointed out that this sensitivity to various strands of the child labour problem has resulted due to the persistent advocacy on the part of civil society organizations.

Andhra Pradesh, one of the larger states in the country has by all accounts a very high incidence of child labour. Paradoxically it was also the state which nurtured the NGO, MV Foundation that pioneered much of the work on child labour and effectively brought the issue of child labour into the public domain.

### I.1 Incidence of child labour in Andhra Pradesh<sup>1</sup>

| State          | Percentage of child labour |
|----------------|----------------------------|
| Kerala         | 0.1                        |
| Tamil nadu     | 1.9                        |
| Karnataka      | 6.3                        |
| Andhra Pradesh | 13.9                       |

Andhra Pradesh (AP), a state that has been heralded as a rapidly modernising state on many counts, continues to be plagued by the problems of child labour. Issues of child labour have been in the public domain since the early 1990s. Estimates of child labour vary depending on which source is being looked at.

For instance the Census indicates that in Andhra Pradesh there has been a nearly 5 percentile point decline between

1991 and 2001 with the percentage share of child labour declining from 14.7% in 1991 to 10.8% in 2001. The Vth Economic Survey 2005 shows a 50% percent decline in child labour in AP, compared to the IVth Economic Survey of 1998. For a comparable period the 61<sup>st</sup> Round of the NSSO (2004-05) indicates that AP continues to have high child labour (13.2%), second only to Uttar Pradesh (22.9%). As Table 1 shows AP when compared to other southern states like in all other development indices continues to be behind on the child labour situation.

The National Commission for Protection of Child Rights in a recent analysis based on the 2001 Census has pointed out that out of the 10 districts with the highest number of child labour in the country, 3 districts are in Andhra Pradesh- Mahabubnagar, Kurnool and Guntur. See Table 2 for details

<sup>1</sup> This section draws on the Desk Review on girl child labour in the cottonseed sector done as part of this assessment



The issue gets further murky when one looks at a complementary problem of the gender dimensions of child labour. Organisations such as MV Foundation and AP Mahila Samatha Society ( the Mahila Samakhya programme in AP) had begun to raise the issue of girl child labour being concentrated in the commercial sector of cotton from the early 1990s. They highlighted the denial of rights to education and the health hazards girls were being exposed to in the cotton pollination work they were engaged in.

| S.No | State                 | District           | No of child labourers |
|------|-----------------------|--------------------|-----------------------|
| 1    | Rajasthan             | Alwar              | 140,318               |
| 2    | <b>Andhra Pradesh</b> | <b>Mahbubnagar</b> | 138,475               |
| 3    | <b>Andhra Pradesh</b> | <b>Kurnool</b>     | 138,326               |
| 4    | Karnataka             | Gulbarga           | 99,914                |
| 5    | Rajasthan             | Jalor              | 99,109                |
| 6    | Madhya Pradesh        | Jhabua             | 96,643                |
| 7    | West Bengal           | Medinapur          | 95,739                |
| 8    | <b>Andhra Pradesh</b> | <b>Guntur</b>      | 92,075                |
| 9    | West Bengal           | Maldah             | 88,556                |
| 10   | West Bengal           | Murshidabad        | 87,968                |

NCPCR,(2007) Magnitude of Child Labour (An Analysis of Official Sources' Data), p.22

It must be remembered that the child labour problem and in particular girl child labour while influenced by societal norms and attitudes , are equally influenced by trends in the economic and market domains as well. The expansion of the cotton sector deepened the problem. Cultivation of hybrid cottonseed is concentrated in 4 states viz., Andhra Pradesh, Gujarat, Karnataka and Maharashtra. These 4 states are responsible for 90% of the seed production in the country.

It is within this broader context that UNICEF in partnership with the Government of Andhra Pradesh designed and implemented a pilot project in Kurnool district to address issues of child labour in general and specifically to eliminate girl child labour in the cotton seed sector.

## I.2 Profile of project area: Kurnool district, Andhra Pradesh

Situated in the dry and arid region of Rayalaseema, Kurnool is a large district with a population of 3.52 million people and 1,711 habitations, administratively divided into 54 mandals. Nearly 80% of the population in the district is from SC, ST and Backward Classes. Kurnool district reflects the social and economic dynamics that lead to the conditions that adversely affect children in general and girls in particular. The district female literacy rate at 41.07% is well below the state average of 51.17%.<sup>2</sup> The sex ratio in Kurnool is 965 females to 1000 males. Health status of young women and girls is marked by anaemia, reproductive tract infections, and lack of adequate nutrition. Child marriage, violence against children, trafficking of women and girls to Mumbai and Pune, coupled with caste based discrimination are some of issues often reported from the district. Migration out of Kurnool especially from drought prone areas is an annual phenomenon, and which has a direct adverse impact on children's education, health and development. The project area is one of the intensive cotton seed growing areas in the district and has a high presence of out of school children

## II. PHASE I PILOT PROJECT

### II.1 Project coverage

Phase-I project (2006-2010) covered 104 villages in the four mandals of Nandavaram, Gonegandla, Peddakaduburu, and Mantralayam in Adoni Division in Kurnool district. An additional mandal of Kosgi was added in Phase I itself. In phase-II<sup>3</sup>, UNICEF and IKEA SI have expanded the

<sup>2</sup> Kurnool District Statistics Handbook. GOAP, 2001 Census

<sup>3</sup> The implementation period for phase II is 2008 to 2011



geographical coverage of the project to an additional 12 mandals in Kurnool district (with also an expectation to cover the whole district) and 1 taluka in Raichur district in Karnataka.

### II.2 The stated objectives and strategies proposed

| Broad Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Key Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>To promote an integrated community-based strategy involving government departments, community groups and children in 104 villages resulting in the withdrawal of at least 75% of the 22,570 out of school children in the age group of 6 - 14 years and ensure their enrolment in schools by the end of 2007.</li> <li>To pilot quality learning packages in at least 70 government schools in the project area resulting in implementation of the quality package, training of teachers on quality parameters schools and to support improved learning outcomes to ensure that at least 75% of children withdrawn from work are retained in schools and achieve age appropriate minimum learning standards.</li> <li>To sensitize 180 government schools in project area on child labour issues resulting in more child friendly schools, awareness of the learning needs of working children, support structures for older children who may need additional inputs and addressing issues of school governance and administration in favour of children.</li> <li>To raise the awareness of the state and district level government, NGO networks, and employers about the hazards of child labour in the cotton seed sector and to obtain a commitment from them towards developing a strategy that supports the withdrawal of all children from the industry.</li> </ul> | <ul style="list-style-type: none"> <li>Community mobilization: involvement of all community groups, teachers and other service providers in the project area. Set up a Mandal level team to monitor the progress.</li> <li>Quality Education: Strengthening quality of education through monitoring activities both within bridge and formal schools. Extensive training of teachers and through the introduction of a school based campaign to eliminate child labour. Promoting convergence and inter-departmental coordination from district to village level through interactions and meetings.</li> <li>Raising awareness among employers, families, self help groups, teachers, elected representatives, children, NGO's, media, officers from various sectors and others resulting in establishment of a support group for children to strongly create a demand that all children should be in school.</li> <li>Enforcement: In order to identify children who are working or have been bonded the project in collaboration with the Labour Department will undertake the conduct of Open Courts in villages with many working children. This decentralized approach should see the release of children from work.</li> </ul> |

### III. TERMS OF REFERENCE

The Phase I pilot was nearing completion when this evaluation was commissioned. The evaluation purpose was to assess the strategies and interventions of Phase I, and suggest recommendations for replication and scaling up in other cotton corridors and commercial cotton districts. With the broad understanding that what one was looking for is lessons and insights to inform future programming and planning, the evaluation objectives were four fold (See Annexure I for detailed TORs):

- To assess the relevance of the project design-** Some key areas to be probed were the relevance of the design to address the issue of girl child labour; in what ways Government policies and programmes are complemented, efficacy of the strategies
- Assess effectiveness of the project and extent to which project objectives have been realised**—Key areas to be probed were reaching vulnerable groups, changes in children's lives, community ownership and participation, roles of different stakeholders, improvements in quality of education, convergence, coordination with government departments among others, constraints faced and how they have been overcome



3. **Assess efficiency of the project**—key issues to be explored are in terms of whether results are commensurate with the resources ( human and financial) invested, effectiveness of the review and monitoring mechanisms; has the government partnership enhanced efficiency
4. **Assess sustainability of the project**- key issue to be examined is the extent to which the project processes and interventions at various levels, at the community, school and systemic level can be sustained.

#### IV ROLL OUT OF THE STUDY

This evaluation was originally scheduled to be done in 2009. But due to the unprecedented floods that affected the project mandals the study had to be postponed to the next year i.e.2010

A Steering Committee consisting of representatives of IKEA and UNICEF had been constituted to oversee the evaluation. In the first meeting of the steering committee with ERU held in June of 2009 a broad approach was decided on:

- At the outset it was agreed by all that what was being expected was not an impact evaluation but insights that would enable replication and scaling up in other similar areas.
- ERU’s suggestion that the field study be done during the peak cotton seed pollination season in the latter half of the year (starting September) as this would give us a clear picture of the status of girl child labour was accepted
- The evaluation it was agreed would include a sample survey of households coupled with a qualitative assessment
  - A sample size of 15% of the 104 project villages in 4 mandals for the sample household survey was agreed on. Recognising that the government Below Poverty Line lists may not be very reliable as some marginalized households having child labour might be left out, the following process was decided on:
    - Random selection of 15% of villages from the 104 project villages
    - Quick house listing of the selected households and collection of information on pre-determined criteria (e.g., no. of children in the household and their age, caste and occupation including migration pattern, education level of male and female head of the family, female headed households etc.)
    - Stratification of the households using the pre-determined criteria
- At least 40% households belonging to below poverty line(using steering committee’s criteria) in the village would be selected for sample household level survey

The sample decided was as follows:

| Table 3 Sample size                                |         |          |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------|---------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | Mandals | Villages | Number                                                                                                                                                                                                                                                                                                                                  |
| House Hold Survey                                  | 4       | 16       | 640 Households                                                                                                                                                                                                                                                                                                                          |
| Qualitative interactions with various stakeholders | 4       | 8        | School level-Interviews with Head teacher and one other teacher; classroom observations, interaction with children of classes IV and V<br>3 FGDs at community level with Child labour prevention team, one women’s group and balika sangha<br>Interviews and interactions with key UNICEF project staff including cluster coordinators, |



|                                        |   |   |                                                                     |
|----------------------------------------|---|---|---------------------------------------------------------------------|
|                                        |   |   | teachers, government officials at mandal, district and state levels |
| Testing of children of classes 3 and 5 | 4 | 8 | 160 children                                                        |

The formal contract between ERU and IKEA was signed in June 2010. As agreed, Ms.Kameshwari Jandhyala of ERU was the coordinator in charge of the project with Ms.Vimala Ramachandran of ERU involved in the development of the research tools, data analysis and report writing.

The evaluation of the pilot Phase I project was done during August to November 2010. The development of research tools and the desk review were done in August, and the field study, data entry and analysis during September to November 2010

### V RESEARCH METHODOLOGY

The evaluation study draws on a variety of sources for assessment of the project. As the evaluation is being done at the end of the project and there was a likelihood of getting a current status picture only rather than a holistic insight into the project processes, it was decided that a mix of approaches would be used—project documents and reports would be used to get a timeline of the development of the project, interactions with people who had worked in the earlier phase of the project, along with the use of qualitative and survey tools to assess what is on the ground at the time of the evaluation. In addition a desk review of secondary materials was done on the issue of child labour in general and the cotton seed sector in particular. (See Desk review report for details)

The research tools were developed keeping in mind the broad objectives and various dimensions of the project. These include household surveys, qualitative assessment of schools, testing of children, community level focus group discussions, and key informants interviews with teachers and educational administrators, project staff and some key UNICEF staff. Table 4 below gives a broad idea of the various research tools used. The detailed Research Tools are at Annexure 2

|                                                                  |                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Tool I village level</b>                                      | <ul style="list-style-type: none"> <li>• Tool I.1a house listing schedule</li> <li>• Tool I.1 household survey (640 household over 16 villages)</li> <li>• Tool I.2 FGD at community level-child labour prevention team (CLPT) and one women’s group</li> <li>• Tool I: 3 FGD with balika sangha</li> </ul>                                  |
| <b>Tool II school level</b>                                      | <ul style="list-style-type: none"> <li>• Tool II.1 semi structured interview with head teachers and one other teacher in 8 schools</li> <li>• Tool II.2 classroom observations</li> <li>• Tool II.3 group activity with children of classes iv/v to explore issues of work and schooling</li> <li>• Tool II.4 Testing of children</li> </ul> |
| <b>Tool III semi structured interviews with key informants -</b> | <ul style="list-style-type: none"> <li>• Government officials at state, district and mandal levels</li> <li>• Unicef staff at state, district / project levels</li> <li>• Group interviews with teachers and mandal level officials</li> <li>• Group interactions with cluster coordinators</li> </ul>                                       |



### V.1 Selection of village sample

A criteria was developed for selection of the sample villages for study from among all the 104 villages of the 4 mandals of Mantralayam, Gonegandla, Nadavaram and Peddakadubur, During the preliminary discussions with the project coordinator and manager, it was decided that geographical location (i.e distance from the mandal headquarters) along with acreage under cultivation of cotton seed would be the 2 key parameters for the selection of the sample villages. Accordingly all the villages were categorized by the project office on the agreed parameters which formed the basis for the selection of the sample. Then in each mandal a random selection of 4 villages was made to ensure that the sample took into account the location and cotton seed acreage parameters. See Table 5 below for details the village sample

| Sl No | Mandal       | Habitation       | Distance from mandal HQ |       |       |    | Acreage under cotton seed 2006 | Total No. of Households in the village |
|-------|--------------|------------------|-------------------------|-------|-------|----|--------------------------------|----------------------------------------|
|       |              |                  | < 1km                   | 1-3km | 3-5km | >5 |                                |                                        |
| 1     | Nandavaram   | Mugathi          |                         | x     |       |    | 20                             | 550                                    |
| 2     |              | Machapuram       |                         |       | x     |    | 10                             | 350                                    |
| 3     |              | Kota Khairavadi  |                         |       |       | x  | 15                             | 360                                    |
| 4     |              | Gurjala          |                         |       |       | x  | 6                              | 350                                    |
| 5     | Gonegandla   | B Agraharam      |                         |       |       | x  | 20                             | 666                                    |
| 6     |              | Kulumala         |                         |       | x     |    | 20                             | 622                                    |
| 7     |              | H Muravani       |                         | x     |       |    | 60                             | 385                                    |
| 8     |              | Ganjihalli       |                         |       |       | x  | 25                             | 756                                    |
| 9     | Peddakadubur | Peddakadubur     | x                       |       |       |    | 10                             | 1300                                   |
| 10    |              | Kambaladinne     |                         | x     |       |    | 60                             | 696                                    |
| 11    |              | Chinnatumbalam   |                         |       | x     |    | 10                             | 150                                    |
| 12    |              |                  |                         |       |       | x  | 5                              | 550                                    |
| 13    | Mantralayam  | Chetnehalli      |                         | x     |       |    | 14                             | 551                                    |
| 14    |              | Madavaram        |                         |       | x     |    | 10                             | 1160                                   |
| 15    |              | Basapuram        |                         |       |       | x  | 15                             | 341                                    |
| 16    |              | Singarajanahalli |                         |       |       | x  | 5                              | 399                                    |

Out of the above sample 8 villages i.e. 2 from each mandal were selected for the qualitative study. The 8 villages are- Mugathi, Gurjala, Kulamala, B.Agraharam, Tarapuram, Kambaladinne, Chetnahalli and Basapuram



### V.1.1 Selection of households for survey

For the Household survey 640 poor households across 16 villages had to be selected. As Table 5 above shows each of the sample villages had a substantial number of households. And as agreed in the meeting with the Steering Committee referred to above, the evaluation team was to do a quick house listing based on which the sample households would be selected using vulnerability indicators such as migration, adult disability, women headed households, adult illiteracy and dependency on wage labour. The identification of these vulnerability indicators was down on the assumption that these contribute to prevalence of child labour. Further earlier ERU studies had highlighted the close link of these vulnerability indicators to issues of child labour and the probability of poor educational access and completion.<sup>4</sup>

The selection of the household sample was done through various steps:

- As a first step it was decided to do a house listing of all ST,SC, BC and Muslim households on the assumption that these households are most likely to migrate, be dependent on wage labour and most likely to have child labour. This assumption was arrived at after extensive discussions with the project coordinator and field research team members some of whom were very familiar with the contexts of the sample villages. A simple house listing schedule was developed. See Research Tool I.1
- The listed houses were then scanned to see if they met the vulnerability criteria.
- From the above preliminary short listing, 40 households were then randomly selected.

### V.1.2 Profile of sample Households

The social profile of the sample households is given in Table 6 below. The most critical vulnerability indicator is migration with nearly 74% of the sample being migrant families. Of this the Muslim migrant households are a negligible number.

| <b>Table 6 Distribution of sample households on social and vulnerability indicators</b> |     |     |        |        |       |
|-----------------------------------------------------------------------------------------|-----|-----|--------|--------|-------|
|                                                                                         | SC  | BC  | Muslim | Others | Total |
| No. of Households                                                                       | 270 | 315 | 53     | 2      | 640   |
| Migrant                                                                                 | 249 | 224 | 11     |        |       |
| Female Headed                                                                           | 41  | 32  | 5      |        |       |
| Adult Disability                                                                        | 20  | 25  | 7      |        |       |
| Source: Household Survey Sept-Oct 2010                                                  |     |     |        |        |       |

<sup>4</sup> Ramachandran, et al (2004) Snakes and Ladders: Factors Influencing Successful Primary School Completion for Children in Poverty Contexts; South Asian Human Development Sector Report No. 6, World Bank, New Delhi



Given the above vulnerability status it is not surprising that adult literacy rates are equally worrisome.

| <b>Table 7 Adult literacy in sample households</b> |        |       |                  |        |              |
|----------------------------------------------------|--------|-------|------------------|--------|--------------|
| Total No. of Persons                               |        |       | Literate Persons |        |              |
| Male                                               | Female | Total | Male             | Female | Total        |
| 1053                                               | 1038   | 2091  | 278              | 95     | 373<br>(18%) |
| Source: Household Survey Sept-Oct 2010             |        |       |                  |        |              |

Out of the total of 2091 adults in the households surveyed, only 18 % are literate (26% male and 9% female).

The profile of the household sample amply demonstrates the magnitude of the challenges the project has had to cope with and would need to address in the future. And this profile in a sense would need to be the reference point for the assessment of the effectiveness of the project as well as in considering thrust areas and strategies for the future

## VI ASSESSMENT OF THE PROJECT

### VI.1 Relevance of the project design to address elimination of girl child labour in the cotton seed sector

How does one design a programme to not merely tackle but to eliminate a problem like child labour? The roots of the problems of child labour and girl child labour in particular are multidimensional, and strategies to address them would logically need to be multidimensional as well.

Interactions with project personnel as well as educational officials and teachers who were working in the project area at the time of inception of the project suggest that the project designing went through a fairly rigorous process of thinking and planning. The project was the logical culmination of field survey and assessment conducted even before the conception of the present project. Two research studies were conducted on the problem of child labour in the district of Kurnool, one by Sadhana an NGO and the other a study of the cotton seed sector in particular by Glocal Research & Consultancy, Hyderabad.<sup>5</sup>

The findings of the 2 studies were shared at a district meeting held in 2004-05 with representatives of government and of the Boya and Kuruva communities known to be migrant communities and with high rates of children out of school. Out of these deliberations grew the project design with a consensus that the project design needs to be an integrated approach that looks at various interlocking dimensions of the problem. Teachers and Mandal education officers as well the senior project personnel recalled with great appreciation the detailed discussions that went into the designing of the programme. This process merits special commendation.

Another dimension of the project design commented on by various stakeholders as being a strength was the space and flexibility to respond to ground realities—this meant that as the problem was better understood, programmatic interventions got designed. For example the forming of Balika Sanghas, adolescent groups, or child labour prevention teams at the village level took shape as the project got grounded and a better appreciation of how to translate broad objectives onto the ground developed. Flexibility, innovation and new interventions were clearly part of the first year or two of the project and were the strength of the project. In the next 2 years of the project, the same flexible response to issues of consolidation and innovation are not as evident. More on this later in the project.

<sup>5</sup> Discussions with Janardhan, Project Coordinator, Yemminagnur, September,2010



Under DPEP and in the early stages of SSA, interventions were targeted at ensuring educational access, and therefore the focus was on mapping incidence of child labour, special drives for enrolment and to some extent setting up bridging and school level academic support systems. The limitations of this approach is self evident as the problem of child labour, and especially girl child labour is not one of educational access alone, but is located in the wider domain of society and the economy. Some of the key interlocking dimensions of the problem could be as shown in Table 8:

Table 8 Web of barriers enveloping the issue of child labour

|                                                                                                        |                                                                                     |                                                                                                                |                                             |                                                                                                                                                            |                                                                                    |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Societal barriers                                                                                      | Cultural attitudes and practice of the family and community                         | Economic barriers                                                                                              | Instruments for justice                     | Education barriers                                                                                                                                         | The girl herself( This could be true to some extent for male child labour as well) |
| Social exclusion based on caste and class. Consequent intergenerational discrimination and deprivation | Son preference and low value for girls, early marriage, Gendered division of labour | Poverty<br>Inability to leverage the system<br>Inability to challenge the power of the market and the well off | Ineffective legal instruments for redressal | Insensitive system and pedagogy<br>Lack of physical access<br>A school environment that pushes than pulls a child in<br>Insensitivity to gender and equity | Low self esteem<br>No self confidence<br>Resigned to one's fate                    |

Given this brief mapping of interlocking issues, what is clear is that any attempt to address girl child labour would need to be addressed not only as part of an overall approach to addressing child labour issues but also to challenge and overcome the various other societal and systemic barriers as well This understanding informs both the project design as well as the strategies.

Table: 9 Strategies targeted at various dimensions and structures

|                                                                                                            | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The girl herself                                                                                           | Targeting girls from socially excluded groups<br>Creating forums for girls empowerment such as the balika sanghas and enabling proactive action by them<br>Improving the educational environment through quality initiatives<br>Facilitating incentives such as cycles and forward linkages for education beyond the elementary level<br>Exploring and enabling opportunities for vocational skill development and employment                                |
| The family and community                                                                                   | Intensive community awareness on the problems of the cottonseed sector and implications for the health, education and future of girls<br>Developing community agency and leadership to address the problem of girl child labour through the forming of Child Labour Prevention Teams<br>Using the power of the public forum to get cotton seed farmers to vow to avoid cotton seed cultivation and thereby do their bit for elimination of girl child labour |
| Activating instruments for justice                                                                         | Activating the statutory role of Labour Department through Open Courts                                                                                                                                                                                                                                                                                                                                                                                       |
| Overcoming poverty                                                                                         | Building linkages with relevant government departments for addressing the livelihood needs of poor families                                                                                                                                                                                                                                                                                                                                                  |
| Sensitising the education system and other related departments such as Labour, Women and child development | Introducing quality initiatives such as infrastructure, child centred pedagogy and curriculum, the snehabala curriculum<br>Children's forums, Teacher training and sensitisation<br>Lobbying for policy changes and strategic interventions                                                                                                                                                                                                                  |



From the above listing it would appear that in design the project had both a comprehensive understanding of what a holistic approach would mean, but also built in the flexibility to respond to local situations with new strategies. For eg. The setting up of balika sanghas as the project staff reported evolved as the project got underway and it became clear that adolescent girls in particular need to have their own space to develop leadership qualities. The challenge as ever is being able to respond in equal measure on all the above listed dimensions.

Design issues aside, questions of measurability and attainability are not always easy to assess. Some measurable indicators such as reduction in the number of child labour, out of school children, reduction in the acreage under cotton seed cultivation, enrolment of child labour and girls in particular, transition rates from primary to upper primary, and school level tangibles such as improved infrastructure, availability of TLM can be measured and hard data indeed is available as gained from the project reports and the from the field survey. (See section VI.2 on Effectiveness)

The more intangible changes, however, such as changes in attitudes, world views, perceptions of the self, and even changes in attitudes towards something as concrete as cotton cultivation cannot be gauged solely in quantifiable terms nor could one conclude that these are long-term gains. As section VI.2 shows there are changes on many fronts, some of which maybe short term such as reduction of girl child labour in cotton cultivation, but not necessarily the total elimination of child labour. What perhaps maybe a lasting outcome is the potential impact on girl's empowerment as has also been reported by similar initiatives such as the Mahila Samakhya programme

#### **VI.1.i Complementarity with Government policies and International norms**

It goes without saying that the project is fully synchronised with government policy and approaches to address the problems of child labour and girl child labour in particular. As UNICEF is a long standing partner of the government in addressing issues of the child, the government views the Kurnool project as an integral part of the State Government's commitment to address child labour issues.

During the course of interactions, this was emphatically endorsed both by the State Programme Director of SSA as well as the Principal Secretary of Labour, both of whom saw the possibilities of mainstreaming insights from the project. Some examples of where this has already happened as mentioned later in the project. (see section VI. 4 on Sustainability).

There is a wide acceptance of the need now for decentralised approaches to target and zero in on specific pockets and types of problems. The EFA report 2007 for Andhra Pradesh also emphasised the need to move away from generic approaches and to focus on decentralised approaches and targeting of specific groups and sectors to be able to decisively address the issue of girl child labour.



**Box-1**

**UNCRC Description of Rights**

- **Survival Rights:** the child's right to life and the fulfilment of their most basic needs, including food, shelter and access to health care and clean water.
- **Development Rights:** enable a child to reach their full potential, includes education and play, to freedom of thought, conscience and religion.
- **Protection Rights:** require that children are protected from abuse, neglect and exploitation.
- **Participation Rights:** the freedom of expression which allows children to take an active part in their communities and nations

The project understanding, approach and strategies are completely synchronised with the UNCRC. As the stated objectives and strategies indicate the attempt is to tackle the inhibiting factors at the family and community level, to overcome the systemic barriers in institutions that affect the child such as education. If one were to look at the 4 broad child rights (See Box I), 3 out of the 4 rights (rights to development, protection and participation) have been more directly addressed in the project. Survival issues have to some extent been addressed through inter sectoral convergence. As the Desk review pointed out that India has not yet recognised

agriculture as one of the hazardous occupations for children and has not endorsed the ILO convention on this issue. The Kurnool phase I project provides ample evidence for future lobbying with government to include agriculture in the list of hazardous occupations. The recent Right to Education Act provides the legal framework within which such lobbying could be stepped up.

**VI.1. ii Rethinking the design**

From the early 1990s, educational discourse has advocated the need for projects decentralised and managed at the district level to facilitate district specific problems to be addressed. DPEP, for instance positioned itself as an approach that built on district and sub district level planning. In principle to some extent this thinking also influenced the design of SSA. The practice, however, was far removed from these lofty objectives. There were, however, local specific approaches introduced as innovations or pilots.

Within this background, the design of the Kurnool project is interesting as an area approach was adopted and is a step forward in project designing. Adopting not only an integrated approach but also an area approach it attempts to tackle the issue of child labour in contiguous areas.

The project experience supported by this field study has shown that this approach also needs to be rethought. The definition of the area approach and the catchment area has to be revisited. For instance as shown later in the project, labour migrates, including child labour. It moves not only geographically but also across sectors of work. For instance, the idea of the cotton corridor that traverses across districts and even state boundaries has been recognised by UNICEF and others as strategically being what needs to be tackled in a project

Again as the field survey shows and the feedback from the project staff and teachers, it is important to map these labour corridors not only in one sector such as cotton seed but also in the emerging sectors for instance chilli plantation where children, including girls are being engaged as seasonal labour. For instance while girl child labour in the cotton seed cultivation has come down in the Adoni Division of Kurnool district, it does not mean the end of child labour as children are now being bussed to another district Guntur to work on chilli plantations. What this suggests is to build in within the project design space for initiating work in new and emerging labour market areas at mid point in the project cycle.



## VI.2 Effectiveness of the project

This section looks at the emerging impact of four years of project implementation across various dimensions of the project. It must be pointed out that this section draws heavily on the sample household survey and qualitative assessment done during the course of this study.

### VI.2.i Reaching out to the vulnerable

As mentioned in the introductory section, Kurnool district where the project is located has a very high proportion of SC, ST and BC population. This district is also characterised by high migration, low female literacy levels, and is one the 3 districts in Andhra Pradesh with a high percentage of child labour. Locating the project in the cottonseed concentrated mandals has meant that the project has reached to vulnerable groups of children, and in particular working girls. During the household survey we attempted to correlate the reported number of working children (i.e. those who have worked as child labour, including girls in the cotton seed sector over the past 3 years) to other dimensions of household level vulnerability as shown at Table 10 below. What seems clear from the data is that the burden of any type of vulnerability is borne by girls

| Women Headed |       | Migrant |       | Adult Disability |       |
|--------------|-------|---------|-------|------------------|-------|
| Boys         | Girls | Boys    | Girls | Boys             | Girls |
| 10           | 23    | 66      | 172   | 8                | 16    |

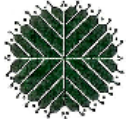
Source: Household survey Sept- Nov 2010

### VI.2.ii Role of the community and Child labour prevention teams

An important strategy for addressing child labour and girl child labour issues in particular has been in sensitising the community and eliciting the sustained support of the community in addressing the problem. The project documents speak of the intensive community level interactions, use of communication strategies such as kala jathas ( 123 over a 4 year period) to sensitise the community not only on child labour problems in general but more specifically on the adverse effects on girls of working in the cotton seed sectors. Special sensitisation meetings have been held every year for PRI members, mandal and district level officials. An impressive number of people have been reached--around 900 PRI members, 400 teachers, 675 ICDS staff, 7000 SHG members The overall impact of this approach is evident in the reducing numbers of child labour in the project areas as highlighted later in this section.

#### *Area under cotton seed sector and impact on girl child labour*

- At the time when the project started in 2006, it is reported that in the 4 project mandals there was 963 acres under cotton seed cultivation. By 2010 i.e. in a four year period this acreage has come down steadily to 349 acres. This dramatic decrease in cultivation has had its own positive impact on the numbers of girls engaged for cotton seed cultivation. 4 out of the 16 villages where the qualitative assessment was done reported that girl children have stopped work and are in school as cultivation of the cotton seed itself has stopped over the past 2 or 3 years, once again a testimony to the effectiveness of both the community level sensitisation as well as the effectiveness of the open courts. ***In 2006-07 4 farmers of Gonegandla mandal with holdings of 2-4 acres gave written commitments that they were going to stop cotton seed cultivation and would not hire child labour or girl child labour.*** This reduction cannot be attributed solely to the effectiveness of the project. It could have been affected by various factors- the floods of 2009, overall distress among cotton farmers leading o



suicides and also the corporatisation of the seed industry that is evident in the cotton growing areas. This is an area that needs further probing to get a clear picture.

The household survey shows that out of the 305 children reported working, only 67 children, 57 of whom are girls are working in cotton fields. During the field survey, it seemed that families including children are hesitant to report work in the cotton seed sector. Inadvertently one girl blurted out that her mother told her that she should say that she is going for agriculture work but not seed cultivation

***What women have to say***

*During the field survey FGDs with women were conducted in 6 out of the 8 villages selected for qualitative assessment. In all 6 villages, women said that girls no longer work in cottonseed farms. However, in 5 villages children are engaged in other work- in construction sites, chilli and peanut plantations, and generally in agricultural work*

*Source FGDs with women's groups, September-October 2010*

***Some other promising outcomes***

*Cluster coordinators report that there is a visible drop in the rate of child marriages and child labourers in the project area. This is a definite indicator suggesting rise in the levels of community awareness and, given the present state of affairs in the operational area, a modest expectation is that the communities or families will extend a better support structure to their wards.*

***The child labour prevention team***

In order to concretise and create not only awareness but also to encourage proactive community involvement in addressing child labour issues, a community based structure was facilitated called the Child Labour Prevention Team (CLPT). CLPTs have been formed in 72 out of the 83 gram panchayats across the 5 mandals in Phase I. The membership includes the school Headmaster, the sarpanch and other PRI members, representative of women's and youth groups (around 14 members). It was expected that the CLPT would be the instrument which in the long run tackle and act against the practice of child labour. The CLPT is seen by the project as one of the important products of the project that has relevance for all such future projects.

**At the Break of First Light**

It was February 2008. Inhabitants of Ganjihalli village in Nandavaram Mandal woke up to a normal day routines within their households. It was a normal sunny day for those who were ignorant of what was in store for their village on that morning. The break of first light was on the expected time.

Villagers are often highly hospitable in their nature through the length and breadth of the country. Any new comer is normally welcome in the village location. A new comer is a new acquaintance added to the village social life unless proven otherwise.

Ganjihalli too had a new visitor on a fine sunny morning in the month of February. This visitor had the effect of the visitation of an evil. Except the perpetrators of the evil, others were ignorant of the designs of the new visitor. The newcomer was from Guntur, almost 300 kilometers away from the village. The purport of visit was simple for him and disastrous for the village as well as children.

Around 30 children were loaded into a lorry (a six-wheeled transport vehicle used to cargo goods and beasts of burden). In the present instance, it was a group of children in their adolescence dumped into the waiting lorry- a caging effect indeed. The visitor had a contextual name (*Maistri*) that symbolises net effect of the deals in child labour. The children were meant for work in cotton fields in Guntur district.

The news spread. For, the village life had a tricky facet of conveying any news taking place in the village. The Cluster Coordinators of Nandavaram Mandal were alarmed. They lost no time in arriving at the scene of social offence and raided the vehicle. The Maistri as well as children were handed over in the local police station. Though the Maistri was later released from the police station (under pressure from powers that be), he was reconciled due to the counseling by the CCs of IKEA-UNICEF Project on child labour. The Maistri was physically present when the children were admitted into the local RBC (Residential Bridge Course) Centre. He helped children with some essentials. His was a delayed remorse. He is not seen in the village again till date.

It was a coordinated effort from the project staff and government officials in the current episode.

It was the break of first light.

Source: Oral narrative shared by CCs



At the time of this assessment the presence, role and effectiveness of the CLPT came into some question. It appears that in the first two years of the project the CLPT along with project staff did play a proactive role.

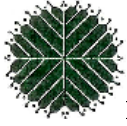
During the course of the household surveys one tried to assess the extent of knowledge the village community had on the existence of the CLPT. Out of the 640 household surveyed, in only 57 i.e. 9% had any knowledge, had heard or knew about the CLPT. One reason for this situation could be that the CLPT has been constituted at the panchayat level that comprises 5- 6 villages, and there is a high probability that the CLPT is active in the main village, and its reach to the other villages in the panchayat is limited.

The FGDs with women's groups was equally telling. In one village one woman said she was member of the CLPT but did not have clear idea of what they were supposed to do. In 6 out of the 8 villages the women had a vivid memory of the UNICEF awareness and anti labour drives, and the mobile exhibition. This situation is somewhat surprising as in AP the SHG network under various poverty alleviation programmes is fairly widespread, and large numbers of women have been mobilised and organised. Quite obviously the design elements were not fully translated into action.

What this suggests is the need to consider some structure at the individual village itself, rather than at the panchayat level alone. Perhaps under Phase II the constitution of a child protection committee at every habitation level could be considered taking a cue from the recommendations of the NCPCR on this issue.

**Table 11 Views of different stakeholders on the CLPT**

| Former project Officer SSA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Feedback from teachers associated with the project in first 2 years and MEOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Feedback from cluster coordinators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>CLPT (Child Labour Prevention Team) committees have been one of the most effective project interventions. These committees heralded an era of positive change in the local villages over a period of last five years.</p> <p>At present the CLPT committees suffer from one major lacuna. The CLPT committees do not comprise the influential local elders. The ground reality is that these local elders control most of the farming activity in the villages including cotton seed cultivation. Added, caste distinctions are playing havoc with the composition of the CLPT committees. It is a known fact that the caste-ridden rural Indian society plays a crucial role in all village affairs. The formation of CLPT committees ignored this basic social aspect. As a result the success rate of these committees was not on the expected lines though the intervention was rated as the most effective project operations.</p> | <p>CLPT comprises members drawn from different walks of life Farmers from the village too were nominated on the team. Many of the members from public life (other than government servants) on CLPT are themselves cotton seed cultivators/dealers. They used to employ girl children in cotton seed cultivation and, yet occupied places on the child labour prevention teams. This is the crux of the problem to begin with. Unconsciously or by an act of inadvertent omission, perpetrators of crime were appointed on the CLPT where the credentials of the nominated members were neither verified nor whetted before taking a final decision in this regard. The net consequence was that intrinsic weakness and inbuilt contradictions in the CLPT seemed to overlap the strengths of external interventions. Though many of them were later counselled and convinced, damage control mechanism was weak during the first phase of the project.</p> | <p>The CLPT committees registered 80% success rate. Many of the villagers are agriculturists and majority of them happen to be cotton cultivators. When CLPTs were formed cotton seed cultivators too were nominated on the committees. It was an unavoidable social coincidence. As the CLPT committees began to unfold their activities against incidence of child labour in cotton seed cultivation, the cotton-seed cultivator members on the committee started realizing their diagonally opposite role vis-à-vis their occupation. Soon majority of these members were counselled by the CCs and the results were encouraging. Among the identified middlemen (cotton seed cultivators on the CLPT committees), 80% of the members capped the questionable practice in their cotton seed farms. The rest are unrelenting. The remaining members still have some underhand dealings with the Maistries from outside.</p> |



Everyone recognises the importance of the CLPT and there may be differing perceptions of effectiveness depending on where one is located, not paying attention to the process of formation and composition of the CLPT has been pointed out as a weakness.

Yet another source of information were the school teachers interviewed. 6 out of the 8 Headmasters interviewed reported that there was a CLPT in their village but that it was not very active. In 2 villages it was reported that since June 2010 the CLPTs had organised enrolment drives. In one village which is a far flung village and where the HM was posted for over 5 years, not one single event was organised by the CLPT. Once again highlighting the need to look at the functioning of the CLPTs.

In 2 villages the field investigators managed to have a discussion with some CLPT members. They reported that occasional meetings are held and the meetings register is with the Cluster Coordinator (CC). In one village where the register was with the HM, the minutes showed that 2 meetings were held in 2007 and after a gap of 3 years one meeting was held in 2010. The focus of the meetings is on the issue of child labour and the need to focus on out of school children.

The picture that emerges from our field study is the key role of the CC in ensuring that the CLPT is active. Most HMs reported that the registers of meetings are kept with the CC, and that it is the latter who decide the agenda, writing of the minutes.

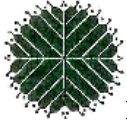
One of our observations has been that the leadership and agency at the community level rests more with the CC than the CLPT. While this is necessary at the initial stages of the setting up of the CLPT, not enough thought has gone into how to make these structures capable of independent functioning and action. Some visioning of the prospective widening role of the CLPT and how it is going to be sustained beyond the project life is needed.

Our assessment is that the project could have gained by more actively reaching out to non-governmental organisations that have experience of working at the community level and with community level structures to strengthen the CLPTs for instance. The project staff themselves are not equipped to take the CLPT to the next level of independent functioning.

**Tapping: An idea can change evil social routines**

*Mobile telephony to fix deals with Maistries outside is in place now. Simple mortals like CCs are helpless. There is something official about it. Why can not the mobile phones of the suspected middlemen and Maistries be put under surveillance as an effective check to clandestine and telephone deals in child labour?*

**Cluster Coordinators**



*Views of the CCs on CLPT:*

*The training inputs provided to CLPT teams are still weak. More training sessions need to be organised for them. The main problems that confront the CLPTs today are less attendance and illiteracy. There is a riddle of chick and egg. Illiteracy among CLPT members is proportional to less attendance. On the other, more training sessions and literacy classes increase attendance. Which is first?*

*In the recent past, illiterate members on the CLPT committees are encouraged to get admitted into adult literacy drives of the Government of India, Sakshara Bharat programme. The Sarpanch and Deputy Sarpanch of Gonegandla village set the fine example by getting them admitted into adult literacy and continuing education. The CCs are engaging themselves in efforts to urge more and more illiterate CLPT members towards the Sakshara Bharat programme*

### **VI.2.iii Improving schools Ensuring Quality Education**

An important dimension of the project design was to focus on educational quality. This is a strength of the project as all too often initiatives working on child labour issues have seldom paid attention to issues of quality education leading to the vicious cycle of child labour being enrolled, then dropping out and again being mopped up in the next enrolment drive.

A part of the quality package was the introduction of the Snehabala curriculum in classes I and II. It may be useful to note that much of the quality package be it furniture, teaching learning material, teacher training in child centred pedagogy, and generally to make the classroom a cheerful, attractive place with active learning interaction taking place was targeted at classes I and II. The project reports that over the Phase I period, 180 out of the 192 schools (i.e.94%) in the project area have been covered under the quality package.

#### ***What does the classroom and school look like?***

In the 8 villages where the qualitative study was being done, class room observation of classes I and II was done. A check list for observation was developed. See Tool II.2 for details. The following is a quick glance of the classrooms observed. There was some concern expressed by teachers on how we would be presenting the school level information. We assured the HMs and teachers that the names of the concerned villages would be kept confidential:

Furniture that has been provided and which UNICEF sees as a crucial element in making children feel good about going to school, is being brought out essentially when there are visitors, like when the assessment team went to the school. As the team was in the field over a 2 month period, there was an opportunity to observe the use of furniture. Teachers report that the classrooms are too small to have both the furniture and to engage children in activity based group work. The 2 schools where the classroom was very interactive, the teachers said the furniture was only hampering their work and hence they chose not to use it. Further the fact that the snehabala kit is also not being used except in 2 schools is also a matter of serious concern. What is worrisome is the beating of children observed during the classroom observations as well as segregation of special needs children (mild mental retardation) seen in 1 school.

The Cluster Coordinators who visit the schools on a regular basis seem somehow oblivious of what is happening in the classroom. While data is collected on the status of the quality inputs in terms of checking the availability and condition, its use on a regular basis does not seem to be monitored. The issue of child beating for instance was not mentioned during the course of interactions with the cluster coordinators. This again raises some questions on the orientation and training of cluster coordinators, as much on what is being monitored. More on this in the following section



Table 12 Observations of the classroom

|                          | Village I                       | Village II                                | Village III                                                                                                                                       | Village IV                                                                                                                 | Village V                    | Village VI                            | Village VII                     | Village VIII                        |
|--------------------------|---------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------|---------------------------------|-------------------------------------|
| Material Displayed       | Snehabala cards available       | Snehabala cards available                 | Yes Cards are hung across the classroom                                                                                                           | Snehabala cards available                                                                                                  | Snehabala cards available    | No                                    | No                              | No                                  |
| Use of material          | No                              | No                                        | Yes                                                                                                                                               | No                                                                                                                         | No                           | Snehabala cards in use                | No                              | No                                  |
| Walls of the classroom   | Some pictures                   | Some pictures                             | All 4 walls have pictures of map of India, names of prominent leaders, Fruits and vegetables, Telugu months, Names of the school cabinet members, | A few flash cards hanging. The teacher reported that most of the material was washed away during the previous years floods | Some pictures                | Some pictures                         | No                              | No                                  |
| Blackboards              | Yes                             | Yes                                       | 2                                                                                                                                                 | Yes                                                                                                                        | Yes                          | Yes                                   | Yes                             | Yes                                 |
| Cleanliness              | Dusty and unswept               | Neat even though the floor is very rugged | Neat with good flooring                                                                                                                           | Flooring is good but rooms dusty and unswept                                                                               | Dusty and unswept            | Flooring is bad and unswept and dusty | Dusty and unswept               | Flooring is good and rooms are neat |
| Furniture provided       | Yes                             | Yes                                       | Yes                                                                                                                                               | Yes                                                                                                                        | Yes                          | Yes                                   | Yes                             | Yes                                 |
| Furniture used regularly | No                              | No                                        | No                                                                                                                                                | No                                                                                                                         | No                           | No                                    | No                              | No                                  |
| How are children seated  | Boys and girls in separate rows | Boys and girls in separate rows           | Children in mixed groups                                                                                                                          | Children in mixed groups                                                                                                   | Boys and girls in mixed rows | Children in mixed groups              | Boys and girls in separate rows | Boys and girls in separate rows     |
| Method of teaching       | Rote and repetition             | Rote method and repetition                | Active and interactive process                                                                                                                    | Active and interactive process                                                                                             | Rote method and repetition   | Active and interactive process        | Impersonal and indifferent      | Indifferent                         |



|                              |                                                                              |                                                                                                                 |                                                                                                                |                                                                              |                                                                                                                 |                                                                                                                 |                                                                              |                                                                              |
|------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Teacher-student interactions | Impersonal, beating observed                                                 | Impersonal, beating observed                                                                                    | Friendly, teacher is approachable, children did not seem scared of the teacher                                 | Teacher student interaction are okay                                         | Impersonal, teacher is reportedly is irregular, beating observed                                                | Teacher is the teacher; child beating observed                                                                  | Teacher does not interact with children                                      | Teacher does not interact, beating observed, teacher is very irregular       |
| Mid day meal                 | food preparation is unhygienic; girl children made to clean school & plates; | food preparation is hygienic and teachers' coordination is good; ; girl children made to clean school & plates; | food preparation is hygienic and teachers take personal interest; girl children made to clean school & plates; | food preparation is unhygienic; girl children made to clean school & plates; | food preparation is hygienic and teachers take personal interest;; girl children made to clean school & plates; | food preparation is hygienic and teachers take personal interest;; girl children made to clean school & plates; | food preparation is unhygienic; girl children made to clean school & plates; | food preparation is unhygienic; girl children made to clean school & plates; |

Source Field notes: Sept-Oct 2010

### Teachers

No matter how good the infrastructure, curriculum, or TLM, the proof of effective quality education depends on availability of teachers and also on the quality of teaching. In the 8 school surveyed the PTRs are very favourable and very close to what has been suggested under the Right to Education Act. Except in one upper primary school where the PTR was 1:39, in the PTRs ranged between 1:24 to 1:33. The Coordinator of the Project reported that the favourable PTRs was due to the special attention that the project schools received in teacher appointments, also indicating the high level of interest taken by the district administration.

A total of 13 teachers were interviewed. Of these 8 were Headmasters (3 women and 5 men) and 5 were teachers (2 women and 3 male). What perhaps needs to be pointed out is that except in 2 schools in all the others both the HM and teachers have recently posted to these villages. In 2 schools the HMs have been in the same position for 5 years or more.

All teachers have been trained in the Quality initiatives of SSA such as CLIP (Children's learning improvement programme), CLAP (Children's learning advancement programme) and LEP (Learning enhancement programme). Out of the 13 teachers, 4 HMs reported that they had received specific training on the Snehabala curriculum. One of the problems of training has been the turnover of teachers over the past 4 years. This meant that the intensive coverage in the first 3 years of the project was not followed through in the 4<sup>th</sup> year. This lacuna in training on Snehabala would perhaps be reduced as SSA AP has adopted Snehabala across the board in the state and all teachers are scheduled to be trained on it.



*Teacher views on Snehabala “To bring out the innate talents in children is the motto for us”,  
Woman Head Teacher*

- *Earlier alphabets are directly introduced to children. Under Snehabala programme we are following the 'word method' (introduces the words first and then enables children to recognise individual alphabets in the word).*
- *Activity based and hence useful, children handle the cards and hence it is experiential, now children have cards, workbooks*
- *If the class has 20 children snehabala can be used effectively*
- *As each child gets a card under snehabla, children are learning faster because of the pictures. It is a good teaching aid kit.*
- *Needs to be more closely aligned with the syllabus*
- *Would be useful if each child is given a kit*
- *The workbooks were useful and should continue*

*Source: Interviews with Head teachers and teachers*

On the issue of child labour, teachers reported that this is discussed generally in meetings and as part of the issue of out of school children.

#### ***A glimmer of hope***

One HM, however, specifically mentioned that the discussion on girl child labour had helped her a lot. As she said, *“I was able to communicate with parents on these issues. In the village there were 2 sites of seed cultivation. I identified 5 children from my school who are engaged in seed cultivation. I have talked to the children, parents and the owners. However, we decided not to make this a very public issue as the owners said that they would discontinue seed cultivation next year.*

#### **VI.2. iv Children’s learning levels**

An important dimension of the quality initiatives was to improve classroom transaction, enhance teacher competencies through training and capacity building. In addition to looking at the frequency of teacher training and classroom level inputs, a critical aspect of assessing the effectiveness of the quality inputs is to go beyond mere outputs and to look at the outcomes best manifested by the learning levels of the children. Most often quality inputs are judged on the basis of number of teachers trained or the types of TLM provided, and seldom are the targets of this quality package, in these instance school children, tested to see what they have learnt.

Having said this it is important to remember that the project was designed more as a child protection project rather than one solely committed to improving learning levels. Had it been the latter the project objectives would have been more specifically focused on enhancing teacher competencies, tracking classroom transactions, improving assessment processes and also periodic tracking of children’s learning levels.

The project did not set out with the objective of enhancing learning levels. Its major thrust was on creating the enabling conditions for full participation of working children, especially girls in education. Further the primary responsibility of ensuring learning outcomes rests with the government with the project playing a supportive role in terms of mobilising out of school children, enabling child participation and providing support to improve the overall environment of the school Further it needs to be remembered that the primary task of ensuring learning outcomes rests with the school and the



teachers.. It is with this rider that the learning outcomes as reported by this field study need to be looked at. The role of the project has been primarily in the form of support in the initial 2 years to children who had been withdrawn from work and were in school.

One of the assessment requirements was to test children. Given the fact that under the project the curriculum inputs in the form of Snehabala was for classes I and II, it was decided to test children in classes III and V. The rationale for this selection was as follows:

- Class III children would have just completed the Snehabala curriculum in class II and this would give an opportunity to see immediate effectiveness and impact on learning levels
- Class V children having gone through Snehabala almost 2 years previously, testing them would give an opportunity to look at retention of basic concepts even after a passage of time

As per the TORs 160 children were to be tested from across 8 villages in the 4 project mandals. As all children in the selected classes of III and V were tested, the required number and some more were covered in five villages across the 4 mandals. A total of 197 children were tested. Details are at Table 13 below

Table 13 Number of children tested

|       | Class III | Class V | Total |
|-------|-----------|---------|-------|
| Girls | 57        | 47      | 104   |
| Boys  | 45        | 48      | 93    |
| Total | 102       | 95      | 197   |

**Testing tools:**

After consultation with the project coordinator and UNICEF, it was decided to use the ASER tools developed by Pratham. Accordingly Pratham Andhra Pradesh was contacted and it was decided to use the latest ASR tools for 2010 that had been developed which Pratham was getting ready to use across the country. Teachers in the selected school were also quite comfortable with the use of the ASER tools and felt they were quite appropriate. Children were enthusiastic to take the test and did not hesitate or be reticent. For the addition and division exercises children were allowed to do the sums on paper as they were more comfortable this way.

**Status of learning levels**

In Class III it appears that boys are better at reading and English and girls performed better on Math. In English the median was at recognition of capital letters. In class V the median achievement is at story level in language, subtraction level in math and in recognition of small letters in English. The gender differentials at class V level were not very significant

Table 14 Language learning levels Classes III and V

|         | Class III | Class V |
|---------|-----------|---------|
| Nothing | 8%        | 13 %    |
| Letter  | 92%       |         |
| Word    | 68%       | 83%     |
| Para    | 34%       | 65%     |
| Story   | 37%       | 57%     |



Table 15 Math levels Classes III and V

|                | Class III | Class V |
|----------------|-----------|---------|
| Nothing        | 4%        | 4%      |
| Recognise 1-9  | 96%       | 95%     |
| Recognise 9-99 | 89%       | 94%     |
| Subtraction    | 41%       | 62%     |
| Division       |           | 25%     |

The results of this school testing are commensurate with the ASER findings of 2009. Quite obviously the focus on learning outcomes that is the key focus in SSA in the state is beginning to pay off some dividends. What needs to be noted is that the number of children who reported not knowing anything at all is a negligible number and most often have been children who have been child labour.

Our observation of the 5 schools where children were tested suggests that schools which have a better school environment, interested teachers who are regular and teaching and overall a positive management, children's performance has been better. While we were not able to follow through with individual cases to track attendance or performance over a period of time, assess educational status of parents nor did we do a cohort analysis, it would seem that children who have regular attendance have generally done better.

## VI.2. v The children<sup>6</sup>

### *Children, work and education*

The project reports that between 2006-2010, 7530 children were withdrawn from work and directly enrolled in schools. 3683 children were withdrawn from work and admitted into residential bridge schools or other residential schools of the government. Of these 3822 were girls withdrawn from the cottonseed work and admitted into RBCs or other educational institutions. From all accounts the number of child labour has come down. Quite clearly the thrust on withdrawing girls from cotton seed sector has paid off.

As table 16 shows a total of 305 children (216 girls and 89 boys) in the households surveyed are reported to be working currently. What needs to be noted is the high number engaged in agriculture work. The duration of work seems to be primarily seasonal, for about 2-3 months. Around 66 children reported having stopped work in cotton seed sector, some because cotton cultivation had come down or stopped in their villages.

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<sup>6</sup> This section draws on the household survey and interactions with children



| Table16 Profile of children working currently |       |      |           |             |             |       |
|-----------------------------------------------|-------|------|-----------|-------------|-------------|-------|
| Total                                         | Girls | Boys | Wage work | Agriculture | Cotton seed | Other |
| 305                                           | 216   | 89   | 32        | 220         | 67          | 24    |

Source: Household survey Sept-Oct 2010

What is particularly worrisome is the educational status of these working children. 98% are out of school. Here the gender differential is very sharp with 71% of the out of school working children being girls.

*What do children say on the issue of work<sup>7</sup>*  
*During interactions with school children in 7 villages, the issue of work was probed. In all the 7 children reported that some children go for wage work on weekends, and about 5-10 children go to work on chilli farms. In 4 villages they reported that children do work on cottonseed farms. The wages they get range between 60-125 per day during the peak seasons.*

### **Educational profile**

Out of the 954 children in the age group 6-14 years, 889 go to government schools i.e. 93%. What this underscores is the importance of the government school for poor children. Given the vulnerability profile of the households surveyed it is not surprising that the majority of these children are enrolled in government schools. What this points to is the need to work with government, with the education system essentially to ensure that child labour or out of school children and school drop outs when motivated, cajoled and enabled to access education that it is a meaningful education that they receive.

### **Enrolment**

In the current scenario enrolment as an indicator of educational efficiency is meaningless as more or less all school going children are reported enrolled. The household sample also showed that around 10 % of the children in the 6-14 age group are never enrolled and around 21 % are drop outs ( 67% of whom are girls). Among the out of school and never enrolled children, the gender gap is very significant, with nearly 3/4<sup>th</sup> of the never enrolled or out of school being girls. The reasons given

Table 17 Educational status of children in the age group 6-14

| Total |       | In school |       | OSC  |       | Never Enrolled |       |
|-------|-------|-----------|-------|------|-------|----------------|-------|
| Boys  | Girls | Boys      | Girls | Boys | Girls | Boys           | Girls |
| 646   | 730   | 509       | 439   | 97   | 196   | 40             | 95    |

range from the family not being able to bear the costs of education, children being required to work, to children not being interested. Again these reasons are well known and highlight that despite the fact of education in government schools being free, there are hidden costs that are often too much for a poor family to bear, and

once again the burden of this falls on the girl child. The issue of children not being interested and hence dropping out is an issue that highlights the poor status of the teaching learning process, and is a problem that has not been fully taken on board by education planners and implementers

<sup>7</sup> Interactions with children of classes 4 and 5 in 8 villages



## Attendance

Attendance is a good indicator of several different aspects:

- Parents have taken rational and committed decisions to send children, especially girls to school even if it means withdrawing them from work.
- The school and classroom provides such a stimulating and interesting environment that children do not want to miss school

During the field study an attempt was made to probe the issue of attendance. On the one hand the ground situation suggests the reduction of child labour, and especially employment of girls in the cotton seed sector. Those of us working in the education sector are well aware that new forms of child labour are evident such as school children also working and the more common phenomenon of seasonal child labour i.e. that children being sent for work during peak seasons for agricultural work or in this instance picking chillis. As Table 18 below shows attendance dips during the peak agricultural season. There were no surprises as the qualitative assessment was done during the peak season to assess the level of attendance. The percentage of absence ranges from 53% to 11%. Again what was not very clear is if such analysis was done by the project staff, and in what ways such data was used either in community level discussions, CLPT meetings or in interactions with educational officials.

| Village | Enrolled |       |       | Present on day of school visit |       |       | % present |
|---------|----------|-------|-------|--------------------------------|-------|-------|-----------|
|         | Boys     | Girls | Total | Boys                           | Girls | Total |           |
| I       |          |       | 300   |                                |       | 225   | 75        |
| II      | 106      | 93    | 199   | 92                             | 85    | 177   | 89        |
| III     | 170      | 154   | 324   | 87                             | 75    | 162   | 50        |
| IV      | 103      | 87    | 190   | 76                             | 57    | 124   | 65        |
| V       | 87       | 98    | 185   | 70                             | 72    | 142   | 77        |
| VI      | 126      | 81    | 207   | 69                             | 29    | 97    | 47        |
| VII     | 149      | 136   | 285   | 113                            | 98    | 211   | 74        |
| VIII    | 80       | 53    | 133   | 56                             | 38    | 94    | 71        |



### **Redefining Out of School<sup>8</sup>**

In AP as is well known the Government adopted a wide definition for child labour- any child out of school is considered child labour. This compelled the government to move away from very narrow definitions of child labour as only those children engaged in hazardous work. This very wide definition has thrown up its own set of problems, in that pockets of hard core labour are somewhat neglected and overlooked, as the macro picture at times is quite sanguine.

The last 20 years has seen significant improvement in enrolments, though the problem of absenteeism continues to be a matter of concern. As mentioned above the issue of who is an out of school child has again come into some debate. The Government had earlier indentified any child absent for 90 days as out of school. This interpretation provides sufficient latitude for seasonal absenteeism and child labour to flourish. And this is what one sees on the ground, school going children are absent for 2-3 months during the peak agricultural seasons.

UNICEF had been lobbying with the government of AP for reconsideration of this definition, and to make 30 days of absenteeism as a marker of being out of school. These efforts gained teeth with the Right to Education which states that if a child is absent for 30 continuous days she is to be considered as out of school. UNICEF reports that they have been successful in influencing the Government of AP in this regard

## **VI.2.v.1 Enabling child participation and girls empowerment: The child forums and balika sanghas**

### **Children and Their Social Act**

Somalaguduru was a small village in the Nandavaram Mandal. Like any other village, Somalaguduru too abounds in child labour deals. The middlemen in the village innovated with ways of dealing with dealers outside. Technology was their new aide. Mobile telephony was used by the middlemen to contact, fix and negotiate rates with outside dealers. Most of the time the dealers are from Guntur district in coastal Andhra Pradesh. Parents of the children too were hand in glove with the middlemen due to the lure of easy and handsome amounts of money, of course at the cost of the health and future of their wards.

Formation of child forums (Balika Sanghas as well as other child forums) acted as the antidote. In 2008 Balika Sangha and child forum were at the centre of a major rescue operation. They were the main sources of information about the clandestine activity of the Maistri.

The Maistries generally strike deals with the parents of prospective children (meant for transportation). The whole transaction is done quietly and in secret. Under these circumstances the only people who have knowledge about the transaction is the children from the same families. Earlier these children had no opportunity either to share the information or pass on the knowledge to others for a rescue operation. The formation of child forums (Balika Sanghas included) came in handy.

Around 25 children (along with parents) are ready on that particular day to board the lorry. The entire transaction was given the colour of a festival tour as children and parents were sporting colourful dresses and happy visages. But the children were prompt in acting. The original aim behind the seemingly festive tour was leaked by children of the village to the respective CCs. The reaction and rescue operation began. The lorry was seized though the middlemen escaped. Children were sent back to home and then to school.

An important aspect of UNICEF's work with children is the focus on child participation. So far 72 child forums (CF) have been formed in 72 schools. Each CF has about 20 children. The cluster coordinator provides inputs to the children on child labour issues, health hazards of use of pesticides, importance of education. Many other interventions have also shown that creating extra academic spaces for children to engage in extra mural activities and discussions are as critical a part of providing quality education as improved curriculum and classroom transactions.

<sup>8</sup> Discussion with Sudha Murali and Muralikrishna of UNICEF, 16 Oct 2010



***Interactions with children in the school***

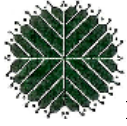
During the field work, we interacted with 190 children from classes 4 and 5 in 7 villages. In the 8<sup>th</sup> village children were busy with exams and so the interaction did not take place. The purpose of the interactions was to hear from the children their views on division of labour, what they thought about the school, on the prevalence of child labour. A variety of methods were used to interact with the children- role plays, enactments, drawings and group discussions. As always children have been most instructive on what has changed, what has not and major gaps that programme implementers need to take on board. The following table captures their views on school and in a sense also provides us yet another view on the quality initiatives of the project both by what they say and the deafening silences on classroom transactions

| What they like about school                                                                                                                                                                                                                                                                                                                                                 | What they do not like or needs to be improved                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Classrooms that have pictures/paintings on the walls<br>Availability of storybooks<br>Play material and games<br>Opportunity for drawing and painting<br>In one school children mentioned the fans, TV and radio in the school<br>In one school the wall newspaper and the truth box where children can put in their complaints and which also serves as lost and found box | Beating of children<br>Lack of space in classrooms<br>No racks for keeping books<br>Absence of a play ground and compound wall<br>School premises being used for washing clothes, tethering cattle in the school compound, defecation<br>General unhygienic surroundings<br><b><i>Wake up call for the mid-day meal</i></b><br><i>The biggest indictment was of the mid-day meal- it is unappetising, half cooked, unhygienic, no eggs given, in one school not enough food cooked</i> |

The gender division of labour in the household is as strongly embedded as ever as reported by the children. Roles and responsibilities are clearly defined. Most domestic chores and sibling care is the domain of girls, leaving them little time to study at home. One area in which there seems to be gender equity is that both boys and girls are engaged in agricultural work. There were no surprises here as the children talked of what they saw or what they experienced. As mentioned earlier in the report it was accepted as natural that girls would wash all the plates after the midday meal.

As the cluster coordinators are the ones who interact with children during the child forum days, it seems that a good opportunity has been missed to get children to start reflecting on issues of gender. One of the problems maybe that the cluster coordinator herself may not be equipped to address issues of gender with boys and girls. Somehow one got the feeling that for the cluster coordinator gender issues are to be discussed with older girls and in the balika sanghas (adolescent girl’s forums).

The idea of the child forum is a good one but requires substantial rethinking on the kinds of inputs to be given and activities that children could be engaged in. There are examples from other initiatives that could be looked at. For instance, the Balsena organised by Shaishav, an NGO working in Bhavnagar, Gujarat. Here children from private and government schools have been brought onto one forum for mutual academic support as well as to work together on issues relating to the child. The Balasanghas under AP Mahila Samatha Society where boys and girls are being given inputs on gender sensitisation and also helped to explore ways in which this sensitivity could be put into practice, for eg. sharing household chores with the sisters



## VI.2.v.2 Working with adolescent girls and the Balika sanghas

*The true potential of children (or members of these Sanghas) remains unexplored.*

*Former Project officer, SSA*

For all the project personnel working with adolescent girls has been exciting. Many interesting things were done. The cluster coordinators recalled, *“the idea of Balika Sanghas emerged from the field staff. In order to the menace of child labour in cotton seed, we toyed with a new idea of forming child bodies with girls from local and respective villages. This was later shared in the joint meetings of staff involving field volunteers and UNICEF project staff at division and district level. The idea was given a serious thought and later was implemented in the field. Balika Sanghas thus emerged in the operational area. To begin with, there were minimum 2 groups formed within each village with a membership of 15-20 girl children/adolescents. Two meets per week were organised by the staff and members of these child platforms received training. It is to be noted that CLPTs too were later formed to deal with child labour problem in cotton seed sector. In a sense, Balika Sanghas were the forerunners of CLPT committees. The formation of Balika Sanghas had their effect on child labour. The incidence of girls in the problem exhibited significant signs of decrease within a couple of years.”*<sup>9</sup>

During the project period 154 Balika sanghas in 73 villages were formed with a membership of 2926. Training has been provided in life skills, health, education, gender and child rights, government and non-government schemes and so on. A cascade approach has been adopted with 3 girls from each balika sangha receiving sustained inputs. Balika sangha.

*A lot more needs to be done*

*Our most disappointing interaction was with the balika sangha. As this was seen as one of the most exciting initiatives under the project, expectations were high. In only 2 out of the 8 villages some interaction with a few balika sangha members took place.*

*In only one of these 2 was there some spark. They meet every Tuesday but were unable to say anything about what happens on a regular basis in these meetings. The 5 girls we met said that their balika sangha had stopped one child marriage with the help of the cluster coordinator and the village elders. 8 out of school children were enrolled in school by this balika sangha.*

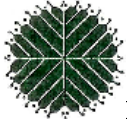
*I the other village 4 balika sangha members we met said they had attended 2 training programmes for 2-3 days each. The topics discussed were demerits of child labour and child marriage, personal hygiene and the need for education. In both villages the girls said that their registers were with the Cluster coordinator.*

*What was not very clear is what happens in the reported weekly meetings. Our interactions with the balika sanghas also did not make the picture clearer.*

Both in the case of the child forums as well the balika sanghas there is an urgent need to revisit the entire strategy which would entail relooking at the training of the facilitator as well as the inputs being given to the children

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<sup>9</sup> Based on interactions with the CCs, October 2010



### ***Ensuring forward linkages: Unplanned positive developments***

*One of the unplanned outcomes of the project has been the attention paid to forward linkages for creating educational and skill development opportunities for adolescent girls. This we view as very necessary as it creates role models for other girls to emulate. This is one design feature that needs to be adopted in any programme for working children or girls in particular.*

An important dimension of the work with girls that merits special mention is the attention paid to forward linkages for education beyond the elementary level. Perhaps not a planned intervention, it nevertheless emerged in response to the field demands. Three interventions in particular need to be highlighted

- Most girls drop out after the primary level as they have to travel a distance to the upper primary or high school. 1200 girls who had completed class VII were given bicycles to travel to high schools. As a project report states, “bicycles were chosen as they symbolized movement, speed, freedom and convenience.”
- Often one has found that the lack of role models works against interventions promoting education of girls, or on prevention of child labour. The higher education support given in 2009-2010 for 92 children who had completed 10<sup>th</sup> class after having re-entered the mainstream through the RBCs to do their intermediate is indeed commendable. This is one design feature that needs to be adopted in any programme for working children or girls in particular.
- Most projects working with adolescent children have recognised the need for some vocational skill development, as not all children would be going beyond the elementary level of education. The Phase I project made some beginnings in this direction- Between 2006-2010 around 240 children were trained in tailoring and embroidery, computer training, carpentry and printing. In addition 79 were trained with ILO support in computers, nursing and as mechanics. 94 girls trained in various skills were placed for employment. Providing vocational skill training and then ensuring placement for jobs is huge and daunting task. This cannot be done in an ad hoc manner, which seems to be the current approach.

During our discussions with the Director Women and child development we were informed that there many training opportunities available in the Mahila Pranganam which could be harnessed for girls in the project area. She felt convergence with the project is weak. The *Sabala* programme for children in the age group of 11-14, 15-18 and 18years above is planned. There are plans to conduct a job mela for unemployed youth in association with IKP (Indira Kranthi Padham). Other vocational training programme like Multipurpose Health Worker (female), sanitary napkin manufacture, dress and garment making are under way. In tie-up with SIERD (Syndicate Institute of Rural Entrepreneurship Development) a training programme on embroidery has been organised by WCD. The Director urged the project coordinator to be proactive and to come up with a concrete plan for the Phase I project villages.

### **VI.2. vi Coordination, cooperation and convergence with government**

The brief interactions we had at the state, district and mandal levels indicate that there is fairly good communication with various departments and convergence of resources and opportunities.



At the state level both the education and labour departments look to Unicef to provide insights on developing effective strategies to address child labour and girl child issues. For the emerging outcomes of this convergence at the state level see section VI.iv on sustainability.

At the district level, and which is the operational level, the project functionaries have close interactions with various departments of education, women and child development and labour. Some of the outcomes of the convergence have been impressive:

- Convergence has been possible as the project is formally under the district administration. And in our assessment the location of project implementation in partnership with SSA meant that the district administration viewed the project as an integral part of its programmes. Even though the involvement of various district collectors has been uneven as is to be expected. The role of the district administration has been key to some of the strategic interventions and planning within the project. For instance
  - In 2008-09 for instance, the district collector was personally involved, a period in which serious attempts were made to reach out to employers of child labour including cotton seed producers and employers
  - Based on the feedback from the field of the ways in which child labour was migrating as well the need for strengthening the supportive interventions, several decisions were taken- to saturate the Adoni division which is most vulnerable with education, skill training and other development inputs. Another major decision was to set up seasonal hostels as a measure to arrest seasonal child labour and to on a priority basis to bring the Balka sangha members under Rajiv Udyog sree and other skill upgradation programme
- The education department it is reported has been most responsive in various ways be it teacher postings, provision of basic infrastructure, or even increasing the number of hostel seats. As earlier mentioned the PTRs are very favourable a result of sufficient teachers being posted in the project schools. Further when the number of students seeking hostel admission to the BC welfare hostels increased as a result of the effective mobilisation, the district administration responded by creating new seats to accommodate this demand. Out of the 1500 new seats created 900 were for girls.
- One department that the project has activated and drawn support from is the labour department. In many similar projects the role of the labour department which is empowered to take action against employers of child labour has been very negligible. In this project what is impressive is the proactive role of the labour department. Our discussions with officials of the labour department were most instructive. Public meetings, raids and invoking the Minimum Wages Act to act against employers were all used. We were informed that the department observes every Thursday as the Child Labour Day and conducts special drives in the district.

One of the most successful programme drives of the department was the conduct of Open Courts throughout the district during 2004-2005. Around 200 sessions of Open Courts were conducted by the department covering various problem areas in the district (cotton seed farming areas too were focused). These Open Courts were quasi judicial in nature and are not empowered to conduct legal proceedings. These Open Courts were in fact awareness drives by the department of labour in the district. The main objective of these sessions was to propagate legal provisions in place against deployment of child labour; to counsel the suspected persons dealing in child labour; to wean away parents from the habit of sending their children for wage work in and outside their village habitat etc. The intense programming under Open Courts drive was successful. After 2005, the impact of Open Courts was rated as a successful intervention as the cases involving child labour showed a significant decrease.



The need for more work with parents in particular was highlighted by the labour officials. “In many villages during the Open Court programme drive, it was observed that parents of children connived with middlemen and Maistries dealing in child labour for the lure of more money. According to the law (86<sup>th</sup> Constitutional Amendment emphasised) children in the age group of 6-14 shall be in school. Sadly, the enactment of law drove people towards notorious ways of bypassing the same. Parents (perhaps through bribes) connived with management of private schools in the area and used to get wrong birth certificates for their children showing the age of their wards above 14 years. As a result the labour department had to release culprits and was constrained in taking action when the parents submitted fake birth certificates. Though the credibility of these fake birth certificates was at stake, the labour department could not legally proceed against the parents. Realising the folly, the department later warned all the private schools of dire consequences as and when the certificates of birth issued by their respective institutions were found misleading in factual information. Though the incidence of issuance of fake birth certificates exhibited decline in numbers, the problem cannot be ruled out still.<sup>10</sup>”

We were informed that the conduct of open courts has stopped due to the lack of resources. What was not clear is the role of the project in harnessing resources required to ensure that the open court strategy continues. This also highlights the short sightedness of approach. What seems to have happened is that the open courts were used to demonstrate the effective ways in which the labour department could work but not taken to the next stage to make it a systemic response rather than being satisfied to see it as an innovative intervention

- As mentioned earlier the Director of Women and Child Development felt that there could have been better convergence with her department, with the project coming up with planned strategies and demands for skill and vocational training.
- One area of major weakness has been in the inability of the project to bring in the experience and capabilities of NGOs and other organisations working on gender issues in a more sustained manner either for training and perspective building of project staff or for strengthening various interventions at the community level or with children.

## **VI. 3 Efficiency of the project**

### **VI.3.i Appropriateness of the management structure**

The management structure wherein the project was generally under the umbrella of the District administration, but managed by a Coordinator on deputation from the government with separate field staff recruited on contract basis seems to have worked efficiently. From what one could gather, selection of the Coordinator is crucial to the functioning of the project. In this instance, a person from government who had worked with similar projects such as NCLP was selected, in that sense sensitivity to the field realities and to the issues of child labour were strengths that were brought in starting the project.

As the project was to be implemented in partnership with government in general, having a person from government on deputation was useful in several ways:

- Familiarity with government systems helped in smoothening the process of approvals, so that day to day operations were not hampered. As the District Collector was the Project holder, the

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<sup>10</sup> Interactions with the Joint and Assistant Commissioners of Labour, 5 Oct 2010



Coordinator had direct access to have quick decisions taken. There were no delays in release of funds, for instance.

- The Coordinator reported that the level of involvement of the District Collectors varied. While some were more hands on and sought to activate all dimensions of the projects and also to bring required resources to the project area (for eg. Deployment of teachers, infrastructure), strengthening convergence with the labour department, in general the district administration has viewed the project positively
- Further as the project had a strong education focus, having a person from the education department as Coordinator helped especially in facilitating the delivery of trainings to teachers, facilitating the introduction of the snehabala curriculum. The flip side of this was the tendency to have education overshadow other dimensions of the project.

### ***The cluster coordinators***

The role of the other project staff such as the cluster coordinators (CCs) was critical to grounding the programme. Young people selected from within the project area meant that a local resource sensitive and proactive on social issues has been created. Around 50 % of the staff has been with the project since its inception. 12 out of the 19 CCs are women. The field area under current study has a sizeable Muslim population (Kurnool Subah was earlier ruled by Carnatic Nawabs) and migration and presence of child labour is observed among poor Muslim communities too. Recruiting young Muslim youth, especially women to work as CCs would have served not only to showcase possible leadership roles but would also deepen the work with the Muslim community.

In the initial years of the project the lead in community level sensitisation and action has been spearheaded by the CCs. They also played an equally crucial role in setting up some of the structures under the project such as the CLPTs, Balika Sanghas as well as the child forums at the school level.

*The time of field staff was divided on the following lines:*

- Most of the time was spent on children and schooling activities. The main focus was on 'back to school' programme of the OSC (out of school children). These children would be admitted into RBC centres in the locality.
- Another important component of the field activities was the listing of children involved in the cotton seed sector/cultivation.
- Individual counselling activities occupied an important place on the agenda of the field staff. Most of the time under this programme head was spent on counselling *Maistries* (dealers in child labour / contracts with parents).

Source: Interactions with the CCs, 5 Oct 2010

CC trainings focused primarily on child labour issues, girl child labour and the cotton seed sector, community sensitisation, and on the CLPTs, Child forums and the Balika sanghas. The training was done with inputs by external resource persons. What we could gather was that the inputs were more in the nature of perspective building. And did not focus on consolidation issues or on changes in their roles from initiators to facilitators, especially in their work with the CLPT or Balika sanghas. Consequently they are now at a cross roads. What is clear is that this group is a rich resource on how to address child labour issues, especially girl child labour in the cotton sector. They could be used effectively in the perspective building of field staff in other similar initiatives and even in Phase II of the project.

### **VI.3.ii Reporting, monitoring and review mechanisms**

The project has generated a lot of data and reports over the 4 year period of the project. Monitoring and report formats were developed with the support of Unicef project office. CCs submit every month- reports on convergence meetings, meetings with Bal sanghas and balika sanghas, CLPT meetings and other visits to the schools. Teachers reported that the CCs visit on a weekly basis most



of the time though in one village they said that the CC comes once a month. What they do on this visit includes checking the list of out of school children, absenteeism, check the use of library, organise discussions with the child forums and the balika sanghas.

We were informed that one way the data was used in the initial stages of the project was in serving as a cross check to SSA data on out of school children. While reports are sent regularly to the SSA office at the district and state level it was not very clear how this data is being used.

Further the review and monitoring mechanisms or interactions do not seem to have been used as occasions for revisiting strategies or to consider ways in which the field processes could be consolidated. The field project staff are not in a position to be able to do this on their own and would have benefited from the active involvement of or brainstorming with organisations that have experience of working on similar issues.

In conclusion one would say that the management structure combined the strengths of having someone from within the government with local talent and experience. Having said this, this management structure would have gained with having an advisory committee that included people from diverse organisations and experiences to be able to debate and help in pushing the project to another plane where the agency and empowerment of the community and the children be it the balika sanghas or the child forums were fore grounded after the initial years of programme implementation.

#### **VI.4 SUSTAINABILITY: Gains, concerns and opportunities**

Every innovative pilot project expects that its processes and interventions would be sustained. Sustainability needs to be understood at different levels. One is the question of whether the various processes and initiatives started would sustain beyond the project life in the project field and secondly if lessons from the project have been mainstreamed into the larger system.

- **Strengthening Community level processes**

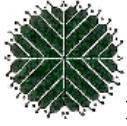
A major concern is sustaining the village level processes. Four years of project implementation is not a sufficient period to embed perspectives, processes, and outcomes. Based on feedback from the field and our assessment, interventions at the community level are unlikely to be sustained unless they are addressed in a concerted fashion in Phase II of the project.

#### ***The Child Labour Prevention Team( CLPT)***

Quite obviously having a community based committee that raised its voice against girl child labour in cotton seed cultivation was effective in the first 2 years of the project. The community effort complemented and gave teeth to the Open Court strategy. What was striking was the ability to influence decisions of farmers, however small the number, not to engage in cotton seed cultivation or to engage girl child labour.

Four years down the line, the field study suggests that the CLPT requires substantial inputs to be able to continue its effective role, and to be able to work independently of the cluster coordinator. For instance the good beginnings made in setting up of CLPT have not been matched by developing their capacities or roles. As mentioned in the report the status of the CLPT functioning is very uneven and a matter of some concern.

There is an urgent need to revision the role of the CLPT, and to explore the ways in which the CLPT can become an integral part of the Academic Monitoring Committees that have been set up to



function as the earlier School Education Committees, and which are not functioning too well as commented on by the Project Director of SSA.

In AP the whole issue of the education and school governance has had a confused past- from village education committees, school education committees that were statutory bodies to now the Academic monitoring committees. And under this project the CLPT was set up. At the time of the writing of this report we were informed that now the government is considering setting up of the school management and development committee.

This vacuum in local education and child related governance offers an opportunity for weaving in the experience of the CLPT into developing a viable local child and school related committee that tackles the issue of child labour and out of school children as well as oversees the functioning of the school. Once again these are not new ideas but require detailed planning, advocacy and capacity building.

### ***The Balika Sanghas, child forums and issues of empowerment***

Girls forums such as the balika sanghas have been shown to be very effective in empowering girls by other similar interventions as well. Formation is only the first step, but there is a need to have a strong gender focus to their training and capacity building. There is also a need to consider taking the forum beyond the village level to a higher order structure at the mandal and district level. This would provide solidarity and enable adolescent girls to use their forums to collectively raise their voice against child labour and all gender unjust practices and attitudes. For such a base to be formed there is a need to think of ways in which perspective building and training is not confined to just the 2 or leaders of a group but reach out to all members of the group. One dimension of the project that needs to be adopted in similar efforts is the forward linkages for continuing higher education or for skill development, training and employment as part of a programme aimed at eliminating child labour.

The child forums in schools are a good intervention to enhance participation and empowerment of girls and boys. Currently the opportunity for gender sensitisation of these children has not been fully utilised. If this opportunity is not seized there is every chance of traditional stereotypes going unchallenged and almost no questions against them being raised in the young minds.

What both the above 2 interventions suggest is that unless the facilitators themselves have a strong grounding on gender issues it is unlikely to be translated into action in the field.

### **Role of UNICEF in advocating lessons and insights thereby informing policy decisions**

It is at the level of advocacy, lobbying and pushing for mainstreaming some of the project outputs that UNICEF shows some impressive achievements. This speaks to the effective relationships forged with government at the state level.

During the project period, some major policy level decisions have been taken which could have an impact in the long run on various dimensions of the problem of child labour. In addressing issues of child labour, and girl child labour issues, three departments have a key role to play i.e Education, Women and Child Development, and Labour (the enforcement arm on child labour issues). UNICEF is well placed to advocate as its partnership with government is of long standing and its credibility in advocating on issues of the child are well established.



❖ *Responses from Department of Education*

- *Adoption of the Snehabala curriculum*

At the time of this evaluation we were informed that the Education Department Government of Andhra Pradesh had taken a decision to adopt the Snehabala curriculum across the board in the State as part of the quality education initiatives under Sarva Shiksha Abhiyan. While child centred pedagogy is not a new idea, and in the past there have been various innovations under DPEP building on the Rishi Valley approach and UNICEF's own Joyful Learning programme, the adoption of the Snehabala curriculum by the State marks a step forward as this would be a move away from piloting initiatives to a universal systemic approach. While this decision of the Government is a validation and recognition of the effectiveness of the Snehabala curriculum, it does not mean that the major challenge of how it gets translated into the classroom is not there.

The challenge, however, that remains are training teachers on the Snehabala curriculum, ensuring classroom practice and monitoring the use of the curriculum. As the field data shows classroom practice is weak, and generally monitoring has been patchy. Enabling a teacher to move from a theoretical appreciation to practical application as a routine teaching method is the challenge. This could be the niche area that UNICEG could focus on.

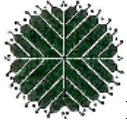
❖ *Response of the Labour Department*

During the field study, what was striking was the proactive response of the Labour department. In most child labour projects, one of the weakest links in the strategy has been ensuring an active involvement of the Labour department, which is vested with the powers to take action. In the case of Andhra Pradesh, the issue of jurisdiction has been a matter of some concern. For sometime starting in around 2000, the issue of child labour was placed with the education department minimising the statutory role of the Department of Labour in prevention and elimination of child labour. Given the push for universalisation of primary education both at the National and State levels, At that time it was felt that a major thrust of the Education Department was to reach out to all out of school children, including child labour. Accordingly Government Orders were passed. However, as statutorily the legal powers for punitive action lay with the Department of Labour, it was decided to bring back the jurisdiction of child labour issue back within the fold of the Labour Department.

One of the problems faced at the field level has been the limited number of labour inspectors who have a vast jurisdiction and hence are unable to be effective. To redress this situation, the Labour department decided to increase the number of Inspectors by designating employees outside the Labour Department as Inspectors with jurisdiction limited to their jurisdiction:

During interactions with the Principal Secretary Labour we were informed that 2 major decisions have been taken to enhance the regulation and inspection role of the labour department.

1. In order to widen the scope of work and reach, a Government Order ( GO Ms.No.98 dt 8.11.2010 has been passed designating Mandal Revenue Officers, Mandal Parishad Development Officers and Head Masters of primary and upper primary schools in urban and rural areas; and panchayat secretaries as Inspectors with powers limited to their administrative jurisdiction/ schools. Passing the GO is but the first step, the orientation and training of these variously designated Inspectors remains as the major task now.
2. In 2010-2011 a State level Child labour Monitoring Cell is being set up in the Department of Labour with support from UNICEF. This has been approved and accepted by both the Government and UNICEF. It remains to be seen how this Cell will function. Its immediate scope of work is to monitor and review the child labour programmes under implementation in



Kurnool and Warangal districts, implementation of the National Child Labour programme and enforcement by the Department

❖ **Response of the Department of Women and Child development**

The Department of Women and Child Development is the key Department that partners UNICEF on child protection issues.

- *Training and Perspective building material for adolescent girls*

One of the tangible outcomes of the Project has been the development of a handbook called Balika Sanghala Kardeepika, a training and learning manual for balika sanghas. This manual that is in a draft stage was developed by UNICEF in consultation with representatives of the Department of Women and Child Development of Government of AP and Karnataka, AP Mahila Samatha Society ( the Mahila Samakhya programme in Andhra Pradesh, Timbuktu Collective, Anantapur. The preparation of this manual is a welcome development as there is not much material available in the public domain, though many groups and organisations are working on issues of the adolescent girl. Recently the Mahila Samakhya has developed a toolkit for working with adolescents which is going to be made accessible by the end of the year.

The expectation is that this manual would be used both by the ICDS programme of the WCD Department as well as by NGOs and others working with adolescent girls. A small beginning has been made in that in Phase II of the project in Kurnool the draft manual is being used in training workshops with adolescent girls. However, unless the Department of Women and Child Development designs a training programme on balika sanghas as an integral part of the ICDS programme it is unlikely that this manual would be used. Further, reaching out to civil society organisations, SHG groups organised under the Indira Kanti Patham would need to be done for wider dissemination of this material. One possible space is to use the platform of the recently set up Society for the Empowerment of Women and Children under the aegis of the Department of Women and Child Development, which is positioned as the organisation that would bring under its purview all efforts for the empowerment and development of women, girls and children.

**Building effective partnerships**

One of the lessons that initiatives such as this have shown is the need to have wide partnerships not just with government departments but with other organisations working on child rights, child participation, adolescent girls and with building community institutions to be able to harness the rich experience that exists in the country. Such partnerships would benefit not only the project but would also be instructive for the mainstream system.



## VII LESSONS LEARNT AND RECOMMENDATIONS

- **Adopting an area and integrated multi-pronged approach**

Given the complexity of the child labour problem, an integrated and multi-pronged approach challenging the issue on various fronts - the child, the parents and community, the employer, instruments for redressal and justice, and government system is essential. Even though the responses and impact maybe uneven, the interlocking barriers need to be addressed simultaneously to create some synergy for change as is evident in the Phase I project. The experience of Phase I validates the relevance of such a project design.

Further the shift from a village centric to an area approach enables the problem to be addressed at some level of scale and in contiguous areas where labour tends to move. The identification and initiating work along the cotton corridor is a positive development in this regard.

- **Flexibility in design: Openness to respond to dynamic situations on the ground**

The child labour situation is not static but is dynamic responding to changing market conditions as well. Project designs need to recognise this ground reality and build in space and resource allocations making it possible to evolve context and time specific interventions in a project period. The Kurnool project for instance has thrown up new dimensions of child labour which need urgent attention. Flexibility needs to be built into the project design to address newly emerging and shifting aspects of child labour such as i) the need to work in the new areas of child work- currently more and more children are working in chilli plantations and also being transported to other areas; the phenomena of seasonal child labour, i.e. school going children engaging in work and missing school especially during the peak agricultural seasons. This is common as observed in many part so the country.

What the ground realities also suggest is the need to think out of the box to address the vexing problem of child labour that seems to recreate itself in newer forms all the time. Social mobilisation coupled with providing learning opportunities alone may not be sufficient. Other modalities such as conditional cash transfers and even perhaps changes in school timetables would need to be explored. RTE may now give some teeth to instruments of punitive action against child labour but this could only become effectively enforceable if agricultural work is included in the list of proscribed by the Child Labour Abolition Act. The need of the hour is another nationwide campaign to focus on these newer and more troubling forms of child labour

- **Developing a communication strategy sensitive to changing field trends and based on strategic use of data**

The Phase I project shows how a well planned communication strategy can work. However, there is a need to have a dynamic communication strategy, where in the changing scenario on the ground and data generated is used strategically in educating the community and in seeking community action. The messages given need to take the changes into account For instance issues of seasonal child labour and regular attendance need to become central to advocacy at the community level once the initial sensitisation on child labour has been done.

- **Strengthening and harnessing supportive community structures**

There is a need to have a clear vision of why community support structures are being set up. If the focus is on ownership of an issue and agency on the part of the community, then the training and



capacity building inputs both to programme staff and the community needs to reflect this. Otherwise the sustainability of such initiatives becomes difficult and the dependency on the project staff becomes very high.

Given that RTE is in force, any such future initiatives need to address the ways in which the school management committees (SMCs), that are likely to be set up, can be sensitised and enabled to take on board the issues of child labour and more importantly girl child labour issues. In the current project areas there is a need to explore the ways in which the CLPTS can be merged with the SMCs.

Any project working in AP especially on girl child issues must explore ways in which to harness the various women's groups being organised under various programmes. It is the women's groups that can take the leadership in advocating for girl child rights at the family and community level. The recent discussion of UNICEF with the IKP programme is a positive development in this direction. Experiences of programmes such as Mahila Samakhya, where women collectives have federated to address barriers to the social and educational empowerment of women and girls can also be looked at to develop a strategy to work with women on girls' empowerment issues.

- **Enhancing child participation**

The child forums have shown that children given the opportunity can be effective advocates on child rights. This strategy could be strengthened to include many more children at the school level. At the same time a well thought out plan for inputs that combines perspective building on child rights as well as enabling the forums to be proactive at the school and community level could be considered. What is imperative, however, is that gender sensitisation and inputs to children needs urgent attention.

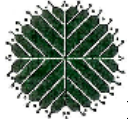
Similarly the Balika Sanghas is a very effective strategy for the empowerment of adolescent girls and needs to be strengthened. There is a need to look at it in terms of creating a pool of empowered girls at the community level rather than one or 2 leaders. The development of the life skills curriculum would enable a further strengthening of the balika sanghas in terms of inputs and capacity building. Here again there is a need to draw on the rich experience that exists in the country both on working with adolescent girls as well as on life skills curriculum. The Social Learning curriculum developed by Care India, Life Skill curriculum developed by Mahila Samakhya for their kishori kendras (adolescent girls forums), Bal sanghas (children's forums) and Mahila Shikshan Kendras (residential learning centres), Life Skill curriculum developed by Sandhan and Doosra Dashak in Rajasthan are some effective examples that could be looked at.

- **Sustained advocacy with Government and handholding**

Working with the government is inevitable for anyone addressing issues such as child labour. The project experience shows that advocacy needs to be done simultaneously at various levels- at the policy level at the state to the implementation level at the field level. The project experience shows for example that field level actions are being supported by policy level initiatives such as the setting up of the child labour monitoring cell.

The major bottleneck, however is translating policy commitments into action. Often the government needs sustained handholding to work out and demonstrate the ways in which policy initiatives can be acted upon. For instance the creation of a sub-plan that has been approved for Kurnool district would need to be assiduously followed through pressure at various levels to make it a reality.

At the sametime it is important to engage with and leverage other government education programmes such as NPEGEL to address issues of child labour. This would not only help in bringing in additional



resources but also provide an opportunity to influence these larger programmes based on the field insights on child labour gained

- **Interacting with and drawing on the existing body of knowledge and experience**

The Phase I project could have gained with interactions on a sustained basis with other organisations and individuals working on girls' empowerment issues or developing empowered community level structures. It may be useful to consider a network or advisory group that includes people from diverse organisations and experiences to be able to debate and help in pushing the project to another plane especially on issues of facilitating the agency and empowerment of the community and the children. Such networks of resource support need to be developed at various levels starting at the field all the way to the state level

Most often lessons from field based projects are not studied in a systematic manner to inform the larger body of knowledge. Especially in the case of projects such as the Kurnool project where complex issues of child labour and that too girl child labour in the cotton seed sector are being addressed through an equally complex strategy, the long term impact can only be surmised but not conclusively established. It would be useful to consider longitudinal monitoring and study of the situation of girl child labour to gain an understanding of the long term impact of initiatives such as the Phase I project. Commissioning reputed research organisations to engage in such studies would be one way also of bridging the gap between field based interventions and the world of theory and academia.



**Results Framework**

| Outcome                                                                              | Output                                                                                                                                                           | Achievements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Challenges/ gaps                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communities mobilized against the employment of children in the cotton seed industry | Increase awareness among women's and children's group about the hazards of working in the cotton seed industry.                                                  | Intensive community mobilization and awareness programmes (123 over a 4 year period) on the elimination of child labour in cotton seed farming resulted in the decrease of child labour in cotton seed industry to a large extent. This resulted in the enrolment of 9930 children into schools including the 3822 children working in cotton seed industry.                                                                                                                                                                    | Political and caste divisions in some villages did not yield full results in making community work together on child labour issues. Floods in 2009 in some villages further provided limited results in enrolling children into schools.                                                                                               |
|                                                                                      | Panchayats mobilized to take action to prevent the employment of children in the cotton seed industry. Meetings held to encourage at least 50% of all panchayats | Panchayats were the key nodal agencies in community mobilization, awareness and monitoring of institutions for children's education. All the panchayat teams were trained on child labour elimination issues with special focus on cotton seed sector. This resulted in the panchayat presidents heading the child labour prevention teams in 72 out of total 82 panchayats. Panchayats also played key role in mobilizing cotton farmers, key community members against child labour.                                          | In the background of faction based socio-cultural fabric in the villages, panchayats in few villages did not represent/work for all sections of population. Deep divide on political party lines also affected the panchayats work in some villages.                                                                                   |
|                                                                                      | Communities empowered to monitor and track children and to ensure their enrolment and retention in schools.                                                      | The details of children working and outside schools were placed before the village level committees and school headmasters. This information was used for community mobilisation, enrolment and rehabilitation programmes. The Cluster Coordinators played active role in updating and sharing data.<br><br>CLPTs have not attained a stage to manage data on their own. However with the help of Cluster Coordinators data sharing and updating, the CLPTs and schools successfully retained the enrolment of 9930 children in | CLPTs, panchayats need more handholding in making them to function independently in managing and working on children data at the village level.<br><br>Droughts in 2007, floods in 2009, movements against separation of Andhra Pradesh state did affect the community mobilisation processes and resulted in migration of families to |



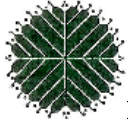
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|                                                                                          |                                                                                                                                                       | educational institutions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | other parts of the state.<br><br>Rich data collected both for community level action and for decisions at the district level has not been effectively used                                                                                                                                                                                                                                                                                                                                       |
|                                                                                          | Block plans developed to link vulnerable families to governmental development schemes and opportunities.                                              | Parents of child labour families were briefed on availability of different government development schemes. Livelihood and other support programmes to child labour families were discussed in gramsabhas, panchayat and CLPT meetings. NREGA scheme was extensively advocated to all child labour families. This resulted in greater expansion of NREGA scheme and Kurnool district got national award in the implementation of NREGA scheme for the years 2007-2008 and 2008-2009.                                                                                                                                                                                                                                                                                                                                        | Greater advocacy and planning with Government required to ensure flow of benefits from various developmental programmes to targeted vulnerable and high risk families. While approvals in principle were given this did not translate into direct action in the field                                                                                                                                                                                                                            |
| Improved cooperation among government departments around the elimination of child labour | Increased awareness among elected representative government officials and NGOs with regard to the hazards of child labour in the cotton seed industry | Training of mandal and village level teams from education, women and child development, labour, agriculture, revenue, panchayat and rural development, joint training programmes, joint enforcement and monitoring visits, exposure visits to different government teams resulted in conducting joint enforcement teams, regular convergence meetings, joint field visits, monitoring and advocacy with cotton farmers. This further resulted in generating a clear favourable atmosphere for community level teams to create awareness against child labour in cotton seed farming and advocating with cotton farmers through panchayat and farmers associations. District collector's joint meetings with line departments on child labour issues in cotton sector further enhanced the convergence between departments. | Lack of legislation prohibiting of employment of children in cotton seed farming and cotton sector limited the government department participation. Government of Andhra Pradesh, which was farmer friendly government, hesitated to advocate for complete elimination of child labour in agriculture farm activities.<br><br>There is obviously the need for a nationwide campaign to ensure that children engaged in paid agriculture work be also covered un the child labour prevention Act. |



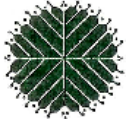
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|  |                                                                                                                                                                                              | The Open court strategy facilitated the booking of 587 cases under the Minimum Wages Act                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|  | <p>Increased awareness within the agriculture department on the issue of child labour in the sector and increased commitment from officials take the lead on working with farmers groups</p> | <p>Joint orientation programmes for agriculture, panchayat, rural development were organised at block level. The District collector directly participating in these programmes enhanced the commitment of the district administration. Project provided interface between agriculture department staff at mandal and village level and farmers associations to successfully advocate with cotton farmers on child labour elimination. District Collector facilitating meetings with cotton employers and agriculture and labour department officers also enhanced the role of agriculture department.</p>                                                                                                                                                                                                    |  |
|  | <p>Formation of inter-departmental working group to address child labour in the cotton seed industry</p>                                                                                     | <p>Joint enforcement teams with labour, women and child development, NCLP, education, agriculture, revenue, rural development; NGOs enhanced the enforcement, rehabilitation programmes to address child labour in cotton seed industry. Review meetings of the inter-departmental teams at the district level and at mandal level sharpened the role clarity. The compilation of village-wise cotton seed cultivation in all the mandals is a clear indicator towards this. And the involvement of agriculture and revenue departments in this task showcases the enhanced convergence between departments.</p> <p>Based on learnings and feed back GOAP issued revised orders on the enforcement of child labour empowering education and rural department.</p> <p>SSA, GOAP sent officers from the 22</p> |  |



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|                                                                                                                                                              |                                                                                               | districts to the project areas as an exposure visit to gain insights on how to enhance convergence, and activate enforcement instruments and plan for rehabilitation programmes on child labour issues. Nearly 50 officers visited in August 2010.                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                       |
| At least 50% of all children in the age group 6-14 enrolled and retained in school in four mandals (Nandavaram, Gonegandla, Mantralayam, and Pedda Kadabur). | At least 50% of schools in the four mandals implement the quality package                     | Quality package was implemented in 180 schools out of the total 192 schools in the four mandals. Over 400 teachers were trained on quality education interventions. Nearly 120-100 teachers from RBCs were trained on transitional education strategies for successful enrolment of children from RBCs into schools.                          | Advocacy with teachers and education department on drop out definition was a major challenge. RTE provided opportunity in 2010 to modify the definition of drop out from 90 days to 30 days.<br><br>Teachers ownership on child participation practices in schools was a major challenge. Frequent transfers of teachers and filling up of teachers vacancies were a major challenge. |
|                                                                                                                                                              | School based campaign implemented in at least five elementary schools in each mandal          | Over 400 teachers were trained on child labour elimination issues and in involving children in implementing child rights in schools and in taking their support in child labour elimination in the villages.<br><br>Chid forums were established in 80 schools. Children were involved in community mobilization drives against child labour. |                                                                                                                                                                                                                                                                                                                                                                                       |
| At least 75% of out-of-school children in the four mandals are enrolled in schools                                                                           | Improved learning outcomes for all children and the achievement of minimum learning standards | Quality education interventions in the 180 schools (94%) were implemented. This resulted in the greater retention of children in schools besides enhancing the learning outcomes.<br><br>The furniture though has thrown up problem of space in some schools, certainly, the colourful furniture                                              |                                                                                                                                                                                                                                                                                                                                                                                       |



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|  |                                                                                                                                      | <p>became a special attraction in enhancing the large number of children into schools.</p> <p>Community awareness programmes, quality education programmes, capacity building of duty bearers, cotton farmers awareness programmes resulted in enrolling 9930 children into schools and transit education centres.</p>                                 |  |
|  | <p>School facilities upgraded and increased awareness among students about personal hygiene and environmental sanitation issues.</p> | <p>Through child clubs awareness on health, hygiene, sanitation, school vegetable gardens was enhanced. Special kalajatha programmes on hygiene and sanitation issues were organised in all the schools and in the village centre points.</p> <p>Model school bio-intensive gardens were developed in over 10 schools through child participation.</p> |  |



## Annexure I Terms of reference

### Objectives of the evaluation

- Objective 1** *Assess relevance of project design*
- a *To what extent does the project design address elimination of girl child labour in cotton seed?*
  - b *To what extent the project design complements Government policies and strategies? How did the project design take into account international norms and standards regarding child rights, particularly the Convention on the Rights of the Child and other international instruments (e.g. ILO Conventions)?*
  - c *To what extent are the project goals specific, measurable, attainable, relevant and time-bound?*
  - d *Have the strategies pursued enabled the project to meet its objectives?*
- Objective 2** *Assess the effectiveness of the project, and extent to which project objectives have been achieved*
- a *Did the project achieve the expected results? What were the products of the project? What outputs were generated?*
  - b *What are difficulties/constraints that the project has encountered over time?*
  - c *Has the work related to strengthening the quality of education in schools contributed to the achievement of project objectives?*
  - d *What have been the roles of UNICEF and other stakeholders in the project and how have these contributed to project outcomes?*
  - e *What is the contribution of the community mobilization process in achieving the project objectives in general and on ownership and participation of the community in particular?*
  - f *How effective is the convergence approach of the project and what is its impact on interdepartmental coordination and cooperation?*
  - g *Is there any evidence of positive change in children's lives?*
  - h *Has the project succeeded in addressing vulnerabilities of socially excluded groups( SC,ST and other backward castes) and to what extent*
- I.
- Objective 3** *Assess the Efficiency of the Project*
- a *Is there enough information concerning costs and project results so as to measure their efficiency? Are results satisfactory in view of the efforts deployed?*
  - b *Has the management of the project (human, financial and supply resources) been appropriate with regard to achieving the best results at the lowest cost?*
  - c *Was the project implementation in line with the UNICEF financial system?*
  - d *What are the reporting, monitoring and review mechanisms in place in the project and to what extent have they contributed in the project performance?*
  - e *To what extent has the partnership with Government enhanced the efficiency of the project?*
- Objective 4** *Assess the Sustainability of the Project*
- a *To what extent have activities and outputs been sustainable at their respective levels (communities, panchayat and mandal parishad)?*
  - b *What was the nature of partnership with the Government Departments at the district level? What has been the contribution of the Departments to the project?*
  - c *How has partnership with Government Agencies helped in operationalizing project interventions,?*
  - d *How relevant and effective has the project implementation modality been?*
  - e *Will these partnerships and modalities continue to function/remain relevant after the completion of the project?*

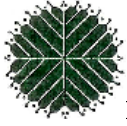


**Annexure II Research tools**

|                                                                                                                                                                                                                       |          |          |          |          |          |          |          |          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|
| IKEA- UNICEF Kurnool Project Phase I                                                                                                                                                                                  |          |          |          |          |          |          |          |          |
| <b>TOOL I VILLAGE LEVEL</b>                                                                                                                                                                                           |          |          |          |          |          |          |          |          |
| <b>Tool I.1.a Houselisting schedule</b>                                                                                                                                                                               |          |          |          |          |          |          |          |          |
| This is a tool for a quick listing of all households in a village. Inform the sarpanch of the study before starting the listing of households. Also explain to the members of the household the purpose of the study. |          |          |          |          |          |          |          |          |
| Name of Village, Mandal                                                                                                                                                                                               |          |          |          |          |          |          |          |          |
| Date of visit                                                                                                                                                                                                         |          |          |          |          |          |          |          |          |
| Name of key informant                                                                                                                                                                                                 |          |          |          |          |          |          |          |          |
| Name of investigators                                                                                                                                                                                                 |          |          |          |          |          |          |          |          |
| <b>KEY INFORMATION FOR SAMPLE SELECTION</b>                                                                                                                                                                           |          |          |          |          |          |          |          |          |
| Name of Head of HH                                                                                                                                                                                                    |          |          |          |          |          |          |          |          |
| Number of family members, by M/F                                                                                                                                                                                      | Male     | Female   |          |          |          |          |          |          |
| Is family female headed? (Yes:1 No:2)                                                                                                                                                                                 |          |          |          |          |          |          |          |          |
| Caste ( SC:1, ST:2, BC:3, Other:4)                                                                                                                                                                                    |          |          |          |          |          |          |          |          |
| Has family migrated on work in the last 1 year ( Yes:1, No:2)                                                                                                                                                         |          |          |          |          |          |          |          |          |
| Whether listed as a BPL family? ( Yes:1, No:2)                                                                                                                                                                        |          |          |          |          |          |          |          |          |
| Do you have a NREGA job card? (Yes:1 No:2)                                                                                                                                                                            |          |          |          |          |          |          |          |          |
| <b>No. of Adults in the family</b>                                                                                                                                                                                    | Person 1 | Person 2 | Person 4 | Person 5 | Person 6 | Person 7 | Person 8 | Person 9 |
| Gender                                                                                                                                                                                                                |          |          |          |          |          |          |          |          |
| Education level                                                                                                                                                                                                       |          |          |          |          |          |          |          |          |
| Occupation                                                                                                                                                                                                            |          |          |          |          |          |          |          |          |
| Age (estimate)                                                                                                                                                                                                        |          |          |          |          |          |          |          |          |
| <b>Children</b>                                                                                                                                                                                                       |          |          |          |          |          |          |          |          |
| Age                                                                                                                                                                                                                   |          |          |          |          |          |          |          |          |
| Gender                                                                                                                                                                                                                |          |          |          |          |          |          |          |          |
| Going to school, dropped out or never enrolled ( Going to school: 1, dropped out:2, never enrolled: 3)                                                                                                                |          |          |          |          |          |          |          |          |
| Any children working for wages / bondage etc. ( Yes:1 No:2)                                                                                                                                                           |          |          |          |          |          |          |          |          |
| Which school are the children going to? ( Government:1, private fee paying :2)                                                                                                                                        |          |          |          |          |          |          |          |          |
| Which class                                                                                                                                                                                                           |          |          |          |          |          |          |          |          |



| IKEA-UNICEF KURNOOL PHASE I PROJECT                               |                                                                                                                                                                                                                                                 |         |         |         |         |         |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|
| TOOL I VILLAGE LEVEL                                              |                                                                                                                                                                                                                                                 |         |         |         |         |         |
| TOOL I.1 HOUSEHOLD SURVEY (640 HOUSEHOLD SURVEY OVER 16 VILLAGES) |                                                                                                                                                                                                                                                 |         |         |         |         |         |
|                                                                   | Be polite and explain the purpose of the study. Please make it clear that this is not a government survey nor is it linked to any scheme. Be clear in communication. While one RA is asking the questions the other must note down the answers. |         |         |         |         |         |
| A                                                                 | Name of Village, Mandal                                                                                                                                                                                                                         |         |         |         |         |         |
| B                                                                 | Date                                                                                                                                                                                                                                            |         |         |         |         |         |
| C                                                                 | Name of key informant                                                                                                                                                                                                                           |         |         |         |         |         |
| D                                                                 | Name of investigators                                                                                                                                                                                                                           |         |         |         |         |         |
|                                                                   | <b>Profile of all the children of 6-14 years</b>                                                                                                                                                                                                | Child 1 | Child 2 | Child 3 | Child 4 | Child 5 |
| 1                                                                 | Name                                                                                                                                                                                                                                            |         |         |         |         |         |
| 2                                                                 | Gender                                                                                                                                                                                                                                          |         |         |         |         |         |
| 3                                                                 | Age                                                                                                                                                                                                                                             |         |         |         |         |         |
| 4                                                                 | Birth order                                                                                                                                                                                                                                     |         |         |         |         |         |
| 5                                                                 | Whether going to school (Yes: 1 No:2)                                                                                                                                                                                                           |         |         |         |         |         |
| 6                                                                 | Which class                                                                                                                                                                                                                                     |         |         |         |         |         |
| 7                                                                 | Which school (government: 1, private fee paying:2)                                                                                                                                                                                              |         |         |         |         |         |
| 8                                                                 | If not in school, never enrolled or dropped out (dropped out:1,never enrolled:2)                                                                                                                                                                |         |         |         |         |         |
| 9                                                                 | Reasons for above (give options after field testing, NHFS-3 reasons-- not interested :1, costs too much:2, Required for Houshold work:3, Required for outside work:4)                                                                           |         |         |         |         |         |
| 10                                                                | Has there been a break in studies Yes:1 No:2                                                                                                                                                                                                    |         |         |         |         |         |
| 11                                                                | If yes why                                                                                                                                                                                                                                      |         |         |         |         |         |
| 12                                                                | Has your child been sent to work outside the house (for wages) (Yes:1 No:2)                                                                                                                                                                     |         |         |         |         |         |
| 13                                                                | If yes, what kind of work?                                                                                                                                                                                                                      |         |         |         |         |         |
| 14                                                                | What wages did the child receive (daily, monthly or seasonal or no wages - short term bondage, in lieu of loan taken by parents)                                                                                                                |         |         |         |         |         |
| 15                                                                | Have any of your children worked in cotton seed farm in the last 3 years? (Yes:1 No:2)                                                                                                                                                          |         |         |         |         |         |
| 16                                                                | If yes, what was the duration?                                                                                                                                                                                                                  |         |         |         |         |         |
| 17                                                                | What wages did the child receive (daily, monthly or seasonal or no wages - short term bondage, in lieu of loan taken by parents)                                                                                                                |         |         |         |         |         |
| 18                                                                | Are any of your children currently employed in cotton seed farms? (Yes: 1 No:2)                                                                                                                                                                 |         |         |         |         |         |
| 19                                                                | If yes, where, when and what duration                                                                                                                                                                                                           |         |         |         |         |         |
| 20                                                                | If no, when did they stop                                                                                                                                                                                                                       |         |         |         |         |         |
| 21                                                                | Why did they stop                                                                                                                                                                                                                               |         |         |         |         |         |



|    |                                                                                                                                       |  |  |  |  |  |
|----|---------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | <b>FAMILY INFORMATION</b>                                                                                                             |  |  |  |  |  |
| 22 | Has the family migrated out for work in the last one year? (Yes:1 No:2)                                                               |  |  |  |  |  |
| 23 | If yes, did you take your children with you?                                                                                          |  |  |  |  |  |
| 24 | If no, did you migrate in the past - explore last 3-4 years                                                                           |  |  |  |  |  |
| 25 | What is the occupation of the adults in the family (male and female) ( Agricultural labour:1, work on own land:2, Any other: specify) |  |  |  |  |  |
| 26 | Are any adults (male or female) disabled or chronically ill requiring care at home                                                    |  |  |  |  |  |
| 27 | Have you noticed any difference in the functioning of the school (government) in the last 3 years? ( Yes:1 No                         |  |  |  |  |  |
| 28 | If yes, describe what changes have you noticed? (list options after field testing)                                                    |  |  |  |  |  |
|    | 1. More teachers                                                                                                                      |  |  |  |  |  |
|    | 2. Teachers regular                                                                                                                   |  |  |  |  |  |
|    | 3. Improved school building and facilities                                                                                            |  |  |  |  |  |
|    | 4. Children enjoy going to school                                                                                                     |  |  |  |  |  |
|    | 5. Children are learning                                                                                                              |  |  |  |  |  |
|    | 6. Any other                                                                                                                          |  |  |  |  |  |
| 29 | Are you a member of the school committee or any other committee? (Yes 1 No:2)                                                         |  |  |  |  |  |
| 30 | If yes, what committee? (list committees and check)                                                                                   |  |  |  |  |  |
| 31 | Are you aware of the Child Labour Prevention Team - (yes:1 , no:2)                                                                    |  |  |  |  |  |
| 32 | What does this committee do? List four / five options: (explore options during field testing and give them in the questionnaire)      |  |  |  |  |  |



| IKEA-UNICEF KURNOOL PROJECT PHASE I                                                                                                                                                                                                                                                                                                       |                                                                                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| TOOL I: VILLAGE LEVEL                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                               |  |
| Tool I. 2 FGD at community level - 1)Child Labour Prevention Team, 2)one women's group                                                                                                                                                                                                                                                    |                                                                                                                                                               |  |
| a)FGD with CLPT_ Check with the HM at the school or sarpanch who the CLPT members are. Contact and fix a time for the meeting. b) Oraganiise a meeting the local women's group. The group should consist of about 10-15 women                                                                                                             |                                                                                                                                                               |  |
| This FGD will take about 45-60 mins. At the beginning of the meeting explain the purpose of the discussion. Do not prompt and give time for the participants to respond. If there is no response to one question move onto the next. While one RA is asking the questions and facilitating the discussion the other RA should take notes. |                                                                                                                                                               |  |
| 1                                                                                                                                                                                                                                                                                                                                         | What is the situation with respect to children's education in your village - are all children ( Boys and girls) in 6-14 years attending school now?           |  |
| 2                                                                                                                                                                                                                                                                                                                                         | What was the situation 4 years ago?                                                                                                                           |  |
| 3                                                                                                                                                                                                                                                                                                                                         | Has there been any change in way the school functions? Explore regularity, enrolment, regular attendance,                                                     |  |
| 4                                                                                                                                                                                                                                                                                                                                         | In what way has the school has changed - explore in particular efforts to eliminate child labour in the area.                                                 |  |
| 5                                                                                                                                                                                                                                                                                                                                         | Do you particpate or attend meetings in the school - explore role of CLPT, VEC or any other school committee. In particular their roles and responsibilities. |  |
| 6                                                                                                                                                                                                                                                                                                                                         | What are the different kinds of work that children in your village do?                                                                                        |  |
| 7                                                                                                                                                                                                                                                                                                                                         | Has the cotton seed sector had any impact on children attending school? Explore impact on girls education                                                     |  |
| 8                                                                                                                                                                                                                                                                                                                                         | Are girls employed for manual pollination in cotton seed farms?                                                                                               |  |
| 9                                                                                                                                                                                                                                                                                                                                         | Who are the girls who are employed and for what what duration and season?                                                                                     |  |
| 10                                                                                                                                                                                                                                                                                                                                        | Have you noticed a fall in attendance of girls in your school?                                                                                                |  |
| 11                                                                                                                                                                                                                                                                                                                                        | If yes, please give details.                                                                                                                                  |  |
| 12                                                                                                                                                                                                                                                                                                                                        | Has there been any special effort by the government to address the issue of girl child labour?                                                                |  |
| 13                                                                                                                                                                                                                                                                                                                                        | Have you as CLPT or women's group made any efforts to address girl child labour?                                                                              |  |
| 14                                                                                                                                                                                                                                                                                                                                        | Do you have any ideas on eliminating the the problem of child labour?                                                                                         |  |



|                                                                                                                                                                                                                                                                                                                                                   |    |                                                                                                                                                                               |  |  |  |  |  |
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| IKEA-UNICEF KURNOOL PROJECT PHASE I                                                                                                                                                                                                                                                                                                               |    |                                                                                                                                                                               |  |  |  |  |  |
| <b>TOOL I: VILLAGE LEVEL</b>                                                                                                                                                                                                                                                                                                                      |    |                                                                                                                                                                               |  |  |  |  |  |
| <b>Tool I: 3 FDG with adolescent girls (out of school) and Balika Sangha (in school)</b>                                                                                                                                                                                                                                                          |    |                                                                                                                                                                               |  |  |  |  |  |
| Get the Balika Sangha members and other out of school adolescent girls together at a time convenient to them This FGD will take about 45-60 mins. At the beginning of the meeting explain the purpose of the discussion. Do not prompt and give time for the participants to respond. If there is no response to one question move onto the next. |    |                                                                                                                                                                               |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                   | 1  | How many of you in this group are attending school? Raise your hands.                                                                                                         |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                   | 2  | For how long have you been in this school? Cluster the girls by number of years in the school and make a note. If they have come from another school or village make a note.. |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                   | 3  | What do you like best about your school?                                                                                                                                      |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                   | 4  | Have you noticed any change in the way your school functions in the last 3-4 years?                                                                                           |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                   | 5  | If yes, what are the changes - list them.                                                                                                                                     |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                   | 6  | How many of you have been absent from school for more than one week at a stretch (since school reopened this year).                                                           |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                   | 7  | Explore reasons of long absence.                                                                                                                                              |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                   | 8  | How many girls have dropped out of school - raise hands?                                                                                                                      |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                   | 9  | Explore reasons for drop out through activities or role play.                                                                                                                 |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                   | 10 | Map the girls life from 6 am to 8 pm - in the form of a game. This will help us ascertain how many of the school going girls also work before or after school.                |  |  |  |  |  |



|    |                                                                                                                |  |
|----|----------------------------------------------------------------------------------------------------------------|--|
| 11 | Is there a difference between the kinds of work girls do and boys do. If yes, what is the difference?          |  |
| 12 | Has the cotton seed sector have any impact on children attending school?                                       |  |
| 13 | Are girls employed for manual pollination in cotton seed farms?                                                |  |
| 14 | Who are the girls who are employed and for what what duration and season?                                      |  |
| 15 | Are some of them school going girls who go to work during the season?                                          |  |
| 16 | If yes, please give details.                                                                                   |  |
| 17 | Has there been any special effort in your village to prevent girl child labour?                                |  |
| 18 | Tell us about the Balika Sangha. What does the BS do - list the activities that you did over the past 6 months |  |
| 19 | Have the Balika Sangha or CLPT or women's group made any efforts to address girl child labour?                 |  |
| 20 | Has the project made a difference in the lives of girls - can you narrate any specific stories / experiences?  |  |



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| Ikea-Unicef Kurnool Project Phase I                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                         |  |
| <b>TOOL II: SCHOOL LEVEL</b>                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                         |  |
| <b>Tool II.1 SEMI STRUCTURED INTERVIEW WITH TEACHERS IN THE 8 SAMPLE SCHOOLS</b>                                                                                                                                                                                                                                                                                                                  |                                                                                                                         |  |
| <b>Interview the HEAD TEACHER AND 1 CLASS 5 TEACHER</b>                                                                                                                                                                                                                                                                                                                                           |                                                                                                                         |  |
| <p>After introducing yourself, explain the purpose of the project. Find out a convenient time for the interview. The duration of the interview would be between 30-45 mins. Assure that strict confidentiality will be maintained and that teacher names will not figure in the report. Be polite and do not prompt for answers. If there is no response to a question move onto the next one</p> |                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   | Name of Investigator and date of school visit                                                                           |  |
| 1                                                                                                                                                                                                                                                                                                                                                                                                 | Name of village and mandal                                                                                              |  |
| 2                                                                                                                                                                                                                                                                                                                                                                                                 | Name of school                                                                                                          |  |
| 3                                                                                                                                                                                                                                                                                                                                                                                                 | Name of teacher / head teacher                                                                                          |  |
| 4                                                                                                                                                                                                                                                                                                                                                                                                 | Gender M/F                                                                                                              |  |
| 5                                                                                                                                                                                                                                                                                                                                                                                                 | Age (rough estimate)                                                                                                    |  |
| 6                                                                                                                                                                                                                                                                                                                                                                                                 | Number of years in this school                                                                                          |  |
| 7                                                                                                                                                                                                                                                                                                                                                                                                 | Classes teaching                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Quality package related:</b>                                                                                         |  |
| 8                                                                                                                                                                                                                                                                                                                                                                                                 | Have you heard of the quality package? Is it being implemented in your school?                                          |  |
| 9                                                                                                                                                                                                                                                                                                                                                                                                 | What are the elements of the quality package? Note the list as mentioned                                                |  |
| 10                                                                                                                                                                                                                                                                                                                                                                                                | What are the child friendly elements (infrastructure, furniture, toilets, water, TLM) being implemented in your school? |  |
| 11                                                                                                                                                                                                                                                                                                                                                                                                | Is the sneha bala curriculum being used in your school?                                                                 |  |
| 12                                                                                                                                                                                                                                                                                                                                                                                                | If yes, what is it and how is it different from the older curriculum?                                                   |  |
| 13                                                                                                                                                                                                                                                                                                                                                                                                | How many teachers in your school have received training in activity based learning and multi grade teaching?            |  |
| 14                                                                                                                                                                                                                                                                                                                                                                                                | How many training programmes have been organised for teachers of your school since 2007?                                |  |
| 15                                                                                                                                                                                                                                                                                                                                                                                                | What were the topics / activities covered in the training?                                                              |  |
| 16                                                                                                                                                                                                                                                                                                                                                                                                | Have the teachers been trained on child labour issues?                                                                  |  |



|    |                                                                                                                           |  |
|----|---------------------------------------------------------------------------------------------------------------------------|--|
| 17 | In what way was the training useful? In particular explore with respect to learning of children, retention in school...   |  |
| 18 | From June 2010 - how many times has the Cluster coordinator and MRP visited your school?                                  |  |
| 19 | What does the Cluster coordinator and MRP do when they come to the school?                                                |  |
| 20 | Is the project approach in alignment with Sarva Shiksha Abhiyan?                                                          |  |
| 21 | If yes, how, explain.                                                                                                     |  |
| 21 | If no, why and explain?                                                                                                   |  |
| 22 | Has quality improvement directly impacted on retaining children in school and removal of children from work               |  |
|    | <b>Child labour related:</b>                                                                                              |  |
| 23 | How many child workers were identified in the village in 2006-07 to 2010 and how many of them have now been mainstreamed? |  |
| 24 | How many of them are now in upper primary (classes 6-8) or higher?                                                        |  |
| 25 | How many dropped out again and went back to work?                                                                         |  |
| 26 | Have you noticed long absenteeism among children - explore girls and boys separately.                                     |  |
| 27 | What are the reasons for long absence - explore reasons for girls and boys separately?                                    |  |
| 28 | Have you provided any support for former child workers who are now in school, especially older children?                  |  |
| 29 | If, yes, please describe what kind of support you provided?                                                               |  |
| 30 | Are learning needs of working children different from those who regularly attend school?                                  |  |
| 31 | What did you do to enable the children who come back after long absence to catch up missed lessons.                       |  |
| 32 | What more needs to be done to ensure all children of 6-14 years attend school and learn                                   |  |
| 33 | Are there new forms of child labour emerging in your village?                                                             |  |
| 34 | Do girls still work in cotton seed farms?                                                                                 |  |
| 35 | Is it regular or seasonal - explore type and seasonality.                                                                 |  |
|    | <b>School management, CLPT and other committees related:</b>                                                              |  |



|    |                                                                                                               |  |
|----|---------------------------------------------------------------------------------------------------------------|--|
| 36 | In what way has the school management changed to address and eliminate child labour in your area?             |  |
| 37 | Is there a CLPT in your village?                                                                              |  |
| 38 | If yes, what do they do, list their roles and responsibilities.                                               |  |
| 39 | Can you describe the work done by CLPT since June 2010?                                                       |  |
|    | <b>Reporting and monitoring:</b>                                                                              |  |
| 40 | What are the reporting, monitoring and review mechanisms in place?                                            |  |
| 41 | What data / information do you provide to the government (MEO)?                                               |  |
| 42 | What is the frequency?                                                                                        |  |
| 43 | Do you test the learning outcomes of children?                                                                |  |
| 44 | What is the method - explore if it is continuous / comprehensive or one time or periodic?                     |  |
| 45 | How are the test results used? Can you give some examples of what happens after assessment of learning levels |  |
| 46 | What according to you are the gaps and challenges you face                                                    |  |



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| IKEA-Unicef Kurnool Project Phase I                                                                                                                                                                                                                                                                                                                  |
| <b>Tool II: School Level</b>                                                                                                                                                                                                                                                                                                                         |
| Name of school and village                                                                                                                                                                                                                                                                                                                           |
| Name of Investigator and date of visit                                                                                                                                                                                                                                                                                                               |
| <b>Tool II.2 Classroom/ school Observation Checklist</b>                                                                                                                                                                                                                                                                                             |
| Get permission from the HM to do classroom observation and then inform the concerned teacher. A complete class period is to be observed. Class I and 2 are to be observed. Find a convenient place before the class starts. Sit quietly and make notes. Do not interact with the teacher and the children. Do not leave in the middle of the period. |
| <b>Classroom Observation of classes 1 &amp; 2 Checklist</b>                                                                                                                                                                                                                                                                                          |
| Observe where teacher sits, keeps TLM and other materials                                                                                                                                                                                                                                                                                            |
| Where is the TLM kept, do children have easy access? Is there a learning corner?                                                                                                                                                                                                                                                                     |
| How children are sitting – are they sitting in small groups or in rows, are boys and girls sitting separately? Are any children sitting a little away from the rest (segregated or disinterested).                                                                                                                                                   |
| Describe how the teacher teaches and interacts with children.                                                                                                                                                                                                                                                                                        |
| Whom does the teacher communicate with – asking questions etc. Her / his eye contact with children (all, few – if so who and their characteristics). Who is chosen for activities, to come to the board, recite a poem or rhyme etc.                                                                                                                 |
| Whom does the teacher pass over?                                                                                                                                                                                                                                                                                                                     |
| Cleanliness of the classroom – and if you get to the school early enough – check who cleans the classroom.                                                                                                                                                                                                                                           |
| Drinking water – where is it kept, children’s access (explore lack of access to some children? Do some children run out to a hand pump and drink water while others use the pot in the school?)                                                                                                                                                      |
| <b>General about the school</b>                                                                                                                                                                                                                                                                                                                      |
| School infrastructure – describe (Pucca, kucha, state of the building – take a photograph <u>with permission</u> – this will be used for analysis and <u>will not be otherwise publicised</u> ); Is there any child friendly furniture in the classroom - if yes describe and take a picture., see if all children have school books                 |
| Mid day meal – when it is served, what is the distribution / sitting arrangements. Utensils – do children bring their own plates, do some children bring their plates? If so who. Are some children not eating? Explore reasons for this                                                                                                             |



|   |                                                                                                                                         |
|---|-----------------------------------------------------------------------------------------------------------------------------------------|
|   | <b>IKEA-Unicef Kurnool project Phase I</b>                                                                                              |
|   | <b>Tool II School level</b>                                                                                                             |
|   | <b>Tool II.3 Group activity with children of classes IV/V to explore issues of work and schooling</b>                                   |
|   | Name of school and village                                                                                                              |
|   | Name of investigator and date of visit                                                                                                  |
|   | Get permission of the HM to interact with children of classes 4 and 5 together. The time can be decided in consultation with the HM.    |
|   | <b>COLLECT CHILDREN OF CLASSES 4 AND 5 TOGETHER</b>                                                                                     |
|   | <b>EXPLORE THE FOLLOWING THROUGH ACTIVITIES: ( The activities and exercises will be decided in consultation with the research team)</b> |
| 1 | <b>Kinds of work children do</b>                                                                                                        |
|   | Is it regular whole day, regular or some time of the day or seasonal (for specific time like cotton seed pollination)                   |
|   | Wages the children receive                                                                                                              |
|   | Have any children been pulled out of work and brought back into school?                                                                 |
|   | Have any children dropped out and gone back to work?                                                                                    |
|   | Tell us about Balika Sangha - what does it do? What have they done in the last few months?                                              |
|   | Are there any other activities that the school organises for children?                                                                  |
| 2 | <b>The school</b>                                                                                                                       |
|   | What is it that they like best in their school? Act it out or draw it... explore this through game or activity.                         |
|   | What are the three things that they do not like about the school?                                                                       |
|   | The teaching and learning material they have                                                                                            |
|   | Play act one class - maths and one for language                                                                                         |
|   | Testing / exams - does it happen every month, once a year or a few times a year                                                         |
|   | What is your idea of a good school?                                                                                                     |

**Tool II.4 TESTING OF CHILDREN CLASSES III AND V**  
Used ASER 2010 testing tools for Telugu, Math and English



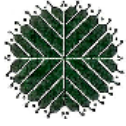
| Ikea Unicef Kurnool Project Phase I                         |                                                                                                       |                         |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------|
| Tool III : Semi structured interviews with Key Informants   |                                                                                                       |                         |
| SEMI STRUCTURED (KEY INFORMANT) INTERVIEWS                  |                                                                                                       |                         |
|                                                             | Government officials at state, district and mandal levels                                             |                         |
|                                                             | UNICEF staff at state, district / project levels                                                      |                         |
| A                                                           | Name of Key Informant                                                                                 | Name of the interviewer |
| B                                                           | Location (Hyderabad, Kurnool, Mandal HQ)                                                              | Date                    |
| C                                                           | Post and responsibility vis-à-vis this project                                                        | Time taken              |
| D                                                           | Holding position since                                                                                |                         |
| F                                                           | Gender                                                                                                |                         |
| I RELEVANCE OF PROJECT DESIGN                               |                                                                                                       |                         |
| 1 Have strategies enabled achievement of project objectives |                                                                                                       |                         |
| a                                                           | How were project objectives determined?                                                               |                         |
| b                                                           | What was the process of determining them?                                                             |                         |
| c                                                           | Did you map different forms of child labour prevalent in Kurnool?                                     |                         |
| d                                                           | If yes, what were the findings?                                                                       |                         |
| e                                                           | What was the situation with respect to boys in 6-14 years in 2005-06                                  |                         |
| f                                                           | What was the situation with respect to girls in 6-14 years in 2005-06                                 |                         |
| g                                                           | Was there a difference between boys and girls                                                         |                         |
| h                                                           | What was the extent of full time child labour?                                                        |                         |
| l                                                           | What are the operations / task that children were involved in, in particular girls                    |                         |
| I                                                           | Was there any part-time / seasonal child labour in the district?                                      |                         |
| j                                                           | Did the mapping find anything specific to the cotton seed sector?                                     |                         |
| k                                                           | If yes, what did you find in 2005-06                                                                  |                         |
| m                                                           | Were there any projects or other initiatives in the district to address child labour issues           |                         |
| n                                                           | <i>What lessons / learning did the project draw from state wide efforts to eliminate child labour</i> |                         |
| o                                                           | Can you re-state / recapture the project objectives                                                   |                         |
| p                                                           | What strategies were employed to specifically achieve project objectives                              |                         |
| q                                                           | Do you think that the strategy has enabled you to achieve project objectives?                         |                         |
| r                                                           | If yes, how                                                                                           |                         |
| s                                                           | If no, why                                                                                            |                         |



|          |                                                                                                                                                                                  |  |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| t        | Were there any changes in project strategy between Phase I and in Phase II.                                                                                                      |  |
| u        | If yes, what were the main changes?                                                                                                                                              |  |
| <b>2</b> | <b>Specific and measurable project goals - possibility of achieving them</b>                                                                                                     |  |
| a        | What indicators do you use to measure the project goals?                                                                                                                         |  |
| b        | How many children (boys and girls) have been withdrawn from work and enrolled in school since 2006. (Refer to project goal 75% of 22,570 out of school children in 104 villages) |  |
| c        | How many schools in project area implement the quality package - if yes what is the quality package being implemented? Cross check the following:                                |  |
| d        | Do all the project schools have adequate number of teachers                                                                                                                      |  |
| e        | Do all the project schools have complete set of essential teaching-learning material                                                                                             |  |
| f        | Do all the project schools have child friendly furniture, environment and facilities (as per project norms)                                                                      |  |
| g        | Is the community active in all project schools in monitoring and support the schools                                                                                             |  |
| h        | Teachers receive 9 on-site visit per year, attend monthly CRC meetings? If yes, ask them to elaborate and if no ask why.                                                         |  |
| I        | Did all teachers in project area receive training in activity based learning and multi-grade teaching? If no, how many are left and why?                                         |  |
| j        | How many child workers did you identify in 2006-07 and how many of them have now been mainstreamed into formal schools                                                           |  |
| k        | How many of them are now in upper primary (classes 6-8) or higher?                                                                                                               |  |
| l        | How many dropped out again and went back to work?                                                                                                                                |  |
| m        | What activities did you do in order to sensitise teachers on child labour issues? List them by year.                                                                             |  |
| n        | What more needs to be done to ensure all children of 6-14 years attend school and learn                                                                                          |  |
| <b>3</b> | <b>What extent does project enable elimination of girl child labour in cotton seed industry</b>                                                                                  |  |
| a        | Has the cotton seed sector have any impact on children attending school regularly?                                                                                               |  |
| d        | Has there been any special effort by the government to address the issue of girl child labour in cotton seed sector?                                                             |  |
| e        | To what extent has the approach (bridge courses, balika sangha, quality package) been effective in eliminating girl child labour? Please give examples                           |  |
| f        | If yes, how                                                                                                                                                                      |  |



|            |                                                                                                                |                                                                                                       |
|------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| g          | If no, why?                                                                                                    |                                                                                                       |
| <b>4</b>   | <b>Complement government policies and strategies</b>                                                           |                                                                                                       |
| a          | Is the approach in alignment with Sarva Shiksha Abhiyan?                                                       |                                                                                                       |
| b          | If yes, how, explain.                                                                                          |                                                                                                       |
| c          | If no, why and explain?                                                                                        |                                                                                                       |
| d          | Are you aware of any other programmes or policies to prevent child labour and girl child labour in particular? |                                                                                                       |
| e          | Is this approach in sync with it?                                                                              |                                                                                                       |
| <b>4</b>   | <b>Adherence to international norms and standards of CRC and ILO</b>                                           |                                                                                                       |
| <b>II</b>  | <b>EFFECTIVENESS AND EXTENT TO WHICH PROJECT OBJECTIVES HAVE BEEN ACHIEVED</b>                                 |                                                                                                       |
|            | Have expected outcomes realised?                                                                               |                                                                                                       |
|            | What are the products (TLM, training modules) of the project                                                   |                                                                                                       |
|            | What outputs were generated (with respect to child labour, numbers of children, schools and teachers)          |                                                                                                       |
|            | Difficulties and constraints encountered over time?                                                            |                                                                                                       |
|            | Has quality improvement directly impacted on retaining children in school and removal of children from work    |                                                                                                       |
|            | <b>What are the different roles of stakeholders:</b>                                                           |                                                                                                       |
|            | (a) UNICEF                                                                                                     |                                                                                                       |
|            | (b) SSA, District Admin                                                                                        |                                                                                                       |
|            | <b>Effectiveness of community participation in:</b>                                                            |                                                                                                       |
|            | (a) Achieving project objectives                                                                               |                                                                                                       |
|            | (b) Increased ownership of processes and goals                                                                 |                                                                                                       |
|            | Impact on interdepartment coordination and convergence.                                                        |                                                                                                       |
|            | Evidence of positive change in children's lives                                                                |                                                                                                       |
|            | Ability to address socially excluded / vulnerable groups - SC, ST and OBC (including Muslim)                   |                                                                                                       |
| <b>III</b> | <b>Assess efficiency of the project</b>                                                                        | This will be assessed and inferred by ERU based on secondary data and the feedback from the fieldwork |
|            | Project costs and project results - per capita expenditure calculated to measure efficiency                    |                                                                                                       |
|            | (a) Project budget and expenditure - year-wise                                                                 |                                                                                                       |



|           |                                                                                                                                                                                     |                                                                                                       |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|           | (b) Number of children reached out through quality package and removed from work and mainstreamed in school                                                                         |                                                                                                       |
|           | (c) Per capita expenditure for this project (total number of children reached) - is it a reasonable assessment?                                                                     |                                                                                                       |
|           | (d) Number of teachers reached and trained                                                                                                                                          |                                                                                                       |
|           | Is human resources and project management appropriate with respect to achieving best result at lowest cost?                                                                         |                                                                                                       |
|           | (a) How many project personnel - dedicated to implementing this project at state and district levels?                                                                               |                                                                                                       |
|           | (b) How many government functionaries are actively engaged (hold direct responsibility for project implementation) at the school, mandal, district and state levels of the project? |                                                                                                       |
|           | (c) Given the above data and organogram, assess effectiveness and efficiency.                                                                                                       |                                                                                                       |
|           | Was project reporting in line with UNICEF financial system?                                                                                                                         |                                                                                                       |
|           | What are the reporting, monitoring and review mechanisms in place?                                                                                                                  |                                                                                                       |
|           | To what extent have they contributed to project performance?                                                                                                                        |                                                                                                       |
|           | To what extent has partnership with government enhanced efficiency of project?                                                                                                      |                                                                                                       |
| <b>IV</b> | <b>Assess sustainability of the project</b>                                                                                                                                         | This will be assessed and inferred by ERU based on secondary data and the feedback from the fieldwork |
|           | Sustainability of community, panchayat, mandal level forums, activities and output                                                                                                  |                                                                                                       |
|           | Relationship of project with government departments                                                                                                                                 |                                                                                                       |
|           | Contribution of government departments to the project                                                                                                                               |                                                                                                       |
|           | How has government-project partnership help operationalise project intervention                                                                                                     |                                                                                                       |
|           | Relevance and effectiveness of project implementation modality                                                                                                                      |                                                                                                       |
|           | Will the modalities continue after completion of the project.                                                                                                                       |                                                                                                       |
|           |                                                                                                                                                                                     |                                                                                                       |



| Tool III SEMI STRUCTURED (KEY INFORMANT) INTERVIEWS |                                                                                                                                                                                                                                                        |                                          |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
|                                                     | Group interviews (semi-structured) with Mandal level officials / school teachers who have worked in the project area for the first 3 years of the project. Some of them may have been involved in the development of the programme strategies as well. |                                          |
| 1                                                   | What was the situation with respect to girls and boys in 6-14 years in 2005-06 in Kurnool district and Adoni division in particular                                                                                                                    |                                          |
| 2                                                   | Was there a difference between boys and girls                                                                                                                                                                                                          |                                          |
| 3                                                   | What was the extent of full time child labour?                                                                                                                                                                                                         |                                          |
| 4                                                   | Was there any part-time / seasonal child labour in the district?                                                                                                                                                                                       |                                          |
| 5                                                   | Did you find anything specific to the cotton seed sector?                                                                                                                                                                                              |                                          |
| 6                                                   | If yes, what did you find?                                                                                                                                                                                                                             |                                          |
| 7                                                   | What indicators do you use to measure the project goals? (read out project goals or keep chart of project goals)                                                                                                                                       |                                          |
| 8                                                   | Have you heard of the quality package? If yes, can you tell us what are the components of the package? Which of the components were implemented in the project area?                                                                                   |                                          |
| 9                                                   | What are your views on the quality package? Has it made a difference on the ground in the school - with respect to learning, children's interest and regularity?                                                                                       |                                          |
| 10                                                  | What activities were initiated to sensitise teachers on child labour issues? List them.                                                                                                                                                                |                                          |
| 11                                                  | What is the role of the CLPT and other community level bodies to prevent child labour?                                                                                                                                                                 |                                          |
| 12                                                  | What have been the achievements of the project in the 4 Mandals?                                                                                                                                                                                       |                                          |
| 13                                                  | What are the challenges and gaps?                                                                                                                                                                                                                      |                                          |
| 14                                                  | What more needs to be done to ensure all children of 6-14 years attend school and learn                                                                                                                                                                |                                          |
|                                                     |                                                                                                                                                                                                                                                        |                                          |
|                                                     | <b>Tool III Group interaction with Cluster Coordinatots</b>                                                                                                                                                                                            |                                          |
| 1                                                   | <b>Profile</b>                                                                                                                                                                                                                                         | Association with the Project             |
|                                                     |                                                                                                                                                                                                                                                        | Trainings received                       |
| 2                                                   | <b>Roles and responsibilities</b>                                                                                                                                                                                                                      | What is the major focus of their work    |
|                                                     |                                                                                                                                                                                                                                                        | Frequency field visits                   |
|                                                     |                                                                                                                                                                                                                                                        | Recount a recent visit to the village    |
|                                                     |                                                                                                                                                                                                                                                        | What are the reports they have to submit |



|   |                                                                 |                                                                                                      |
|---|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
|   |                                                                 | Own assessment of the CLPT                                                                           |
|   |                                                                 | Describe the ways of working with the Balika Sangha                                                  |
|   |                                                                 | How is monitoring being done of the programme and of their work                                      |
|   |                                                                 | Describe the nature of interactions at the school level                                              |
| 3 | <b>How would you rate the functioning of:</b>                   | CLPT in terms of participation,regularity, independent decision making, community level interactions |
|   |                                                                 | Functioning of the Balika Sangha                                                                     |
|   |                                                                 | Status of child labour, especially girl child labour in their villages                               |
|   |                                                                 | Views on implementation of the snehabala curriculum                                                  |
|   |                                                                 | Implementation of the quality package                                                                |
| 4 | <b>What are the major gaps? Any suggestions to bridge them?</b> |                                                                                                      |

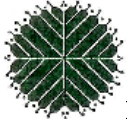
| <b>Tool III Group interaction with Cluster Coordinatots</b> |                                               |                                                                                                      |
|-------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------|
| 1                                                           | <b>Profile</b>                                | Association with the Project                                                                         |
|                                                             |                                               | Trainings received                                                                                   |
| 2                                                           | <b>Roles and responsibilities</b>             | What is the major focus of their work                                                                |
|                                                             |                                               | Frequency field visits                                                                               |
|                                                             |                                               | Recount a recent visit to the village                                                                |
|                                                             |                                               | What are the reports they have to submit                                                             |
|                                                             |                                               | Own assessment of the CLPT                                                                           |
|                                                             |                                               | Describe the ways of working with the Balika Sangha                                                  |
|                                                             |                                               | How is monitoring being done of the programme and of their work                                      |
|                                                             |                                               | Describe the nature of interactions at the school level                                              |
| 3                                                           | <b>How would you rate the functioning of:</b> | CLPT in terms of participation,regularity, independent decision making, community level interactions |
|                                                             |                                               | Functioning of the Balika Sangha                                                                     |



|   |                                                                 |                                                                        |
|---|-----------------------------------------------------------------|------------------------------------------------------------------------|
|   |                                                                 | Status of child labour, especially girl child labour in their villages |
|   |                                                                 | Views on implementation of the snehabala curriculum                    |
|   |                                                                 | Implementation of the quality package                                  |
| 4 | <b>What are the major gaps? Any suggestions to bridge them?</b> |                                                                        |

**Annexure 4 List of Key informants**

|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Kurnool District Officials</b>                                    | <ol style="list-style-type: none"> <li>1. Project Director, DW &amp; CDA, Kurnool District</li> <li>2. Joint Commissioner &amp; Asst. Commissioner of Labour, Kurnool District</li> <li>3. Project Director, MEPMA (Mission for Elimination of Poverty in Municipal Areas)/ Formerly, Project Officer, SSA, Kurnool District (Feb 2007-Jul 2008)</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>UNICEF</b>                                                        | <ol style="list-style-type: none"> <li>4. Janardhan Project Coordinator</li> <li>5. Prasad Murty Project Manager</li> <li>6. Sudha Murali, UNICEF, Delhi</li> <li>7. MuraliKrishna, UNICEF, Hyderabad</li> <li>8. Sony Kutty, UNICEF, Hyderabad</li> <li>9. Aarti Saihjee, UNICEF, Hyderabad</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>State level Officials</b>                                         | <ol style="list-style-type: none"> <li>10. Mr. Rafat IAS SPD SSA, AP</li> <li>11. Mr. Madhusudhan, Planning and Monitoring Manager, SSA AP</li> <li>12. Mr.D.Srinivas IAS, Principal Secretary, Labour</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Mandal Education Officers ( Group interaction</b>                 | <ol style="list-style-type: none"> <li>13. P Nagabhushanam, Mantralayam</li> <li>14. N J Alivar Nandavaram Mandal</li> <li>15. P Lakshmana Rao Peddakaduburu Mandal</li> <li>16. K Eranna Kosigi Mandal</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Head Masters and Mandal Resource persons ( Group interaction)</b> | <ol style="list-style-type: none"> <li>17. D Jagannadham PS HM, Chinnakaduburu</li> <li>18. M Ramamohan PS HM, Muchigiri</li> <li>19. M C Urukudu MRP Peddakaduburu</li> <li>20. M Ravindra Reddy MRP, Peddakaduburu</li> <li>21. P V Raghavan MRP, Peddakaduburu</li> <li>22. P Nagabhushanam MRP, Mantralayam</li> <li>23. G Lakshmana PS Headmaster, Jalawadi</li> <li>24. B Venkateswarlu MRP, Gonegandla</li> <li>25. P Panduranganna MRP, Gonegandla</li> <li>26. U P Narasimhulu PS Mr, MPPS, Sugur</li> <li>27. P Venkateswarlu MRP, Nandavaram</li> <li>28. A Narayana Reddy MRP, Nandavaram</li> <li>29. G Nagaraju PS HM , B Agraharam</li> <li>30. K Rangaswamy SGT UPS N Kairawadi</li> <li>31. H Prabhudas PS Headmaster, MPPS, Nandavaram</li> <li>32. U Veeresu PS Headmaster, Singarajahalli</li> </ol> |



|                                                  |                                                    |
|--------------------------------------------------|----------------------------------------------------|
|                                                  | 33. K Suprasad PS Headmaster,<br>Doddimekhala      |
|                                                  | 34. K Nagaraju School Assistant (ZPHS, Mantralayam |
|                                                  | 35. K Krishna SGT, MPPS (AA),<br>Nandavaram        |
|                                                  | 36. S S Premkumar SA, ZPHS,<br>Kadivella           |
| <b>Cluster coordinators ( group interaction)</b> | 37. P K Venkateswamma                              |
|                                                  | 38. S Esther Rama                                  |
|                                                  | 39. Tippamma                                       |
|                                                  | 40. M Soujanya                                     |
|                                                  | 41. P B Damakshi                                   |
|                                                  | 42. M Nagaratnamma                                 |
|                                                  | 43. Swarnalatha                                    |
|                                                  | 44. Laxmiprasanna                                  |
|                                                  | 45. V C Ranganna                                   |
|                                                  | 46. S Sharmila                                     |
|                                                  | 47. B Karunakar                                    |
|                                                  | 48. Ravi                                           |
|                                                  | 49. P Krishna Murthy                               |
|                                                  | 50. O Srinivasulu                                  |
|                                                  | 51. A Md. Rafi                                     |
|                                                  | 52. Fatima                                         |
|                                                  | 53. K Praveenalatha                                |
|                                                  | 54. A Sreedevi                                     |
|                                                  | 55. Hanumantha Naik                                |