



STRIVE

Tackling the structural drivers of HIV



Sabala

Project Implementation Design





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Karnataka Health Promotion Trust
October 2013



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We thank Priya Pillai for copy editing and coordinating the production of this document.

Cover photo : Yellamma Peerappa Chalvadi, IXth grade, Government High School Tangadagi, Bijapur

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Publisher : Karnataka Health Promotion Trust,
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Support

This implementation has been supported by STRIVE, the World Bank, and the Government of Karnataka. The plan was prepared with support from STRIVE and funded by UK Aid from the Department for International Development (DFID). STRIVE is a DFID-funded research consortium based at the London School of Hygiene and Tropical Medicine, with partners in India, Tanzania, and South Africa, investigating and addressing the structural forces—in particular, stigma, gender-based violence, poverty, and drinking norms—that combine in various ways to amplify vulnerability to HIV transmission and to undermine prevention.

The views expressed herein are those of the author and do not reflect the official policy or position of UK Department for International Development, the World Bank, or the Government of Karnataka



ABBREVIATIONS

AG	Adolescent Girls	MHRD	Ministry of Human Resource Development
AGP	Adolescent Girls Project		
AIDS	Acquired Immunodeficiency Syndrome	NFHS	National Family Health Survey
ANC	Antenatal Clinic	NRHM	National Rural Health Mission
AY	Academic Year	OOSC	Out of School Children
CCL	Centre for Child and the Law	ORW	Outreach worker
CSR	Child Sex Ratio	PIP	Program Implementation Plan
DLHS	District Level Household and Facility Survey	PP	Parivartan Plus
FSW	Female Sex Worker	PRI	Panchayat Raj Institution
GER	Gross Enrollment Ratio	RTE	Right to Education (Act) (also known as The Right of Children to Free and Compulsory Education Act)
GOI	Government of India		
GOK	Government of Karnataka	SC	Scheduled Caste
HDR	Human Development Report	SDMC	School Development and Monitoring Committee
HIV	Human Immunodeficiency Virus	SSA	Sarva Shiksha Abhiyan
HM	Headmaster or Headmistress	ST	Scheduled Tribe
ICHAP	India-Canada Collaborative HIV/AIDS Project	STRIVE	Structural Drivers of the HIV Epidemic
ICRW	International Center for Research on Women		
IHAT	India Health Action Trust		
KHPT	Karnataka Health Promotion Trust		

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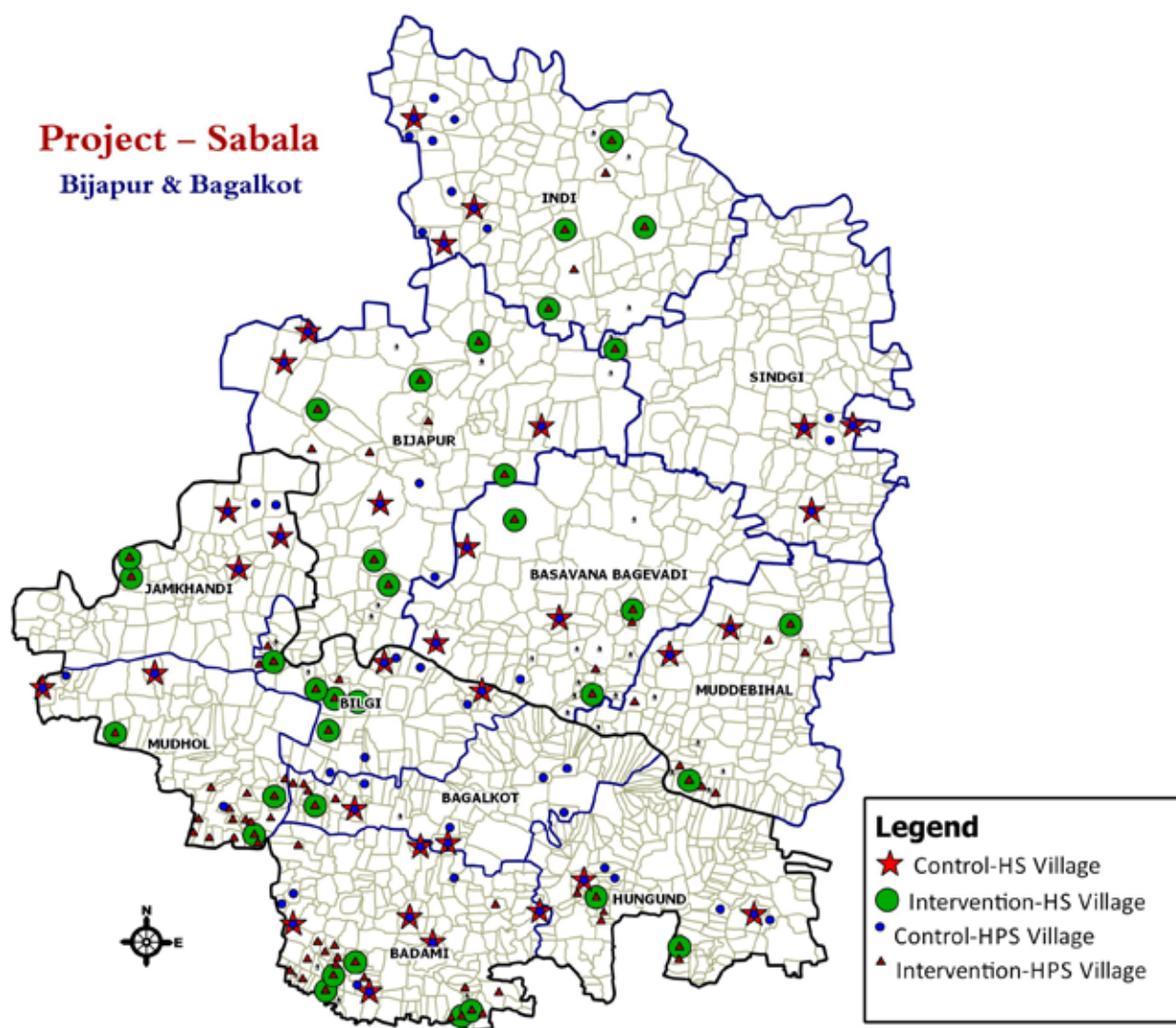


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Project – Sabala

Bijapur & Bagalkot



EXECUTIVE SUMMARY



India's commitment to realizing universal education has been demonstrated through its landmark Right to Education Act and flagship Sarva Shiksha Abhiyan programme, which have considerably narrowed the country's school enrolment gap. Yet serious challenges remain in terms of retention, quality, and equity in education [1]. Aggregate indications of progress conceal disparities in education quality and attainment that are compounded by gender, geography, caste, and class [2].

Nowhere is this more evident than in the case of adolescent girls belonging to scheduled caste (SC) and scheduled tribe (ST) families in the backward districts of Bijapur and Bagalkot in northern Karnataka. The likelihood of SC/ST girls in these districts completing secondary school is sharply diminished by every aspect of their identity and circumstances. Coming predominantly from rural, below-poverty-line households headed by illiterate landless labourers who often are single mothers, these girls are vulnerable to being removed from school either for marriage or for dedication as *devadasi* sex workers before they turn 18. The consequences of underage marriage, teenage pregnancy, and withdrawal from education are severe for the girls, for their children, for the communities, and for the country. The nation's failure to educate girls as highly as boys is impeding achievement of the Millennium Development Goals [3] and has been estimated to cost India over \$30 billion annually in forgone economic growth [4].

Launched in July 2012 by the Karnataka Health Promotion Trust, the five-year Sabala project aims to reduce vulnerability to HIV infection and improve quality of life among adolescent SC/ST girls in Bijapur and Bagalkot Districts by increasing their rates of secondary school enrolment and completion.

Project Sabala covers 54 high schools and 476 teachers serving approximately 3300 adolescent girls from 1650 families in 121 villages, in Bijapur and Bagalkot Districts, and is structured in three phases: i) planning, ii) implementation, and iii) evaluation, consolidation, and dissemination. The one-year planning phase was spent conducting assessments to inform Sabala's design, and piloting intervention strategies. The three-year implementation phase, which is featured in this document, will focus on implementing the intervention. The fifth year will be for consolidation, evaluation, and dissemination.

Sabala's design is informed by i) assessments and trials conducted during Sabala's planning phase, ii) published findings of studies on girls' education, iii) features of successful projects with adolescent girls, and iv) recommendations of experts in this field. These sources indicate that Sabala should intervene at the levels of schools, girls, families, boys, the community, and Department of Education officials and the media to address the most proximate structural barriers impeding girls' access to education and academic performance:



poverty, gender discrimination, the traditions of early marriage and devadasi dedication, boys' misbehaviour and harmful attitudes about girls, schools' disregard for girls' needs, the failure of community authorities and education officials to enforce girls' right to education.

Chapter One of this document describes the structural backwardness that shortens education for many SC/ST adolescent girls in northern Karnataka. **Chapter Two**

presents evidence indicating that girls will be protected from HIV and their quality of life will be enhanced by intervention with a cross section of society to increase girls' enrolment and completion of secondary education. **Chapter Three** presents Sabala's theory of change. The project's intervention framework and timelines are presented in **Chapter Four**. Sabala's management structure is presented in **Chapter Five** and **Chapter Six** contains the monitoring and evaluation matrix.

I INTRODUCTION



The High Price of Gender Disparity in Education

The document presents the implementation design of Project Sabala, a project to reduce vulnerability to HIV infection and improve quality of life among scheduled caste and scheduled tribe (SC/ST) adolescent girls¹ in northern Karnataka by addressing structural factors that reduce their rates of secondary school completion. It describes the project background and rationale, theory of change, intervention framework and activity timeline, management structure, and monitoring plan.

In 2008, it was estimated that the failure to educate girls on par with boys costs low and middle income and transitional countries US\$—92 billion each year [4]. Just over a third of this cost—\$32 billion in forgone annual growth—is borne by India alone. While breathtaking in financial terms, the tragic implications of depriving girls of education become even more unsettling when viewed in terms of the consequences for girls. Girls who have less education are more vulnerable to HIV infection and other health problems; have larger, less healthy families; and earn less than better educated girls [5-7]. Failure to adequately educate all girls diminishes the welfare of this generation and the next [8]. Because of the strong relationship between education of girls and key social development indicators,

failing to adequately educate all girls impedes achievement of the Millennium Development Goals [3].

Sabala's Goal

The goal of the project is to improve the quality of life of adolescent girls from vulnerable and marginalized communities in two districts—Bijapur and Bagalkot—of Karnataka by delaying their marriage, sexual debut, and entry into sex work. To achieve this goal the project is designed to focus on the following key objectives:

1. To increase the percentage of adolescent girls who enter formal secondary education
2. To increase the percentage of adolescent girls who complete Standard 10
3. To increase the percentage of adolescent girls who enter and continue in education and demonstrate improved academic performance

Project Sabala covers 54 high schools and 476 teachers serving approximately 3300 adolescent girls from 1650 families in 121 villages, in Bijapur and Bagalkot Districts. The project duration is for a period of five years, from July 2012 to June 2017, and is structured in three phases: i) planning, ii) implementation, and iii) evaluation, consolidation, and dissemination. The one-

¹ For the purpose of this study the term “adolescents” includes girls in the 10-19 year age group. World Health Organization, Child and Adolescent Health webpage, WHO- SEARO http://www.searo.who.int/en/Section13/Section1245_4980.htm

year planning phase was spent conducting assessments to inform Sabala's design, and piloting intervention strategies. The three-year implementation phase, which is featured in this document, will focus on implementing the intervention. The fifth year will be for consolidation, evaluation, and dissemination.

Sabala's design is informed by i) assessments and trials conducted during Sabala's planning phase, ii) published findings of studies on girls' education, iii) features of successful projects to delay marriage and promote education among adolescent girls, and iv) recommendations of experts in this field. These sources indicate that Sabala should intervene at the levels of schools, girls, families, boys, the community, and Department of Education officials and the media.

Background

In Northern Karnataka, a Perfect Storm of Backwardness Hampers Girls' Education

Research by the Karnataka Health Promotion Trust (KHPT) in Bagalkot and Bijapur Districts of Karnataka's backward northern region in 2011 found that a high proportion of SC/ST girls between the ages of 13 and 17 no longer reside with their parents. Further investigation revealed that some of these girls are married and live with their husbands, and that others have been dedicated into sex work through a religious ritual by which parents designate a daughter as a devadasi, "female servant of God." Devadasis earn their living as socially sanctioned sex workers, many of whom migrate from their native villages to towns or cities, like Mumbai, Pune, and Sangli, where they work in brothels. For many girls, early

transition to marriage or sex work compels them to drop out of school, heightens their vulnerability to HIV infection, constrains their options, and degrades their quality of life.

Structural factors that define the backwardness of northern Karnataka perpetuate the traditions of underage marriage and devadasi sex work that shorten girls' education. The region's high rates of poverty, unemployment, and illiteracy; ill-equipped and understaffed schools; feudal agrarian social structure; and pervasive gender discrimination discourage parents from enrolling girls in school and cause many girls to drop out [3, 9–11].

Delayed Socioeconomic Development, a Cause and Consequence of the Failure to Educate All Children

Children in Karnataka's backward northern districts are out of school at higher rates than children elsewhere in the state largely because of the region's lag in development. Bijapur and Bagalkot are ranked as "C" category, or backward, districts in terms of critical development indicators [12].

Agriculture is the primary source of employment in Bijapur District, where 70.14% of all workers and 75.47% of SC workers depend on agriculture for livelihood [11]. Many who depend upon agriculture for their livelihood are landless because ownership of farmland is highly concentrated, with medium and large holdings constituting 82.99% of the total agricultural area.

Land ownership, which is the main determinant of economic position in rural areas, influences school enrolment, as can be seen by higher enrolment among

children from families with larger land holdings [9, 12–19].

The main occupation of households in rural India also affects children's school participation [16] and children's literacy status [20]. Studies show that non-agricultural households send their children to school at higher rates than agricultural families because children of agricultural labourers and marginal farmers often discontinue schooling to earn income for the family [16,20]. Within agricultural groups, the children of labourers are least likely to be enrolled [9]. In Bijapur district, 45.31% of SC households and 61.99% of ST households belong to the category of agricultural labourers [11].

Poverty

The proportion of the population with a low standard of living in Bagalkot and Bijapur Districts, 68.3% and 74.5% of the populations, respectively, is far higher than the state average of 42.6% [21–23]. According to data from 2006, 88.84% of SC and ST households in Bijapur earned less than Rs.1000 per month, putting such households below the poverty line [11], whereas 42% of all households in Bijapur were below poverty line [24].

Poverty aggravates dropout rates because the opportunity cost of sending children to school compels poor parents to put children to work, either at home or outside the home [25]. Dreze and Kingdon [26] and Sipahimalani [27] note that household wealth significantly influences school enrolment and participation of girls in particular, and that poorer households

allocate their limited finances for the education of boys.

Given the inverse relationship between poverty and school enrolment, it's not surprising that the state's out-of-school children (OOSC) are highly concentrated in its northern districts. The Department of Education's Child Census in January 2010 found that nearly half (49.67%) of the state's out-of-school children are concentrated in seven backward northern districts² which contain only 21% of the state's total population [28]. The Child Census of January 2010 found 8560 OOSC in Bijapur District, and 6008 OOSC in Bagalkot District [28].

A Culture That Prizes and Privileges Men

Dreze and Sen [29] observed that economically backward regions, such as northern Karnataka, commonly feature gender norms that advantage males to the detriment of females. In India, sons are widely regarded as assets, and daughters as liabilities [9,10,12, 25,27, 30–33]. Families see marriage, “as the 'ultimate' objective of a daughter's upbringing. Girls are regarded as parayadhan (belonging to another family). This temporary membership of a girl in her natal home, which she has to leave once she is married, makes her education a less beneficial and less relevant option for poor families” [9,14,33, 34].

One stark indication of the region's preference for males, or “daughter aversion,” is the child sex ratio (CSR), which is the number of girls per 1,000 boys in the 0 to 6 age group. Bijapur District's CSR was 920 in 2001 [11]. If males and females were valued and treated equally, the sex ratio would be

² Bijapur, Bagalkot, Yadgir, Bidar, Gulbarga, Koppal, Raichur

above parity in favor of women. In 1990, Amartya Sen coined the phrase “missing women” when he estimated that 37 million women were missing in India [35,36]. In Bijapur District in 2001, the male population was 926,000 and the female population was 880,000, so missing women numbered 46,000 [11]. The proportion of missing women at the state level in 2001 was 3.65%, but 5.22% in Bijapur District. The proportion increased by 2.23% at the state level between 1991 and 2001, whereas it increased by 5.64% in Bijapur District [11].

The cultural preference for males results in malnutrition, neglect, and hostility toward women, the worst form of which is female foeticide through sex selective abortion. Largely due to the selective termination of female fetuses, the 0-6 years age group sex ratio worsened precipitously in Karnataka between 1991 and 2001 [11].

Gender Norms

Within SC/ST families in northern Karnataka, gender and social norms limit girls’ mobility, aspirations, self-esteem, and participation in decision-making on matters that are crucial to their lives and livelihoods [37]. A survey to assess marriage and educational aspirations of adolescents in northern Karnataka found that rural daughters had no say in the selection of their husband, and that 40% of rural parents did not ask for their daughter’s consent before arranging her marriage [38]. Gender norms relating to female modesty and acquiescence, and women’s awareness of their powerlessness serve to silence women [10,39].

“In their study of abuse and harassment among adolescent schoolgirls in Karnataka, Leach and Sitaram [39] found that,

Many of the girls interviewed were conscious that their parents cared less for them than for their brothers, saw them as a burden, and did not value their schooling, as they would soon be married. This, together with discrimination in access to food (to the point where hunger might make them faint in school), healthcare and medication, and fatigue brought about by their numerous domestic duties, affected their concentration in class, their academic performance, and their enthusiasm generally for schooling”.

“A survey to gauge the public’s perceptions of the importance of education, conducted in eight northern districts of the state in 2004, found that girls’ education was considered “very important” by only 52% of respondents in Bijapur District, and by 67% of respondents in Bagalkot District [40]. In a survey in northern Karnataka that examined parents’ attitudes about their children’s education, 16.6% of rural fathers and 17% of rural mothers responded that girls should be allowed to study as long as they desire, whereas 38.5% of rural fathers and 35.7% of rural mothers favored letting boys study as long as they desire [38]. Such discrimination contributes to the gender imbalance in dropout rates. In northern Karnataka, the dropout rate is 12.52% among boys and 15.25% among girls, whereas in southern Karnataka the dropout rate is 4.4% among boys and 2.9% among girls [41].

Underage Marriage

Underage marriage often causes girls to drop out of school because of pregnancy or domestic work [42]. Though prohibited by law, underage marriage remains common among SC/ST adolescent girls in Bagalkot and Bijapur Districts [21,22]. Vasavi and

Chamaraj [43] found that child marriage was widespread in Bijapur District and caused children to be withdrawn from school as early as third grade. In a survey of adolescents in northern Karnataka, 35% of married adolescent girls reported having to discontinue their education because of marriage [38].

Underage marriage jeopardizes the health and survival of girls and their children [10,42,44–51,] in part by isolating girls,

leaving them with little social contact outside their husband’s family, and restricting their social mobility and access to medical services [52, 53].

The prevalence of underage marriage and the mean age of marriage among SC/ST women in Bijapur and Bagalkot Districts deviate considerably from the average figures for all women in those districts and in the state (Table 2).

	Girls marrying before age 18 (%)	SC/ST girls marrying before age 18 (%)	Mean age at marriage among all girls	Mean age at marriage among SC/ST girls
Bagalkot District	45.5	53.2	17.4	15.5
Bijapur District	39.1	38.2	18.1	17.6
Karnataka State	22.7	31.7	19.7	18.7

Table 2: Rates of underage marriage among girls in Bijapur and Bagalkot Districts and Karnataka State [21–23]

Belonging to a Scheduled Caste or Scheduled Tribe

SC/ST girls in northern Karnataka endure the double jeopardy of being female and being SC or ST [11]. In addition to being more likely to marry younger, as discussed above, children from SC/ST families are out of school at rates that greatly exceed their representation in the population. SC and ST out-of-school children constitute 43.26% of total OOSC in the state [54], although the SC/ST population comprises only 16.2% of the state’s total population [55]. According to the Children’s Census conducted by the Department of Public Instruction in 2005, the highest percentage of out-of-school children in the age group 7-14 is among

STs and SCs. And these two social classes have been reported to have the highest percentage of out-of-school girls [25].

Illiteracy and Low Levels of Education

In 2006, female literacy was 36.33% in rural Bagalkot District and 37.32% in Bijapur District, considerably below the state average of 48% among rural women [25]. The 2001 Census reported that the literacy rate in Bijapur District was 69.94% for men and 43.47% for women, and 61.55% among SC/ST men and 31.94% among SC/ST women [11]. Children of illiterate parents are disadvantaged by not having educated parents to help them with schoolwork [14,56,57].

The Devadasi Tradition

The regional tradition that sanctions sex work by women called devadasis conscripts girls primarily from SC/ST communities into sex work and fuels the migration of girls to brothels in Mumbai, Pune, and Sangli in neighbouring Maharashtra State [58]. This tradition strongly influences the profile of female sex work in northern Karnataka: 70% of female sex workers (FSWs) in northern Karnataka are from SC/ST communities, compared to 21% of FSWs in southern Karnataka [59]; 92.8% of devadasis are illiterate, compared to 71% of FSWs in southern Karnataka; and the mean age at which devadasis enter sex work is 15.7 years, six years below the average age at which women enter sex work in the state [58,59].

Early entry into sex work has been found to sharply increase HIV risk. FSWs under the age of 20 are between 2.2 and 4.0 times more likely to become HIV-infected as compared to those who are older [60–63]. By terminating girls' education and initiating them to high-volume sex work at an early age in districts where rates of HIV prevalence are among the highest in the nation³, the devadasi tradition increases girls' HIV vulnerability.

Boys' Misconduct In and Outside of School

Parental anxiety about sexual harassment of their daughters by male classmates in school and by boys and men when girls travel to and from school causes families to remove their daughters from school

[37,39]. Parents worry that an incident of harassment may cause rumors about their daughter's impropriety or impurity, which would increase the amount that they'll have to spend on her dowry at the time of her marriage.

Boys' misbehavior towards girls is caused in part by segregation of students by sex in schools, which leads to objectification and misunderstanding of the opposite sex, and impedes the development of healthy relationships and respect between boys and girls [10,37,39,65]. In their study of harassment of schoolgirls in Karnataka, Leach and Sitaram [39] report that harassment, or "ragging," by boys was what girls found most unpleasant about school, and that boys derive pleasure from tormenting and maligning their female classmates. Disciplinary action against boys is rare because girls hesitate to report boys' misconduct for fear of being removed from school by their parents.

III-Equipped, Understaffed Schools and Poorly Functioning SDMCs

The presence of mandatory school amenities and female teachers are recognized as factors that retain girl students [25]. Leach and Sitaram [39] note that "if parents are wavering as to whether to keep girls in school, the poor quality of the school environment can be a decisive factor. It is therefore crucial that schools are made more girl friendly, both in terms of physical facilities and of protection from sexual harassment and discriminatory behaviour by teachers."

³ HIV prevalence in the general population in rural Bagalkot in 2009 was over 3%, with 1.25% prevalence measured among ANC attendees [64]. HIV prevalence among ANC attendees in Bijapur was above 0.5% [64]. HIV prevalence among female sex workers in Bagalkot in 2008 was 34.33% [64]. HIV positivity among females at ICTCs in Bijapur and Bagalkot in 2009 was above 20% [64].

In terms of mandatory school infrastructure and facilities, gender balance among teachers, and effective community oversight, high schools in Bijapur and Bagalkot Districts show considerable room for improvement. Bagalkot and Bijapur Districts score low on the Education Development Index [66]. Approximately 10% of high school teacher positions are vacant in both districts. Around 30% of high school teachers in Bagalkot and Bijapur are female, below the state average of 39% and noncompliant with the government's mandate that at least 50% of teachers be female⁴. Only 68% of high schools in Bagalkot and 54% of high schools in Bijapur have the eight infrastructure facilities mandated by the Ministry of Human Resource Development. On the state's School Infrastructure Index, secondary schools in Bagalkot scored 0.27, and secondary schools in Bijapur scored 0.26 [25].

An assessment of high schools in Bijapur and Bagalkot Districts in 2011 by KHPT found that of the 15,662 SC/ST girls enrolled in high schools in Bagalkot and Bijapur Districts, 7,000 (44.7%) attend schools that do not teach students how to use computers. Less than half of the high schools (45.7%) provide livelihood training to prepare students to earn an income. Approximately 40% of schools do not provide tutoring for students who need additional help. Physically disabled students in the districts encounter difficulty entering many of the schools: 69.9% of urban high schools and 58.9% of rural high schools do not have ramps for disabled students. High schools in rural Bijapur had poorer infrastructure than

high schools in other locations: 68.7% of high schools in rural Bijapur had no useable toilet; 27.4% had no library; and 13.2% had no electricity [67].

In 2001, the Government of Karnataka issued an executive order creating School Development and Monitoring Committees (SDMCs) [28], which are intended to oversee school functioning, ensure community participation in all aspects of education, motivate teachers to deliver quality education, increase accountability and transparency in school administration, and mobilize local resources for school development.

Three-quarters of the members of School Development & Management Committees are to be parents. In the other quarter, one third should be from the elected members of the local authority, one third from amongst the teachers and one third from local educationists. In case there is no educationist in the area, a student should take the place. The total number of the SDMC members depends on the number of students in the school.

While reviews of SDMCs have shown that the committees have improved schools when the committees are properly constituted and active, many SDMCs have been unable to perform their function because of obstruction, corruption, and political interference [28,68]. Problems hampering oversight and management of schools include irregularities in the formation of SDMCs and a lack of awareness among committee members about their duties and powers [24,28], fraud in SDMC

⁴ In Bijapur District, the proportion of female teachers in high schools was 15.64% in 2006 [11]. The percentage of female teachers in Bijapur in 2002 was just 13.2% [25].



membership [68], and “a systemic lack of accountability” [69].

The Centre for Child and the Law (CCL) [28] found that the majority of SDMCs were unable monitor teacher and student attendance and the use of incentives because head teachers did not share records with the SDMCs. SDMCs took no action to increase enrollment or retention among girls. SDMCs were able to perform only 20% of the work that they are theoretically capable of performing, and head teachers took decisions without consulting the SDMCs. SDMC members were uninformed about the committee’s budget and its expenditures [28].

The CCL found that “only 38% of SDMCs were involved in any community participation activities (which include periodically meeting parents of OOSC to encourage them to send their children to school)” [28].

In 2011, KHPT’s high school enumeration survey found that 74.1% of government schools had an SDMC but that in many cases these SDMCs do not meet regularly [67]. In many instances, SDMCs are created only as a formality, existing on paper but not operational. Moreover, in many cases the SDMC members do not know their roles and responsibilities and have not been formally trained. There is no practice of preparing a School Development Plan, which the SDMCs are supposed to do. Often even the head teachers are not familiar with the School Development Plan and do not know what it should contain. Hence, there is a tremendous need to activate these committees to improve the quality of education.

Problem Summary

Surveys and consultations conducted by KHPT in Bagalkot and Bijapur Districts, and the above-mentioned evidence reveal the following problems that hamper girls’ education:

- Tradition and existing gender norms encourage families to marry daughters early and/or dedicate girls as devadasi sex workers.
- Poverty and low value for girl child education incline families to remove daughters from school.
- Existing gender norms allow boys to be disrespectful toward girls and devalue girls’ education.
- SDMCs and school staff do not systematically conduct a gender analysis or effectively address needs of girls to retain them in schools.
- PRIs, community groups, and schools don’t take initiative to protect and enforce girls’ right to education.
- Girls lack role models, aspiration for professional careers, and sense of solidarity with other girls.

2 PROJECT RATIONALE



This section presents the rationale for intervening to increase adolescent girls' rates of secondary school enrolment, attendance and completion by working with girls and their families, their male classmates, schools, local community groups and governing bodies, education officials, and the media.

Why Promote Girls' Education?

Educated girls marry three years later, have healthier and fewer children, earn 25% more income, are more inclined to educate their children, are better able to understand and exercise their rights, and are three times less likely to be HIV positive than uneducated girls [6].

Project Sabala aims to increase the rates of secondary school enrolment and completion among SC/ST adolescent girls in Bagalkot and Bijapur Districts because education has been found to have a protective effect against HIV infection for adolescent girls while they are in school

and after they graduate [70–80], and to improve girls' quality of life in terms of their job prospects and earning potential, their social standing and agency, and their health as well as their children's health [81]. Education unlocks girls' potential by giving them skills and knowledge that can make their lives more productive and rewarding, and helps them to be better parents [37].

Studies show that educating girls reduces extreme poverty and hunger [5,82–84]; promotes gender equality and empowers women [7,85]; reduces child mortality [80,85–89]; improves maternal health [6,90–96]; reduces teenage pregnancy rates [97,98]; delays marriage [98–103]; delays girls' sexual debut [98]; lowers fertility levels [6,83,90–96,104–109]; and is associated with lower levels of violence against women [110].

A relationship between mother's education and child survival is evident in data from India's National Family Health Survey (Figure 2).

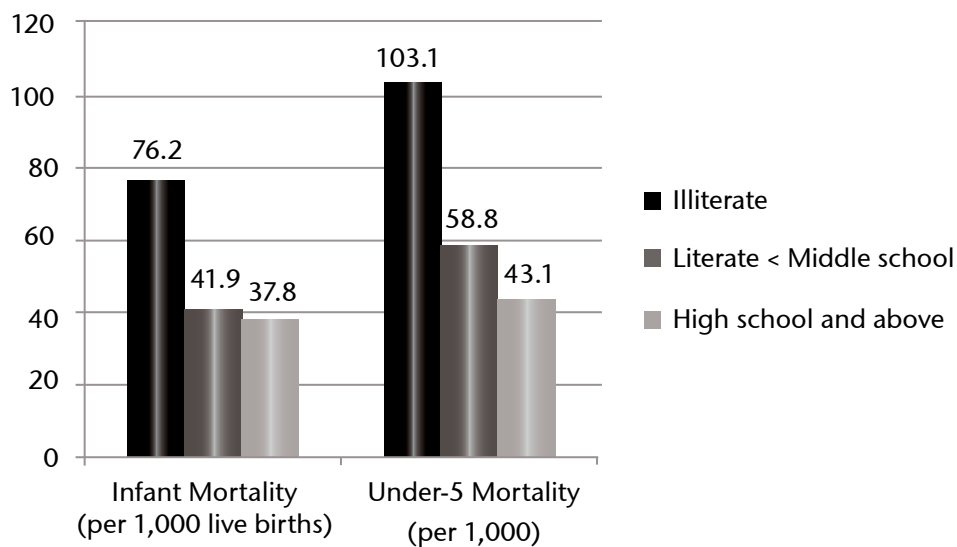


Figure 2: Infant and under-5 mortality rates by education level of mothers [111]

Insights for Designing Effective Interventions to Promote Girls' Education

To understand how best to design an intervention to increase girls' school enrollment and completion, we reviewed relevant literature and conducted assessments and surveys to assess the current response and clarify the needs for intervention. Increasing girls' school enrollment and completion has been a common strategy of several programs that aim to reduce child marriage. Therefore, we reviewed reports from such initiatives to identify lessons that could inform the Sabala's design.

Although education is regarded as "one of the best ways to enable children to avoid early marriage" [102], evidence of the efficacy of projects that have aimed to prevent underage marriage by increasing girls' secondary school enrolment and completion is limited [53,81,99, 103,112].

However, encouraging results from India have been reported by evaluations of projects that aimed to prevent child marriage by retaining girls in school, mobilizing parents and community members, and empowering girls with information, skills, and support networks. In addition, one such project also offered economic support and incentives for girls and their families [53].

Reviews of successful projects to increase girls' school participation, delay their marriage, and reduce their HIV vulnerability have drawn lessons and formulated recommendations for designing such interventions. The Population Council recommends finding and targeting high concentrations of vulnerable girls, securing schooling through adolescence, delaying marriage, establishing girls-only spaces, and recruiting and training mentors to guide adolescent girls [52]. From a review of

projects to delay marriage, the ICRW found that, “a set of strategies focusing on girls’ empowerment, community mobilization, enhanced schooling, economic incentives, and policy changes have improved knowledge, attitudes, and behavior related to child marriage prevention” [53]. From the findings of a review of such projects in India, the ICRW recommends empowering adolescent girls, mobilizing communities, and influencing key decision makers [99].

Page’s study [113] of education in Madhya Pradesh found that many parents would keep daughters in school if the quality was better, their safety was assured, and teacher attendance improved.

The Global Campaign for Education [114] maintains that getting more girls into school will require creating enough schools to serve all children, creating incentives that enable and encourage families to educate daughters, improving poor schools, engaging with civil society, assisting girls to complete secondary education, preventing and mitigating the impact of the HIV epidemic on girls and teachers, and investing more in girls.

Mallika et al. [37] observed that, “intervention on behalf of adolescent girls needs to occur at a variety of levels . . . Each of these interventions has the potential to spill over and strengthen the other interventions.” They cautioned that “intervening at only one level without considering the others can not only be ineffective, but also detrimental by wasting villagers’ time and creating conflict in a system not ready to change” [37]. The importance

of simultaneously intervening across the social spectrum is also noted by others [10,69,81,102,103,115].

The importance of working with schools, particularly to improve the performance of SDMCs, is indicated by the significant improvements that well-functioning SDMCs have achieved in schools’ facilities and environments [28]. Working with girls by providing safe spaces and workshops in which girls can meet, learn, and expand their social networks have been found to be effective ways to enhance their self-esteem and life skills [37,116]. Involving girls in sports has also proven to be beneficial in several respects [117, 118].

Working with parents is critical to ensure that they receive financial and material incentives for their children’s enrolment and attendance, to increase their involvement in their children’s education and the SDMCs, and to motivate parents to be more supportive of their daughters’ education [37,115]. A review by Anfara and Mertens [119] of the impact of parental involvement on student performance reported that “parent involvement positively affects students’ achievement [120–123], attendance [120], self-esteem [124], behavior [121,123], graduation [125], emotional well-being [126], and life goals [125].” Many other studies have identified benefits of parent involvement in their children’s education [127–134].

Assessments of the impact of financial and material incentives report that such schemes are very often effective for increasing school attendance and completion [6,114,115, 135–144] and for delaying marriage [103].



On the basis of a series of intensive assessments of the situation of adolescent girls and their families in Bagalkot and Bijapur, KHPT feels that it will be very constructive to intervene with girls to strengthen their confidence; improve their skills in communication, leadership, and problem solving; improve their academic performance; strengthen their solidarity; create support structures at family and community levels; and link them to schemes related to education, health, and skill development.

The importance of working with adolescent boys to reform their behavior and attitudes toward girls is increasingly recognized [37,115,145–147]. Working with boys and men to promote gender equity in education is a government priority. A recent working group report for the Department of Education and Literacy noted, “Clearly, education strategies on gender now must

move beyond focus on girls and enrolment to the nature of relations that exist between men and women or boys and girls. Thus working with boys and men in the community is critical to addressing gender equality in education” [148]. The ICRW’s Parivartan program, which involves boys in cricket and works with them to modify their views and behavior toward girls, has shown promise [149,150]. Studies of efforts to reduce violence against women and girls by changing men’s and boy’s attitudes and behaviour report that boys’ behavior and attitudes are not immutable [151–154].

Studies have also reported the importance of mobilizing community support for girls’ schooling [69,115, 155], as well as engaging officials at the village governance level in initiatives to promote girls education, and to track adolescent girls to ensure that they are in school [37,69].



Adolescent girls program



The Problem

Sabala's Theory of Change is a response to the problem that many adolescent girls in northern Karnataka have heightened vulnerability to HIV and diminished quality of life because, rather than being given decent secondary education and the opportunity to participate in major decisions affecting their life, they are forced by structural factors, including poverty, schools that commonly lack one or more government-mandated facilities, patriarchal culture, and discriminatory gender norms and practices, to leave school for marriage or work, or to become devadasi sex workers. Although structural obstacles to education disadvantage and disempower girls in many societies [156], adolescent girls from scheduled caste and scheduled tribe families in rural northern Karnataka are exceptionally jeopardized by their community's traditions of underage marriage and dedication of young daughters to become sex workers in a region where rates of HIV prevalence are among the highest in the nation. This situation is a problem in that it deprives girls of their legal entitlement to education, violates their human rights and a number of Indian laws, and impedes India's efforts to realize the Millennium Development Goals.

Sabala's Theory of Change begins with the assumption that if adolescent girls complete 10th standard they will marry later or begin sex work later, thus reducing their vulnerability to HIV and improving their quality of life. Evidence supporting this assumption is presented in Chapter 2 of this document.

Because of the need for stronger understanding of the causality of the relationship between girls' education and age at marriage [53,103,112], we have designed Sabala so that our monitoring and evaluation of its process, outcomes, and impact will contribute evidence that strengthens such understanding.

Barriers

In order to pinpoint changes that must occur to increase rates of girls' educational attainment and their academic performance, we specified six dominant structural barriers that impede girls from attaining secondary education. These barriers were identified through research that included surveys in the districts and reviews of existing literature. The barriers are:

- Traditions and gender norms that encourage families to remove daughters from school for early marriage, employment, or dedication as devadasi sex workers
- Poverty and low value for girls' education, which incline families to remove daughters from school
- Gender norms that encourage boys to disrespect and misbehave with girls and to devalue girls' education
- Schools that aren't safe or suitable for girls because their needs are not addressed by school development plans or budgets

- Local authorities and community groups' failure to enforce and protect girls' right to education
- Girls' low level of understanding of their career opportunities, weak agency, social isolation, and exclusion from major decisions that affect their life.

We assume that interventions to increase girls' rates of secondary school enrolment, retention, and completion will have to address these barriers, which were discussed in Chapter 1 of this document.

Interventions

Clarification of these barriers indicated the groups with whom intervention was important and the types of intervention needed to initiate the sequence of preconditions that would culminate in the impact we aim to achieve. Because of the variety of barriers that girls encounter, it is vital to intervene with girls, their families, teachers and headmasters, School Development and Management Committee members, boys, community groups, local governing bodies, Department of Education officials and the media. The importance of intervening with all relevant stakeholders is supported in studies and other literature on reducing gender disparity in education and preventing child marriage [37,69,81,102,103,115]. On the basis of these barriers and recommendations reported in the literature, we assume that by intervening with all relevant stakeholders—girls, parents, school teachers and principals, school management and development committee members, local governing officials, education department

officials, and male students—to increase both demand for and supply of secondary education for girls, the project will create an enabling environment that will increase rates of girls' secondary school enrolment and completion.

Outputs

The interventions' ten outputs will introduce changes that are essential to transform the context by way of increased awareness and concern among stakeholders about the importance of girls' education, girls' right to education, and the problems that arise from discriminatory gender norms; recognition among stakeholders of their responsibilities to ensure that girls receive high-quality education in safe, adequately equipped schools; accountability among parents, schools, and local authorities for girls' education; stakeholders enabled to better fulfill their responsibilities for girls' education; services that aid and assist girls' learning, solidarity, and personal development inside and outside of schools; and activities that engage boys to reflect upon and reform their attitudes and behavior toward girls. These changes will counteract and correct the structural factors that function as barriers that deprive girls of secondary education.



Sample Indicators:

- Number of group sessions with boys conducted
- Number of counseling sessions for parents
- Number of adolescent girls who are attending career counseling sessions organized by the project
- Number of schools that have held career counseling sessions
- Number of schools that institute safety measures

Outcomes

The outcomes will manifest a transformed context as stakeholders implement and use the project's outputs, acting on their heightened awareness about how they can and why they should create an increasingly enabling environment in which all girls enroll in, remain in, and complete secondary school. We assume that the outcomes that occur in the short term will reinforce one another. For example, as parents increasingly recognize the importance of girls' education and register with government schemes that provide incentives and rewards for educating daughters, more parents will allow their daughters to attend the project's events and services, thereby increasing girls' participation in such activities, which will strengthen girl's solidarity, confidence, determination to study, and academic performance. Medium-term outcomes will include a shift in gender norms around marriage and toward greater gender parity in children's education. The outcomes culminate in increased rates of girls' enrolment in and completion of secondary school, and their improved academic performance.

Sample Indicators:

- Increased % who complete 10th standard
- Improved sense of agency among adolescent girls
- Increased effective tracking of girls in schools
- Improved safety and gender equitable environment in schools

Impact

The impact, or the result of the transformed context and the outcomes, will be reduced HIV vulnerability and improved quality of life for adolescent girls as marriages, sexual debut, and entry into sex work are deferred by girls' pursuit of education.

Sample Indicators:

- Increased age at marriage
- Delay of sexual debut
- Delay of entry into sex work

4 PROJECT IMPLEMENTATION



Project Sabala will cover 54 high schools and 476 teachers serving approximately 3300 adolescent girls from 1650 families in 121 villages, in Bijapur and Bagalkot Districts. The project duration is for a period of five years, from July 2012 to June 2017, and is structured in three phases: i) planning, ii) implementation, and iii) evaluation, consolidation, and dissemination. The one-year planning phase was spent conducting assessments to inform Sabala's design, and piloting intervention strategies. The three-year implementation phase, which is featured in this document, will focus on implementing the intervention. The fifth

year will be for consolidation, evaluation, and dissemination.

In light of the recommendations found in several documents, Sabala will intervene simultaneously across the social spectrum to increase adolescent girls' educational attainment. Sabala will intervene with school staff and School Development and Monitoring Committees, adolescent girls and their families, boys, community groups and local governing bodies, and Department of Education officials and the media. This section presents the intervention logic and timeline for each of Sabala's components.

Intervention with Schools – Headmasters, Teachers, and SDMCs

Intervention Purpose

Sabala will work with schools and SDMCs to make girls' education more relevant, rewarding, safe, and responsive to girls' needs.

Sabala will intervene at the school level to achieve the following objectives:

Long Term Objectives

1. To increase accessibility and expand opportunities for girls to enter and continue formal secondary education
2. To improve the capacities and accountability of schools to be responsive to girls' needs, and facilitate their entry and retention in school

Immediate Objectives

1. To improve the tracking of girls in schools by school teachers and SDMCs
2. To improve safety and gender equity in schools
3. To build the skills of school staff to educate girls, and to strengthen understanding of gender issues among staff and SDMC
4. To enhance the opportunities in school for girls to develop leadership skills

Framework of Expected Outputs, Indicators, and Means of Verification

Outputs	Indicators	Means of Verification	Target
Output – 1 Skills and capacities of school staff and SDMC built to conduct gender analysis and prepare school development plans towards girls' entry and retention in school.	<ul style="list-style-type: none"> • Number of trainings conducted for teachers and number of teachers trained • Number of trainings conducted for SDMCs and number of SDMC members trained • Number of schools that do gender analysis and develop an action plan to address the needs • Number of schools that implement their action plans 	<ul style="list-style-type: none"> • Teachers training reports & attendance lists • Copies of action plans developed by schools 	<ul style="list-style-type: none"> • 476 teachers (7 teachers from each school from 54 schools) 27 batches. • 540 members (10 members from each SDMC from 54 SDMCs) • 100% of schools (54 schools)
Activities <ul style="list-style-type: none"> • Assess teachers, their capacities, and trainings undergone by them so far. • Develop a 2-day curriculum for training the teachers and SDMCs. • Develop a team of master trainers from the education departments and regular training institutes. • Advocate for deputation of teachers for training. • Conduct gender training for teachers and SDMC members using the curriculum. • Train SDMCs. • Develop an action plan by end of the training to initiate activities in school to promote gender equity. 			

<p>Output – 2</p> <p>Simple tools and job aids are available with school staff and SDMC for tracking entry and retention.</p>	<ul style="list-style-type: none"> • No. of teachers trained to use the tracking tool • No. of schools using the tool for tracking 	<ul style="list-style-type: none"> • Training reports • Reports of usage of tool by the schools 	<ul style="list-style-type: none"> • 54 of the schools correctly using the tools to track students
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Activities

- Assess existing methods of tracking students.
- Develop tools for teachers to annually map and track vulnerable girls by using standard 7 and 8 enrolment lists from the area's upper primary schools, and pilot the tools in selected schools.
- Advocate with schools to introduce the tool.
- Train teachers to use the tool for profiling and tracking.
- Monitor and support teachers to conduct gap analysis and use the tool to improve entry and retention.

<p>Output – 3</p> <p>Schools have policies that ensure a safe environment and participation of girls in school.</p>	<ul style="list-style-type: none"> • No. of workshops and meetings to conceive policies • Attendance at workshops and meetings • No. of schools that institute policies to promote girls' enrolment and retention in school • No. of schools that institute safety measures 	<ul style="list-style-type: none"> • Progress reports • Activity reports from the schools 	<ul style="list-style-type: none"> • 54 high schools have measures promoting girls' safety and participation.
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Activities

- Assist schools to institute safety measures for girls supported by a buddy system that includes peers and teachers to enable reporting and redressal of sexual harassment of girls.
- Initiate girl-friendly services in the schools like separate toilets for girls, special events for promoting girls' leadership, etc.

<p>Output – 4</p> <p>Schools have leadership and career counselling programs for adolescent girls.</p>	<ul style="list-style-type: none"> • Number of workshops for schools • Number of schools organized career counseling sessions and number of adolescent girls attended • Number of inter-school sports and cultural events conducted • Number of leadership and personality development programs conducted and number of adolescent girls attended 	<ul style="list-style-type: none"> • Event reports • Training reports 	<ul style="list-style-type: none"> • 54 schools have career counseling sessions (one per school) • 3300 adolescent girls linked to schemes • 4 experiential learning events yearly • 8 inter-school sports and cultural events yearly • 4 leadership and personality development trainings
<p>Activities</p> <ul style="list-style-type: none"> • Organize career counselling sessions through schools on career options. • Support schools in establishing links for schemes meant for adolescent girls. • Collaborate with the school to organise intra and inters-school sports and cultural meetings for adolescent girls that build their confidence and leadership skills, and challenge gender norms. • Organize special leadership and personality development programs for the adolescent girls. 			

Key Activities and Timelines

Key Activities	Jun-Aug, 2013	Sep-Nov, 2013	Dec-Feb, 2014	Mar-May, 2014	Jun-Aug, 2014	Sep-Nov, 2014	Dec-Feb, 2015	Mar-May, 2015	Jun-Aug, 2015	Sep-Nov, 2015	Dec-Feb, 2016	Mar-May, 2016
Assess teachers, their capacities, and trainings undergone by them so far.												
Develop a two day curriculum to train teachers and SDMCs.												
Identify and develop a team of master trainers from the education departments and regular training institutes.												
Conduct gender training for teachers.												
Train SDMCs.												
Develop an action plan by end of the training to undertake activities in school to promote gender equity.												
Develop tools for teachers to annually map and track the vulnerable girls, and pilot the tools in selected schools.												
Train teachers to use the tool for profiling and tracking.												
Conduct gender analysis of activities in schools to understand existing practices.												
Instituting safety measures in schools for girls supported by a buddy system that includes peers and teachers to enable reporting and redressal of sexual harassment of girls.												
Collaborate with the school to organise intra and inter-school sports and cultural meetings that build adolescent girls' confidence and leadership skills, and challenge gender norms.												
Organize special leadership and personality development programs for the adolescent girls.												

SC/ST Girls – 7th to 10th Grades from Intervention Schools and Villages

Intervention Purpose and Method

Sabala will strengthen the self-esteem and awareness of adolescent girls to enable them to make informed choices and empower them to collectively confront and overcome the issues they face. The project will encourage girls to collectively demand changes in attitudes, services, and justice systems. Organizing adolescents as a strong force will help them negotiate with local governing bodies and exercise their rights. 'Champions of change' will be identified and assisted to form support groups for adolescents living in their village's vicinity. These groups will be strengthened to engage with families and others in the community and negotiate necessary changes in attitudes, behaviors, actions,

and services at the community and district level.

Group sessions with adolescent girls will use Parivartan modules to recognize and examine manifestations of gender disparity and gender-based violence, and empower girls to call for equality and their rights, especially their rights to education and freedom from discrimination. Safe spaces will be arranged for the girls to meet regularly and to nurture their networks. Through these group sessions mentoring will be on issues of violence against girls, sexual and reproductive health education, and developing life skills such as interpersonal negotiation and leadership. These processes will prepare local adolescent support groups to take a lead role in addressing the issues that are of greatest concern to them.

Long-Term Objectives

1. To improve the confidence of adolescent girls
2. To improve the accessibility and expand opportunities for girls to enter and continue formal secondary education and the job market

Immediate Objectives

1. To increase awareness about the government schemes and subsidies that encourage their education
2. To improve academic performance of the girls by providing remedial classes and tutorials
3. To increase the participation of adolescent girls in group reflective sessions
4. To increase adolescent girls' participation in career counseling to enhance their options after school completion

Framework of Expected Outputs, Indicators, and Means of Verification

Outputs	Indicators	Means of Verification	Target
Output -1 Girls are aware of and linked to schemes that provide assistance and enable them to continue school education.	<ul style="list-style-type: none"> • Number of awareness events organized • Number of adolescent girls attended the awareness programs on schemes • Number of adolescent girls assisted in accessing these schemes 	<ul style="list-style-type: none"> • Event reports • Monthly reports on social entitlement enrolment 	<ul style="list-style-type: none"> • 3300 unique adolescent girls receive entitlements
Activities <ul style="list-style-type: none"> • Line list the girls and profile them to understand their risk and vulnerability. • Map schemes and subsidies available for the adolescent girls and their families to retain girls in schools. • Create awareness among adolescent girls about these schemes. • Increase demand for these schemes from schools. • Assist adolescent girls to apply for and receive these government subsidies and schemes. 			
Output – 2 Tutorial instruction is provided to supplement classroom learning for girls.	<ul style="list-style-type: none"> • Number of adolescent girls who are attending tutorial classes organized by the project • Performance mark card of adolescent girls 	<ul style="list-style-type: none"> • Monthly reports 	<ul style="list-style-type: none"> • 660 unique girls during the project and 110 unique girls for each district, every year
Activities <ul style="list-style-type: none"> • List girls who require support of tutorials and remedial classes based on the mid-term performance results • Organize tutorials and remedial classes for the subjects required by the adolescent girls 			

<p>Output - 3</p> <p>Groups are formed for girls to provide safe space to discuss their issues and build solidarity using the Parivartan curriculum.</p>	<ul style="list-style-type: none"> • Number of villages where group sessions conducted • Number of adolescent girls attending the sessions • Number of leadership trainings organized for the peer leaders of groups and number of peer leaders attended 	<ul style="list-style-type: none"> • Group session reports 	<ul style="list-style-type: none"> • 1800 unique adolescent girls who are presently in high school from the intervention villages attend the PP sessions • One leadership training per 8 batches covering 240 girls
<p>Activities</p> <ul style="list-style-type: none"> • Finalize Parivartan modules. • Identify and line list adolescent girls to be part of group reflective sessions. • Identify Parivartan mentors in the villages. • Train mentors on group session Parivartan curriculum. • Organize group sessions for adolescent girls to reflect on and gain skills in reproductive and sexual health, life skills, decision making, etc., using the Parivartan curriculum. • Organize trainings to improve communication and leadership skills with selected girls, especially peer leaders. 			
<p>Output – 4</p> <p>Girls participate in career counselling sessions and avail options available after completion of high school education.</p>	<ul style="list-style-type: none"> • Number of adolescent girls who are attending career counseling sessions organized by the project • Number of conventions organized in the district and number of adolescent girls attended the sessions 	<ul style="list-style-type: none"> • Session reports • Event report 	<ul style="list-style-type: none"> • All adolescent girls who are studying in 10th standard in 54 high schools • One AG convention per district every six months
<p>Activities</p> <ul style="list-style-type: none"> • Identify resource persons to conduct career counselling for 10th standard adolescent girls • Organize career counselling sessions in the schools • Organize a convention for selected adolescent girls to build solidarity and expand their career options 			

Key Activities and Timelines

Key activities	Jun-Aug, 2013	Sep-Nov, 2013	Dec-Feb, 2014	Mar-May, 2014	Jun-Aug, 2014	Sep-Nov, 2014	Dec-Feb, 2015	Mar-May, 2015	Jun-Aug, 2015	Sep-Nov, 2015	Dec-Feb, 2016	Mar-May, 2016
Line list the girls and profile them to understand their risk and vulnerability.												
Map schemes and subsidies available for adolescent girls and their families.												
Educate adolescent girls about these schemes and demand these schemes from schools.												
Establishing links with Sneha clinics and Santwana clinics and child protection officers.												
List girls who require tutorials and remedial classes based on the mid-term performance results.												
Organize tutorials and remedial classes for the subjects required by the adolescent girls.												
Finalize Parivartan modules.												
Identify and line list adolescent girls to be part of group reflective sessions.												
Identify Parivartan mentors in the villages.												
Train mentors on group session Parivartan curriculum.												
Organize group sessions for adolescent girls to reflect on and gain skills in reproductive and sexual health, life skills, decision making, etc., using the Parivartan curriculum.												
Organize trainings to improve communication and leadership skills with selected girls, especially peer leaders.												
Identify resource persons to conduct career counselling for adolescent girls who are studying in 10th.												
Organize career counselling sessions in the schools.												
Organize a convention for selected adolescent girls to build solidarity and create new options for their future career.												

Families of Adolescent Girls, including Parents and Decision Makers

Intervention Purpose and Method

Intervention at the family level intends to create an enabling environment for girls' education by helping families to understand the importance of educating girls and gender equity, and the consequences of early marriage and child bearing, and assisting families to find ways to afford to educate their daughters. This will be done by identifying the most marginalized and vulnerable families, counseling them on the key issues they are facing, helping them

solve their problems, initiating dialogue about secondary education for daughters, and linking them to livelihood schemes. These activities will be carried out by the outreach workers through meeting with the parents, village and community-level meetings, Samvaada⁵ programs, village-level campaigns, and so on. Intervention with families will also promote their active participation in SDMCs.

Long Term Objectives

- To bring positive changes in gender norms around marriage and education of girls
- To improve accessibility and expand opportunities for girls to enter and continue formal secondary education
- To enhance the engagement and accountability of families for the education of adolescent girls

Immediate Objectives

- To increase awareness on the issues, schemes, and options
- To increase the participation of family members in campaigns and discussions and problem solving
- To encourage the families to allow their daughters to attend special tuition classes
- To improve the utilisation of entitlements and livelihood schemes

⁵ Samvaada means dialogue. In Sabala intervention villages, it is planned to conduct street plays and folk shows on the issues of early marriage, school dropouts, etc. At the end of the show there will be discussions and conversations with the community members on their reactions and views and further discussions. This is one way of addressing their values and perspectives on their issues and helps the community to redefine their perspectives and positions. The process of discussions is called Samvaada.

Framework of Expected Outputs, Indicators, and Means of Verification

Outputs	Indicators	Means of Verification	Target
Output -1 Family members have greater awareness about the consequences of girls discontinuing education.	<ul style="list-style-type: none"> • Number of folk media programs conducted in the village and no. of families participated • Number of families attended the Samvaada program conducted in the villages • Number of meetings held with the community groups and parents 	<ul style="list-style-type: none"> • Event reports • Meeting records • Documentation from the events 	<ul style="list-style-type: none"> • 3300 meetings with the parents of girls in a village once in a month • Meeting most vulnerable families (approximately 20% or 400 families) every month and remaining once in quarter
Activities <ul style="list-style-type: none"> • Line list girls and their families, and identify the most vulnerable families. • Conduct folk media performances in the community to initiate dialogue about secondary education for adolescent girls, the hazards of early marriage, early child-bearing, and early sexual debut. • Regular outreach to counsel the most vulnerable families. 			
Output – 2 Parents are aware of and linked to schemes that provide assistance and enable them to send girls to school.	<ul style="list-style-type: none"> • Number of counseling sessions for parents • Attendance at counseling sessions 	<ul style="list-style-type: none"> • Attendance records 	<ul style="list-style-type: none"> • 3300 families of adolescent girls in project period of 3 years.
Activities <ul style="list-style-type: none"> • Inform families about government schemes that provide material and financial incentives and rewards for educating daughters. • Link families to livelihood or alternative income schemes. 			

Key Activities and Timelines

Key Activities	Jun-Aug, 2013	Sep-Nov, 2013	Dec-Feb, 2014	Mar-May, 2014	Jun-Aug, 2014	Sep-Nov, 2014	Dec-Feb, 2015	Mar-May 2015	Jun-Aug, 2015	Sep-Nov, 2015	Dec-Feb, 2016	Mar-May, 2016
Line list girls and their families and identify the most vulnerable families.												
Conduct folk media performances in the community.												
Educate parents about SDMCs and promote effective parental participation in SDMCs.												
Familiarize families with livelihood and alternative income schemes and facilitate linkages.												

Boys (High School Boys 13 - 18 Years Old from SC and ST Community)

Intervention Purpose and Method

The project will work with boys to transform their attitudes towards gender, emphasizing the right of adolescent girls to a life free of violence and abuse. It will achieve positive changes in boys' attitudes and behaviors and promote adolescent girls' participation and retention in schools. This will assist girls to enjoy opportunities in education, employment, marriage, and social life on par with boys.

Popular sports will be used as a channel for communicating positive messages on masculinity and respect for women. Sabala will use Parivartan, a program that engages local

athletic coaches to deliver violence prevention scripts and tools to adolescent male athletes from the same locality to alter norms that foster aggression and violence, to promote bystander intervention, and to reduce physical and sexual assault. Parivartan uses athletic coaches because they are often seen by boys as role models.

The Parivartan model has been developed and piloted by a team of experts from the International Centre for Research on Women (ICRW) and Futures without Violence along with intervention partners such as Apnalaya and PATH.

Long Term Objectives

1. To promote positive change in gender norms around marriage and education of girls
2. To enhance the engagement, support, and accountability of boys for the education of the girls

Immediate Objectives

1. To increase the participation of boys in campaigns and discussions and problem solving
2. To increase vigilance among boys on girl child marriage and school drop out
3. To increase the understanding of and sensitivity to gender issues among boys

Framework of Expected Outputs, Indicators, and Means of Verification

Outputs	Indicators	Means of Verification	Target
Forums are formed for boys to reflect on and challenge gender norms using the Parivartan curriculum.	<ul style="list-style-type: none"> • Number of group sessions with boys conducted • Number of boys attended the sessions • Number of champions identified from the boys • At least 3-4 champions from boys per village 	<ul style="list-style-type: none"> • Group session reports • The list of champions 	• 2580 boys

Activities

- Conduct feasibility study on adopting Parivartan model in the north Karnataka context.
- Finalize modules of sessions with boys.
- Select mentors in the villages to become Parivartan mentors.
- Engage boys in critical reflection using the Parivartan curriculum on issues related to gender, sex, sexuality, and violence that affect retention of girls in school through group sessions with boys in their neighbourhood.
- Development of champions among family to support girls' education.

Key Activities and Timelines

Key Activities	Jun-Aug, 2013	Sep-Nov, 2013	Dec-Feb, 2014	Mar-May, 2014	Jun-Aug, 2014	Sep-Nov, 2014	Dec-Feb, 2015	Mar-May, 2015	Jun-Aug, 2015	Sep-Nov, 2015	Dec-Feb, 2016	Mar-May, 2016
Develop and finalize modules for group sessions with boys.												
Identify coaches and mentors.												
Conduct group sessions with boys.												
Identify champions from boys to support the cause of girls.												
Train champions.												

Intervention with Community (Community Leaders, SC/ST Community, Community Groups like DSS/youth groups, NGOs, CBOs in Intervention Villages)

Intervention Purpose

Interventions at the community level aim to spread understanding of the importance of educating girls, gender norms, and the consequences of early marriage, teenage pregnancy, child bearing, etc., with the objective of building popular support for

education for girls. The interventions will be at the village level, involving the key leaders, opinion makers, influential persons. This is also to build necessary support systems and an environment that is conducive for girls to complete secondary education.

Long Term Objectives

1. To bring positive change in gender norms around marriage and education of girls among community members
2. To enhance engagement, support, and accountability of communities for the education of adolescent girls.

Immediate Objectives

1. To raise awareness on the issue of school drop outs and its negative consequences
2. To increase participation of community members in campaigns and discussions and problem solving
3. To improve the community's understanding of the barriers and solutions to the issue of drop out of adolescent girls
4. To bring increased vigilance among community groups on girl child marriage and school drop out

Framework of Expected Outputs, Indicators, and Means of Verification

Outputs	Indicators	Means of Verification	Target
Output -1 Community awareness is raised about consequences of girls discontinuing education.	<ul style="list-style-type: none"> • Number of folk media programs conducted in the village and number of community members participated • Number of Samvaada program conducted in the villages • Number of meetings held with the community groups 	<ul style="list-style-type: none"> • Event report 	<ul style="list-style-type: none"> • 86 main villages with HS and/or HPS folk media event per year per intervention village every year • 86 meeting with the community group every month

Activities

- Folk media troupes will be selected to develop folk shows on the subjects
- Conduct folk media performances in the community to initiate dialogue about secondary education for adolescent girls, the hazards of early marriage, teenage pregnancy, early child-bearing, and early sexual debut.
- Conduct regular meetings with the existing groups in the villages.

Output – 2

Community members take action against girl child drop out from schools.

- Number of meetings held with the local groups
- Existence of vigilance committee of the local community
- Number of meetings held with PRIs on girl child education related issues
- Mapping of community groups
- Resource mapping

Meeting reports

- One meeting with the community group once in a month
- One committee for each village
- One meeting with PRI every quarter on the issue of girl child education

Activities

- Meet regularly with DSS, youth groups, and SHGs to share evidence, progress, and outcomes of the intervention.
- Meet regularly with PRIs to help them understand their role in girl child education.
- Develop vigilance committees to increase entry and retention.
- Support campaigns related to transition and retention started by local community/SDMC/schools.
- Advocate with PRIs on the importance of the issue and the need for monitoring the activities undertaken by school.

Key Activities and Timelines

Key Activities	Jun-Aug, 2013	Sep-Nov, 2013	Dec-Feb, 2014	Mar-May, 2014	Jun-Aug, 2014	Sep-Nov, 2014	Dec-Feb, 2015	Mar-May, 2015	Jun-Aug, 2015	Sep-Nov, 2015	Dec-Feb, 2016	Mar-May, 2016
Develop script and identify folk media troupes.												
Conduct folk media performances in the community.												
Meet regularly with DSS, youth groups, and SHGs to share evidence, progress, and outcomes of the intervention.												
Meet regularly with PRIs to help them understand their role in girls' education.												
Form vigilance committees to increase transition and retention.												

State, District, and Block Level Education Department Officials and the Media

Intervention Purpose and Method

Interventions with officials from the Department of Education to increase adolescent girls' educational attainment will be of two types: i) interventions that form and strengthen collaboration between the department, Sabala, and civil society and ii) advocacy.

Collaboration with the Department of Education is decisive for Sabala's successful implementation and large scale impact because only through collaboration will Sabala be able to sensitize officials about adolescent girls' issues and obtain the department's cooperation, imprimatur, and, eventually, ownership. Sabala will need the department's imprimatur to ensure the cooperation and participation of school staff in Sabala activities. We also must obtain the department's authorization to hold trainings for school staff and SDMCs, and to collect school data and records. Furthermore, it is critical to collaborate closely with the government because government departments control considerable resources for girls' education and welfare.

The ultimate purpose of collaboration with the Department of Education is to prepare the government to continue Sabala's innovations after KPHT exits. KHPT will work to transition ownership of Sabala's innovations to the government by integrating them with the government's normative guidelines and developing the government's capacity to scale them up and sustain them across the state.

The present situation in Karnataka is very conducive for this collaboration. Although the government has made several attempts to reduce the dropout rate of adolescent girls from the most marginalized families, school dropout rates at crucial stages of schooling like 5th, 7th, and 10th grade remain high. There are hardly any structural interventions addressing this issue, and the government acknowledges that some of its most effective schemes struggle to scale up [148].

Therefore, the government is seeking support to implement comprehensive programs for adolescent girls and their education [10,148]. The government recently invited civil society organizations to contribute ideas for working with adolescent girls and recognizes the need for vibrant public participation in the implementation and monitoring of the RTE Act [148]. These circumstances create a very promising opportunity for KHPT to collaborate with the Department of Education for Sabala's implementation, and advocate with the government for the scale up of Sabala's successful interventions.

KHPT's considerable past experience advocating for and assisting the government to scale up programs has taught us the importance of choosing the right influence strategy at the start of the intervention. When planning an intervention, it is critical to develop influence strategies; outline goals and objectives; and define the inputs, outputs, and outcomes, networks of influence, and the key audiences so

that relationships can then be established and strengthened over the course of the project. We see four important prospects for influencing the government.

One opening for advocacy on adolescent girls' behalf is elected officials' growing recognition of the considerable return on investments in young people, particularly the potential political dividend. Youth and adolescents constitute a major future voting block, and parents are an immense active voting block, so responding to their needs can shape the outcome of elections. Political parties' self interest renders elected officials receptive to demands from parents and students for political action to improve education for adolescent girls.

Government cells, departments, committees, and schemes for the welfare of children and adolescents are another window of opportunity to advocate with the government for programs with adolescent girls because these bodies and schemes require assistance to fulfill their purpose. The SC/ST Departments focus on the development of SC/ST families. In each district there is a Child Welfare Committee comprised of members from civil society. Under the Women and Child Welfare Department there is a Child Protection Cell with a child protection officer. At the state level there is a body called the Child Rights Forum. Efforts through Sabala to assist and strengthen these bodies and schemes will be welcomed and appreciated by the government.

The existence of many NGOs and CBOs that work for the cause of adolescent girls and vulnerable women in Sabala's project area will strengthen Sabala's implementation and provide allies for advocacy. There is considerable experience and expertise

within these organizations on adolescent girls' issues, and close communication and coordinated action with these organizations will strengthen advocacy. The organizations include Mahila Samakhya (an NGO working with vulnerable women and children) Janawadi Mahila Sangha (an NGO working with vulnerable women and children), Chaitanya Mahila Sangha (a CBO working with devadasis and other sex workers and their children), Vishala (an NGO working with vulnerable women and children), POWER (an NGO working with vulnerable women and children), FEDINA (an NGO working with vulnerable women and children), St. Anne's (a faith-based NGO working with vulnerable women and children), and district and taluk level federations of Sri Shakti women's self-help groups.

Another important ally in advocacy will be the adolescent girls. In the initiatives planned with the adolescent girls, one key strategy is to hold events that enable girls to voice their needs, concerns, and aspirations directly to key stakeholders like state-, district-, and block-level officials of government departments, especially the Education Department.

Broadly the interventions with officials from the Department of Education focus on collaboration and alliance building with key stakeholders like government, civil society organizations, networks of non-governmental organizations. This process includes many activities, including forming contacts at different levels, collaboration activities, joint meetings and conferences, facilitating exposure to programs, sharing best practices, research and assessment

findings, networking with the organizations at different levels, media sensitization and direct engagement with the policy makers to translate Sabala's learnings into guidelines and schemes.

Long Term Objectives

1. To ensure that the government develops policies and guidelines based on the outcome KHPT 's intervention model for scale up.

Immediate Objectives

1. To increase appreciation and support from government towards these interventions.

Framework of Expected Outputs, Indicators, and Means of Verification

Outputs	Indicators	Means of Verification	Target
Output -1 Government supports implementation of the project .	<ul style="list-style-type: none"> • Number of circulars issued by the GOK on revision of AG program guidelines • Percentage of increase in budget allocation for adolescent girls programs • Number of meetings held with different stakeholders • Number of meetings held with civil society organizations 	<ul style="list-style-type: none"> • Meeting reports • Copy of circulars issued • Number of districts the program scaled up 	<ul style="list-style-type: none"> • Meeting with key state officials once in a year • Quarterly meeting with district and block level officers

Activities

- Desk review of GoK's existing programs for adolescent girls and budget allocation details, and prepare a document on the same.
- Presentation to GoK officials on the need for scale up and increased funding for adolescent girls' programs.
- Develop of draft policy and guideline document on intervention with adolescent girls.
- Stakeholder consensus building meeting.
- Presentation of draft policy and guidelines on intervention with adolescent girls to GoK officials.
- Follow-up meeting with GoK officials on policy adoption and approval.
- Organize a meeting of civil society organizations (NGOs/CBOs) working with adolescent girls to pressure GoK to increase funding for adolescent girls programs.
- Follow-up meetings and submissions by civil society organizations to GoK.
- Organize policy dialogue meetings with key stakeholders including GoK officials through workshops, seminar, and symposiums.

Output – 2 Government understands the importance and success of this intervention.	<ul style="list-style-type: none"> • Number of state officials participated in programs • Number of programs • Number of circulars, orders issued in support of adolescent programs 	<ul style="list-style-type: none"> • Meeting reports 	<ul style="list-style-type: none"> • Half-yearly reviews with state officials and quarterly reviews with district and block level officers
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Activities

- Establish key contacts at the state, district, and block level and regularly update them on the progress and outcomes of the project.
- Organize meetings and conferences to share evidence on the issue at district level.
- Participate in important government meetings on adolescent girls and education.
- Organise field visits for government officials to the intervention sites.
- Share reports of the project.
- Prepare and document success stories.
- Hold advocacy meetings at district and state level.
- Network with organizations working with adolescent girls, including education, in Karnataka and outside.
- Support GoK to adapt Sabala’s lessons in guidelines and schemes for entry and retention.

Output – 3 Media coverage	<ul style="list-style-type: none"> • Number of articles and radio or televised broadcasts 	<ul style="list-style-type: none"> • Article clippings • Webpage URLs • Recordings of broadcasts 	<ul style="list-style-type: none"> • 12 clippings and one recording
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Activities

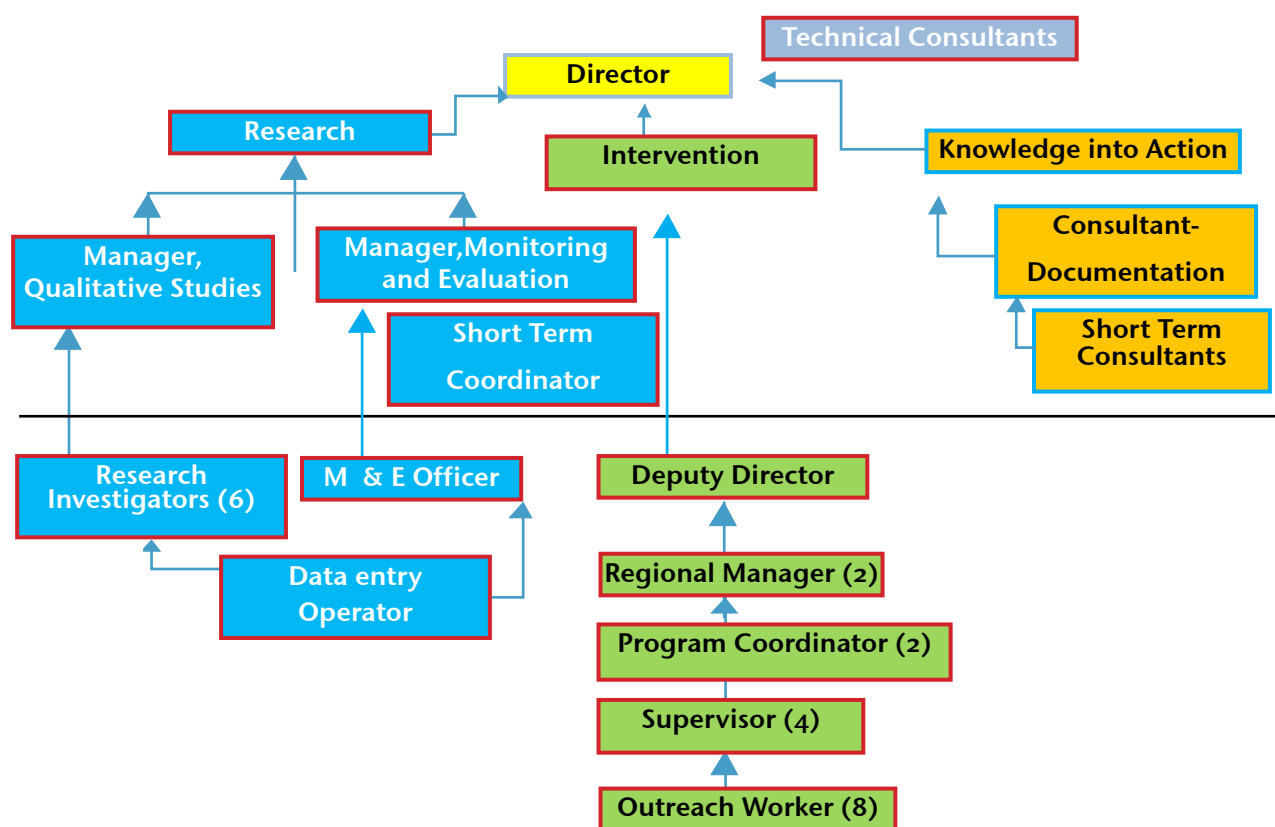
- Facilitate media coverage of positive stories of AGs and the evidence emerging from the project.
- Sensitize selected media reporters on the issue of AGs.
- Use media to cover positive messages about the program and activities being implemented under the program.
- Share best practices with the media for wider coverage in the media.
- Organize interviews with AGs, teachers, and families.

Key Activities and Timelines

Key Activities	Jun-Aug, 2013	Sep-Nov, 2013	Dec-Feb, 2014	Mar-May, 2014	Jun-Aug, 2014	Sep-Nov, 2014	Dec-Feb, 2015	Mar-May, 2015	Jun-Aug, 2015	Sep-Nov, 2015	Dec-Feb, 2016	Mar-May, 2016
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Develop draft policy and guideline document on intervention with adolescent girls.												
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Follow up meetings and submissions by civil society organizations to GoK.												
Organize policy dialogue meetings with key stakeholders including GoK officials through workshops, seminars, and symposiums.												
Establish key contacts at the state, district, and block level and regularly update them on the progress and outcomes of the project.												
Organize meetings and conferences to share evidence on the issue at the district level.												
Organize field visits for government officials to intervention sites.												
Prepare and document success stories.												
Hold advocacy meetings at district and state level.												
Network with organizations working with adolescent girls, including education, in Karnataka and outside.												
Facilitate media coverage of positive stories of AGs and Sabala's impact and lessons.												

5 MANAGEMENT STRUCTURE

Organizational structure for project implementation is as follows:



The roles and responsibilities of each position are as follows:

Director:

S/he will be the main contact point for the donor and the program team, responsible for achieving the deliverables, and for compliance with donor policies and regulations. S/he will be responsible for submission of quarterly and annual

program and financial reports. The director will lead and motivate the project team to ensure smooth implementation of activities, and will ensure adequate resources, troubleshoot problems, and implement creative solutions. S/he will be supported by part time consultants who the project recruits when necessary.

Manager, M&E and Qualitative Studies:

The qualitative studies manager is responsible for undertaking exploratory research on structural drivers of HIV. The manager will identify research areas, design studies, develop protocol, implement and analyze data, provide written and oral reports, and sometimes engage in

primary data collection. The M&E Manager is responsible for guiding the M&E overall strategy and implementation of related activities within the project, along with providing timely and relevant information to project management. This entails close communication with all involved in M&E design and coordination.

Responsibilities and Tasks

- Design qualitative and operations research, including identifying research areas.
- Develop the overall framework for project M&E. For example, annual project review, process monitoring, and operations monitoring.
- Conduct literature review and develop research protocol.
- Design questionnaires, tools, and other methods to collect qualitative data.
- Collect and analyze qualitative data from interviews, non-participant observations, or focus groups.
- Assist and implement research projects such as reporting on the status of various research tasks and identifying ways to improve research design.
- Create and deliver professional presentations on research results.
- Analyze quantitative and qualitative data, including making critical observations of analyses or data and identifying patterns in the data.
- Prepare clearly written technical and analytical reports.
- Prepare quantitative data files, evaluate the quality of the data, and describe its structure.
- Guide the process for identifying and designing the key indicators for each component.
- Guide the process for identifying the key performance questions and parameters for monitoring project performance and comparing it to targets. Design the format for such performance reports.
- Identify other M&E staff that the project needs to contract. Guide recruitment.
- Recruit, guide, and supervise field staff that are contracted to implement special survey and studies required for evaluating project effects and impacts.
- Develop a plan for project related capacity building on M&E and for any computer based support that may be required.

- Review any program relevant documents beyond the program data and share with the team, if relevant.
- Guide staff in preparing their progress reports.
- Review monitoring reports; analyze them for impact evaluation and to identify the causes of potential bottlenecks in project implementation.
- Organize (and provide) refresher training in M&E for project staff.
- Plan for regular opportunities to identify lessons learned and implications for the project's next step. Participate in these events when possible.
- Prepare reports on M&E findings, as required, working closely with technical staff and implementing partners.
- Undertake regular visits to the field to support implementation of M&E and to identify where adaptations might be needed.
- Guide the regular sharing of the outputs of M&E findings with project staff, and implementing partners.
- Develop the design and implement baseline, midterm, and end-line surveys, as required.

Consultant - Documentation and KiA:

S/he will be responsible for developing the influence strategy to aid uptake of research evidence. The other key roles are:

- Provide support in writing research and annual reports.
- Document STRIVE activities, outputs, and outcomes.
- Document "Success Stories" and "Lessons Learned" and finalise them for publication.
- Perform any other duties assigned by the supervisor.
- Prepare briefs of STRIVE research and assessments.

Deputy Director:

S/he will be responsible for the overall implementation of the program in the two districts. S/he will provide technical support and mentor the district and other staff. S/he

will consolidate the reports and share them with state officials.

Monitoring & Evaluation Officers:

There will be two M&E officers at the state level and one officer at the regional level. They will provide on-site technical support for adhering to monitoring indicators and processes. They will collect material for case study documentation, update the program database, analyze data, and compile reports in the CMIS format for sharing at monthly review meetings and submission to donors. They will coordinate all research activities, outcome studies, and impact assessments with the central M&E teams.

Regional Managers will be located in North Karnataka, supported by the M&E officer. They will lead the project coordinators in their implementation districts towards quality programming and achieving the desired outcomes. They will be responsible

for program management, technical support and capacity building, advocacy and networking, operational research, and knowledge sharing.

Program Coordinators will be based in the districts of implementation, in-charge of the project implementation in the district. They are responsible for the day to day

management of the project administration and are primarily responsible for providing project management support, monitoring and supportive supervision, capacity building and documentation support to the CBOs and NGOs, and for direct implementation in the district. The roles and responsibilities of the Program Coordinators are:

- Increase quality of programming through providing management / technical support in line with adolescent girls programming guidelines and strategies.
- Assist the supervisors in analysing the gaps and needs in programmes in his/her districts and guide the process to address these gaps.
- He/she is responsible for the adolescent girls programme performance and achievement of project outcomes in the districts in his/her assigned districts.
- Provide guidance and mentoring support to other team members like supervisors and outreach workers of the district to ensure that the adolescent girls programs in the districts are being implemented as per the plan.
- Monitor the project performance periodically through reviews of monthly/quarterly reports and field visits, identify gaps, and provide constant feedback to the other team members on program quality issues and gaps, and assist the regional managers to develop plans to address these identified gaps.
- Submit monthly reports from the district every month on adolescent girls programming in prescribed format.
- Provide on-the-job mentoring support to Sabala program staff for enhancing their skills for analyzing the district data progress vs. target.
- Assess the capacity building needs of the field staff and design plans to address the needs.
- Closely work with the field team to support the staff to develop compulsory follow up plans to address the identified gaps and achieve desired change through means of overcoming bottlenecks of program.
- Develop and enhance rapport with government and non-government stakeholders for better service and networking
- Coordinate with district administration for grant release, submission of reports, facilitate their visits to sites and reporting on the program implementation.
- Regular monitor and review of progress and follow-up action. In coordination with RMs, support the district teams to implement the planned program activities in the district.

- Assist in preparing strategy/program for working with adolescent girls through analyzing the data and the field need.
- Coordinate with field team to identify and document good practices in the Sabala program area. These best practices will be continuously documented, compiled and shared.
- Coordinate and extend support for the implementation of different qualitative and quantitative studies being undertaken under the Sabala project.

Supervisors and Outreach Workers are part of the field teams that will implement the project at the village level. Supervisors will serve as a link between the outreach worker and program coordinator. The supervisors will be involved in planning and monitoring the activities of the outreach workers. Their specific responsibilities include:

- Support the outreach workers in establishing contacts with schools, teachers, SDMCs, and parents in the community.
- Support the outreach workers to develop outreach plans to effectively reach adolescent girls listed during the survey.
- Supervise and mentor when the outreach workers conduct sessions/interactions with adolescent girls or their parents.
- Support the outreach workers wherever there are issues related to effective implementation of the planned activities.
- Control the quality of the outreach workers' work by meeting them at regular intervals and one-to-one sessions with them.
- Undertake weekly review of the activities done by the outreach workers and assist them in planning her/his activities based on priority.
- Identify the capacity building needs of the outreach workers and advocate with the team for conducting such trainings.
- Collect and consolidate the reports on weekly basis and report it to project coordinator.

Each outreach worker will work in five or six villages. They are key contact for the project with the adolescent girls and village community. The specific responsibilities of outreach workers include:

- Line listing and profiling adolescent girls using the vulnerability scale and understanding their situation of adolescent girls by frequent visits to them and their families through outreach activity.
- Prioritizing the adolescent girls to include them in the group sessions of Parivartan+ curriculum.



- Facilitating the group sessions with adolescent girls and monitoring.
- Identify the mentors for conducting sessions with boys using Parivartan.
- Forming of support/pressure groups of adolescent girls after PP sessions and strengthen of pressure groups to take up the issues of adolescent girls.
- Outreach/family visits by ORW to investigate their problems, problem solving to prevent the adolescent girls from school dropout.
- Create awareness about the government schemes by explaining them to the adolescent girls and their family.
- Keep all the necessary forms of different government schemes and facilitate the adolescent girls and their families to fill those forms and submit the same for accessing the scheme benefits.
- Mobilize the listed adolescent girls for Sneha clinics and in case of necessity also mobilize them to Santwana and to ICPS officers at taluks/district for crisis redressal.
- Identification and listing of subject teachers at necessary schools and selection of teachers for tuition classes or extra classes.
- Identifying peer leaders and mobilize them for leadership trainings.
- Mobilizing the adolescent girls for convention and support the project team in organizing the convention.
- Understanding the trainings of teacher and preparing the list of teachers to be sent for the training and mobilize the teachers for training.
- Assist the teachers to inform school committees to address sexual harassment of adolescent girls and ensure every school adopts the safety policies.
- Be a part of enrollment campaign by the schools and involve the community in the campaign.
- Assist the supervisors in identifying villages for folk program and mobilize the community for folk media program.
- Report to supervisor on the work done on weekly basis.

Research Investigators will be responsible for data collection for the qualitative and quantitative studies.

6 | MONITORING AND EVALUATION



Process Monitoring

The process of Sabala's implementation will be monitored by recording and analyzing project implementation data and reporting the information to managers and relevant stakeholders to enable them to determine whether the project is being implemented as planned and on schedule, and to observe interim results.

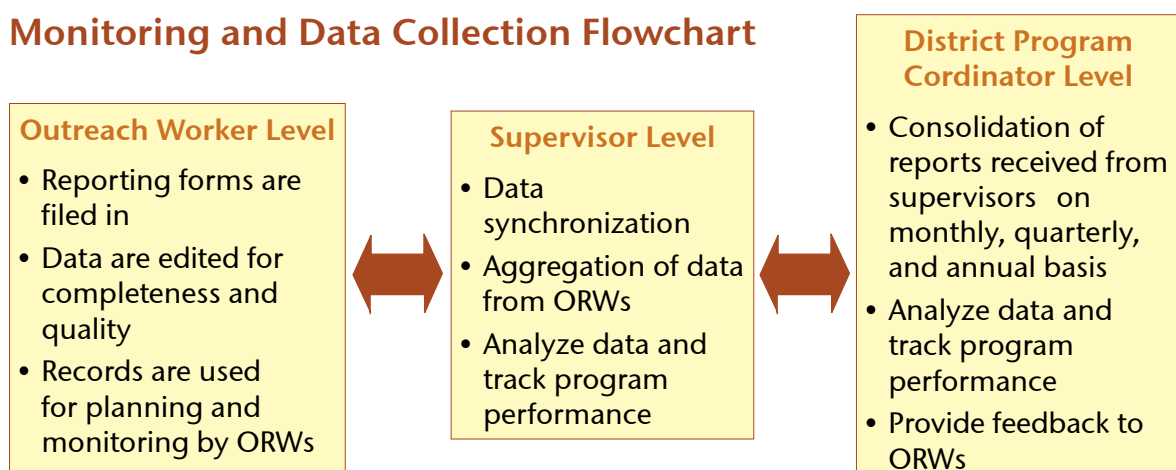
Sabala will monitor project activities at school and community levels. The project will train school staff to monitor marginalized girls' school enrollment, attendance, and drop out rates to know how these rates respond and behave throughout the intervention area, and to ensure identification of girls who drop out so that they and their families can be contacted and counseled. At the school level, we will monitor the frequency of and attendance at project events. Within the communities, activities with adolescent girls, their families, and boys will be monitored. Regular review

meetings and reports will keep stakeholders informed during the implementation. Lessons will be documented during and at the end of the project.

Monitoring will measure inputs, including resources and personnel involved in the program and in service delivery, and outputs, such as program outreach and service delivery targets and indicators.

Sabala's computerized management information system will link data entry points and repositories at all levels to ensure efficient and consistent data management and the availability of up-to-date information for performance assessment and program planning. Data collected at the outreach worker level will be accessible at the supervisor and district level. The flow chart below depicts the data flow from outreach workers to supervisors and to the district program coordinators.

Monitoring and Data Collection Flowchart



The program's inputs and outputs are monitored by the proposed monitoring plan. The outputs expected and the indicators to measure them are listed below:

Outputs	Output Indicators	Data Capturing Tool	Frequency of Data	Person Responsible for Compiling Data
Interventions with Schools, SDMCs, Teachers				
Skills and capacities of school staff and SDMC built to conduct gender analysis and prepare school development plans towards girls' entry and retention in school.	<ul style="list-style-type: none"> • Number of trainings conducted for teachers and no. of teachers trained • Number of trainings conducted for SDMCs and number of SDMC members trained • Number of schools that do gender analysis and develop an action plan to address the needs • Number of schools that implement their action plans 	<ul style="list-style-type: none"> • AGP - Monthly report format • AGP - Training, Workshop, Meeting Report 	Monthly	Outreach worker
Simple tools and job aids are available with school staff and SDMC for tracking entry and retention.	<ul style="list-style-type: none"> • Number of teachers trained to use the tracking tool • Number of schools using the tool for tracking 	<ul style="list-style-type: none"> • AGP - Monthly report format • AGP – Home visit report for School Teachers 	Monthly	Outreach worker
Schools have policies that ensure a safe environment and participation of girls in school.	<ul style="list-style-type: none"> • Number of workshops and meetings to conceive policies • Attendance at workshops and meetings • Number of schools that institute policies to promote girls' enrolment and retention in school • Number of schools that institute safety measures 	<ul style="list-style-type: none"> • AGP - Monthly report format • AGP - Training, Workshop, Meeting Report 	Monthly	Outreach worker

Schools have leadership and career counselling programs for adolescent girls.	<ul style="list-style-type: none"> • Number of workshops for schools • Number of schools organized career counseling sessions and number of adolescent girls attended • Number of inter-school sports and cultural events conducted • Number of leadership and personality development programs conducted and number of adolescent girls attended 	<ul style="list-style-type: none"> • AGP - Training, Workshop, Meeting Report 	Monthly	Outreach worker
Intervention with SC/ST Adolescent Girls				
Girls are aware of and linked to schemes that provide assistance and enable them to continue school education.	<ul style="list-style-type: none"> • Number of awareness events organized • Number of adolescent girls attended the awareness programs on schemes • Number of adolescent girls assisted in accessing these schemes 	<ul style="list-style-type: none"> • AGP - Training, Workshop, Meeting Report • Monthly Outreach & Activity Report • Social Entitlement Register 	Monthly	Outreach worker
Tutorial instruction is provided to supplement classroom learning for girls.	<ul style="list-style-type: none"> • Number of adolescent girls who attend tutorial classes organized by the project 	<ul style="list-style-type: none"> • Monthly Outreach & Activity Report 	Monthly	Outreach worker

Groups are formed for girls to provide safe space to discuss their issues and build solidarity using the Parivartan curriculum.	<ul style="list-style-type: none"> • Number of villages where group sessions conducted • Number of adolescent girls attending the sessions • Number of leadership trainings organized for the peer leaders of groups and number of peer leaders attended 	<ul style="list-style-type: none"> • Monthly Outreach & Activity Report • Group Session Report • Group Session Monthly Summary Sheet • AGP - Training, Workshop, Meeting Report 	Monthly	Outreach worker
Girls participate in career counselling sessions and avail options available after completion of high school education.	<ul style="list-style-type: none"> • Number of adolescent girls who attend career counseling sessions organized by the project • Number of conventions organized in the district and number of adolescent girls attended the sessions 	<ul style="list-style-type: none"> • Event Register • Monthly Outreach & Activity Report 	Monthly	Outreach worker
Intervention with Family Members				
Family members have greater awareness about the consequences of girls discontinuing education.	<ul style="list-style-type: none"> • Number of folk media programs conducted in the village and number of families participated • Number of families attended the Samvaada program conducted in the villages • Number of meetings held with the community groups and parents 	<ul style="list-style-type: none"> • Event Register • Monthly outreach & Activity Report 	Monthly	Outreach worker

Parents are aware of and linked to schemes that provide assistance and enable them to send girls to school.	<ul style="list-style-type: none"> • Number of counseling sessions for parents • Attendance at counseling sessions 	<ul style="list-style-type: none"> • Monthly outreach & Activity Report • Social Entitlement Register 	Monthly	Outreach worker
Intervention with Boys				
Forums are formed for boys to reflect on and challenge gender norms using the Parivartan curriculum.	<ul style="list-style-type: none"> • Number of group sessions with boys conducted • Number of boys attended the sessions • Number of champions identified from the boys 	Boys Outreach/ Counseling/ Event Register	Monthly	Outreach workers and mentors
Intervention with Community				
Community awareness is raised about consequences of girls discontinuing education.	<ul style="list-style-type: none"> • Number of folk media programs conducted in the village and number of community members participated • Number of Samvaada program conducted in the villages • Number of meetings held with the community groups 	<ul style="list-style-type: none"> • Monthly outreach & Activity Report • Event register 	Monthly	Outreach workers
Community members take action against girl child drop out from schools.	<ul style="list-style-type: none"> • Number of meetings held with the local groups • Existence of vigilance committee of the local community • Number of meetings held with PRIs on girl child education related issues 	<ul style="list-style-type: none"> • Monthly outreach & Activity Report 	Monthly	Outreach worker

Sabala Evaluation Plan Summary

Sabala is designed to address the following issues which are understood to diminish girls' rates of secondary school enrolment, retention, and completion:

- Existing gender norms and traditions that hasten marriage and entry into sex work
- Girls' weak agency (confidence, leadership, assertiveness) and exclusion from major decisions affecting their life
- Schools' neglect of girls' needs, disregard for dropouts, and inaction on barriers to girls' education
- Families' financial hardship and low esteem for daughters, which incline parents to put daughters to work

The evaluation will determine whether by addressing these issues Sabala achieves its intended short, medium, long term, and impact outcomes, which are presented in this document's chapter on Theory of Change.

be replicated and scaled up on the basis of evidence that they have achieved beneficial structural changes that increase girls' educational attainment and academic performance.

Evaluation Purpose

The purpose of the evaluation is to determine which interventions should

Evaluation Questions

The evaluation aims to answer the following questions:

1. What effect has Sabala had on age at marriage, age at sexual debut, and age of entry into sex work among adolescent SC/ST girls in communities that have access to the intervention?
2. What effect has Sabala had on girls' transition to and retention in secondary school in communities that have access to the intervention?
3. In what respects and to what extent has Sabala affected the schools' and the communities' concern about and response to high school drop-out by SC/ST girls?
4. What are the processes and causal pathways by which positive changes occur in the following areas: support and value for education; self-esteem and confidence among adolescent girls; self-perceived safety and social status among adolescent girls and in their social networks; and culturally prescribed social expectations and gender norms?

Evaluation Design

The evaluation study will be implemented by the Karnataka Health Promotion Trust (KHPT), based in Bangalore, Karnataka, in collaboration with the Social and Mathematical Epidemiology Group, London School of

Hygiene and Tropical Medicine (LSHTM), and the Centre for Global Public Health, University of Manitoba, Canada.

The evaluation will collect quantitative and qualitative data that enable us to observe

and compare outcome indicators over time in areas where we intervene and areas where we do not intervene.

The study uses a cluster randomized, controlled trial (RCT) design, and has three main components:

1. A quantitative assessment involving two sequential cohort studies, one initiated in year 1 and another initiated in year 2, of a sample of SC/ST girls, their families, and boys in their neighbourhoods at baseline and following the intervention.
2. Document the process of implementation and change using qualitative methods.
3. A detailed monitoring of intervention implementation by measuring exposure to the various components of the intervention together with expected outcomes.

The study will employ a cluster randomized design, with the high school (including the community it serves) as the unit of randomization. 34 clusters consisting of 121 villages, 54 high schools and 118 higher primary schools will receive the intervention immediately (experimental condition) and another 34 clusters consisting of 123 villages, 50 high schools and 91 higher primary schools will be considered for at a later date (waitlist control group).

In each of the intervention and control villages, quantitative and qualitative assessments will be carried out, both at baseline and following the intervention, on the indicators and among the target groups.

Quantitative Assessment

The project indicators for the SC/ST adolescent girls will be measured through two sequential cohort studies. At the beginning of the first academic year 2012-'13, the study will recruit a cohort of 1020 SC/ST girls who passed 7th standard in the 68 study villages (expected to be about 510 from each study arm with an average of 15 girls per study village). The cohort from the intervention sites will be interviewed three times during the study period: once each at the beginning of academic years one, two, and four. The cohort from the control sites will be interviewed only twice during the study period, at the beginning of years one and four.

Indicators by outcome level for each target group in the study

Target groups	Outcome levels	Indicators
Adolescent SC/ST girls	Impact level outcomes	<ul style="list-style-type: none"> • Increased age at marriage • Delay of sexual debut • Delay of entry into sex work
	Long term outcomes	<ul style="list-style-type: none"> • Increased % who ENTER into formal secondary education • Increased % who complete standard 10 • Increased % who achieve specific QUALITY educational outcomes
	Medium term outcomes	<ul style="list-style-type: none"> • Improved sense of agency among adolescent girls • Increased % girls who feel the school is safe • Increased accessibility and expanded opportunities for girls to enter and continue formal secondary education and job market
	Short term outcomes	<ul style="list-style-type: none"> • Increased awareness on the government schemes/ subsidies that encourage their education • Increased attendance in tutorial classes • Increased participation in group sessions • Increased participation in career counseling to enhance options after school completion
Schools/SDMCs/Teachers	Medium term outcomes	<ul style="list-style-type: none"> • Increased accessibility and expanded opportunities for girls to enter and continue formal secondary education • Improved capacities and accountability to be responsive and facilitate the retention of girls in school
	Short term outcomes	<ul style="list-style-type: none"> • Increased effective tracking of girls in schools • Improved safety and gender equitable environment in schools • Enhanced programmes in school to build leadership among girls • Increased understanding of gender issues by school staff, SDMC

Families of adolescent SC/ST girls	Medium term outcomes	<ul style="list-style-type: none"> • Positive changes in gender norms around marriage and education of girls • Increased accessibility and expanded opportunities for girls to enter and continue in formal secondary education • Enhanced engagement and accountability of families for the education of adolescent girls
	Short term outcomes	<ul style="list-style-type: none"> • Increased awareness on the issues, schemes and options • Increased participation of family members in campaigns and discussions and problem solving • Increased number of families allowing the girls to attend special/ tuition class • Increased utilisation of entitlements / livelihood schemes • Improved understanding of the barriers and solutions to the issue
Community that is served by the school	Medium term outcomes	<ul style="list-style-type: none"> • Positive change in gender norms around marriage and education of girls • Enhanced engagement, support and accountability of communities for the education of adolescent girls • Increased accessibility and expanded opportunities for girls to enter and continue formal secondary education
	Short term outcomes	<ul style="list-style-type: none"> • Increased awareness on the issue of school drop outs and its negative outcomes, schemes and option • Increased participation of community members in campaigns and discussions and problem solving • Improved understanding of the barriers and solutions to the issue • Increased vigilance among community groups on girl child marriage and school drop out
Boys	Medium term outcomes	<ul style="list-style-type: none"> • Positive change in gender norms around marriage and education of girls • Enhanced engagement, support and accountability of boys for the education of adolescent girls
	Short term outcomes	<ul style="list-style-type: none"> • Increased participation of boys in campaigns and discussions and problem solving
		<ul style="list-style-type: none"> • Increased vigilance among boys on girl child marriage and school drop out • Increased understanding of and sensitivity to gender issues
State, district and block level officials in Department of Education, media	Medium term outcomes	<ul style="list-style-type: none"> • Government develops policies and guidelines based on this intervention model for scale up
	Short term outcomes	<ul style="list-style-type: none"> • Increased appreciation and level of support from government towards these interventions

In order to measure changes in subsequent cohorts of SC/ST girls, the study will recruit another cohort at the beginning of academic year two from the intervention sites only. The cohort size will be 510, consisting of a sample of all the SC/ST girls who passed 7th standard in that year, with an average of 15 per village. They will be interviewed twice during the study period: once each at the beginning of academic years two and four.

In order to measure the medium and short term outcome indicators for families, the families of the same SC/ST adolescent girls recruited for the cohort studies will be interviewed.

Survey of Schools

The medium and short term outcomes among schools will be measured through surveys of schools and teachers in intervention and control sites at baseline and follow-up. All principals and at least two SDMC members in each of the 104 schools and a sample of two teachers (one male and one female) per school will be interviewed at the beginning of year one and the beginning of year four, using a questionnaire on the expected medium and short term outcomes among schools.

Qualitative Research

Lifeline case studies will be conducted to investigate how Sabala has affected the adolescent girls and their families in addressing school dropout, early marriage, sexual debut, and entry into sex work. In-depth interviews will be used to examine changes in the community, and changes in the levels of appreciation and support from government towards these interventions.

Lifeline Case Studies

Case studies of the lives of the girls and families will be done using a lifeline tool⁶ to pictorially represent events and experiences in each girl's life over a period of four years. The specific objectives of the case study will be a) to compare how people are affected by the interventions, b) to understand the effects of the interventions on the girl's family, and c) to map contexts and changes in individuals and families over time, thereby identifying support provided by project, and common problems faced by people in the project.

A total of 20 SC/ST adolescent girls who are enrolled in 8th standard in the first year of the project in the intervention villages will be recruited for the lifeline case study, based on Devadasi background, academic performance, and/or socioeconomic status. Additionally, five girls who have dropped out of school after the beginning of the project will also be included annually. The lifeline analysis will be carried out using a lifeline tool in which important events or experiences are plotted out along a horizontal line with the time period in months marked on it. Events and experiences which are perceived by the girl as positive will be marked above the lifeline and negative events will be marked below the lifeline. The mapping period will be for four years and data will be collected every year.

Events and experiences in the girl's life before and during the project period including experience with intervention strategies, feelings, attitudes, needs, and key events and people involved in a her life.

⁶ A participatory tool that can be used at individual level. Tools Together Now! 100 participatory tools to mobilise communities for HIV/AIDS. International HIV/AIDS Alliance. May 2006. Pg 74

The sexual and reproductive changes, health issues, including mental health, educational attainments or crises, schemes and services availed, and personal issues which the girl will be willing to share will be the main areas of enquiry within the events and experiences.

In-Depth Interviews

In-depth qualitative interviews will be conducted annually with a sample of 20 community leaders/champions. These interviews will measure medium and short term outcomes at the community level, as specified in Table 1.

Fifty in-depth interviews with adolescent girls, families (father/mother/decision maker) and teacher will be conducted during year one and year four. In addition, 20 adolescent boys in the neighbourhood will be recruited and an in-depth interview will be conducted with them in year one and year four. These in-depth interviews will assess medium and short term outcomes, particularly on gender norms, education and marriages, reasons for schools drop out, etc.

Further, in-depth interviews will be conducted at the end of the project with policy makers, including state, district and sub-district level. Two in-depth interviews will be done with state level policy makers, four at the district level (two from each district) and one from each sub-district. These interviews will measure medium and short term outcomes at the policy level.

Ethical Issues

Interviews will be conducted in a sensitive and non-judgmental manner, in private. Since most of the girls and boys interviewed will be minors, appropriate procedures will be followed to obtain the informed consent of the individual girls

and boys as well as their legal guardians. The main potential area of distress for the adolescent girls relates to disclosing any violence or coercion by members of the family, school or community. To address this issue, the study will take great care to minimize the potential for distress or harm, including careful wording of questions to ensure that they are non-judgmental; training interviewers on how to respond if someone discloses violence or requests assistance; and providing participants with information about potential sources of support.

The study will obtain appropriate ethical clearances by Institutional Review Boards in India and at collaborating institutions. A broad based Community Advisory Board (CAB) will be established, and will meet quarterly.

Time period

The total evaluation study period will be four years: nine months of start-up activities and baseline assessments, 30 months of intervention, and another 9 months of final assessments and analyses.

During the start-up period, the baseline data collection instruments and protocols will be developed and finalized, and the data collection teams will be recruited and trained. The following three months will be devoted to baseline data collection. The last nine months of the project will be devoted to end line data collection (three months), analyses and reporting (six months), and dissemination of the findings to the local communities, to Indian policymakers, and to the international community. Interim analyses will be conducted on a semi-annual basis, and a final report submitted upon completion of the project.



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