

# Samata: Keeping girls in secondary school

*Project Implementation Design*



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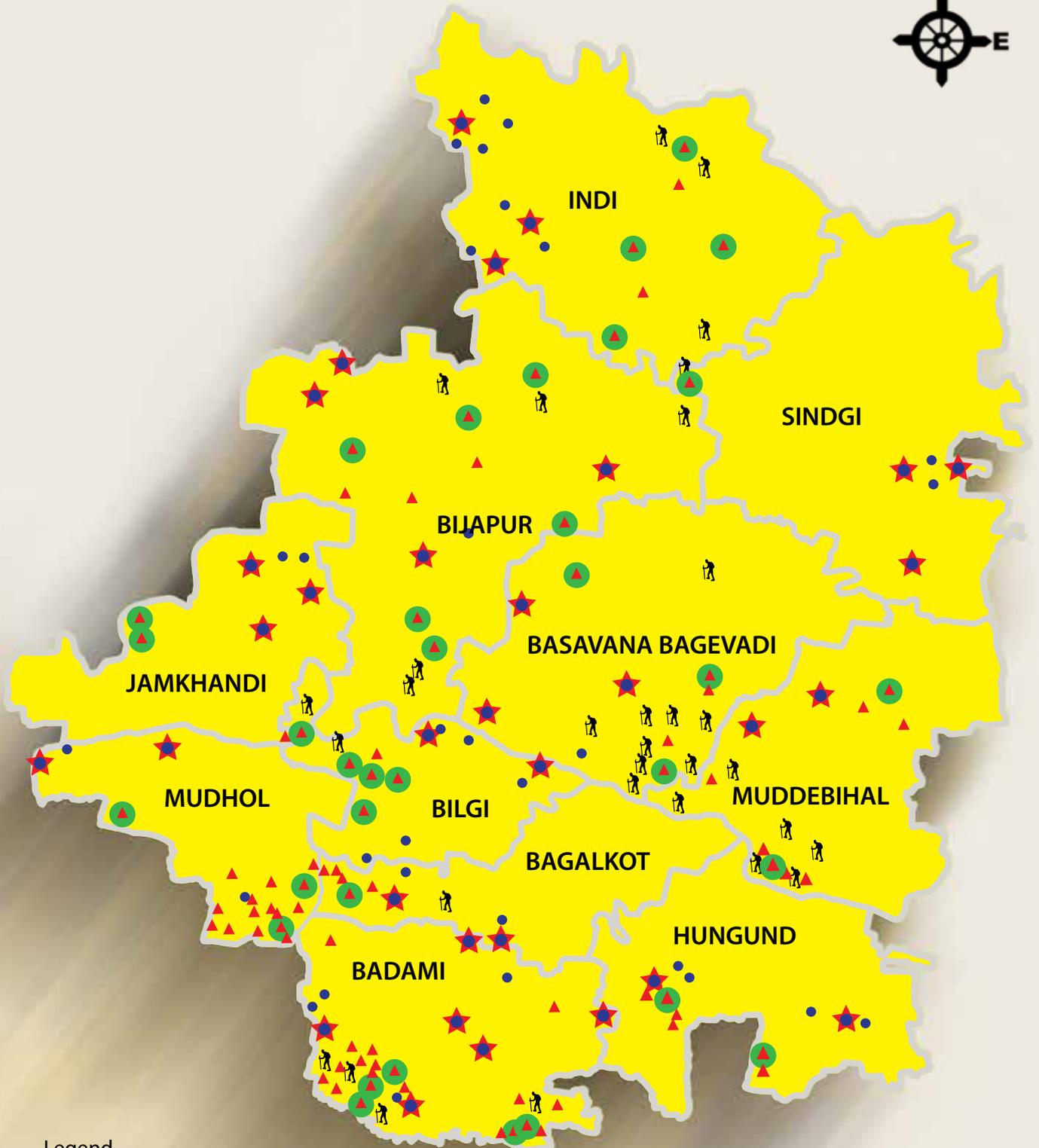
*Project Implementation Design*



**Karnataka Health Promotion Trust**

# Project – Samata

Bijapur & Bagalkot



## Legend

- Intervention- HS Village
- ▲ Intervention- HPS Village
- ★ Control- HS Village
- Control- HPS Village



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

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# Abbreviations

<b>AG</b>	Adolescent Girl
<b>AGP</b>	Adolescent Girls Project
<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>ANC</b>	Antenatal Clinic
<b>AY</b>	Academic Year
<b>CBO</b>	Community-Based Organisation
<b>CCL</b>	Centre for Child and the Law
<b>CSR</b>	Child Sex Ratio
<b>DLHS</b>	District-Level Household and Facility Survey
<b>DSS</b>	Dalit Sangarsh Samithi
<b>FSW</b>	Female Sex Worker
<b>GER</b>	Gross Enrolment Ratio
<b>GoI</b>	Government of India
<b>GoK</b>	Government of Karnataka
<b>HDR</b>	Human Development Report
<b>HIV</b>	Human Immunodeficiency Virus
<b>HM</b>	Headmaster or Headmistress
<b>ICHAP</b>	India-Canada Collaborative HIV/AIDS Project
<b>ICRW</b>	International Center for Research on Women
<b>IHAT</b>	India Health Action Trust

<b>KHPT</b>	Karnataka Health Promotion Trust
<b>KiA</b>	Knowledge into Action
<b>MHRD</b>	Ministry of Human Resource Development
<b>NFHS</b>	National Family Health Survey
<b>NGO</b>	Non-Governmental Organisation
<b>NRHM</b>	National Rural Health Mission
<b>OoSC</b>	Out of School Children
<b>ORW</b>	Outreach Worker
<b>PIP</b>	Programme Implementation Plan
<b>PP</b>	Parivartan Plus
<b>PRI</b>	Panchayat Raj Institution
<b>RTE</b>	Right to Education (Act) (also known as the Right of Children to Free and Compulsory Education Act)
<b>SC</b>	Scheduled Caste
<b>SDMC</b>	School Development and Monitoring Committee
<b>SSA</b>	Sarva Shiksha Abhiyan
<b>ST</b>	Scheduled Tribe
<b>STRIVE</b>	Structural Drivers of the HIV Epidemic
<b>ToT</b>	Training of Trainers



## Executive Summary

India's commitment to realising 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 indicators 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 likely to be 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 Samata 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 Samata covers 69 high schools and 605 teachers serving approximately 3600 adolescent girls and 1800 families in 119 villages in Bijapur and Bagalkot Districts, and is structured in three phases: i) planning and piloting, ii) implementation, and iii) evaluation, consolidation, and dissemination. The one-year planning phase was spent conducting assessments to inform Samata'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.

Samata's design is informed by i) assessments and trials conducted during Samata'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 Samata should intervene at the levels of schools, girls, families, boys, the community, and officials from the Department of Education 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' misbehavior and harmful attitudes about girls, schools' disregard for girls' needs, and the failure of community authorities and education officials to enforce girls' right to education.

Samata covers 69 high schools and 605 teachers serving approximately 3600 adolescent girls and 1800 families in 119 villages.

# Chapter

- 1** describes the structural backwardness that shortens education for many SC/ST adolescent girls in northern Karnataka
- 2** 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
- 3** presents Samata's theory of change
- 4** presents the project's intervention framework and timelines
- 5** details Samata's management structure
- 6** contains the monitoring and evaluation matrix

# 1 Introduction



## The High Price of Gender Disparity in Education

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' quality of life and standard of living. 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].

This document describes the implementation design of Project Samata, a project to support scheduled caste and scheduled tribe (SC/ST) adolescent girls<sup>1</sup> in northern Karnataka, South India, to complete secondary school, thereby reducing their vulnerability to HIV infection from early marriage, early sexual debut, and entry into sex work at young ages. This document presents the project background and rationale, theory of change, intervention framework and activity timeline, management structure, and monitoring plan.

Girls who have less education are more vulnerable to HIV infection and other health problems.



<sup>1</sup> 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](http://www.searo.who.int/en/Section13/Section1245_4980.htm) Samata intervenes with girls aged between 12 to 16 years of age.

## Samata's Goal

The goal of the project is to reduce vulnerability to HIV infection and improve the quality of life of adolescent girls from vulnerable and marginalised communities in two districts—Bijapur and Bagalkot—of Karnataka by promoting entry into and retention of adolescent girls in secondary education.



3600 adolescent girls



1800 families



69 high schools



119 villages

The project is designed to focus on the following key objectives:

- ❖ To increase the proportion of adolescent girls who enter formal secondary education (from 7<sup>th</sup> standard to 8<sup>th</sup> standard)
- ❖ To increase the proportion of adolescent girls who complete 10<sup>th</sup> standard
- ❖ To increase the proportion of adolescent girls who delay marriage till 10<sup>th</sup> standard
- ❖ To increase the proportion of adolescent girls who delay their sexual debut till 10<sup>th</sup> standard

Project Samata covers 3600 adolescent girls and 1800 families in 119 villages and 69 high schools 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 and piloting, ii) implementation, and iii) evaluation, consolidation, and dissemination. The one-year planning phase was spent conducting assessments to inform Samata'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.

Samata's design is informed by i) assessments and trials conducted during Samata'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 Samata should intervene at the levels of schools, girls, families, boys, the community, and officials from the Department of Education 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% of all workers and 75% 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 83% of the total agricultural area.

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.



The opportunity cost of sending children to school compels poor parents to put children to work, either at home or outside the home.

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% of SC households and 62% of ST households belong to the category of agricultural labourers [11].

### Poverty

The proportion of the population classified as having a low standard of living in Bagalkot and Bijapur Districts, 68% and 75% of the populations, respectively, is far higher than the state average of 43% [21–23]. According to data from 2006, 89% of SC and ST households in Bijapur earned less than ₹ 1,000/month, putting such households below the poverty line [11], whereas 42% of all households in Bijapur were below the 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 is not surprising that the state's out-of-school children (OoSC) are highly concentrated in its northern districts. The Education Department's Child Census in January 2010 found that nearly half (49.7%) of the state's OoSC are concentrated in seven backward northern districts<sup>2</sup> 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].

<sup>2</sup> Bijapur, Bagalkot, Yadgir, Bidar, Gulbarga, Koppal, Raichur

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.

## 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, 17% of rural fathers and 17% of rural mothers responded that girls should be allowed to study as long as they desire, whereas 39% of rural fathers and 36% 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 13% among boys and 15% among girls, whereas in southern Karnataka the dropout rate is 4% among boys and 3% among girls [41].





### 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].

The cultural preference for men results in malnutrition, neglect, and hostility toward women, the worst form of which is female foeticide through sex selective abortion.

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 0–6 years 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 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 4%, but 5% in Bijapur District. The proportion increased by 2% at the state level between 1991 and 2001, whereas it increased by 6% in Bijapur District [11].

The cultural preference for men 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 foetuses, the 0–6 years age group sex ratio worsened precipitously in Karnataka between 1991 and 2001 [11].

Underage marriage causes girls to drop out of school because of pregnancy or domestic work; jeopardises their health and survival; and restricts their social mobility and access to medical services.



## 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 jeopardises 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).

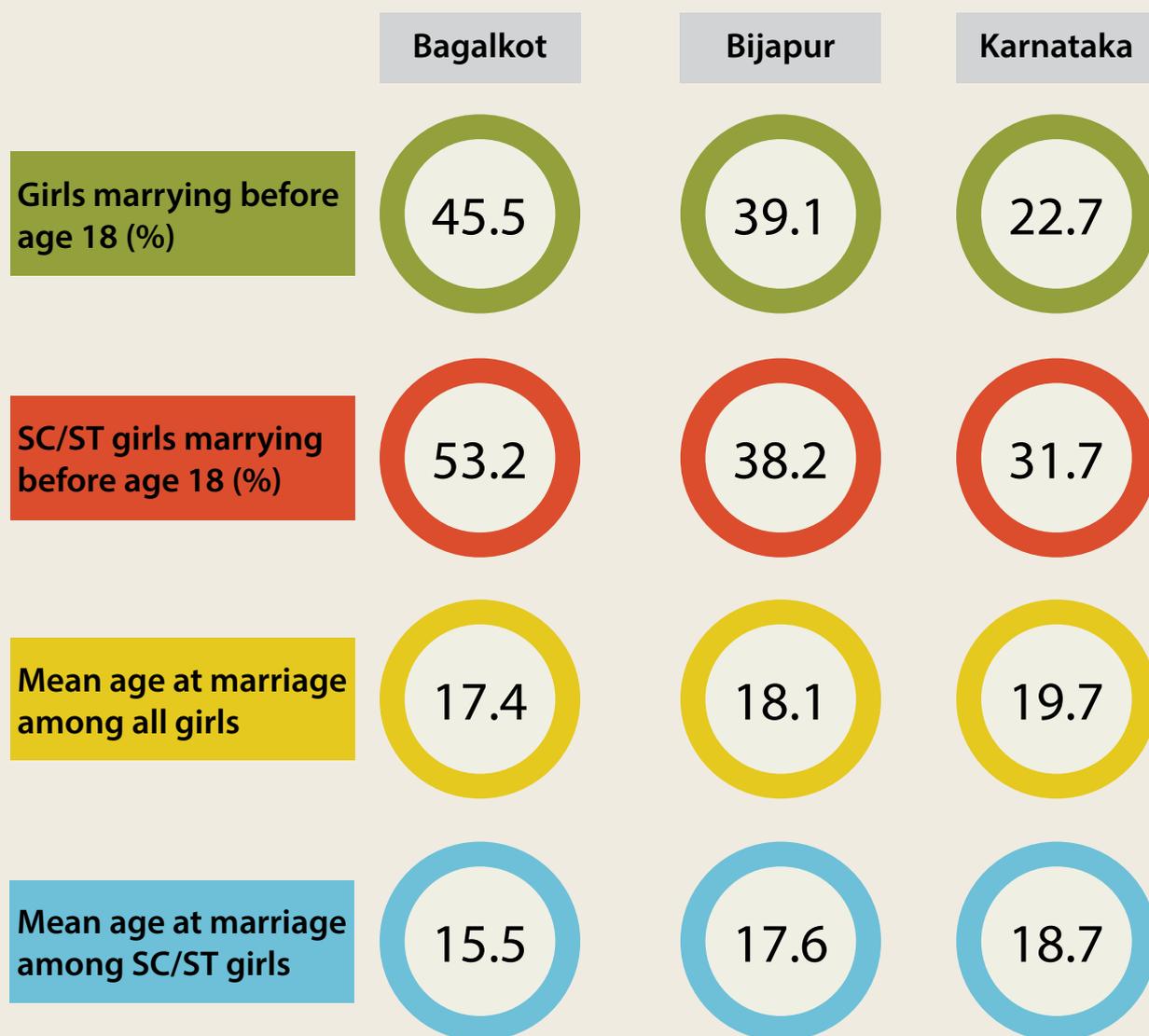


Table 2: Rates of underage marriage among girls in Bijapur, Bagalkot and Karnataka [21–23]

## 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 (OoSC) constitute 43% of total OoSC in the state [54], although the SC/ST population comprises only 16% of the state's total population [55]. According to the Children's Census conducted by the Department of Public Instruction in 2005, the highest percentages of OoSC in the age group 7–14 are 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% in rural Bagalkot District and 37% in rural 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 70% for men and 43% for women, and 62% among SC/ST men and 32% 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 increases girls' HIV vulnerability by terminating girls' education and initiating them into high volume sex work at an early age.

## 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]; 93% 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 two and four times more likely to become HIV-infected than 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 nation,<sup>3</sup> the *devadasi* tradition increases girls' HIV vulnerability.



Families remove girls from school due to anxiety about sexual harassment by their male classmates in school and by boys and men when girls travel to and from school.

### 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 toward 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

<sup>3</sup> 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 % [64]. HIV positivity among females at ICTCs in Bijapur and Bagalkot in 2009 was above 20% [64].

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.

### Ill-Equipped, Understaffed Schools and Poorly Functioning SDMCs

The presence of mandatory school amenities and female teachers are recognised 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.”

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 female.<sup>4</sup> 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

High schools in Bijapur and Bagalkot districts show considerable room for improvement in terms of mandatory school infrastructure and facilities, gender balance among teachers, and effective community oversight.

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<sup>4</sup> 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].



There is a tremendous need to activate the School Development Management Committees to improve the quality of education.

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: 70% of urban high schools and 59% 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: 69% of high schools in rural Bijapur had no useable toilet; 27% had no library; and 13% 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 mobilise local resources for school development.

Three-quarters of the members of SDMCs 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 SDMCs 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 SDMCs 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 to 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 enrolment 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. SDMCs 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 SDMCs 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 functioning. Moreover, in many cases the SDMCs 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

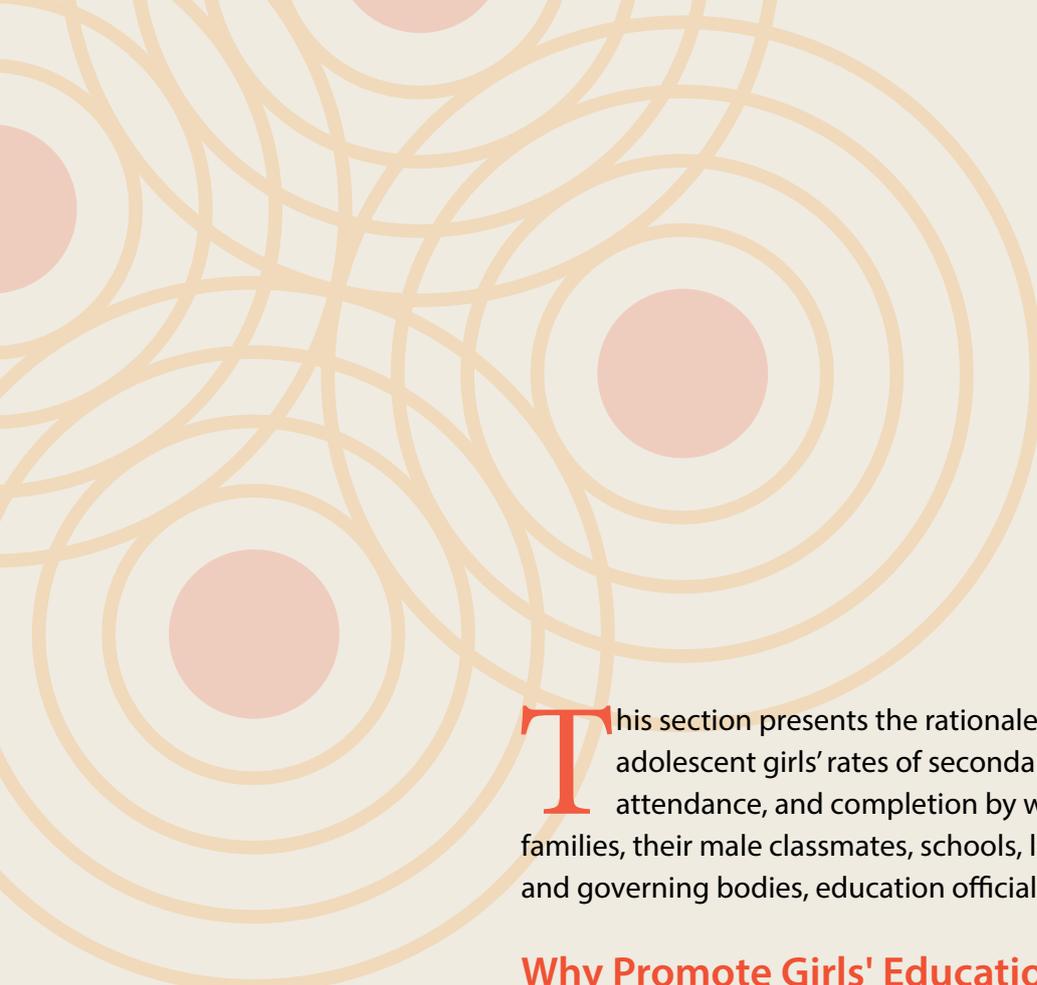
Surveys and consultations conducted by KHPT in Bagalkot and Bijapur Districts, and the above-mentioned evidence reveal the following problems that hamper girls’ education. Tradition and existing gender norms encourage families to marry daughters early and/or dedicate girls as devadasi sex workers.

- ❖ Poverty and low value for girls’ 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 don’t 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





**T**his 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 Samata 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).

Education has been found to improve girls' quality of life, social standing and agency and health.

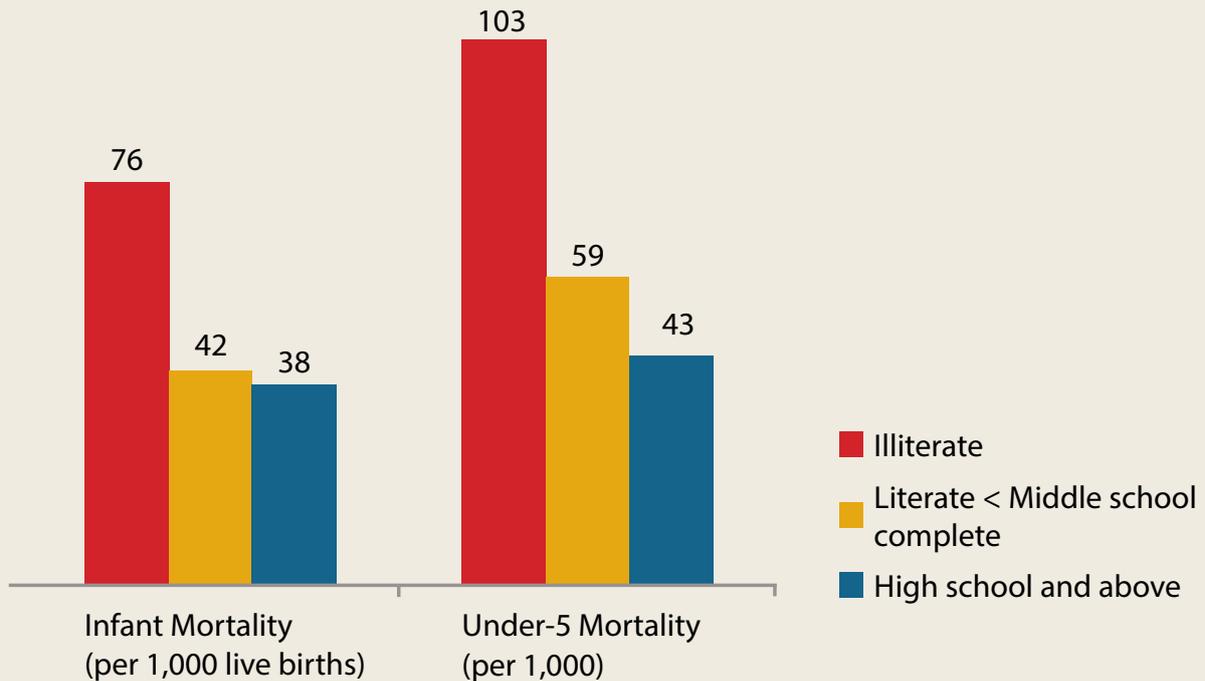


Figure 2: Infant and under-5 mortality rates by education level of mothers in India [111]

## Insights for Designing Effective Interventions to Promote Girls' Education

To understand how best to design an intervention to increase girls' school enrolment 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 enrolment and completion has been a common strategy of several programmes that aim to reduce child marriage. Therefore, we reviewed reports from such initiatives to identify lessons that could inform Samata'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, mobilising parents and community members, and empowering girls with information, skills, and support networks. In addition, two of the projects<sup>5</sup> in India offered economic support and incentives for girls to remain in school [53].

Educating girls reduces extreme poverty, promotes gender equality and empowers women.

<sup>5</sup> ICRW's Packard Foundation-funded DISHA project from 2005-07, and the Rockefeller Foundation's "Tubewell Intervention" from 1973-82.



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 mobilisation, 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, mobilising communities, and influencing key decision makers [99].

A study [113] of education in Madhya Pradesh found that many parents would keep daughters in school if the quality was better, girls' 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]. Creating safe spaces and holding workshops in which girls meet, learn, and expand their social networks have been found 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].

Intervention on behalf of adolescent girls need to occur at a variety of levels for it to be effective.

Creating safe spaces for girls, working with parents and adolescent boys, and involving schools and mobilising community support have been found to positively impact on girls' education.



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], behaviour [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 recognised [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 programme, 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 boys' attitudes and behaviour report that boys' behavior and attitudes are not immutable [151–154].

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



## Summary: Project Rationale

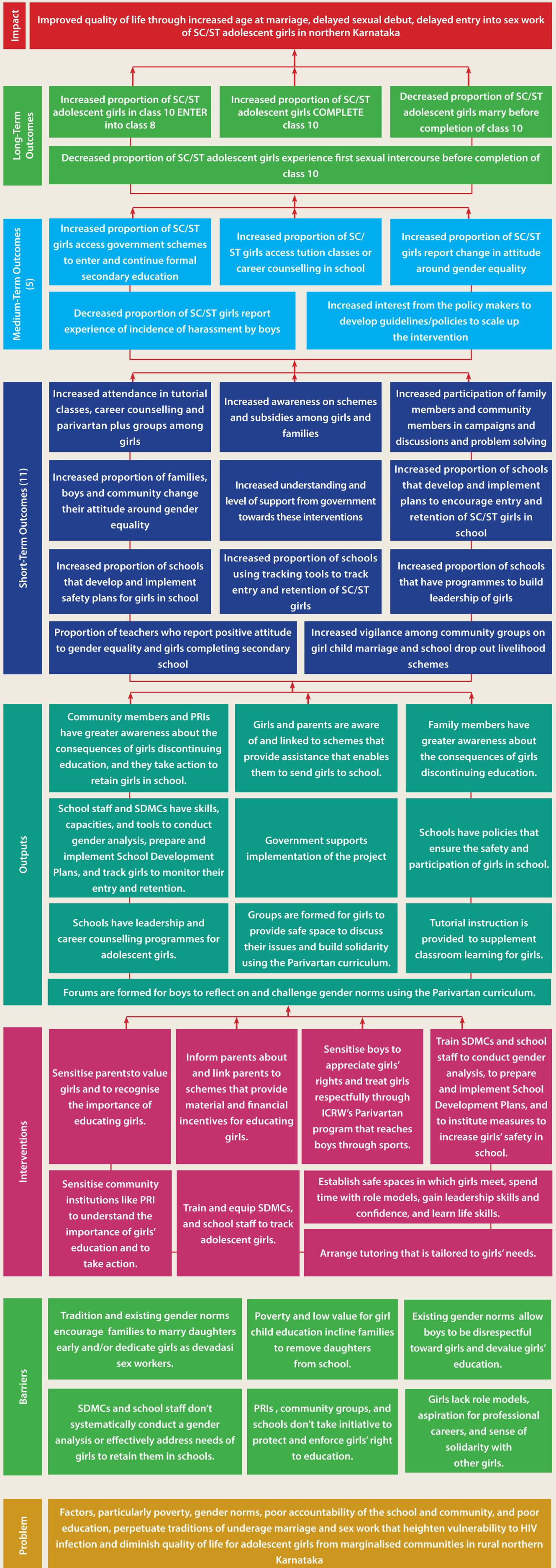
This evidence review indicates that prolonging adolescent girls' education delays their sexual debut and marriage, reduces their HIV vulnerability, and improves their quality of life. Reviews of projects to increase girls' educational achievement and performance recommend that such interventions should assist low-income parents who can't afford to educate their daughters; educate parents and local officials about girls' human rights, laws mandating girls' education, and the important benefits of educating girls; train authorities to systematically track the school attendance of adolescent girls; reform the behaviour and attitude of male students toward their female schoolmates; arrange tutoring and safe spaces for girls to interact and receive career guidance; and work with parents and school staff to make schools more girl friendly. The evidence also suggests that interventions to increase adolescent girls' secondary school enrolment and completion can increase their impact by simultaneously intervening with all concerned stakeholders.

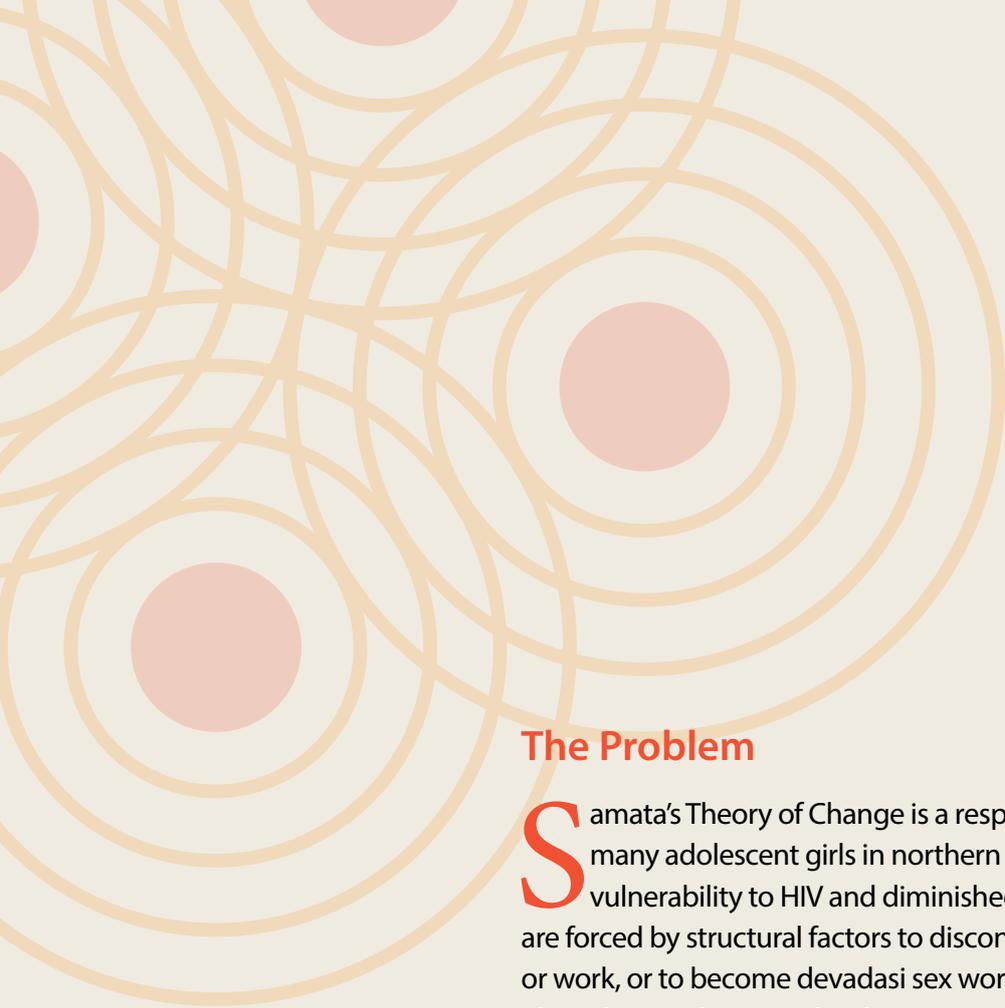
# 3

# Theory of Change



# Theory of Change





Samata's Theory of Change assumes that adolescent girls who complete 10<sup>th</sup> standard are more likely to marry later, begin sex work and have sexual debut later, thus reducing their vulnerability to HIV and improving their quality of life.

## The Problem

**S**amata'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 they are forced by structural factors to discontinue 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 jeopardised 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. The situation of adolescent SC/ST girls in these districts 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 realise the Millennium Development Goals.

Samata's Theory of Change begins with the assumption that if adolescent girls complete 10<sup>th</sup> standard they are more likely to marry later, begin sex work later, and have sexual debut 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 better understanding of causality within the relationship between girls' education and age at marriage [53, 103, 112], we have designed Samata so that our monitoring and evaluation of its process, outcomes, and impact will contribute to evidence that strengthens such understanding.

## Barriers

In order to pinpoint changes that must occur to increase rates of girls' secondary school enrolment and completion, we specified six dominant structural barriers that impede girls from attaining secondary education. The following barriers were identified through research that included surveys in the districts and reviews of existing literature (see Chapter 1 of this document):

Samata must address these barriers to increase rates of girls' secondary school enrolment, retention and completion.

- ❖ Traditions and gender norms encourage families to marry daughters early and/or dedicate girls as *devadasi* sex workers.
- ❖ Poverty and low regard for girls' education incline families to remove daughters from school.
- ❖ Gender norms allow boys to be disrespectful toward girls and devalue girls' education.
- ❖ Schools are not safe or suitable for girls because SDMCs and school staff do not systematically conduct gender analysis or effectively address the needs of girls.
- ❖ PRIs, community groups, and schools do not take initiative to protect and enforce girls' right to education.
- ❖ Girls lack role models, aspiration for professional careers, and solidarity with other girls.

We assume that to increase girls' rates of secondary school enrolment, retention, and completion, Samata must address these barriers.





## Interventions

Clarification of these barriers indicated the groups with whom intervention was critical and the types of intervention needed to initiate the sequence of preconditions that would culminate in the impact we aim to achieve. The variety of barriers that girls encounter makes it vital to intervene with girls, their families, teachers and headmasters, SDMC members, boys, community groups, local governing bodies, and officials from the Department of Education.

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].

Samata will create an enabling environment to facilitate an increase in rates of girls' secondary school enrolment and completion.

On the basis of these barriers and strategies recommended in the literature, we assume that by intervening with all relevant stakeholders—girls, parents, school teachers and principals, SDMCs, 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' outputs will introduce changes to counteract and correct the structural factors that diminish girls' access to and completion of secondary education.

The interventions' 10 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; greater 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 diminish girls' access to and completion of secondary education.

### Example Indicators:

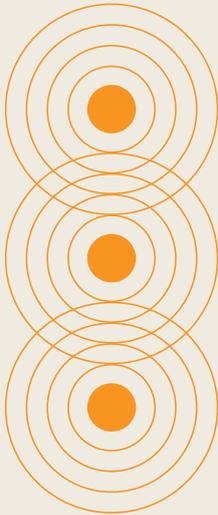
- ❖ Number of group sessions with boys conducted
- ❖ Number of counselling sessions for parents
- ❖ Number of adolescent girls who are attending career counselling sessions organised by the project
- ❖ Number of schools that have held career counselling sessions
- ❖ Number of schools that institute safety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



## Outcomes

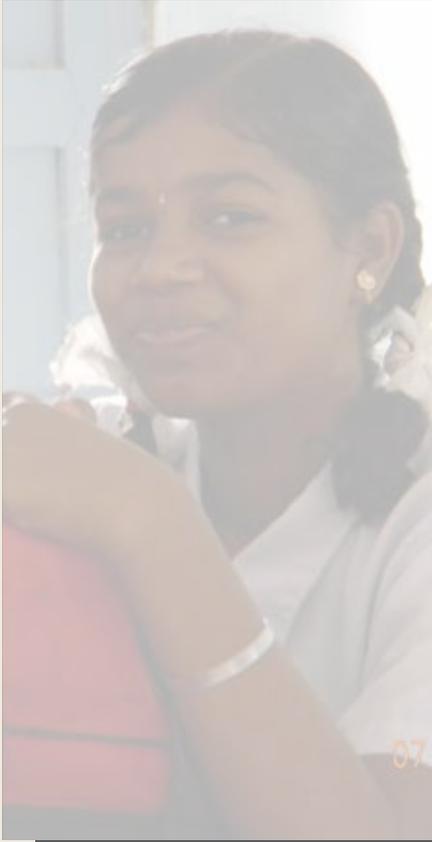


The outcomes will manifest a transformed context as stakeholders implement and use the project's outputs, acting on their heightened awareness about how they can and why they should create an increasingly enabling environment in which all girls enrol in, remain in, and complete secondary school. We assume that the outcomes that occur in the short term will reinforce one another. For example, as more parents participate in discussions on the importance of educating daughters and learn of schemes that promote girls' education, and as schools prepare improvement plans and begin to track adolescent girls, a greater proportion of parents will choose to educate their daughters. Medium-term outcomes include an increased proportion of SC/ST girls who access government schemes to enter and continue formal secondary education, an increased proportion of SC/ST girls who join tuition classes or receive career counselling in school, an increased proportion of SC/ST girls who report change in attitude around gender equality, a decreased proportion of SC/ST girls who report experiencing harassment by boys, and increased interest from policy makers to develop guidelines or policies to scale up the intervention. The expected long-term outcomes will be increased proportions of SC/ST adolescent girls transitioning to class 8 and completing class 10, and reductions in the proportions of SC/ST adolescent girls who marry or experience sexual debut before completing class 10.



### Example: Outcome Indicators

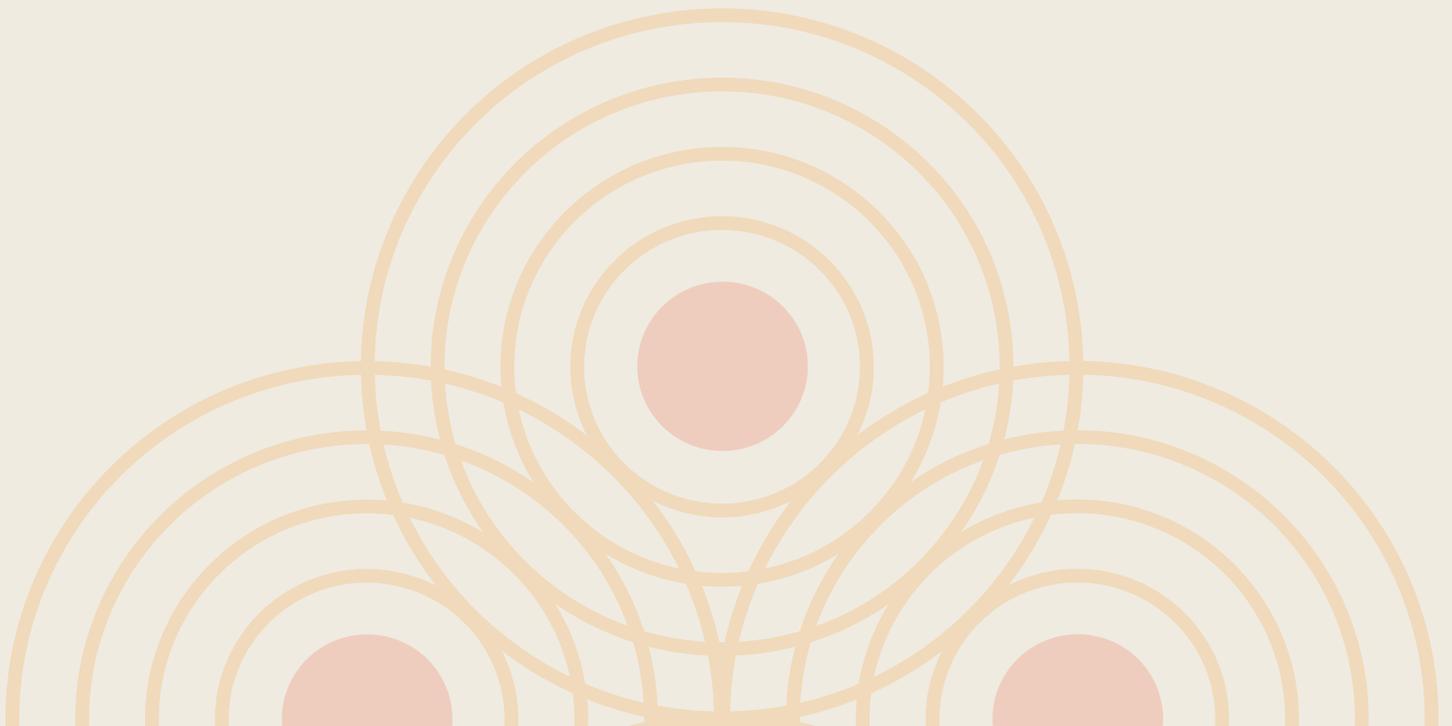
- ❖ Improved proportion of SC/ST girls in the study cohort who report a change in attitude around gender equality
- ❖ Increased proportion of SC/ST girls who access available government schemes to assist SC/ST girls to complete secondary school
- ❖ Decreased proportion of SC/ST girls who have experienced one or more incidents of harassment by boys in the last three months: in school; on the way to school; elsewhere in the community



## 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.

- ❖ Increased proportion of SC/ST girls enumerated in class 7 who enter into class 8
- ❖ Increased proportion of SC/ST girls who complete class 10
- ❖ Decreased proportion of SC/ST girls who are married at end line
- ❖ Decreased proportion of SC/ST girls who experienced first sexual intercourse at end line



# 4 Project Implementation





Samata will intervene simultaneously across the social spectrum to improve adolescent girls' educational attainment.

**P**roject Samata will cover 3600 adolescent girls and 1800 families in 119 villages and 69 high schools 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 and piloting (July 2012 – June 2013), ii) implementation (July 2013 – June 2016), and iii) evaluation, consolidation, and dissemination (July 2016 – June 2017). The one-year planning phase was spent conducting assessments to inform Samata'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, Samata will intervene simultaneously across the social spectrum to increase adolescent girls' educational attainment. Samata will intervene with school staff and SDMCs, adolescent girls and their families, boys, community groups and local governing bodies, and officials from the Department of Education and the media.

## Interventions with Schools, Teachers and SDMCs

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

### Long-Term

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

### Immediate

- ❖ To support schools to develop and implement action plans to encourage entry and retention of girls in secondary school
- ❖ To facilitate schools to develop and implement action plans to make schools safer for girls (anti-harassment, safe toilets, etc.)
- ❖ To improve the tracking of girls in schools by school teachers and SDMCs
- ❖ To improve positive attitudes on gender equality among teachers and SDMC
- ❖ To support schools to build leadership among girls



## Framework of Expected Outputs, Indicators, and Means of Verification

Output – 1	Indicators	Means of Verification	Target
Skills and capacities of school staff and SDMCs built to conduct gender analysis and prepare school development plans towards girls' entry and retention in school	<ul style="list-style-type: none"> <li>❖ Number of trainings conducted for teachers and number of teachers trained</li> <li>❖ Number of trainings conducted for SDMCs and number of SDMCs members trained</li> <li>❖ Number of schools that do gender analysis and develop an action plan to address the needs</li> <li>❖ Number of schools that implement their action plans</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teachers training reports &amp; attendance lists</li> <li>❖ Copies of action plans developed by schools</li> </ul>	<ul style="list-style-type: none"> <li>❖ 605 teachers from 69 schools trained</li> <li>❖ 690 members (10 members from each SDMC from 69 SDMCs) trained</li> <li>❖ 100% of schools (69 schools) develop and implement plans</li> </ul>

### Activities

- ❖ Assess teachers, their capacities, and trainings undergone by them so far
- ❖ Develop a two 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 SDMCs members using the curriculum
- ❖ Train SDMCs
- ❖ Develop an action plan by end of the training to initiate activities in school to promote gender equity

Output – 2	Indicators	Means of Verification	Target
Simple tools and job aids are available with school staff and SDMC for tracking entry and retention	<ul style="list-style-type: none"> <li>❖ Number of teachers trained to use the tracking tool</li> <li>❖ Number of schools covered in training on tracking tool</li> <li>❖ Number of schools using the tool for tracking</li> </ul>	<ul style="list-style-type: none"> <li>❖ Training reports</li> <li>❖ Reports of usage of tool by the schools</li> <li>❖ Monthly progress report</li> </ul>	<ul style="list-style-type: none"> <li>❖ 605 teachers trained in tracking tool</li> <li>❖ 69 schools covered in training</li> <li>❖ 69 of the schools correctly using the tools to track students</li> </ul>

### Activities

- ❖ Assess existing methods of tracking students
- ❖ Develop tools for teachers to annually map and track vulnerable girls by using classes 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

Output – 3	Indicators	Means of Verification	Target
Schools have policies that ensure a safe environment and participation of girls in school	<ul style="list-style-type: none"> <li>❖ Number of workshops and meetings to conceive policies</li> <li>❖ Attendance at workshops and meetings</li> <li>❖ Number of schools that institute policies to promote girls' enrolment and retention in school</li> <li>❖ Number of schools that institute safety measures</li> </ul>	<ul style="list-style-type: none"> <li>❖ Monthly progress reports</li> <li>❖ Activity reports from the schools</li> </ul>	<ul style="list-style-type: none"> <li>❖ 69 workshops conducted</li> <li>❖ 69 high schools have measures promoting girls' enrolment, retention, safety and participation</li> </ul>

### 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.

Output – 4	Indicators	Means of Verification	Target
Schools have leadership and career counselling programmes for adolescent girls	<ul style="list-style-type: none"> <li>❖ Number of workshops for schools</li> <li>❖ Number of schools that organised career counselling sessions and number of adolescent girls who attended</li> <li>❖ Number of inter-school sports and cultural events conducted</li> <li>❖ Number of leadership and personality development programmes conducted and number of adolescent girls who attended</li> </ul>	<ul style="list-style-type: none"> <li>❖ Training reports</li> <li>❖ Event reports</li> </ul>	<ul style="list-style-type: none"> <li>❖ 69 schools have career counselling sessions (one per school)</li> <li>❖ 3600 adolescent girls linked to schemes</li> <li>❖ Four experiential learning events conducted yearly</li> <li>❖ Eight inter-school sports and cultural events conducted yearly</li> <li>❖ Four leadership and personality development trainings</li> </ul>

### Activities

- ❖ Organise 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 inter-school sports and cultural meetings for adolescent girls that build their confidence and leadership skills, and challenge gender norms.
- ❖ Organise special leadership and personality development programmes for the adolescent girls.





### **Intervention with SC/ST Girls—Classes 7 to 10 from Intervention Schools and Villages**

Samata 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. Organising 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.

Samata will strengthen the self-esteem of adolescent girls and empower them to collectively confront and overcome the issues they face.

Group sessions with adolescent girls will use Parivartan modules to recognise 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.

# Objectives

## Long-Term

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

## Immediate

- ❖ To create awareness of the government schemes/subsidies that encourages their education
- ❖ To improve attendance in tutorial classes
- ❖ To facilitate participation in Parivartan Plus group sessions
- ❖ To increase participation in career counselling to enhance options after school completion
- ❖ To support shifts in attitudes and perceived norms among SC/ST girls about the value of completing secondary education for girls and not marrying before age 18



## Framework of Expected Outputs, Indicators, and Means of Verification

Outputs – 1	Indicators	Means of Verification	Target
Girls are aware of and linked to schemes that provide assistance and enable them to continue school education	<ul style="list-style-type: none"> <li>❖ Number of adolescent girls contacted to discuss about scholarship and schemes</li> <li>❖ Number of awareness events organised</li> <li>❖ Number of adolescent girls who attended the awareness programmes on schemes</li> <li>❖ Number of adolescent girls assisted in accessing these schemes</li> </ul>	<ul style="list-style-type: none"> <li>❖ Monthly outreach register</li> <li>❖ Event reports</li> <li>❖ Monthly reports on social entitlement enrolment</li> </ul>	<ul style="list-style-type: none"> <li>❖ 3600 adolescent girls contacted</li> <li>❖ 91 awareness events organised</li> <li>❖ 80% of adolescent girls attend the programmes</li> <li>❖ 3600 unique adolescent girls receive entitlements /schemes</li> </ul>

### Activities

- ❖ Linelist 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

Outputs – 2	Indicators	Means of Verification	Target
Tutorial instruction is provided to supplement classroom learning for girls	<ul style="list-style-type: none"> <li>❖ Number of tutorial classes organised by the project</li> <li>❖ Number of adolescent girls who enrolled in the tutorial classes organised by the project</li> <li>❖ Number of adolescent girls who completed tutorial classes organised by the project</li> </ul>	<ul style="list-style-type: none"> <li>❖ Monthly reports</li> <li>❖ Performance mark card of adolescent girls</li> </ul>	<ul style="list-style-type: none"> <li>❖ 25 tutorial classes organised annually</li> <li>❖ 720 unique girls during the project and 120 unique girls for each district , every year</li> <li>❖ 805 of enrolled girls complete classes</li> </ul>

### Activities

- ❖ List girls who require support of tutorials and remedial classes based on the mid-term performance results
- ❖ Organise tutorials and remedial classes for the subjects required by the adolescent girls



Outputs – 3	Indicators	Means of Verification	Target
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"> <li>❖ Number of villages where group sessions are conducted</li> <li>❖ Number of group of adolescent girls formed for Parivartan</li> <li>❖ Number of adolescent girls attending the group sessions on Parivartan</li> <li>❖ Number of groups of adolescent girls that completed Parivartan curriculum</li> <li>❖ Number of adolescent girls who completed the group sessions on Parivartan</li> <li>❖ Number of leadership trainings organised for the peer leaders of groups</li> <li>❖ Number of peer leaders who attended</li> </ul>	<ul style="list-style-type: none"> <li>❖ Group session reports</li> <li>❖ Monthly progress report</li> </ul>	<ul style="list-style-type: none"> <li>❖ 70% of the villages where group sessions will be conducted</li> <li>❖ Each selected village will have 1-2 groups</li> <li>❖ 1800 unique adolescent girls who are presently in high school from the intervention villages attend the Parivartan sessions</li> <li>❖ 100% of groups complete the group sessions</li> <li>❖ 8 batches of leadership training organised</li> <li>❖ 240 girls trained as leaders</li> </ul>

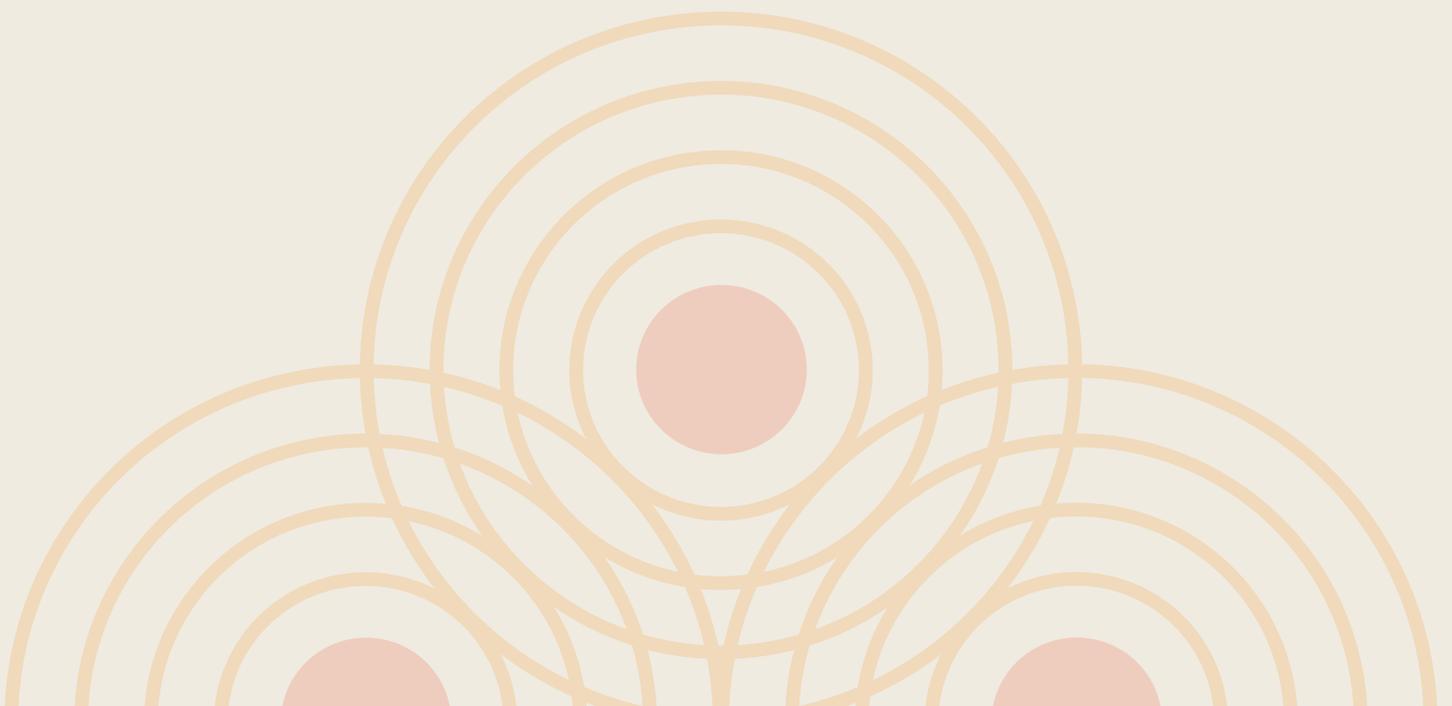
### Activities

- ❖ Finalise 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
- ❖ Organise 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
- ❖ Organise trainings to improve communication and leadership skills with selected girls, especially peer leaders

Output – 4	Indicators	Means of Verification	Target
Girls participate in career counselling sessions and avail options available after completion of high school education	<ul style="list-style-type: none"> <li>❖ Number of schools that conducted career counselling organised by the project</li> <li>❖ Number of adolescent girls who are attending career counselling sessions organised by the project</li> <li>❖ Number of conventions organised in the district and number of adolescent girls who attended the sessions</li> </ul>	<ul style="list-style-type: none"> <li>❖ Session reports</li> <li>❖ Event report</li> <li>❖ Monthly progress report</li> </ul>	<ul style="list-style-type: none"> <li>❖ 69 schools conduct career counselling</li> <li>❖ All adolescent girls who are studying in 10th standard in 69 high schools receive career counselling</li> <li>❖ One adolescent girl convention per district every six months</li> </ul>

### Activities

- ❖ Identify resource persons to conduct career counselling for class 10 adolescent girls
- ❖ Organise career counselling sessions in the schools
- ❖ Organise 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.												
Establish 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.												
Organise tutorials and remedial classes for the subjects required by the adolescent girls.												
Finalise 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.												
Organise 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.												
Organise 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 class 10.												
Organise career counselling sessions in the schools.												
Organise a convention for selected adolescent girls to build solidarity and create new options for their future career.												



## Intervention with Families of Adolescent Girls, including Parents and Decision Makers

Samata will help families to understand the importance of educating girls, the consequences of early marriage and assist them to find ways to afford their daughters' education.

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 marginalised and vulnerable families, counselling 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, samvaada<sup>6</sup> programmes, village-level campaigns, and so on. Intervention with families will also promote their active participation in SDMCs.

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<sup>6</sup> Samvaada means dialogue. In Samata intervention villages it is planned to conduct street plays and folk shows on the issues of early marriage, school dropouts, etc. There will be discussions and conversations with the community members on their reactions and views at the end of the show. This is one way of addressing their values and perspectives on their issues and helps the community to reconsider their perspectives and positions. The process of discussions is called Samvaada.

# Objectives

## Long-Term

- ❖ 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

- ❖ To support changes in gender norms around marriage and education of girls among families
- ❖ To increase engagement and accountability of families for the education of adolescent girls
- ❖ To increase awareness on the issues, schemes and options
- ❖ To increase participation of family members in campaigns and discussions and problem solving
- ❖ To increase the number of families allowing daughters to attend special/tuition class
- ❖ To increase utilisation of entitlements/livelihood schemes by families and girls

## Framework of Expected Outputs, Indicators, and Means of Verification

Outputs - 1	Indicators	Means of Verification	Target
Family members have greater awareness about the consequences of girls discontinuing education	<ul style="list-style-type: none"> <li>❖ Number of folk media programmes conducted in the village</li> <li>❖ Number of families who attended the Samvaada programme conducted in the villages</li> <li>❖ Number of meetings held with the community groups and parents</li> <li>❖ Number of vulnerable girls identified during outreach</li> <li>❖ Number of families with vulnerable girls contacted during outreach and counselled</li> </ul>	<ul style="list-style-type: none"> <li>❖ Monthly outreach &amp; activity register of ORWs</li> <li>❖ Event reports</li> <li>❖ Meeting records</li> <li>❖ Documentation from the events</li> </ul>	<ul style="list-style-type: none"> <li>❖ 119 folk media shows conducted</li> <li>❖ 80% of the families that have adolescent girls participate in Samvaada</li> <li>❖ 400 vulnerable girls identified during outreach</li> <li>❖ 400 families met every month and the remaining once every quarter</li> </ul>

### Activities

- ❖ 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

Outputs- - 2	Indicators	Means of Verification	Target
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"> <li>❖ Number of counselling sessions on schemes for parents</li> <li>❖ Number of parents who received counselling on government schemes/ subsidiaries</li> </ul>	<ul style="list-style-type: none"> <li>❖ Monthly outreach &amp; activity register of ORWs</li> <li>❖ Attendance records</li> </ul>	<ul style="list-style-type: none"> <li>❖ 3600 families of adolescent girls in project period of three years</li> <li>❖ At least one from each family</li> </ul>

### Activities

- ❖ 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.												
Familiarise families with livelihood and alternative income schemes and facilitate linkages.												



### Intervention with Boys (High School Boys 13–18 Years Old from SC and ST Community)

The project will work with boys to transform their attitudes towards gender, emphasising the right of adolescent girls to a life free of violence and abuse. It will achieve positive changes in boys' attitudes and behaviours 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.

Samata will work with boys to transform their attitudes towards gender, emphasising the right of adolescent girls to a life free of violence and abuse.

Popular sports will be used as a channel for communicating positive messages on masculinity and respect for women. Samata will use Parivartan, a programme 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.

# Objectives

## Long-Term

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

## Immediate

- ❖ To support change in gender norms around marriage and education of girls
- ❖ To enhance engagement, support and accountability of communities for the education of adolescent girls
- ❖ To increase participation of boys in campaigns and discussions and problem solving
- ❖ To increase vigilance among boys on girl child marriage and school drop out

## Framework of Expected Outputs, Indicators, and Means of Verification

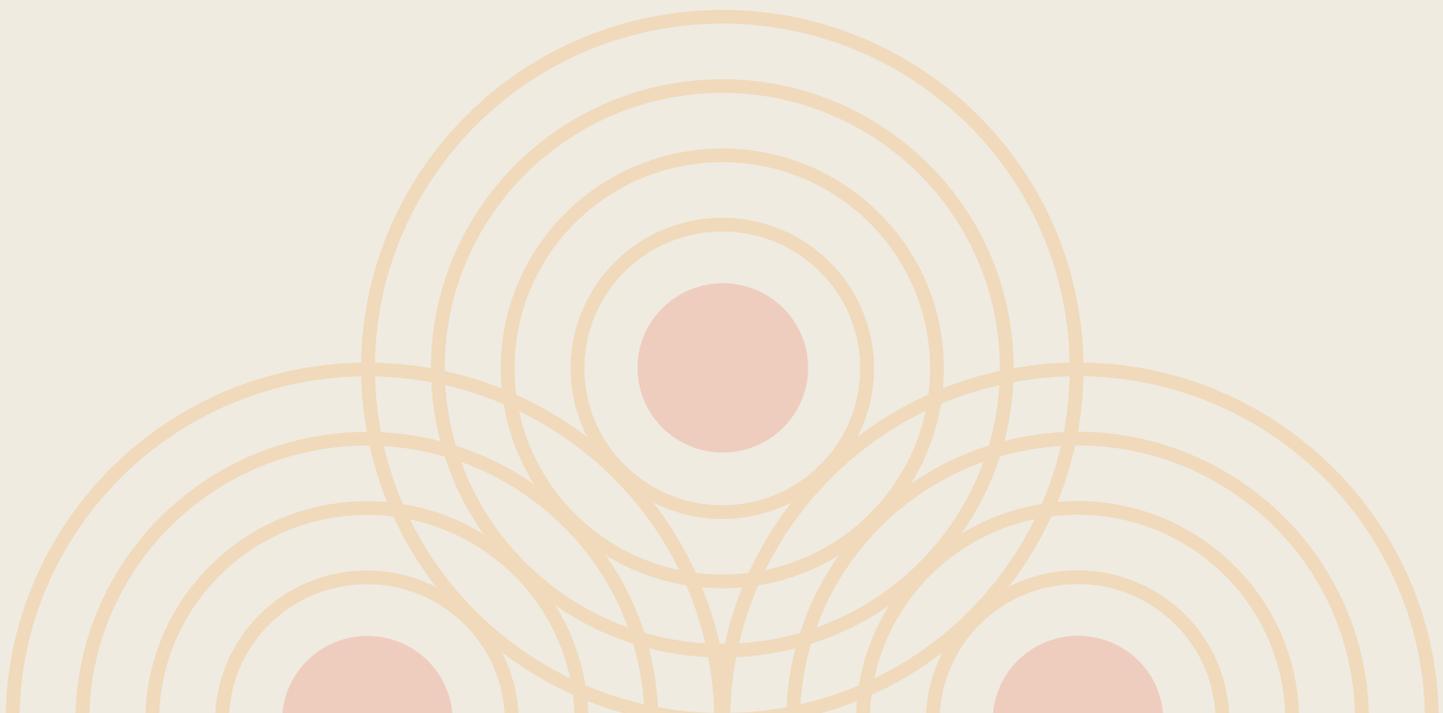
Outputs	Indicators	Means of Verification	Target
Forums are formed for boys to reflect on and challenge gender norms using the Parivartan curriculum.	<ul style="list-style-type: none"> <li>❖ Number of villages where group sessions conducted</li> <li>❖ Number of group of boys formed for Parivartan</li> <li>❖ Number of groups of boys completed Parivartan curriculum</li> <li>❖ Number of boys attending the group sessions on Parivartan</li> <li>❖ Number of boys completed the group sessions on Parivartan curriculum</li> <li>❖ Number of champions identified from the boys</li> </ul>	<ul style="list-style-type: none"> <li>❖ Group session reports</li> <li>❖ Champions register</li> </ul>	<ul style="list-style-type: none"> <li>❖ 70% of villages</li> <li>❖ 270 groups over 3 years</li> <li>❖ 270 groups complete parivartan plus</li> <li>❖ 2730 boys attending and completed group sessions</li> <li>❖ At least 3-4 champions from boys per village</li> </ul>

### 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, such as DSS/Youth Groups, NGOs, and CBOs, in Intervention Villages)**

Interventions at the community level aim to increase recognition of the importance of educating girls, gender norms, and the consequences of early marriage, teenage pregnancy, early child bearing, etc., with the objective of building popular support for girls' education. The interventions will be at the village level, involving the key leaders, opinion makers, and influential persons. This is also to build necessary support systems and an environment that is conducive for girls to complete secondary education.

# Objectives

## Long-Term

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

## Immediate

- ❖ To promote change in gender norms around marriage and education of girls
- ❖ To enhance engagement, support and accountability of communities for the education of adolescent girls
- ❖ To improve accessibility and expanded opportunities for girls to enter and continue formal secondary education
- ❖ To increase awareness about the issue of school drop outs and its negative outcomes, and schemes and options to keep girls in school
- ❖ To increase participation of community members in campaigns and discussions and problem solving
- ❖ To improve understanding of the barriers and solutions to the issue
- ❖ To increase vigilance among community groups on girl child marriage and school drop out

## Framework of Expected Outputs, Indicators, and Means of Verification

Output – 1	Indicators	Means of Verification	Target
Community awareness is raised about consequences of girls discontinuing education	<ul style="list-style-type: none"> <li>❖ Number of folk media programmes conducted in the village and number of community members who participated</li> <li>❖ Number of villages covered with folk media programmes</li> <li>❖ Number of Samvaada programmes conducted in the villages</li> <li>❖ Number of meetings held with the community groups</li> <li>❖ Number of individuals who participated in the community groups</li> </ul>	<ul style="list-style-type: none"> <li>❖ Event report</li> <li>❖ Monthly outreach &amp; Activity Report</li> </ul>	<ul style="list-style-type: none"> <li>❖ One folk media event per year per villager</li> <li>❖ One meeting with the community groups every month in 91 villages</li> <li>❖ 10 members participate in each group meeting</li> </ul>

### 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	Indicators	Means of Verification	Target
Community members take action against girl child drop out from schools.	<ul style="list-style-type: none"> <li>❖ Number of meetings held with the local groups</li> <li>❖ Existence of vigilance committee of the local community</li> <li>❖ Number of meetings held with PRIs on girl child education related issues</li> <li>❖ Mapping of community groups</li> <li>❖ Resource mapping</li> </ul>	<ul style="list-style-type: none"> <li>❖ Advocacy register</li> <li>❖ Meeting reports</li> </ul>	<ul style="list-style-type: none"> <li>❖ One meeting with the community group once in a month</li> <li>❖ One committee for each village</li> <li>❖ One meeting with PRI every quarter on the issue of girl child education</li> </ul>

### 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.												





## Intervention with State, District, and Block Level Education Department Officials and the Media

Interventions with Education Department officials to increase adolescent girls' educational attainment will be of two types:

- i) Interventions that form and strengthen collaboration between the officials, Samata, and civil society
- ii) Advocacy

Collaboration with the Education Department is decisive for Samata's successful implementation and large-scale impact because only through collaboration will Samata be able to sensitize officials about adolescent girls' issues and obtain the department's cooperation, imprimatur, and, eventually, ownership. Samata will need the Education Department's imprimatur to ensure the cooperation and participation of school staff in Samata 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 Education Department is to prepare the government to continue Samata's innovations after KPHT exits. KHPT will work to transition ownership of Samata's innovations to the government by

integrating and conforming 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 most-marginalised families, school dropout rates at crucial stages of schooling like 5<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup> standards 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 programmes for adolescent girls and their education [10, 148]. The government recently invited civil society organizations to contribute ideas for working with adolescent girls and recognises 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 Education Department for Samata's implementation and advocate with the government for the scale-up of Samata's successful interventions.

KHPT's considerable past experience advocating for and assisting the government to scale up programmes 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 programmes with adolescent girls because these bodies and schemes require

Collaboration with the Department of Education is decisive for Samata's successful implementation and to achieve large-scale impact.



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 Samata 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 Samata's project area will strengthen Samata's implementation and provide allies for advocacy. There is considerable experience and expertise within these organisations on adolescent girls' issues, and close communication and coordinated action with these organisations will strengthen advocacy. The organisations 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.

Interventions with the Department of Education will focus on alliance building and collaboration with the government and other stakeholders.

Broadly, the interventions with Education Department officials focus on collaboration and alliance building with key stakeholders, like government, civil society organisations, and networks of nongovernmental organisations. This process includes many activities, including forming contacts at different levels, collaboration activities, joint meetings and conferences, facilitating exposure to programmes, sharing best practices, research and assessment findings, networking with the organisations at different levels, media sensitisation, and direct engagement with the policy makers to translate Samata's learnings into guidelines and schemes.

# Objectives

## Long-Term

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

## Immediate

- ❖ To increase understanding and support from government towards these interventions



## Framework of Expected Outputs, Indicators, and Means of Verification

Outputs - 1	Indicators	Means of Verification	Target
Government supports implementation of the project	<ul style="list-style-type: none"> <li>❖ Number of circulars issued by the GoK on revision of AG programme guidelines</li> <li>❖ Percentage increase in budget allocation for adolescent girls' programmes</li> <li>❖ Percentage increase in the number of districts where adolescent girls programmes are implemented</li> <li>❖ Number of meetings held with different stakeholders</li> <li>❖ Number of meetings held with civil society organisations</li> </ul>	<ul style="list-style-type: none"> <li>❖ Meeting reports</li> <li>❖ Copy of circulars issued</li> <li>❖ Number of districts where the programme has been scaled up</li> </ul>	<ul style="list-style-type: none"> <li>❖ Meeting with key state officials once in a year</li> <li>❖ Quarterly meeting with district and block level officers</li> </ul>

### Activities

- ❖ Desk review of GoK's existing programmes 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' programmes
- ❖ Development 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
- ❖ Organise a meeting of civil society organizations (NGOs/CBOs) working with adolescent girls to pressure GoK to increase funding for adolescent girls programmes
- ❖ Follow-up meetings and submissions by civil society organizations to GoK
- ❖ Organise policy dialogue meetings with key stakeholders including GoK officials through workshops, seminar, and symposiums

Outputs - 2	Indicators	Means of Verification	Target
Government understands the importance and successful strategies of this intervention	<ul style="list-style-type: none"> <li>❖ Number of state officials who participated in the programmes</li> <li>❖ Number of programmes</li> <li>❖ Number of circulars and orders issued in support of adolescent programmes</li> </ul>	<ul style="list-style-type: none"> <li>❖ Meeting reports</li> </ul>	<ul style="list-style-type: none"> <li>❖ Half-yearly reviews with state officials and quarterly reviews with district and block level officers</li> </ul>

### Activities

- ❖ Establish key contacts at the state, district, and block levels and regularly update them on the progress and outcomes of the project
- ❖ Organise 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 organisations working with adolescent girls, including education, in Karnataka and outside
- ❖ Support GoK to adapt Samata's lessons in guidelines and schemes for entry and retention

Outputs - 3	Indicators	Means of Verification	Target
Media coverage	<ul style="list-style-type: none"> <li>❖ Number of articles and radio or televised broadcasts</li> </ul>	<ul style="list-style-type: none"> <li>❖ Article clippings</li> <li>❖ Webpage URLs</li> <li>❖ Recordings of broadcasts</li> </ul>	<ul style="list-style-type: none"> <li>❖ 12 clippings and one recording</li> </ul>

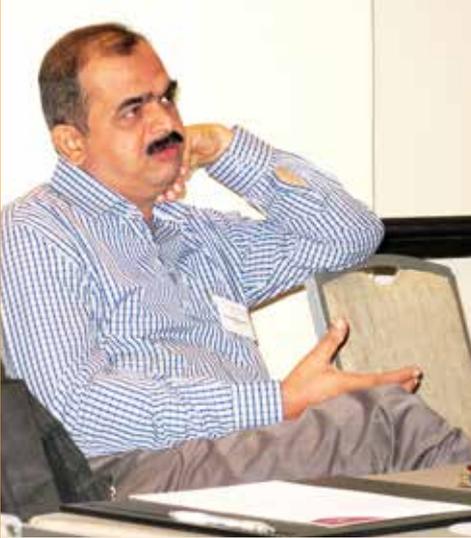
### Activities

- ❖ Facilitate media coverage of positive AG stories and the evidence emerging from the project
- ❖ Sensitise selected media reporters on the issue of AGs
- ❖ Use media to cover positive messages about the programme and activities being implemented under the programme
- ❖ Share best practices with the media for wider coverage in the media
- ❖ Organise 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
Conduct a desk review of GoK's existing programmes 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 programmes.												
Develop draft policy and guideline document on intervention with adolescent girls.												
Hold stakeholder consensus-building meeting.												
Present draft policy and guidelines on intervention with adolescent girls to GoK officials.												
Organise a meeting of civil society organisations (NGOs/CBOs) working with adolescent girls to pressure GoK to increase funding for adolescent girls' programmes.												
Follow up meetings and submissions by civil society organisations to GoK.												
Organise 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.												
Organise meetings and conferences to share evidence on the issue at the district level.												
Organise field visits for government officials to intervention sites.												
Prepare and document success stories.												
Hold advocacy meetings at district and state levels.												
Network with organisations working with adolescent girls, including education, in Karnataka and outside.												
Facilitate media coverage of positive AG stories and Samata's impact and lessons.												

# 5 Management Structure





**T**he management structure of the project includes three separate but interconnected units: Intervention, Evaluation, and Knowledge into Action (KiA). These three units are supported by the administration and the finance unit.

The intervention unit is led by an Intervention Manager who is supported in the districts by District Coordinators. In the intervention, the outreach work with the girls, families, and communities is done by the supervisors and the outreach workers. The intervention with the boys is done with the help of mentors (part time) who are trained to facilitate group sessions, and the training in the schools is done by a trained team of district resource consultants (part time). The intervention team also includes a team who manage the monitoring and reporting aspect of the project.

The evaluation unit includes two teams: one focusing on quantitative research and the other on qualitative research. As the skills needed in qualitative and quantitative research are different, the teams are separate and are trained in specific research skills. The teams' responsibility is to undertake evaluation of the intervention as per specified design.

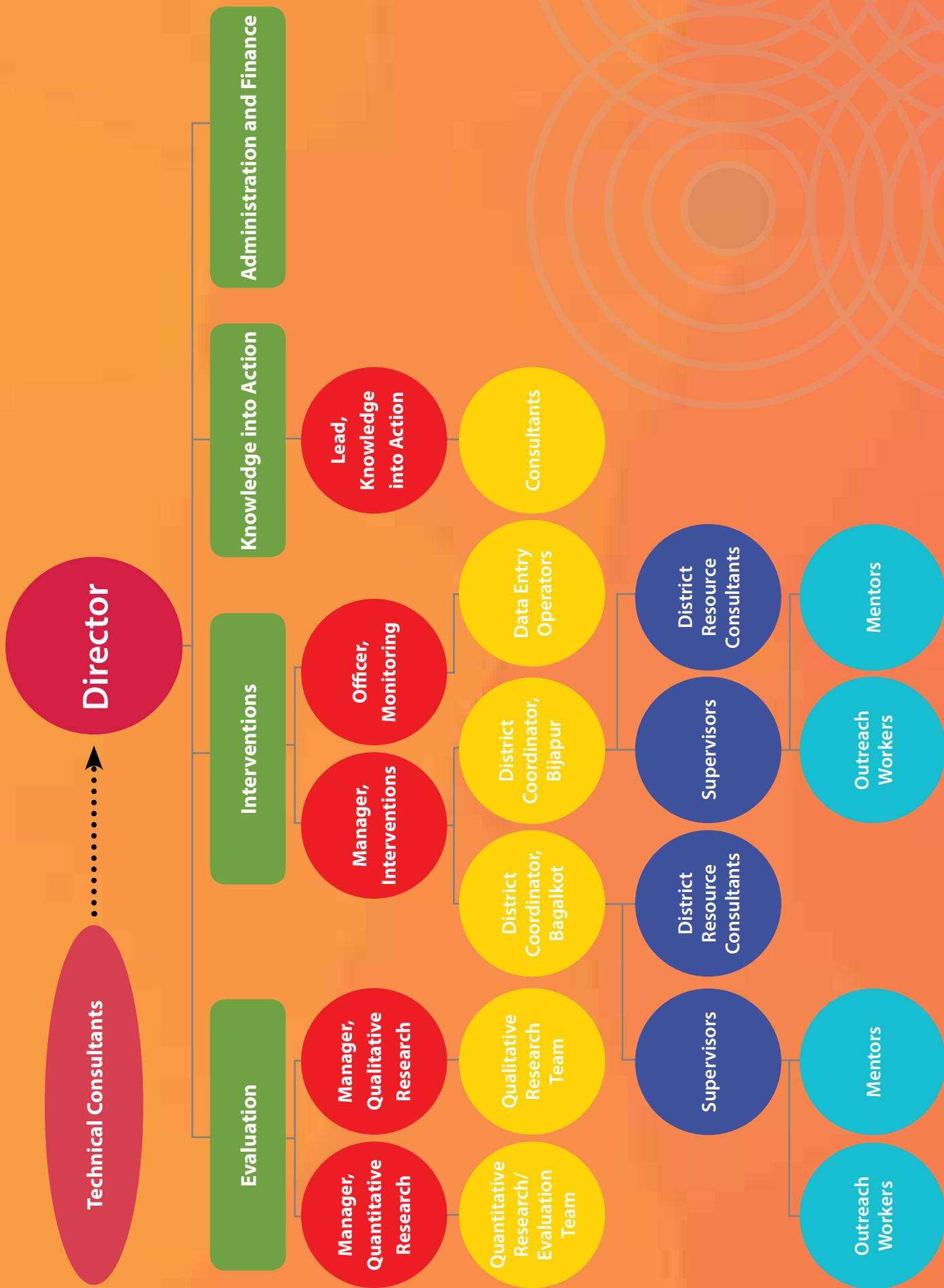
The Knowledge into Action unit's responsibility is to use the evidence generated in the project to develop products and processes that can be used for policy and advocacy. The unit works in close association with a team of consultants (part time) with various skills of writing, designing, printing, filming.

The project is headed by a Director and supported closely by two technical advisors/consultants, one for intervention and the other for evaluation.

### **The roles and responsibilities of each position are as follows:**

The management structure includes three separate but interconnected units: Intervention, Evaluation and Knowledge into Action.

**Director:** S/he will be the main contact point for the donor and the project 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 programme 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.



## Intervention Unit



The intervention team will be supported by mentors, who will facilitate group sessions with boys, and district resource persons, who will support the team in rolling out training and action planning for school teachers and SDMCs.

### Intervention Manager

The Manager will be located at the intervention site and will lead project implementation in the districts. The main responsibility is to implement the strategies and ensure quality control, especially in relation to achievement of the project outputs. The manager is also responsible for programme management, technical support and capacity building, advocacy and networking, operational research, and knowledge sharing.

### Monitoring Officer

The Officer will be based at the intervention site and will provide on-site support for adhering to monitoring indicators and processes. The Officer will be responsible for developing reporting formats. Other responsibilities include ensuring that data are collected and entered, data collection quality control, data analysis, and development of monthly reports.

### District Coordinators

The Coordinators will be based in the districts and be in charge of the project implementation. 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 field team.

### Supervisors

The Supervisors are part of the field teams that will implement at the village level. Supervisors serve as a link between the outreach workers and programme coordinator. The supervisors will be involved in planning and monitoring the activities of the outreach workers. They will be specifically in charge of advocacy with the community leaders and groups, problem solving, advocacy with schools.

### Outreach Workers

Each outreach worker will work in five or six villages. They are key contacts for the project with the adolescent girls, their families, and community. They will conduct one-to-one outreach and will also conduct group sessions for the girls, family meetings, tracking of girls, etc.

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

The KiA Lead will lead the design and implementation of the national influence strategy and document the process and impact of research studies in creative, cost effective and powerful ways.

### Evaluation Unit

#### Managers, Qualitative and Quantitative Research

The Managers are responsible for undertaking exploratory and evaluation research on the intervention. The manager will identify research areas as per the evaluation questions and design studies, develop protocols, implement and analyse data, and provide written and oral reports.

### Knowledge into Action (KiA) Unit

#### KiA Lead

The KiA Lead will lead the design and implementation of the national influence strategy for STRIVE projects within KHPT; work with research, programme, M&E and other groups to document the process and impact of research studies in creative, cost-effective and powerful ways; lead partner-based monitoring activities as an embedded evaluator, interviewing key figures within KHPT and coordinating annual gatherings for reflection and learning; and serve as the communication link between STRIVE and KHPT.





## Capacity Building Initiatives

Capacity building is a process of knowledge, attitude, and skill building in all the members of the programme. It includes not only training but also organisational and human resource development, which enable the organisation/project team to meet its mission objectives more effectively.

The key areas of capacity building for team members of an intervention for adolescent girls include:

**Perspective building on key concepts like gender, masculinity, sex work, marriage:** These trainings, which take place on a regular basis, involve consultants who challenge the teams' existing stereotypes and prejudices. These trainings are done in a short, two to three days module so that the team can assimilate what they have learnt and even practice some skills.

**Schemes related to keeping girls in school:** This is a training on the schemes that assist girls and their families so that girls can remain in school.

**Group session curricula:** This is a training for outreach workers and the mentors on the Parivartan curriculum. The focus is on building their perspective and their facilitation skills. This training is done through a five-day process and is followed up by refresher sessions or through monthly sharing forums.

**Teachers training curricula:** This is a three-day training given to the district resource persons as a ToT so that they can conduct it in the schools with teachers and SDMCs.

**Outreach and communication:** This is a training for outreach workers on how to do systematic outreach, assess vulnerability, and prioritise households for better planning and efficiency.

**Advocacy and community mobilisation:** This training is for supervisors to build their skills in doing advocacy with community leaders, PRIs and family members.

**Monitoring tools:** This training is for the intervention team, especially outreach workers and supervisors who are responsible for filling in the reporting forms.

**Survey and assessments:** This training is for the research team. The team is trained to administer a questionnaire or to conduct an in-depth interview using a guide before every survey or study. The teams are trained through lectures and simulations. Data recording and data entry are also covered.

**Developing policy briefs and filming the project:** These are hands-on trainings and exercises for the KiA lead.

# 6 Monitoring and Evaluation



## Process Monitoring

The process of Samata's implementation will be monitored by recording and analysing 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.

Samata will monitor project activities at school and community levels. The project will train school staff to monitor marginalised girls' school enrolment, 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 counselled. At the school level, the project 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 programme and in service delivery, and outputs, such as programme outreach and service delivery targets and indicators on a monthly basis, as well as quarterly reports and periodic field visit to trouble shoot monitoring when needed.

Samata's computerised 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 programme planning. Data collected at the outreach worker level will be accessible at the supervisor and district levels. The flowchart below depicts the data flow from Outreach Workers to Supervisors and to the District Programme Coordinators.

Samata will monitor project activities at school and community levels and will keep stakeholders informed through regular review meetings, reports and documentation of lessons learnt.

## Monitoring and data collection flowchart



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

Interventions with Schools, SDMCs, Teachers				
Outputs	Output Indicators	Data Capturing Tool	Frequency of Data	Person Responsible for Compiling Data
Skills and capacities of school staff and SDMCs built to conduct gender analysis and prepare school development plans towards girls' entry and retention in school.	<ul style="list-style-type: none"> <li>❖ Number of trainings conducted for teachers and number of teachers trained</li> <li>❖ Number of trainings conducted for SDMCs and number of SDMCs members trained</li> <li>❖ Number of schools that do gender analysis and develop an action plan to address the needs</li> <li>❖ Number of schools that implement their action plans</li> </ul>	<ul style="list-style-type: none"> <li>❖ AGP - Monthly report format</li> <li>❖ AGP - Training, Workshop, Meeting Report</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>❖ Programme coordinator</li> <li>❖ Supervisor</li> <li>❖ Outreach worker</li> </ul>
Simple tools and job aids are available with school staff and SDMCs for tracking entry and retention.	<ul style="list-style-type: none"> <li>❖ Number of teachers trained to use the tracking tool</li> <li>❖ Number of schools covered in training on tracking tool.</li> <li>❖ Number of schools using the tool for tracking</li> </ul>	<ul style="list-style-type: none"> <li>❖ Training report</li> <li>❖ AGP - Monthly report format</li> <li>❖ AGP – Home visit report for school teachers</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>❖ Programme coordinator</li> <li>❖ Supervisor</li> <li>❖ Outreach worker</li> </ul>

### Interventions with Schools, SDMCs, Teachers

Outputs	Output Indicators	Data Capturing Tool	Frequency of Data	Person Responsible for Compiling Data
Schools have policies that ensure a safe environment and participation of girls in school.	<ul style="list-style-type: none"> <li>❖ Attendance at workshops and meetings</li> <li>❖ Number of schools that institute policies to promote girls' enrolment and retention in school</li> <li>❖ Number of schools that institute safety measures</li> <li>❖ Number of workshops conducted for schools</li> </ul>	<ul style="list-style-type: none"> <li>❖ AGP - Monthly report format</li> <li>❖ AGP - Training, Workshop, Meeting Report</li> <li>❖ Number of workshops and meetings to conceive policies</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>❖ Programme coordinator</li> <li>❖ Supervisor</li> <li>❖ Outreach worker</li> </ul>
Schools have leadership and career counselling programmes for adolescent girls.	<ul style="list-style-type: none"> <li>❖ Number of schools that organised career counselling sessions and number of girls who attended</li> <li>❖ Number of inter-school sports and cultural events conducted</li> <li>❖ Number of leadership and personality development programmes conducted and number of adolescent girls who attended</li> </ul>	<ul style="list-style-type: none"> <li>❖ AGP - Training, Workshop, Meeting Report</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>❖ Programme coordinator</li> <li>❖ Supervisor</li> <li>❖ Outreach worker</li> </ul>

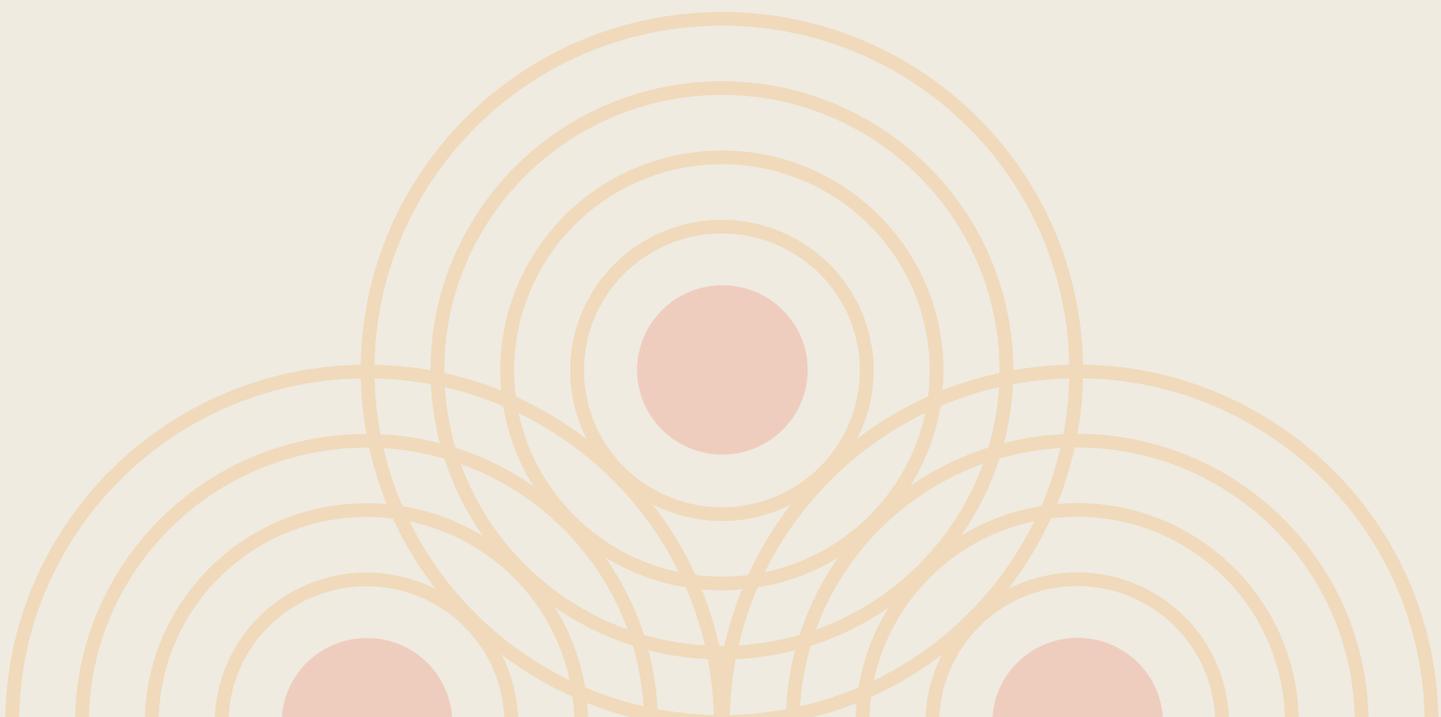
Intervention with SC/ST Adolescent Girls				
Outputs	Output Indicators	Data Capturing Tool	Frequency of Data	Person Responsible for Compiling Data
Girls are aware of and linked to schemes that provide assistance and enable them to continue school education.	<ul style="list-style-type: none"> <li>❖ Number of adolescent girls contacted to discuss on scholarship and schemes</li> <li>❖ Number of awareness events organised</li> <li>❖ Number of adolescent girls who attended the awareness programmes on schemes</li> <li>❖ Number of adolescent girls assisted in accessing these schemes</li> </ul>	<ul style="list-style-type: none"> <li>❖ AGP - Training, Workshop, Meeting Report</li> <li>❖ Monthly Outreach &amp; Activity Report</li> <li>❖ Social Entitlement Register</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>❖ Programme coordinator</li> <li>❖ Supervisor</li> <li>❖ Outreach worker</li> </ul>
Tutorial instruction is provided to supplement classroom learning for girls.	<ul style="list-style-type: none"> <li>❖ Number of tutorial classes organised by the project</li> <li>❖ Number of adolescent girls enrolled to the tutorial classes organised by the project</li> <li>❖ Number of adolescent girls completed tutorial classes organised by the project</li> </ul>	<ul style="list-style-type: none"> <li>❖ Monthly Outreach &amp; Activity Report</li> <li>❖ Tuition register</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>❖ Supervisor</li> <li>❖ Outreach worker</li> <li>❖ Tuition instructor</li> </ul>

### Intervention with SC/ST Adolescent Girls

Outputs	Output Indicators	Data Capturing Tool	Frequency of Data	Person Responsible for Compiling Data
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"> <li>❖ Number of villages where group sessions conducted</li> <li>❖ Number of group of adolescent girls formed for Parivartan.</li> <li>❖ Number of groups of adolescent girls completed Parivartan curriculum</li> <li>❖ Number of adolescent girls attending the group sessions on Parivartan</li> <li>❖ Number of adolescent girls completed the group sessions on Parivartan</li> <li>❖ Number of leadership trainings organised for the peer leaders of groups and no. of peer leaders attended</li> </ul>	<ul style="list-style-type: none"> <li>❖ Monthly Outreach &amp; Activity Report</li> <li>❖ Group Session Report</li> <li>❖ Group Session Monthly Summary Sheet</li> <li>❖ AGP - Training, Workshop, Meeting Report</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>❖ Supervisor</li> <li>❖ Outreach worker</li> </ul>
Girls participate in career counselling sessions and avail options available after completion of high school education	<ul style="list-style-type: none"> <li>❖ Number of schools conducted career counselling organised by the project</li> <li>❖ Number of adolescent girls who attend career counselling sessions organised by the project</li> <li>❖ Number of conventions organised in the district and no. of adolescent girls attended the sessions</li> </ul>	<ul style="list-style-type: none"> <li>❖ Monthly Outreach &amp; Activity Report</li> <li>❖ Event Register</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>❖ Supervisor</li> <li>❖ Outreach worker</li> </ul>

Intervention with Family Members				
Outputs	Output Indicators	Data Capturing Tool	Frequency of Data	Person Responsible for Compiling Data
Family members have greater awareness about the consequences of girls discontinuing education.	<ul style="list-style-type: none"> <li>❖ Number of folk media programmes conducted in the village and number of families that participated</li> <li>❖ Number of families that attended the Samvaada programme conducted in the villages</li> <li>❖ Number of meetings held with the community groups and parents</li> <li>❖ Number of vulnerable girls identified during outreach</li> <li>❖ Number of families vulnerable girls contacted during outreach and counselled</li> </ul>	<ul style="list-style-type: none"> <li>❖ Event Register</li> <li>❖ Monthly outreach &amp; Activity Report</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>❖ Supervisor</li> <li>❖ Outreach worker</li> </ul>
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"> <li>❖ Number of counselling sessions on schemes for parents</li> <li>❖ Number of parents received counselling on government schemes/subsidiaries</li> </ul>	<ul style="list-style-type: none"> <li>❖ Monthly Outreach &amp; Activity Report</li> <li>❖ Social Entitlement Register</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>❖ Outreach worker</li> </ul>

Intervention with Boys				
Outputs	Output Indicators	Data Capturing Tool	Frequency of Data	Person Responsible for Compiling Data
Forums are formed for boys to reflect on and challenge gender norms using the Parivartan curriculum.	<ul style="list-style-type: none"> <li>❖ Number of villages where group sessions were conducted</li> <li>❖ Number of groups of boys formed for Parivartan</li> <li>❖ Number of groups of boys that completed Parivartan curriculum</li> <li>❖ Number of boys who attended the group sessions on Parivartan</li> <li>❖ Number of boys who completed the group sessions on Parivartan curriculum</li> <li>❖ Number of champions identified from the boys</li> </ul>	<ul style="list-style-type: none"> <li>❖ Group Session Register</li> <li>❖ Champions Register</li> <li>❖ Event Register</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>❖ Outreach workers</li> <li>❖ Mentors</li> <li>❖ Supervisors</li> </ul>



Intervention with Community				
Outputs	Output Indicators	Data Capturing Tool	Frequency of Data	Person Responsible for Compiling Data
Community awareness is raised about consequences of girls discontinuing education.	<ul style="list-style-type: none"> <li>❖ Number of folk media programmes conducted in the village and number of community members who participated</li> <li>❖ Number of villages covered with folk media programmes</li> <li>❖ Number of Samvaada programme conducted in the villages</li> <li>❖ Number of meetings held with the community groups</li> <li>❖ Number of individuals who participated in the group meetings</li> </ul>	<ul style="list-style-type: none"> <li>❖ Event Register</li> <li>❖ Monthly Outreach &amp; Activity Report</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>❖ Supervisor</li> <li>❖ Outreach workers</li> </ul>
Community members take action against girl child drop out from schools.	<ul style="list-style-type: none"> <li>❖ Number of meetings held with the local groups</li> <li>❖ Existence of vigilance committee of the local community</li> <li>❖ Number of meetings held with PRIs on girl child education related issues</li> </ul>	<ul style="list-style-type: none"> <li>❖ Monthly Outreach</li> <li>❖ Activity Report</li> <li>❖ Advocacy Register</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>❖ Programme coordinator</li> </ul>

## Purpose of the Evaluation

The purpose of this study is to evaluate the effectiveness of a multi-part intervention designed to influence adolescent girls (7<sup>th</sup> to 10<sup>th</sup> standard) from scheduled castes and scheduled tribes in northern Karnataka, India, as well as their families, their schools, and the communities in which they live. The intervention aims to improve multi-modal outcomes for these girls, especially the age at which they are married and the age at which they have their sexual debut and / or enter sex work. While there are many pathways that the intervention aims to use to achieve these outcomes, the primary pathway is to keep girls in school.

The overall goals of the trial are to estimate the effect of a complex structural and behaviour change intervention on the percentage of adolescent girls who enter formal secondary education and the percentage of adolescent girls who complete standard 10. The effect will be estimated by randomising village communities to either an intervention or a control arm and by conducting two cohort surveys of adolescent girls to measure the primary outcomes.

## Goal and Objectives

The study aims to assess the intervention's impact on rates of high school entry and retention among scheduled caste and scheduled tribe girls, and on their risk and vulnerability to HIV. Specifically, the research aims to

- ❖ Assess the impact of the intervention on transition to and retention of SC/ST girls in schools and communities who have access to the intervention.
- ❖ Assess the impact of the intervention on age at marriage, age at sexual debut and age of entry into sex work among adolescent SC/ST girls in schools and communities that have access to the intervention.
- ❖ Explore how the intervention has affected the response of schools and the communities to high school discontinuation by SC/ST girls.
- ❖ Investigate the processes and causal pathways through 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 Questions

## Study Components

This is a rigorous evaluation study that 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.

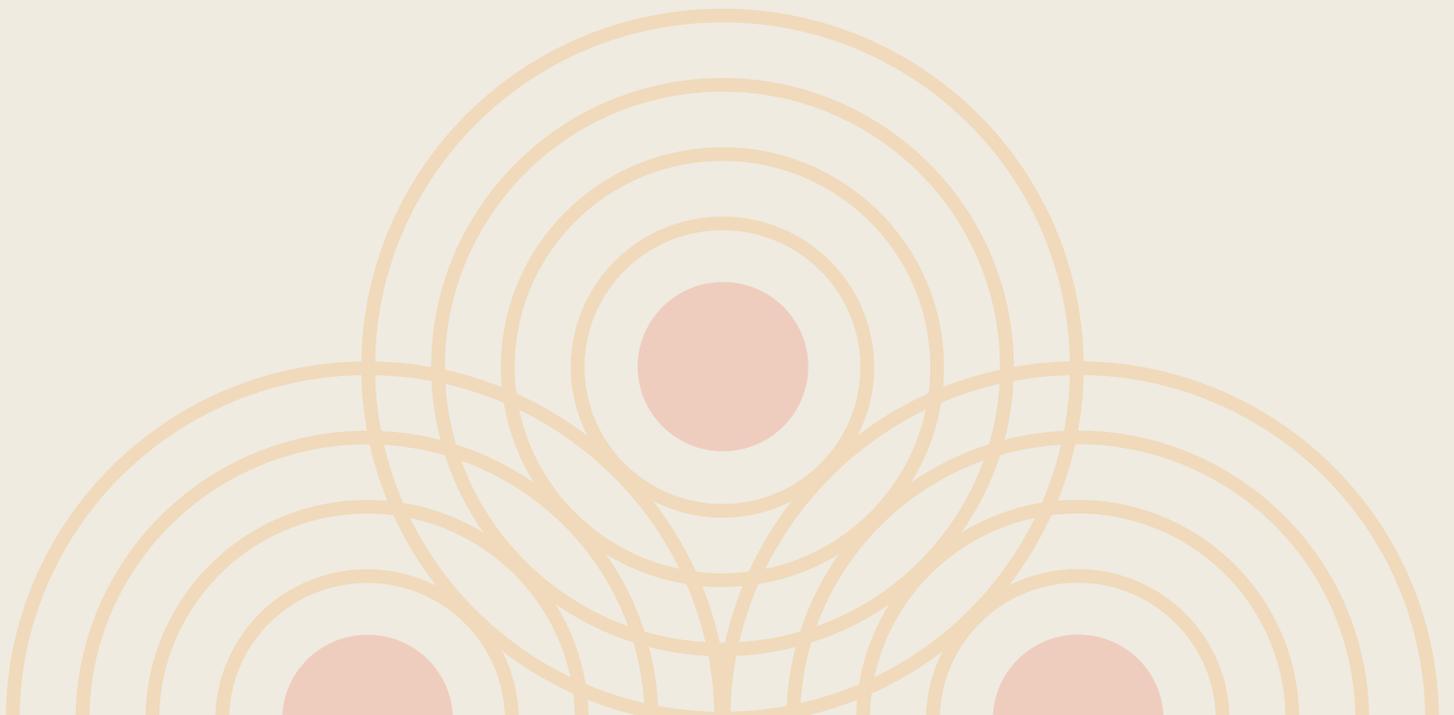
The project uses a mixed method community randomised trial design, and has three main components:

A quantitative assessment involving two sequential cohort studies, one initiated in year one and another initiated in year two, of a sample of SC/ST girls and their families at baseline and following the intervention.

A qualitative assessment documenting the process of implementation and change using qualitative methods with

- ❖ SC/ST girls
- ❖ Families
- ❖ Teachers
- ❖ Boys

A robust monitoring system to monitor the intervention activities. at school and community level.



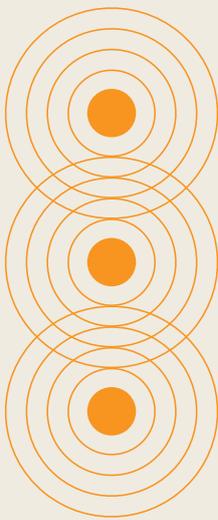
## Outcomes

### Adolescent Girls



This is a complex intervention that aims to act upon many modalities to affect change for SC/ST girls. For that reason, we will be recording a number of outcomes, many of which will be used to understand the effects observed in the primary and the secondary outcomes.

There are four co-primary outcomes on which the trial is sized:



- ❖ Proportion of those enumerated in class 7 (the study cohorts) who ENTER into class 8
- ❖ Proportion of those in the study cohorts who complete class 10
- ❖ Proportion of girls in the study cohorts who are married at end line
- ❖ Proportion of girls in the study cohorts who experienced first sexual intercourse at end line

The secondary outcomes:

- ❖ Proportion of SC/ST girls in the cohort(s) who pass their matric/class 10 exam
- ❖ Proportion of SC/ST girls in the study cohort who report a change in attitude around gender equality
- ❖ Proportion of SC/ST girls in the study cohort who access available government schemes to assist SC/ST girls to complete secondary school
- ❖ Proportion of SC/ST girls in the study cohort who attend tuition classes and/or receive career counselling at school
- ❖ Proportion of SC/ST girls in the study cohort who have experienced one or more incidents of harassment by boys in the last three months: in school; on the way to school; elsewhere in the community



## Process-level outcomes

**Process-level outcomes** are intended to understand the pathways from the intervention to the primary and secondary outcomes. They include data collected from the adolescent girls, their families, their schools, and communities.



### Adolescent Girls

- ❖ Awareness of the government schemes/subsidies that encourage their education
- ❖ Attendance in tutorial classes
- ❖ Participation in Parivartan Plus group sessions
- ❖ Participation in career counseling to enhance options after school completion
- ❖ Shifts in attitudes and perceived norms among SC/ST girls in the study cohorts and their parents about the value of completing secondary education for girls
- ❖ Shifts in attitudes and perceived norms among parents of girls in the

study cohorts about the wisdom of marrying girls before age 18

- ❖ Shifts in attitudes and perceived norms among SC/ST girls in the study cohorts and their parents regarding [some measure of gender equality taken from Parivartan curriculum for boys]
- ❖ Absence from school among the study cohort and proportion of adolescent girls who successfully pass into the next grade (the last element of this outcome would need to be measured using monitoring data for girls not in the cohorts)



#### Schools/SDMCs/Teachers:

- ❖ Proportion of schools that have developed and implemented action plans to encourage entry and retention of girls in secondary school
- ❖ Proportion of schools that have developed and implemented action plans to make schools safer for girls (harassment prevention measures, safe toilets, etc.)
- ❖ Proportion of surveyed teachers who feel that secondary school education is easily accessible for SC/ST girls in their community
- ❖ Proportion of surveyed teachers who feel that SC/ST girls in their community have the opportunity to continue and complete secondary schooling
- ❖ The proportion of schools (in the intervention villages) in which at least 70% of surveyed teachers have been trained to use the tools to track girls in their school
- ❖ The proportion of schools (in the intervention villages) who effectively use the tracking tools for all the girls in their school
- ❖ Proportion of surveyed teachers who report programmes in their school to build leadership among girls
- ❖ Proportion of surveyed teachers who report positive attitudes on gender equality
- ❖ Proportion of surveyed teachers who articulate positive attitudes towards girls completing secondary education



#### Families of Adolescent SC/ST Girls:

- ❖ Changes in gender norms around marriage and education of girls
- ❖ Accessibility and expanded opportunities for girls to enter and continue in formal secondary education
- ❖ Engagement and accountability of families for the education of adolescent girls
- ❖ Awareness on the issues, schemes, and options
- ❖ Participation of family members in campaigns, discussions, and problem solving
- ❖ Number of families allowing the girls to attend special/tuition class
- ❖ Utilisation of entitlements/livelihood schemes
- ❖ Understanding the barriers to girls continuing secondary school and the solutions to those barriers



### Communities where girls live/that are served by the Schools

- ❖ Change in gender norms around marriage and education of girls
- ❖ Engagement, support, and accountability of communities for the education of adolescent girls
- ❖ Accessibility and expanded opportunities for girls to enter and continue formal secondary education
- ❖ Awareness on the issue of school drop outs and its negative outcomes, schemes, and options
- ❖ Participation of community members in campaigns, discussions, and problem solving
- ❖ Understanding the barriers and solutions to the issue
- ❖ Vigilance among community groups on girl child marriage and school drop out

**Policy impact occurs** at the district, state, and national level. Policy impact is not compared between arms of the trial but instead is measured in terms of the trial's impact on the wider policy environment. If the intervention is shown to be effective, policy impact may include government development of policies and guidelines based on this intervention model for scale up government understanding of why the intervention is important and government support for the intervention in government schools



## Evaluation Design

The study will employ a mixed method community randomised trial, with the village as the unit of randomisation.

The village was chosen as the unit of randomisation instead of the school so as to minimise the contamination between schools in the same village. In addition, some aspects of the intervention will act at the community level. In this setting, villages are sufficiently isolated so as to minimise contamination between villages.

Fourty clusters, consisting of 119 villages, 69 high schools and 122 higher primary schools, will receive the intervention immediately (experimental condition), and another 40 clusters, consisting of 177 villages, 60 high schools and 118 higher primary schools, will be considered for intervention 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

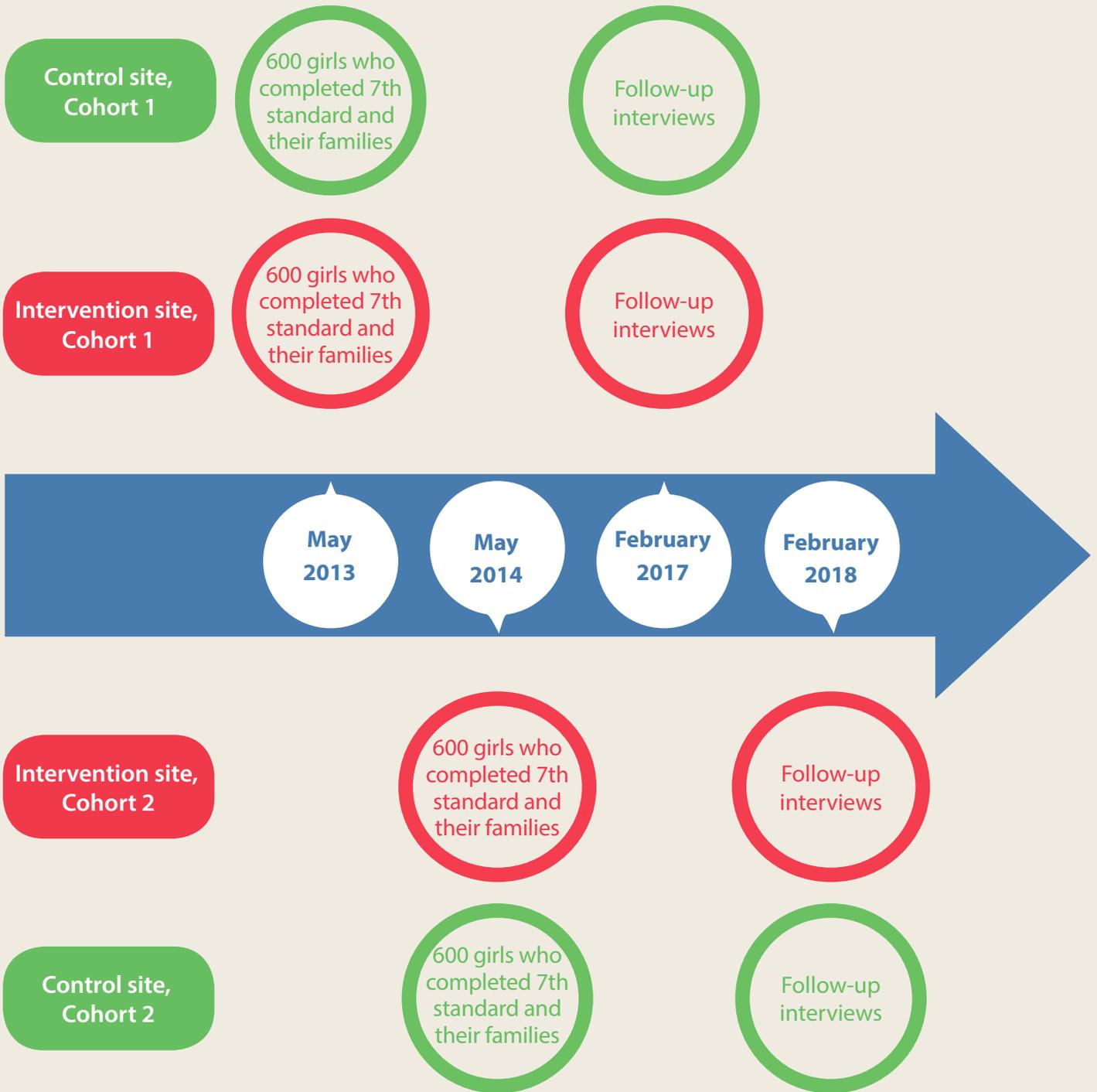
The project indicators for the SC/ST adolescent girls will be measured through two sequential cohort studies. At the beginning of the first academic year 2012-'13, the study will recruit a cohort of 1200 SC/ST girls who passed class 7 in the 80 study clusters (expected to be about 600 from each study arm with an average of 15 girls per study village). The first cohort from the intervention and control sites will be interviewed twice during the study period, at the beginning of years one and four.

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 and control sites. The second cohort size will be 1200, consisting of a sample of all the SC/ST girls who passed class 7 in that year, with an average of 15 per village (expected to be about 600 from each study arm). They will be interviewed twice during the study period: once each at the beginning of academic years two and five. Summary of the sample size calculation results.

The study will have 40 clusters per arm. There will be 15 girls, on average, enumerated for each of two sequential cohorts in each intervention and control cluster. In effect, 30 girls will be enrolled in each cluster, one year apart, corresponding to a total sample of 1200 girls in the control arm and 1200 girls in the intervention arm. We assume that there is minimal loss to follow-up and that 28 girls are followed-up at the endline. With these data, we will have 80% power to detect a ratio of around 33% for the transition from class 7 to 8 and a 25% ratio for retention until class 10. We have included conservative estimates of the control outcome proportions, and reported calculations for a range of K from 0.1 to 0.25.

In order to measure the medium- and short-term outcome indicators for families, the families of the SC/ST adolescent girls recruited in both arms will be interviewed. To facilitate intervention at the family level, each SC/ST adolescent girl in both the arms will be profiled, and the main decision maker will be identified. These decision makers will form the sampling frame to recruit the respondents at the family level.

The sample sizes for the girls are summarised in the figure below.



Summary of sequential cohort study design

### Allocation of Clusters to Intervention and Control Arms

Sixty eight villages were selected using systematic random sampling from the sample frame of 121.

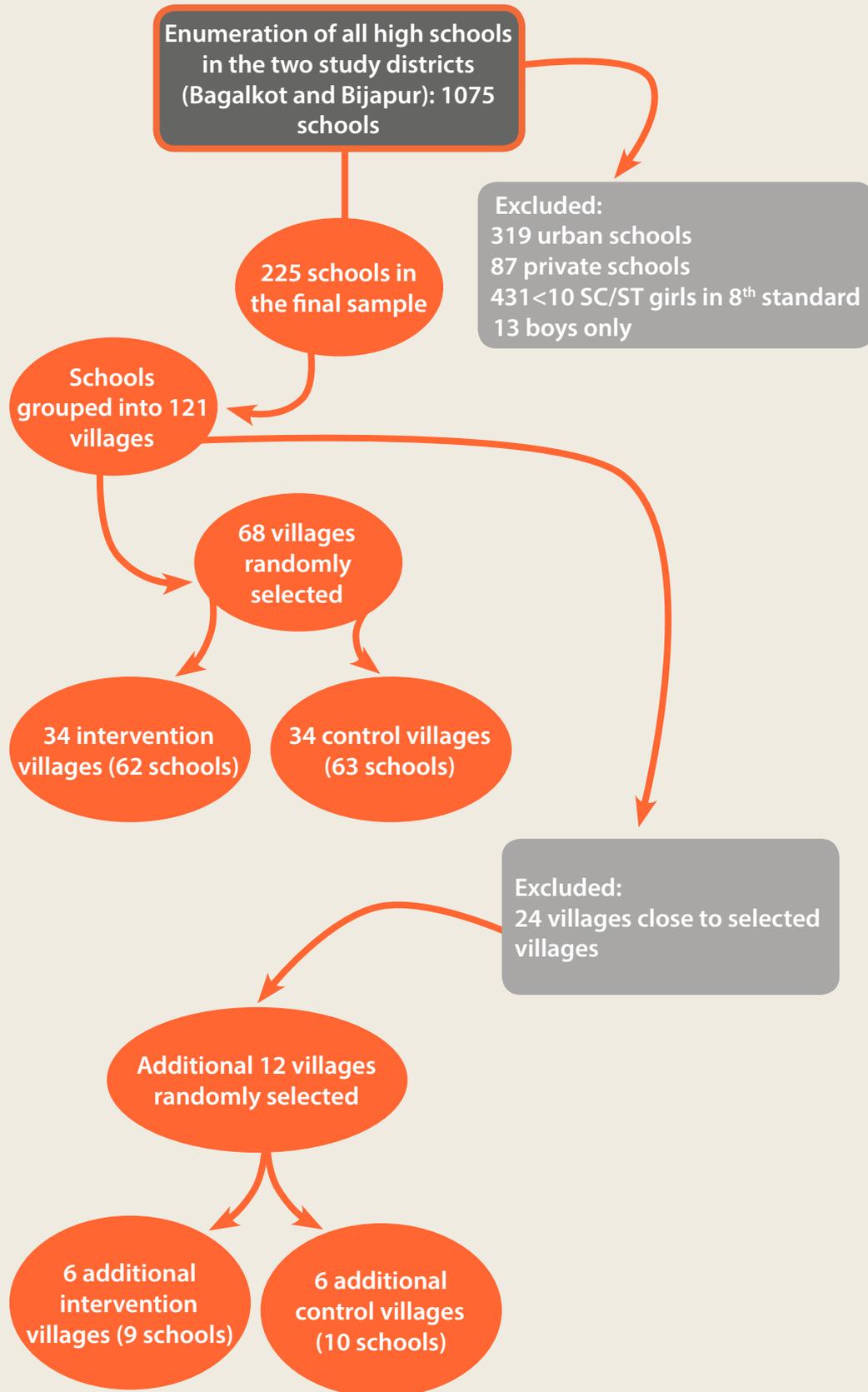
Schools were allocated randomly to either receive the intervention immediately (experimental condition) or at a later date (waitlist control group). The villages were randomised into intervention and control arms so that there are 34 villages (62 high schools) in intervention and 34 villages (63 high schools) in control arms. This was done by initially selecting 34 villages randomly from the selected 68 villages using STATA 11. These selected 34 villages were allocated into intervention arm and the remaining 34 villages were allocated into control arm.

### Accounting for Potential Contamination

After allocating the villages to intervention and control arms, there were 12 villages where there was a possibility of contamination because these villages were contiguous with a village in a different arm of the study. To compensate for potential loss of statistical power due to contamination, we selected 12 additional villages (6 intervention and 6 control arm) for inclusion in the study as follows:

- ❖ Of the 53 villages remaining in the sampling frame, we excluded 24 due to their close proximity to villages which had already been selected for the study.
- ❖ From the remaining 29 villages in the sampling frame, an additional 12 villages (6 intervention arm and 6 control arm) with 19 high schools (9 intervention arm and 10 control arm) were randomly selected to be included in the study.

Thus a total of 80 villages (40 in each arm) with 144 high schools (71 in intervention arm and 73 in control arm) will be included in the study (see diagram below ).



Summary Diagram



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 129 high 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 Samata has affected the adolescent girls and their families with respect to 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 tool<sup>7</sup> to pictorially represent events and experiences in each girl's life over a period of four years. The specific objectives of the case studies are

- a) to map changes in individuals and families over time, providing detailed accounts of key events that affect the girls schooling,
- b) to identify common problems faced by girls and how the intervention could (or could not) provide support, and
- c) to compare how girls in intervention areas overcome challenges differently from those in the control areas.

Thirty girls enrolled in class 8 (20 girls in intervention areas and 10 girls in control areas) at the start of the intervention will be selected and followed for a period of three years: Sampling

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<sup>7</sup> 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.

will be purposive based on devadasi background, academic performance, and/or socioeconomic status as reported in the baseline questionnaire. In order to understand what led to dropouts that happened during the Samata intervention, extra respondents (five girls in the second year and five girls in the third year) will be recruited purposively among girls who recently dropped out of school in the intervention area. 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 that 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.

### In-depth Interviews

Semi-structured interviews with open-ended questions will be conducted in years one and four with adolescent girls (10 school-going and 10 non-school-going girls), 10 families (either father/mother or guardian), 10 teachers, 20 adolescent boys (from the SC/ST community neighbourhood), and 20 community leaders/champions from the community. At the end of the project, policy makers at state-level (n=2), district (n=4) and sub-district level (n=11) will also be interviewed.

### **In-depth interviews with adolescent girls and their parents, boys, teachers and SDMCs members**

The main groups of respondents will be adolescent girls and individuals associated with the identified girls, including her parents and other family members, and teachers/instructors of adolescents in school. The parent or guardian may include mother, father, or other guardian in case the adolescent lives with a guardian. The boys included in the study will be from the same villages from the SC/ST neighbourhood where the adolescent girls are sampled, purposively selected based on school/college-going status and geography (district).

## Ethical Issues

Interviews will be conducted in a sensitive and non-judgemental 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 girls and boys, and of 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 minimise the potential for distress or harm—including careful wording of questions to ensure that they are non-judgemental, training interviewers on how to respond if someone discloses violence or requests assistance, and providing participants with information about potential sources of support.

The purpose of the study will be explained to the adolescent and his/her family before seeking appointments for the initial interviews. The interviewee will be administered an informed consent (assent in case of adolescents) form before the interview for collecting written or witnessed consent/assent. The Kannada/English version of the consent/assent form will be given to the participants to read and also read out and explained before the interviews. As part of the consenting/assenting procedure, participants will be assured that their participation is voluntary, and their decision to participate will not affect any benefits they receive from the school or the intervention.

The study will obtain appropriate ethical clearances by Institutional Review Boards in India and at collaborating institutions. Anonymity will be maintained by using proxy names to distinguish individual participants. The identity of the participants and the information shared by them will not be revealed to anyone who does not work in the research study. All questionnaires will be stored in locked filing cabinets in the KHPT offices in Bangalore after the data have been computerised.

KHPT has successfully advocated with the Department of Education, at the state level, to get the necessary permissions and directives for schools in the study villages since this study will take place in government schools. The state Commissioner for the Department of Education has agreed to the intervention study and written to the education administrators at the district level in the two study districts, instructing them to support the study. They in turn will issue guidance and directives to all government schools in their districts to support the study,

which includes directing that all teachers in the intervention schools attend training as part of the intervention. These government directives will help nullify the effects of any change in school administration during the course of the intervention. The cooperation of the school administration, staff, and the SDMCs is also being sought during the planning phase of the intervention. In order to ensure equity to all schools enrolled in the trial, we are applying for funding to enable the school-based interventions to be provided in these schools in the control arm at the end of the intervention period.

As described above, the intervention is being carefully designed in order to ensure that it does not cause any harm, and that the changes in the community and the schools are sustained beyond the intervention period. The design has been finalised after many rounds of discussions with stakeholders at different levels. The design has attempted to take into consideration the existing structures, the regulatory environment, and the cultural practices, and ensures buy-in of the major stakeholders, including the government.

### Time Period

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

During the start-up period, the baseline data collection instruments and protocols will be developed and finalised, 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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