



International Programme on the Elimination of Child Labour (IPEC)



International  
Labour  
Office

## ***IPEC Evaluation***

# **Convergence Against Child Labour: Support for India's Model**

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**An independent interim evaluation by a team of external  
consultants**

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**This document has not been professionally edited**

## NOTE ON THE EVALUATION PROCESS AND REPORT

This independent evaluation was managed by ILO-IPEC's Evaluation and Impact Assessment Section (EIA) following a consultative and participatory approach. EIA has ensured that all major stakeholders were consulted and informed throughout the evaluation and that the evaluation was carried out to highest degree of credibility and independence and in line with established evaluation standards.

The evaluation was carried out by a team of external consultants<sup>1</sup>. The field mission took place in October 2012. The opinions and recommendations included in this report are those of the authors and as such serve as an important contribution to learning and planning without necessarily constituting the perspective of the ILO or any other organization involved in the project.

*Funding for this project evaluation was provided by the United States Department of Labor. This report does not necessarily reflect the views or policies of the United States Department of Labor nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government.*

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<sup>1</sup> Smita Premchander (Team Leader), Sandhya Kanneganti, Brajesh Pandey

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## Abbreviations

ALC	Assistant Labour Commissioner
AP	Action Programme
APSBP	Andhra Pradesh State Based Project
APSO	Action Programme Summary Outline
AWC	Aanganwadi Centre(s)
AWW	Aanganwadi Worker(s)
BDO	Block Development Officer
BOCWWB	Building and Other Construction Workers Welfare Board
BPL	Below Poverty Line
CACL	Convergence Against Child Labour – Support for India’s Model Project
CCCL	Core Committee on Child Labour
CL	Child Labour
CLAB	Child Labour Advisory Board
CLM	Child Labour Monitoring
CLMS	Child Labour Monitoring System
CLPR	Child Labour Prohibition and Regulation Act, 1986
CMC	Child Monitoring Committee
CO	Country Office
CoP	Community of Practice
CORT	Centre for Operation Research and Training
CRC	Convention on Rights of the Child
DBMR	Direct Beneficiary Monitoring and Reporting
DFID	Department for International Development
DGE and T	Director General of Employment and Training
DIC	District Industries Corporation
DLMC	District Level Monitoring Committee
DLTF	District Level Task Force
DSDC	District Skill Development Committee
DWCP	Decent Work Country Programme
DWT	Decent Work Team
DWT	Decent Work Team
ECL	Elimination of Child Labour
EIA	Evaluation and Impact Assessment section of ILO/IPEC
EOs	Employers Organisations
ERC	Education Resource Centre
FPCL	Families of Prevented Child Labour
FVCL	Families Vulnerable to Child Labour
FWCL	Families of Withdrawn Child Labour
GOI	Government of India
HDI	Human Development Index
HQ	ILO Head Quarters, Geneva
ICDS	Integrated Child Development Scheme
ICPS	Integrated Child Protection Scheme (of the Government of India)
IHD	Institute of Human Development
IIE	Interim Independent Evaluation
ILFS	Infrastructure Leasing & Financial Services Limited

ILO	International Labour Organisation
IMC	Inter-Ministerial Project Review Committee
IMR	Inter-Ministerial Project Review Committee
INDUS	India – United States Child Labour Project (“Preventing and Eliminating Child Labour in Identified Hazardous Sectors”)
INR	Indian Rupee
IPEC	International Programme on Elimination of Child Labour
ITI	Industrial Training Institute
JAPU	Juvenile Assistance Police Unit
JBY	Jana Shree Bima Yojana
KAP	Knowledge, Attitude and Perceptions
MDGs	Millennium Development Goal
MES	Modular Employable Skills
MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act
MHRD	Ministry of Human Resource development
MIS	Management Information System
MOLE	Ministry of Labour and Employment
MOU	Memorandum of Understanding
NAC	The National Advisory Committee
NCLP	National Child Labour Project
NCPCR	National Commission for Protection of Child Rights
NGOs	Non-Governmental Organisations
NPM	National Project Manager
NRCCCL	National Resource Centre on Child Labour
NREGA	National Rural Employment Guarantee Act
NRLM	National Rural Livelihood Mission
NSC	National Steering Committee
NSSO	National Sample Survey Organisation
NYK	Nehru Yuva Kendra
OBC	Other Backward Community
OSH	Occupational Safety and Health
PCL	Prevented Child Labour
PD	Project Director
PDS	Public Distribution System
PRODOC	Project Document
PTA	Parent Teacher Associations
RSBY	Rashtriya Swasthya Bima Yojana
RTE	Right To Education Act, 2009
SAP	State Action Plan
SDI	Skill Development Initiative
SDI-MES	Skill Development Initiative Scheme – Modular Employable Skills
SGSY	Swarna Jayanti Shahari Rozgar Yojana
SIMPOC	Statistical Information and Monitoring Programme on Child Labour (IPEC)
SLMC	State Level Monitoring Committee
SMC	School Management Committees
SPSC	State Project Steering Committee
SRC	State Resource Centre
SSA	Sarva Shiksha Abhiyan

SC	Scheduled Caste
ST	Scheduled Tribe
TBN	Training Batch Number
TNA	Training Need Assessment
TOR	Terms of Reference
TPR	Technical Progress Report
TU	Trade Union
UN CRC	United Nation Child Rights Convention
UN Women	The United Nations Entity for Gender Equality and the Empowerment of Women
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USDOL	United States Department of Labor
VT	Vocational Training
VTC	Vocational Training Centre
VTP	Vocational Training Providers
VVGNI	V. V. Giri National Labour Institute
WCD	Women and Child Department
WCL	Withdrawn Child Labour
WECs	Work Education Centres
WPC	Women Power Connect

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The stakeholders of the project, especially the ILO and the MOLE have extended support to this evaluation, facilitated field visits to all five project States, and a wide range of meetings and workshops. The staff of the Project and implementing agencies at block, district, state and national levels provided us with all the data and information that we asked for over the two months of the evaluation. We would like to thank them for their time and inputs. The Director and Deputy Director of ILO DWT/CO – New Delhi, the senior sector specialists, project team and programming staff have all provided their perspectives on the project.

Several other ministries and institutions have partnered in this project. We have met district collectors, state level officials of the Ministries of Labour, Education, Social Justice and Empowerment, and Rural Development. Leaders of child labour commission and trade unions have taken time out to come to the workshops held. UNICEF staff participated and shared their experiences in two state workshops. The senior management of Bihar Rural Livelihoods Programme organised a meeting in their office with many of their officers, to share experiences of convergence. We are grateful to all of them for sharing valuable insights and experiences in their respective states.

The evaluation's aim is to document progress against objectives, and, equally important, it is to document the emerging lessons, for the project at hand and for the future. In developing these findings, we have been assisted by a large number of project stakeholders and we are grateful to all of them. The team remains responsible for the judgments that we have made, and the recommendations that we make for the way forward.

### **The Evaluation Team**

**Smita Premchander, Sandhya Kanneganti, Brajesh Pandey**



## **Executive Summary**

### **Introduction**

The Convergence Against Child Labour – Support for India’s Model Project (The Convergence Project) is a pilot initiative of the International Labour Organisation (ILO) in partnership with the Ministry of Labour and Employment, Government of India (MOLE). The project aims at developing an operational framework for ‘convergence’ of the government resources available under different schemes and programmes to target the agenda of elimination of child labour (ECL) while addressing its root cause, i.e. poverty.

Accordingly, the activities in the project involve focussing of attention upon child labour, including those withdrawn from and those vulnerable to child labour. The project also involves supporting the families with vulnerability to child labour (FVCL) and families with child labour (FWCL), ensuring that entitlements and welfare benefits from each Ministry reach them. Given that a family with a low income, that either has or is vulnerable to child labour, has both social protection and livelihoods protection needs, and the support that people in such a household need is manifold. The youngest children need protected space, older ones need to have access to education, vocational training skills are needed to enhance human capital and earning abilities, and job linkages, assets and credit are needed to be able to get employment or self-employment. Access to entitlements and government welfare schemes for all these support services is the key objective of the Convergence Project.

The project is financed by the US Department of Labor (USDOL) and is being implemented in 10 districts spread over 5 States. The project started on 30th September 2008 and is currently scheduled to end on 31st March 2013.

### **Evaluation Purpose and Methodology**

This Interim Independent Evaluation (IIE) is the first comprehensive review of the Convergence Project, and aims to assess its achievements, with regard to piloting the Convergence model and all its components. The evaluation objectives include assessing the progress in achieving the objectives at the time of the evaluation. The relevance and validity of design, efficiency, effectiveness and sustainability of the project are assessed, and recommendations provided for the exit strategy and for improving the delivery and sustainability of outputs and objectives for the remaining period of the project. The learning objectives of the evaluation include identification of emerging good practices, innovative approaches and lessons learnt, so as to inform and support other projects in India and elsewhere around the world, in effectively addressing the issue of child labour.

The evaluation followed ILO’s principles and guidelines, which require evaluations to guide decision making processes for managing ILO’s work and furthering goals of its accountability, social justice and fair globalisation. ILO’s policy guidelines for evaluations also aim to enhance the relevance and usefulness of evaluation to constituents and the intervention stakeholders. In addition to desk review and direct field level observation, the study primarily involved interaction with all categories of project stakeholders and partners through group meetings and evaluation briefings, semi-structured interviews and focussed group discussions. The various stakeholders include, the MOLE, Director General of Employment and Training (DGET), State departments of Labour and its officials at all levels, including State Principal Secretaries (Labour), Labour Commissioners, labour officers, enforcement officials; district officials, including district collectors, Project Director, National Child Labour Project (NCLP), ILO senior management and technical specialists, ILO Project staff, project staff recruited by the implementing partner departments, and staff of other relevant government departments. Discussions were held with the children, adolescents and the parents who are the Project’s direct beneficiaries. The field visits covered six of the ten districts of the programme in all the five project States. The study was limited by time available, and while it studied the situation of beneficiaries, and the processes existing for withdrawal and prevention of child labour before and after

the project, it could not provide a counterfactual perspective, to isolate impacts with or without the project, due to shortage of time to visit non-project States, districts and blocks. The Project experiences are supplemented with lessons from other convergence-related projects of the Indian government, and involving other UN agencies, and other ILO projects related to child labour.

### **The Convergence Project's Theory of Change**

The theory of change implied by the project design contains pathways of convergence for elimination of child labour involving a wide range of activities at three levels of operation: district, State and national. Firstly at the district level, three broad sets of family centred interventions: education services, vocational training services and family linkages with government's welfare schemes, are focussed on benefiting children and their families. A comprehensive system, i.e. Direct Beneficiary Monitoring and Reporting (DBMR), tracks each child beneficiary at the district level.

The second pathway relates to strengthening of institutional structures and mechanisms, such as the District Level Task Force (DLTF)/District NCLP Society, the State Project Steering Committee (SPSC) and its secretariat, the State Resource Centre (SRC), the National Steering Committee (NSC) and the Inter Ministerial Project Review Committee (IMR). These structures are mandated to coordinate and support project interventions, monitor its progress, and facilitate convergence and inter-departmental linkages. The engagement of Social Partners and capacity building of a wide range of stakeholders was also envisaged.

The third pathway involved interventions leading to creating a positive enabling environment for elimination of child labour, including policies that integrate ECL agenda at the national level. The activities here relate to knowledge sharing and management, media awareness, developing capacity building tools, and aligning with the United Nations Development Assistance Framework (UNDAF) and the Decent Work Country Programme (DWCP) of the ILO in India.

Together these three pathways constitute the theory of change inherent in the project.

### **Evaluating the Project**

The project evaluation was done as per the four evaluation criteria: the relevance and validity of its design, efficiency of its operations, effectiveness and sustainability. The findings are guided by the evaluation questions mentioned in the TOR as well as in the inception report of the evaluation team.

#### **Relevance and Validity of Design**

The project is very relevant at a time when the Indian regulatory environment with respect to child protection, are becoming more oriented to children's rights, primarily to a safe childhood devoid of hunger and other debilitating effects of low income, including child labour. The Convergence project is well located in the current context of rights based and family focused approaches increasingly being adopted in India.

The design has very high validity, as the project is fully aligned with DWCP 2007– 12 wherein the Priority 3<sup>2</sup> - Outcome 4 calls for 'Support to constituents on child labour policy, enforcement, plans of action, including convergence-based models'<sup>3</sup>.

#### **Efficiency of Project Implementation**

The project experienced delays at critical stages, the first one being in the approval of the project document. The USDOL approval of the project for ILO is dated 30.09.2008. This was followed by an approval process involving the Ministry of Labour and Employment (MOLE), Ministry of Finance and

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<sup>2</sup>India DWCP 2007-12 Priority 3: Unacceptable forms of work progressively eliminated.

<sup>3</sup>Outcome 4 is framed as: Strengthened policy framework for elimination of unacceptable forms of work.

the National Steering Committee (NSC), which resulted in a revised document being approved by the NSC in January 2009. A further revision of this document was made in October 2009, which is currently the operational project document (PRODOC<sup>4</sup>). Some delays were also experienced in signing of the Action Programmes and in recruiting for key positions at ILO project team level and by the State and district level implementing partners. Although the Project has speeded up implementation, an analysis of activities and outputs shows significant delays in start and completion of activities.

An analysis of the financial allocations and utilisation for the years from 2008 to 2012 shows that against a total sanction of \$ 6.85 million over this period, the total utilisation has been \$ 3.76 million, showing a utilisation rate of about 55%. For the year 2012, the utilisation was only 25% till September 2012. These totals contain wide variations across States and districts. However, it should be kept in view that the level of expenditures does not necessarily reflect the achievement of the project in terms of beneficiary reach, as the States and districts have reportedly used their own internal funds in implementing project activities, resulting in savings on account of low training and rent expenditures, etc.

### **The Project's Performance and Effectiveness**

The Convergence Project has one development objective, four immediate objectives and twenty indicators. These are assessed and results presented against these, and aligned also with the theory of change. The overall results, however, hide a wide variation across the Project States and districts.

#### *Beneficiary Identification and Coverage*

One of the first activities undertaken by the project was beneficiary identification through an extensive baseline survey. It is to be noted that only 25% of the child labour identified during the baseline survey could be traced at the time of service provision. As such, repeat surveys had to be undertaken by district authorities to achieve the planned numbers of target beneficiaries.

The project covers child labourers under two categories - Withdrawal and Prevention. 'Withdrawal' is defined as referring to those children (5-14 years) who were found to be working in hazardous work as per the ILO-IPEC DBMR guidelines. 'Prevention' referred to children that are either siblings of children engaged or previously engaged in child labour or those children not yet working but considered to be at high-risk of engaging in child labour. In order to be classified as beneficiaries, both "withdrawn" and "prevented" children needed to have benefited directly from a project intervention<sup>5</sup>.

Overall against a target of 19,000, the project is reported to have reached 18,686 children, including 9,732 girls, as on 30th September 2012. Of these, 7,699 are withdrawn and 10,987 prevented from child labour. The Project collected additional information (from the districts) in respect of children who were engaged in occupations and processes set forth in Part A and Part B of the Schedule to the Child Labour (P&R Act), 1986, and not working with their families. Based on this, only 1,879 children are in the 'withdrawn' category.

#### *Education*

The Project effectively ensured targeted children's access to education services through enrolment in NCLP Schools, and convergence with the Sarva Shiksha Abhiyan (SSA), or formal government schools, to access mid-day meals, books, uniforms, and shared monitoring systems to track retention and dropout rates. Early signs of the project's effects are visible in terms of increased demand for NCLP Schools in the targeted districts and requests (by different State governments) for residential facilities for addressing the needs of rescued, orphan, homeless children, etc. Overall, the project's

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<sup>4</sup>The PRODOC referred to, throughout this document is : The Convergence Project, the approved version dated 16 Oct 2009

<sup>5</sup>PRODOC

special provisions like ERCs, life skills education and work education have positively impacted the retention rates in schools<sup>6</sup>.

### *Vocational Training*

The vocational training component is providing skill training to adolescents and youth from child labour families. Against a target of 2,000 children, the vocational training has so far reached 966 children in the age group of 14 to 17 years, of which 56% are girls. The achievement on vocational training was less than 50% of target at the time of the evaluation, although the team was informed that trainings have been planned for subsequent batches of children.

A major achievement of the vocational training component arises from the use of the flagship scheme of the DGET, MOLE – Skill Development Initiative – Modular Employable Skills (SDI-MES), which was well suited to the needs and learning abilities of adolescents and withdrawn child labour. While convergence appears to work well and the programme has helped adolescents gain some skills and knowledge, it is premature to assess its effectiveness as few other aspects of the programme are yet to be implemented, like certification, job placements, provision for self-employment options, etc. Some of the barriers faced by the adolescents include lack of adequate number of training institutions, the distances that the adolescents had to travel, limited number of trades offered, etc. However, children had a choice of at least two trades in most locations, and girls were able to learn non-traditional trades such as electrical work and computer data entry. Taking these experiences on board, the DGET's office is actively considering providing residential training and increased transport allowances to adolescent trainees.

### *Family linkages*

The family centric interventions targeted at the families of child labour facilitated linkages with different government welfare schemes. The project identified 5,473 families against a total target of 5000 and detailed reporting formats have been filled up for 4,873 families and submitted to different departments, including the Building and Other Construction Workers Welfare Board (BOCWBB), and Ministries of Rural Development and Social Justice and Empowerment. A total of 3,046 families have so far been linked. The linkages led to families getting job cards under the Mahatma Gandhi National Rural Employment Guarantee Act (MNREGA) entitling them to 100 days of unskilled labour per year, accessing GOI health and life insurance schemes (targeted at families below the poverty line) and accessing skill training programmes.

Enrolment of the families under BOCWWB is the most significant achievement of the family linkage program. The targeted families are now in a position to access a wide range of livelihoods protection and promotion schemes. The family linkages program at the ground level faced several procedural problems, the most critical of these is possession of a Below Poverty Line (BPL) card, which is not easy to get, lack of awareness about various welfare schemes among vulnerable families, etc.

### *Institutional Structures*

The institutional structures and mechanisms set up by the project include the Inter-Ministerial Project Review Committee (IMR) with MOLE at the national level to oversee project implementation. At the State level, the State Project Steering Committee (SPSC) and its secretariat, the State Resource Centre (SRC) aimed at facilitating convergence between different departments, including, labour, education, industries, rural development, the DGET etc. While the Labour Commissioner or Secretary Labour provided leadership for project implementation, the required human and financial resources were assigned from the project. The District Collector as Chairperson of the District NCLP Society led on the overall convergence approach at the district level. The District Level Task Force (DLTF) created

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<sup>6</sup>All the teachers claimed this during the field visits, and the team saw anecdotal evidence of it as well, though a more rigorous study is needed to establish clear correlation.

by the project supported the District Labour Officer/Project Director, NCLP in coordinating project activities.

The institutional structures that are expected to monitor the project have been instituted with significant support from the Principal Secretary Labour/ Labour Commissioner of the States. The structures have worked best at the district level, with the District Collector at the helm.

### *Monitoring Systems*

The Direct Beneficiary Monitoring and Reporting (DBMR) system aimed to capture the educational and work status information (for the targeted beneficiaries) provided tracking information on the nature of services provided to the direct beneficiaries including enrolment, retention and completion. The State labour departments found the DBMR System useful and helpful in monitoring and tracking child labour. They requested that it be developed into a full-fledged monitoring and reporting system with appropriate software application that facilitates data maintenance and report generation.

A Child Labour Monitoring System (CLMS) is planned to pilot the involvement of the community groups, local elected representatives (Panchayats), local government, associations of workers, and employer' groups in child labour monitoring in at least one rural village and one urban ward in each project district.

### *Engagement of Social Partners*

The Convergence Project envisaged developing the capacities of the Social Partners - employers and workers organisations - and involving them in project implementation through participation in SPSC and DLTF meetings. According to the Project document (PRODOC), they were to be provided opportunities to form networks and alliances to support action against child labour. The Project developed and used tools like manuals, guidelines, etc. for training and capacity building of the Social Partners. The employers' organizations (EOs) and private sector was expected to be involved actively in skill training and job placement for the adolescents and family members of the target group children. The Trade Unions were to work with informal sector employees, build awareness among their employers, etc.

The Social Partners have been part of the SPSC, DLTF meetings and reviews. However, there have been missed opportunities in terms of engaging the Social Partners more effectively. While EOs did participate in identification of suitable trades for adolescents, the expectations for job placements are yet to materialize. More significantly, EOs have lost an opportunity to reach out to informal sector employers, such as roadside restaurants, small automobile shops and other small establishment owners, to have a meaningful dialogue with them to eliminate child labour. Trade Unions were not engaged in developing the Joint Trade Union Platform on ECL, in building awareness of informal sector employers and enrolling their workers, in mainstreaming ECL in their agenda, and playing an active role in protecting child workers. This may have been due to the lack of a specific Action Programme related to this objective in the design of the project.

### *Influencing the Enabling Environment*

In order to strengthen the enabling environment at the national level, the Project supported the development of a new Knowledge Centre; the V. V. Giri National Labour Institute (VVGLNLI), to conduct research, carry out training, create networks; establish a system of knowledge management and disseminate a newsletter. The VVGLNLI also developed a dedicated website; setting up Child Labour Information and Documentation System (CHILDOS) and collaborating with MOLE in experiencing sharing between all NCLP project directors.

The project engaged with the Gender Community of Practice (COP) of the United Nations Solution Exchange for knowledge sharing, and commissioned it to make two compendiums: one of schemes

relevant for child labour, and the other of associations and NGOs working for elimination of child labour. While these tools are a value addition for promoting the ECL agenda, feedback from the field indicates that most of these tools, guidelines and manuals are yet to be translated into local languages so as to be useful for the local stakeholders.

Though a media training strategy is developed, the project is yet to ensure systematic mobilisation and training programmes for the media representatives. The studies relating to migration, impact of the Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS) in child labour are at the initial stages.

## **Sustainability**

The sustainability of a convergence model hinges upon the continuation of the linking processes and structures activated or introduced by the pilot project to mainstream institutions and programmes. The convergence model itself is definitely replicable and scalable as it relies on working with existing institutions: (Formal/SSA/NCLP Schools) Government departments (Education, Industries, Rural Development, Industrial Training Institutes (ITIs), etc.) and programmes (SSA, NCLP, MGNREGS etc.). The sustainability of the project processes like identification, prevention, withdrawal and rehabilitation of child labour will depend upon the level of mainstreaming in the NCLP and SDI-MES programmes at the national level and their rolling out at the State and district. The Project's special provisions like ERCs, life skills education and work education in Lead schools may continue beyond the project period. This will depend on their strategic adaption by the related departments, translation of the training material into local languages, appropriate scaling up and commitment of adequate resources. The inclusion of teachers from SSA and teachers trainings institutes, and training of master trainers has improved human resources and aided the sustainability of these inputs.

The project aimed to elaborate a model, but the time line was too short to complete this, especially up to a full cycle of completing the process of changes required for achieving convergence for elimination of child labour. In this direction, several actions remain, such as better links of project created structures with the existing structures that monitor elimination of child labour, better developed and mainstreamed child and family benefit tracking systems, well-resourced State Action Plans, and equally importantly, recognition, inclusion criteria, and budgets in all relevant departments for support to families with existence of, or vulnerability to child labour.

The SPSC and DLTF are structures meant to oversee project implementation, and are unlikely to last beyond the project period. The permanent structures existing at the State level, the State level Child Labour Advisory Board and the SLMC could continue to give strategic support on ECL. The project created SRC is also unlikely to be sustained beyond the project period, unless it is strategically positioned, appropriately resourced and capacitated to take forward the State Action Plan (SAP) by scaling up. Apart from Jharkhand, there is no evidence of such an effort in other Project States.

## **Lessons and Good Practices**

The Convergence Project has yielded many lessons already, relating to design and implementation of programmes for ECL, and for successfully converging schemes of various departments to benefit children and families vulnerable to child labour.

Beneficiary identification requires diligent processes which can benefit from involvement of a national level technical agency for developing tools and guidelines but one which also engages district and block level officials for greater ownership and realistic assessments. However, a time lag between beneficiary identification and planned interventions results in losing track of the identified child labour and their families. The strong lesson emerging is the efficacy of a collaborative effort between the National level professional agency for developing tools and guidelines and the involvement of district and block level officials to ensure making realistic assessment and greater ownership.

The project success is primarily predicated on a successful convergence with the schemes and structures of the Labour, Education and Rural Development Departments. The partnership and seamless linkages established between NCLP and SSA offer much to learn from, such as shared identification, maintenance of similar data base about vulnerable children, financial and teacher support from SSA to NCLP schools, and monitoring and tracking systems.

Some of the good practices relate to the training of labour enforcement officials, combined with campaigns against child labour and surprise checks which led to the withdrawal of many children from child labour<sup>7</sup>. It is also reported to have worked as a deterrent for informal sector employers. In schools, processes that emphasised sensitising and training teachers in NCLP and SSA/Government Schools, providing quality education, joyful learning, life skills education and work education helped in creating interest amongst prevented or withdrawn child labourers. This draws them towards school education and plays a big role in retaining them in the schools. These good practices need to be isolated, documented and mainstreamed in the remaining project period to ensure the sustainability of a convergence model.

The support of DGET for vocational training interventions and innovative approaches of ITIs for including adolescents from vulnerable families are good practices that are already scaled up in India, and offer lessons for similar projects in other countries.

Another emerging lesson is the necessity for putting in place a mechanism for reducing the barriers for access, and fast tracking scope to obtain eligibility for accessing different schemes of social protection and livelihood promotion. Fundamentally, there is a need to recognise that the institutional structures that are mandated to make convergence an effective tool for ECL need ownership and involvement of National, State and district governments at the highest levels. Appropriate policy attention, directives, joint guidelines and action plans of different ministries/departments are important to achieve effective results.

## **Recommendations**

The evaluation makes short-term and longer term recommendations at the district level, State level and national level. Some additional details on these recommendations are given in chapter 7.

Recommendation 1: It is recommended that the project should develop an exit strategy through a consultative process at the district; state and national level, immediately, involving all stakeholders.

Recommendation 2: The exit strategy could focus upon identification, documentation and validation of good practices (from project districts) that could be scaled up and replicated in other blocks in the district and other districts in the State. The respective States have to explore the processes and resources for mainstreaming the same. Further, the exit strategy can develop a sustainability plan to focus on institutionalising convergence mechanisms at the district as well as at the State level and to monitor the same by the District Collector and by the Labour Commissioner/Principal Secretary (Labour), at respective levels.

## **Education related interventions**

Recommendation 3: At the district level, the project could develop a plan for scaling up the training of NCLP School Teachers in life-skills, in sensitive handling of the children, to retain them in schools and skills in motivating the community. The introduction of computer education, English teaching, counselling and provision of a good library in every school, with a range of extra-curricular activities could be some additional methods that could boost the learning levels and motivation of children to attend school. Success stories of most vulnerable children may be documented and shared among other parents and children as

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<sup>7</sup>Enforcement checks are, however, a normal practice of the Labour Department and not fully attributable to the Project, although the Project did provide the motivation to become more active.

this will have highly motivating impact. There is also a need for managing the DBMR forms and data flow to relevant departments.

Recommendation 4: The ERCs that provide after-school support to the targeted children of NCLP Schools should be integrated with the NCLP Schools. This could be done through identifying one of the four NCLP teachers as the Nodal Teacher for ERC and her/his work timings fixed after school hours. The material required for ERCs can be purchased out of the funds for teaching and learning materials. ERCs can also be mainstreamed during the rest of the project period through NYKs, with adequate facilitation.

### **Vocational Training**

Recommendation 5: The DGET could consider mandating supplementary/additional training sessions for the target beneficiaries. Further it would help to devise a follow up strategy for these beneficiaries by the districts after the project period so that they are gainfully employed, or self-employed. It is recommended that some kind of enterprise management skills and a good quality tool kit may be provided to them on completion of training to help in improved income generation through self-employment.

Recommendation 6: The capacities of the ITIs need to be enhanced so as to be able to incubate self-employment projects of groups of trainees. Further, a mechanism is needed, whereby the Government ITIs continue to provide mentoring services to the adolescents who undergo skill training and who set up enterprises.

### **Family Linkages**

Recommendation 7: The exit strategy at the district level may focus on identifying key benefits to be linked to child labour vulnerable families and follow up actions required by the relevant departments and agreeing on the timeline to complete the same. A good starting point would be to include all families with child labour in the BPL category. This specially could cover the child labour families where prosecution is involved, so as to mitigate negative incentive for parents to keep their wards in work, for inclusion in the BPL list.

Recommendation 8: The project may also consider commissioning, during the project period, a study to address access issues, supplemented by state level and/or national workshop, or meetings with the MORD/NRLM to find appropriate solutions for inclusion of families with, or vulnerable to, child labour.

Recommendation 9: The BOCWWBs should mainstream the process of linking families of child labour (in both the categories, i.e. prevented and withdrawn) by issuing guidelines.

### **Resource and Activate the State Action Plans**

Recommendation 10: At the state level, further facilitation may be provided to ensure that different departments include the SAP elements into their respective planning and budgeting processes and programme activities. This requires intense interaction with different departments and strategising at the highest levels, especially with Rural Development Department (and Urban Development Department in case of Gujarat), Education Department, Women and Child Development and Industries Department, among others.

Recommendation 11: A joint administrative order (involving different departments such as Labour, Education, Women and Child Development and Rural Development) issued from the State level to the Collectors on how to ensure and measure convergence between these departments when ensuring support to child labour families will go a long way in stabilising the coordination and convergence mechanism on the ground level. The project can initiate this process as part of its exit strategy.



## Sustaining SRCs

Recommendation 12: As part of the exit strategy at the State level, discussions may be initiated on how SRCs will be resourced with funds and human resources so as to continue beyond the project period. Considering that States now have significant amount of funds under the BOCWWB, they can look at positioning the SRC as Secretariat of the Board and provide necessary resources.

Recommendation 13: At the state level, the permanent structures like the Child Labour Commissions/State Level Task Forces or Committees can play an important role in the strategy for scaling up and replicating the project processes. Mechanisms for institutionalizing their role in review and monitoring the scaling up process may be developed and implemented to sustain the momentum for elimination and prevention of child labour.

## Integration into National Review Mechanism

Recommendation 14: At the national level, the project's interventions that should be monitored in the five project states beyond the project period may be identified and integrated with the NCLP national review mechanism. The NSC or IMR could be the platforms apart from other forums wherein these experiences are shared and advocated. A focused discussion between Joint Secretary (NRLM) and Joint Secretary (Child Labour) could help in identifying areas for strategic convergence and follow up action at State and district level.

Recommendation 15: Findings of the research and capacity building efforts supported by the project need to be shared with the decision makers to gain an understanding of the grass root situation with regard to what works and what does not and to influence policy decisions positively.

Recommendation 16: Life-skills training, which has been found very useful, may be integrated formally in the SSA and NCLP programmes, translated into local languages<sup>8</sup>, appropriately scaled up and an official monitoring system set up under the SSA and NCLP programmes.

## Documenting Impact

Recommendation 17: Knowledge sharing about the piloting process of the Convergence model would be substantially aided by:

- **Documentation of what works:** The project should start creating evidence for promoting certain activities like ERC, pre-vocational training in Lead schools, elements of joyful learning and life-skills training, which can be integrated into NCLP schools on a large scale.
- **Sustaining what works:** The project needs to start thinking strategically about the different sustainability approaches to integrate some of the elements of the convergence mechanisms, by way of budget commitment from state government, joint guidelines between departments, among others.
- **Database and Monitoring Systems:** The project can pilot a web-based DBMR software application which can assist states in tracking all of their beneficiaries under NCLP. In its next version, it can also develop a comprehensive MIS for vocational training and family linkages. This will give dynamic and real time data to the department to keep the agenda of ECL alive and will also help in sensitising labour enforcement officials to take up initiatives from rehabilitation perspective (rather than prosecution).
- **Documenting Impact:** Further, the project could commission some Tracer Studies which include a detailed documentation of household transformation and change in at least two project districts with different development parameters, including – livelihoods, economic and social aspects, and vulnerability assessment.

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<sup>8</sup>At the time of evaluation, some plans for translation are already underway.

## Understanding Context

Recommendation 18: The findings of the KAP study need to be shared with the States and the district teams so as to build awareness among different stakeholders. Further, given the increased attention to child rights in India, a quick study on the impact of RTE on child labour in each of the project states would add value to the project strategising its sustainability.

## Working with Social Partners

Recommendation 19: The project can strategise and have discussions with TUs/EOs about some simple steps by which the agenda for ECL may be mainstreamed in these organisations. There could also be a discussion of how the existing tools prepared by the project for capacity building may be used by the workers and employers association to build the capacities of the field units of these organisations. An important element of this is translation of the tools into local languages. The TUs and EOs need to reach out to informal sector workers and employers. Capacity building for this will need to be supported by the project if any progress is to be achieved during the project period.

## Sharing Experience between Project States

Recommendation 20: An area of knowledge sharing that could still benefit the project before its close is experience sharing between the project states, especially between source and destination states, to enable refinement of the State models, and enhance effectiveness of measures to stop CL and trafficking. This will also help to collectively influence policy changes such as the eligibility criteria for FWCL and FPCL to access official schemes for low income and vulnerable households.

Recommendation 21: The persistence of child labour, even in small numbers, in specific locations and sectors, is a matter of concern for a country committed to Decent Work conditions for its citizens. The primary need, therefore, is to ensure that the ECL is mainstreamed and highlighted as a national concern before the project is completed. The recommendations for mainstreaming are now elaborated:

Recommendation 22: **The Inter Ministerial Project Review Committee** has proved an effective mechanism for achieving convergence (for education). If the government and ILO continue this mechanism, it will promote coordination for convergence at the highest level. This will help to flag not only the child labour issue, but also bonded labour, manual scavenging and other forms of forced labour.

Recommendation 23: **The National Advisory Committee (NAC)** works as an advisory body to the government. The NAC has taken up the Manual Scavenging agenda, giving it national importance, and sought ILO's advice on eliminating manual scavenging, which is an issue that the ILO has consistently worked to bring into limelight. If child labour can be similarly brought to the attention of NAC, it will help to highlight the issue and advance the agenda of Convergence against Child Labour.

Recommendation 24: The Project will do well to share its lessons and experiences with the National Commission for Protection of Child Rights (NCPCR), and facilitate the linkage with the Project in all pilot States. To this end, the project needs to make a plan for mainstreaming of the ECL agenda in key ministries responsible for education, poverty reduction, social protection, women and child protection and development, financial inclusion, sustainable livelihoods. When this is achieved, the Project will see the full results of a Convergence model.

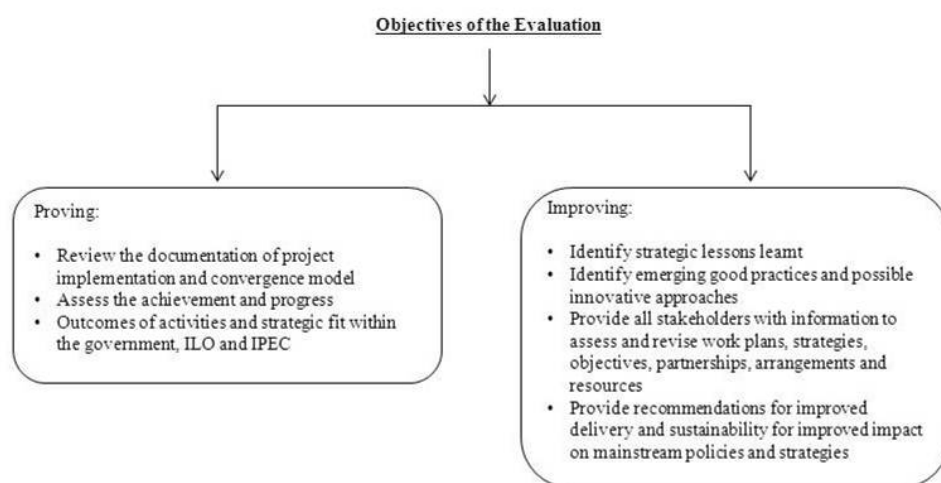
## 1. Evaluation Objectives and Methodology

1. This report presents the evaluation of Convergence against Child Labour – Support for India’s Model project (The Convergence Project) of the ILO, approved for implementation in India, from September 2008 for a period of approximately five years. The project is jointly designed and led by the MOLE and the ILO, and is being piloted in ten districts, two each from five States: Bihar, Gujarat, Jharkhand, Madhya Pradesh and Odisha<sup>9</sup>. This Interim Independent Evaluation (IIE) is the first independent and comprehensive evaluation of the project carried out by an external evaluation team.
2. The report begins with introducing the evaluation objectives, approach adopted and principles followed, and the methodology adopted for the evaluation. The second chapter outlines the context for the Convergence project, including definitions, legal frameworks and policies in the country. It also describes the project interventions and the underlying theory of change behind the project design. Chapter 3 describes the project performance in relation to each of its planned interventions. Chapter 4 then evaluates the project in terms of its relevance and validity of design, efficiency, effectiveness and sustainability. Chapter 5 reflects on the lessons, including the good practices and challenges arising from the experience of the project. The report ends with conclusions and recommendations to enhance effectiveness in the remaining duration of the project and sustainability of key interventions, processes and structures beyond the project period.

### 1.1 The Evaluation Objectives and Approach

3. The evaluation approach is geared to two key objectives: proving, and improving impact. The **proving** approach assesses the extent to which the theory of change implicit in the project worked, the elements that worked well, and those where difficulties arose. It also reviews outcomes, so to “prove” effectiveness so far. These are presented in Figure 1.

**Figure 1: Objectives of the Evaluation**



4. The objectives of ILO evaluations are to guide decision making processes for managing ILO’s work and furthering its accountability goals<sup>10</sup>. ILO evaluations also aim to strengthen knowledge and organizational learning, and capacity building in the areas of decent work, international labour rights and standards, and further ILO’s commitment to “social justice for a fair globalisation”<sup>11</sup>.

<sup>9</sup>The name of the State is changed from Orissa to Odisha, so the new name is used throughout the document.

<sup>10</sup>ILO policy guidelines for results-based evaluation: Principles, rationale, planning and managing for evaluations

<sup>11</sup> The *ILO Declaration on Social Justice for a Fair Globalization* (ILO 2008d)

5. In addition to making evaluations useful for ILO, ILO's policy guidelines also aim to enhance the relevance and usefulness of evaluation to constituents and the intervention stakeholders, who are expected to participate in determining the objectives, coverage and key clients of the evaluation. The reference point for each evaluation is the project document (PRODOC), which provides the background and rationale of the project, its planned objectives, outcomes, outputs and activities, corresponding outcome indicators and assumptions. The evaluators are expected to understand the intervention logic, or the theory of change expressed in the project logframes for projects and programmes.
6. The analytical approach to evaluation brings out areas where **improvement** is possible, in the duration of the current project. These then yield lessons for **planning for improved impact**, and for new and improved approaches, for the current and future projects in prevention and elimination of child labour, and more broadly, any other type of forced or bonded labour<sup>12</sup>.
7. The detailed Terms of Reference (TOR-attached as Annexure 1) of the evaluation were elaborated for the evaluation team during the briefing meetings with the Government of India (GoI), United States Department of Labor (USDOL), International Labour Organisation, Head Quarters (ILO HQ) and ILO Decent Work Team/Country Office (ILO DWT/CO) – New Delhi. The areas highlighted in these briefs are as follows.
  - **Working of the Convergence Model:** The ILO has had a long history of working with the GoI on child labour issues. The key question that emerges for the evaluation is the outlining and assessment of the working of the Convergence Model and the challenges involved. A good narration of the project's performance includes the outlining of the theory of change implied in the project interventions, and an assessment of each project component.
  - **The added value of ILO's collaboration to the Convergence Model:** Convergence relates to GOI's programmes, and the Convergence against Child Labour (CACL) project aims to pilot this model. The evaluation assesses the feasibility, replicability and scalability of the strategy of convergence of different schemes.
  - **Exit strategy and recommendations for the remaining project duration:** These would help to consolidate the interventions of the project, and enable their effectiveness and sustainability.

## 1.2 The Evaluation Principles

8. The first principle used in this evaluation is that of **stakeholder utilisation of the evaluation's findings**. The evaluation team received TORs agreed to by each of the major stakeholders, and then received a briefing at the beginning of the assignment. The briefs elaborated key areas of interest, and were given by the Ministry of Labour and Employment (MOLE), USDOL, ILO and International Programme for Elimination of Child Labour (IPEC) in Geneva and Delhi.
9. **Stakeholder consultation** was the second principle used, whereby the evaluation team has held discussions with a very wide range of stakeholders of the project, including, the beneficiary children and families, school teachers, staff of the project at each level, district, state and national level government staff, and tripartite partners of the ILO: Trade Unions (TU) and the Employer Organisations (EO). In addition to visits, interviews and discussions at the field level, stakeholder workshops were held in each of the five states, to hear from and give feedback to the respective state governments about the evaluation findings.

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ILO, 2010. ILO Accountability Framework, Director-General's announcement. IGDS No. 137 (V. 1). Geneva: ILO. Available at: [http://www.ilo.org/public/english/edmas/transparency/download/igds\\_137\\_af.pdf](http://www.ilo.org/public/english/edmas/transparency/download/igds_137_af.pdf)  
 Stakeholder participation in ILO evaluations - [http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165982/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165982/lang-en/index.htm)

<sup>12</sup>Premchander, Smita; M. Chidambaranathan; V. Prameela and L. Jeyaseelan.2006. "Bonded Labour Projects: A Guide for Evaluation and Impact Assessment". Delhi: International Labour Organisation.  
[http://www.sampark.org/Documents/Bonded labour Projects A guide for Evaluation and Impact Assessment.pdf](http://www.sampark.org/Documents/Bonded%20labour%20Projects%20A%20guide%20for%20Evaluation%20and%20Impact%20Assessment.pdf)

10. **Gender concerns were integrated** in the evaluation by ensuring (i) the involvement of both men and women in constituents'/beneficiaries' consultations and analysis; (ii) the inclusion of data disaggregated by sex in the evaluation to the extent the data was made available; and (iii) in the terms of reference for evaluations, requiring the inclusion of impact assessment on gender equality and gender expertise in the evaluation team<sup>13</sup>.
11. Other guidelines and checklists for evaluations that are spelt out in publications of the ILO's evaluation unit are utilised in planning and designing the evaluation, and preparing the inception and evaluation reports<sup>14</sup>.

### 1.3 The Evaluation Methodology

12. The evaluation was carried out from October to December 2012. The evaluation process was highly consultative and included the following steps:

- **Detailed briefing**
  - Of the evaluation team leader in Evaluation and Impact Assessment section of ILO/IPEC (ILO/IPEC-EIA -Geneva), and with USDOL through telephone conference;
  - Of the evaluation team by the Director, Deputy Director and National Project Manager (NPM) in ILO DWT/CO – New Delhi.
- **Desk review of the project documents related to the project**
- **Detailed presentation of the project by the NPM and the project team.**
- **Consultations/Interviews with key stakeholders** (including MOLE, ILO Project Team, Decent Work Team and sector specialists, including the Specialist on Child Labour), State Level Officials (Nodal departments and State Resource Centres), and District level Officials (District Collector, Labour and Education departments, Project Teams). Additionally, the evaluation team also met institutions with whom the project partnered at the national level, such as the Institute of Human Development New Delhi (IHD), V. V. Giri National Labour Institute (VVGNI), Solutions Exchange, and Infrastructure Leasing & Financial Services Limited (ILFS).

In addition to stakeholders of the Project, some visits were made to organisations not related to the project, but engaged in similar work. A visit to one non-project supported school in Bihar provided a perspective on educational activities in non-project schools. Discussions were held with international and state level agencies that also use a Convergence model similar to this pilot project, such as the Bihar Rural Livelihoods Project (BRLP) to draw lessons from their experiences.

- **Field Visits** to five states: The whole team visited Jharkhand, which helped to set the team processes and develop common questions. In the second round, one team member went to Bihar and another to Odisha, with the team leader joining the first team. In the third round, one team member went to Madhya Pradesh, and another to Gujarat, with the team leader joining the second team. In this way, only two State visits were conducted by a one person team, while three State visits had two or more members of the evaluation team.

The team visited six out of the ten districts in all the five project States; one each in Jharkhand, Bihar, Odisha and Madhya Pradesh and two in Gujarat. These districts show diversity at different levels (geographically remote/well connected, economically well-developed/ less developed, rural/urban), which represents a good spread over the project area.

<sup>13</sup>I-Eval Resource Kit International Labour Organisation – Evaluation Unit Guidance Note 4 .September 14, 2012, p3.  
[http://www.ilo.org/wcmsp5/groups/public/---ed\\_mas/---eval/documents/publication/wcms\\_165986.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165986.pdf)

<sup>14</sup> Writing the Inception report - [http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165972/lang-en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165972/lang-en/index.htm)

- Typically, each State visit included the following meetings:
  - Meeting with project team at district level;
  - A meeting with the District Magistrate, who has the final responsibility for the implementation at field level or Deputy Labour Commissioners/Project Director, National Child Labour Project (NCLP) Society in cases where the District Magistrate was not available;
  - Field visits to NCLP schools, Sarva Shiksha Abhiyan (SSA) schools, Education Resource Centres (ERC)<sup>15</sup>, Industrial Training Institutes (ITIs), and private Vocational Training Providers (VTPs);
  - Visits to homes of beneficiary children and vulnerable families in some locations;
  - State Level Workshops, organised and coordinated by the Department of Labour (nodal department) and State Resource Centre (SRC) of the respective States, with the purpose of receiving additional information, and verification of draft findings; and
  - Follow up meetings as necessary with any of the stakeholders
- **State-level Stakeholder Workshops:** In each state, workshops were held to discuss the achievements and the shortfalls of the projects along with the key factors responsible for the same. These workshops helped in collecting information from a wide range of respondents including EOs, TUs, and officials of other state government line departments, United Nations International Children's Fund (UNICEF) and civil society organisations. The presentations and discussions also helped the evaluation team in assessing the relevance and validity of the convergence model. The evaluation team also made a presentation of the preliminary findings and recommendations.
- **Stakeholders' workshop at national level:** A national level workshop was held to share the findings of the evaluation.
- **Circulation of draft report:** A draft evaluation report was circulated to key stakeholders, and comments received were attended to for finalising the report.

13. **Evaluation Instruments:** Semi-structured interviews have been the most used technique, and some focused group discussions were held with parents of children withdrawn and prevented from child labour, teachers and trainers of the schools and VTPs/ITIs. These were designed for six broad categories of stakeholders:

- National level (government and project staff, including different departments)
- State level (government and project staff, including different departments)
- District level (government and project staff, including different departments)
- Children, their parents and extended families
- ILO's tripartite partners (TUs, EOs)
- Other partners (Non-Government Organisations (NGOs), public and private training institutions)

14. The key questions were planned by the team members, leaving sufficient scope for respondents to bring in new ones. A list of stakeholders, tools used, names of people interviewed, and those who participated in the national workshop, are given in Annexure 4. The discussions were conducted in English, Hindi or Gujarati, as the evaluation team members are fluent in these languages. Only in one State, Odisha, translation was needed at times, done by the staff of implementing partners accompanying the evaluator.

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<sup>15</sup>The evaluation team visited one non project school in Bihar for an understanding of the difference between project and non-project schools.

## 1.4 Evaluation Management and Limitations

15. The evaluation was managed by the Senior Evaluation Officer, Evaluation and Impact Assessment section (EIA), of IPEC, in ILO, Geneva. An independent team comprising of three consultants conducted the evaluation. The exercise started on 1<sup>st</sup> October 2012 with initial meetings in Delhi, followed by visits to the States and districts, and a second round of follow up visits in Delhi. The draft report was submitted in December 2012. The comments on the draft were sent to the evaluation team in January 2013, followed by additional information in the second week of February. The final report was submitted to IPEC Geneva by mid February 2013.
16. This is a complex project, with various levels and types of interventions. The evaluation was conducted in a very short time frame, and so is limited by a very quick overview of the field operations. Ideally, the evaluation team would have liked to visit a few more non-project schools and VTPs, and have discussions with a larger number of other similar convergence related projects. A few more discussions with TUs and EOs would also have helped to get a better perspective of their willingness and abilities to work with an issue that primarily relates to the informal sector. However, this was not possible due to the shortage of time. A visit to a non-project supported State would have been useful; however, this was not possible due to the time limitations.



A Family Centric Approach:  
Parents of Withdrawn and Prevented Children getting Job Cards

## 2. The Project Context and Theory of Change

17. This chapter first outlines the national contextual factors which are relevant to Elimination of Child Labour (ECL), such as the laws, and processes for monitoring UN Conventions. It provides the background for the partnership between India and the ILO for ECL, and for the emergence of the Convergence project. It ends with outlining of the key components of the model, and the theory of change that underlines the project design.

### 2.1 Child Labour: The National Scenario

18. Child labour in India, as per Child Labour Prohibition and Regulation (CLPR) Act 1986, is defined as any child below the age of 14 years working in any occupations and processes listed in the Schedule to the Act. In India, there is no single minimum age to define a child, with some Acts fixing 18 years, and others 16 or 14 years, as minimum age. The significant ones are related to juvenile justice and marriage. Universally, the commonly accepted definition of the UN Child Rights Convention (UNCRC) has determined the minimum age to be 18 years. India is yet to ratify ILO Conventions 138 (Minimum Age Convention) and 182 (Worst forms of Child Labour Convention). The Indian Cabinet has approved revision of CLPR Act in which there will be complete prohibition of child labour up to the age of 14<sup>16</sup>. Additionally, employment in hazardous industries will be prohibited for children between 14 and 18 years of age (henceforth referred to as adolescents in this document). The amendment will align the CLPR Act with the Right to Education (RTE) Act. It will also enable the ratification of ILO Conventions No. 138 on Minimum Age for Employment and No. 182 on the Worst Forms of Child Labour.
19. The magnitude of child labour in India is a contested issue, as currently the numbers are derived from census figures and specialized surveys conducted by the National Sample Survey Organisation (NSSO). While the census based estimates do not show any significant difference in the absolute numbers, i.e. from 13.6 million in 1981 to 11.2 million in 1991 and 12.6 million in 2001; the more recent NSSO sample surveys indicate a significant decline, i.e. from 9.075 million in 2004-05 to 4.98 million in 2009-10. The results of 2011 census are not yet available to present the latest census based estimates. The Planning Commission of India had recommended that a national child labour survey be conducted to concretely determine the magnitude and nature of the problem<sup>17</sup>, however, this recommendation has not yet been implemented.
20. GoI proactively took up the issue of ECL in 1986 when it enacted the CLPR Act and further developed the Child Labour Policy in 1987. It also started NCLP in 1988 by piloting it in 12 districts, which is now the flagship scheme for ECL in the country, and is currently sanctioned to cover 271 districts across the country. Under the NCLP scheme children withdrawn from work are enrolled in special day schools, where they are provided education, learning materials, vocational training, nutrition, stipend, and health care before being mainstreamed into the formal education system. At the national level, a high level Child Monitoring Committee (CMC) monitors this scheme while in the district NCLP society, an autonomous body headed by the District Collector, executes the scheme. The membership of NCLP society is broad-based with representatives from different departments, civil society, TUs, EOs and Panchayati Raj Institutions (PRIs) to enable convergence of all resources for the rehabilitation of child labourers. As of now there are 7,311 NCLP special schools operating across the country. In 2011-12, 700 million Indian Rupees (INR) (\$13.2 million)<sup>18</sup> were incurred against the budget estimate of INR 3,730 million (\$ 70.4 million), which shows a budget utilisation of 19%. It is reported that 94,657 child labour during 2010-11 and 51,641 child labour during 2011-12 (up to June, 2011) were mainstreamed under the NCLP

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<sup>16</sup>Agenda of the thirty sixth session of the Tripartite Committee on Conventions (New Delhi – 25<sup>th</sup> September, 2012) Source: ([http://labour.nic.in/upload/uploadfiles/files/latest\\_update/what\\_new/5056a62160211Agendaof36thCOCNIC.pdf](http://labour.nic.in/upload/uploadfiles/files/latest_update/what_new/5056a62160211Agendaof36thCOCNIC.pdf))

<sup>17</sup>PRODOC, October 2009, page 12.

<sup>18</sup>The conversion rate was taken as Rs.53/\$ in February 2013.



Scheme.<sup>19</sup> Overall, 85.2 million children have been mainstreamed into the formal education system by this national scheme.<sup>20</sup>

21. India has a number of large social security and income generation programmes both at the national and state levels which provide social protection and basic services, and have a preventive effect on child labour. Some of the significant ones include:
- Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), an employment guarantee programme which mandates the government to provide a minimum of 100 days of unskilled wage employment to every adult in the country;
  - SSA, the national level programme to ensure universalization of primary education to all the children up to the age of 14 years;
  - Integrated Child Development Scheme (ICDS), a scheme considered to be largest in the world to provide nutrition to children;
  - Insurance schemes such as the Jeevan Beema Yojana (JBY, life insurance) and the Rashtriya Swasthya Beema Yojana (RSBY, health insurance);
  - Pensions for widows, the aged, and people with disability; and
  - Other poverty alleviation schemes like Swarna Jayanti Grameen Swarojgar Yojana (SGSY), Swarna Jayanti Shahari Rozgar Yojana (SJSRY), both being rural and urban based livelihoods programmes of the government for extending subsidized credit to low income households.
22. In addition to the national schemes, there are also State-specific schemes launched for livelihoods protection and protection, which are relevant for families with, and vulnerability to, child labour.

## **2.2 India – ILO Partnership for ECL**

23. The India – ILO partnership for ECL dates back to formulation of the ILO’s International Programme on the Elimination of Child Labour (IPEC) in 1992 in which MOLE actively participated. India was the first country to sign a Memorandum of Understanding (MOU) with IPEC which aimed to “promote conditions that will progressively prohibit, restrict and regulate child labour with a view to its ultimate elimination.” Consequent to this MOU, a National Steering Committee (NSC) was constituted which had members from the other tripartite constituents and NGOs. In this first phase, IPEC supported a large number of Action Programmes (APs) through NGOs to provide non-formal education to working children spread all over the country. Approximately 80,000 children were part of these programmes. Later IPEC focused on a few area-specific large projects. The Integrated Area Specific Programme (ISAP) was executed in five districts of three states, Uttar Pradesh (Mirzapur and Ferozabad), Rajasthan (Jaipur) and Tamil Nadu (Tirupur and Sivakasi) from 2000 to 2004. At the time of the start of the Convergence project, three major IPEC projects were in their final phase, i.e. UK-DFID funded Andhra Pradesh State Based Project (2004-2009), Italy funded Karnataka State Based Project (2005 – 2009) and USDOL funded INDUS project (2003 – 2009). The INDUS project aimed at preventing and eliminating child labour in selected hazardous sectors and was implemented in 21 districts in 5 states in collaboration with NCLP. These ILO-IPEC projects generated many lessons and good practices; some of the most important ones are<sup>21</sup>:
- ‘The importance of establishing a practical and functioning partnership among the government agencies concerned with education, poverty alleviation and labour.
  - The necessity of programme measures being realistic in the light of local conditions and at the same time having a strong likelihood of being mainstreamed and replicated.

<sup>19</sup> <http://pib.nic.in/newsite/efeatures.aspx?relid=79675>

<sup>20</sup> <http://labour.nic.in/content/division/nclp.php>

<sup>21</sup> PRODOC, The Convergence Project

- The importance of taking advantage of the natural complementarities among the major national programmes: the NCLP, the SSA and the poverty alleviation programmes.
- The necessity of having a robust method of monitoring the occurrence of child labour, coupled with referral to appropriate services and enforcement/prosecution measures as necessary.
- The importance of addressing the hazardous working conditions and creating awareness about Occupational Safety and Health (OSH), so as to help prepare the children for their future work life and understand the health effects of specific industries upon their physical and emotional development.<sup>22</sup>

24. These lessons were incorporated in the design of the Convergence Project.

### 2.3 The Convergence Project: Genesis and Overview

25. The GoI at the highest level has long recognized that poverty is the root cause of child labour and that it can be resolved through convergence of the various poverty alleviation programmes, with a family-centric approach, to keep the child away from work. The Convergence Core Committee of MOLE, GoI, highlighted the need for a workable methodology to effectively implement the concept of Convergence with regard to Elimination of Child Labour, and requested ILO to provide the necessary technical support<sup>23</sup>.
26. This high level committee requested other ministries to earmark resources in their existing schemes to extend their coverage to child labour and their families. It also requested the ILO to provide technical assistance based on the learnings of previous ILO IPEC projects in order to implement a convergence project.
27. The Project's "Convergence Model" envisages that "each of the government bodies having responsibility for an area critical to child labour – labour, education, social welfare, and economic development – will contribute their respective expertise and resources to address child labour in a coordinated fashion"<sup>24</sup>. Some of the key details of the Convergence project are in Table 1 overleaf.



A "Landless School": A known and accepted concept

<sup>22</sup> Ibid

<sup>23</sup> This committee is chaired by Secretary MOLE and members are from nine other key ministries. The request for ILO's support, made in 2007, is mentioned in the PRODOC.

<sup>24</sup> PRODOC, page 33

**Table 1: Key details of the project**

<b>Project title</b>	Converging Against Child Labour: Support for India's Model
<b>Project donor</b>	United States Department of Labor (USDOL)
<b>Project budget</b>	US\$ 6.85 million
<b>Start date</b>	30.09.2008
<b>End date (original)</b>	31.03.2012
<b>End date (revised)</b>	31.03.2013
<b>Objectives</b>	To contribute to the prevention and elimination of hazardous child labour, including trafficking and migration of children for labour <sup>25</sup>
<b>Development objective</b>	
<b>Immediate objectives</b>	<ul style="list-style-type: none"> <li>• IO.1. By the end of the project, an effective Convergence-based model for elimination and prevention of child labour, including trafficking/migration of children for work, has been demonstrated in two districts in each of five States, namely Bihar, Gujarat, Jharkhand, Madhya Pradesh, and Odisha.</li> <li>• IO.2. At the end of the project, state-level capacities to coordinate action against child labour and support converging interventions at district level have been enhanced.</li> <li>• IO.3. By end of the project, a strengthened enabling environment for the prevention and elimination of child labour will be in place at the National level to take the convergence model to scale.</li> <li>• IO.4. By the end of the project, workers and employers' organisations will have capacity to actively participate and promote the convergence model at district, state and national levels.</li> </ul>
<b>Project locations</b>	Bihar (Sitamarhi and Katihar), Gujarat (Surat and Vadodra), Jharkhand (Ranchi and Sahibganj), Madhya Pradesh (Ujjain and Jabalpur) and Odisha (Cuttack and Kalahandi)
<b>Key targets</b>	<ul style="list-style-type: none"> <li>• Withdraw and prevent 19,000 children (between 5-14 years) from hazardous work</li> <li>• 2,000 working adolescents (from 14 through 17 years of age) to benefit from training, awareness raising and links to employment</li> <li>• 5,000 target families to receive support and training to improve their incomes by being linked to other poverty alleviation schemes.</li> </ul>

28. In India, the ILO is implementing the Convergence project in collaboration and coordination with the MOLE, and five State Governments and 10 NCLP Societies. The project operates within the framework of the ILO Conventions No. 138 on Minimum Age and No. 182 with the long-term objective of effective abolition of child labour. In the short and medium term, the IPEC programme assists member-states in designing and implementing policies, time-bound activities and programmes to prevent and eliminate child labour, with a priority on its worst forms.

29. The Convergence model further calls for:

- Building on existing schemes, programmes and structures rather than establishing new ones. This requires action to complement the features of major national programmes such as the NCLP, SSA, SDI-MES, MGNREGS, and enabling their benefits to impact child labourers and their families.
- Adopting a family-centred approach where educational rehabilitation of the child is accompanied by economic rehabilitation of the family.

<sup>25</sup>Henceforth referred to in this report as ECL

## 2.4 The Project's Theory of Change

30. The overarching goal of the Convergence Project is to prevent and eliminate child labour in hazardous industries in India. The project has a wide range of activities at the district, state and national levels, and to be able to analyse them coherently, the evaluation team articulated the Theory of Change underlying the full range of project interventions. These are aligned with the Programme framework presented in diagrams 1 and 2 on the project document as well as the detailed interventions informed and seen during the evaluation process.<sup>26</sup> Figure 2 depicts the emergent theory of change as three distinct, yet interdependent, pathways.
31. The theory recognises poverty amongst the families as the root cause for child labour and that these families belong to the most vulnerable sections of the society. Accordingly, the hypothesis is that livelihood protection and promotion (of households with, or vulnerability to, child labour), improved institutional capacities (of key actors) and enhanced and strengthened enabling environment (at the village, district, state and national level) will lead to a holistic, family centric and convergent approach to achieve the goal of ECL. It is recognised that intensive and detailed processes will be required which should be gender sensitive and inclusive.
32. The first pathway, that aims to improve the employability of children and improved livelihood of families, is depicted in Figure 1 as the livelihood protection and promotion pathway. For ensuring better employability (including self-employment) the strategies include mainstreaming children into formal education by providing transitional education. The strategy also includes exposing children to newer forms of trade through work education, which is pre-vocational skill training for children aged 12-14 years, to increase their motivation and retention in school, and convince the children and their families that their education is relevant to their livelihoods. The strategy to provide vocational training through formal systems aims to augment human resources and enable the adolescents to either get self-employed or employed in a respectful and dignified manner. The intention of linking families with social protection and asset creation programmes and schemes of government is to help families in improving their incomes in the immediate term so that they are able to send the children to school and vocational training institutes.
33. The second pathway the project follows recognizes that the institutional capacities of the key actors at the national, state and local levels have to be improved. Accordingly, the project facilitates the existing and new institutional mechanisms to ensure convergence of resources through appropriate coordination. The project's strategy at the national level is to take guidance from national level bodies like MOLE through the National Steering Committee (NSC) and the Inter Ministerial Project Review Committee (IMC) and help the states to develop or strengthen effective State Action Plans (SAP) to take up ECL. The project has created State Project Steering Committees (SPSCs) which are the link between the NSC and District Child Labour Societies. SPSC is headed by the Development Commissioner/Principal Secretary of Labour who provides policy oversight, strategic thrust and a common platform for all stakeholders to work on ECL. The State Resource Centres (SRC) established by the Project functioned as a secretariat to the SPSC facilitating this coordination. At the district level, District Level Task Forces (DLTF) and District Skill Development Committees (DSDC) were created by the Project involving all the key stakeholders. Block level committees, village level Parent Teachers Associations and School Management Committees (PTAs/SMCs) are being capacitated. The project is developing manuals and guidelines to monitor and track the progress of coverage of vulnerable children. Of these, the compendium of schemes, school safety guidelines, family profile formats and the Direct Beneficiary Monitoring and Reporting (DBMR) system are the significant ones. The project is building the capacities of service providers such as Aanganwadi Workers (AWWs)<sup>27</sup>, Teachers, Vocational Training (VT) trainers, labour enforcement and education department officials and social partners by providing training.
34. The third pathway involves the strengthening of the external enabling environment for ECL. Towards this objective, the project created awareness, facilitated knowledge management and provided legal and policy

<sup>26</sup>The TOC articulation was validated and further elaborated at the national stakeholder workshop at which the preliminary evaluation findings were presented.

<sup>27</sup>Aanganwadi Workers managed the Aanganwadi Centers that provided supplementary nutrition to the pre- school children

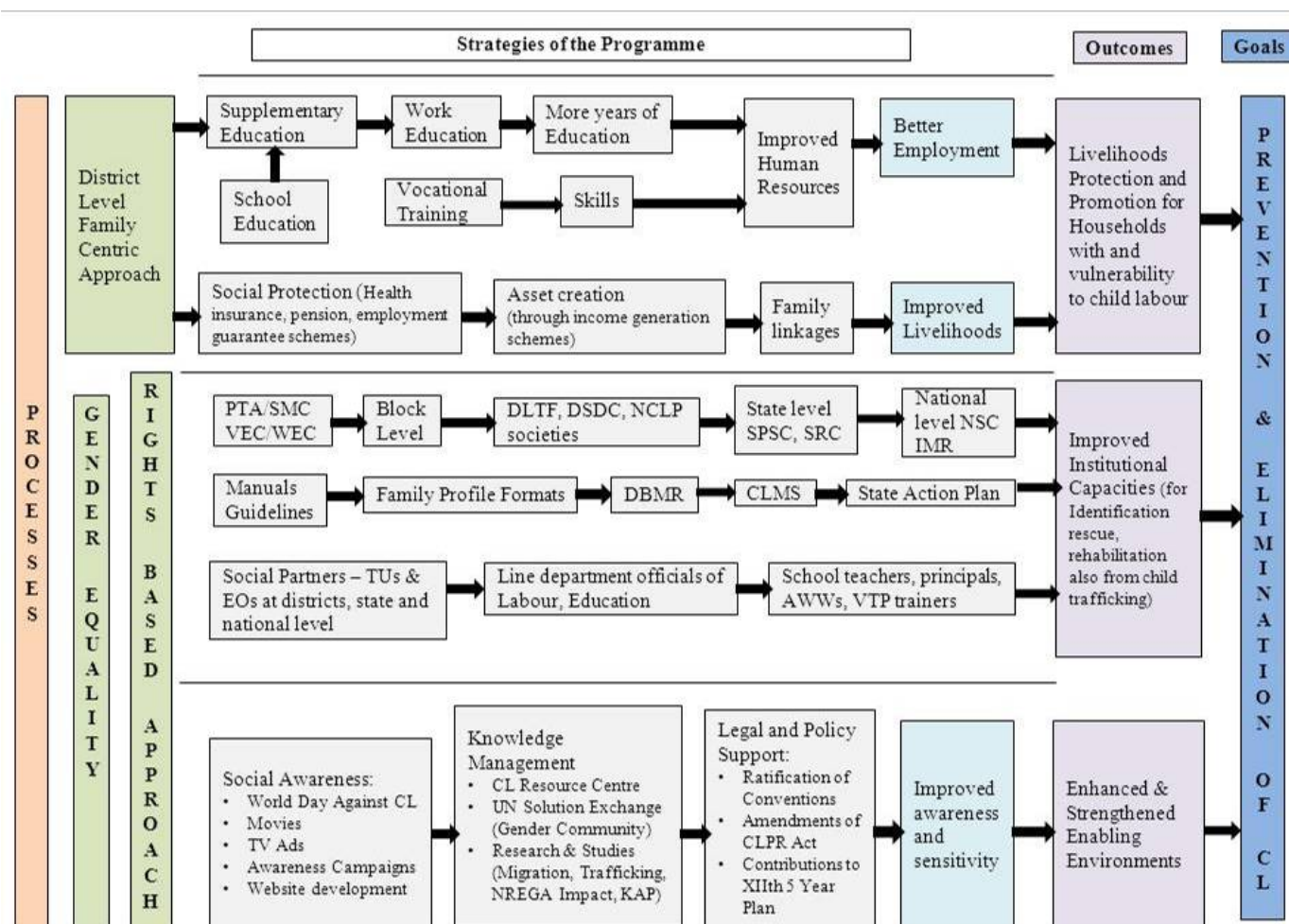
support for improved awareness and sensitivity at the national level. The project strategy for sensitisation is by supporting awareness programmes at the local level, celebration of World Day Against Child Labour (WDACL), using all forms of media and participation in different forums on ECL. The project supports strengthening of the National Child Labour Knowledge Centre and develops knowledge products through intensive research.

35. For policy and legal support at the national level, the Project is participating at the highest levels to provide inputs in the national planning process for ECL and is also supporting ratification of the ILO core conventions and revision of the CLPR Act as they are already high on priority of the national government.
36. Overall, the project aims to demonstrate this theory of change by undertaking direct action in ten districts in five states so that this model can be sustained, scaled up and replicated at the national level.



Work education: adolescents learning computer operations

**Figure 1: The Convergence Project's Theory of Change**





### 3. The Project Performance

37. In this section, the performance of different components of the project against the stated objectives and specific targets is discussed.

#### 3.1 Beneficiary Identification – Baseline Study

38. As the first step, a detailed beneficiary identification exercise was conducted in all the ten project districts. The project adapted the IPEC Baseline Survey Methodology, which was also shared with MOLE, and commissioned a national level agency, Centre for Operations Research and Training (CORT), to undertake this survey in consultation with the state and district administration<sup>28</sup>. The survey methodology included beneficiary listing of the children in the age group of 5-14 years which were presented to the DLTF/NCLP Societies. The survey employed both quantitative as well as qualitative methods to enumerate households and to collect their perspectives and attitudes. The baseline study was conducted between August and September 2010, the raw data for all the ten districts were provided by September 2010, and the listings were presented to districts between October and December 2010. The baseline survey reports were finalised by October 2011. CORT identified 18,905 children; however, only 25% of these could be traced during the verification/resurvey conducted by the district level authorities during November – December 2010 (Refer to Table 14 of Annexure 3). This is reportedly due to the time gap between the survey and re-verification, during which families and children are supposed to have moved or migrated, and/or become older. District level teams undertook further identification exercise to ensure the Project reached the planned numbers of children. It is understood that locating the targeted beneficiaries continued even beyond March 2011.
39. Drawing from this experience, the project developed a training manual for enumerators and shared this with districts and states so as to help them in conducting similar baseline surveys in future to identify child labourers beyond the targeted districts.
40. The project covers child labourers under two categories- Withdrawal and Prevention, which have been defined in the ILO-IPEC DBMR guidelines that were adapted specifically for this project. **Withdrawal** is defined as referring to those children (5-14years) who were found to be working in hazardous work as per the ILO-IPEC DBMR guidelines. **Prevention** refers to children that are either
- Siblings of children engaged or previously engaged in child labour, or
  - Those children not yet working but considered to be at high-risk of engaging in child labour.
41. In order to be classified as beneficiaries, both “withdrawn” and “prevented” children needed to have benefited directly from a project intervention<sup>29</sup>. The details of the target and actual children identified under different categories are presented in the following table:

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<sup>28</sup> It is reported that the Decent Work Team (DWT) New Delhi and SIMPOC (HQ) was consulted in the process throughout for technical inputs and quality assurance purposes.

<sup>29</sup> PRODOC

**Table 2: Direct beneficiaries identified and covered (as on 30<sup>th</sup> September 2012)**

	Male	Female	Total
<b>Withdrawn</b>			
Planned	4,800	4,900	9,700
<i>Actual</i>	3,712	3,987	7,699
<b>Prevented</b>			
Planned	4,700	4,600	9,300
<i>Actual</i>	5,242	5,745	10,987
<b>Total Direct Beneficiaries (Children in the age group 5 – 14)</b>			
Planned	9,500	9,500	19,000
<i>Actual</i>	8,954	9,732	18,686

- The above table reflects the reporting pattern provided in the half yearly technical progress reports. (Further details on targets in the PRODOC are available in Table 13 and 15 of Annexure 3).
- The figures in Table 2 with regard to ‘Withdrawn’ children are as per ILO IPEC DBMR Guidelines. The Child Labour (Prohibition and Regulation) Act, 1986, prohibits employment of children under 14 years in hazardous occupations and processes which are listed in the schedule to the Act. The project collected additional information (from the districts) in respect of children who were withdrawn from child labour according to the Act. Based on this, only 1,879 children are in the ‘withdrawn’ category.

### 3.2 The Family Centric Approach

- As per the theory of change of this project, the family centric approach comprises of district level action to provide education services to children in the age group of 5-14 years, vocational training to adolescents and linking the families of child labourers with the social protection and livelihood promotion schemes. The key achievements under the three components are presented in the table below:

**Table 3: Targets and Achievements under the Family Centric Approach**

	Unit	Target	Achievements
Education	Children in the age group of 5-14years	19,000	18,686 <sup>30</sup>
Vocational Training	Adolescents	2,000	966
Family Linkage	Number of families with child labours	5,000	3,046

42. Table 3 shows that while education sector targets were achieved fully, the achievement to date against the target for family linkages was 60% and achievement to date was less than 50% of the target for vocational training.

<sup>30</sup>While the districts have reported a figures of 19,049 children covered, the evaluation team has taken a consistent figure of 18,686, the number of children for whom DBMR has been completed.



### 3.2.1 Education: Non-formal and Formal Schools

43. Based on the findings of the baseline survey, the project initiated the Education Action Programmes in all ten project districts to provide educational services to the child labourers. The project signed agreements with district level NCLP societies, chaired by District Collectors.
44. The educational services had various sub-targets, as follows:
- Provide pre-schooling through Aanganwadi Centres (5 - 6 years age children);
  - Enrolment in SSA/Formal Schools (6-8 years);
  - Enrolment of withdrawn and prevented children in the 9 -14 years age group in special NCLP, Formal/SSA Schools,
  - Life skill education in special schools;
  - Work Education (pre-vocational) in lead Schools<sup>31</sup>; and
  - ERCs for joyful learning after school hours.
45. The education component of the Project targets Children in the age group of 5-14 years as direct beneficiaries for two types of services:
- Non-formal or basic literacy education; and/or
  - Referral to the formal education system, or to non-formal education, vocational, pre-vocational or skills training programmes
46. The evaluation team understands that the figures reported by the project are only for the first category and do not include referrals (Refer to Table 13 in Annexure 3).

### The Targets and Performance

47. Against a target of 19,000 children, a total of 19,049 children have been reportedly covered under the educational services as on 30<sup>th</sup> September 2012. The detailed profiling of children (as per DBMR) has been completed for 18,686 children. (Refer to Table 2).
48. There are district-wide variations in terms of achieving the targets. For instance Katihar district of Bihar has significantly over-achieved, and Ranchi district has marginally over-achieved its target. The Sahibganj district in Jharkhand is significantly behind its target, reportedly due to delayed start and unavailability of NCLP schools (the new schools have now been sanctioned and are in the process of being set up). Other project districts are very close to their targets. (The district-wise data are provided in tables 14 and 15 of Annexure 3.)
49. Though targets set for linking children in the age group of 5-6 years to Aanganwadi (pre-school) centres being run by ICDS was small, i.e. 10 children per district, most of the districts reported reaching less than the targeted number i.e. 7 to 9, indicative of the low incidence of child labour in this age group. The project provided pre-school education kits at the Aanganwadi Centres (AWCs) to benefit all the children attending these. Further, training was organised for AWWs in all the districts, in collaboration with ICDS and SSA. In a few of the districts, involvement of UNICEF was also ensured; for instance in Jharkhand the UNICEF office extended its scheme for providing solar lamps to government's girls schools, to the ERCs in Ranchi.

<sup>31</sup>The Lead School concept is based upon a successful initiative in the INDUS project, whereby some existing formal schools are designated as Lead Schools, which provide skill training to children as 'work education'. The parents perceive this as a positive linkage between learning and livelihoods, and it keeps children interested and motivated, thus reducing school drop-outs.

50. The project facilitated opening new NCLP schools in discussion with MOLE. New special schools were opened in Katihar (100) Ranchi (30), Sahibganj (50) and Vadodara (2). In Vadodara, in fact, reportedly the NCLP got reactivated. It is to be noted that there are no NCLP special schools in Sitamarhi despite it being one of the target districts under NCLP and consequently all the target children are enrolled in SSA schools. In the NCLP schools, there is a stipend of Rs. 150 per month per child, which has worked as an incentive for parents to send their children to these schools. .
51. The project commissioned a national level agency, IL&FS Education and Technology Services, Ltd., to develop the life-skills training module in which the education service providers in the targeted schools were trained. This activity is completed and nearly five hundred (500) SSA and NCLP teachers were trained as Master Trainers. Life-skills education is now being imparted in the schools.
52. The project has established close coordinating with the SSA and with other district level departments/schemes to ensure that the prevented and withdrawn child labour have access to official provisions such as text books, uniforms, cycles, and Mid-Day Meals (MDM) for example. In each of the districts, Work Education Centres (WEC) were planned in approximately 10 Lead Schools of SSA to provide pre-vocational or work education to children in the grades of VI to VIII (generally in the age group of 12 – 14 years). The districts have hired private service providers as trainers in the WECs and one of the common training courses was a basic computer course. Other trades included mobile repairing and sewing.
53. Against the objective of setting up a minimum of 5 ERCs in each of the districts, all achieved the targets. Some of the districts have reported significant over-achievements, for e.g. Katihar - 45, Ranchi - 25 and Surat - 15. The project supported a volunteer for each of the ERC (5 in each district) and provided toys, musical instruments, reading materials and sports material to enable joyful learning after school hours. All the ERCs are now functional in all the project districts. While the ERCs and WEC provide very good exposure for the children, to joyful learning and vocations respectively, the quality of both these components seemed to be very basic. The project did not provide for infrastructure cost (which, as per the Project design, was to be contributed by the government) and over-crowding was witnessed during the visits. More than 30 to 40 children from different age groups and grades were accommodated in one room. Overall, the quality of facilities in some of the schools was low, with insufficient teachers and insufficient space being common issues.
54. Overall, the project's special provisions like ERCs, life-skills education and WECs have positively impacted the retention rates in schools<sup>32</sup>.

### 3.2.2 Education: Vocational Training

55. Under the Vocational training component of the Project, skill training opportunities were provided to adolescents and youth from families with prevented and withdrawn child labour. The Theory of Change implied here is that vocational training would help enhance the already existing skills of these working adolescents, or provide them new skills, in both cases adding to the income earning abilities of these adolescents, and therefore giving them the wherewithal to come out of poverty and reduce their vulnerability to child labour.

### The Targets and Performance

56. A total of 2,000 children (200 per district) were targeted for vocational training under the project (see Table 4 below). Of these, 966 have been enrolled for the training programme; some of them have completed the course and are waiting to take assessment tests for certification. However, the exact number of the children

<sup>32</sup>This was claimed by all the teachers during the field visits, and the team saw anecdotal evidence of it as well, though a more rigorous study is needed to establish clear correlation.

who have already completed their training is not available. The details of targets and achievements are given in Tables 16 and 17 in Annexure 3.

**Table 4: Number of children trained/undergoing training under VT**

Target number of children to be provided with vocational training	Number of children already enrolled for vocational training (as on 30 <sup>th</sup> September 2012)	Gender break- up of the children trained	
		Boys	Girls
2,000	966	452	514

57. While the achievement is less than 50% of the target, the Project team reported that training is planned for over 1,200 children in the next two rounds of training<sup>33</sup>. The training providers are government's Industrial Training Institutes (ITIs) as well as private VTPs certified by the Directorate General of Employment and Training (DGET)<sup>34</sup>. The delay in completion of the VT target has led to placements being delayed, and the Convergence model not being completed up to its logical end.
58. **Placement** is not a requirement under the VT intervention; however, many trainees are expecting to be placed. As VTs are still underway at the time of the evaluation, the team could get only a preliminary understanding of the placement plans of some States. For instance, Bihar is planning to include adolescents trained as part of the project in its job fairs (conducted by District Employment Office). In Surat, the ITI plans to continue providing trainings to the adolescents and then link them with apprenticeship opportunities. It is too early to judge the placement potential of the vocational training. There is a need to draw attention, however, to the expectations raised, among the families of adolescents undergoing training in specific districts<sup>35</sup>, that the trainees will get employment opportunities soon after the training is completed.
59. The major success of the vocational training arises from the use of the flagship Skill Development Initiative – Modular Employment Scheme (SDI-MES) of MOLE. The scheme provides for modular trainings well-suited to the needs and learning abilities of adolescents and withdrawn child labour.
60. **Girls trained in non-traditional trades and exposed to new occupations:** The project has offered several trades to adolescent girl trainees, including tailoring (which was offered as part of work-education component as well), computers and electrical work. These have helped them to develop both skills and confidence and will add to their employability as data entry operators, electricians, and shop apprentices.
61. **Demand and market oriented trainings:** In SDI – MES training, some VT programmes (e.g. water pump set repairs, electrical rewinding services) were designed and delivered for the adolescents from vulnerable families keeping in view the market demand.
62. **Convergence for skill training:** In addition to using the labour department's schemes, the project has used schemes of other departments, such as those of the District Industries Centre (Ministry of Industry) for

<sup>33</sup>The VTP institutions had limited trades being offered, and limited capacity for training, therefore training was scheduled for some children in consecutive batches, leading to a longer time span for completion of this activity.

<sup>34</sup>The DGET is part of the Ministry of Labour and Employment and policies and programmes for skill development are the responsibility of this office.

<sup>35</sup>This was the case in Sitamarhi, where children of 15 to 17 years, working in Mumbai, had been called back home for vocational training offered by the project, and expected to be employed through placements offered by the training institution. In Surat, the trainees expected to pass out and find apprenticeship opportunities and later, start own enterprises. There were significant differences that the evaluation team saw across districts, which also reflected the development of markets, and consequently the potential for employment and enterprise in the district, which were significantly lower in Sitamarhi, resulting in out-migration of children for work.

providing skill training and financial support up to Rs. 4,000 for purchase of tool kits or equipment such as hand carts to women vegetable vendors. This was witnessed only in Gujarat.

63. **Sufficient transport allowance:** The transport allowance on the project was reported to be low, and did not cover the actual cost of travelling from a village (typically 10 to 40, and sometimes 60 km away) to the location of the VTP. This constraint is likely to be removed in the near future, as DGET has proposed a revision of the scheme creating the provision of residential facilities and transport allowances.

### 3.2.3 Family Linkages

64. The project provisions for family linkages on the premise that families of WCL and PCL need support for both livelihoods protection and livelihoods promotion. Schemes like insurance and pensions provide a safety net to prevent the families from the debilitating effects of extreme poverty, and those for livelihoods promotion help the family to earn incomes and have more sustainable livelihoods, so that households do not have to resort to child labour for survival. With this Theory of Change implied in the project design, the project aims to link beneficiary families to available government schemes.

65. The Family Linkage activity in the project refers to the following sequence of activities:

- Identification of needs/requirements of the target families using the Family Profile format developed as part of DBMR.
- Identifying appropriate scheme(s).
- Collating all the family data and documentation (e.g. income/residence proof) necessary under the scheme.
- Filling up of required forms under the scheme and submission to the respective departments
- Regular follow up of the applications to ensure faster and smoother processing of forms.
- Completing processing of forms by the respective Departments resulting in families deriving benefits from the scheme.

66. Thereafter, the staff of the implementing agency staff monitor and follow up with respective departments about the extension of benefits.

### The Targets and Performance

67. The achievement against targets for family linkages is presented in Table 5.

**Table 5: Families covered under linkage with different schemes**

Target number of families to be linked with schemes	Number of families identified	Number of Families for whom forms have been filled	Number of families who have received benefits
5,000	5,473	4,873	3,046

68. The target is to provide linkages to 500 families per district, i.e. 5,000 families. A total of 5,743 families have been identified for family linkages, of which forms for different schemes have been filled for 4,873 families and 3,046 have already received some benefits. The performance of each district on family linkages is depicted in Tables 18 and 19 in Annexure 3. This overall picture needs to be qualified by the fact of wide

inter-district variations. Four project districts of Ranchi, Vadodara, Surat and Ujjain are ahead of the remaining six and districts like Kalahandi, Cuttack and Jabalpur have not yet reached even the half-way mark.

69. It is reported that lists of families requiring access to other entitlements were submitted to relevant departments. Through this, some families have been linked with Job Cards under MGNREGS, national and State life and health insurance, and housing schemes. However, while the forms have been filled for 4,873 families, an activity under control of the staff of implementing partners, the sanctioning of benefits lies in the domain of the departments to which the schemes belong. The implementing agency has limited influence on the actual accrual of benefits.
70. **Types of schemes for which the benefit is requested/ received:** There is an indicative list of schemes for linking families; however, the District Societies are free to explore possible schemes. It was suggested to the districts that along with others, they explore the possible schemes of Labour Department in the first instance as these will be easier to facilitate. This is indeed what has worked, with many families getting membership of, and assistance from the Building and Other Construction Workers Welfare Board (BOCWWB) in each of the states. This allowed them access to entitlements like the various government schemes, providing insurance cover and assets such as cycles, sewing machines etc.
71. **Preparation of compendium of schemes:** The project has prepared a compendium of government schemes relevant for FWCL, and more generally, for FPCL. In addition, a compendium of schemes has also been prepared at the district level in Ujjain, and at the state level in Jharkhand. This is considered useful by the Labour Department, as there are several district-specific schemes that can be accessed by the project beneficiaries as well.
72. **Sensitisation of government staff and beneficiaries:** The project has sensitised government officials regarding challenges faced by most vulnerable groups in accessing government schemes. The project processes have also created awareness among the beneficiaries, and created demand for delivery of government schemes.

#### 3.2.4 Family Profile Database

73. The Family Profile Form helps in collection of information at the family level. The Family Profile format is useful in identifying which entitlements the family needs to be linked with, in coordination with the relevant departments. Quarterly information is collected on income generating activities, vocational skill training, credit schemes accessed, trainings given, and family linkages made for adult beneficiaries to assess change in income and change in attitude towards child labour.

#### 3.2.5 Child Labour Tracking – DBMR, CLMS

74. The child labour tracking system of the project was aimed to support and sustain the other components over the long term. It has two aspects at the District level: a) Child tracking through a Direct Beneficiary Monitoring and Reporting (DBMR) system, and b) A Child Labour Monitoring System (CLMS).

#### Direct Beneficiary Monitoring and Reporting System

75. Based on the ILO-IPEC model, the Direct Beneficiary Monitoring and Reporting (DBMR) system designed for the project with an aim to capture the educational and work status information for the targeted beneficiaries. DBMR also provides tracking information on the nature of services provided to the direct beneficiary, including enrolment, retention, and completion. The project field staff and implementing agencies were trained on the establishment and the proper use of the DBMR system.

76. A strong feedback from the field, especially from the Labour Commissioners and the project staff of implementing partners was that the DBMR formats are very useful in keeping track of the child's attendance in the NCLP/SSA Schools. It was felt that the analysis of DBMR system should be shared with the project teams on a regular basis for planning further action.

### Child Labour Monitoring (CLM) System

77. The objective of the CLM is to ensure child labour monitoring with the involvement of the community groups, local elected representatives (*Panchayats*), local government, associations of workers, and employer' groups. CLM was to be done by trained, designated persons at work places and schools to ensure attendance, and it was to be linked to the local governance and/or inspection and enforcement systems. CLM was also expected to raise the awareness levels in the local community and develop ownership among them about ECL. The CLM was planned to be piloted in at least one rural village and one urban Ward in each project district.
78. A few activities like training/facilitation of the Panchayat representatives, parents and School Monitoring Committees (SMCs) were undertaken in an effort to take forward CLM, which is in a very nascent stage. Generally the PTA meetings are referred to as CLM activities. Linkages for monitoring child labour, with the local governance and/or inspection and enforcement systems are yet to be established as merely talking with parents and teachers is inadequate.

### 3.3 Institutional Strengthening and Capacity Building

79. The second pathway for the Convergence project, as seen from the Theory of Change, was to build capacities of existing and relevant institutions and creating new structures that would help in advancing the agenda of ECL. The following table lists the structures that already existed at the national, state and district levels prior to the project and those which have been created by the Convergence Project.

**Table 6: Institutions supported by the Project**

	Created by the Project	Already existing
National level	Inter-Ministerial Project Review Committee (IMR)	National Steering Committee(NSC)
State level	State Project Steering Committee (SPSC) in Bihar, Jharkhand, Odisha and re-designated for the Convergence Project In Madhya Pradesh	State Level Monitoring Committee(SLMC) and SMC in Gujarat
	State Resource Centre (SRC)	State level society in Madhya Pradesh, SMC in Gujarat Child Labour Commission in Bihar
District level	District Level Task Force(DLTF)	District NCLP Societies
	District Skill Development Committee(DSDC)	

80. The project created specific structures at different levels so as to facilitate project implementation and monitoring purposes. In Gujarat and Madhya Pradesh no new structure/s were created and the existing SMC, and SPSC were utilised to ensure oversight on project implementation. In other States SPSC and other district level structures were created by the project. The linkages between these have varied in different States, with Jharkhand having the maximum link between state and project structures, and lack of clarity in other States, such as Madhya Pradesh, where the earlier structure established for the INDUS project of ILO continues to exist, but whether it is active, is not known.

### *3.3.1 Capacity Building for Convergence*

81. In the initial phase of the project, the modality of mini programmes were used to support preparatory activities at the State and District level while the Action Programme proposals were being developed. They included establishment of mechanisms for overseeing the baseline survey activities, coordination and convergence mechanism like finalization of working committees, identification of training centres, and assessing the existing child labour monitoring systems operating in the districts.
82. Capacity building involved training on the Convergence concept, ways to form and sustain inter-agency linkages, knowledge of Indian laws and child labour policies and ways to ensure effective oversight of programmes and special funds.
83. The Project undertook Training Needs Assessment (TNA) and developed training and sensitisation tools, manuals, and guidelines. The SRCs held sensitisation and capacity building programmes for Labour Officers/Enforcement Officers, Government Line Departments, Trade Unions, Employers, Panchayati Raj Institutions, Civil Society Organisations and other Stakeholders within and outside the Government which sensitised them on child labour issues and provided the trigger for them to work together. The State level stakeholders were linked to the VVGNNLI, providing them a platform to discuss among themselves about taking forward the ECL agenda.
84. The sensitisation and capacity building activities of the project strengthened the functioning of the District NCLP Society. It worked in coordination with the other departments, especially the State Education Department. In some of the project states like Gujarat, it worked in close coordination with the District Industries Corporation for enhancing access of benefits to child labour families under the family linkages programme. The representatives of the local bodies, especially the Ward Members were sensitised and trained in ensuring that child labourers are sent to and retained at schools.
85. Capacity building and sensitising other government departments is not yet comprehensive and adequate and they are yet to fully consider that child labour elimination is a significant objective in the delivery of their respective programmes/schemes. A large section of the judicial officers, police personnel, municipal administration staff, transport department and railway officials are yet to be offered the training and sensitisation programmes. The functioning of all these departments has an impact on ECL efforts of the State.

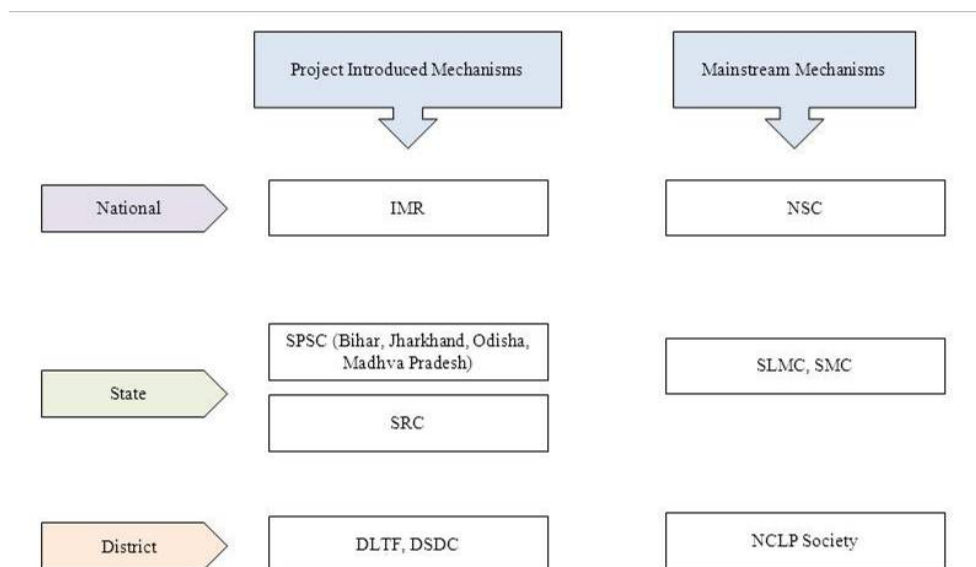
### *3.3.2 Capacity Building for Enforcement and Trafficking*

86. The officials of the enforcement agency were provided sensitisation and training on child labour issues with the support of the SRC covering all the districts. VVGNNLI developed training manuals and reference guides for enforcement agencies. With its support, judicial and police officers, especially JAPU (Juvenile Assistance Police Unit), were trained in all the project states. It recognizes the criticality of the enforcement machinery role in handling rescue, withdrawal and rehabilitation of child labour.
87. In terms of migration and trafficking the project envisaged sensitisation and training for transport authorities, especially, railway authorities to prevent unsafe migration and trafficking, intercept traffickers and link up with counselling, legal assistance, and other services. The project planned to sensitise TUs and EOs to address demand side problems of trafficking in urban areas and find ways to combat it. An action-oriented research on migration/trafficking for labour, developing profiles of sending and receiving areas and consultative meetings were to be organised for representatives from the sending and receiving states to determine strategies and identify inter-state and intra-state coordination mechanisms.
88. A research study on the issue is being undertaken by IHD, New Delhi. The project is yet to undertake the sensitisation and training programmes for the railway and other transport authorities.

### 3.3.3 Institutional Structures and Mechanisms

89. The institutional mechanisms relevant for the Project are depicted in Figure 3.

**Figure 3: Institutional mechanisms**



#### District Level Institutional Mechanism

90. At the District level, the Project was implemented by **the NCLP Society/District Level Task Force (DLTF)** under the guidance of the District Collector who is the Chairman of the District Level NCLP Society. In Vadodara and Surat the Chairman of the DLTF was the District's Additional Collector. Its members included the Deputy Commissioner of Labour, NCLP Project Director or Assistant Labour Commissioner, representatives from Municipal Commissioners office, Police Commissioners office, District Employment Office, ITIs, Social Work Faculty (Vadodara), Labour Union and Employers Association, among others. The DLTF supervised the initial activities of the project, especially the conduct of the survey for identification of child labour. The Project Director, NCLP or the District Labour Officer/Commissioner coordinated the Project activities in addition to managing NCLP Schools and handling regular departmental work. At the Block level, a Task Force was constituted and it supervised the project activities.
91. The active functioning of the district level machinery is most critical for the implementation of the project interventions and for demonstrating the working of the convergence model. While the NCLP District Society or DLTF were expected to meet once in a quarter, there was wide variation in the project districts. The Surat District Society/DLTF met twenty one (21) times so far during the project period, and the Katihar and Cuttack district teams met eleven (11) times. In Ranchi and Jabalpur districts it met 6 times, and in Vadodara eight times. In Kalahandi and Sahibganj and Sitamarhi the district teams met only 2-3 times. The number of meetings, however, is only one of the indicators to assess the functioning of structures. The decisions taken at the meetings are important indicators of positive actions, such as in the case of Ranchi district, where decisions taken and follow up have led to good project performance.
92. **The District Skill Development Committee (DSDC)** was set up under the directions of the D.G (Education and Training), MOLE, GOI. The District Collector is the Chairman and the Committee comprises of the District Employment Officer, General Manager (District Industries Centre), Project Director, NCLP or



Assistant Labour Commissioner (ALC), a representatives of Entrepreneurship Development Institute and local Chambers of Commerce and Industry.

93. The role of the DSDC is to guide and provide technical inputs and operational support for the implementation of the Project's Vocational Training Programme in the district. It provided oversight of the VT Action programme in the district that aimed to train 200 adolescents in the age group of 14-17 years. DSDC facilitated identification of adolescents for imparting skill training, coordinated with Government ITIs and private VTPs for counselling, assessing their aptitude for specific trades and coordinate training institutes.

### State Level Structures and Mechanisms

94. The State level permanent structures relating to ECL differed across States. For instance, in Gujarat the Core Committee on Child Labour (CCCL) headed by the Chief Secretary and the State Level Monitoring Committee (SLMC) headed by the Labour Commissioner led on ECL in the State. In Jharkhand, there are two bodies - the first is the State Level Advisory Committee, headed by the Chief Minister and with all other Ministers and Secretaries as its members. The second one is the SLMC, headed by the Development Commissioner where all other Secretaries are members and the Labour Commissioner is the Coordinator of the Committee. In Odisha it is called the State Child Labour Advisory Board, (constituted in 2008) headed by the Labour Minister. In Bihar, these are called the Child Labour Commission and the Bihar State Labour Cell. Their mandate is to provide strategic oversight of the ECL agenda, implement the SAPs, coordination between all relevant departments, and in some instances review the implementation of NCLP. However, there seemed to be limited involvement of these permanent structures' working beyond the Labour Department (CCCL, SLMC, SLAC, CLAB, CLC), with the project level structures (SPSC, SRC, DLTF, DSDC, BLTF), except in Jharkhand. For instance, in Jharkhand it is the Convergence project created SPSC that provided direction to all Child Labour issues in the State. The State Level Advisory Board itself was constituted under the State Action Plan for ECL. Reportedly the SPSC is renamed as SLMC and the DLTF is re-designated as DLMC. However, in Gujarat, while no new SPSC was created, and the existing SLMC provided the oversight for convergence project implementation, the Core Committee on Child Labour headed by the Chief Secretary of Gujarat did not meet even once during the project period. In Odisha, the State Child Labour Advisory Board, met only twice during the whole project period, specifically on 19<sup>th</sup> April 2010 and on 15<sup>th</sup> May 2012. During the 15<sup>th</sup> May 2012 meeting, the Board constituted a subcommittee to look into the State Action Plan. In Bihar the State level Task Force, headed by Chief Secretary, has not met even once.
95. At the state level, the enforcement mechanism (e.g. *Dhawa-dals* in Jharkhand, Bihar, and Gujarat)<sup>36</sup>, was active and existed before the Project. The training of labour enforcement officers through the SRC and Labour Commissioner's office, combined with campaigns against child labour and surprise checks, helped to withdraw many children, and is reported to have worked as a deterrent for informal sector employers.
96. The **State Project Steering Committee (SPSC)** at the State level was created for giving policy direction and support in implementing the Convergence Project. The SPSC facilitated convergence and capacity building of stakeholders, and ensured inter-departmental coordination. Generally the SPSCs were headed by the Development Commissioners/Principal Secretary Labour in four the project States.
97. It is not very clear how active and involved the SPSC is in supervising and monitoring the project, considering that in the whole project period it only met once in Bihar and Odisha, twice in Madhya Pradesh. One exception seems to be Jharkhand, where the SPSC met four times. In Gujarat, however, the existing SLMC played the role of SPSC. The Labour Commissioner or Principal Secretary, Labour Department held periodical review meetings, monthly or quarterly. These have helped take the work forward.

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<sup>36</sup>These are enforcement squads, which do surprise checks on enterprises and in case children are employed, bring the children away and prosecute the employers.

98. In general, the permanent/formal institutional mechanisms in place for overseeing ECL at the State level do not seem to have been linked to the Convergence Project. While the project was considered a good opportunity to converge on child labour issues, it has not been leveraged adequately at the highest level through appropriate linkage to Child Labour Advisory Bodies/SLMC/SMC, the forums in which all other relevant departments were represented and mandated/expected to address child labour issues in their respective schemes/programmes. Doing so would have given a definite thrust to the whole issue from the highest level in the State. The only exception was Gujarat which utilised the existing SLMC instead of creating the SPSC.
99. The **State Resource Centre (SRC)** was designed to be a Secretariat to the SPSC and technical support to the SLMC. It was set up in each Project State to function under overall guidance of the Secretary (Labour) with an objective to strengthen co-ordination mechanisms among stakeholders, provide guidance to ECL efforts in the State, and to undertake capacity building of all the stakeholders.
100. The SRC played a lead role in designing and implementing the training and capacity building activities for various stakeholders. While it is not clear how often and in what ways SRC established a relationship and interacted with other departments, it serviced the review meetings held by the Principal Secretary/Labour Commissioner with all stakeholder departments and representatives including, SSA/ Education/ WCD departments, Home (Police; CID) department and the Judiciary. The SRCs also supported the districts in liaison with different departments for convergence of schemes. An example is of modules sourced from the State Education Department being shared with districts. However, there is currently no shared MIS relating to child labour monitoring and tracking between the various departments and agencies.
101. It is a fact that the performance of SRC was the best in Jharkhand. It proactively ensured collaboration with all the departments. It is reported that Director, WCD requested SRC for convergence based plans on the issue of child labour, in the context of Integrated Child Protection Scheme (ICPS) getting operationalised in the State. There are also indications that the Government of Jharkhand is keen on continuing the SRC even after the end of the project. It is being seen as the nodal institution to support and take forward the recently launched State Action Plan on Child Labour. The SRC in Jharkhand may be expected to be continued, and funded through State Budget or through RSBY funds.
102. The development and actualization of the **State Action Plans (SAP)** for ECL was one of the core objectives of the SRC. There is mixed progress on this front in the project States. While in some States the progress is quicker and significant, it is slow in other States (Odisha, Madhya Pradesh). Admittedly, the development of the SAP is a lengthy process which needs discussions with and the concurrence of several departments. Some States are evidently keen on comprehensively addressing child labour covering systematic identification, prevention, withdrawal, rehabilitation, enforcement and ensure comprehensive entitlements to the poor families to prevent child labour. In general, the SAPs are not actually resourced and clear action plans and timelines for implementation are yet to be developed. Nor is there any common MIS on child labour for follow up action by respective players identified or in place in the SAP.
103. In the State of Jharkhand the SAP was developed, notified and even launched by the Chief Minister of the State recently. In Bihar, and Gujarat a SAP already existed and there does not seem to be significant progress during the project period to take it to the next level. It is reported that Gujarat had provided a budget of Rs. 8.4 million for the SAP some years ago, and there are plans to commit some budget for the current year, but this has not been confirmed. In Madhya Pradesh and Odisha the development of the SAP is still underway.

### *3.3.4 Trade Union Networks and Employers' Organisations*

104. The Convergence Project envisaged developing the capacities of the EOs and TUs involving them in project implementation. They were to be provided opportunities to form networks and alliances to support action

against child labour. The EOs and private sector was expected to be involved actively in skill training and job placement for the adolescents and family members of the target group children.

105. The project enabled the representation of TUs in SPSCs and NCLPs. TU's association with the block level committee is reportedly encouraged. Two National level Workshops were organised for five major central Trade Union members on child labour and the convergence strategy leading to the development of a draft action plan for the 2 states (Bihar and Jharkhand). A draft manual for TUs on child labour has been developed.
106. The project reported to have held consultative meetings with the EOs, discussed on ways and challenges to curb child labour in supply chains, and on the collective role that EOs can play in ECL. Guidelines for EOs on child labour have been drafted by Women Power Connect (WPC).
107. Overall the TU/EOs involvement with the Convergence Project appears to be limited especially in the direct action. They are represented in the SPSC and the District Societies/DLTF, and have participated in training and capacity building activities. In Jharkhand, as an exception, TUs have come forth to organize the State level Convention on child labour, and undertake wall writings to spread awareness on ECL. In general, the TUs and EOs have not played the role as envisaged in the project design. There is no Action Programme with TUs and EOs. No significant initiatives were taken up by EOs and TUs through their internal member sensitisation and training and working with fellow unions on migration and trafficking matters.

### **3.4 Enabling Environment at the National Level**

108. The third pathway for the Convergence project, as seen from the project's Theory of Change, was to strengthen the enabling environment at the National level for the prevention and ECL and to take the convergence model to scale, creating new knowledge centres and networks that would help advance the agenda of ECL. This involved setting up a national level Knowledge Centre, developing various knowledge tools, manuals, and guidelines for building capacities of different stakeholders and promoting ECL.

#### *3.4.1 Media Training*

109. In order to enhance the understanding of the media on the convergent action for ECL, the project planned to mobilize and train associations of journalists of print, electronic and web-based media to adapt and utilise the media information and training kits developed under INDUS with focus on convergence, and to organise field visits to project sites. It is reported that the media representatives at the State and district level have been giving wide coverage on child labour issues. Media training strategy is developed. However, the project is yet to ensure systematic mobilisation and training programmes for the media representatives.

#### *3.4.2 Knowledge Management and Knowledge Sharing*

110. The Project developed knowledge management and sharing strategy with an objective to raise awareness among different agencies on child labour, undertake action-oriented research, monitoring, evaluation, documenting good practices and lessons learned, and systematic feedback of results into programme implementation and dissemination of experiences (project and non-project).

#### *3.4.3 Knowledge Centre*

111. The Project identified and partnered with the VVGNI to develop a Knowledge Centre on Child Labour by strengthening the VVGNI's existing National Resource Centre on Child Labour (NRCCL). The Knowledge Centre is seen as the repository of all information relating to child labour in the country. The project supports the Centre to conduct research, trainings, create networks; establish a system of knowledge management and

disseminate a newsletter. The Centre set up CHILDOS – Child Labour Information and Documentation System, a newsletter on CL and provides web based information sources. It is supporting information dissemination among key stakeholders and the general population through networking among training institutions, and among government departments at the state and national level.

#### 3.4.4 Working with UN Solutions Exchange

112. The project worked with the UN Solution Exchange, especially with its Communities of Practice (CoPs) relating to Gender, Education and Work and Employment to widen the scope for project stakeholders to share experiences and information, learn about good practices and “ensure that no one reinvents the wheel”<sup>37</sup> relating to ECL. The Solutions Exchange developed a Directory on Child Labour networks, non-child labour networks and Teachers’ unions. It also developed a compendium on central and state government schemes which can benefit child labour and their families, and initiated a compilation of case studies on child labour. A symposium and knowledge café on the convergence initiative is being planned.
113. The Project is also supporting development of websites, with contents on child labour, for the Labour Departments in the States, including Jharkhand, Odisha and Madhya Pradesh.

#### 3.4.5 Research Studies

114. Research on the nature of child labour in supply chains, especially in the garment manufacturing sector, on child migration and trafficking for labour exploitation, was planned to be undertaken, with an objective to deepen the understanding of the nature of the problem and to help in developing a more informed response at national, state and district levels.
115. The project supported the Institute of Human Development (IHD) to conduct a study on ‘Building Knowledge on Adolescent and Child Domestic Workers’ with a focus on OSH issues. IHD is also undertaking a study on the issue of migration and trafficking of children that may result in child labour.
116. Another organisation was commissioned to take up a two stage study to capture Knowledge, Attitude and Perception (KAP) of beneficiaries in two different stages. The 1<sup>st</sup> stage of the study has been completed and draft report received. Its objective was to measure the effect of project interventions on children engaged in (or withdrawn/prevented from) hazardous work, parents of such children, trade unions, employers, labour enforcement officials, teachers and community in five project districts. The KAP study has brought out interesting findings for wider sharing, e.g. in the majority of cases the reason for leaving work was said to be to joining and retention in school, except in Ujjain, where the reason was mentioned to be health condition<sup>38</sup>. Between 85% - 100% of the respondents (enforcement officials, teachers, public representatives and Trade unions), felt that children going to work is not alright, and going to school must be made compulsory
117. A study on the effect of MGNREGA on child labour is proposed to be undertaken. VVGNNLI is identified to undertake the study. The Terms of Reference are under finalisation.
118. In addition to research studies, the project prepared many tools for capacity building of social partners. VVGNNLI has developed Training Manuals for Enforcement officials, for Government Departments, Panchayati Raj institutions, guidelines for Trainers who conducted training for Enforcement officials in the 5 project States and to conduct capacity building programmes for stakeholders. A list of all the tools prepared by the project is given at Annexure 4, section 4.8.3.

<sup>37</sup>Source: PRODOC

<sup>38</sup>The sample in Ujjain was only 7 out of the 361 covered in the 5 districts.

## **4. Evaluating the Project**

### **4.1 Relevance and Validity of Design**

119. The relevance and validity of the project design is seen from the perspective of the current national and State development and policy context, project strategy and approach, institutional design and activities planned under the project.

#### *4.1.1 Relevance of Focus on Child Labour in the Changing National Context*

120. It is to be noted that there were some significant changes in the policy context at the national level as the Right to Education Act was enacted in 2009. This made universalisation of primary education mandatory for all children in the age group of 6 to 14 years. In light of this, the MOLE has reviewed the CLPR Act 1986 and introduced a Bill in the Parliament according to which child labour will be completely prohibited up to the age of 14 years. This has raised doubts over the relevance of the NCLP at the national level considering SSA is the primary vehicle to implement the RTE Act.
121. The country is also witnessing the impact of MGNREGS on the rural economy and it is believed that MGNREGS has reduced the child labour situation in rural areas. At the same time, there is an increasing realisation that the phenomenon of child labour is undergoing a shift where the prevalence is more concentrated in urban locations due to demand of such labour and more so in informal sectors of the economy. It is also believed that the form of child labour is changing wherein more and more children are engaged as marginal workers rather than main workers. One of the indicators to explain this phenomenon is the large number of out of school children still present in the country.
122. In light of the skill gaps, the country has undertaken a massive skill development programme – the Skill Development Initiative – Modular Employment Scheme (SDI-MES) in a mission mode which is particularly relevant for adolescents who are either already part of the work force or are soon to join the workforce. In the context of child labour, while it is important to acknowledge the investment in skill development of adolescents, thereby increasing their employability, it is equally important to recognize that formal sector companies usually do not employ adolescents. Ideally, therefore, they would continue training and be employed only after attaining 18 years of age.
123. In the changed context, the Convergence model is highly relevant as it attempts to address the root cause, i.e. poverty in a holistic and family centric approach not only to rehabilitate but also to prevent child labour. The increased number of programmes and schemes with a rights-based approach provide a unique opportunity to reach out to the most vulnerable groups to achieve the overall objective of a child labour free society. This has been strongly emphasised by the working group for social inclusion of vulnerable groups like child labour and bonded and migrant labour in the 12th FYP, which recommended convergence of the NCLP scheme with SSA and also with other departments.
124. While there is an overall positive enabling environment at the National level for addressing ECL, the project brings in the much-needed convergent focus at the State and district levels. This confirms the project's relevance. The comprehensive strategy of the project ECL, its objectives and specific Action Programmes in the field are all relevant to the developmental context of the States, especially in terms of incidence of child labour, migration, and vulnerability.

#### 4.1.2 *Validity of the Design*

125. The project design represented in the PRODOC is well conceptualised and is based on the lessons from previous ILO ECL projects. The design takes into consideration the existing institutional structures at all the levels, the ongoing schemes and programmes of national government and the capacities of the project partners. This is as per the project's convergence strategy which is based on two main principles, coordination amongst governmental agencies and other partners and concentration of the major government schemes and programmes for ECL. The programme framework clearly outlines the action points at each level and has dealt with almost all the possible aspects.
126. The project conceptualised the role of the social partners well by having a dedicated objective for them in a project that is being led by district and state governments. The programme framework looked at engagement of social partners at district and state levels based on their capacities and accordingly promoted their networks, participation in institutional mechanisms and also envisaged some role in direct action. While the project is engaging with social partners through their participation in institutional mechanisms, their engagement in other segments at the district and state levels (as described in the main text of the PRODOC) did not happen during implementation. It is reported that this was a strategic decision of the ILO; however, the reasons for this, insufficiency of budgets compared to the tasks expected, is not convincing enough to accept this major shift from the PRODOC.
127. The PRODOC defined an institutional mechanism to facilitate horizontal and vertical linkages to ensure operationalization as well as sustainability of convergence mechanisms. The mechanisms at the block, district, state and national level consider the permanent institutional mechanisms for the ECL while creating the new ones at the project level to support them. However, the design did not consider the challenges due to contextual variations between States and requisite commitment of the project partners to operationalise the institutional mechanisms. This is especially important, as 'Labour' is a concurrent subject in India. The performance of the institutional mechanisms indicate that participation of high level institutional structures at the national and State levels especially the multi-stakeholder committees require relevant commitments before being included in the project design. At the national level, the child labour related committees have been mentioned; however, the strategic links or their roles in the convergence model have not been outlined. Similarly, the reporting of the project is mandated to NSC and IMR, however, its periodicity is not specified. At the state levels, the SPSC formation has been included in the design for all the project States, however, it does not clearly outline the role of existing mechanisms, for e.g. Child Labour Commission in Bihar and SMC in Gujarat.
128. Considering that this is a pilot project, lack of knowledge management strategy especially to facilitate learning and sharing process between the project States emerges as another gap area in the design as well as implementation. The role of Knowledge Centre (housed at VVGNNLI) is also not clear either from the design or from the implementation reports.
129. Sustainability emerges as a key focus area in the project design and highlighted through a sustainability matrix which specifies conditions for sustainability, further action by institutions and partners involved along with their status. While the PRODOC (in the main text) mentions the importance of institutional mechanisms in the sustainability of convergence mechanism, it missed out this important aspect in the sustainability matrix. For instance, the experience from previous ECL/IPEC projects clearly indicate that resourcing/financing of the SAPs and SRCs are critical to ensure sustainability which is absent in the SRC APSOs signed with the project states. The role of social partners in ensuring sustainability, based on IPEC experience, was considered as important in the sustainability matrix, however, the current levels of engagements of social partners during the project implementation is not in sync with what was envisaged during the design.

130. The project has a gender sensitive design in that it takes on board the special needs of girls in child labour or those vulnerable to it. For instance, the project document states that girls drop out of school faster and in larger numbers than boys do. This may be due to their being required to look after siblings or perform household chores, or because they have attained puberty and are not allowed to go to a distant school. Girls are also quite commonly put into part time domestic help, help in family occupation of weaving or *beedi* rolling, work which remains invisible and becomes difficult to recognise.

#### 4.1.3 Alignment with DWCP India, UNDAF and other UN Agencies

131. The project is fully aligned with India DWCP 2007 – 12 wherein the Priority 3<sup>39</sup> - Outcome 4<sup>40</sup> is directly related to the Convergence project. One of the outputs under Outcome 4 clearly states ‘Support to constituents on child labour policy, enforcement, plans of action, including convergence-based models’. The DWCP Outcome 4 indicators are based on the development and immediate objectives of the project. Specifically, the DWCP Outcome 4 indicators are:

- ILO-IPEC strategies, approaches and learning, (as identified in emerging good practices and lessons learnt) reflected and applied in GOI policies/ programmes;
- Application of area-based approaches to the elimination of child labour in NCLP districts;
- Accelerated reduction of child labour in NCLP Society districts;
- Revision of the list of hazardous occupations and processes in CL (PR) Act;
- Sensitization of more partners and their involvement in efforts to reduce CL and hardships of other disadvantaged groups
- State Government policy decisions, strategies and budget allocations reflect an increase prioritization of the elimination of CL and bonded labour;

132. As previously mentioned, the project has closely worked with three CoPs of Solutions Exchange<sup>41</sup> in development of knowledge products and has plans to continue the partnership for dissemination as well. With UNICEF, the project shared the project framework and coordinated with them during celebrations of World Day against Child Labour. It is noted that a greater coordination with UNICEF was reported in the initial phase of the project. Although the Convergence project is mentioned in the UNDAF, as a Country Programme Output for which ILO and UNICEF have the lead responsibility, there is no joint programming yet under the project, with any other UN agency. Under the India UNDAF, a GOI-UN Joint Programme on Convergence is being implemented in UNDAF priority states<sup>42</sup>. (Annexure 2 provides further details of this programme). Four of the five pilot states (except Gujarat) in the Convergence Project are UNDAF priority states where this GOI-UN Joint Programme is being implemented. The evaluation team did not find any linkages with this programme, which is remarkable considering the similar nature of the agenda.

## 4.2 Efficiency

133. The efficiency of project management was examined from different dimensions including the achievements vis-à-vis the targets, the overall handling of the various project milestones, differences in project implementation across States, the processes of implementation of individual Action Programmes (APs), the working of the institutional mechanisms and the utilization of financial and human resources. The evaluation

<sup>39</sup>India DWCP 2007-12 Priority 3: Unacceptable forms of work progressively eliminated.

<sup>40</sup>Outcome 4 is framed as: Strengthened policy framework for elimination of unacceptable forms of work.

<sup>41</sup>‘Launched in 2005, Solution Exchange (SE) is a unique initiative by the United Nations in India that provides an impartial platform for exchange of knowledge and ideas among 33,000 (and growing!) development practitioners across 13 thematic areas (Communities of Practice - CoPs)’ - <http://www.undp.org/content/india/en/home/knowledge-and-solutions/solution-exchange/>

<sup>42</sup>UNDAF Priority states are Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh

has also reviewed the role of ILO in project management and involvement of Headquarters in back stopping, Country Office in engaging with MOLE, and the utilization of the available ILO's technical resources.

#### 4.2.1 Completion of Activities and Outputs of the Project

134. The Project has experienced delays, affecting the possibility of on-time completion of all the activities envisaged and the expected project Outputs.
135. Apart from an initial delay in approval of project by the government, it took extraordinary time to set up the project team as well as to start direct action. While the project's start date was 30th September 2008 and the GoI approved the project in January 2009, with the main changes being a change of States (Delhi was substituted by Jharkhand), establishment of an inter-ministerial review committee and some other changes not affecting the key project objectives. However, the project document being followed is a version finalised on 16 October 2009, which apparently reconciles the version that USDOL had approved in its system Oct 2008 and the GOI version (January 2009) endorsed by MOLE, Ministry of Finance, and NSC. The National Project Manager (NPM) could join only in January 2010. The Project was officially launched only in July 2010. The project requested to adjust this initial delay quite early in the project implementation phase and the project end date was revised to 31st March 2013.
136. It is reported that it took more time (than planned) to establish partnerships at the State and district levels which further delayed the start of direct action on the ground especially with regard to vocational training and family linkage. It also took time to recruit staff at the implementing partners' level in some of the states which impacted the progress. For example in Madhya Pradesh the SRC Coordinator could be recruited only in September 2012. The project also suffered due to inevitable transfers of key players at the State (Labour Commissioners, Principal Secretaries) and district level (District Collectors, District Labour Officers). The project team had to make additional efforts to organise strategic briefings for these new officials in such cases; however, it led to loss of momentum.
137. The project has 34 Action Programmes (AP) in the partnership with ten districts and four states. The first AP to have started is the Education one which could happen only in December 2010. The initiation of the Education AP had to wait until the completion of the beneficiary identification process. At the State level, the mini programmes were started to initiate project level activities. While the MOLE's concurrence on SRC came in February 2011, the signing of APSOs with all the States could be completed only in November 2011. Also, the VT APs and Family Linkages APs could be signed only by the end of 2011. It appears that the process of signing the service contracts/APs is quite lengthy as it took almost one year to complete the process). The process initiated with the concurrence of MOLE first, then the technical clearance and finally the signing by the implementing partners. The VT and Family Linkage APs effectively have got only 16 to 18 months of execution time. Also, the planned end dates of the APs are stretched up to January – March 2013 which is also when the project is scheduled to close.
138. The project work plan consists of list of activities under each of the outputs along with their start and finish dates and also the status. The project has committed a total of 25 outputs and 126 activities under five immediate objectives. Refer to Table 7 below:

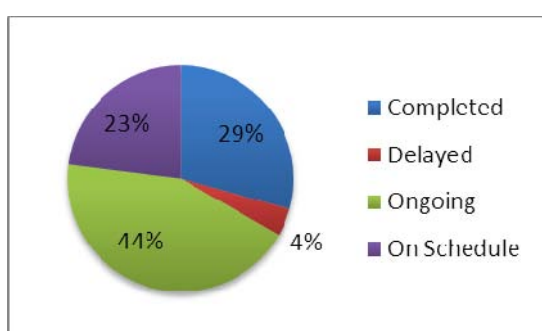
**Table 7: Outputs and Activities Completed as of October 2012**

	IO 1	IO 2	IO 3	IO 4	Total
No. of Outputs	10	5	6	4	25
Number of Outputs fully delivered	1	1	0	0	2
Number of activities	72	21	24	9	126
Number of activities completed	19	11	3	4	37



139. As per the Technical Progress Report (TPR) October 2012, two Outputs are fully complete. Further, as per the terms used by the TPR to describe the status of the activities, only 29% are complete, as shown in Figure 4. According to the TPR 4% of the activities are delayed and 23% are on schedule. 44% are still in the process of implementation (see tables 6 and 7 in annex 3.2 for more details). The evaluation team notes that the terms being used, i.e. completed, delayed, ongoing and on schedule, do not fully present the actual status of the different activities. For instance, it is not clear whether the 'on schedule' activities are on-going or yet to start. Also, the status as represented by 'delayed' is not clear. It is also not clear which of the activities are yet to start. It is understood that the planned start dates and finish dates of the different activities have been revised in subsequent TPRs and the delays (from what was approved in the PRODOC) is not being recorded. However, it is also not clear if these revisions are being done selectively or for all the activities as there are some activities which have been delayed and yet their finish dates have not been revised

**Figure 4: Activities Completion as per TPR October 2012**



140. A few errors were also noted in the Project's work plan (as mentioned in the TPR October 2012) wherein even though the activities have been reported as 'completed' or 'ongoing', the actual dates have not been mentioned. The project's work plans and monitoring reports in their current formats do not give any information around percentage completion of different activities. Accordingly, it is difficult to determine the extent of delays and their factors during the implementation.
141. An analysis of the work plans as mentioned in the PRODOC and the TPR October 2012 (Please refer to Table 8 below and tables 6 and 7 in Annexure3.2 ) that the activities were delayed by as much as an average of 26 months (under Immediate Objective 3) while the finish dates were extended by 14 to 22 months.

**Table 8: Average delays (in months) in Start and Finish Dates of Outputs**

	IO1	IO2	IO3	IO4
Average delay in start dates (in months)	18	14	26	11
Average delay in finish dates (in months)	19	22	14	20

142. The Project tried to reduce the duration of the activities compared to what was originally planned, however, most of the activities are still ongoing at the time of the evaluation in October 2012. The TPR October 2012 also indicates that approximately 30 activities are yet to start.
143. The Project is in the process of conducting studies and developing tools and knowledge products as per the approved work plan and around 8 service contracts have been signed with different agencies. The selection of agencies for these tasks/activities seems appropriate as they are the leading and expert institutions, for example IHD, VVGNNLI, PRIA, Women's Power Connect. However, the key factors for delaying selection of these agencies and initiating these activities are not clear to the evaluation team. It is noted that five service contracts were initiated in 2012 (please refer to Table 8 and 9 in Annexure3).

144. At the time of the evaluation, the end date of the Project is March 2013. Considering the status of project implementation at the time of the evaluation it appears unlikely that the project will be able to complete all of the planned activities and achieve all of the expected outputs by the end of the project. Similarly, the TORs are under finalisation for many studies, and some of these are unlikely to be completed in the given time. Further, the Project is unlikely to utilize all of the available project funds.

#### 4.2.2 Utilization of Human and Financial Resources

145. In terms of human resources, the project had a provision of a total of 126 person months of professional team at ILO CO-New Delhi, of which 87 person months have already been spent. It is likely that another 15 person months is available (as per the current project end date, i.e. 31<sup>st</sup> March 2013) in which case there is an overall underutilisation of the human resources planned for the Project, amounting to around 24 person months (19%). Considering the limited time available and complex recruitment processes, the project is planning to engage short term consultants for specific assignments.
146. Of the financial resources, the project has spent only 55% and has been able to commit only 69% of the total budget. Table 9, presented below, depicts the delivery rates for previous years:

**Table 9: Budget and Use of Project Finances (2009-2013) as on 30<sup>th</sup> September 2012**

Year	Allocation (US \$) -A	Committed <sup>43</sup> (US \$) -B	Expenditure (US \$) -C	Committed, not yet spent B - C	Allocated, not yet Committed A - C	Delivery Rate % - C/A
2009	288,789	288,789	288,789	0	0	100
2010	893,618	893,618	893,618	0	0	100
2011	1,729,763	1,729,763	1,729,763	0	0	100
2012	3,413,274	1,660,256	848,053	812,203	1,753,018	25
2013	524,556	122,630	0	122,630	401,926	0
<b>Total</b>	<b>6,850,000</b>	<b>4,695,056</b>	<b>3,760,223</b>	<b>934,833</b>	<b>2,154,944</b>	<b>55</b>

147. The table shows that for the delivery rates for 2009, 2010 and 2011 is 100%. It is understood that these delivery rates are not the planned ones but the adjusted ones as the allocation and commitments exactly matches with the expenditure figures. The allocated amount for 2012 is almost 50% of the total project budget and does not look realistic. This is further corroborated by the fact that the delivery rate is only 25% up to 30<sup>th</sup> September 2012.
148. The following table presents the allocations and delivery rates of Action Programmes:

**Table10: Delivery Rates of Key Project Components as on 30<sup>th</sup> September 2012**

Education		Family Linkage		Vocational Training		State Resource Cells	
Allocation \$	Delivery rate	Allocation \$	Delivery rate	Allocation \$	Delivery rate	Allocation \$	Delivery rate
13,40,119	62%	1,02,746	35%	4,79,750	42%	3,99,121	55%

<sup>43</sup>Funds committed are those against which activities have been planned, an implementation agency identified and contracts issued, but the amounts are not yet fully spent.

149. The delivery rates of APs are also very low at this stage of the project: Family Linkages AP (35%), Vocational Training AP (42%), SRC (55%), and Education AP (62%). There are district and State wise variations in the delivery rates of the different APs as some of the districts and States have out-performed.
150. The project team reported that the delivery rates do not necessarily reflect the implementation progress as the States and districts have reportedly used their own funds or have underutilized the allocated budget in implementing project activities. For instance, meetings and trainings using government infrastructure provided savings on the relevant budget, and usage of government infrastructure for SRC offices has resulted in savings on rent. It was reported that there has been no delay in fund releases by the Project Team to the implementing partners at any point of time.

#### *4.2.3 Working of the Institutional Mechanism of the Project*

151. The efficiency of the functioning of the institutional mechanisms is viewed in terms of the frequency of their meetings, and linkages of the Project introduced mechanisms with the mainstream mechanisms that existed in the States prior to the Project (Refer Figure 3 in Section 3.3.3.)
152. At the National level, the NSC and IMR met only once after the PRODOC was approved by the NSC in January 2009. Both these meetings were very effective in taking some strategic decisions which helped the project at the implementation level. The regular review of the project between MOLE and the ILO was largely managed through occasional and need based meetings. A national level consultative meeting was further organized in February 2011 in collaboration with MOLE to operationalize VT ASPOs which led to setting up of DSDCs in the project districts. The NSC and IMR are very critical in strategic decision making processes; however, the evaluation team notes that their participation in the project has been extremely limited.
153. The performance of the State level institutional mechanism, especially the working of the SRC, seems to be appropriate and reasonably efficient. However, there is a difference in the degree of activeness and strategic role the SPSC seems to have played across States, as seen from the number of meetings held and the range of issues covered. While in Jharkhand the SPSC met four times, in Madhya Pradesh, it met twice and in Bihar and Odisha only once. However, there is no evidence that SPSC and SRC are strategically linked into the permanent state level structures for elimination of child labour. The overall involvement of the Trade Unions/EOs with the Convergence Project appears to be limited to participation in SPSC and DLTF meetings.
154. At the district level, the District NCLP Society and District Labour officer/Project Director, NCLP took the lead and the Project activities seem to have strengthened their functioning. The District Collectors efficiently ensured that convergence happens by issuing administrative orders on different aspects of project implementation. In some districts, these orders were implemented in the non-project Blocks of the District too. Follow up action was taken on the agreed actions by respective departments, including, education, labour, industries, women and child development, etc. Some District Collectors engaged with sticky problems such as the BPL list, and looked for innovative solutions: e.g. in Sitamarhi, the District Collector suggested that the BPL list be reviewed to remove names of families that have not been found, and names of the FWCL and FVCL be added instead.
155. If the number of times the District Society or DLTF met for reviewing project implementation is taken as an indication of efficiency, there is a wide variation among States and districts within the State. For example, in Surat the District Society met 21 times, while in Katihar (Bihar) and Cuttack (Odisha) the DLTF met 11 times, 8 times in Vadodara, 6 times in Ranchi (Jharkhand) and Jabalpur (Madhya Pradesh), 4 times Sahibganj, and only 3 times in Ujjain, and twice so far in Kalahandi and Sitamarhi. In districts where meetings were held frequently/regularly, the project implementation was more vibrant, as noticed during the evaluation team's

field visits. As some District Collectors have made it part of their monthly review, this has positively impacted the progress in some of the districts, which is an important lesson for the Convergence Project.

#### 4.2.4 Role of ILO-Country Office and HQ in Project Management and Back-stopping

156. The evaluation looked at the role of ILO in project management and involvement of the ILO Country Office in engaging/ensuring liaison with MOLE and ILO Headquarters in back stopping and the utilization of technical resources available for taking forward specific project interventions efficiently and effectively.
157. In this project, the first lead in terms of design was by the Child Labour Specialist in ILO, DWT/CO – New Delhi. During the interviews, the team was informed that the *de-facto* lead for technical back-stopping was transferred to IPEC-ILO, Geneva. However, the TPRs continue to show the CL Specialist in DWT/CO in the technical lead. The DWT technical backstopping resource on the key issue in this Project, child labour, therefore, remained under-utilised, with lost opportunities for stronger coherence between design and implementation.
158. Discussions with other specialists reveal varying degrees of engagement. In the ILO structure, the three types of staff: programme, project and technical specialists, have distinct roles, and higher levels of consultation could potentially result in stronger internal support for improved quality and effectiveness. Insistence on such consultation lies in the domain of senior management, yet a more formal organisational structure and processes solution would benefit ILO, especially in terms of bringing on board the core competences of the ILO for implementation of projects such as the Convergence Project.

### 4.3 Effectiveness

159. The effectiveness of the Project was assessed in terms of its success in ensuring convergence, real and perceived value addition of the project, effectiveness in knowledge management, factors contributing to project achievements and shortfalls in project implementation. The team also assessed the performance against the indicators as per the Project's results framework. These indicators have been reported on by the evaluation in sections 3 and 4 where relevant. An analysis of these is shown in the Table below:

**Table 11: The Convergence Project's Performance on Project Indicators**

DEVELOPMENT OBJECTIVE	To contribute to the prevention and elimination of hazardous child labour, including trafficking and migration of children for labour, with a focus on selected areas in ten districts of five states	
Immediate Objective	Indicators	Current Status
I/O 1 By the end of the project, effective Convergence models for the elimination and prevention of child labour, including trafficking/migration of children for labour, are in place in two districts each of five States, namely Bihar, Jharkhand, Gujarat, Madhya Pradesh, and Odisha	1. Strategies from the Convergence models are replicated in non-project areas, with non-project resources;	Model not yet extended to non-project districts. Jharkhand has indicated its intentions to replicate in other districts some elements of the project strategy including, identification of child labour, modified DBMR, and processes for ensuring family linkages. The modality of Zonal workshops has been conceived to further this activity (scheduled from January 2013).
	2. Progress in educational performance of children enrolled in non-formal and formal education;	This will need a separate study, perhaps at end term of project.
	3. Number of children 5-8 years old enrolled in formal schools and	18,686 covered along with detailed profiling as per DBMR formats.

DEVELOPMENT OBJECTIVE	To contribute to the prevention and elimination of hazardous child labour, including trafficking and migration of children for labour, with a focus on selected areas in ten districts of five states	
Immediate Objective	Indicators	Current Status
	retained in education through end of project.	
	4. Number of children 9-14 years old enrolled in transitional schools complete schooling and do not return to hazardous work.	
	5. Number of children 9-14 years old from TECs enrolled and retained in Lead Schools.	500 children from special schools enrolled and all of them retained in 'Lead' schools (Page 24 of October 2012 TPR).
	6. Number of children enrolled in skills /vocational training, are able to use their skills for gainful work under safe working conditions.	None. All are undergoing training at the time of this independent evaluation.
	7. Number of families linked to poverty alleviation and social protection schemes.	5473 families have been identified and forms have been filled and submitted for 4873 benefits (not families, as some families have had forms submitted for more than one benefit). 3046 families have received benefits.
	8. (In the target areas) The concept of replacement of child labour with appropriate and innovative technology gains acceptance, particularly in communities with large-scale home-based work involving children.	<i>No progress on this.</i>
	9. (In target areas) Communities accept and engage in their role as agents of change and enforcement of the notion that children should be involved in education and not child labour.	There is acceptance which was visible during the field visits. KAP study also confirms changed attitude and perception among various stakeholders about the importance of children being in school and not at work. 98-99% of the respondents of KAP Study felt that education should be made compulsory for children. Interactions during field visits showed that parents are keen to send their children to schools. However, some of them are apprehensive that if the Government support, by way of stipend, mid-day meal, uniforms and books, etc. is not received, they will not be able to sustain continuation of children in schools. In terms of being agents of change through PTAs/SMCs, the current engagement levels are too low and any evidence of this may be included in an end term evaluation.
I/O 2 State Level Capacities to coordinate action	1. Improved enforcement in the project areas	No credible data available to assess this indicator. Some states like Bihar have undertaken

<b>DEVELOPMENT OBJECTIVE</b>	<b>To contribute to the prevention and elimination of hazardous child labour, including trafficking and migration of children for labour, with a focus on selected areas in ten districts of five states</b>	
<b>Immediate Objective</b>	<b>Indicators</b>	<b>Current Status</b>
against child labour, including migration & trafficking, enhanced		enforcement measures. As the evaluation did not cover non-project districts, a statement about the difference in districts with/ without the project cannot be made.
	2. Enhanced collaboration and coordination amongst key ministries and programmes on child labour	Good at the district level, Improved but not satisfactory at the state level and irregular and occasional at the national level.
	3. State Action Plans (in states covered by project) funded for implementation.	They are all in the process of being developed or strengthened. Budgetary allocation to SAPs absent.
	4. Improved programme implementation and reporting by implementing partners.	The project has created momentum at the district and state levels and government officials are sensitised. This has led to improved implementation at the district level for the three components.
I/O 3: By end of the project, a strengthened enabling environment, for the prevention and elimination of child labour will be in place at the National Level to take the convergence model to scale.	1. Enhanced knowledge and understanding on child labour issues;	Most of the studies are still underway and this cannot be validated.
	2. Media shows good understanding of child labour issues;	Media strategy has just been finalised and media workshops are planned to be organised.
	3. Improved perception and understanding of child labour issues among national players;	The target setting for this indicator has been done at the State and not national level. The indicators, targets and activities are not aligned, and unlikely to lead to the results envisaged at the national level.
	4. Child labour concerns and responses are integrated under UNDAF programmes; and	The project is part of the UNDAF (2013-17), however, no joint programming envisaged.
	5. Linkages demonstrated with projects focusing on other technical areas such as GOI Skills Development Initiative and UN programmes.	Fully Achieved
I/O 4 By end of the project, workers and employers' organization will have capacity to actively participate and promote the convergence model at district, state and national levels.	1. Number Social Partners formulate and implement convergence related action plans.	No evidence of any such programmes. Some of the capacity building programmes undertaken and tools developed.
	2. More private sector interest and support to initiatives promoted by the project.	No major private sector player showed interest at the national/state level. Local level EOs mostly at district levels (Association of MSMEs are part of DSDC and have shown interest in some districts)

160. The project has four immediate objectives and twenty indicators. Some of these have been fully achieved, such as access to education services through enrolment in NCLP and SSA/Formal Schools, linkage of

families to poverty alleviation, social protection, and skill training schemes. Some have been partially achieved, such as coordination between key ministries at district, state and national level, conducting studies and media training. Work on some indicators has been seriously short of commitment in the PRODOC, such as resourcing of SAPs and Social Partners integrating ECL agenda in their work plans. For some indicators, there is lack of credible data to validate the progress. The major issues are further elaborated.

#### *4.3.1 Effectiveness in Demonstrating the Convergence Model*

161. The Convergence Project tests the feasibility of bringing together different stakeholders on the same platform, to address the child labour problem. The institutional mechanisms of the project, including the SPSC and DLTF, sought to ensure convergence of different programmes.
162. The process of ensuring convergence with SSA and formal school systems in the project area seems to be effective. For instance, in Ranchi, the NCLP Schools that the Project works with are located within the premises of the regular SSA School. Arrangements are made in Jharkhand, Madhya Pradesh, Odisha, to ensure that the children of NCLP schools accessed mid-day meals, books, and uniforms from regular SSA funds or from other sources of funds. In Sitamarhi district of Bihar, in the absence of NCLP schools, the identified child labourers were enrolled in SSA schools. Interaction with the students at the WECs showed that they valued the inputs very much.
163. At the family level, the Convergence processes are being undertaken to ensure linkages with government schemes and programmes for asset creation. The coordination mechanism working for convergence of benefits at the family level is yet to realise its full potential. The key benefits from the Family Linkage Action Programme perceived by the families are registration under the BOCWWB and access to various benefits under it, access to assets (like sewing machines, and push carts under the District Industries Corporation's benefit scheme (the latter only in Gujarat). Convergence with the other poverty alleviation programmes is yet to take effective roots and the processes are still nebulous. Ensuring the fundamental eligibilities (BPL card, income/caste certificate, or job cards) among the targeted beneficiaries for accessing government schemes is found to be the biggest challenge. Further, though registration of several families under the BOCWWB has been done thus ensuring them access to life and health insurance (JBY/RSBY) and job cards under MGNREGS, the extent of utilisation of these schemes (registration under a scheme is just the first step to address vulnerability of the family) is not evident.
164. At this stage, the effectiveness of the VT interventions cannot be assessed as other aspects of the program are yet to be implemented, including certification, access to advance levels of MES, and post training placements. Further, while the vocational training helped the adolescents to gain some skills and knowledge, trainees, parents and trainers were all well aware that advanced level of skill training is also required if greater employable skills are to be gained.
165. Even though the pilot on this component is incomplete at the time of the evaluation, it is important to record that Convergence in this regard has been achieved and has worked well. The DGET took special interest in the pilot districts and this has also given them insights to deal with the candidates from the most vulnerable groups. The DGET has made special provisions to enable the targeted adolescents to be admitted and retained in formal skill training establishments of the government, achieving a huge success in terms of inclusion.
166. There is no credible evidence at the time of this evaluation to assess the effectiveness in improving State level capacities to coordinate action against child labour, migration and trafficking.

#### *4.3.2 Value Addition of the Convergence Project*

167. The value additions under the project are the enhanced awareness about the need for coordinated effort in eliminating child labour, strengthening the capacities of the District NCLP Societies, sensitisation of different stakeholders, potential impact of the family linkage and vocational training programmes for adolescent children. The feedback of the Labour department's senior officials indicates that the project has been successful in bringing a systematic focus to the child labour issues in the State. Some of the project components, such as education, have provided lessons and replicable models for implementation across the State in other districts. The District Collectors too felt that the Convergence project helped them to effectively ensure coordination between different departments, NGOs and the community at large.

#### *4.3.3 Effectiveness in Knowledge Management*

168. Knowledge creation and management under the project shows mixed effectiveness. A whole range of tools, guidelines, manuals, vendor code of conduct, etc. was and is being developed by the project (as listed in the Annexure 4, section 4.8.3 and 4.8.4). These resources developed by the Project are a long term and real value addition for promoting ECL. Some of these tools have been utilised for undertaking training to various stakeholders at the State level, for example, the Training Manual for Enforcement Agencies on Child Labour. However, feedback from the field indicates that most of these tools, guidelines and manuals are yet to be translated into local languages so as to be useful for the local stakeholders. Similarly while the compendium of government schemes was useful in building awareness in various States, it is not clear to what extent it helped in actually facilitating access to different schemes.

#### *4.3.4 Cross-cutting Themes: Gender and Inclusion*

169. The project has catered to the needs of women in two ways. The first has been by ensuring gender balance in beneficiary numbers (50% girls and 50% boys are to be covered as beneficiaries), which has been achieved. Secondly the project plans to access the special facilities given by the government to girls (stipends, scholarships, residential facilities, etc.). The project has offered to young girls both traditional and non-traditional trades e.g. tailoring, beauty treatment, electrical trade and computers. Even when choices were limited, girls have had options and been able to exercise these choices. Thus the project has not only achieved equal inclusion of girls, it has also enabled them to have access to mainstream, formal and high quality skill training. The project has not differentiated among the disadvantaged on the basis of religion or caste, although there is recognition among government stakeholders that caste is an important dimension of social and economic exclusion.

#### *4.3.5 Factors Contributing to Project Achievements*

170. The factors that contributed to the project achievements are the proactive role played by the project partners in the government, capacity building of the officials of various departments, and strategic and technical support provided by ILO. At the State level, the Principal Secretary, Labour/Labour Commissioner played a key role, without which getting the sustained collaboration of successive District Collectors would have been difficult. The role of SRC staff was particularly crucial, acting from within government structures to implement the Project mandate, a role which has been played effectively by the SRC teams. The community level campaigns and counselling, the sensitisation and capacity building for government and non-government stakeholders was effective in bringing them onto a joint platform to address child labour issues in the districts, apart from ensuring participation of the community and parents of the child labourers. Capacity building of teachers helped to sensitise them to the needs of children withdrawn or prevented from Child Labour, and motivated them to take supportive actions.



#### 4.3.6 Shortfalls in Project Implementation

171. The major shortfalls in project implementation have been the paucity of time and delay in availability of required human resources both at the project management and at the field level. Except for the Education AP, all other APs are yet to achieve significant and visible results on the ground. The SRC initiative is still at a nascent stage and the monitoring mechanism it is expected to put in place to cover all aspects/dimensions of ECL – identification, withdrawal, enforcement, rehabilitation – is yet to show results.
172. The Project was expected to support the development of State Action Plans in Odisha, Madhya Pradesh and Jharkhand that did not have such plans and to support their dissemination and effective implementation in the other three States that already had State Action Plans at the time of project start. In Jharkhand, an SAP was developed and notified by the government with Project efforts. In the other two States, the efforts towards putting in place an effective mechanism for achieving, or implementing the State Action Plans against child labour are still at the initial stages and it is difficult to say how effectively they will be taken forward. The child labour tracking system developed under the project, the DBMR, seems to be an effective tool for keeping track of the attendance of the children enrolled in NCLP and SSA Schools. However, ensuring continuance of this tracking system is a challenge, especially in view of lack of an appropriate database application, which would enable easy updating and analysis.

#### 4.4 Sustainability

173. The evaluation looked at the sustainability matrix of the PRODOC and developed an assessment of the sustainability elements in the project at the time of evaluation. Table 5 of Annexure 3 provides a snapshot of the status of sustainability elements in the project at the time of evaluation. The evaluation makes an attempt to look beyond the sustainability matrix with a belief that sustainability issue in a convergence project requires a more nuanced understanding as it is the government that leads through the existing government schemes. In such a context, the elements of the broader lens that can be used to assess sustainability would be:
- An assessment of the sustainability of the different components of the project interventions, and **which processes have been scaled up, or are likely to be**, from pilot project districts to whole State or other states, or at the National level;
  - The identification of **structures and processes that create convergence** between different departments for prevention and elimination of child labour; and the continuation, and
  - The effectiveness of the project in promoting **long term commitment and technical and financial capacity** of these structures and processes beyond the life of the project.
174. In the above context, the sustainability of the convergence project and its key components, structures, institutional mechanisms and processes are looked at from the point of view of replicability, scalability, and the extent to which they seek to replace existing structures. The project has not yet discussed the sustainability strategies of various components and activities. The sustainability of the convergence model is examined here, and that of project structures, processes and intervention activities.
175. By design, the project implementation is to be done by ILO. Once ILO's role in project management ends, it is likely that the same level of intensity and attention may not be given to the various project interventions and strategies. Hence, in the context of sustainability, a mechanism at the national level needs to be ensured<sup>44</sup> which will supervise and monitor progress on the convergence agenda of ECL in the Project States. This will have a bearing on the active mainstreaming of the convergence model at the State level.

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<sup>44</sup> Detailed recommendations are included in Chapter 7 of the report.

#### 4.4.1 Sustainability of the Convergence Model at the District Level

176. The sustainability at the district level is first examined in terms of the sustainability of the project components: the activities and processes.
177. The integration of project components in mainstream government activities and processes will depend upon their effectiveness, and some more time, and more research is needed, to validate the effectiveness of different project initiatives. Therefore, the comments on sustainability are tentative, and this aspect needs greater attention at the end of the project.
178. Increased awareness and motivation of teachers in giving special attention to mainstreaming CL and PCL in the school system is critical for success. The interventions in the **education** component of the project have had a strong emphasis on capacity building. Although trainings on the prevention of child labour were primarily targeted for NCLP teachers, it was also extended to include the teachers of SSA schools. Officials of SSA and DIET were also included in the training to enable the possibility of scale up in SSA schools. The biggest contribution of this training has been to prepare Master Trainers in the districts, thus strengthening the human resources beyond the life of the Project. Further, the key for sustaining these seems to be in ensuring scaling and replication of the integrated functioning of the NCLP and SSA at the ground level, in terms of sharing resources (location of NCLP School in SSA School premises, books, uniforms, mid-day meal, teacher training,) and joint monitoring to prevent drop out of children.
179. **Life-skills training** may continue under the SSA program. Its extension to NCLP teachers in the future, in a sustained manner will depend on its strategic adaption by NCLP, translation into local languages, and appropriate scaling and monitoring. **Work Education Centres** in Lead Schools providing pre-vocational skill training are also unlikely to sustain if adequate resources are not committed to continue them. While the mainstream NCLP has a component on pre-vocational skill training, its resources are meagre. The sustainability of ERCs set up by the project, beyond the project period depends on the length and duration of its functioning. Several ERCs have been set up in the months just prior to the evaluation period. It seems that such ERCs may not continue beyond the project period, unless some additional facilitation is provided to them. For instance, they could be linked to other ongoing programmes/institutions like the Nehru Yuvak Kendras (as in Cuttack), NCLP schools (as in Surat)<sup>45</sup> during the remaining project period.
180. **The Vocational Training Program** is likely to sustain as it is implemented in convergence with the Ministry of Labour's flagship programme - SDI-MES. Previously child labour and their families were one of the four target groups of the SDI<sup>46</sup>. If the systems and processes of coordinated working between the District Labour Officer/Commissioner and ITIs can continue for identification and linkage of CL or the siblings of CL to SDI-MES, the programme is likely to sustain. Otherwise, it is unlikely to continue. An important achievement is that DGET, at least in project districts, has included child labour and former child labour as a target group for MES-SDI trainings.
181. The stipend of Rs.1500/- per month that is paid to the project beneficiaries for the duration of the training period is unlikely to sustain, making it difficult for a WCL or PCL to join vocational training. It is learnt that GoI is currently considering the scope for providing transport allowance for CL trainees residing in interior places and where there are no ITIs and VTPs.<sup>47</sup> If this is done, and in future the WCL and PCL children are facilitated access to the allowances, they may continue to access vocational training facilities.
182. The **Family linkages** primarily linked the vulnerable families to the BOCWWB, thus facilitating coverage under RSBY, JBY and other schemes. Actual access, however, will depend on the capacity building of the

<sup>45</sup> This possibility is elaborated further in the recommendations section.

<sup>46</sup> SDI-MES, Guidelines for Implementation, Ministry of Labour and Employment, Government of India

<sup>47</sup> Interview with Director (Employment and Training), MOLE, GOI, New Delhi, 4.10.12

beneficiaries for access and the resulting demand creation, which could not be assessed during this evaluation<sup>48</sup>. Similarly, access will also depend on the supply side orientation, i.e. attitude and orientation of the BOCWWB staff. More importantly, the BOCWWBs will need to issue guidelines to mainstream the inclusion of FWCL and FPCL as members. This can be included as an action during the project period.

183. A major challenge in ensuring family linkages and **factors limiting access to government schemes** (such as MGNREGS, RSBY, JBY, etc.) is the lack of awareness about various schemes among the vulnerable families, and more important lack of eligibility to the schemes, by way of possessing job card, BPL card, income certificate<sup>49</sup>, etc. This is found to be the most difficult issue to address and there are no easy answers. The forging of linkages for future beneficiaries of FWCL and FPCL will sustain only if some strategic mainstreaming of the processes/mechanisms is done with other departments and within the structures mandated to withdraw and prevent child labour.
184. The involvement of **the Social Partners** in the project has been limited. They will continue to be engaged, to the extent SPSC, SRC, DLTF is active. So far, there has been little evidence of the issue of child labour being mainstreamed in the agenda of Social Partners. It appears that their continued active engagement may not be sustained beyond the project period, except for occasional consultations in States where the SAP is implemented actively.
185. The extent to which the **knowledge tools (such as training manuals, guidelines, compendiums, and vendor code of conduct)**, developed by the project will be actively used by different stakeholders remains to be seen. Overall, capacity building and tool development will sustain and aid scaling up, and replication, if certain aspects are taken care of, including, translation into local languages, developing an agenda, specific action points, and monitoring mechanisms. How this will be done, during the remaining project period needs to be seen.
186. The Project led processes **for identification (survey), withdrawal and prevention of child labour** through community level awareness building, counselling of parents, sensitisation/training, capacity building of different stakeholders, establishing linkages, and strengthening rescue (for example of sensitised enforcement and legal machinery). The next process, of enrolment to NCLP/SSA/Formal schools will continue depending on how they get mainstreamed into the implementation of the NCLP at the District and Block level. The Project reports that Block level committees headed by the Block Development Officer (BDO) have been established in all the districts, which should contribute significantly to the sustainability of the Project's efforts.
187. The processes that provide access to SDI-MES program, and government schemes for family linkages will depend upon the linkages between the key departments (Labour, Education and Rural Development). The question also arises whether these processes will be scaled up or replicated from the Project to non-Project districts in the five States where the Project has been implemented.
188. The **child labour tracking systems** like the DBMR and the CLM mechanisms of the project, especially for prevention and to ensure attendance<sup>50</sup> in the NCLP/SSA Schools and for identifying vulnerable families requiring linking to welfare benefits, are not likely to be continued beyond the project period. The CLM initiative is in a very nascent stage and effective results are yet to emerge from it. **The DBMR mechanism** is resource (both financial and human) and process-intensive. However, some elements of a modified version of DBMR may be taken forward for child labour tracking and family linkages in some states actively like Bihar and Jharkhand. Unless a clear strategy and implementation plan and database management software applications are developed and the Labour Department capacitated, the current DBMR is unlikely to sustain.

<sup>48</sup> This can be better assessed during the end term evaluation of the project.

<sup>49</sup> This was specifically stated in Gujarat.

<sup>50</sup> The evaluation team saw this in Cuttack, Vadodara and Surat, not sure if it exists in other districts.

189. Further, the structures created at the district level like the DLTF, are unlikely to continue actively.

#### *4.4.2 Sustainability of State Level Project Structures*

190. Sustainability of the project hinges upon the long-term commitment and the technical and financial capacity of local/national institutions (including government departments and organisations) to continue to use the convergence mechanisms put in place by the project.
191. At the State level, the structures like the SPSC, SRC created for the Convergence project implementation functioned as parallel structures (except in Gujarat) and are not likely to continue beyond the project period. The work of SRC is at a nascent stage. If it is institutionally and strategically positioned as a Secretariat to the permanent mechanism in the State, for e.g. State Level Advisory Committee (Jharkhand) Child Labour Advisory Board (Odisha) and if appropriately capacitated, it can sustain the scaling up and replication of the project's convergence processes.
192. Implementation of the SAPs existing before the project (Bihar and Gujarat) or developed by the project (e.g. Jharkhand) will be ensured only if budgets are provided. Currently, none of the SAPs have budgets allocated. While specific roles are identified, it is not clear how and whether the ECL agenda will be mainstreamed into the agenda of various key departments such as Education, Rural Development, Industry, Social Justice and Empowerment, and Women and Child Development.

#### *4.4.3 Sustainability with regard to Role of Social Partners*

193. Trade Unions have been included as members of the District Level Task Force and TUs' and EOs' representatives have participated in meetings conducted by the Project. However, ECL has not yet been mainstreamed into their agenda, hence their attention to it beyond the duration of the project is unlikely.

## **5. Lessons: Good Practice and Challenges**

194. The project offers significant lessons for similar interventions for ECL, bonded labour or other forms of forced labour, and more generally, for planning convergence of official schemes to support excluded and extremely vulnerable households. These are presented according to different aspects and components of the programmes.

### **5.1 Beneficiary Identification and Tracking**

195. The most important aspect of a targeted programme is the identification of target beneficiaries, and here the project offers some key lessons.
196. **Identification needs collaboration between expert and local organisations:** The beneficiary identification requires diligent processes for which a national level technical agency can be helpful in developing tools and guidelines. It is also important to involve district and block level officials with appropriate training in the identification process for greater ownership, realistic assessments and acceptance of the identified target households. The local level volunteers of the Literacy Mission, Nehru Yuvak Kendras (NYK), and other such community based institutions can be used in this process. The time lag between identification and planned interventions should be as minimum as possible, to avoid untraceability of the identified child labour families, which is natural given the migratory nature of vulnerable families involved in informal work.

197. **Enforcement squads**, through the surprise checks, give out a strong message to all the stakeholders, (the informal sector employers, parents, school management/teachers, and the community at large), that government and police will implement the law against child labour. This has an excellent preventive effect.
198. **Data base and tracking:** One lesson that emerges from the Convergence Project is that there are very useful efficiencies arising from maintaining a shared data base between the NCLP and formal schools that enable seamless tracking of children right through the system. Further application of technology can help generate real time reports for the relevant authorities at all levels. Thus DBMR has the potential to be an effective tool for monitoring and tracking child labour and their families.

## 5.2 Education and Vocational Training

199. **Educational environment and pedagogy is important for motivation and retention:** The evidence from the interventions related to quality of education e.g. joyful learning, life-skills education, work education and ERC, is that they help prevented or withdrawn child labourers to take an interest in learning, and this may eventually help to retain them in school.
200. **Caste and income levels pose challenges to integration with children in formal schools:** It is reported that the close linkage of NCLP with the SSA took time and needed special efforts of the project team. NCLP special schools seem to provide a better environment during the initial stages helping the withdrawn child labour, coming from different age and social backgrounds, to integrate better when they move into the mainstream formal/SSA schools.
201. **DGET certified training institutions have ensured quality training to vulnerable adolescents:** The SDI-MES based vocational training offered to children from the most vulnerable groups through formal educational systems in traditional and non-traditional trades (especially to girls) have helped the children gain exposure to newer forms of work. Use of technology has the potential to enhance quality of training and speed up certification processes. In many places, ITIs have played a key role in providing high quality training modules, and supervising, coordinating with and building capacities of private VTPs. Trainings for these groups needs to be preceded first by functional literacy, and typically needs designing longer programmes, generous stipends or travel allowances, and also residential facilities. An emerging lesson out of this intervention is the success of harnessing both government and private training providers to offer a range of viable trades, and provisioning them to meet the full costs of training, thus making them accessible to families vulnerable to child labour.
202. **Placement is problematic for children less than 18 years:** As the Project offers vocational training, it creates an expectation among parents that their children will also be placed through the training institutions. However, placement of adolescents is emerging as a big challenge (considering that the formal sector do not employ them). Future projects may do well to offer long term vocational training courses to these children, so that they pass out only after attaining 18 years of age, and with a high level of technical skill.

## 5.3 Family Linkages

203. The Project experience points to several critical processes that need to be addressed in creating effective access to entitlements of families vulnerable to child labour. The first is to create awareness about their entitlements among FWCL and FVCL in both source and destination districts, and then articulate their demand.
204. The next challenge relates to meeting the eligibility requirements for different official benefits. The Convergence Project shows that addressing this challenge needs considerable investment of staff time, skill in

facilitation, sensitising officials in respective government departments, and above all an enabling policy to fast track eligibility and access to a basket of entitlements to such vulnerable families.

205. An important lesson from other programmes working with families of child labour (such as the ones in Bangladesh<sup>51</sup>) strongly emphasise economic empowerment, primarily through IGA training and a one-time asset transfer, and access to savings and credit facilities.
206. An important facilitator in the Project has been that many States have taken a liberal view and wherever possible, admitted FWCL and FVCL as members of the BOCWWB. Further access to protective schemes such as insurance schemes has been provided.

#### **5.4 Sustainability of Convergence Efforts**

207. The sustainability of a convergence model hinges upon the continuation of the linking processes and structures activated or introduced by the pilot project to the mainstream institutions and programmes. These processes need to be isolated, documented and mainstreamed right from the start of the project to ensure that the convergence model is elaborated well, and has the possibility of being replicated later. An intensive and concerted effort is required to sensitise and raise the awareness of officials of different departments around child labour issues for effectively operationalising convergence mechanisms.
208. In order to make convergence an effective tool for ECL, strategic leadership from national and State level, and issue of clear policy guidelines with shared action plans involving different government departments, becomes critical. This and regular monitoring of the functioning of institutional mechanisms at each level of governance can lead to effective results. For instance, a set of administrative orders issued to all concerned departments, and a scheduled discussion about the progress on ECL agenda, as part of the monthly review by District Collectors, has positively impacted the progress in some of the districts, and has the potential for sustaining the attention to the issue beyond the project duration.
209. In this context, an intensive coordination effort is required at the national level to integrate child labour concerns in the flagship social protection and livelihood promotion programmes to ensure their convergence at the family level. SAPs and SRCs are critical to ensure convergence at the State and district levels and need adequate resourcing in a sustained manner for ECL to remain an agenda for the State after the project period. Development of knowledge products in consultation with district and state level partners and its dissemination through decentralized events translated in local languages can enhance their effectiveness and sustainability.
210. Finally, a greater coherence with UN agencies working with similar mandate and States would benefit the national efforts towards ECL. This would also help the integration and mainstreaming of tools, manuals, guidelines and intervention strategies into the national programmes and policies. Special and dedicated efforts are required to engage the ILO's social partners (TUs and EOs) at the district and state levels to enable them to contribute to the Convergence model.

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<sup>51</sup>Challenging Frontiers of Poverty Reduction programme of BRAC, for example, targets families with child labour and offers the above package of support for improved livelihoods.

## 6. Conclusions

211. The Project performance in this evaluation is to be assessed not only in terms of the activities undertaken, but also on the processes of convergence that it has been able to achieve and set into motion, and what are the lessons it contributes for convergence projects and projects working for ECL, in India and in other countries.
212. Evaluated from this perspective, the Project has performed well on the education interventions, making alliances with the State's Department of Education, resulting in good absorption of children withdrawn and prevented from child labour, into schools of the NCLP and the SSA.
213. The vocational training programme is yet to complete its full cycle of interventions. Yet it has already demonstrated highly convergent processes, with highly successful linkages forged with SDI-MES scheme of DGET, with modifications proposed to the scheme to facilitate inclusion of families with prevalence of, and vulnerability to, child labour.
214. The family linkages worked well for provision of job cards, health and life insurances. However, it has proved difficult to forge linkages with schemes where the eligibility criterion is a BPL card, which is controlled and notoriously difficult to obtain. The most significant success in linkages has been derived by providing membership to the target families, of the BOCWWB, an institution which is well-resourced and under the aegis of the State Labour Department.
215. The structures which are mandated to support and monitor the project have worked best at the district level, with the District Collector at the helm. At the state level, the project has worked through the SPSC and SRC, set up within the labour department, for which human and financial resources are assigned from the project. While they helped in pushing the ECL agenda forward by providing the required strategic focus and thrust and helped implement project activities, they are unlikely to sustain beyond the project period, unless the States are able to find resources for their active continuance. Some States like Jharkhand are exploring the possibility of positioning the SRC to function as the secretariat of the BOCWWB, a lesson that could be replicated by all other States as the BOCWWB is well resourced. While the Project initiative rests with the Labour Department, the convergence with the Education Department, the DGET, and in some cases, with the Rural Development Department and Department of Industries, has worked to benefit the families.
216. A gap in project implementation has been the limited engagement of TUs and Employers' Associations, except as members of the SPSC and DLTF. The project has prepared tools for both these organisations; however, mainstreaming of the ECL agenda using these tools is yet to be achieved. EOs could have engaged with informal sector employers, but there is no visible evidence of this opportunity being explored actively.
217. The knowledge management initiatives of the Project have enabled a national CL Knowledge Centre in the VVGNNLI, and several studies have been conducted, and tools developed for capacity building. The Gender Community of practice of the UN Solution Exchange has collaborated with the project to produce compendiums of government schemes and organisations working for prevention and elimination of CL in the five project States. Taken together, the studies and tools, which have just been completed, are yet to be shared with the States and other stakeholders, and efforts are needed to operationalise them.
218. The project has had critical delays between design and implementation, starting off the Action Programmes, and putting staff in key positions at district and state levels. Despite these, the project has speeded up implementation to move forward towards the target set. However, these factors have led to finances being utilised only to the extent of 55% until the end of 2012.

219. In terms of convergence, much has been achieved, and the several challenges faced offer lessons not only for other countries where USDOL or ILO may like to develop similar projects, but more importantly, for ILO and other UN agencies in India, and for the Government of India. It will also be worthwhile if better convergence is ensured with convergence related projects (GoI-UN), projects focussing on CL (UNICEF), and ICPS, the flagship scheme of the GOI focussing on child protection. The lessons of the Project need to be shared with, and taken on board by the GOI, an initiative that the MOLE can develop next.
220. Finally, the project is being implemented in India at a time when the national government and civil society organisations are working towards rights based approaches for child rights and child protection, as well as for livelihoods protection and promotion. The Project has provided the GOI and the ILO many lessons on the basis of which to influence policy and design of programmes which aim to prevent and eliminate child labour. Some specific recommendations for increasing effectiveness and impact of the Project are now presented.



Girls attending Work Education: A Tailoring Class



## 7. Recommendations

221. The evaluation comes at a time when the project still has some time to work on the convergence model, and advance on some of the initiatives it has started. At the same time, as the project is near the end of its term, it is also important to formulate an exit strategy. The first set of recommendations are therefore short term in nature, whereby the balance has to be made between model completion and exit strategy to ensure sustainability of the successful initiatives undertaken. The long term recommendations relate to how the ECL agenda can continue to be attended to, beyond the project period, by the key stakeholders.

### 7.1 An Exit Strategy for the Convergence Project

222. Recommendation 1: It is recommended that the project should develop an exit strategy through a consultative process at the district; state and national level, immediately, involving all stakeholders, to achieve two objectives:
- To take stock of what this project can realistically achieve in the remaining project period, and
  - To understand which elements of the project could be strengthened, and which aspects of convergence (at the district, state and national levels) can be deepened so as to make them sustainable beyond the project period.
223. Recommendation 2: The exit strategy could focus upon identification, documentation and validation of good practices (from project districts) that could be scaled up and replicated in other blocks in the district and other districts in the State. The respective States have to explore the processes and resources for mainstreaming the same. Further, the exit strategy can develop a sustainability plan to focus on institutionalising convergence mechanisms at the district as well as at the State level and to monitor the same by the District Collector and by the Labour Commissioner/Principal Secretary (Labour), at respective levels.
224. Some of the elements of the exit strategy which the project could consider while planning for its last phase of work are:

### Education related interventions

225. Recommendation 3: At the district level, the project could develop a plan for scaling up the training of NCLP School Teachers in life-skills, in sensitive handling of the children, to retain them in schools and skills in motivating the community. The introduction of computer education, English teaching, counselling and provision of a good library in every school, with a range of extra-curricular activities could be some additional methods that could boost the learning levels and motivation of children to attend school. Success stories of most vulnerable children may be documented and shared among other parents and children as this will have highly motivating impact. There is also a need for managing the DBMR forms and data flow to relevant departments.
226. Recommendation 4: The ERCs that provide after-school support to the targeted children of NCLP Schools should be integrated with the NCLP Schools. This could be done through identifying one of the four NCLP teachers as the Nodal Teacher for ERC and her/his work timings fixed after school hours. The material required for ERCs can be purchased out of the funds for teaching and learning materials. ERCs can also be mainstreamed during the rest of the project period through NYKs, with adequate facilitation.

## **Vocational Training**

227. The vocational training component of the project has not completed its planned activities; hence a few steps are critical.
228. Recommendation 5: The DGET could consider mandating supplementary/additional training sessions for the target beneficiaries. Further it would help to devise a follow up strategy for these beneficiaries by the districts after the project period so that they are gainfully employed, or self- employed. It is recommended that some kind of enterprise management skills and a good quality tool kit may be provided to them on completion of training to help in improved income generation through self-employment.
229. Recommendation 6: The capacities of the ITIs need to be enhanced so as to be able to incubate self-employment projects of groups of trainees. Further, a mechanism is needed, whereby the Government ITIs continue to provide mentoring services to the adolescents who undergo skill training and who set up enterprises.

## **Family Linkages**

230. Recommendation 7: The exit strategy at the district level may focus on identifying key benefits to be linked to child labour vulnerable families and follow up actions required by the relevant departments and agreeing on the timeline to complete the same. A good starting point would be to include all families with child labour in the BPL category. This specially could cover the child labour families where prosecution is involved, so as to mitigate negative incentive for parents to keep their wards in work, for inclusion in the BPL list.
231. Recommendation 8: The project may also consider commissioning, during the project period, a study to address access issues, supplemented by state level and/or national workshop, or meetings with the MORD/NRLM to find appropriate solutions for inclusion of families with, or vulnerable to, child labour.
232. Recommendation 9: The BOCWWBs should mainstream the process of linking families of child labour (in both the categories, i.e. prevented and withdrawn) by issuing guidelines.

## **Resource and Activate the State Action Plans**

233. Recommendation 10: At the state level, further facilitation may be provided to ensure that different departments include the SAP elements into their respective planning and budgeting processes and programme activities. This requires intense interaction with different departments and strategising at the highest levels, especially with Rural Development Department (and Urban Development Department in case of Gujarat), Education Department, Women and Child Development and Industries Department, among others.
234. Recommendation 11: A joint administrative order (involving different departments such as Labour, Education, Women and Child Development and Rural Development) issued from the State level to the Collectors on how to ensure and measure convergence between these departments when ensuring support to child labour families will go a long way in stabilising the coordination and convergence mechanism on the ground level. The project can initiate this process as part of its exit strategy.

## **Sustaining SRCs**

235. Recommendation 12: As part of the exit strategy at the State level, discussions may be initiated on how SRCs will be resourced with funds and human resources so as to continue beyond the project period. Considering that States now have significant amount of funds under the BOCWWB, they can look at positioning the SRC as Secretariat of the Board and provide necessary resources.

236. Recommendation 13: At the state level, the permanent structures like the Child Labour Commissions/State Level Task Forces or Committees can play an important role in the strategy for scaling up and replicating the project processes. Mechanisms for institutionalizing their role in review and monitoring the scaling up process may be developed and implemented to sustain the momentum for elimination and prevention of child labour.

### **Integration into National Review Mechanism**

237. Recommendation 14: At the national level, the project's interventions that should be monitored in the five project states beyond the project period may be identified and integrated with the NCLP national review mechanism. The NSC or IMR could be the platforms apart from other forums wherein these experiences are shared and advocated. A focused discussion between Joint Secretary (NRLM) and Joint Secretary (Child Labour) could help in identifying areas for strategic convergence and follow up action at State and district level.
238. Recommendation 15: Findings of the research and capacity building efforts supported by the project need to be shared with the decision makers to gain an understanding of the grass root situation with regard to what works and what does not and to influence policy decisions positively.
239. Recommendation 16: Life-skills training, which has been found very useful, may be integrated formally in the SSA and NCLP programmes, translated into local languages<sup>52</sup>, appropriately scaled up and an official monitoring system set up under the SSA and NCLP programmes.

### **Documenting Impact**

240. Recommendation 17: Knowledge sharing about the piloting process of the Convergence model would be substantially aided by:
- **Documentation of what works:** The project should start creating evidence for promoting certain activities like ERC, pre-vocational training in Lead schools, elements of joyful learning and life-skills training, which can be integrated into NCLP schools on a large scale.
  - **Sustaining what works:** The project needs to start thinking strategically about the different sustainability approaches to integrate some of the elements of the convergence mechanisms, by way of budget commitment from state government, joint guidelines between departments, among others.
  - **Database and Monitoring Systems:** The project can pilot a web-based DBMR software application which can assist states in tracking all of their beneficiaries under NCLP. In its next version, it can also develop a comprehensive MIS for vocational training and family linkages. This will give dynamic and real time data to the department to keep the agenda of ECL alive and will also help in sensitising labour enforcement officials to take up initiatives from rehabilitation perspective (rather than prosecution).
  - **Documenting Impact:** Further, the project could commission some Tracer Studies which include a detailed documentation of household transformation and change in at least two project districts with different development parameters, including – livelihoods, economic and social aspects, and vulnerability assessment.
241. These steps will facilitate sustainability as well as knowledge sharing.

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<sup>52</sup>At the time of evaluation, some plans for translation are already underway.

## Understanding Context

242. Recommendation 18: The findings of the KAP study need to be shared with the States and the district teams so as to build awareness among different stakeholders. Further, given the increased attention to child rights in India, a quick study on the impact of RTE on child labour in each of the project states would add value to the project strategising its sustainability.

## Working with Social Partners

243. Recommendation 19: The project can strategise and have discussions with TUs/EOs about some simple steps by which the agenda for ECL may be mainstreamed in these organisations. There could also be a discussion of how the existing tools prepared by the project for capacity building may be used by the workers and employers association to build the capacities of the field units of these organisations. An important element of this is translation of the tools into local languages. The TUs and EOs need to reach out to informal sector workers and employers. Capacity building for this will need to be supported by the project if any progress is to be achieved during the project period.

## Sharing Experience between Project States

244. Recommendation 20: An area of knowledge sharing that could still benefit the project before its close is experience sharing between the project states, especially between source and destination states, to enable refinement of the State models, and enhance effectiveness of measures to stop CL and trafficking. This will also help to collectively influence policy changes such as the eligibility criteria for FWCL and FPCL to access official schemes for low income and vulnerable households.

## 7.2 Long term: Mainstreaming the ECL Agenda

245. Recommendation 21: The persistence of child labour, even in small numbers, in specific locations and sectors, is a matter of concern for a country committed to Decent Work conditions for its citizens. The primary need, therefore, is to ensure that the ECL is mainstreamed and highlighted as a national concern before the project is completed. The recommendations for mainstreaming are now elaborated:
246. Recommendation 22: **The Inter Ministerial Project Review Committee** has proved an effective mechanism for achieving convergence (for education). If the government and ILO continue this mechanism, it will promote coordination for convergence at the highest level. This will help to flag not only the child labour issue, but also bonded labour, manual scavenging and other forms of forced labour.
247. Recommendation 23: **The National Advisory Committee (NAC)** works as an advisory body to the government. The NAC has taken up the Manual Scavenging agenda, giving it national importance, and sought ILO's advice on eliminating manual scavenging, which is an issue that the ILO has consistently worked to bring into limelight. If child labour can be similarly brought to the attention of NAC, it will help to highlight the issue and advance the agenda of Convergence against Child Labour.
248. Recommendation 24: The Project will do well to share its lessons and experiences with the National Commission for Protection of Child Rights(NCPCR), and facilitate the linkage with the Project in all pilot States. To this end, the project needs to make a plan for mainstreaming of the ECL agenda in key ministries responsible for education, poverty reduction, social protection, women and child protection and development, financial inclusion, sustainable livelihoods. When this is achieved, the Project will see the full results of a Convergence model.

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## 1. Annex 1: Terms of Reference

### 1.1 Background to Project

249. For over 20 years the Government of India (GOI) has committed substantial resources to eliminate child labour and has made remarkable progress. The Department of Labour had set up the National Child Labour Project (NCLP) to rehabilitate the children withdrawn from work and this scheme is currently operational in 266 districts where there is a concentration of child labour. Besides, a number of other special schemes, such as, the “*Sarva Shiksha Abhiyan*” (SSA) to achieve universal elementary education; the Right to Education Act (2009) to provide free and compulsory education for all children 6-14 years; the Mahatma Gandhi National Rural Employment Guarantee Act (NREGA) that aims at enhancing the livelihood security of people in rural areas, and similar other programs are excellent strategic interventions towards the elimination of child labour in India. In spite of all these efforts, India still has around 9 million child labourers, according to the 2004-05 National Sample Survey.
250. In the process of elimination of child labour, ILO-IPEC has been assisting the GOI since 1992. During the last one decade IPEC has provided technical support to the GOI through the INDUS child labour project (jointly funded by the Government of India and the U.S. Department of Labor, concluded December 2008), the Andhra Pradesh State-Based Project (funded by the U.K. Department for International Development, concluded March 2009) and the Karnataka state-based project (funded by the Government of Italy, concluded August 2009). In order to assist the GOI in the process of prevention and elimination of child labour, further development of the “Convergence Model”, begun under INDUS. Convergence, as such, was not a new concept in India’s policies, but its use as a framing strategy for the GOI work against child labour, and the felt need for facilitating a concrete structure to support its implementation, lead to the development of this Convergence project to assist the GOI. This Convergence Child Labour Project has been designed as a pilot, to facilitate the development of an effective model for Elimination of Child Labour (ECL), with a focus on child labour and their families, based primarily on key initiatives and schemes of the GOI.
251. The essence of a Convergence model involves:
- Coordination amongst governmental agencies and amongst other partners, such that their policies, goals, action and operations are coherent with respect to children involved in or at-risk of hazardous child labour and their families and deployed so as to make maximum use of the comparative advantage of each;
  - Concentration (focusing) of the major government initiatives and programmes relevant to child labour – poverty alleviation, education/training, enforcement, and social protection -- on child labour-affected families and children such that all major factors that generate and sustain the demand and/or supply of child labour are addressed.
252. The Convergence Project strategy requires implementation at the National, State and Local level. For this, institutional coordination frameworks/ structures are required at each level. It is also important that the structures and linkages survive beyond the project period to continue the planned interventions without much external support. Therefore, the aim is to build a “Convergence Model” using the existing governmental structures (or by creating new structures within the mandate and framework of the government), policies and schemes and linking them as ‘resources’ for the key interventions planned to eliminate child labour. The other key non-governmental partners and ILO constituents are also linked so that the strategy is comprehensive and robust.
253. The idea is to enable ‘horizontal’ and ‘vertical’ linkages simultaneously following a ‘top-down’ and ‘bottom-up’ approach, to link the National, State and Local (district) government machinery, dealing with key schemes and resources, to converge. The participation of the ILO constituents/social partners is essential

and this tri-partite (government, trade unions and employers) element makes the structures sustainable as the tripartite forces shall be able to drive the process, singly or together, even after the project is over. It is essential that during the Convergence process, such tripartite participation is enabled at all levels.

254. The main components, strategies and features of the Convergence project are as follows:

- **Targeting the selected States/Districts with known child labour prevalence where NCLP Project societies already exist.** The five targeted States, of which two Districts each have been selected for implementation, are Bihar (Sitamarhi and Katiyar), Jharkhand (Sahibganj and Ranchi), Gujarat (Vadodara and Surat), Madhya Pradesh (Jabalpur and Ujjain), and Odisha<sup>53</sup> (Cuttack and Kalahandi). These are where either child labour is at a high level due to poverty, social disparity, or low education levels or where child labour due to rural-urban migration is on the rise.
- **Withdrawing and preventing 19,000 children (between 5-14 years) from hazardous work.** The target children will benefit from a range of educational and skills training opportunities plus monitoring and tracking. About 2,000 working adolescents (*from 14 through 17 years of age*) will benefit from opportunities for training, awareness raising and links to employment. Some 5,000 target families will receive support and training to improve their incomes. Other families will indirectly benefit by being linked to poverty alleviation schemes.
- **Focusing on child labourers and their families, not only on the children.** Drawing on the poverty alleviation programmes' expertise and resources, plus a strong advocacy campaign, the aim is to provide families with the social safety net, livelihood assistance, and encouragement that will help them keep their children in school and out of work.
- **Strengthening linkages between Central, State and District levels and within each of these levels.** Technical support will be provided to coordinative structures at national, local and state levels to move from refinement of the model to nationwide replication.
- **Engaging ILO's areas of comparative advantage in the GOI's effort against child labour.** Bringing to bear ILO's strengths as a tripartite organization and the lead UN agency on child labour is, in effect, taking the concept of convergence forward on another level. It will link with the processes and operations of the United Nations Development Assistance Framework (UNDAF) programmes in India (especially relevant is UNICEF), the work and priorities of the Indian workers' organizations and employers' associations, and the activities of other parties within the ILO Decent Work Country Programme (DWCP) (see <http://www.ilo.org/public/english/bureau/program/dwcp/download/india.pdf>). This not only strengthens important actors, but is also a means to leverage wide stakeholder support to reinforce the GOI agenda on child labour.
- **Replicating key elements of the convergence model.** Through new research, knowledge-sharing, networking, and media campaigns, the Convergence model will be refined and made available to areas previously served under other projects, as well as other States or Districts.
- **Developing and/or further testing two important interventions:** First is a new approach for identifying and protecting children at risk of being trafficked or pressed to migrate for labour purposes. Second is the monitoring of child labour through an integrated community- and school-based system, linked to the Labour Department and Panchayati Raj Institutions (PRIs) which will identify, refer, and track children at risk. Crucial to the success of both, is strengthening the capacities of government enforcement agencies so that inspection and enforcement becomes a viable strategy.

<sup>53</sup> The State of Orissa has been renamed Odisha hence the new name is used in the entire document.



### **Update on the project – based on a summary by the project**

255. The Project activities commenced in earnest in 2010. The Baseline Survey to identify the beneficiaries for the Convergence Project involved both quantitative and qualitative information. This was completed at the end of 2010. Educational linkages for beneficiaries were affected thereafter. Additional beneficiaries were identified through District effort. Ten reports of the survey are available with the project.
256. The institutional framework for the Project is defined and functional at the District, State and National level. District Societies were set up in districts where they were not previously in existence; State Project Steering Committees were set up in three districts and refined for the fourth and the structure further defined at the National level.
257. The Education Action Programmes (AP) are now under implementation in all of the 10 Project districts and more than 16,000 beneficiaries have been covered in schools (special schools; bridge schools; formal schools) under the withdrawal and prevention categories.
258. Among the Education AP activities, establishment of Education Resource Centres (ERCs) in the districts is providing an opportunity for congregation of children, parents and the community for an exchange of ideas. It is also providing a forum for sensitizing the community on issues relating to child labour.
259. The project has also adapted a Direct Beneficiary Monitoring and Reporting (DBMR) guideline and has prepared a school safety guideline as recommended by the donor.
260. A training programme for staff from 5 project districts and State officials was organized in March 2011. A second training programme for the staff from the remaining five districts and State officials was organized in May 2011. The training addressed knowledge, skills and procedural requirements of the Action Programme, IPEC DBMR guidelines and administrative and financial procedures.
261. Action Programmes are also being implemented for providing skill training to adolescents in ten districts and a separate process has been adopted to link the child labour families to the Skills Development Initiative (SDI) Modular Employable Skills (MES) Scheme.
262. Activities to link families to Social Protection Schemes and other poverty alleviation programs of the GOI to improve their livelihood are under implementation in the districts.
263. The SRC (State Resource Cell) Action Programmes are operational in all five states. These are designed to facilitate effective coordination with the districts and with relevant government agencies to facilitate convergence on child labour and to create synergy of all programmes that can contribute to the elimination of child labour.

### **Background to Evaluation Process**

264. ILO considers evaluation and review an integral part of the implementation of technical cooperation activities. Provisions are made in all projects in accordance with ILO evaluation policy and based on the nature of the project and the specific requirements agreed upon at the time of the project design and during the project as per established procedures
265. The project document provides that a mid-term project evaluation will be carried out as agreed by the donor, ILO/IPEC in consultation with MOLE. A final evaluation will be carried out towards the end of the project focusing on further documentation of achievement and identifying contribution to impact, in particular providing a perspective on the experience with the convergence model. At least one of these evaluations

should be independent. The purpose, timing, issues to be addressed etc. will be decided in consultation with partners. The evaluation function at IPEC HQ, the Evaluation and Impact Assessment (EIA) section will coordinate the evaluations. Given the timing of this interim evaluation in the project cycle, this evaluation will be independent and will be the main evaluation for this project.

266. Evaluations of ILO/IPEC projects have a strong focus on utility for the purpose of organisational learning and planning for all stakeholders and partners in the project. As per ILO evaluation policy and IPEC evaluation approach, a participatory consultation process on the nature and specific purposes of this review is carried out to determine the final Terms of Reference.

## **1.2 Purpose and Scope of the Interim Evaluation**

267. The main purposes of the interim evaluation are to:

- Assess the achievement and progress so far in achieving the project objectives and to examine the likelihood of the objectives being achieved;
- Examine current and proposed activities and make an assessment of their potential contribution to the implementation of the strategy and the overall outcomes, including strategic fit within the Government, ILO and IPEC;
- Identify strategic lessons learned and recommendations put forward to be considered in further consultations with the stakeholders with regard to adjustment of strategies for the project as whole as well as for its individual components;
- Identify key issues in exit strategy and progress towards sustainability, including review plans for promoting long-term sustainability;
- Provide recommendations for the remaining period of the project that will improve delivery and sustainability of outputs and objectives;
- Review the ongoing documentation of the project implementation including the process for documenting the convergence model;
- Identify emerging good practices and possible innovative approaches and other good practices and lessons learnt.

268. The interim evaluation should provide all stakeholders with information to assess and revise, as it is needed, work plans, strategies, objectives, partnership arrangements and resources. It should identify the potential impact on mainstreaming policy and strategies and suggest a possible way forward for the future.

269. The main users of the evaluation should be the Government of India at the national, state, and district levels to inform their own convergence process in an effort to reduce child labour, and the project, ILO and the donor.

270. The evaluation will cover all activities considered as being part of the “Convergence Project” and under implementation since the beginning of the project until the date of the evaluation.

271. The evaluation should look at the programme as a whole, including issues of initial project design, implementation, lessons learnt, replicability and recommendations for current and future programmes.

## **1.3 Suggested Aspect to Consider**

272. The evaluation should be carried out in adherence with the ILO Evaluation Framework and Strategy; the ILO Policy Guidelines for Results-Based Evaluations; the specific ILO-IPEC Guidelines and Notes; the UN

Evaluation Group Norms and Standards, Ethical Guidelines, Code of Conduct; and the OECD/DAC Evaluation Quality Standard.

273. The evaluation will address the overall ILO evaluation concerns such as relevance, effectiveness, efficiency and sustainability to the extent possible as defined in the ILO Policy Guidelines for Results-Based Evaluation: Principles, Rationale, Planning and Managing for Evaluations, January 2012 [http://www.ilo.org/eval/Evaluationguidance/WCMS\\_168289/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_168289/lang--en/index.htm)
274. Gender concerns should be addressed in accordance with ILO Guidance note 4: “Considering gender in the monitoring and evaluation of projects” [http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165986/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm) All data should be sex-disaggregated and different needs of women and men and of marginalized groups targeted by the programme should be considered throughout the evaluation process.
275. In line with results-based framework approach used by ILO for identifying results at global, strategic and project level, the review will focus on identifying and analysing results through addressing key questions related to the evaluation/review concerns and the achievement of the Immediate Objectives of the project using data from the logical framework indicators.
276. Annex I contains specific suggested aspects for the evaluation to address using the following categories:
- Relevance and validity of Design
  - Process of implementation (efficiency)
  - Achievement of objectives (effectiveness)
  - Sustainability
277. Other aspects can be added as identified by the evaluation team in accordance with the given purpose and in consultation with ILO/IPEC Geneva's Evaluation and Impact Assessment section (EIA (DED)). It is not expected that the evaluation will address all of the questions detailed in the Annex; however the evaluation must address the general areas of focus. The evaluation instrument (summarised in the Inception report) should identify the general areas of focus listed here as well as other priority aspects to be addressed in the evaluation.

#### **1.4 Proposed Methodology**

278. The following is the suggested methodology for the interim evaluation. The methodology can, however, be adjusted by the evaluation team if considered necessary in accordance with the scope and purpose of this exercise as described above. This should be done in consultation with the Evaluation and Impact Assessment section (formerly the Design, Evaluation and Documentation Section (DED)) of ILO/IPEC, who will serve as the overall evaluation manager for this evaluation in accordance with the ILO evaluation policy.
279. The evaluation methodology will include:
- Desk review and analysis of relevant reports, documents and data related to the project and its components (e.g. project document, project management report, progress reports, etc.) and consultations with out of country stakeholders including the donor and IPEC HQ.
  - An inception report that indicates the methodological approach to the evaluation including the evaluation instruments that will be used for documenting and analysing the achievements of the project and an evaluation work plan with clear division of responsibilities among team members. The instruments need to make provision for the triangulation of data where possible.

- A series of meetings and consultations in-country, at national, state and district levels with stakeholders.
  - A stakeholder evaluation workshop in each of the states visited and a national level workshop towards the end of the evaluation period, for the presentation, verification and discussion on the initial findings and recommendations of the evaluation team.
280. Due to the significant differences in the implementation context in each of the five states, and the importance of ownership by each state to the process, it is proposed that the evaluation field mission will take place in all five states. The evaluation team will form sub-teams in order to achieve this. It is expected that only one district in each state will be visited. The district to be visited in each state will be selected by the evaluation team leader. The overall field schedule should take into account differences in levels of achievement, accessibility and main sectors of child labour so that a broad range can be reviewed by the evaluation team.
281. It suggested that the evaluation should include interviews with the key Government Officials, Constituents and USDOL as the donor, either prior to field work or at an early stage of the evaluation process so that key stakeholders may give input to the evaluation framework.
282. Through interviews, focus groups, observation etc., the evaluation team will solicit the opinions of a wide variety of stakeholders, government representatives at all three levels and in multiple project locations, male and female children, community members in areas where awareness-raising activities occurred, parents of beneficiaries, teachers, the action program implementers, child labour monitors, and IPEC staff regarding the project's accomplishments, program design, sustainability, and the working relationship between IPEC and its partners, where appropriate.
283. The national and state workshops will be attended by IPEC staff and key stakeholders (i.e. partners), including the donor as appropriate. These events will be an opportunity for the evaluation team to gather further data, present the preliminary findings, conclusions and recommendations and obtain feedback and will take place towards the end of the fieldwork. The evaluation team leader will be responsible for organizing the methodology of the workshops. The identification of the number of participants of the workshop and logistics will be the responsibility of the project team in consultation with the evaluation team leader.
284. The team leader will be responsible for drafting and finalizing the evaluation report. Upon feedback from stakeholders to the draft report, the team leader will further be responsible for finalizing the report incorporating any comments deemed appropriate. The evaluator team leader will have the final responsibility during the evaluation process and the outcomes of the evaluation, including the quality of the report and compliance with deadlines.
285. The evaluation will be carried out with the technical support of the IPEC-EIA (DED) section and with the logistical support of the programme office in New Delhi. EIA (DED) will be responsible for consolidating the comments of stakeholders and submitting it to the team leader.
286. It is expected that the evaluation team will work to the highest evaluation standards and codes of conduct and follow the UN evaluation standards and norms.
287. The Interim Evaluation will be conducted by an evaluation team of three to four independent evaluators, where one of them will act as the team leader. The team leader will be an evaluation expert with comprehensive international experience.

288. The role of the team leader will be:

- Liaise with project management and stakeholders on the implementation of the evaluation plan in coordination with other team members
- Facilitate necessary analyses of information and preparation of outputs of the evaluation team
- Ensure that the final report is prepared as agreed by the evaluation team, reflecting perspectives as appropriate and in accordance with the terms of reference for the evaluation and agreed deadlines
- Prepare process and facilitate national and state stakeholder evaluation workshops
- Complete the report writing as per agreed scope and within time lines

289. The role of the members of the evaluation team:

- Carry out evaluation processes and apply methodologies in support of the team leader and as agreed by the team
- Carry out data collection and prepare drafts of sections of the report as agreed
- Prepare process and facilitate state stakeholder evaluation workshops
- Support the evaluation team leader as needed.

290. The following are the steps in the final process as well as a tentative timeline:

**Table 1: Steps followed in the final evaluation process**

Phase	Responsible Person	Tasks	No of days		Tentative dates
			TL	TM	
0	EIA(DED)	<ul style="list-style-type: none"> <li>• Drafting and agreement on the ToRs, identification and selection of the evaluation team members</li> </ul>	0	0	Ongoing to 31 <sup>st</sup> July
I	Evaluation team leader	<ul style="list-style-type: none"> <li>• Briefing with ILO/IPEC</li> <li>• Desk Review of project related documents</li> <li>• Telephone briefing with IPEC EIA</li> <li>• Interviews with donor, IPEC HQ and ILO regional office (some by 'phone)</li> <li>• Preparation of inception report including evaluation instruments</li> </ul>	10	7	As soon as possible – 28 September
II	Evaluation team with logistical support by project	<ul style="list-style-type: none"> <li>• In-country for consultations and interviews with ILO management, project management and ILO programme staff and decent work team</li> <li>• Interviews with stakeholders and partners</li> <li>• Field visits</li> <li>• Consultations with girls and boys, parents and other beneficiaries</li> <li>• Consultations with other relevant stakeholders</li> <li>• Workshops with key stakeholders</li> <li>• Sharing of preliminary findings</li> <li>• Debriefing</li> </ul>	22	20	1 – 23 October
III	Evaluation team leader	<ul style="list-style-type: none"> <li>• Draft report based on consultations from field visits and desk review, and workshop</li> </ul>	8	4	24 October – 6 November
IV	EIA(DED)	<ul style="list-style-type: none"> <li>• Circulate draft report to key stakeholders</li> <li>• Consolidate comments of stakeholders and send to team leader</li> </ul>	0	0	7 – 27 November

Phase	Responsible Person	Tasks	No of days		Tentative dates
			TL	TM	
V	Evaluation team leader	<ul style="list-style-type: none"> <li>Finalize the report including explanations on why comments were not included</li> </ul>	2	0	28 November – 4 December
TOTAL			42	31	

TL: Team leader TM: Team member

291. The specific schedule for the evaluation will be determined through consultations between the evaluation team, the evaluation manager, the project manager, and the key stakeholders.
292. The evaluation will use existing documentation from any established monitoring and evaluation systems of the various components as well as other relevant reporting, studies and material as considered appropriate by the team. Various stakeholders and managers of different components will prepare a list of these documents.
293. Preparatory work has started as of February 2012 by preparing a list of documents to be consulted, identifying lists of possible resource people and informants as well as a tentative schedule for field visits as part of the in-country missions.

### 1.5 Expected Outputs

294. The expected outputs to be delivered by the evaluation team are:
- A desk review of appropriate material;
  - An inception report as described earlier under methodology;
  - Field visit to the project locations in five states;
  - Stakeholders' workshops' at the state level facilitated either by the Team Leader or by designated Team Members. Preparation of programme and background note/presentation;
  - Stakeholders' workshop at national level, facilitated by the evaluation team leader;
  - Debrief with key stakeholders following the stakeholders' workshop if requested;
  - Draft Interim evaluation report;
  - Final Interim evaluation report incorporating feedback from stakeholders.
295. The draft and final reports will contain:
- Executive Summary with key findings, conclusions and recommendations
  - Clearly identified findings in response to the evaluation questions
  - A table presenting the key results (i.e. figures and qualitative results) achieved per objective (expected and unexpected)
  - Clearly identified conclusions and recommendations (identifying which stakeholders are responsible)
  - Lessons learnt
  - Potential good practices
296. Appropriate Annexes including present TORs, and standard evaluation instrument matrix (adjusted from the one developed in the inception report)

297. The total length of the report should be a maximum of 30 pages for the main report, excluding annexes; additional annexes can provide background and details on specific components of the project evaluated. The report should be sent to ILO/IPEC EIA as the evaluation manager as one complete document and the file size should not exceed 3 megabytes.

298. The procedure for the submission of the final report is described below:

- The team leader of the evaluation team will submit a draft report to ILO/IPEC EIA(DED) in Geneva
- ILO/IPEC EIA(DED) will circulate a copy to key stakeholders for comments on factual issues, findings, conclusions and recommendations as the start of the feedback process
- IPEC EIA(DED) will consolidate the comments and send these to the evaluator by date agreed between EIA(DED) and the evaluator or as soon as the comments are received from stakeholders
- In preparing the final report the team leader should consider these comments, incorporate as appropriate, and provide a brief note explaining why any comments might not have been incorporated.
- The final report will be submitted to IPEC EIA (DED) who will then officially forward it to stakeholders, including the donor.

299. All drafts and final outputs, including supporting documents, analytical reports and raw data should be provided both in paper copy and in electronic version compatible for Word for Windows. Ownership of data from the evaluation rests jointly with ILO-IPEC and the consultants. The copyright of the evaluation report will rest exclusively with the ILO. Use of the data for publication and other presentations can only be made with the written agreement of ILO-IPEC. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.

## **1.6 Resources and Management**

300. The resources required for this evaluation are:

- For the evaluation team leader:
  - Fees for an international consultant for 42 work days
  - Fees for local DSA in project locations
  - Travel from consultant's home residence to Delhi in line with ILO regulations and rules
  - Travel within Europe to attend briefing at ILO/IPEC in Geneva
- For each of the two national consultants:
  - Fees for 30 work days
  - Fees for local DSA in project locations
  - Travel from consultant's home residence to Delhi in line with ILO regulations and rules
- For the evaluation exercise as a whole:
  - Local travel in-country
  - Stakeholder workshops in five states and at the national level

A detailed budget is available separately.

301. As per the project document, the Design, Evaluation and Documentation section of ILO/IPEC (now the Evaluation and Impact Assessment section), which operates as a professional evaluation function within ILO/IPEC independent of the management of ILO/IPEC, will serve as the evaluation manager. EIA will coordinate the process, including the preparation and finalization of the ToRs and technically overseeing the

evaluation process as per ILO evaluation policy. There will be close consultation with designated focal points in key stakeholders, as necessary.

302. The evaluation team will report to IPEC /EIA (DED) in headquarters and should discuss any technical and methodological matters with EIA. The project management and the ILO Office in New Delhi will provide logistical and administrative support as required.

### **Suggested Aspects to Address**

#### *Relevance and Validity of Design:*

- How logical and coherent is the project strategy within the national context (i.e. the process of convergence)? Review and comment on any changes made to the strategy during implementation
- Review how well did the project design takes into account:
  - Local capacity and efforts already underway to converge on social protection schemes?
  - The differing levels of capacity and resources by partner states / districts?
- Review the Linkages between components and with relevant programmes and policies
- Assess how the project design fits within and complements existing initiatives by other organizations to combat child labour?
- Assess whether the programme design was logical and coherent and took into account the institutional arrangements, roles, capacity and commitment of stakeholders.
- To what extent were external factors identified and assumptions identified at the time of design? Have these underlying assumptions on which the programme has been based proven to be true?
- Assess whether the problems and needs were adequately analysed and determine whether the needs, constraints, resources and access to project services of the different beneficiaries were clearly identified taking gender issues into concern.
- Assess the strategy for sustainability of programme results identifying if these were defined clearly at the design stage of the programme
- Assess the relevance of the programme indicators and means of verification? Assess the usefulness of the indicators for monitoring and measuring impact.
- Assess if the project staffing structure is sufficient and appropriately balanced to meet targets and achieve project objectives?
- Review any effect on the relevance of the project of the Right to Education Act

#### *Process of Implementation (efficiency):*

- How well are management structures, such as the National Steering Committee the State Project Steering Committees and the District and Block Committees facilitating the delivery of the convergence model?
- Assess the effectiveness of the coordination / convergence process rather than the quality of services delivered (i.e. the project is largely responsible for designing processes and linking while the Govt. is responsible for delivery);
- Review all activities and outputs of the project, and assess their relevance, effectiveness and efficiency;



- Review the factors affecting project performance, including delayed start, implementation procedures and mechanisms and unanticipated effects
- Assess the feasibility of the project work plan and timeline, given any changes that may have been made to the dates and possibly targets of the project;
- Assess project implementation by IPEC and its implementing organizations and the efficiency of project management at the country, regional and district levels, in particular government partners;
- Assess the effectiveness of the monitoring of project activities given the varied locations of project implementing areas?
- Are financial and time resources being used efficiently in the collection of data and measurement of the indicators?
- To what extent are factors outside the control of project management affecting project implementation and attainment of the objectives/goal (e.g. institutional bureaucracy and transfers of officials)?
- How effective has the project managed the effect of transfers of key project partners (e.g. district collectors)?
- How efficient has the process of communication been between project staff and action program implementers (i.e. Government partners and State Resource Cells)?
- To what extent do project staff, implementing organizations, and other stakeholders have a clear and common understanding of definitions used by IPEC for identifying a child as prevented or withdrawn from child labour?
- Review the understanding and definitions used for ‘hazardous’ work/occupations and how this affects baseline numbers, targets and achievements
- Review the identification of children for enrolment in vocational and skill training and the level of provision of this training
- Review the process for identifying and enrolling families for support and vocational training and the level of achievement in this activity
- How closely is the project adhering to its work plan? Identify the reasons for any divergences and review the effect of this on project results?

*Achievement of objectives (effectiveness):*

- Review the progress in achieving each of the immediate objectives
- How has the capacity of the implementing agencies and other relevant partners to develop effective action against child labour been enhanced as a result of the project activities? In particular, do implementing agencies and other stakeholders clearly understand the process of convergence?
- How effective is the project in raising awareness about child labour and social protection schemes as well as promoting social mobilization to address this issue?
- How effective has the project been thus far in:
  - Increasing family livelihoods?
  - Helping families overcome barriers to access social protection schemes?

- Assess the current feasibility of project targets (including withdrawal and prevention targets), taking into account any changes that may have been made to them;
- Is the expected number of beneficiaries being reached? Are outputs being delivered on a timely basis, and are they of appropriate quality?
- Have children participating in program interventions been completely withdrawn from hazardous work or have their working hours been significantly reduced?
- What effect has the delayed implementation of many Action Programs had on the overall program?
- How effectively are strategies for child labour monitoring being implemented?
- What lessons learned have been produced from these Action Programs so far?

*Sustainability:*

- How effective has the project been to date in promoting local and national ownership of the program and promoting long-term sustainability?
- What is the long-term commitment and the technical and financial capacity of local/national institutions (including governments) to use the convergence mechanisms put in place by the project?
- What possibilities are there for effective replication of efforts (i.e. the convergence model) in other districts / states?
- Assess the sustainability of the Child Labour Monitoring System;
- Identify evidence of possible sustainability (project benefits sustained after withdrawal of external support), including possible replication and up-scaling of models of intervention used.

## 2. Annex 2: Prevention and Elimination of Child Labour: The Indian Context

### 2.1 Definition Issues: ‘Child’

303. Article 1 of the UN CRC defines Child as ‘every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier.’ The Convention clearly specifies the upper age limit for childhood as 18 years, but recognises that majority may be obtained at an earlier age under laws applicable to the child. The Article, thus, accommodates the concept of an advancement of majority at an earlier age, either according to the federal or State laws of a country, or personal laws within that country. However, the upper limit on childhood is specified as an age of ‘childhood’ rather than ‘majority’, recognising that in most legal systems, a child can acquire full legal capacity with regard to various matters at different ages.
304. Thus, while the Convention defines a “child” as every human being below the age of 18 years, it allows for minimum age to be set, under different circumstances, balancing the evolving capacities of the child with the State’s obligation to provide special protection. Accordingly, Indian legislation has minimum ages defined under various laws related to the protection of child rights.
305. Though legislation has been enacted to make 18 years the general age of majority in India, 21 years continues to be the upper limit for childhood for some purposes, partly due to the influence of nineteenth-century English Law and partly due to current exigencies.<sup>3</sup> For example, India recognises 21 years as the age of majority in circumstances where a guardian has been appointed by the Court for a child below the age of 18 years.

**Table 2: Minimum Legal Age**

Relevant Acts	Minimum legal age	
	Boys	Girls
RTE Act	14	14
Marriage	21	18
Sexual consent	Not defined	16
Voluntary enlistment in the armed forces	16(active combat at the age of 18)	
Admission to employment or work		
Child Labour (Prohibition and Regulation) Act, 1986	14	14
Mines Act, 1952	18	18
Merchant Shipping Act, 1958	14	14
Motor Transport Workers Act, 1961	14	14
Apprentices Act, 1961	14	14
Bidi and Cigar Workers Act, 1966	14	14
Plantation Labour Act, 1951	14	14
Factories Act, 1948	14	14
The Juvenile Justice and Protection of Children) Act, 2000.	18	18

**Table 3: Relevant Child Labour legislations in India**

Year	Legislation
1948	Factories Act: prohibits employment of children under 14 years in all factories
1949	Constitution of India (and amendments to 2007):

Year	Legislation
	Article 24: no children below the age of 14 years shall be employed to work in any factory or mine or engaged in hazardous employment
	Article 45: provision for free and compulsory education for children – the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years
1951	Plantations Labour Act: prohibits the employment of children under 14 years in Plantations
1952	Mines Act: prohibits employment of children under 18 years in underground mines and children under 16 years in open cast mines
1958	The Merchant Shipping Act: prohibits children under 15 years to be engaged in work of any capacity in any ship, except in certain specified cases
1961	The Motor Transport Worker Act: prohibits the employment of children under 15 years in any motor transport undertaking
1961	The Apprentices Act: prohibits the apprenticeship/training of a person less than 14 years
1966	The Bidi and Cigar Workers (Conditions of Employment) Act: prohibits the employment of children under 14 years in any industrial premises manufacturing/bidis or cigars; and prohibits persons between 14-18 years to work at night between 7pm and 6am
1986	The Child Labour (Prohibition and Regulation) Act: prohibits employment of children under 14 years in hazardous occupations and processes, listed in the schedule to the Act
	Various State Legislation relating to shops and establishments: prohibit employment of children under 14 years in shops and commercial establishments
2005	Right to Education Bill (draft): the right to free and compulsory education to all children of 6-14 years
	86th Constitution Amendment Act, Article 21A: every child between 6-14 years has the right to free and compulsory education
	The State shall ensure a school in every child's neighbourhood; every school shall conform to certain minimum standards defined in the Bill
	Government schools shall provide free education to all admitted children; private schools shall admit at least 25% children from weaker sections; no fees shall be charged to these children
	Government schools will be managed by School Management Committees, mostly composed of parents; teachers will be assigned to a particular school; there will be no transfers
	The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality

## 2.2 Policies and Schemes to Eliminate Child Labour in India

### National Child Labour Project

306. With the objective to implement the multi-pronged strategy the National Child Labour Project (NCLP) was first initiated in 1988, as a part of a larger Plan of Action arising out of the National Child Labour Policy. The National Child Labour Project has been strengthened by several major initiatives at national, state and district level in the country aiming at elimination of child labour. The main thrust of this scheme has been to reduce the incidence of child labour in the pockets of their concentration. Providing education through special schools, and subsequently mainstreaming these special schools into regular schools are one of the major activities under the NCLP at the ground level. The working children are identified through surveys conducted by the independent agencies, and inspections conducted by the Labour Department. On the basis of their reports, children are withdrawn from labour force. These children are enrolled in the special schools which provide formal/non-formal education, vocational training, supplementary nutrition, monthly stipend, regular

health check-up, etc., and are subsequently mainstreamed in formal education or self-employment within a period of six months to three years of their enrolment in the special schools.

307. The principal agency for implementation of the NCLP is the Project Society formed at district levels and registered under the Registration of Societies Act, 1860. The Project Society functions under the overall chairpersonship of District Collector. The funds under the Scheme are sanctioned by the Ministry directly to the District Collector, who in turn, disburses them amongst the NGOs for running these Special Schools for working children. The funds are also provided under the Scheme for conducting regular child labour surveys, awareness generation programmes and training of instructors/teachers, etc. The District Collector is assisted by the members of the Project Society who could be drawn from the relevant departments of the Government at the district levels, trade unions, employers' associations, and voluntary organizations. The operationalisation of the NCLP involves (a) establishing a Project Office in each of the child-labour-endemic district (b), conducting survey and identification of child labour, particularly in hazardous occupations, (c) opening up of special schools and supporting them, (d) enrolment of working children in the special schools and ensuring their formal/informal education up to a maximum period of three years, (e) providing mid-day-meals and regular health check-ups to the enrolled children, and finally (f) mainstreaming those children and keeping track of them for some time after mainstreaming. In addition to these, the Project Office is also expected to (1) establish convergence of services and schemes with other departments, and (2) implement and monitor different labour laws relevant for abolition of child labour. All these stages are components of one integrated approach aim at reducing the intensity of child labour and also effectively contribute to overall development of children belonging to vulnerable section of the society in the concerned districts and subsequently at the all-India level.
308. National Child Labour Project was first launched in 1988 and the project was implemented in nine districts. By the end of 1989, a total of 12 projects were operational in eight states covering 13,668 working children who were employed in hazardous industries such as Glass, Brassware, Lock, Carpet, Slate, Tile, Match and Fireworks, Gems, Agro-Chemicals and *Bidi*. In August 1994, the process of rehabilitation of Child Labour was intensified after the in- depth consultations with District Collectors of child labour-endemic districts. Consequently, the NCLP Project was extended to 76 districts. The coverage progressively increased to 85 projects in 2001 and expanded to 100 districts by the end of 9th five year Plan, and further expanded to 250 districts during the 10th Plan period and 271 districts during the 11th Plan period. The Supreme Court had issued a number of directions to the Central as well as state governments to eliminate child labour. Major thrust to the NCLP came with the landmark judgement of the Hon'ble Supreme Court in December 1996 in the case of *M.C. Mehta vs. State of Tamil Nadu*. The Honourable Supreme Court gave certain directions regarding the manner in which the children working in the hazardous occupations were to be withdrawn from work and rehabilitated, as also the manner in which the working conditions of the children employed in non-hazardous occupations were to be regulated and improved upon. The Hon'ble Court specifically ordered withdrawal of children working in hazardous industries and ensuring their education in appropriate institutions. It also prescribed employment of at least one adult member of the family of the child so withdrawn from work, a contribution of Rs.20,000/- per child was ordered to be paid by the offending employer into a corpus of fund set up for the welfare of child labour & their families. Failing which, the State Government to contribute to this Welfare Fund Rs.5,000/- per child. The interest earnings of this corpus were to be used for providing financial assistance to the families of these children. The Hon'ble Court also ordered regulation of working hours for the children engaged in non- hazardous occupations, so that their working hours did not exceed 5-6 hours per day and that at least two hours of education was ensured. It further directed that the entire expenditure on education of these children be borne by their employers. Thus the landmark judgment of the Honourable Supreme Court in December, 1996 in the case of *M. C. Mehta vs. State of Tamil Nadu* gave further impetus to the implementation of the different poverty alleviation schemes targeting child labour households.

## **Sarva Shiksha Abhiyaan**

309. The right to education has been enshrined as a fundamental right in the constitution of India, education of girls has been a high priority with the government in India. To promote literacy among the citizens and especially amongst the girl child in India, the Government has launched various schemes such as the Mid-day Meal, National programme for Education of girls at Elementary Level (NPEGEL). One of the most fundamental of these was the SARVA SHIKSHA ABHIYAN. Sarva Shiksha Abhiyan also known as “Education for all” movement was introduced in 2000-01 by the government of India. It is an effort to universalize elementary education by community-ownership of the school system. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations (MHRD). It is in response to the demand for quality education all over the country. The scheme is framed to provide useful and relevant elementary education for all the children the age group 6-14 by 2010. As part of the SSA, the Central and the State governments together would undertake reforms in order to improve efficiency of the scheme. As the programme is based on sustainable financing of the elementary education, it calls for a long term financial partnership between the state and the central government. The total outlay approved for the SSA is Rs. 2591325.28 in the fiscal year 2011-12 which has increased from Rs.874127.95 in 2006-07.<sup>54</sup>
310. The SSA programme endeavours to provide equal opportunity to improve human capabilities of the children, through the provision of community owned quality education. It also aims to bridge social, regional and gender gaps by promoting equal access to human capital to all. The programme in convergence with ICDS would work to support pre-school learning in ICDS and non ICDS centres, thus realizing the importance of early childhood care and education. some of the targets under SSA include availability of school one km of each habitation of primary level and within a range of three km at upper primary level, existing schools with inadequate teachers are provided additional teachers, while capacity of existing schools would be strengthened by training and grants. The enrolment drives launched during the second year of the tenth plan to bring all children in the age group of 6-14 years into schools and other efforts taken up under SSA have resulted in a reduction in the number of out of school children from 42 million at the beginning of plan period to 13 million in April 2005.<sup>55</sup>
311. The main goals of the SSA Mission are:
- Enrolment of all children in school, Education Guarantee Centre, Alternate School, 'Back- to-School' camp by 2005
  - Retention of all children till the upper primary stage by 2010
  - Bridging of gender and social category gaps in enrolment, retention and learning
  - Ensuring that there is significant enhancement in the learning achievement levels of children at the primary and upper primary stage.

## **Modular Employable Skills under the Skill Development Initiative Scheme (SDI-MES)**

312. It was observed that a majority of Indian workforce does not have marketable skills which act as an obstacle in getting decent employment to the people. It was found that, only 5 % of the population in the age group of 20-24 years possess vocational skills via formal means as compared to industrialised economies where these figures varies from 60% to 96%.<sup>56</sup>. Only about 2.5 million vocational training seats are available in the

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<sup>54</sup>[http://ssa.nic.in/page\\_portletlinks?foldername=financial-management](http://ssa.nic.in/page_portletlinks?foldername=financial-management)

<sup>55</sup>Overview of Urban Planning under SSA

<sup>56</sup><http://dget.gov.in/mes/index.htm>

country whereas about 12.8 million persons enter the labour market every year<sup>57</sup> and also there early dropouts from school. This shows the supply of formal educational is less than the demand for these institutes.

313. Many Training programmes cater to the need of the organized sector only, despite the fact that most of jobs will come from the unorganized sector.<sup>58</sup>
314. The Ministry of Labour and Employment, to improve and provide the skills to early dropouts and existing labourers, has been engaged in development of framework in accordance to the skills required in industries especially in the micro industries focusing on the unorganised sector. This led to the initiative of MES. The main aim of this scheme is to provide employable/vocational skills to school leavers, existing workers, ITI graduates etc.
315. The role of public partnership in the active participation in this scheme will involve active participation from the government agencies.
316. Some of the key features of the scheme are: formulate demand driven short term training courses based on MES; the training to persons will be provided by the private sector and the state government and central government will facilitate and promote training; priorities will be given to persons who are above the age of 14 years or withdrawn as child labour in lieu of providing employable skills, early school drop outs; the scheme will provide certification for skills acquired informally, the training programme will be conducted by existing or retired or guest faculty.
317. The scheme aims to provide training or testing & certification of existing skills of one million persons over the 5 year period. It will also develop about 200 modules for employable skills according to the industry and market demand.
318. The fee of the training program under the MES ranges from Rs 500 to Rs 2000 per module depending up on the duration of training which varies from 90 hours to 270 hours. Candidates belonging to SC/ST category and women will be given relaxation of 25% on the fee.

### **Mahatma Gandhi National Rural Employment Guarantee Act**

319. In August 2005, the parliament passed the landmark legislation, the NATIONAL RURAL EMPLOYMENT GUARANTEE ACT. The scheme entitles every adult member of the rural households to 100 days of casual employment in a fiscal year at the statutory minimum wage of 120 per day. This was implemented by the ministry of rural development. The act officially came into force on February 2, 2006 in a phased manner. It was initially implemented in 200 of the most backward districts of India, an additional 130 districts in 2007-08 (constituting the second phase), and finally notified in the remaining rural districts of India in April 2008 (third phase).
320. One of the major objectives of the scheme was to empower women by providing them work opportunities in comparable to the men. Secondly, to improve the purchasing power of the rural people, primarily the semi and the unskilled people in India. Moreover, the act not only had the potential to raise the female labour force participation rate by providing employment opportunities at their doorsteps, the equal wage rate provided in NREGS programme can possibly reduce any gender disparity in the rural labour market. Although the scheme was recognized successfully in India, it was criticized on grounds of corrupt officials, poor quality of infrastructure built under this scheme, and mis-allocation of government funds.

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<sup>57</sup> ibid

<sup>58</sup> ibid

321. The different categories of permissible works are water conservation & water harvesting, drought proofing, irrigation canals, land development, and construction of roads and many others. The entire cost of wages of unskilled worker is borne by the central government.
322. The total job card issued has increased from 3.78 crore (37.8 million) in 2006-07 to 12.07 crore (120 million) in 2011-2012 providing employment to 2.10 crore (21 million) households in 2006-07 and 3.77 crore (37.7 million) households in 2011-12. The total budget outlay has increased from Rs. 11,300 crore (about \$ 2.5billion) in 2006-07 to Rs. 40,000 crore (about \$8.5billion) in 2011-12.<sup>59</sup>

### **Rashtriya Swasthya Bima Yojana**

323. The Rashtriya Swasthya Bima Yojana was a health insurance scheme launched by the Ministry of Labour and Employment, Government of India for the BPL workers and their family in the unorganised sector. It was formally launched on 1<sup>st</sup> October, 2007. Majority of the workers in India are still without any social security coverage. Despite the expansion in the health facilities, illness remains one of the most prevalent causes of human deprivation in India. Recognizing the need for providing social security to these workers, the Central Government introduced this scheme in the parliament
324. The major objective of the RSBY was to provide protection to the BPL households from financial risks arising out of the health shocks including hospitalization. RSBY provides the participating BPL household with freedom of choice between public and private hospitals and makes him a potential client worth attracting on account of the significant revenues that hospitals stand to earn through the scheme. Under this scheme, beneficiaries are entitled to hospitalization coverage up to Rs 30000, for most diseases that require hospitalization. The benefits of this scheme extend to five members of the family including head of the household, spouse and up to three dependents, by paying only Rs30 as registration fees, while central and state government will bear the cost of premium.
325. The total no. of active smart cards issued is 32927552 as on 31<sup>st</sup> October 2012<sup>60</sup>. In 2008-2009, Department of Labour was appointed as the nodal agency in the state of Delhi for the Scheme. It projected a figure of 4.40 lakh beneficiaries for the year 2008-2009 but only 41,990 beneficiaries were enrolled.<sup>61</sup>

### **National Rural Livelihoods Mission**

326. National Rural Livelihoods Mission (NRLM) or Aajeevika was launched in June 2011, by the Ministry of Rural Development, GoI. The NRLM is partially aided through investment support by the World Bank. The aim of the program was to create efficient and effective institutional platforms for the rural poor facilitating people to increase their household income through sustainable livelihood enhancements and improvement in access to financial services to the poor. The NRLM believes in harnessing the innate capabilities of the poor and complements them with capacities like information, skills, tools, and finance to participate in the growing in the economy.
327. The mission was started with an aim to provide cover to 7 crore BPL households, across 600 districts, covering 600 blocks, 2.5 lakh gram panchayat and 6 lakh villages all over India. This would be managed through SHGs and federated institutions and support them for livelihoods collectives in a period of 8-10 years. Apart from this, the people who are under BPL will be assisted to achieve increased access to their rights, entitlements and public services, diversified risk and better social indicators of empowerment. The NRLM will make sure that SRLM will develop partnerships with major government programmes and build synergies

<sup>59</sup>[http://nrega.nic.in/circular/Report%20to%20the%20people\\_english%20web.pdf](http://nrega.nic.in/circular/Report%20to%20the%20people_english%20web.pdf)

<sup>60</sup><http://www.rsby.gov.in/>

<sup>61</sup><http://www.missionconvergence.org/>



to address different magnitude of poverty and deprivation, with the focus on entitlements-PDS, MGNREGA;; improving inequality of life-health & nutrition, electricity etc.: creating livelihoods; enhancing capabilities etc.

### **Building and Other Construction Workers Act 1996**

- 328. The building and other construction workers act was enacted in 1996. This act provides for regulating the employment and conditions of service of building and other construction workers and also provides for their safety, health and welfare measures and other matters connected therewith or incidental thereto. This act was established for the individuals or corporate or other body or individuals who are involved in construction work. The Govt. of NCT of Delhi had notified the Delhi Building and Other Construction Workers (Regulation of Employment and Conditions of Service) Rules, 2002 on 10.1.2002.
- 329. The employers are responsible for payment of wages to each labour by providing weekly wages and other basic amenities like crèches, first aid, canteen etc. as provided in the act.
- 330. It is mandatory for the employer/construction owner to pay cess @ 1% of the cost of construction to the Delhi building & other construction workers welfare board.

### **2.3 Prevalent Models of Convergence in the Country**

#### **Mission Convergence Delhi**

- 331. The mission convergence is the flagship programme of Government of Delhi, which tries to strike a balance between various government departments, community based organization and people, by ringing in major reforms in governance for empowerment and upliftment of the weaker section of the population of Delhi.
- 332. This mission was visualized as a programme to facilitate the government in realizing the goal of inclusive growth and poverty alleviation, with the main objective of making Delhi a more inclusive city by amalgamating the various social security programs/schemes and delivering these schemes through a unified structure in a decentralized manner. Apart from inclusive growth, the focus is also on empowering women through interventions in the areas of livelihood, health, non-formal education and legal literacy.
- 333. The mission has made changes in the process of service delivery of the program through a distinct Public-Private Community Partnership (PPCP), to make the system more responsive to the needs of the citizens.
- 334. According to the Delhi Human Development Report 2006, the lesser privileged section of the society were not really deprived in financial terms but they did not have access to the schemes run by the government either due to lack of awareness or due to the multiplicity at the administrative front. Against the backdrop of these reports, Mission convergence was initiated to correct these problems.
- 335. The major goal of this mission presently, is to converge more than 40 social sector schemes across 9 departments. A new methodology has been devised for the identification of the weaker society of the population, apart from this many changes/ process have been initiated like rationalisation of schemes & services, convergence of administration at a district level was carried out and a decentralised mechanism for delivery of services, using IT as a backbone of convergence.
- 336. The mission convergence has formed a state level body, Samajik Suvidha Sangam, registered as a society, which is the implementing arm of this mission. This convergence mission brought together the scheme of participating departments, namely Health & Family Welfare, Food & Civil Supplies, SC/ST/OBC & Minorities Welfare, Social Welfare, Urban Development, Labour and Information Technology.

337. Some of the major objectives of SSS are to: establish, manage, operate and facilitate the welfare programme throughout the NCT of Delhi for providing welfare services; rationalize and streamline the implementation of the schemes related with social services, create awareness on the welfare scheme amongst the masses and promote women empowerment.
338. The mission is helping in providing livelihoods to the maximum number of people by providing them training and placements under the Swarna Jayanti Shahari Rozgar Yojana (SJSRY). Mission convergence is also identified as the implementing agency under the Rashtriya Swasthya Bima Yojana (RSBY) scheme.

### **UN-GoI Convergence Project**

339. The convergence program is joint initiative between government of India and United Nations started in 2008, with the aim to enable 35 low HDI districts in 7 states, namely Bihar, Jharkhand, Chhattisgarh, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh to put them on track to achieve million development goals or MDGs.
340. Planning commission, GoI and Planning departments/boards of the state government are the implementation partner for this convergence programme, with an aim to tackle obstacles in effective and efficient implementation of government's development plans and programmes. UN agencies like UNDP, UNFPA and UNICEF provide the funding support and FAO, ILO, UNAIDS, UNESCO, UN-habitat, UNIFEM, WFP & WHO assist in ad hoc technical advice.
341. The achievement of MDGs by Convergence initiative will be achieved by building capacity at district, state and national levels for improved planning, budgeting, implementation and monitoring.
342. The delivery in the previous fiscal year has been USD 1,245,079 by the funding agencies.<sup>62</sup>
343. Some of the programs/schemes/goals in which these Joint convergences have supported:<sup>63</sup>
344. Support to Population Census 2011- to strengthen the implementation of India's population censuses, by building the capacities of the related authorities to focus on gender issues, improving training for census enumerators, digitization of maps of enumeration blocks for cities, development and roll out of publicity material and data dissemination.
345. Plan for HIV and AIDs- providing technical assistance to support National AIDS control programme, phase III through 10 UN agencies. The technical assistance is being provided in 3 key areas- strategic planning, governance and financial management: scaling up interventions; and monitoring & evaluation, strategic information, knowledge sharing and accountability.
346. Below poverty line Census- providing technical advisory to improve pro-poor testing of national programmes by improving the design and roll-out of India's BPL census.
347. Some of the accomplishments achieved by the UN-GoI convergence<sup>64</sup>:
348. Modules focused on integrated district planning for master trainers, district officials and technical support were prepared: district human development reports initiated in 4 out of 7 UNDAF states: preparation of

<sup>62</sup><http://www.un.org.in/layouts/UNDP/pDocuments.aspx>

<sup>63</sup>ibid

<sup>64</sup>[http://www.undp.org/content/india/en/home/operations/projects/democratic\\_governance/goi\\_un\\_joint\\_programme\\_on\\_convergence.html#](http://www.undp.org/content/india/en/home/operations/projects/democratic_governance/goi_un_joint_programme_on_convergence.html#)

gender sub plans in 6 UNDAF states; community monitoring tool PAHELI was rolled out in all pilot districts of 7 UNDAF states.

## **2.4 Child Labour-Revision of NCLP scheme**

349. It is recommended that NCLP scheme should be planned according to the RTE act, 2009. There should be proper training of teachers of the NCLP special school. The school teacher should be trained by DIET at least twice a year which will be possible if there is convergence between the education department at the state and district level.
350. It is proposed that the course curriculum for the training of the children in special schools under NCLP should be convergence with the SCERTs at each state. This will make the learning joyful and less burden for the children.
351. There is a need for convergence among the various social sector schemes of the government to widen the benefits of the other schemes to the child labour and their family. The scheme where there is a need for convergence with NCLP scheme is:
- Schemes of department of Education
  - Schemes of ministry of women & child development
  - Schemes of ministry of rural development
  - Schemes of ministry of labour & employment
  - And many other schemes
352. A subcommittee IV on convergence of welfare schemes at state level was in favour of the convergence based approach/model. They argued that the child labour is a multi-pronged problem. To tackle this there is a need for a multi-level convergence of the schemes between the ministries and the schemes. For example: DGE&T should impart not only impart skills to children but also to other family members, so that they can earn better wage and not send their children to work, This should be converge with DGLW to ensure minimum wages for the family and DRDA to check that children of the members go to school and not to work.<sup>65</sup>
353. Convergence is quite successful with SSA (46 districts) and to a certain extent with the health department (27 districts). Convergence with programmes meant for upliftment of the livelihood standards of the parents is very poor. Only 12 and 9 districts respectively reported convergence with Ministry of Rural Development and Ministry of Social Justice and Empowerment. However, 47% of the PDs reported unsatisfactory performance on convergence.<sup>66</sup>

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<sup>65</sup> “ Working group for social inclusion of vulnerable group like child labour and bonded and migrant labour in the 12<sup>th</sup> FYP”

<sup>66</sup>“ ibid

### 3. Annex 3: Assessing Efficiency

354. This Annexure details the time line of project implementation, provided by the Project team, in Table 4. The evaluation team has assessed the status of achievement against key project indicators, as well as the sustainability of the project according to the sustainability matrix in the PRODOC<sup>67</sup>, which are given in Table 5.

#### 3.1 Project Milestones and Sustainability Indicators

355. This section contains Milestones given by the Project team, and Sustainability Indicators assessment, made on the sustainability matrix by the evaluation team.

##### *Milestones of the Convergence Project*

356. The key milestones of the project, for every year and every State, are given in Table 4, and reveal the time line of project implementation.

**Table 4: Convergence Project Milestones**

<b>2008-2009</b>	
Project official start date	30 September 2008 (Completion date 31 March 2012 – 42 months)
Government of India (GOI) intimation to States	10 August 2009
Date of approval of Project Document	October 2009
Initial meeting – State Government of Jharkhand	October 2009
Initial meeting – State Government of Bihar	October 2009
Initial meeting – State Government of Gujarat	November 2009
Initial meeting – State Government of Madhya Pradesh	November 2009
State Stakeholder Workshop, Bihar	December 2009
State Stakeholder Workshop, Madhya Pradesh	December 2009
<b>2010</b>	
State Stakeholder Workshop, Gujarat	January 2010
State Stakeholder Workshop, Jharkhand	January 2010
Training Programme: MODULE 2: Operational Issues (including DBMR and Project Implementation) – Convergence, HQ, CO, Donor, Region	February 2010
Constitution of District Task Force in Ranchi and Sahibganj	February 2010
Initial Meeting – State Government of Odisha	March 2010
State Stakeholder Workshop, Odisha	April 2010
Constitution of Inter-Ministerial Review Committee	April 2010
Ensuring tripartite nature of NCLP Societies: Request to districts	June 2010
Project launch	31 July 2010
<i>Mini Programmes</i>	
Mini Programme for start-up activities, Gujarat	March 2010
Mini Programme for start-up activities, Jharkhand	April 2010
Mini Programme for start-up activities, Madhya Pradesh	July 2010
Mini Programme for start-up activities, Odisha	May 2010
<i>Survey</i>	
Finalization of survey agency	April 2010

<sup>67</sup>The PRODOC referred to, throughout this document is : The Convergence Project, the approved version dated 16 October 2009

Technical clearance of TOR	April 2010
PROCUREMENT Clearance	May 2010
District and State meetings for approval to the methodology and PSU's	Districts: Surat, Gujarat – 07 June 2010 Vadodara, Gujarat – 16 June 2010 Ranchi, Jharkhand – 18 June 2010 Sahibganj, Jharkhand – 19 June 2010 Sitamarhi, Bihar – 22 June 2010 Katihar, Bihar – 23 June 2010 Cuttack, Odisha – 24 June 2010 Kalahandi, Odisha – 25 June 2010 Ujjain, Madhya Pradesh – 30 June 2010 Jabalpur, Madhya Pradesh – 30 June 2010 States: Ahmedabad, Gujarat – 28 May 2010 Ranchi, Jharkhand – 17 June 2010 Patna, Bihar – 21 June 2010 Bhubaneswar, Odisha – 24 June 2010 Bhopal, Madhya Pradesh – 29 June 2010
Date of receipt of raw data for 10 districts	August – October 2010
Survey findings shared with Ministry of Labour and Employment (MOLE) by the agency	04 October 2010
Second round of district meetings for sharing beneficiary lists	Kalahandi – 28 October 2010 Surat – 30 October 2010 Vadodara – 30 October 2010 Katihar – 15 November 2010 Sahibganj – 16 November 2010 Sitamarhi – 18 November 2010 Ranchi – 20 November 2010 Ujjain – 27 November 2010 Cuttack – 09 December 2010 Jabalpur – 29 December 2010
<i>Education Action Programme</i>	
Concurrence of GOI for AP	September 2010
Technical clearance	October 2010
PROCUREMENT clearance	November 2010
Dates of signing APSO by the districts	Sitamarhi – 18 November 2010 Ranchi – 20 November 2010 Kalahandi – 27 November 2010 Jabalpur – 29 November 2010 Ujjain – 30 November 2010 Sahibganj – 01 December 2010 Cuttack and Surat – 07 December 2010 Vadodara – 08 December 2010
<b>2010-2011</b>	
State Project Steering Committee (SPSC) – Constitution	Jharkhand – 04 February 2010 Madhya Pradesh – Reconstituted on 09 March 2010 Odisha – 17 September 2010 Bihar – 19 July 2011 Gujarat – Not Applicable – SMC used
Setting up of Block level Committees Administrative orders for Line Department Nodal Officers	
National Steering Committee Meeting	28 December 2010
District Staff Training	
State Staff Training	

<b><i>Vocational Training Action Programme</i></b>	
Initial meeting chaired by DGET with States	18 February 2011
Date of DGET Order constituting Skills Committee	07 March 2011
National Stakeholders workshop	June 2011
Technical clearance	25 July 2011
Concurrence of MOLE for AP	August 2011
PROCUREMENT clearance	August 2011
Dates of signing APSO by the districts	Ujjain and Katihar – 16 September 2011 Sahibganj -17 September 2011 Cuttack - 20 September 2011 Ranchi – 21 September 2011 Sitamarhi – 22 September 2011 Jabalpur – 28 October 2011 Vadodara - 19 November 2011 Surat - 25 November 2011 Kalahandi – 19 December 2011
<b><i>Family linkages service contract</i></b>	
Technical clearance	September 2011
Dates of signing service contract by the districts	Ranchi – 25 October 2011 Katihar and Vadodara – 19 November 2011 Surat – 25 November 2011 Ujjain – 01 December 2011 Sahibganj – 08 December 2011 Jabalpur – 09 December 2011 Sitamarhi – 22 December 2011 Kalahandi – 19 December 2011 Cuttack – 26 December 2011
<b><i>State Resource Cell (SRC) Action Programme</i></b>	
Concurrence of MOLE	February 2011
Date of technical clearance	Bihar, Jharkhand and Odisha –February 2011 Gujarat and Madhya Pradesh –May 2011
Date of PROCUREMENT clearance	Bihar, Jharkhand and Odisha – March 2011 Gujarat and Madhya Pradesh - May 2011
Dates of signing APSO by the States	Jharkhand – 28 March 2011 Odisha – 04 April 2011 Bihar – 19 April 2011 Madhya Pradesh – 05 September 2011 Gujarat – 24 November 2011
National Workshop for Employers Organizations	September 2011
Development of State Action Plan (SAP), Jharkhand	October 2011
Working with UN Solutions Exchange	October 2011
<b>2011-2012</b>	
Attaining the targets	
Capacity building initiatives, National-State-Districts	
Development of tools/modules	
Peer review meetings on manuals/tools	
Research studies	
District vocational training meetings with Employers and Service Providers (8)	
Setting up National Knowledge Centre	March 2012
National level training workshops for Trade Unions (2)	June and August 2012
Cabinet approval of SAP, Jharkhand	August 2012

<b>Date of appointment of Project Staff</b>	Ms. Preet Verma – National Project Manager (21 January 2010,
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(In addition to the details given here, there were short-term staff recruited. A National Project Manager was recruited who joined for a short period, and the current NPM started as a NPO months earlier. The DBMR assistant was previously recruited as the finance officer. The Project has also had consultants who provided the bridging support in the absence of NPOs. )	<p>effective 01 January 2010)</p> <p>Mr. Ranjit Prakash– Project Officer (PO) (28 April 2010)</p> <p>Mr. G L Narasimhan, Project Officer – (16 July 2012)</p> <p>Mr. R K Khurana – Research, Monitoring and Evaluation Assistant (01 April 2010)</p> <p>Ms. Rupinder Taneja – Finance and Administrative Assistant (02 April 2009)</p> <p>Mr. Muktikanta Bharati, Programme &amp; Administrative Assistant (01 September 2010)</p> <p>Mr. Balasubramanian Devarajan – Sr. Secretary (02 April 2009)</p> <p>Ms. Radha Sharma – Secretary (02 April 2009)</p> <p>Mr. V A Abraham – Driver (01 November 2011)</p>
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### *Assessment of Sustainability*

357. The next table provides the sustainability assessment according to the matrix given in the PRODOC. A comprehensive analysis using additional indicators of sustainability is given in the Main report.

**Table 5: CACL - Sustainability Matrix – Status**

Project Component	Conditions for Sustainability	Further action by institutions and partners involved	Process for monitoring progress on the sustainability elements	Status on the sustainability elements	Status on the sustainability elements seen during evaluation
<b>Convergence Models (District level)</b>	1. Coordination and implementation mechanisms are in place at state, district and village levels and awareness is created about them	1. Models replicated in non-project areas	Through <ul style="list-style-type: none"> <li>- visits to project sites,</li> <li>- participation in coordination and other meetings</li> <li>- discussions with local officials, stakeholders and beneficiaries</li> <li>- Action/Mini Programme reports</li> </ul>	States and districts have some coordination committees, but they are not rigorous and there is little awareness about them or their functioning	<ul style="list-style-type: none"> <li>• Coordination mechanisms at the State and district level have been strengthened. Project activities led to awareness and capacity building to different stakeholders for joint action</li> <li>• However, replication in other no project areas is not yet largely visible for ECL.</li> </ul>
	2. Parents see reason to send their children to school rather than child labour and schools are able to retain the children and support them in completion	2. Improved coordination between education and labour departments and Coordination and implementation mechanisms function well at state, district and village levels		Dropout rates are high in many places	<ul style="list-style-type: none"> <li>• Teachers have been sensitised in supporting child labour. Parents are more sensitised to send their children to school, than work.</li> <li>• There is greater coordinated effort</li> </ul>

Project Component	Conditions for Sustainability	Further action by institutions and partners involved	Process for monitoring progress on the sustainability elements	Status on the sustainability elements	Status on the sustainability elements seen during evaluation
					between education and labour departments in the running of NCLP, SSA and Formal schools. <ul style="list-style-type: none"> <li>The DBMR system strengthened the child labour tracking and retention in NCLP and SSA schools.</li> </ul>
	3. Adolescents (14-17 years) have programmes in place that provide them marketable skills and training	3. Links are established to GOI's Skills Development Initiative. Agencies are able to organize and fund training programmes for 14-17 year olds, provide them with counselling		Some training programmes are in place but they are not many systematic ones for this age group. Discussions are underway with GOI's Skills Development Initiative to include this target group	<ul style="list-style-type: none"> <li>Good links have been established with the GOI SDI.</li> <li>Training programs are underway in ITIs and private VTPs.</li> <li>Certification and placement elements are not yet in place.</li> <li>DGET included child labour and former child labour as a target group for MES-SDI trainings.</li> </ul>
	4. Local officials and stakeholders are aware of child labour and convergence matters	4. Local officials and stakeholders willing to and able to participate in efforts		Lack of awareness is constantly cited by stakeholders at the state and district levels as a problem	<ul style="list-style-type: none"> <li>Awareness enhanced among district level officials.</li> <li>In the absence of the project, it is not clear to what extent efforts will be made to reach adolescents from families vulnerable to child labour.</li> </ul>
	5. Families are involved in the process of prevention	5. Village/community-based monitoring		Some villages have Self-Help	<ul style="list-style-type: none"> <li>PTAs, campaigns, and other efforts are made to</li> </ul>



Project Component	Conditions for Sustainability	Further action by institutions and partners involved	Process for monitoring progress on the sustainability elements	Status on the sustainability elements	Status on the sustainability elements seen during evaluation
	and withdrawal from child labour and in their education and training	systems are established and functioning with full participation of the communities		Groups (SHGs) mainly for purposes of income-generation.	enhance awareness among Parents and community at large on ECL <ul style="list-style-type: none"> <li>Village/community based monitoring is not in place and unlikely to sustain.</li> </ul>
<b>State capacities and coordination</b>	1. Effective labour enforcement system working in collaboration with other partners	1. Training programmes for labour inspectors and creating linkages with other groups/systems, e.g. child labour monitoring, school monitoring	Through - Media monitoring/reports - Participation in meetings - Discussions with local officials, stakeholders and beneficiaries visits to project sites, - Action/Mini Programme reports	Limited	<ul style="list-style-type: none"> <li>Capacities of the State level agencies enhanced.</li> <li>Project provided training programs for labour inspectors, enforcement officers, and other government and non-government stakeholders.</li> </ul>
	2. Agencies have the capacity to implement child labour and convergence programmes, and provide services to the children and families	2. Training on substantive and procedural/operational matters is provided, links to other agencies/schemes are created, and the agency staff understand the issue.		Limited	<ul style="list-style-type: none"> <li>Training has to be continuous effort.</li> <li>Only when the various guidelines, tools and manuals are translated into local languages and a long term training strategies and plans are developed and taken forward by the State and district agencies will full impact of this be realised.</li> </ul>
	3. Teachers organizations provide a platform and a force to taking on child labour and convergence issues	3. Teachers' networks are trained/oriented so they can take the message and skills to teachers across the districts and states.		Varying degrees, but mainly limited in the targeted districts	<ul style="list-style-type: none"> <li>Some teachers from SSA, Formal and NCLP Schools have been trained and oriented on child labour issues.</li> </ul>

Project Component	Conditions for Sustainability	Further action by institutions and partners involved	Process for monitoring progress on the sustainability elements	Status on the sustainability elements	Status on the sustainability elements seen during evaluation
					<ul style="list-style-type: none"> <li>• No plans underway to take this training across the districts and states.</li> <li>• Teachers organisations are not really involved in providing a platform for taking on CL and convergence issues</li> </ul>
<b>Strengthened Enabling Environment (National level)</b>	1. Knowledge management system is in place and effective	1. Focal institute at the central and state/district levels are identified, capacitated and functioning	Through <ul style="list-style-type: none"> <li>- Participation in meetings</li> <li>- Discussions with UN staff, local officials, stakeholders and beneficiaries</li> <li>- Visits to project sites,</li> <li>- Action/Mini Programme reports</li> </ul>	Some, need to be assessed Child Labour is an Outcome in the DWCP. Greater integration will involve addressing child labour, including migration and trafficking of children for labour, as a cross-cutting issues of all planning and initiatives by stakeholders	<ul style="list-style-type: none"> <li>• VVGNI partnered with for developing Knowledge Centre</li> <li>• Some capacity building done for State level Labour Institutes</li> <li>• Participated in discussions relating to Xii Plan preparation</li> </ul>
	2. There is awareness and understanding of the issues at all levels	2. Campaigns are organized, media are mobilized, and various networks promote the issues.		Low and often confused	<ul style="list-style-type: none"> <li>• Media strategy developed.</li> <li>• Mobilisation and training of media networks yet to be done.</li> <li>• How and who will sustain this beyond the project period is not clear.</li> </ul>
	3. Development	3. UNDAF thematic		Limited	<ul style="list-style-type: none"> <li>• Well linked to</li> </ul>

Project Component	Conditions for Sustainability	Further action by institutions and partners involved	Process for monitoring progress on the sustainability elements	Status on the sustainability elements	Status on the sustainability elements seen during evaluation
	frameworks have child labour, including migration and trafficking of children for labour, as integral concern in their planning processes and implementation	clusters and team are well informed about the issues and enabling convergence			UNDAF thematic clusters
	4. Greater integration of child labour issues in the Decent Work Country Programme (DWCP) – India programmes and initiatives	4. Technical input from specialists is provided in areas covered by the DWCP; checklists are prepared and used; level of integration is assessed on periodic basis			
<b>Social Partners</b>	1. Trade unions (central, regional, local) and their networks are aware, motivated and participate in child labour and convergence planning, initiatives, and policy dialogue	1. Based on IPEC experience, trade unions and their networks identify replicable and new initiatives that they can participate in and those that they can lead	Through - Participation in meetings - Discussions with employers' organizations and trade unions, local officials, stakeholders and beneficiaries - Visits to project sites, - Action/Mini Programme reports	Limited in the target areas	<ul style="list-style-type: none"> <li>• TU representatives participated in the state and district level meetings.</li> <li>• Their involvement in ECL unlikely to sustain as child labour is not mainstreamed into their union agenda.</li> </ul>
	2. Employers' organizations/networks (central, regional, local) are aware, motivated and participate in child labour and convergence planning, initiatives, and policy dialogue	2. Based on IPEC experience, employers' organizations/networks identify replicable and new initiatives that they can participate in and those that they can lead		Limited in the target areas	<ul style="list-style-type: none"> <li>• EO representatives participated in the state and district level meetings.</li> <li>• Their involvement in ECL unlikely to sustain as child labour is not mainstreamed into their union agenda.</li> </ul>
	3. Bi-partite forum promoting policy dialogue and action.	3. Support to Social Partners to establish a bi-partite forum for common statements		None known in the target areas	<ul style="list-style-type: none"> <li>• No such developments</li> </ul>

Project Component	Conditions for Sustainability	Further action by institutions and partners involved	Process for monitoring progress on the sustainability elements	Status on the sustainability elements	Status on the sustainability elements seen during evaluation
		and action together, and promoting a conducive legal and enforcement environment			

### 3.2 Analysis of Timely Start and Completion of Activities

358. This section contains an analysis of the planned and actual start and finish dates of activities as per the Work Plan in the PRODOC and the TPR October 2012, in order to provide a perspective on the efficiency of project implementation.

- PS1 Planned Start dates (approved) as per PRODOC (16 October 2009)
- PS2 Planned Start dates (revised) as mentioned in the TPR October 2012
- AS Actual Start Date as per TPR October 2012
- DS1 Delay in approved start dates in months as per PRODOC (16 October 2009)
- PF1 Planned Finish dates (approved) as per PRODOC (16 October 2009)
- PF2 Planned Finish Date (revised) as mentioned in the TPR October 2012
- AF Actual Finish Date
- DF1 Delay in Finish dates in months as per PRODOC (16 October 2009)
- PD1 Planned duration (approved) as per PRODOC (16 October 2009)
- PD2 Planned duration (revised) as per TPR October 2012
- AD Actual duration as per TPR October 2012

Cells marked in yellow are either not complete or not started or the data is missing. The data has been filled to estimate the minimum time frames

**Table 6: Analysis of the Planned and Actual Start and Finish dates (TPR October 2012)**

IO No.1													
Objectives/outputs/activities	Status	Start dates				Finish dates				DURATION			
		PS1	PS2	AS	DS1	PF1	PF2	AF	DF1	PD1	PD2	AD	AD - PD1
Output 1.1													
Activity 1.1.1	Completed	Apr-09	Oct-09	Oct-09	6	Aug-09	Apr-10	Apr-10	8	4	6	6	2

IO No.1													
Objectives/outputs/activities	Status	Start dates				Finish dates				DURATION			
		PS1	PS2	AS	DS1	PF1	PF2	AF	DF1	PD1	PD2	AD	AD - PD1
<u>Activity 1.1.2</u>	Completed	Jul-09	Dec-10	Dec-10	17	Dec-09	Jun-11	Oct-12	34	5	6	22	17
<u>Activity 1.1.3</u>	Completed	Sep-09	Nov-09	Dec-09	3	Jan-10	May-10	Apr-10	3	4	6	4	0
<u>Activity 1.1.4</u>	Completed	Aug-09	Dec-09	Dec-09	4	Dec-10	May-10	Apr-10	-8	16	5	4	-12
<u>Activity 1.1.5</u>	Completed	Sep-09	Dec-09	Dec-09	3	Dec-09	May-10	May-10	5	3	5	5	2
<u>Activity 1.1.6</u>	On going	Aug-09	Dec-10	Dec-10	16	Oct-11	Dec-12	Dec-12	14	26	24	24	-2
<u>Activity 1.1.7</u>	On going	Sep-09	Jun-10	Dec-09	3	Dec-10	Dec-12	Dec-12	24	15	30	36	21
<u>Activity 1.1.8</u>	On going	Nov-09	Oct-10	Dec-10	13	Dec-10	Jan-13	Jan-13	25	13	27	25	12
<u>Activity 1.1.9</u>	On going	Aug-09	Oct-10	Dec-10	16	Dec-10	Dec-12	Dec-12	24	16	26	24	8
<u>Activity 1.1.10</u>	On going	Jul-09	Apr-10	Apr-10	9	Dec-11	Dec-12	Dec-12	12	29	32	32	3
<u>Activity 1.1.11</u>	On going	Jun-09	Mar-10	Feb-10	8	Sep-11	Mar-13	Mar-13	18	27	36	37	10
<b>Output 1.2</b>													
<u>Activity 1.2.1</u>	Completed	Aug-09	Feb-10	Apr-10	8	Feb-10	Oct-10	Dec-10	10	6	8	8	2
<u>Activity 1.2.2</u>	Completed	Aug-09	Dec-09	Feb-10	6	Feb-10	Apr-10	Apr-10	2	6	4	2	-4
<u>Activity 1.2.3</u>	Completed	Aug-09	Feb-10	Feb-10	6	Dec-09	Jul-10	Jun-10	6	4	5	4	0
<u>Activity 1.2.4</u>	Completed	Jul-09	Dec-09	Jan-10	6	Jul-10	Mar-10	Apr-10	-3	12	3	3	-9
<u>Activity 1.2.5</u>	Completed	Oct-09	Jul-10	Jul-10	9	Jul-09	Oct-10	Dec-10	17	-3	3	5	8
<u>Activity 1.2.6</u>	Completed	Nov-09	Oct-10	Dec-10	13	Sep-11	Mar-11	Apr-11	-5	22	5	4	-18
<b>Output 1.3</b>													
<u>Activity 1.3.1</u>	Delayed	Oct-09	Dec-10	Dec-10	14	May-11	Jun-12	Oct-12	17	19	18	22	3
<u>Activity 1.3.2</u>	Completed	Oct-09	Oct-10	Feb-11	16	May-11	Dec-11	Oct-12	17	19	14	20	1
<u>Activity 1.3.3</u>	Completed	Oct-09	Oct-10	Mar-11	17	May-11	Dec-11	Oct-12	17	19	14	19	0
<u>Activity 1.3.4</u>	On schedule	Oct-09	Jan-11	Mar-11	17	Sep-11	Dec-12	Dec-12	15	23	23	21	-2
<u>Activity 1.3.5</u>	On schedule	Oct-09	Oct-10	Mar-11	17	Sep-11	Dec-12	Dec-12	15	23	26	21	-2
<b>Output 1.4</b>													
<u>Activity 1.4.1</u>	Completed	Aug-09	Oct-10	Dec-10	16	May-10	Mar-11	Oct-12	29	9	5	22	13
<u>Activity 1.4.2</u>	Completed	Oct-09	Nov-10	Feb-11	16	Sep-11	Feb-12	Oct-12	13	23	15	20	-3
<u>Activity 1.4.3</u>	On going	Oct-	Dec-	Dec-	14	Dec-	Dec-	Oct-	22	14	12	22	8

IO No.1													
Objectives/outputs/activities	Status	Start dates				Finish dates				DURATION			
		PS1	PS2	AS	DS1	PF1	PF2	AF	DF1	PD1	PD2	AD	AD - PD1
		09	-10	10		10	11	12					
<u>Activity 1.4.4</u>	On going	Oct-09	Dec-10	Mar-11	17	Feb-11	Dec-11	Oct-12	20	16	12	19	3
<u>Activity 1.4.5</u>	On going	Nov-09	Dec-10	Mar-11	16	Sep-11	Dec-12	Dec-12	15	22	24	21	-1
<u>Activity 1.4.6</u>	On going	Nov-09	Jan-11	Feb-11	15	Sep-11	Dec-12	Dec-12	15	22	23	22	0
<u>Activity 1.4.7</u>	On going	Sep-09	Jan-11	Feb-11	17	Sep-11	Dec-12	Dec-12	15	24	23	22	-2
<u>Activity 1.4.8</u>	On going	Sep-09	Jan-11	Feb-11	17	Sep-11	Dec-12	Dec-12	15	24	23	22	-2
<u>Activity 1.4.9</u>	On going	Aug-09	Jan-11	Jan-11	17	Dec-10	Dec-12	Dec-12	24	16	23	23	7
<b>Output 1.5</b>													
<u>Activity 1.5.1</u>	Completed	Jul-09	Dec-10	Jan-11	18	Dec-10	Jun-11	Oct-12	22	17	6	21	4
<u>Activity 1.5.2</u>	On schedule	Nov-09	Mar-11	Apr-11	17	Sep-11	Dec-12	Dec-12	15	22	21	20	-2
<u>Activity 1.5.3</u>	Completed	Sep-09	Mar-11	Apr-11	19	Jun-11	Feb-12	Oct-12	16	21	11	18	-3
<b>Output 1.6</b>													
<u>Activity 1.6.1</u>	On going	Sep-09	Oct-10	Dec-10	15	Jun-10	Sep-11	Oct-12	28	9	11	22	13
<u>Activity 1.6.2</u>	On going	Nov-09	Jan-11	Mar-12	28	Jun-10	Dec-11	Oct-12	28	7	11	7	0
<u>Activity 1.6.3</u>	On going	Nov-09	Jan-11	Jan-12	26	Jun-10	Jun-12	Oct-12	28	7	17	9	2
<u>Activity 1.6.4</u>	On going	Nov-09	Jan-11	Jan-12	26	Jun-10	Jun-12	Oct-12	28	7	17	9	2
<u>Activity 1.6.5</u>	On going	Nov-09	Jan-11	Jan-12	26	Jun-10	Dec-11	Oct-12	28	7	11	9	2
<u>Activity 1.6.6</u>	On going	Jan-10	Jan-11	Mar-12	26	Jun-10	Dec-11	Oct-12	28	5	11	7	2
<u>Activity 1.6.7</u>	On going	Jan-10	Jan-11	Mar-12	26	Jun-10	Dec-11	Oct-12	28	5	11	7	2
<u>Activity 1.6.8</u>	On going	Jan-10	Mar-11	Jan-12	24	Aug-11	Dec-12	Dec-12	16	19	21	11	-8
<u>Activity 1.6.9</u>	On schedule	Jan-10	Jun-11	Oct-12	33	Aug-11	Dec-12	Dec-12	16	19	18	2	-17
<u>Activity 1.6.10</u>	On schedule	Jan-10	Apr-11	Oct-12	33	Aug-11	Dec-12	Dec-12	16	19	20	2	-17
<u>Activity 1.6.11</u>	On schedule	Jan-10	Sep-11	Oct-12	33	Aug-11	Dec-12	Dec-12	16	19	15	2	-17
<u>Activity 1.6.12</u>	On schedule	Jun-10	Sep-11	Oct-12	28	Oct-11	Dec-12	Dec-12	14	16	15	2	-14
<u>Activity 1.6.13</u>	On schedule	Oct-10	Apr-11	Oct-12	24	Oct-11	Dec-12	Dec-12	14	12	20	2	-10
<u>Activity 1.6.14</u>	On schedule	Oct-09	Jan-11	Oct-12	36	Dec-10	Dec-12	Dec-12	24	14	23	2	-12

IO No.1													
Objectives/outputs/activities	Status	Start dates				Finish dates				DURATION			
		PS1	PS2	AS	DS1	PF1	PF2	AF	DF1	PD1	PD2	AD	AD - PD1
Output 1.7													
Activity 1.7.1	On going	Oct-09	Sep-10	Dec-10	14	May-11	Dec-11	Oct-12	17	19	15	22	3
Activity 1.7.2	On going	Oct-09	Jan-11	Feb-12	28	Sep-11	Dec-12	Dec-12	15	23	23	10	-13
Activity 1.7.3	On going	Oct-09	Mar-11	Feb-12	28	Sep-11	Oct-12	Oct-12	13	23	19	8	-15
Activity 1.7.4	On going	Oct-09	Mar-11	Feb-12	28	Sep-11	Oct-12	Oct-12	13	23	19	8	-15
Activity 1.7.5	On going	Oct-09	Mar-11	Feb-12	28	Sep-11	Oct-12	Oct-12	13	23	19	8	-15
Activity 1.7.6	On going	Oct-09	Mar-11	Feb-12	28	Sep-11	Dec-12	Dec-12	15	23	21	10	-13
Output 1.8													
Activity 1.8.1	Delayed	Oct-09	Jan-12	Oct-12	36	Sep-11	Mar-13	Mar-13	18	23	14	5	-18
Activity 1.8.2	Delayed	Oct-09	Jan-12	Oct-12	36	Apr-10	Mar-13	Mar-13	35	6	14	5	-1
Activity 1.8.3	On schedule	Oct-09	Jan-12	Oct-12	36	Sep-10	Mar-13	Mar-13	30	11	14	5	-6
Activity 1.8.4	On schedule	Oct-09	Apr-12	Oct-12	36	Aug-10	Mar-13	Mar-13	31	10	11	5	-5
Activity 1.8.5	Delayed	Jan-10	Jan-12	Oct-12	33	Dec-10	Mar-13	Mar-13	27	11	14	5	-6
Activity 1.8.6	On schedule		Apr-12	Oct-12			Mar-13	Mar-13		0	11	5	5
Output 1.9													
Activity 1.9.1	Completed	Jul-09	Apr-10	May-10	10	Dec-09	Oct-10	Mar-11	15	5	6	10	5
Activity 1.9.2	Completed	Nov-09	Jul-10	Jul-10	8	Dec-10	Mar-11	Oct-12	22	13	8	27	14
Activity 1.9.3	On going	Aug-09	Nov-10	Apr-11	20	Apr-10	May-11	Oct-12	30	8	6	18	10
Activity 1.9.4	On going	Nov-09	Dec-10	Dec-10	13	Dec-10	Jul-11	Oct-12	22	13	7	22	9
Activity 1.9.5	On going	Nov-09	Oct-10	Dec-10	13	Feb-10	Mar-11	Oct-12	32	3	5	22	19
Activity 1.9.6	On going	Nov-09	Nov-10	Dec-10	13	Feb-10	May-11	Oct-12	32	3	6	22	19
Activity 1.9.7	On going	Feb-10	Jan-11	Jan-11	11	May-11	Mar-12	Oct-12	17	15	14	21	6
Activity 1.9.8	On schedule		Jan-11	Jan-11			Dec-12	Dec-12		0	23	23	23
Output 1.10													
Activity 1.10.1	On going	Oct-09	Jan-11	Mar-11	17	May-10	Feb-13	Feb-13	33	7	25	23	16
Activity 1.10.2	On going	Mar-10	Jan-11	Jan-11	10	Sep-10	Feb-13	Feb-13	29	6	25	25	19
Activity 1.10.3	On going	May-10	Jan-11	Oct-12	29	Dec-10	Feb-13	Feb-13	26	7	25	4	-3

IO No.1													
Objectives/outputs/activities	Status	Start dates				Finish dates				DURATION			
		PS1	PS2	AS	DS1	PF1	PF2	AF	DF1	PD1	PD2	AD	AD - PD1
Activity 1.10.4	On schedule	Oct-09	Aug-11	Oct-12	36	Jul-11	Feb-13	Feb-13	19	21	18	4	-17

IO No. 2													
Objectives/outputs/activities	Status	Start dates				Finish dates				DURATION			
		PS1	PS2	AS	DS1	PF1	PF2	AF	DF1	PD1	PD2	AD	AD - PD1
Output 2.1:													
Activity 2.1.1	Completed	Oct-09	Apr-10	May-10	7	Feb-10	Dec-11	Jan-12	23	4	20	20	16
Activity 2.1.2	Completed	Dec-09	Sep-10	Apr-11	16	May-10	Dec-11	Jan-12	20	5	15	9	4
Activity 2.1.3	Completed	Nov-09	Dec-09	Dec-09	1	Dec-09	Aug-12	Mar-12	27	1	32	27	26
Activity 2.1.4	Completed	Jan-10	Jan-11	Mar-11	14	Mar-10	Dec-11	Mar-12	24	2	11	12	10
Activity 2.1.5	Completed	Feb-10	Mar-11	Mar-11	13	Mar-11	Dec-11	Mar-12	12	13	9	12	-1
Activity 2.1.6	Completed	Nov-09	Jun-11	Mar-11	16	Mar-11	Dec-11	Mar-12	12	16	6	12	-4
Output 2.2:													
Activity 2.2.1	Completed	Jul-09	May-10	May-10	10	Dec-09	Dec-11	Apr-12	28	5	19	23	18
Activity 2.2.2	Completed	Jul-09	Sep-10	Jan-12	30	Nov-09	Jun-12	Oct-12	35	4	21	9	5
Activity 2.2.3	On going	Sep-09	Oct-10	Apr-11	19	Mar-11	Dec-12	Dec-12	21	18	26	20	2
Activity 2.2.4	On going	Nov-09	Jan-11	Mar-11	16	Mar-11	Feb-13	Feb-13	23	16	25	23	7
Activity 2.2.5	On going	Nov-09	Jan-11	Mar-11	16	Mar-11	Mar-13	Mar-13	24	16	26	24	8
Output 2.3:													
Activity 2.3.1	On going	Jun-09	Jan-10	Dec-09	6	Sep-11	Mar-13	Mar-13	18	27	38	39	12
Activity 2.3.2	On going	Jun-09	Jun-10	Jun-10	12	Oct-09	Dec-12	Dec-12	38	4	30	30	26
Activity 2.3.3	On going	Jun-09	Mar-10	Jun-10	12	Sep-11	Dec-12	Dec-12	15	27	33	30	3
Output 2.4:													
Activity 2.4.1	On going	Jan-10	Aug-10	Aug-10	7	Dec-10	Dec-11	Oct-12	22	11	16	26	15
Activity 2.4.2	on going	Oct-09	Aug-10	Aug-10	10	Dec-10	Dec-12	Dec-12	24	14	28	28	14
Activity 2.4.3	on going	Jan-10	May-11	Oct-12	33	Dec-10	Mar-13	Mar-13	27	11	22	5	-6
Output 2.5:													
Activity 2.5.1	Complete	Jul-	Jul-	Jul-	12	Dec-	Oct-	Dec	12	5	3	5	0



IO No. 2													
Objectives/outputs/activities	Status	Start dates				Finish dates				DURATION			
		PS1	PS2	AS	DS 1	PF1	PF2	AF	DF 1	PD 1	PD 2	A D	AD - PD 1
	d	09	10	10		09	10	-10					
<u>Activity 2.5.2</u>	Completed	Sep-09	Sep-10	Dec-10	15	Nov-09	Jan-11	Dec-10	13	2	4	0	-2
<u>Activity 2.5.3</u>	Completed	Oct-09	Jan-11	Dec-10	14	Dec-09	Apr-11	Dec-10	12	2	3	0	-2
<u>Activity 2.5.4</u>	On going	Nov-09	Feb-11	Dec-10	13	Dec-10	Sep-12	Oct-12	22	13	19	22	9

IO No. 3													
Objectives/outputs/activities	Status	Start dates				Finish dates				DURATION			
		PS1	PS2	AS	DS1	PF1	PF2	AF	DF1	PD1	PD2	AD	AD - PD1
Output 3.1													
Activity 3.1.1	Completed	Nov-09	Jan-11	Nov-10	12	Mar-11	Nov-11	Oct-12	19	16	10	23	7
Activity 3.1.2	On schedule	Jan-10	Apr-11	Oct-12	33	Dec-11	Feb-13	Feb-13	14	23	22	4	-19
Activity 3.1.3	On schedule	Jan-10	Jul-11	Oct-12	33	Dec-11	Feb-13	Feb-13	14	23	19	4	-19
Activity 3.1.4	Completed	Sep-09	Jan-11	Jan-11	16	Aug-11	Dec-11	Oct-12	14	23	11	21	-2
Activity 3.1.5	On going	Oct-09	Jul-10	Jul-10	9	Dec-11	Dec-12	Dec-12	12	26	29	29	3
Activity 3.1.6	On going	Oct-09	Jan-11	Jan-11	15	Dec-11	Dec-12	Dec-12	12	26	23	23	-3
Activity 3.1.7	On going	Jan-10	Jan-11	Mar-11	14	Sep-11	Feb-13	Feb-13	17	20	25	23	3
Activity 3.1.8	On schedule	Jan-10	Oct-11	Oct-12	33	Dec-10	Dec-12	Dec-12	24	11	14	2	-9
Activity 3.1.9	On schedule	Oct-09	Dec-11	Oct-12	36	Jun-10	Dec-12	Dec-12	30	8	12	2	-6
Output 3.2													
Activity 3.2.1	Completed	Oct-09	Sep-10	Sep-10	11	Jan-10	Dec-11	Oct-12	33	3	15	25	22
Activity 3.2.2	On going	Jan-10	Sep-10	Sep-10	8	Dec-11	Dec-12	Dec-12	12	23	27	27	4
Activity 3.2.3	On going	Jun-09	Mar-11	Feb-12	32	Dec-11	Dec-12	Dec-12	12	30	21	10	-20
Output 3.3													
Activity 3.3.1	On schedule	Jan-10	Sep-11	Apr-12	27	Sep-11	Dec-12	Dec-12	15	20	15	8	-12
Activity 3.3.2	Delayed	Oct-09	Sep-11	Oct-12	36	Feb-10	Dec-12	Dec-12	34	4	15	2	-2
Activity 3.3.3	On schedule	May-10	Mar-12	Oct-12	29	Dec-10	Dec-12	Dec-12	24	7	9	2	-5
Activity 3.3.4	On schedule	Jul-10	Jul-12	Oct-12	27	Dec-10	Dec-12	Dec-12	24	5	5	2	-3

IO No. 3													
Objectives/outputs/activities	Status	Start dates				Finish dates				DURATION			
		PS1	PS2	AS	DS1	PF1	PF2	AF	DF1	PD1	PD2	AD	AD - PD1
Output 3.4													
Activity 3.4.1	On going		Jan-11	Jan-11	0		Dec-12	Dec-12		0	23	23	23
Activity 3.4.2	On schedule	Aug-09	Jan-11	Oct-12	38	Sep-11	Dec-12	Dec-12	15	25	23	2	-23
Activity 3.4.3	On schedule	Jun-09	Apr-12	Oct-12	40	Sep-11	Dec-12	Dec-12	15	27	8	2	-25
Output 3.5													
Activity 3.5.1	On schedule	Jan-10	Mar-11	Oct-12	33	Nov-11	Sep-11	Oct-12	11	22	6	0	-22
Activity 3.5.2	On schedule	Jan-10	Mar-11	Oct-12	33	Dec-10	Sep-11	Oct-12	22	11	6	0	-11
Activity 3.5.3	On schedule	Nov-09	Oct-11	Oct-12	35	Nov-11	Mar-12	Oct-12	11	24	5	0	-24
Activity 3.5.4	On schedule	Jan-10	Oct-11	Oct-12	33	Dec-10	Mar-12	Oct-12	22	11	5	0	-11
Output 3.6													
Activity 3.6.1	On schedule	Jan-10	Jun-11	Oct-12	33	Jul-10	Dec-12	Dec-12	29	6	18	2	-4

IO No. 4													
Objectives/outputs/activities	Status	Start dates				Finish dates				DURATION			
		PS1	PS2	AS	DS1	PF1	PF2	AF	DF1	PD1	PD2	AD	AD - PD1
Output 4.1													
Activity 4.1.1	Completed	May-09	Aug-10	Dec-09	7	Mar-11	Mar-12	Oct-12	19	22	19	34	12
Activity 4.1.2	On going	Jul-09	Sep-10	Dec-10	17	Apr-10	Mar-12	Oct-12	30	9	18	22	13
Activity 4.1.3	Completed	Nov-09	Mar-11			Jul-11	Dec-11	Oct-12	15	20	9		
Output 4.2													
Activity 4.2.1	Completed	Jun-09	Aug-10	Dec-09	6	Jul-11	Mar-12	Oct-12	15	25	19	34	9
Activity 4.2.2	Completed	Sep-09	Jan-11	Mar-11	18	Mar-10	Apr-11	Oct-12	31	6	3	19	13
Activity 4.2.3	On going	Sep-09	Mar-11			Jul-11	Feb-13	Feb-13	19	22	23		
Output 4.3													
Activity 4.3.1	On going	Oct-09	Feb-10	Feb-10	4	Jul-11	Dec-12	Dec-12	17	21	34	34	13
Activity 4.3.2	On going	Oct-09	Dec-10	Feb-11	16	Jul-11	Mar-12	Oct-12	15	21	15	20	-1
Output 4.4													

Activity 4.4.1	On schedule	Oct- 09	Jan- 11			Jul- 11	Mar -12	Oct -12	15	21	14		
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**Table 7: Status of Activities as per Immediate Objectives (TPR – October 2012)**

Number of Activities	Overall	IO 1	IO 2	IO 3	IO 4
Completed	37	19	11	3	4
Delayed	5	4	0	1	0
Ongoing	55	35	10	6	4
On Schedule	29	14	0	14	1
Total	126	72	21	24	9

**Table 8: Status of APs and Service Contracts (TPR October – 2012)**

Serial No.	Region/Country	Mini/Action Programme or Service Contract number	Title of AP/SC and name of Implementing Agency	Amount in US \$	Start date	Expected completion date
1	Gujarat	P.270.05.325.004.006	Education AP- Surat	1,25,820	15 December 2010	14 December 2012
2	Gujarat	P.270.05.325.004.007	Education AP- Vadodara	1,30,310	15 December 2010	14 December 2012
3	Odisha	P.270.05.325.004.008	Education AP- Cuttack	1,27,258	15 December 2010	14 December 2012
4	Odisha	P.270.05.325.004.009	Education AP- Kalahandi	1,45,820	15 December 2010	14 December 2012
5	Jharkhand	P.270.05.325.004.010	Education AP- Ranchi	1,33,943	01 December 2010	30 November 2012
6	Jharkhand	P.270.05.325.004.011	Education AP- Sahibganj	1,40,042	15 December 2010	14 December 2012
7	Bihar	P.270.05.325.004.012	Education AP- Sitamarhi	1,37,198	01 December 2010	30 November 2012
8	Bihar	P.270.05.325.004.013	Education AP - Kathihar	1,39,953	15 December 2010	14 December 2012
9	Madhya Pradesh	P.270.05.325.014	Education AP - Ujjain	1,29,333	15 December 2010	14 December 2012
10	Madhya Pradesh	P.270.05.325.015	Education AP - Jabalpur	1,30,442	01 December 2010	30 November 2012
11	Bihar	P.270.05.325.004.016	SRC AP - Bihar	79,077	20 May 2011	19 March 2013
12	Jharkhand	P.270.05.325.004.017	SRC AP - Jharkhand	79,077	15 April 2011	14 February 2013
13	Odisha	P.270.05.325.004.018	SRC AP - Odisha	79,077	21 April 2011	20 February 2013
14	Madhya Pradesh	P.270.05.325.004.019	SRC AP - M.P.	80,945	26 September 2011	31 March 2013
15	Gujarat	P.270.05.325.004.020	SRC AP - Gujarat	80,945	15 December 2011	31 March 2013
16	Gujarat	P.270.05.325.004.021	VT AP - Surat	47,975	15 December 2011	31 March 2013
17	Gujarat	P.270.05.325.004.022	VT AP - Vadodara	47,975	25 November 2011	24 March 2013
18	Odisha	P.270.05.325.004.023	VT AP - Cuttack	47,975	07 October	06 February

Serial No.	Region/Country	Mini/Action Programme or Service Contract number	Title of AP/SC and name of Implementing Agency	Amount in US \$	Start date	Expected completion date
					2011	2013
19	Odisha	P.270.05.325.004.024	VT AP - Kalahandi	47,975	16 January 2012	31 March 2013
20	Jharkhand	P.270.05.325.004.025	VT AP - Ranchi	47,975	03 October 2011	02 February 2013
21	Jharkhand	P.270.05.325.004.026	VT AP - Sahibganj	47,975	03 October 2011	02 February 2013
22	Bihar	P.270.05.325.004.027	VT AP - Sitamarhi	47,975	15 October 2011	14 February 2013
23	Bihar	P.270.05.325.004.028	VT AP - Kathiwar	47,975	25 October 2011	24 February 2013
24	Madhya Pradesh	P.270.05.325.004.029	VT AP - Ujjain	47,975	05 October 2011	04 February 2013
25	Madhya Pradesh	P.270.05.325.004.030	VT AP - Jabalpur	47,975	16 November 2011	15 March 2013
26	Uttar Pradesh	2011-4660165 BL 21.33	TNA - VVGNI	28,758	26 September 2011	31 March 2012
27	Uttar Pradesh	2012-4660046 BL 21.32	TNA - VVGNI	26,372	02 January 2012	15 July 2012
28	New Delhi	2012-4660044 BL 21.31	Women power Connect - Handbook for employers	9,625	02 January 2012	31 August 2012
29	New Delhi	2012-4660145 BL 21.34	IHD - migration and trafficking study	49,626	01 July 2012	28 February 2013
30	Gujarat	2011-4660169, 2012-4660025 BL 21.35	Family Linkage - Surat	10,221	01 November 2011	31 October 2012
31	Gujarat	2011-4660170, 2012-4660026 BL 21.36	Family Linkage - Vadodara	10,221	01 November 2011	31 October 2012
32	Odisha	2011-4660171, 2012-4660027 BL 21.37	Family Linkage - Cuttack	10,405	01 December 2011	30 November 2012
33	Odisha	2011-4660172, 2012-4660028 BL 21.38	Family Linkage - Kalahandi	10,405	01 October 2011	31 October 2012
34	Jharkhand	2011-4660173, 2012-4660029 BL 21.39	Family Linkage - Ranchi	10,221	01 October 2011	31 October 2012
35	Jharkhand	2011-4660174, 2012-4660030 BL 21.40	Family Linkage - Sahibganj	10,221	01 October 2011	31 October 2012
36	Bihar	2011-4660175, 2012-4660031 BL 21.41	Family Linkage - Sitamarhi	10,305	01 October 2011	31 October 2012
37	Bihar	2011-4660176, 2012-4660032 BL 21.42	Family Linkage - Katihar	10,221	01 October 2011	31 October 2012
38	Madhya Pradesh	2011-4660177, 2012-4660033 BL 21.43	Family Linkage - Ujjain	10,221	01 October 2011	31 October 2012
39	Madhya Pradesh	2011-4660178, 2012-4660034 BL 21.44	Family Linkage - Jabalpur	10,305	01 October 2011	31 October 2012
40	New Delhi	2012-4660131- BL 21.46	IHD - OSH	32,232	25 June 2011	24 February 2013

Serial No.	Region/Country	Mini/Action Programme or Service Contract number	Title of AP/SC and name of Implementing Agency	Amount in US \$	Start date	Expected completion date
41	Uttar Pradesh	2012-4660047, 2013-4660012 BL 21.47	Knowledge Centre - VVG NLI	57,709	06 March 2012	05 March 2013
42	New Delhi	2012-4660088, 2013-4660025 BL 21.51	DRS - KAP	45,455	01 March 2012	31 March 2013
43	New Delhi	2012-4660045 BL 21.52	PRA - PRIA	15,485	16 January 2012	31 August 2012
44	Jharkhand	2012-4660124 BL 21.53	For creation/development of SRC Website in Jharkhand State	5,454	01 May 2012	30 November 2012

**Table 9: District wise allocations and delivery rates of APs**

Description	Education		Family Linkage		Vocational Training	
	Alloc.\$	Delivery rate	Alloc.\$	Delivery rate	Alloc.\$	Delivery rate
Surat, Gujarat	1,25,820	60%	10,221	77%	47,975	42%
Vadodara, Gujarat	1,30,310	65%	10,221	30%	47,975	50%
Cuttack, Odisha	1,27,258	57%	10,405	31%	47,975	30%
Kalahandi, Odisha	1,45,820	51%	10,405	31%	47,975	30%
Ranchi, Jharkhand	1,33,943	81%	10,221	30%	47,975	60%
Sahibganj, Jharkhand	1,40,042	57%	10,221	30%	47,975	30%
Sitamarhi, Bihar	1,37,198	57%	10,305	31%	47,975	62%
Katihar, Bihar	1,39,953	73%	10,221	30%	47,975	47%
Ujjain, Madhya Pradesh	1,29,333	63%	10,221	30%	47,975	41%
Jabalpur, Madhya Pradesh	1,30,442	52%	10,305	31%	47,975	30%
<b>TOTAL</b>	<b>13,40,119</b>	<b>62%</b>	<b>1,02,746</b>	<b>35%</b>	<b>4,79,750</b>	<b>42%</b>

**Table 10: State wise allocations and delivery rates of SRC AP**

Description	Alloc.\$	Delivery rate
Bihar	79,077	53%
Jharkhand	79,077	72%
Odisha	79,077	63%
Madhya Pradesh	80,945	40%
Gujarat	80,945	44%
<b>TOTAL</b>	<b>3,99,121</b>	<b>55%</b>

**Table11: Status of Outputs**

Objectives/outputs/activities	Status
Output 1.1	On going
Output 1.2	Completed
Output 1.3	On going
Output 1.4	On going
Output 1.5	On going
Output 1.6	On going
Output 1.7	On going
Output 1.8	On going
Output 1.9	On going
Output 1.10	On going
Output 2.1:	Completed
Output 2.2:	On going
Output 2.3:	On going
Output 2.4:	On going
Output 2.5:	On going
Output 3.1	On going
Output 3.2	On going
Output 3.3	On going
Output 3.4	On going
Output 3.5	On going
Output 3.6	On going
Output 4.1	On going
Output 4.2	On going
Output 4.3	On going
Output 4.4	On going

### 3.3 Detailed Assessment of Project Performance

359. This annexure contains details of each aspect of project performance, contained in Chapters 3 and 4 of the main report.

#### Beneficiary Identification

360. Table 12 depicts the number of children targeted for educational support, and these were divided into two categories, those withdrawn from, and those prevented from child labour.

**Table 12: Targeted Beneficiary Details (as per the PRODOC)**

	Non-formal or basic literacy education provided by project			Referral only to education system (formal, vocational and/or non-formal)			Subtotal educational and training services		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total Direct Beneficiaries	5,000	5,000	10,000	4,500	4,500	9,000	9,500	9,500	19,000
Withdrawn	2,800	2,900	5,700	2,000	2,000	4,000	4,800	4,900	9,700
Prevented	2,200	2,100	4,300	2,500	2,500	5,000	4,700	4,600	9,300

361. Against the target above, the children identified and covered for non-formal education, and for training services are given in Table 13 below:

**Table 13: Identification and Coverage of Child Labourers as on 30th September 2012**

	Non-formal or basic literacy education provided by project			Referral only to education system (formal, vocational and/or non-formal)			Subtotal educational and training services		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Total Direct Beneficiaries – Planned (as per PRODOC)</b>	<b>5,000</b>	<b>5,000</b>	<b>10,000</b>	<b>4,500</b>	<b>4,500</b>	<b>9,000</b>	<b>9,500</b>	<b>9,500</b>	<b>19,000</b>
Total Direct Beneficiaries – Identified and covered	8,954	9,732	18,686						
<b>Withdrawn - Planned</b>	<b>2,800</b>	<b>2,900</b>	<b>5,700</b>	<b>2,000</b>	<b>2,000</b>	<b>4,000</b>	<b>4,800</b>	<b>4,900</b>	<b>9,700</b>
Withdrawn – Identified and Covered	3,712	3,987	7,699						
<b>Estimated trafficked into hazardous work<sup>68</sup></b>	<b>45</b>	<b>40</b>	<b>85</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>70</b>	<b>65</b>	<b>135</b>
Trafficked into Hazardous work – Identified and covered	0	0	0						
<b>Prevented</b>	<b>2,200</b>	<b>2,100</b>	<b>4,300</b>	<b>2,500</b>	<b>2,500</b>	<b>5,000</b>	<b>4,700</b>	<b>4,600</b>	<b>9,300</b>
Prevented – Identified and Covered	5,242	5,745	10,987						
<b>Estimated Prevented from trafficking into hazardous work</b>	<b>90</b>	<b>100</b>	<b>190</b>	<b>30</b>	<b>30</b>	<b>60</b>	<b>120</b>	<b>130</b>	<b>250</b>
Trafficked into Hazardous work – Identified and covered	0	0	0						

Notes:

1. The above table reflects the reporting pattern provided in the TPR sent to the HQ every 6 months.
2. The information in the table above is as on 30 September, 2012.
3. The project districts have reported coverage of 19,049 children. As against this, the DBMR verification records have been completed in respect of 18,686 children. The data in the above table is therefore in respect of 18,686 children
4. Withdrawn children are as per ILO IPEC DBMR Guidelines. The project had collected additional information (from the districts) in respect of children who were engaged in occupations and processes set forth in Part A and Part B of the Schedule to the Child Labour (P&R Act, 1986, and not working with their families. Based on this, the Project has information on 1,879 children reported, from occupations/processes set forth in Part A or Part B of the Schedule to the Act and not working with families.

<sup>68</sup> To be corrected during baseline survey at the start of the project.

362. The Ministry of Labour and Employment sought details in a different format from that reported under the PRODOC; details were sought about how many children identified were enrolled in NCLP school, and of these how many were identified and admitted *before* or *after* the project started. Further, MOLE wanted separate reporting on the number of children withdrawn from hazardous occupations. The Project did this analysis and the numbers reported are detailed in Table 15 below:

**Table 14: Child Identification and School Enrolment**

(as per the information submitted by the Project)

Sl.No.	State	District	Identified in baseline survey (CORT) & traced by NCLP	District wise list of children identified later by the NCLP Societies	Enrolled in SSA School before Project Start	Enrolled in Schools after Project start	Admitted to NCLP School	No. of children reported as withdrawn from Hazardous Occupations
1	Bihar	Sitamarhi	1,006	416	381	981		204
2		Katihar	673	3,140	639	43	2,047	3,131
3	Gujarat	Surat	217	1,061	677	253	178	348
4		Vadodara	52	2,108	1,558	602	-	-
5	Jharkhand	Ranchi	204	1,895	169	440	1,339	1,490
6		Sahibganj	532	248	187	592	1	1
7	Madhya Pradesh	Ujjain	228	901	181	615	311	333
8		Jabalpur	337	1,837	761	980	346	433
9	Odisha	Kalahandi	373	1,202	461	157	652	957
10		Cuttack	660	824	1,170	314	-	-
	Total		4,282	13,632	6,184	4,977	4,874	6,897

363. Table 14 was made once, and the reporting to ILO and donor has continued to be according to the details in Table 13. The figures reported in this table changed a little in the few months between the reporting to MOLE, and the evaluation, where the figures reported are for September 2012.

#### Education

The numbers of children targeted for, and covered for educational support are given in Table 15:

**Table 15: Children provided with Education Support (Up to October 2012)**

Sr. No.	Name of the districts	Target as per APSO	Coverage reported	Total		
				Male	Female	Total (DBMR)
1	Sitamarhi	1,765	1,422	801	621	1,422
2	Katihar	1,854	4,900	2,179	2,407	4,586
3	Surat	1,281	1,245	558	687	1,245
4	Vadodara	2,160	2,160	1,085	1,075	2,160
5	Ranchi	1,980	2,099	1,039	1,060	2,099
6	Sahibganj	2,314	780	316	464	780
7	Ujjain	1,313	1,321	574	747	1,321
8	Jabalpur	2,133	2,098	853	1,245	2,098
9	Kalahandi	1,945	1,464	801	664	1,465
10	Cuttack	2,160	1,560	748	762	1,510
	Total:	18,905	19,049	8,954	9,732	18,686



## Vocational Training

364. The Table below gives the number of children who have been trained / undergoing training in the districts as part of Vocational Training Action Programme.

**Table 16: VT - Targets and achievements**

District	No. of Participants Undergoing Training	No. for which Training is Planned[1]	Planned for Rollover
Surat	160	40	0
Vadodara	40	40	120
Ranchi	100	0	100
Sahibganj	57	0	143
Cuttack	80	40	80
Kalahandi	83	40	77
Sitamarhi	136	0	64
Katihar	60	140	0
Jabalpur	35	110	55
Ujjain	167	0	33
Total	918	410	672

Note:

1. Status as on 31<sup>st</sup> October 2012
2. "Rollover" refers to a situation where there are currently no new vocational training providers with capacity to take up trainings and existing training providers also do not have sufficient infrastructure or trainers to start a new batch(s) concurrently. Hence the district would wait for completion of on-going trainings to enrol new batches of adolescent beneficiaries, for training in the existing training centres, at a date after the current batch completes its training.

365. The following table provides a gender disaggregation of the children, which covers not all the children stated above, but a subset, the reporting is only for 966 children, against the total of 2000 children for whom the training has been given, or planned.

**Table 17: Gender Disaggregated Data of VT Beneficiaries**

District	BOYS	GIRLS	TOTAL
Surat	20	160	180
Vadodara	7	31	38
Ranchi	59	41	100
Sahibganj	29	22	51
Cuttack	44	35	79
Kalahandi	56	27	83
Sitamarhi	92	44	136
Katihar	42	18	60
Jabalpur	33	35	68
Ujjain	70	101	171
Total	452	514	966

Note: 1. Status as on 21 November 2012

## Family Linkages

366. The number of families identified for training is 5473. Table 18 shows that forms have been filled for different types of schemes for a total of 4873 families, of which a total of 3046 linkages have already been made so far.

**Table 18: Families Linked with Schemes (October 2012)**

District	Families Identified	Forms Filled	Benefits Received
Surat	670	570	239
Vadodara	750	750	750
Ranchi	1546	1546	885
Sahibganj	209	209	In process
Cuttack	191	191	305 (Multiple Benefits)
Kalahandi	500	120	In process
Sitamarhi	356	356	303
Katihar	500	400	In process
Jabalpur	250	230	230
Ujjain	501	501	334
Total	5473	4873	3046

367. Table 19 below gives the District-wise schemes used for linking families and the number of families benefitted under these schemes as part of Family Linkage Service Contract.

**Table 19: The Number of Families Benefitted under Government Schemes, District-wise**

District	Name of the Scheme	No. Families Benefitted	No. of Linkages Made
Cuttack	Janashree Bima Yojana	100	221
	Rastriya Swasthya Bima Yojana	69	
	Building & Construction workers Welfare Board Scheme	24	
	Beedi Workers Welfare Board Scheme	28	
Kalahandi	Building & Construction workers Welfare Board Scheme	34	34
Ranchi	Public Distribution System	312	2424
	MNREGA	324	
	Rastriya Swasthya Bima Yojana	175	
	Building & Construction workers Welfare Board Scheme	551	
	Pension Scheme	21	
	Self Help Group ( SHG )	462	
	Swarn Jayanti Gram Swarojgar Yojana	13	
	Janashree Bima Yojana	507	
	Indira Awas Yojana	59	
Surat	Manav Kalyan Yojana	38	67
	Unorganized Workers Welfare Board	29	
Vadodara	Central Post Office Deposit Scheme	750	750
Ujjain	Janashree Bima Yojana	305	521
	Deendayal Scheme	115	
	San Nirman Karmkar	10	
	Skill Development	91	
Sitamarhi	MNREGS Job Card	394	670
	Indira	118	
	Social Security Pension Scheme	105	
	RSBY Smart Card	51	
	Kanya Vivah Yojana	2	
<b>Total</b>			<b>4687</b>

#### **4. Annex 4: Research Areas, Persons, Tools and Documents**

368. This annexure first lists the regions and communities visited, provides a list of the persons interviewed, the tools used, and the documents reviewed for this evaluation.

##### **4.1 Regions and Communities**

###### **Ranchi District**

- Hindpiri NCLP Special School – Interaction with children and parents
- Lalgutwa, NCLP Special School – Interaction with children and parents
- Irba, NCLP Special School – Interaction with children and parents
- Hehal, Women ITI, Interaction with adolescents seeking vocational training and parents
- Irba, Interaction with adolescents seeking vocational training and parents
- ITC, Irba, Ormanjhi, Interaction with Director of the vocational training institute

###### **Sitamarhi District**

- District Collector and Project Team, Sitamarhi – Presentation and Interviews
- State Government Middle School, Walipur – Runnisayaidpur: a non-project SSA school- Interaction with children, teachers and principal.
- State Government Middle School and Anganwadi Centre – Punaure, Sitamarhi – Interaction with targeted children, parents and school officials.
- State Government Middle School and ERC, Sonbarsa – Interaction with children, parents and school officials
- Hamlet of Mahadalits (parents of beneficiaries of the project), Sonbarsa – Visit to the hamlet and interaction with parents.
- Lakshya ITI, Sitamarhi (VTP under the MES scheme and linked with project) – Interaction with trained adolescents and their families, Interaction with VTP officials.
- Government ITI, Sitamarhi (VTP under the MES and linked with the project) – Interaction with trainers and Directors of the both Lakshya and Govt. ITIs.

###### **Cuttack District**

- Meetings with District Collector, Cuttack, District Level Task Force (DLTF) members, and the district project team
- Interaction with Principal, Govt. ITI Cuttack
- Malbiharpur UG High School, Malbiharpur, Banki - Interaction with child labour enrolled in SSA Schools
- Maniabandha NCLP School, Maniabandha, Baramba - Interaction with enrolled child labour, Parents / Child Labour Families benefited under the Convergence Child Labour Project at School Point.

- Patnasahi Project UP School, Ratapata, Baramba – interaction with children enrolled in SSA Schools and undergoing work education program
- ERC, Cuttack

#### **Indore District**

- Project Director, Special Officer in-charge of the project (IAS probationer) and the project team
- Lead School, Khilchipur, Ujjain: Interaction with students and teachers
- NCLP special school, Juna Somvaria, Ujjain: Interaction with children and their families
- Aangwadi Center, Mohan Nagar, Ujjain: Interaction with children and their families
- Women ITI, Ujjain: Interaction with children and their families
- ERC, Hira Mill Ki Chaal, Ujjain: Interaction with children, volunteer and families
- ERC, Kothi Palace, Ujjain: Interaction with children and volunteers
- Lead School, Dendiya, Ujjain: Interaction with children and teachers.

#### **Vadodara and Surat Districts**

- Office of Mr. K.O. Shah, Deputy Commissioner, Labour Department, Gujarat
- ERC, Vadodara
- Dayanand Saraswati SSA School, Ekta Nagar, Azwa Road, Vadodara
- Shri Vallabh Vidya Nidhi, private VTP, Vadodara
- ITI, Surat
- Bhimnagar, NCLP School
- Bhimnagar, ERC, Surat
- Tasniwadi Slum, Eke Road, Surat
- Government Municipal High School
- Srinivas Ramanujam Primary School, Patel Nagar, Surat

#### **4.2 List of People Interviewed**

##### **ILO Geneva**

- Mr Peter Wichmand, Head of EIA (DED)
- Mr Keith Jeddere-Fisher, Senior Evaluation Officer, EIA (DED)
- Mr Geir Myrstad, Head of Operations, IPEC
- Mr Wahidur Rahman, Desk Officer for Asia, IPEC
- Ms Constance Thomas, Director of IPEC

## **ILO Delhi**

- Ms Tine Staermose, Director, ILO, DWT/CO-New Delhi
- Ms Panudda Boonpala, Deputy Director, ILO, DWT/CO-New Delhi
- Ms Preet Verma, NPM, CACL project
- Mr Narasimhan, CACL project
- Mr R.K.Khurana, CACL project
- Mr Ranjit Prakash, CACL project
- Mr Mukti, Implementation of State level activities, Program and Administration Assistance
- Ms Rupinder Taneja,
- Mr Gotabaya Dasanayaka, Senior Specialist on Employers' Activities
- Ms. Saadya Hamdani, Gender Specialist
- Mr Coen Kompier, Specialist on International Labour Standards
- Ms Sherin Khan, Senior Specialist on Child Labour
- Mr Mukesh C. Gupta, Senior Specialist on Employment Intensive Investments
- Mr Ariel B. Castro, Specialist on Workers' Activities
- Mr Paul Comyn, Senior Vocational Training & Skills Development Specialist
- Ms Anjana Chellani, Programme Officer
- Ms Neetu Lamba, Programme Officer

## **Ministry of Labour, GOI**

- Mr Sharda Prasad. IAS, DG/JS, DGET
- Mr H K Jethi, Joint Secretary, Joint Secretary (Child Labour), MOLE, New Delhi
- Mr Dinesh Nijhawan, Director, DGET, MOLE, New Delhi

## **Tele conference with USDOL**

- Ms Sharon Heller
- Ms Angela Peltzer
- Ms Margaret. C Hower
- Ms Maureen Jaffe
- Mr A Suresh, Political Adviser, USDOL, Delhi

## **4.3 Stakeholders from Other Organisations**

- Mr V. P. Yajurvedi, Director General, VV Giri NLI, Noida
- Dr Helen R. Seker, Senior Fellow, V. V. Giri NLI, Noida

- Mr Onkar Sharma, Fellow, VV Giri NLI, Noida
- Ms Preet Rustagi, Senior Fellow at IHD
- Dr Malika Basu, Resource Person & Moderator – Gender Community, UN Solutions Exchange, New Delhi.
- Dr Bela Patel, COURT, Baroda
- Dr Sandhya, COURT, Baroda
- Ms Martha Ferrel, Society for Participatory Research in Asia (PRIA), New Delhi
- Mr Lolichen, UNICEF, Ahmedabad
- Mr Vinay, UNICEF, Ranchi
- Mr Bhaskar Mishra, Consultant, Dy. Registrar, Registrar General of India
- Mr Diwakar Srivastava, DRS, KAP Study

#### **4.2 List of Participants of National Stakeholders Workshop**

- Mr. Dinesh Nijhawan, Director, DGET, MOLE, New Delhi
- Ms. Bharti Sawhney, Training Officer, DGET, MOLE, New Delhi
- Mr. Dharendra Mohan Jha, Labour Commissioner, Government of Bihar, Patna
- Mr. K N Bhatt, Labour Commissioner, Government of Gujarat, Gandhinagar
- Mr. Sunil Kumar Barnwal, Labour Commissioner, Government of Jharkhand, Ranchi
- Mr. Bhaskar Mishra, Deputy Registrar General, Office of the Registrar General of India, New Delhi.
- Ms. Malika Basu, Resource Person & Moderator – Gender Community, UN Solutions Exchange, New Delhi.
- Mr. Diwakar Srivastava, Chief Operating Officer, Development & Research Services Pvt. Ltd, New Delhi.
- Dr. N Hamsa, Executive Director, Women Power Connect (WPC), New Delhi.
- Mr. Keith Jeddere-Fisher, Senior Evaluation Officer, Evaluation and Impact Assessment section (EIA), IPEC, ILO, Geneva
- Ms. Panudda Boonpala, Deputy Director, ILO DWT/CO, New Delhi
- Ms. Sherin Khan, Sr. Specialist-Child Labour, ILO DWT, New Delhi.
- Ms. Anjana Chellani, Programme Officer, ILO CO, New Delhi.
- Ms. Preet Verma, National Project Manager, Convergence Child Labour Project
- Mr. Ranjit Prakash, Project Officer, Convergence Child Labour Project
- Mr. G L Narasimhan, Project Officer, Convergence Child Labour Project
- Mr. R K Khurana, Research, Monitoring and Evaluation Assistant, Convergence Child Labour Project
- Ms. Rupinder Taneja, Finance & Administrative Assistant, Convergence Child Labour Project

- Mr. Mukhtikanta Bharati, Programme & Administrative Assistant, Convergence Child Labour Project
- Mr. D. Balasubramanian, Sr. Secretary, Convergence Child Labour Project
- Ms. Radha Sharma, Secretary, Convergence Child Labour Project

#### **4.5 List of Stakeholders met/interviewed/interacted with during Field Visits**

##### **Jharkhand**

- Mr. S. K. Barnwal, I.A.S, Labour Commissioner, Ranchi
- Mr. R. Chowbay, I.A.S., District Collector, Ranchi
- Mr. A. K. Sharma, I.A.S, District Collector, Sahibganj
- Mr. A. K. Son, I.A.S., Director, Agriculture, former District Collector, Ranchi
- Mr. Rajesh Prasad, Project Director, NCLP, Ranchi

##### **Bihar**

- Mr. Amreet Lal Meena, I.A.S, Secretary, Labour Resources, Patna
- Mr. Dharendra Mohan Jha, I.A.S, Labour Commissioner, Patna
- Ms. Adi Shakti, Coordinator, SRC, Patna
- Mr. Zahid, Programme Assistant, SRC, Patna
- Mrs. A. D. Thakre, The Collector, Sitamarhi
- Mr. Shree kant Thakur, BDO, Sonbarsa
- Mr. Gaurav, PO, Sonbarsa
- Mr. Kameshwar Paswan, BEO, Sonbarsa
- Mr. Devendra Prasad, BEO, Sonbarsa
- Mr. Dharmendra Prasad, Principal, ITI, Sitamarhi
- Mr. Neeraj Nayan, Labour Superintendent, Sitamarhi
- Mr. Sumeet Saurav, Project Coordinator, CACL project, Sitamarhi
- Mr. Sachin, IT Assistant, Sitamarhi
- Mr. Ravi, Accountant, SRC, Patna
- Mr. Mukesh and team, BRLP, Patna
- Mr. Jiban, BRLP, Patna
- Ms. Archana and team, BRLP, Patna
- Mr. Kaushalendra Kumar Rai, Principal, Government school, Holipur
- Mr. Ajit Sinha, Labour Department, Patna



## Odisha

- Principal Secretary, Labour, GOO
- Mr. Girish. S. N, I.A.S, District Collector, Cuttack
- Mr. Satpathy, I.A.S, former District Collector, Kalahandi district
- Ms. Rupa Mishra I.A.S, former Collector, Kalahandi district
- Mr. Pradip Kumar Mahapatra, Asst. Commissioner, Labour, Cuttack
- Mr. Kumud Ranjan Das, Dy.Labour Officer, Kalahandi. B. B. Acharya, Coordinator, SRC, Odisha
- Ms. Monalisa, former Coordinator, SRC, Odisha

## Madhya Pradesh

- Mr. Sanjay Dubey, I.A.S., Labour Commissioner, Indore
- Mr. Prabhat Dubey, Assistant Labour Commissioner, Indore
- SRC Coordinator and the Project team.

## Gujarat<sup>69</sup>

- Mr. L. C. Bhatt, I.A.S., Labour Commissioner, Ahmedabad
- Mr. R. B. Barad, G.A.S. Additional District Collector, Surat
- Mr. V. M. Parekh, Director (Employment & Training), Ahmedabad
- Mr. K. S. Gill, Dy. Labour Commissioner, Surat
- Mr. M.S. Patel, Assistant Labour Commissioner, Surat
- Ms. Deepali, Project Director, NCLP, Surat
- Mr. Akshay Soni, District Project Coordinator, Surat
- Ms. Neelima, Field Assistant, Surat
- Mr. Vinod Rao, I.A.S, Collector, Vadodara
- Ms. Rameshwari Sawant, Field community worker, Vadodara
- Ms. Bhavika Thakkar, Accountant, NCLP, ILO project, Vadodara
- Mr. Kamlesh V. Rajguru, IT Professional, ILO project, Vadodara
- Ms. Priyanka R. Patel, DBMR assistant, ILO project, Vadodara
- Shri V. V. Pandya, Assistant Commissioner, Labour Department, Vadodara)
- Ms. Alpa Godia, Project Coordinator, ILO, Vadodara
- Mr. Ravi, Owner, VTP, Vadodara
- Mr. H. V. Patel, Principal, ITI, Surat

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<sup>69</sup>Those who met the team during field visits and also participated in the field visits have sometimes been listed twice.

- Mr. Dipak Gandhi, MES coordinator, ITI Surat
- Mr. R.B. Barad, Additional Collector, Surat

#### 4.6 List of people who participated in the State Stakeholder Workshops

##### Participants of Jharkhand State Level Workshop

**Table 20: Participants of Jharkhand State Level Workshop**

S.No.	Name	Organization/Department	Designation	Contact no./email
1	Mr. S.K. Barnwal (I.A.S.)	Department of Labour, Employment & Training	Labour Commissioner	9431117833
2	Mr. V.K. Choubey (I.A.S.)	District administration	Deputy Commissioner, Ranchi	9431708333
3	Mr. A.K. Sharma	District administration	Deputy Commissioner, Sahebganj	06436-222202
4	Ms. Preet Verma	ILO, New delhi	National Project Manager	
5	Dr. Smita Premchander	Evaluation Team Leader		09099013203
6	Ms. Sandhya Kanneganti	Evaluation Team		09866230171
7	Mr. Brajesh Pandey	Evaluation Team		09810820699
8	Mr. Chittranjan Kumar	District administration	AC Ceiling	9431170130
9	Mr. S.S.Pathak	Department of Labour, Employment & Training	Secretary, Child Labour Commission cum nodal officer, Convergence Project	8986630761
10	Mr. Rajesh Prasad	Department of Labour, Employment & Training	Project Director, NCLP, Ranchi	9431344109
11	Mr. Niranjan Kumar	Department of Welfare	Project Director, NCLP, Sahebganj	9431396642
12	Mr. Binay Pattanayak	UNICEF	Education Specialist	9608454002
13	Mr. Akhilesh Kumar Choudhary	Department of HRD	DSE, Ranchi	9431133953
14	Mr. Amrender	SSA		9431595860
15	Dr. Avinav Kumar	State coordinator	JEPC	9430187444
16	Mr. Ganesh Reddy	Secretary	Citizen Foundation	9431176777
17	Mr. Niraj Sinha	Child Protection Cell, UNICEF, Department of Social Welfare	Coordinator	7209057669
18	Mr. G Kumarsan	UNICEF	Programme Officer	9934107009
19	Mr. Samrat	Vikas Bharti		9835347288
20	Mr. Ajay Srivastava	CINI	Project Officer	
21	Mr. Bhawan Singh	CITU	President	9934145917
22	Mr. Aditya Sahu	BMS, Trade Union	Secretary	9431557711
23	Mr. Sharad Poddar	Employer Union	Executive Member, FJCCI	2331250
25	Mr. Randhir Kr.	Employer Union	Ex. Member JSAI	9835187760,

S.No.	Name	Organization/Department	Designation	Contact no./email
	sharma			2545234
26	Mr. M. K. Singh	Mecon Ltd.	CSR	7250766940
27	Ms. Sajada Khatoon	Ward Councillor, Ranchi	Hindpiri	9431565427
28	Mr. A.K. Singh	Director	LEADS	9431356092
29	Ms. Nirjharini Rath	Prog. Officer	LEADS	8987583419
30	Ms. Tanvi Jha	SRC	SPC	9431359407
31	Ms. Saloni Singh Pahwa	SRC	Project Assistant	9431351686
32	Mr. Nishikant Das	SRC	Accountant	9430987965
33	Dr Ira Kumari	District Project Coordinator, Convergence Project	Ranchi	9931888721
34	Mr. Vaibhav	District Project Coordinator, Convergence Project	Sahebganj	9122007322
35	Mr. Mukul Lakra	Jila Saksharta Samiti	DPRO and Secretary	9431129791
36	Mr. Sanjeev Kumar	Sankalp Jyoti		9431178150
56	Media Persons-20			
58	Photographer-2			

## Participants of Bihar State Level Workshop

**Table 21: Participants of Bihar State Level Workshop**

S.No	Name	Designation	Department/district
1	Shri Ramdeo Prasad	Chairman	Bihar State Child Labour Commission
2	Shri Dharendra Mohan Jha	Labour Commissioner	Labour Resources Department, Govt. of Bihar
3	Mrs. A.D. Thakre	District Magistrate	Sitamarhi
4	Mr. Virendra Prasad Yadav	District Magistrate	Katihar
5	Dr. Smita Premchander	Team Leader	Evaluation Team : Interim Independent Evaluation :2012
6	Mr. Brajesh Pandey	Team Member	Evaluation Team : Interim Independent Evaluation :2012
7	Prof.(Dr.) Prabhakar Jha	Head of the department	Industrial Research & Personnel Management , Patna University , Patna
8	Prof. (Dr.) K.K. Singh	Head of the department	Industrial Research & Personnel Management , Patna University , Patna
9	Prof. (Dr.) Nilratan	Registrar	A.N Sinha Institute of Social Studies, Patna
10	Dr. Amarkant Singh	Deputy Labour Commissioner, Head Quarter	Labour Resources Department
11	Mr. Shailesh Kr. Jha	Deputy Labour Commissioner, Gaya	Labour Resources Department
12	Mr. Govind	Assistant Labour Commissioner (Research)	Labour Resources Department
13	Mrs Aadishakti	State Project Coordinator	Labour Resources Department
14	Mr. G.L. Narsimhan	Project Officer	ILO, New Delhi
15	Mr. Aaditya Kumar Das	OSD	Rural Development Department
16	Dr. Parshunandan Prasad	Joint Director	Health Department
17	Mr. Mithilesh Kumar Shukla	Under Secretary	Revenue & Land Reforms Department
18	Mr. Baban Tiwari	Add. Programme Officer	Bihar Education Project Council, Patna
19	Mr. Mansoor Quadiri	Specialist : Child Protection	UNICEF, Bihar
20	Dr. Arpana Jha	Dist. Epidemiologist,	I.D.S.P. Bhojpur, Ara
21	Mr. Rajiv Ranjan	Programme Officer	Chandragupta Institute of Management, Patna
22	Mr. Rohit Raj Singh	Secretary to Labour Commissioner, Bihar	Labour Resources Department
23	Mr. Birendra Kumar Mahto	Labour Superintendent, Katihar	Labour Resources Department
24	Mr. Niraj Nayan	Labour Superintendent, Sitamarhi	Labour Resources Department
25	Mr. C.P. Singh	State President	Indian National Trade Union Congress (I
25	Mr. Sameer Jha	Programme Officer	Pratham, Patna
26	Mr. M.P. Sinha	Secretary	Janhit Vikas Samiti, Nawada
27	Mr. Ajit Kumar Shukla	General Secretary	Free Thinkers Association
28	Ms. Seema Kumari	Board Member,	Prayas Bharti Trust, Patna

## Participants of Odisha State Level Workshop

**Table 22: Participants of Odisha State Level Workshop**

Sl No.	Name	Address
1	Ms. C.T.M.Suguna Commissioner-Cum –Secretary, LESI	Commissioner-cum-Secretary, Labour and ESI ,Govt. of Odisha
2	Mr. N.K. Samantaray, Deputy Labour Commissioner	O/o Labour Commissioner (HQRS)
3	Sri Herbert Lugun, Assistant Labour Commissioner, (Child Labour Cell, HQRS).	O/o Labour Commissioner (HQRS)
4	Sri P. K. Baliarsingh, Assistant Labour Commissioner,(Migrant Labour Cell,HQRS)	O/o Labour Commissioner (HQRS)
5	Ms. Kavita Paramanik, Assistant Labour Commissioner, Nodal Officer, Convergence Project	O/o Labour Commissioner (HQRS)
6	Sri Ajay Patnaik, Assistant Labour Commissioner	ALC Cuttack
7	Sri Kishalaya Satpathy ,ALC	ALC Sambalpur
8	Sri P. K. Tripathy, DLO, Khurda	DLO Khurda, Bhubaneswar
9	Sri D. C. Ojha, District Labour Officer,Jharsuguda	Dist.labourofficer <a href="mailto:jharsugudadlojsg@gmail.com">jharsugudadlojsg@gmail.com</a>
10	Sri Pradip Mohapatra, District Labour Officer, Cuttack	O/o District Labour Officer Cuttack
11	Sri Kumunda Ranjan Das, District Labour Officer, Kalahandi	O/o the NCLP Kalagandi
12	Ms. Sumitra Majhi , Labour Officer, HQRS.	O/o Labour Commissioner (HQRS)
13	Sri P. K. Bhoi, District Labour Officer, Bolangir	O/o DLO Bolangir
14	Sri Satyananda Behera , Secretary, CITU, Odisha	VR-5/1 unit-3, BBSR, Pin-751003 ,
15	Sri Basanta Sahu, BMS, Odisha	
16	Sri Harish Gourang, INTUC, Odisha	At/Po-Nadiabarai, Dist: Kendrapara
17	Mr. Radha Mohan Panda, Deputy Director OPEPA, Govt of Odisha	Deputy Director OPEPA, , BBSR
18	Sri Biswanath Tarai, Asst.Director OPEPA, Govt. of Odisha	Asst. Director OPEPA, ,
19	Sri S. Acharaya , Vice-President , Utkal Chamber of Commerce	Utkal Chamber of Commerce
20	Prof. P.K.Mohanty , Dept. of MBA , Utkal University, Vani Vihar	VII-H-122 Sailashree Vihar, BBSR-21
21	Prof. H. K. Swain, Director and Dean, Bharatiya Vidya Bhawan , Bhubaneswar	136 ,Old Naibandha, Infront of Children's Park, Khan Nagar, Cuttack-12
22	Sri Sudhir Sawat, CACL	153, Swarnamayee Nagar, Brahmapur, Pin-760001, <a href="mailto:isrdchildline@gmail.com">isrdchildline@gmail.com</a>
23	Ms. Preet Verma NPM-ILO	ILO, New Delhi
24	Ms. Sandhya Kanneganti ILO consultant	ILO
25	Mr. Jimunta Prasad Mr. Mishra, Reporter	Plot No-284(P), Aiginia, Bhubaneswar
26	Mr. Asis Nanda, General Secretary NWSSEO	Karmachari Bhawan, Unit-05, Block-10, BBSR
27	Mr. Swarup Kumar Nag, PP, CCLP, Kalahandi	Bh. Patna, Kalahandi
28	Mr. D. Adhikari, DLC	O/o Labour Commissioner (HQRS)
29	Dr. B.B.Acharya	SPC-SRC Odisha
30	Mr. Mathurananda Pati	LCO, BBSR
31	Mr. Udhaba Pradhan	LC(O), BBSR
32	Mr. Bijaya Kumar Rautaray	SRC Odisha, O/o LC

## Participants of Madhya Pradesh State Level Workshop

**Table 23: Participants of Madhya Pradesh State Level Workshop**

S.No.	Name of participant	Designation	Organization/Department
1.	Shri Sanjay Dubey (I.A.S.)	Labour Commissioner	Department of Labour, GoMP
2.	Shri Brajesh Pandey	Member, Evaluation Team	Deputed by ILO
3.	Ms. Preet Verma	NPM	International Labour Organization, Delhi
4.	Ms. Neetu Lamba	National Program Officer	International Labour Organization, Delhi
5.	Ms. Anugraha P (I.A.S)	Assistant Collector	Ujjain
6.	Shri R.G.Pandey	Deputy Commissioner	Department of Labour
7.	Shri Prabhat Dubey	Deputy Commissioner	Department of Labour
8.	Shri Shilendra Singh	C.E.O.	Jila Panchyat, Jabalpur
9.	Shri Bhagwat Prasad	Assistant Labour Commissioner	Department of Labour, Jabalpur
10.	Shri Ashish Paliwal	Labour Officer	Department of Labour, Indore
11.	Shri H K Matker	Assistant Labour Officer	Department of Labour, Indore
12.	Shri Manoj Mandloi	Labour Inspector	Department of Labour, Indore
13.	Shri Rakesh Dubey	State Coordinator (Trainings)	State Education Centre (SSA), Bhopal
14.	Shri Vishal Nadkarmi	District Program Officer	Department of Women & Child Development, Indore
15.	Shri Shyam Sunder Yadav	General Secretary	INTUC, Indore
16.	Shri O. P. Raghuvanshi	District President	BMS, Dewas
17.	Shri Tapan Bhattacharya	President	Lok Biradari (Child Line), Indore
18.	Ms. Bela Jain	Secretary	Lok Biradari (Child Line), Indore
19.	Ms. Sapna Dubey	State Project Coordinator	State CL Resource Centre, Indore
20.	Shri Neeraj Dixit	Project Accountant	State CL Resource Centre, Indore
21.	Shri Rohit Nigam	Project Assistant	State CL Resource Centre, Indore
22.	Smt. Nivedita Abraham	Coordinator	XIDAS (NGO), Jabalpur
23.	Shri Hari Krishna Sharma	District Program Officer	Department of Women & Child Development, Jabalpur
24.	Shri H.P.Kurmi	D P C	D I E T, Jabalpur
25.	Shri R.K.Aastin	Principal	I T I, Jabalpur
26.	Dr. Lata Sharma	Director	Mahakoshal Vidhyalaya, Jabalpur
27.	Ms Sarla Pandey	Project Director	Convergence Project, Jabalpur
28.	Dr. S. K. Shrivastava	Project Director	NCLP, Ujjain
29.	Shri Rajkumar Mehta	Project Coordinator	Convergence Project, Ujjain
30.	Shri Sushil Pathak	Circle Organiser	Department of Tribal Welfare, Ujjain
31.	Shri Narayan Singh Solanki	Assistant Director	Department of Education, Ujjain
32.	Dr. Ramesh Chandra Saxena	AMO	Municipal Corporation, Ujjain
33.	Shri Gurudatt Pandey	District Women & Child Development officer	Department of Women & Child Development, Ujjain
34.	Smt Suchitra Devnath	Teacher	Patel Shikshan Samiti, Ujjain
35.	Shri Ram Chandra Suryavanshi	Sarpanch	Gram Panchyat, Dandiya, Ujjain
36.	Shri R C Benwal	Assistant Labour Officer	Department of Labour, Ujjain
37.	Ms. Anjna Vyas	Vocational Teacher	NCLP, Ujjain
38.	Mr. Chetanya Pandey	Field Officer	NCLP, Ujjain
39.	Shri Dilip Joshi	Assistant Project Coordinator	Ujjain

## Participants of Gujarat State Level Workshop

**Table 24: Participants of Gujarat State Level Workshop**

No.	Name	Designation	Department
1.	Ms. Panudda Boonpala	Dy. Director	ILO, DWT, Delhi
2.	Ms. Preet Verma	National Project Manager	ILO, DWT, Delhi
3.	Ms. Smita Premchander	Evaluation Team Leader	
4.	Ms. Sandhya Kanneganti	Evaluation Team Member	
5.	Shri. Sanjay Prasad (I.A.S)	Principal Secretary,	Social Justice & Emp. Department
6.	Shri. K. N. Bhatt (I.A.S)	Labour Commissioner, Gujarat State	Labour & Emp. Dept.
7.	Shri. S. N. Dave	Additional Secretary	Labour & Emp. Dept.
8.	Shri. Raman Maheria	Join Secretary	Labour & Emp. Dept.
9.	Shri. D. C. Chaudhary	Director	DISH
10.	Shri. K. S. Gill	Additional Labour Commissioner	Labour Dept.
11.	Shri. M. V. Jadeja	Deputy Labour Commissioner, Ahmedabad	Labour Dept.
12.	Shri. K. O. Shah	Deputy Labour Commissioner, Vadodara	Labour Dept.
13.	Shri. D. C. Baxi	Deputy Labour Commissioner, Gandhinagar	Labour Dept.
14.	Shri. Apurva Pandya	Consultant	Unicef, SCPU
15.	Shri. Dipak Pandya	Coordinator	ITI, Surat
16.	Shri. V. K. Yadav	Lecturer	DIET, Vadodara
17.	Ms. Apla S. Godia	Project Coordinator	ILO Project Vadodara
18.	Shri. Axay. B. Soni	Project Coordinator	ILO Project Surat
19.	Shri. Vijay Christian	Programme Manager	ICPS, Ahmedabad
20.	Shri. V. V. Pandya	Asst. Labour Commissioner, Vadodara	Labour Dept.
21.	Ms. Sangita Raval	Asst. District Programme Coordinator	SSA, Ahmedabad
22.	Ms. Dinaben Patel	Deputy Director	Social Defense Dept.
23.	Shri. R. D. Chauhan	Asst. Director	DIET
24.	Shri. M. M. Jani	D.P.E.O	
25.	Shri. R. D. Suthar	Factory Inspector	DISH Ahmedabad
26.	Shri. D. B. Gamit	Asst. Director	DISH Ahmedabad
27.	Shri. Mukesh Shah	Welfare commissioner	G.W.L.B Ahmedabad
28.	Shri. Amrut G. Patel	Labour Welfare Officer	G.L.W.B Ahmedabad

## 4.7 Research Tools for Different Stakeholders

### Semi Structured Interview Guide: State level Stakeholders – Prin. Secretary/Labour Commissioner

- a. Relevance and validity of design related questions
  - What has been the focus of the State Govt. in Elimination of Child Labour (ECL)?
  - How relevant is the Convergence Project for the situation of child labour in the State and your previous and ongoing efforts?
  - How does the Convergence Project contribute towards ECL?
  - What is the value addition of the Convergence Project for the overall State Action Plan against Child Labour?
  - In the light of RTE, do you think ECL is and will remain relevant?
  - What is the scope for improving current institutional arrangements?
  - As convergence has always been an agenda, how is this model different from government's earlier efforts?
  - Is this model workable and implementable? What has been the learning so far?
  - Do you think this model can be replicated in other districts? If yes, how? If no, why?
- b. Efficiency related questions
  - What specific guidelines and directions have been issued from the State level to the district regarding project implementation?
  - What is the time bound plans of action being developed for changing the implementation.
  - How active and in what ways have the social partners been involved in addressing child labour in the district?
  - What is the formal/permanent coordination system in place at the State level?
  - What are their views about the project management set up at the State level?
  - How has the definitional understanding on preventions and withdrawal of child labour affected the finalization of the baseline numbers and setting of targets?
  - How do you view the performance of the institutional mechanism created under this project?
  - Would you suggest any changes in the project management systems to enhance its efficiency for the remaining project period?
- c. Effectiveness related questions
  - From State's perspective, how has the Child Labour issue been tackled in the project district and non-project districts?
  - How effective has the Convergence Project been in ensuring/impacting ECL in the project districts?



- What are the perceived achievements under the project? What are their factors?
  - What have been the major shortfalls and their factors?
  - To what extent are the capacities of the State and district teams been enhanced by the Project to address child labour issues at respective levels?
  - Do you think the targets set under this project are achievable? Would you suggest any changes in the targets and why?
  - What do you think are the key learning from the different components of the project so far?
- d. Sustainability related questions
- What are the real/perceived challenges in ensuring sustained convergence against child labour at the State level?
  - How does the State Govt. plan to take forward the emerging lessons of the Convergence Project?
  - How does the Convergence Project contribute to the State Action Plan (SAP) against child labour in the State?
  - Are there any plans to replicate the Convergence Model in other districts? If so what is the proposed mechanism?
  - Post project, what institutional set up is required/planned/possible to ensure sustainable livelihoods and convergence of all government welfare schemes at the family level and how is to be monitored by the Gram Panchayat, BDO, District level? Is the state planning to make any budgetary provisions to take forward the convergence model?
  - What is the capacity of the institutions available in the State for ECL?
  - Are the DBMR/CLMS tools likely to be continued?

### **Semi Structured Interview Guide: District Collector & district level nodal person**

- a. Relevance and validity of design related questions
- What is the value addition of the project for addressing child labour in the district?
  - How relevant is the Convergence Project for the situation of child labour in the district?
  - How useful are the DBMR/CLMS tools and how likely are they to be continued?
  - How relevant are the institutional mechanisms created at the district level under this project?
  - What has been the specific contribution of this project towards convergence for child labour?
  - What are the real and perceived challenges in ensuring convergence envisaged by this project?
- b. Efficiency related questions
- How long has the DC/DM/Team been in the district? How does he/she manage to give time for the project, considering the multiple jobs he/she handles?

- What are the common hazardous industries where child labour is prevalent in the district? How is the current NCLP project addressing the same?
- How does the District Collector/Magistrate (DC/DM) ensure convergence happens in implementation of this project?
- How useful was the baseline survey and listing of child labour done at the beginning of the project? How has been the definitional aspect dealt with, i.e. prevention and withdrawal categories?
- What is the capacity building under taken for various stakeholders, including SSA Teachers, Anganwadi Workers (AWW) DLTF members, NCLP Society Members, DSDC members, etc.?
- Have there been any delays in project implementation in the district? If so, what were the reasons?
- What efforts have been made to fast track project implementation?
- How were the Blocks identified for project implementation? Is it on the basis of child labour incidence across all Blocks in the district?
- How does coordination happen at the district/block level? Who leads on this?
- What has been the role of the other Tripartite Members – Trade Unions and Employers Associations – in the implementation of the Project?
- How active and in what ways have the social partners been involved in addressing child labour in the district?
- What are the delays in project implementation and what are the factors causing the same?
- How useful have the institutional structures envisaged in the project been – DLTF, SDCC, strengthening of the NCLP Society, etc.?
- How has the definitional understanding of the district team on preventions and withdrawal of child labour affected the finalization of the baseline numbers and setting of targets?
- What is the process followed for identifying the families for welfare linkages and adolescents for vocational training to ensure convergence?
- What specific changes are required to ensure efficiency project implementation in the remaining period of project?

c. Effectiveness related questions

- What are the three tangible and positive benefits yielded under the project?
- What are the achievements under the project and their factors?
- What are the major shortfalls under the project and their factors?
- How effectively has the project raised awareness on elimination of child labour?
- How strong is the convergence with the other poverty alleviation programs?
- How effectively is the coordination mechanism working for convergence of benefits at the family level?

- Is it possible to achieve the project targets in the time available?
  - What are the key lessons generated so far?
- d. Sustainability related questions
- What are the additional activities undertaken in implementing the NCLP in the project district, compared to non-project districts?
  - Has any effort been made to extend some of the project activities (with or without financial implications), to other blocks in the district?
  - What are the plans being developed in the district for continuing the convergence strategy?
  - What project interventions could/would be continued beyond the project period and how/why?
  - Are the DBMR/CLMS tools likely to be continued?

### **Semi Structured Interview Guide: District/Block level/ERC/NCLP School level functionaries**

- a. Relevance and validity of design related questions
- How has the project activities helped in addressing child labour in the District/Block?
  - How is the convergence mechanisms developed under the project relevant?
  - What capacities the district team had for implementing the project and achieving the project outputs?
  - How are project schools (NCLP and SSA) different from non-project schools?
  - What is the extent of migrant/trafficked children in the district?
  - What specific activities have been undertaken under the project?
  - What does ERC do? Who manages/supports ERC? What facilities does it have?
  - How many children use the ERC facilities?
- b. Efficiency related questions
- What is the level of parent's participation? What is the process/mechanism for enlisting their participations – home visit, counseling, moral pressure from fellow SHGs members?
  - Has any awareness building/training/capacity building done for transport related stakeholders like officials of Railway stations, Inter district/State Bus stations, Union leaders and members from these organizations?
  - Has the piloting of the Community Level Monitoring (CLM) undertaken?
  - What kinds of activities are undertaken for Community Led Monitoring System (CLM)?
  - Who leads on CLM? What are the processes followed for CLM?
  - How is CLM structurally linked/integrated to the formal Govt. structures?

- What is the process followed for identifying the adolescents for vocational training? And what special challenges were faced and solved in identification of the adolescents?
  - What is the process followed for identifying families for linkages to welfare benefits?
  - What are the major challenges in executing the project activities? What strategies have been adopted to overcome these challenges?
  - What are the challenges in working only with the targeted families with regard to overall socio-economic scenario in the area?
- c. Effectiveness related questions
- How did the capacity building intervention help the Block level stakeholders – Teacher/ AWW/ Parents/Family members?
  - What are the achievements under the project?
  - Is it possible to achieve the project targets in the time available?
  - What are the major shortfalls under the project and their factors?
  - How was gender equality promoted at the activity levels?
- d. Sustainability related questions
- How will ERC be continued post project?
  - What are the major challenges in ensuring sustainability of the convergence mechanisms developed under this project?

### **Semi Structured Interview Guide: Vocational Training Program related Stakeholders**

- a. Relevance related questions
- What kind of training modules are identified and how relevant are they for the adolescent children in the community
  - What is the duration of the training programs?
  - How useful are the trades in which skill training is provided to the adolescents? What has been the placement strategy?
- b. Efficiency related questions
- What is the process followed for identifying the adolescents for vocational training? And what special challenges were faced and solved in identification of the adolescents?
  - How many VTPs were available and what have been their capacities to ensure quality delivery of the training programmes?
  - What is the gender ratio of the trainees? What are the significant issues/challenges relating to providing vocational training to adolescent girls?
  - What have been the challenges relating to facilitating VT to adolescents in the project?

c. Effectiveness related questions

- How often did the VTPs participate in the District Skill Development Committee (DSDC) meetings or the DLTF meetings?
- What has been the contribution of the DSDC for enhancing effectiveness of project interventions?
- What is the quality of VT provided for adolescents? Have the adolescents gained employable skills and knowledge through the VT provided under the project?
- What job/placement opportunities are provided for the trained adolescents?
- What improvements can be made to the current model of adolescent training?

d. Sustainability related questions

- How sustainable is the VT component at the district level?
- How will the VT component be taken forward post project?

**Semi Structured Interview Guide: Social Partners – Trade Unions & Employers’ Associations**

a. Relevance related questions

- What are the areas and sectors in which child labour is prevalent/potential in the district/State
- What role do they perceive for themselves in ECL?
- What is the response of the State/District administration for their participation in ECL?
- How do TUs/EAs see the relevance of the convergence approach in the local context?

b. Efficiency related questions

- Which TUs and EAs are involved with the project?
- What specific activities have they been under taking under the project? What has been their specific contribution to the convergence mechanisms?
- What capacity building and awareness building was done for the TU leaders/members and Employers’ Associations?
- How significant is their role in elimination of child labour through participation in the State and district level management structures – SPSC, DLTF?

c. Effectiveness related questions

- How have TUs and EAs mainstreamed the child labour issue in their regular strategies and activities?
- How have the Employers’ Associations been able to link up with the Employers of the informal sector, which is where often the child labour works?
- Have the EAs been able to introduce any innovative technological processes in the sectors where child labour is engaged in?

d. Sustainability related questions

- How do they plan to sustain the project activities, beyond the project period?

- What is their opinion regarding institutional mechanisms created under this project?

### **Semi Structured Interview Guide: Primary target group/beneficiaries - Child Labour**

- a. Relevance and validity of design related questions
  - How relevant are the project interventions to their situation on the ground?
- b. Efficiency related questions
  - Who are the child labourers targeted by the project?
  - How many of them have been withdrawn from work? How many of them are prevented from becoming child labour?
  - What have been the processes for identifying the child labour and withdrawing them from work?
- c. Effectiveness related questions
  - What are the perceived benefits that the former child labour gained from the project?
  - To what extent have the children enrolled in NCLP Schools and SSA Schools reduced/stopped in continuing working on home based work or in other employment?
  - What is the extent of benefits provided to the family of the child labour through the family linkages intervention? How has this helped in reducing the vulnerability of the family?
- d. Sustainability related questions
  - Will the targeted child labour continue to be in school even after the project period? What are the factors that will ensure their continuance in the school?

### **Semi Structured Interview Guide: State level – SRC Nodal person/Team:**

- a. Relevance related questions
  - What are the activities undertaken by SRC?
  - What support do they provide to the districts in project implementation?
  - What is the nature of capacity building done for the SRC team?
  - How relevant is the role of SRC to the State in addressing Child Labour
- b. Efficiency related questions
  - How often are the review meetings held by the State level Coordination Committee (if it exists), and what are the issues deliberated and acted upon?
  - Has the piloting of the Community Level Monitoring (CLM) undertaken?
  - What kinds of activities are undertaken for Community Led Monitoring System (CLM)?
  - Who leads on CLM? What are the processes followed for CLM?
  - How is CLM structurally linked/integrated to the formal Govt. structures?
  - How often and in what ways does SRC interact with SSA/Education/WCD depts.? Is there any shared MIS relating to child labour monitoring & tracking?

- How relevant are the systems and tools developed under the project to addressing child labour in the State?
  - What additional support is required to make SRC functioning more efficient and effective?
- c. Effectiveness related questions
- What is the effective mechanism being put in place in the State for achieving the SAP against child labour?
  - What kind of child labour tracking system has been developed?
  - What are the challenges in ensuring continuance of the tracking system?
  - How does the Benefit Tracking System work? Do they apply it to other non-project districts too?
  - How effectively does the SRCs monitoring system cover all aspects/dimensions of elimination of child labour – identification, withdrawal, enforcement, rehabilitation?
  - Is it possible to achieve the project targets in the time available?
- d. Sustainability related questions
- What is the scope for continuance of the DBMR system developed under the project beyond project period?
  - What is the scope for replicating the DBMR system developed in the project area to other the districts?
  - What is sustainability of the convergence mechanisms developed under this project?

### **Semi Structure Interview Guide: Household Level**

- b. Relevance Related Questions
- Household size, economic activities, migration, access to NREGA, situation in which child(ren) go to work
  - Work situation of children: type of work, number of hours, local or elsewhere, occupational health issues, loss of education or continuation.
  - Current situation: was the child withdrawn, or managed to do work and education? Was the child provided vocational training? Employment/ self-employment? Credit linkages?
  - Any group formation for the children or parents?
- c. Effectiveness Related Questions
- Which schemes has it been possible to link the poor and vulnerable families to?
  - Which schemes have been difficult to link?
  - What are some of the key achievements in implementing convergence on this project?
  - What are some of the key constraints faced?
  - What has been the impact on the households, of the schemes to which they have been linked?

- What are the families' perception about the project and its benefits? What are the key benefits that they see? What are some of the difficulties or dissatisfactions that they point to?
- d. Efficiency related questions
- In the analysis of the before-after project support, assess who approached the family, how long did it take to provide which types of support.
- e. Sustainability related questions
- The benefits derived by the family of the schemes that the family has been linked to, has the economic status of the family improved significantly? Has the vulnerability reduced significantly?
  - Future plans of the family
  - What is the probability that the family will be able to support itself without the child going to full time work, so that the child labour withdrawal/ prevention is achieved on a long term basis? What is the probability that the child will fall back into work?

#### **Focus group guide: State Level Workshop**

- What are the reasons for child labour existing? In which families and conditions does CL prevail in the State?
- What conditions need to prevail for a household, block, district, and state, to eliminate CL completely?
- How can the families with CL be supported to come out of this situation?
- What have been the major forces, factors leading to increased economic growth in this State, district?
- What are the most relevant livelihoods schemes (central/ state)
- What has been the impact of NREGA on rural employment? Youth employment? (any studies or evidence to be collected, in addition to impressions)
- What has been the impact of RTE on children's education?
- What are the impediments to implementing government schemes in this district, state? Especially focus on MDM, education, vocational training, NREGA, SGSY, and RSBY.
- How can and how do projects of this nature (ILO-GOI Convergence project) add to the process of supporting these families with CL to come out of poverty and attain sustainable livelihoods.

#### **Observation guides**

- Observations related to ERCs: The space, cleanliness, number of children, teacher-child relationship, children's enthusiasm and comfort, learning materials and their use, parents relationship with teacher, staff relationship with teacher.
- Observations of living spaces in slums/ villages: state of the house, whether constructed with mud/ bricks, thatched/ tin/ or cement roof, door present or not,



household possessions, condition of street, drainage system, source of drinking water, proximity to place of work.

#### **4.8 List of Documents Reviewed**

##### **Materials/Documents developed by the Project**

- PRODOC  
(Project Document dated 16 October 2009)
- Project Brochure
  - Hindi
  - English
  - Project fact sheet (2 pager)
- Survey TOR  
Centre for Operations Research and Training (CORT) for Conducting Beneficiary Baseline Survey of Child Labour in 10 Districts of Five Project States
- Mini Programmes  
Initial support to the State Government: Jharkhand, Gujarat, Odisha and Madhya Pradesh.
- Action Programmes on “Convergence model for education of children withdrawn and prevented from hazardous work” for 10 DISTRICTS (Ranchi, Sahibganj, Surat, Vadodara, Cuttack, Kalahandi, Ujjain, Jabalpur, Katihar and Sitamarhi).
- Action Programmes on “Vocational training and skills development of adolescents” for 10 DISTRICTS (Ranchi, Sahibganj, Surat, Vadodara, Cuttack, Kalahandi, Ujjain, Jabalpur, Katihar and Sitamarhi).
- Service contracts for linking child labour families to Government Schemes in 10 DISTRICTS (Ranchi, Sahibganj, Surat, Vadodara, Cuttack, Kalahandi, Ujjain, Jabalpur, Katihar and Sitamarhi).
- State Resource Cell Action Programmes for 5 States (Jharkhand, Gujarat, Odisha and Madhya Pradesh and Bihar).

##### **Service Contracts**

- Service Contract for Establishment of a Knowledge Centre at VV Giri National Labour Institute (VVGNI).
- Service Contract for training needs assessment and developing training manuals for strengthening of the law enforcement system to combat child labour.
- Service Contract for training needs assessment and developing training manuals for training of stakeholders.
- Service Contract for Adaptation of ILO Child Labour Guidebooks for Employers for the Indian Employer Organizations and Employers.
- Service Contract for Development of Participatory Rural Appraisal (PRA) Guidebook and Guidebook for Conducting Gender Stereotype Breaking Camps in Context of Child Labour.
- Service Contract for conducting Knowledge, Attitude and Perception assessments.

- Service Contract for Study on Migration and Trafficking of children that may result in Child Labour.
- Service Contract for Building Knowledge on Adolescent and Child Domestic Workers With focus on Occupational Health and Safety Issues.
- Service Contract for Content Development for the State Resource Cell Website for the Jharkhand State.
- Contract for developing a Directory on Child Labour Networks, Non-Child-Labour Networks and Teachers Unions/ Federations and Compendium on Central & State Schemes on Child Labour.
- MGNREGA: Child Labour (TOR prepared).

### **Manuals/ Guidebooks**

- Training Manual for training of Enumerators for beneficiary identification.
- Training Manual for Enforcement Officials for Strengthening Child Labour Enforcement (Draft).
- Training Manual for Government Officials on Child Labour (Draft).
- Training Manual for NGOs and Other Civil Societies on Child Labour (Draft).
- Training Package for Panchayati Raj Institutions on Child Labour (Draft).
- Guidebook for Gender Stereotype breaking camps (Draft).
- Guidebook on Participatory Rural Appraisal (Draft).
- Child Labour Manual for Employers: India (Draft).
- Trade Union Training Manual on Child Labour (Draft).
- Directory on Child Labour Networks, Non-Child-Labour Networks and Teachers Unions/ Federations (Draft).
- Desk Research and Preparing a Compendium of Central and State Government Schemes that benefit Child Labour Families (Draft)
- Manual: Life Skills
- Child Labour Manual For Employers: IndiaPRA Manual developed by PRIA (Draft)
- Guidelines on Direct Beneficiary Monitoring and Reporting System (DBMR).
- School Safety Guidelines.
- Content Developed for the State Resource Cell Website for Jharkhand State (CD)

### **Studies and Reports**

- District Baseline Survey Reports for 10 Project Districts (Ranchi, Sahibganj, Surat, Vadodara, Cuttack, Kalahandi, Ujjain, Jabalpur, Katihar and Sitamarhi). (Report for Ranchi District included in File. All others available on request).
- Knowledge, Attitude and Perception Assessment under Convergence against Child Labour Project (Preliminary Report submitted by Development & Research Services Pvt.Ltd.).
- Building Knowledge on Adolescent and Child Domestic Workers with focus on Occupational Health and Safety Issues.

- Migration and Trafficking of children that may result in child labour.

### **Technical Progress Reports (TPRs)**

- Technical Progress Report - March 2009
- Technical Progress Report - September 2009
- Technical Progress Report - March 2010
- Technical Progress Report - September 2010
- Technical Progress Report - April 2011
- Technical Progress Report - October 2011
- Technical Progress Report - April 2012
- Technical Progress Report - October 2012

### **Documents Received From Project Stakeholders**

#### *From VVGNNLI*

- Rehabilitation of Child Labour in India: Lessons from the Evaluation of NCLPs. VVGNNLI Publication. 2010.
- Child Hope – Quarterly Newsletter on Child Labour, Vol. 1, 2011 & Vol. 1 2012

#### *UNICEF*

- NREGA and Child Well-being, S. Mahendra Dave

#### *Development Alternatives*

- MGNREGA – A review of decent work and green jobs in Kaimur District in Bihar

#### *Ujjain District Project Team*

- Compendium of social protection schemes along with their guidelines for Ujjain district

#### *State Labour Department and SRC, Bihar*

- Annual report of Child Labour Commission in Bihar
- Brochure of Child Labour Commission in Bihar

#### *State Labour Department and SRC, Jharkhand*

- Jharkhand State Action Plan for Elimination of Child Labour (2012 – 16)
- Brochures of state level social protection schemes
- Government notification and guidelines regarding new schemes under the Building and Other Construction Workers Welfare Board, Jharkhand.