Education in Motion

A Handbook for Implementing Education Programs for Children of Seasonal Migrants
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### List of Abbreviations

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<th>Abbreviation</th>
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<tr>
<td>AWP</td>
<td>Annual Work Plan</td>
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<td>DWP</td>
<td>District Work Plan</td>
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<td>GPS</td>
<td>Global Positioning System</td>
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<td>ICDS</td>
<td>Integrated Child Development Services</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>MIS</td>
<td>Management Information System</td>
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<td>NGO</td>
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<td>PHC</td>
<td>Public Health Centre</td>
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<td>Summer Bridge Course</td>
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<td>Seasonal Hostel</td>
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<td>SIS</td>
<td>State Implementation Society</td>
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<td>SSA</td>
<td>Sarva Shiksha Abhiyan</td>
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<td>UEE</td>
<td>Universalisation of Elementary Education</td>
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<td>WS</td>
<td>Work-site School</td>
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I take this opportunity to thank my senior colleagues Shankar Venkateswaran, former Executive Director of American India Foundation (AIF), for initiating the idea of this Handbook, Sanjay Sinho, CEO and Tarun Vij, Country Director, for helping bring it to fruition. Gratitude is due to colleagues from the NGO partners of AIF, Janarth, Setu, Cohesion Foundation Trust, Yusuf Mehrally Centre, Loka Drishti, Vikalpa and Adhikar for their contribution during the year-long compilation process. I thank colleagues from MHRD and EdCIL for reading through the draft and helping align it with SSA, in particular Neelam Rao, Director. Special thanks to Vrinda Sarup, Jt. Secretary SSA, who strongly encouraged the development of this Handbook.

Thanks to Nicole Patel for her inputs during the production process. And most special thanks to Payal Kaushal for her immense hard work and immersion in the process of collecting and putting together complex data from the field.

Smita
Director – Education
American India Foundation
Foreword

Education is a fundamental right after the passing of the 86th amendment to the Constitution of India in 2002. It is therefore imperative that every child has access to school and continues to study until she is fourteen years of age.

There are hundreds and thousands of children who are invisible and not accounted for at migration sites, in trafficking, in the labour force, on streets and involved in a myriad of activities that keep them hidden and exploited. This timely and much needed handbook for Sarva Shiksha Abhiyan (SSA) focuses on education of children of families involved in migration.

The vulnerability of children whose families seek livelihood outside their homes, in other blocks, districts, states and far away areas, is chronicled with sensitivity. Indeed in the unpredictability of their daily lives, nothing is charted out for them – the nature of their work, location of their work, and duration and wage structure is beyond their control. The impact of such unpredictability on children and their education is profound.

Each instance of a child whose family has undergone migration is unique and the institutional arrangement too must mould itself in such a manner that a child’s education is not disrupted. Based on the programs that have worked on the ground, this migration handbook offers a seasonal hostel based approach that protects such children and their right to education. This ideal situation keeps children embedded in their own cosmos and prevented from having to travel along with their parents. Those who are forced to leave the village must have access to school in the work-sites areas. There has to be a system of governance in the formal stream of education which provides them lateral entry into the corresponding classes, maintains their attendance, and enables them to take examinations and so on.

No rule must be framed or interpreted in a manner that the child’s right to education is denied. In other words, the child’s presence in school and continuance in education must take precedence over abiding by a rule. While it has an exhaustive list of to-dos, this handbook is a guideline and not a rule book. It is a dynamic document that should be enriched by district and sub-district level experiences.

This handbook seeks to show how flexible and ingenuous the education program under the SSA must be to accommodate every child and her predicament. This handbook urges several systemic changes and cooperation between agencies across villages, districts and states in the best interest of the child. It requires the flow of energy from one and all in the education system to establish processes that guarantee such children their right to education. It is with this hope for our children and their education that I congratulate SSA for introducing this handbook.

Shanta Sinha
Chairperson
NCPCR (National Commission for Protection of Child Rights)
Migration in India across expenditure categories shows a bi-modal distribution indicating that its percentage is high among the poor as also among the well-offs. The reasons for mobility, its nature, regions of origin, destination etc., however, vary significantly for the two groups. The data from Population Census and National Sample Survey tend to suggest that the window of migration available to the poor, for using it as a part of their survival strategy and an instrument for poverty alleviation, is closing down, slowly but firmly. At a macro level, this is reflected in deceleration in the rate of migration as also the percentage of poor in urban areas over the period of past four decades, particularly in large cities that are strongly linked to the global market. This has compelled many among the poor to resort to seasonal migration and shifting from place to place as a part of their survival strategy.

“Happy families are all alike; unhappy families are unhappy, each in its own way”, said Tolstoy as the starting lines in Anna Karenina. Indeed, the reasons and pattern of migration among the ‘happy families’ of today seems to be simple and transparent and it calls for policy interventions that are fairly straightforward. The factors responsible for migration of the poor and dispossessed, on the other hand, are diverse and extremely complex. The present Migration Handbook notes that the problems of social and economic deprivation and discrimination faced by the marginalized segment of rural population vary widely which results in different types of mobility. And, so do the methods adopted by them to find a foothold at the places of destination. Solutions are found by each individual through his/her own initiatives that often cut across the borders of legality and illegality. This makes the process of their absorption long drawn, often turning out to be a never ending course.

The fall in the percentage of migrants at national level over the past few decades since Independence has been attributed to decline in poverty and an overall improvement in the level of social and infrastructural facilities, both in rural and urban areas. Policy makers and administrators have attributed this to government initiatives for alleviation of poverty and provision of basic amenities. It may, however, be important to note that the rhetoric of the political leaders to fan the regional and parochial sentiments for immediate electoral gains has led to strengthening of anti-migration lobby, manifest in social tensions and group violence, targeted mostly at the migrants at the lowest economic stratum, adversely affecting their inflow. This deceleration is also due to the cities adopting measures to ‘sanitize’ at least their central areas for attracting global and indigenous investment and push out the squatter settlements and pavement dwellers.

All these have raised queries and skepticisms concerning the government claims that reduction in regional and social inequalities is the key factor responsible for increasing immobility of population in the country. There is, however, no disputing the fact that inequality in poverty has gone up implying that deprivation is getting concentrated in remote regions, low valued production and service activities and among marginalized social groups. The Handbook argues that the nature and causes of migration of different types must be analysed, understood and spatially mapped for being able to design effective methods of interventions at different levels of governance.

It is unfortunate that the contribution of the migrants working in informal activities in making the formal sector efficient and enabling them to compete in the global market, by providing cheap intermediate products and services has not been well recognized. Furthermore, a large number of households are able to work for the global sectors, particularly those taking up outsourced jobs to be carried out at odd hours to meet the time schedule of foreign customers, only because of the low cost support system created by the migrants who work as domestic help. The subsidisation of the formal sector by informal sector, employing largely migrant workers through such
institutional arrangements, particularly in large cities often do not find a voice in the politically charged discourse on migration, which gets hijacked by cultural, linguistic and security agenda.

It is understandable that most of the civil society organizations working for the migrant workers have focused on the ordeal and trauma faced by them and their family members. They highlight the problems like human trafficking, bonded labour, HIV epidemics, unhygienic living conditions etc. and endeavour to mobilize public opinion, within and outside the government, to alleviate these. This, however, has resulted in migration research being embedded in a negativist frame. Their mobilization efforts sometimes result in legislative and administrative interventions designed to help them out but these require, more often than not, formalization of the process of migration, their verification, registration and certification by local authorities. Indeed, these instead of facilitating the movement of the poor often result in complex bureaucratic procedures restricting their mobility.

Due to problems in obtaining formal documents from the place of origin or pertaining to channels of travel, proof of address at present location etc., they fail to comply with the requirements of formalization. They, thus, not only get excluded from the benefits of the programme but also suffer harassment at the hands of the local officials due to their ‘ambiguous status’. Instead of facilitating migration, these measures result in greater exclusion and even ‘criminalization’ of the migrants. The fact that migration is a conscious decision by an individual or a family, taken to escape the socio-economic deprivation at places of origin do not get adequate attention. There is an urgent need to take a realistic view on migration and rescue it from the negativist discourse.

I am pleased that the Handbook, prepared by American India Foundation, begins by recognizing the complexity of the migration process for the poor families and underlines the need to have a multiple policy response, matching with their sectoral, regional, social and cultural specificities. The need for a policy response taking into consideration these complexities would be important not only for supporting their livelihood system but also in designing social development schemes like that of educating their children.

It is regrettable that in an era where technological and institutional revolution has rendered the friction of space as of marginal sequence, and global production managers in developed regions are able to operate production units in remote and less developed regions, large sections of people in a fast globalizing country like India must travel from place to place for their livelihood. Furthermore, when information have become available at fingertips of the people who have succeeded in becoming a part of the formal economy, the children of migrant workers are denied basic education due to an absence of appropriate institutional arrangement. Between these two, I believe, the latter is a tragedy of far greater magnitude.

The importance of educating the children of migrant workers needs to be emphasized since this is likely to receive scanty attention of the existing public and private agencies that mostly address the problems that threaten their basic survival. The schemes for educating the children, however, must take into consideration the job requirements of their parents. It would be important to ensure that these schemes do not come in conflict with their parents’ struggle for survival, who are forced to shift residence from time to time, depending on work availability, or deprive them of their livelihood opportunity. The volume instead of critiquing seasonal migration, associated with different types of livelihood, accepts this as an unhappy manifestation of the development process and moves forward to find informal or formal solutions to the problems of educating their children. I find it difficult to take exception to this approach.

Amitabh Kundu
Professor of Economics
Jawaharlal Nehru University
Member, National Statistical Commission
Migration is not a new phenomenon in the Indian context. People have been, traditionally, migrating from one place to another for short and long durations. People migrate for a variety of reasons like marriage, education, health care etc; but predominant of them is a search for livelihood opportunities.

Migration in India in the context of programme like SSA can be understood in two ways - permanent & seasonal migration. Both types of migration pose different types of issues before SSA but seasonal migration is more challenging due to its complex and dynamic nature. The first goal of SSA is the universal enrolment and retention. The foremost challenge before SSA has been enrolment and mainstreaming of children who seasonally migrate with or without their families. These children, even if enrolled in schools, miss out months of education when they are away to their respective workplaces. For obvious reasons continuation of education of these children who either drop out or miss regular schools when they are away from their homes becomes an uphill task for the SSA authorities and hampers the cherished goal of achieving universal elementary education in the country.

**Objectives of this handbook:**

The handbook is based on the experience of LAMP – the Learning And Migration Program of American India Foundation, which began in 2003. LAMP covered 26 districts in Gujarat, Maharashtra and Orissa, and 7-8 major migration sectors including brick kilns, sugar cane harvesting, salt pans & fisheries. It reached out to 26,000 children at both the sending and receiving ends of migration i.e. in villages and at work sites, and ensured continuity of schooling for them.

This handbook is a modest attempt to provide a framework for planning & implementation of education interventions for migrant children, and is meant for SSA, NGOs and other development agencies. It outlines:

✦ The complex problem of seasonal migration, and its impact on children’s education.
✦ The process of migration mapping.
✦ Possible interventions for education of migrating children and how their planning & implementation should be approached at Central, State, district, block, cluster and village level.
✦ Need for inter district and inter state coordination to address the mobility of migrant children.

**How to use this handbook:**

This Handbook is divided into four sections: It starts with an overview of seasonal migration, followed by three distinct sections on implementation aimed at “Central & State level”, “District and Block level”, and “Cluster and Village level”.
Section 1 Overview

What is Seasonal Migration?
Why is Seasonal Migration a special focus in SSA?
Dynamics of Seasonal Migration
Types of Seasonal Migration
Seasonal Migration Cycle
Impact of Seasonal Migration on Schooling of Children
Migration Mapping
Planning Education Interventions for Migrant Children
Implementing Education Interventions for Migrant Children
Role for Education System
1. What is Seasonal Migration?

For a large country like India, the movement of population in different parts of the country in search of livelihood is not a strange phenomenon. Seasonal migration has long been practiced in rural areas for improving livelihood opportunities. This type of migration is seasonal because people migrate in search of work after the monsoon crop is over and return to their villages before the next rains. The sectors that employ migrant labour also begin after the monsoons and close with the beginning of the next monsoon. This correlation between demand and supply of labour makes large scale seasonal migrations viable.

2. Why is Seasonal Migration a special focus in SSA?

2.1 Equity – Axis for planning

Sarva Shiksha Abhiyan (SSA) is a comprehensive and integrated programme to attain Universal Elementary Education (UEE) in the country by 2010. Its goal is consistent with the Constitution (86th Amendment Act) 2002, making elementary education a fundamental right of every child.

The Sarva Shiksha Abhiyan recognizes the need for special efforts for children from disadvantage sections of society.

The focus on the most vulnerable groups of children would require a commitment to a rights based, equity oriented approach. An important aspect of planning that flows directly from the thrust on a rights and equity oriented approach is the need for creation of capacity within the education system and the school for addressing the diversified adjustment and learning needs of different groups of students. Children who come to the school for only a few months because for rest of the year they migrate with their families in search of work or those students who come from another district or State to that town/village for a few months etc. A completely different perspective would be required to address the needs of such children. This would require a redefined policy framework, a different orientation and training and shared vision for improved quality and equity in elementary education.

2.2 The challenge of migrant children

Migration is an issue of concern for SSA because it affects the education of lakhs of children each year and consequently hampers the achievement of universal elementary education. SSA gives special focus to seasonal or temporary migration since it is complex and is undertaken primarily by the poorest families thereby disrupting the education of their children.

At this juncture of economic development, in the country, especially when some states are undergoing fast economic development, migration of population has enormously increased. Opportunities for employment in urban and industrialised areas have been a pull factor attracting migrants. Uneven development and regional and socio-economic disparities are some of the push factors behind this phenomenon. Families migrate in search of work from rural to urban areas and from smaller towns to cities. The education of children is the first casualty in this process of migration specially for families from lower socio-economic background.

Seasonal migration usually takes place from regions that suffer from agrarian distress or forest degradation. These are typically rain-fed areas and after the monsoon crop there is no work available for the next 6-8 months, so families have no choice but to migrate. These migrations are closely linked with monsoons. Almost all major states are affected by migration, although to different degrees. Overall the agriculturally and industrially developed states are likely to be the net receiving states for migrant labour, while the less developed states, are the net sending ones. There is also substantial seasonal migration taking place within States also.
Many industrial and agro-industrial sectors such as brick making, salt manufacture, sugar cane harvesting, stone quarrying, construction, fisheries, agriculture, plantations and rice mills depend largely on migrant labour. Industrial migrations are for longer periods of 6 to 8 months and take place once a year, while agricultural migrations are for shorter durations of a few weeks and take place several times a year for operations such as sowing, harvesting and transplantation.

The nature & extent of migration has a high range of variation and is block, district & state specific. The state SSA authorities need to evolve strategies to educate the children who migrate on the basis of these specifics. The present framework provides only general guidelines to address the issue of education of children who seasonally migrate.

3. Dynamics of Seasonal Migration

Seasonal migration is a complex and very dynamic phenomenon. It is not understood well. Since it is considered an economic and demographic phenomenon, very few attempts have been made to understand it from an educational point of view. Following are some of the broad parameters on which we can understand seasonal migration:

3.1 Geography

In geographical terms, a large number of families generally migrate from areas where there is a dearth of employment opportunities, to those which provide temporary or seasonal employment. For this they may have to cross block, district or even state boundaries. After the season is over they return back to their villages for a few months. This cycle continues every year.

3.2 Sectors

Seasonal migration can also be understood as per the sectors or industries that attract migrant labour. Some of the major sectors are brick kilns, sugarcane harvesting, salt pans, construction, stone quarrying, fisheries, mining, etc. Agriculture also attracts a lot of migrant labour during sowing and harvesting seasons.
3.3 Migration Cycles

Different types of migrations have different cycles: most industrial migrations begin around October and end around May. Agricultural migrations depend on the crop cycle, and are usually for shorter durations of a few weeks, but take place several times a year.

3.4 Duration

Seasonal migration could be of three types:

i) Long-duration – for 6 months or above, (once in a year).

ii) Short duration – for 2-3 months (or even for few weeks and several times a year).

iii) Constantly moving with shifting work sites.

The duration of migration depends on the nature of job. Long term migration for 6-8 months happens for sugarcane harvesting, working in brick kilns, salt pans, charcoal making etc. Agricultural activities like paddy cultivation attract short duration migration. Road building and construction, involve long duration migration with constantly shifting worksites.

4. Types of Seasonal Migration

It is important to understand the typology of migration as per the nature of the geographical area the sectors, the timing and duration, and the source and destination of migration in order to plan interventions for education of children. The two broad types are industrial migration (See table:1 and fig.3) and agriculture migration (See table:2 and fig.4).

Table:1 Industrial Migrations

<table>
<thead>
<tr>
<th>i) Migration sectors</th>
<th>Brick Kilns, Construction, Salt Pans, Stone Quarries, Sugarcane Harvesting, Roof Tiles, Fisheries etc.</th>
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| ii) Duration and frequency | ▪ Long migrations for 6-8 months of the year at a single work-site  
▱ Long migrations for 6-8 months of the year at shifting work-sites |
| iii) Time Cycle | Generally October to May |
| iv) Destination of migration | Rural areas, urban peripheries, urban centres |
| v) Distance of Destination | Intra district, Inter district, Inter State |

Fig.3. Long Duration Migrations
5. Seasonal Migration Cycle

Seasonal migrations are linked with monsoons. This type of movement of labour is seasonal because people migrate in search of work after the monsoon crop is over and return to their villages before the next rains. The sectors that employ migrant labour also begin after the monsoons and close with the beginning of the next monsoon. This correlation between demand and supply of labour makes large scale seasonal migrations viable.

Generally, labour contractors provide cash advances to poor families in villages during the lean post-monsoon months. In return they commit their labour for the coming season. The entire operation is repeated in a cycle each year. (See fig. 5)

- Migrations begin after the rains, generally in October.

- Families spend the next 6 to 8 months at worksite away from their homes.

- They then return to their villages by the next monsoon, generally the following May.

- Once the monsoon is over they again prepare to leave.

Thus run the lives of migrant families year after year.

6. Impact of Seasonal Migration on Schooling of Children

Education of children suffers the most on account of seasonal migration. Families with no backup support in their villages end up taking their children along. Children’s studies are disrupted, examinations are missed and either they stay in the same grade or drop out of school altogether.
On the surface these children “have access” to Elementary Education and statistically may be included in enrolment figures, but in reality they are out-of-school.

For children at the work-sites the options to attend schools are rare. Although work-sites vary from sector to sector, there are certain elements that are common to most of them; they are usually far from habitation and often do not even have a road nearby.

There are hardly any basic facilities available like drinking water, a marketplace, a school or a health centre. Even if there is a school, these children are considered outsiders and not encouraged to join. If they happen to be from another state, then the language spoken in schools and textbooks is different from their own. All these factors together result in discontinuation of education, high drop out and repetition rate, and children becoming involved in the labour process at an early age.
6.1 Overlap of Migration Cycle with Annual School Cycle

One of the main reasons of disruption in the studies of migrating children is that the migration cycle and academic cycle of schools coincide with each other. This overlap in timing of the migration cycle and the school cycle presents the biggest challenge for access to education for these children. The school cycle is from mid June to April, while most migration cycles run from approximately October to May. (See fig. 6) Due to the timing of the migrations and their clash with the school cycle, those children that are enrolled in school are forced to drop-out for part of the year, i.e. from October onwards and migrate with their families. At work-sites, they may not find a school nearby or get enrolled, resulting in their staying out of school for several months every year and getting drawn into labour. By the time they go back to their villages in May, the school year is almost coming to an end. So, even though these children may be enrolled in school in their village, their schooling cycle remains disrupted and gradually they drop out altogether.

As depicted in the diagram, the school cycle is from June to April, while the migration cycle is from October to May. Due to the timing of the migrations and its clash with the school cycle, migrant children that are enrolled in school are present in the villages only for the first few months of the school term (July to Sept) and then are forced to drop-out for the remaining part of the school year (Oct to next May) and migrate with their families. They return next year when the school term is coming to an end.
7. Migration Mapping

There is an urgent need to map the extent & pattern of seasonal migration so as to cater to the educational needs of children who migrate with their families. The state SSA authorities are used to conducting household surveys, updating child registers and doing enrolment drives to identify out of school children and take necessary actions accordingly. These routine measures are not adequate to capture children who are seasonally migrating. Identification of these migrating children needs a different type of mapping. Migration mapping is understanding the phenomenon of migration with adequate details necessary for planning and intervention. The important thing is to recognise that migration does not take place uniformly from across a region or state. It occurs in pockets and belts. Sometimes these pockets and belts may extend across a few blocks, and sometimes they may be large enough to span across several states. Thus before planning intervention it is important to demarcate exact areas which are migration-prone i.e. either send or receive labour. Following this, information is needed on the number of families who migrate, when & for how long they migrate, where & what for do they migrate.

7.1 Approach to Migration Mapping

Approach to migration mapping will depend on the typology of migration or nature of migration being targeted for possible interventions. We need to identify the geographical areas as well as sectors for mapping migration.

- Geographies: In geographical terms we need to know the states, districts, blocks and specific villages/habitations from where or to which migration is taking place. This geographical identification should be done for both sending and receiving areas.
- Sending and receiving areas, i.e., areas (districts, blocks, villages) that send out labour, need to be identified. Generally, these are agriculturally deficit districts and blocks. Similarly, receiving areas where work sites are located need to be mapped. Since migration defies artificially created boundaries specific migration prone pockets or belts would need to be marked out.
- Sectors: The different sectors attracting migrant families have to be identified. For each sector, the work site areas need to be demarcated.
- Migration flows: Labour flow may be intra block, inter block, inter district and inter state. Often a given area may both send and receive labour. Migration flows need to be mapped.
- Magnitude of migration: Work site surveys during migration months and village surveys before and after the migration months will give the magnitude of adult and child migrants.

The initiative for migration mapping should result in collecting data on
(i) villages, clusters, block & districts with high incidence of sending or receiving migrant labours,
(ii) estimate on number of migrant families,
(iii) socio economic situation of the migrating families including information on how many leave behind the children, older members, how many take the children along with them etc.,
(v) neighbouring or distant states, which sends or receive the migrating population, and
(vi) available infrastructure at Block & District level at both sending and receiving ends to cater to educational need of the migrating children.
7.2 Suggested steps for Migration Mapping

Mapping through Participatory Rural Appraisal Techniques: Household survey is not the most appropriate first step to identify migrating children. The analysis of household survey takes too much time. A quick and rapid assessment of migrating families using participatory rural appraisal techniques (PRA technique) is more easy and reliable when starting an intervention. For this important village functionaries like Village Chowkidar, Anganwadi workers, PRI members, and teachers of the local and other community members should be contacted for assessing the nature and extent of migration. HH survey can be done later on to build a program data base.

Identification of Pocket: There are some specific and concentrated areas that send most of the migrants. For instance there may be some blocks within the districts and some villages within the blocks, which send most of the migrants. For any successful interventions for migrating children, identification on these pockets is very important. This kind of mapping gives some sense about the target area. Identification of high concentrated areas should be mandatory. Identification of pockets where heavy migration takes place can be through person-to-person contacts i.e. informal, participatory discussions. (Consultative procedure)

Data Collection: Once migration pockets have been identified, information should be collected on:

- Specific groups that migrate,
- Timing & duration of migration,
- Industries or work, for which migration is happening,
- Source point/destination point of migrants.
- Approximately how many parents take their children along with them while migrating?
- Age groups of children migrating.
- Involvement of contractors if any.

It is suggested that a reporting format in tabular form is circulated among the staff for collecting the above mentioned information. This information should result in a draft plan of action for detailed educational interventions for migrant children.

As per the prepared draft plan of action, consultation with community should be started in selected areas. Group discussion with affected families & villagers, discussion with school teachers, contractors, updation in village education registers etc. are to be adopted for further action. This initiative should result in concrete information on the following:

- Identified villages with high incidents of sending or sites with high incidence of receiving labour.
- Cluster, block & district wise distribution of these villages.
- Actual number of families migrating.
- Affected schools.
- Socio cultural situations of the migrating families including information on how many leave behind the children with relatives, older members, how many take the children along with them etc.
- Neighbouring or distant states, which sends or receive the migrating population.
Available infrastructure at Block & District level to cater to educational need of the migrating children.

**Plan to Action:** The above initiative on collecting and consolidating quantitative & qualitative data should lead to preparation of final plan of action for education of migrating children. The final plan of action should include the following:

- Nature & number of educational centres to be established at different places.
- Community mobilisation activities.
- Special TLMs, reading material to be prepared.
- Language and curriculum issues to be addressed (in case of inter state migration).
- Coordination committees at block, district & state levels with responsibilities.
- Coordination with other states.

8. **Planning Education Interventions for Migrant Children**

8.1 **Objectives:**

- To provide universal access to Elementary Education for migrant children.
- To ensure universal retention and learning for migrant children.
- To ensure transition and completion of the elementary cycle for migrant children.
- To emphasise the prevention of migration of children and retain them in villages.

8.2 **Challenges for Planning and Implementation**

Education programs have to work within 2 annual overlapping cycles – the migration cycle and the annual school calendar. The challenges of dealing with that are as follows:

1. Different interventions come up:
   - In different places (villages, work-sites).
   - Managed by different agencies (in sending and receiving areas)
   This is a challenge of planning and logistics. This also involves working collaboratively, and in mutual coordination.

2. The planning has to centre on the timing of the movement of these populations. Different migrations begin at different points of time and are for varying durations.

   Seasonal hostels in villages need to be in place before families start to leave. Similarly work-site schools need to be ready by the time they arrive at work sites and bridge courses, when they are back from migration. Any delay at any stage will cause the intervention to fail.

3. There has to be a detailed preparation process each year, which includes:
   - Recruiting and training of staff
   - Identifying space for school/hostel
   - Survey of migrant families
   - mobilisation of parents and communities
   - contacting employers in the case of work-site interventions.

8.3 **Challenges of Crossing District and State Boundaries**

While migration implies mobility between districts and states, educational planning is usually focused on a district as a fixed entity. Once migrant children leave their home district they become external to it; they are not counted in the work district either. There is need to respond to this by having a
system of joint planning between the sending and receiving districts. The planning would have to take into account labour that circulates among various sending and receiving districts, and states. It is essential to develop mechanisms that address all such scenarios. The SSA framework makes it clear that the ‘receiving District/State has the responsibility to provide education for the migrant children.’

Language and curriculum differences are a serious issue if migrations are across long distances within a State and especially if they are inter State. In inter State migrations children may have difficulties understanding the local language of receiving States, so sending States must send textbooks and teachers to the work-site schools and if necessary have exams conducted.

8.4 Unpredictability

There is inherent uncertainty involved in migration. At a macro level climatic conditions and market demand fluctuations impact on work availability and determine how many people will migrate. Seasons may vary in length and this may change the duration of migrations from year to year.

At a micro level, an individual employee may decide to close down operations, or a family may decide not to migrate in a given year. Hence the data collected on migration will vary from year to year and interventions planned also have to be flexible enough to accommodate this variation. Some examples of unpredictability are as follows:

8.4.1 Sending areas:

- Available livelihood options:
  - Good rainfall creates more work locally and less people migrate while bad drought conditions increase the numbers who migrate.
  - Timing of monsoon determines when migrations begin and end.

8.4.2 Receiving areas:

1. Climatic conditions:
   - Good rainfall in Western Maharashtra sugarcane areas can increase the demand
for migrant labour and elongate the migration season.

- In Gujarat, cyclones frequently damage salt pans and work gets delayed or families have to look for work in other sectors.

2. Market conditions:

- In recent years high demand for hollow bricks in the Narmada Dam project reduced demand for the regular bricks in Gujarat, which in turn reduced demand for labour in brick kilns.

3. Government policy/directives:

- In Maharashtra a strike by sugarcane cooperatives in 2005 delayed the starting of the factories, migrants had to wait 3-4 weeks at their own expense for work to begin at sites.

- During a drought year the Government of Maharashtra ordered that sugarcane will be used for cattle feed and not go to the factory.

9. Implementing Education Interventions for Migrant Children

Interventions with seasonal migrants involve taking into account the larger migration reality, as well as the specifics of the particular sector and geography being addressed. Moreover, the intervention needs to be comprehensive, encompassing the places of origin of migrants as well as work sites, for it to be effective and sustainable. This usually involves working across several districts and often across more than one state. Factors like nature and extent of migration, existing local situation, willingness of the affected communities and availability of the resources will determine the interventions for providing educational facilities to the migrating children. Interventions to provide educational facilities to migrating children can broadly be divided into two main categories.

1. Intervention in sending areas.
2. Intervention in receiving areas.

The strategy should be first to enrol these children who are never enrolled and then address continuity of education of those children who are enrolled but miss out a considerable portion of school days due to migration to distant areas. The guiding principle here would be to plan interventions first with regular Government, schools and in case of need plan for interventions through alternative schooling facilities.

9.1 Interventions in sending areas

9.1.1 Minimise migration of children:

In the sending areas efforts should be made to minimise migration of children. For families that migrate the first priority should be to retain their children in their native villages and facilitate continuation of their education in government regular schools. For retaining children in their villages following two models can be adopted.

i) Community based support (care givers)

ii) Seasonal Hostels

Community based support: Some experiments have been successfully conducted in the country to provide home based support to the children during migration seasons. Usually elderly people are left behind while the able bodied migrate. Some relatives may also stay behind in the villages. Effective community mobilisation programme could ensure that the children are left with grand parents or relatives, where ever possible, so that they are able to continue their education.
Seasonal Hostels: These could be established so that children who have no back up support could stay back while their parents migrate. A major consideration in this case would be willingness of the parents to leave back their children. Intensive community contacts, counselling and gaining confidence of the stakeholders are important here for making such intervention successful. The community contact programmes, meetings with parents, local schools should be started much before the migration starts. This would facilitate the process of establishing hostels and arranging other logistics in time. These hostels should be affiliated with local schools for continuation of education, so the involvement of the head masters & other teachers is very crucial. Facilities like remedial education & extra curricular activities are to be provided in the hostels. These hostels will not be permanent in nature and shall run only during the migration season.

9.1.2 Bridge for returning migrant children

Summer bridge courses (SBC) in village are meant for those children who do not stay back in seasonal hostel and migrate to a work-site where they do not find a school. Summer bridge course should be run at the sending end so that the children are able to catch up with the school syllabus on their return from migration. This would keep children in the education net and help link them back to the regular local school. Some feature of SBC:

- Summer bridge courses should be run when migrants start returning to their Villages and can close when the school session begins by July and children can be admitted to the regular schools.
- If some children are not yet prepared to join the regular school, then the bridge courses can be extended as needed until September.
- Thus, summer bridge courses should be seen as a flexible option which will run from a minimum of 3 to a maximum of 6 months.

9.1.3 Strengthen local government schools:

The most important dimension of the intervention for migrant children is to address the local school itself. Inadequacies in school functioning, like teacher shortage, text book shortage, non accountability, low performance, lack of supervision, and over and above low learning levels lead to drop outs, not only of migrants but also other children. Thus strengthening of local schools, improving quality of education and ensuring coverage and retention of all children is an essential part of the scheme. Improvement in classroom pedagogy in order to improve learning levels, and building greater sensitivity among teachers and officials towards migrant children are also critical. This needs to be done through mobilizing the community and effective engagement with teachers and block & district officials. Thus improvement of the quality of education in local schools would in itself become the most crucial incentive for children to go to school. Ultimately it would mean that school must become inclusive so that they are able to address disadvantage and diversity in education and cater to the needs of every child.

Interventions in education to address these issues however should not be ‘stand alone’ programmes/strategies but must be linked with and facilitated by the overall efforts to universalise enrolment and retention in schools and improve their quality.

In focus

Seasonal Hostels have a clear educational objective; hence these hostels cannot be seen as a free feeding and shelter program by the community, as has been experienced in some cases.
9.1.4 Multiple opportunities for annual examinations:

Another measure of flexibility can be the provision of having annual examinations more than once in a year. Once at the regular timing and second after the children are back from migration. This is being done successfully by national open school which has introduced a system of ‘Exams on Demand’. Children are free to sit for their annual exams whenever they feel prepared.

9.2 Interventions in receiving areas

9.2.1 Readmission in formal schools:

It is possible that the migrating children are enrolled in formal schools at the receiving end, especially when the migration is within the state. The first priority of educational authorities at the receiving end should therefore be to ensure that to the extent possible migrant children are admitted in regular schools and continue their education. This would be subject to a school being available near the work site. Extensive coordination between sending & receiving ends, issuing of migration cards etc. are needed for such intervention. It will help if education volunteers from sending end accompany the children to the schools at receiving ends. The education volunteers will also motivate the parents, ensure enrolment in schools and attendance and provide remedial education and other related support to the children. Formal school enrolment is also possible when the sending and receiving places are in different states.

9.2.2 Work-site schools:

In case admission to formal school is not possible, schools can be run at work site following formal school syllabus. But this is feasible only if sufficient number of children (20 or more) are available at a particular place. Worksite schools should be considered as extensions of the sending-end schools.

i) Main features of work site schools:

- These schools are temporary in nature and run only during the migration season.

- When migration in inter state:
  - Syllabus of the sending end schools should be followed in work site schools.
  - Classroom transactions should be made in language followed in sending area.
  - Teacher or education volunteer should be sent from the sending end.
Text books & other teaching learning material should also be sent from sending area.

Coordination between authorities at sending & receiving end is very crucial to ensure that continuation of education is happening effectively.

Effective coordination between receiving & sending end should ensure mid-day meals to the children attending worksite schools.

i) Types of worksite schools: The nature of the work-site school will depend on the nature of the work-site. For instance:

ii) Large work-sites: At relatively better organized work-sites with over 100 families, ample space and physical facilities and adequate number of children available, more formalised schools can be set up. These can typically be schools with 75-150 children with 3-6 classrooms and 3-6 teachers. In such schools playgrounds, small laboratories, library books and other facilities can be provided. A balwadi group can be created for the 3-6 yrs old children. For example, at large sugarcane cutting sites, stone quarries, construction sites of long term projects are amenable to such schooling facilities.

At a glance

- Create institutional flexibility to address the diversified educational needs of all children.
- Create residential facilities in sending areas so that children have the option to not migrate and continue their schooling in the local village school, e.g. seasonal hostels (SH)/residential camps.
- Ensure that migrating children are enrolled in regular schools in receiving areas.
- Create alternate schooling facilities in receiving areas so that children who migrate have access to schooling, e.g. work-site schools (WS).
- Create bridging facilities in sending villages during summer months for children who are left out of all of the above options, e.g. summer bridge courses (SBC).

The Intervention Model
b) **Small work-sites:** On sites where settlements are smaller, physical facilities are very few and there are not more than 20-25 children, typically alternative schools with a single class and teacher can be set up, e.g. fishing sites, brick kilns and salt pans.

c) **Shifting work-sites:** Schooling interventions are difficult at work-sites where migrants are mobile and have to keep shifting locations every few weeks, e.g. road construction, charcoal making, mobile sugarcane doki centres, etc. For such children the only option is to stay back in their villages in the seasonal hostel.

d) **Short duration work-sites:** Short duration agricultural migrations for sowing and harvesting that take place several times a year cannot be addressed through work-site schools. The children should stay back in villages in seasonal hostel.

10. **Role for Education System**

The system has to be flexible to ensure continuity of education of migrant children. For that it would be necessary to understand the pattern and timing of mobility of migrant families in the given region. Formal schools at both sending and receiving end have to build in the required flexibility to accomodate and support migrant without any child falling through the cracks, or any time loss. Sending districts and states also have to put in place mechanisms to work in collaboration. Community ownership has to be fostered, and NGO involvement encouraged. Overall the annual planning and budgeting process of the states has to factor in all of the above.

10.1 **Making Government Schools Responsible for Migrant Children**

The government schools should take responsibility of ensuring access retention & quality for migrant children despite their mobility between villages & work-sites:

a) In ‘Sending Areas’ the model clearly outlines that the home District/Block/Village take responsibility of migrant children through enrolment into the local government school and providing residential facilities for them during migration season.

b) In ‘Receiving Areas’ the receiving District/Block has to take responsibility for the migrant children. Work-sites are generally not close to habitation and schools. 

- The receiving District has to plan for coverage of its migrant children during the migration months.
- Each receiving Block has to map the work-site areas as well as the local government schools around the work-sites.
- Government schools that are 1 or 2 km away from a work-site, should take responsibility for the children at the work-site and enrol them for the period of migration.
- For those work-sites further away from schools, the schools in the vicinity (5-10 Km radius) must take responsibility. Outpost schools can be set up at the work-sites the responsibility of which will lie with the linked government school. They would send a teacher to the sites.

10.2 **Ensuring Smooth Transition between Sending and Receiving Areas**

Some systemic issues that need to be looked at are as follows:

- Rules and procedures related to admission, attendance, examination and promotion to be modified to fulfill the needs of migrant children.
- Schools to proactively ensure that migrant children join the regular school or SBC as soon as they return to the Village.
- Schools to track migrant children through migration cards, tracking registers, etc.
- Learning support to be provided for children when they return from migration through bridge courses, remedial classes, etc.
- Local administration to monitor coverage, retention and learning of migrant children.
- VEC to maintain ‘migration registers’ which record information of migrating families and children each year.
10.3 Collaboration between Sending & Receiving States/Districts

The receiving states and districts should have system in place for providing education facilities, monitoring children’s attendance and academic progress, conducting examination and transferring data to home state/district at the end of each season.

The sending states/districts should make it a priority to provide residential facilities for children who are staying back while their parents migrate. They should also coordinate with receiving states to provide all required facilities to those children who choose to migrate.

10.4 Coordination between Stakeholders

Coordination between all stakeholders is the most important aspect to ensure that migrating children are enrolled in schools and they continue their education. Difference in languages of classroom transactions at different places, absence from schools for a long duration, exploiting nature of the work-site environment, lack of educational facilities at the receiving end or at work-sites, economic priority in day to day lives of the migrating population or the need for day to day survival make it all the more important that a coordinated effort is made in providing educational facilities to the children who migrate with or without their families during particular seasons of the year.

**Purpose of coordination between the stakeholders:**

- Monitoring extent & pattern of migration every year and taking measures to provide educational facilities accordingly.
- Mobilising & negotiating with employers and arranging for space, material etc. for establishing education centres.
- Tracking children & parents when they migrate or come back to their original places.
- Ensuring enrolment in education centres, formal schools when they migrate and also when they come back to their original places.
- Language of classroom transactions.
- Providing appropriate text books, TLMs & bridge course material.
- Issuing migration certificates, school leaving certificates, certificates on learning achievements on the basis of evaluations conducted.
- Providing facilities like mid-day meals.
Non-negotiables:

- Receiving states & district have the ultimate responsibility of providing educational facilities to the migrating children. However, in cases of language mismatch, the sending state has to coordinate with the receiving state for providing text books, bridge course material and wherever needed teachers and volunteers.

- Sending areas have the responsibility to provide residential facilities to children who are staying back while their parents migrate. The residential facilities should be running until the parents come back.

- Planning for providing educational facilities to the migrating children should be done well in advance.

- Enabling environment has to be created to support education of migrating children. Wherever needed provisions like sibling care or early childhood care should be provided to facilitate the process. Innovation funds of SSA should be used to provide such required facilities to create enabling environment.

- Funds for these interventions should be provided from the AIE component of AWP&B of receiving state or district. A system of smooth fund flow should be established. In case of involvement of NGOs it is suggested 6 months of advance payment is released.
11. SSA Framework

11.1 Education of Migrating Children

“To address the issue of seasonal migration for varying periods for work in brick kilns, agriculture, sugarcane harvesting, construction, stone quarrying, salt pans etc and its adverse effect on education of children who migrate with other members of the family, SSA encourages identification of districts, blocks and villages from where or to where there is a high incidence of migration, the first and foremost effort should be made to bring such children to regular schools both in districts where they stay or in districts to where they seasonally migrate. However, in case this is not feasible then alternative options be explored, as described hereunder:

(a) Seasonal hostels/residential camps to retain children in the sending villages during the period of migration.

(b) Work-site schools at the location where migrant families are engaged in work.

(c) Peripatetic educational volunteer who can move with the migrating families to take care of children’s education.

(d) Strategies for tracking of children through migration cards/other records to enable continuity in their education before, during and after the migration.

The receiving district/State where migrant families are located for some period shall have responsibility for ensuring that educational facilities are provided to the children during the period of migration. It is expected that the AWP&Bs of these districts would include activities for education of such children, under AIE component. The involvement of NGOs in the process of mapping of migration and planning and implementation of interventions should be actively supported.

Since migration takes place across districts and States, it would be necessary for sending and receiving districts and States to collaborate with each other to ensure continuity of education of such children and by other means such as providing appropriate textbooks, teachers who can teach in the language in which children have been receiving education. For this purpose ‘task forces’ could be setup to effect regular coordination between States/districts.

The appraisal process of the AWP&Bs would scrutinize if areas of high incidence of migration have been identified and whether strategies for education of seasonally migrating children have been included in district and State plans.”
Section 2 State Level Implementation

Introduction
Approach to Intervention in Different Sectors and Regions
Interventions in Sending Areas
Interventions in Receiving Areas
Common Needs of Sending and Receiving Areas
Collaboration between sending and receiving States and Districts
1. Introduction

A State is typically either an in-migration State or an out-migration State. States that are tribal and drought prone tend to experience a lot of out-migration of labour. Those that are rich in agriculture and more prosperous attract migrant labour. There may also be cases when a State both sends as well as receives labour, in which case it will have both sending as well as receiving areas.

2. Approach to Intervention in Different Sectors and Regions

A specific plan for children of seasonal migrants should be developed and reflected in the AWP&B of the State each year. This can be undertaken directly by the State or by involving local NGOs who have ability and knowledge to work on the issues involved. To make effective interventions for children of seasonal migrants we need to take the following steps:

1. Map the sending and receiving areas for migrant labour in your region.
2. Assess the numbers of migrant families and children through rapid surveys.
3. Plan Interventions.

2.1 Step 1: Mapping

2.1.1 Identify all the sectors in the State that employ migrant family labour and the geographical locations of their work-sites:

- Fisheries
- Sugarcane Cutting
- Roof Tiles
- Salt Pans

2.1.2 Identify sending and receiving areas:

a) “Sending Areas” are those regions which are highly prone to labour migration (usually drought prone with forest degradation and tribal):

- These may be a group of Districts in a State, like in Western Orissa where Bolangir, Nuapada, Kalahandi, Bargarh and Sonepur all send out family labour in large numbers.
- These may comprise an entire region, extending into several States, e.g. the tribal Districts of Gujarat, Maharashtra, Rajasthan and Madhya Pradesh such as Dahod, Dang, Dhule, Nandurbar, Jhabua, Udaipur, Dungapur all send family labour to various sectors.
- These may be small pockets of just a few Blocks or portions of Blocks that are migration prone such as the blocks of Morbi, Maliya and Jodiya in Districts of Rajkot and Jamnagar in Gujarat where labour is sent to sectors such as the salt pans and brick kilns.

Clearly, migration does not follow administrative boundaries and therefore the sections of States, Districts and Blocks that send out labour need to be identified and then targeted for intervention.

b) “Receiving Areas” are areas that receive seasonal migrant level and where work sites of a certain sector are concentrated. Some examples of where work sites of different sectors would be found are:

- Salt Pans (marine) and fishing sites are mostly found along the coastline.
Brick kilns are mainly concentrated outside cities and towns although they can also be found in small towns and rural areas.

Construction sites are found where highways, roads, bridges are being constructed or in cities.

Sugarcane cutting work-sites are found near sugarcane plantations or around sugar factories.

2.1.3 Map the movement of migrant families linking sending and receiving areas:

At the State level, once it is broadly known which are the main sectors that attract migrant labour and which are the regions that send migrant labour (from within or outside the State); either of the two approaches below can be followed to map the movement of labour:
a) Receiving area led approach:
- Take one migration sector at a time, e.g. salt pans, brick kilns etc.
- Identify the Districts where the work-sites of this sector are found.
- Mark out the parts of the Districts where the work-sites are concentrated.
- Through interaction with labourers, contractors and employers find out which Districts and Blocks the families come from. These may be within the State itself or from other States.
- Also find out the timing and duration of the operation of the work sites annually.
- Collate all information on a map of the state.

A similar exercise has to be repeated with each sector in the state. Finally all the sector-wise maps can be consolidated on a single map.

b) Sending area led approach: Some sending areas may be sending labour to only one sector e.g. the Marathwada region in Maharashtra sends labour mainly to the sugarcane sector and some may send labour to many sectors e.g. tribal areas of Gujarat send labour to several sectors like brick kilns, construction, salt pans etc. The steps:
- Identify the Districts in the State which send migrant labour.
- Mark out the parts of the District (Blocks and Villages) from where migration largely happens, as it may not be happening equally from all parts of the District.
- Through interaction with panchayat members, Anganwadi workers, teachers, Village Chowkidars and other community members make a broad assessment of:
  - How many Villages are affected?
  - Their location.
  - The sectors that families go to.
  - The Districts that families go to.
  - The timing and duration of migration annually.
  - Collate all information on the state map.
- Any of the following patterns may be observed:
  - Intra Block- short distances within one Block.
  - Inter Block and Intra District- to neighbouring Blocks within the same District.
  - Inter District and Intra State- to neighbouring and far off Districts within the same State.
  - Inter State- to neighbouring or far off States.

Distances of the migrations can vary from 10-15 kilometres (such as some fishing migrations in Gujarat) to thousands of kilometres (such as brick kiln migrations from Orissa to Andhra Pradesh of 1500 to 2000 km).

A similar exercise has to be repeated with each migration prone region in the State. Finally maps of all migration prone regions can be consolidated on a single map.

The consolidated map of all sending and receiving areas will represent the overall status of seasonal migration in the state.

2.2 STEP 2: Rapid Surveys
Once the information regarding sending and receiving areas is available – i.e., the districts, blocks, clusters
and villages are identified, and exact information of work-sites of different sectors is collected, the next step is to get further detailed data to plan the education programmes. This can be done through rapid surveys separately at work-sites and in Villages. The survey should collect the following information:

- **Estimate how many families and children of 6 -14 yrs migrate each season.**
- **How often the migration happens.** Some possibilities could be:
  - Long-term, one time migration (single work-site)
  - Long-term, one time migration (shifting work-sites)
  - Short-term, multiple migrations (2 or more times a year)
- **Timing of when the migrations start and end and the duration.**
- **Distance of migration and if it is within the Block/within the District/within the State.**
- **Social background of migrating families (belong to SC/ST/OBC/other minorities).**
- **Which sectors they are migrating to.**

### 2.3 STEP 3: Planning

The mapping process will produce a lot of information that then needs to be processed at district and state level in order to plan interventions:

**a) Geography**

It is necessary to know the locations of sending and receiving areas sector wise in order to decide where the interventions will be implemented and the collaboration necessary between the Districts/States at the two ends.

**b) Nature of Work-sites**

The nature of work-sites in receiving areas will affect what kind of intervention is set up for migrant children. This will depend on the nature of sector. Information on the sector/industry can be found with employers and related government officials (Refer section 1, point no. 8.2.2).

**c) Predicting migration trend**

Some information should be collected on the possible monsoon timing, market trends and government policy so as to try and predict the trends of migration for the coming season and help make more accurate plans.

### 3. Interventions in Sending Areas

*(Refer section 1, point no. 8.1)*

#### 3.1 Plan the type of intervention

**a) Seasonal Hostel (SH):** It is important to know starting and end months of migrations so that SH is open 15 days before the families start to leave to convince the parents about the safety and well being of the their children and also to cover early departures and 15 days after families arrive back to cover late arrivals. If some parents get further delayed in reaching back, the hostel has to be kept open until the parents come back.

**In focus**

The seasonal hostel’s educational objective must be clear and it should not be considered as a free feeding and shelter initiative.

For agricultural migrations that take place for short durations several times a year, SH should be planned for 12 months as different groups of families go at different points of time. The hostel should be available around the year whenever a family needs to leave the children.

**b) Community support:** Where ever possible parents should be motivated to leave their children with their old grand parents and other family members who do not migrate.

**In focus**

All the alternative educational facilities such as seasonal hostels and summer bridge course shall be an extension of the local government school and shall run with full assistance from it. All such alternative facilities lying within the jurisdiction of a block shall be the responsibility of the block officials as well as the district officials.
c) **Summer bridge course (SBC):** It is important to know the last month of migrations so that Summer Bride Course can start by the time migrants arrive. The SH venue and staff can be used to run the SBC.

### 3.2 Prepare a plan of action against timeline

If the Seasonal Hostel (SH) has to be operational by a certain date (e.g. 1st October), then, the backward and forward planning has to be done against a strict schedule. Any delay at any stage may delay the starting of the hostel and will result in parents taking their children along on migration.

a) **Broad areas of backward planning** between July-September are:
   - Identification of Villages in which SH will start
   - Linkages with Govt. (proposal submission and approval, receipt of sanction letter and advance instalments from Govt. in case of NGOs implementing)
   - Identification and preparation of venue
   - Interaction with local government school
   - Community mobilisation (VEC, migrant and non migrant families, SHG)
   - Teacher recruitment and training
   - Surveys (Baseline and School)

b) **Broad areas of forward planning,** October onwards are:
   - Making hostels functional (daily routine, links with local school, evening coaching classes).
   - Submission of final list of children to Govt. by a fixed date (in case of NGOs implementing).
   - Extra curricular activities (such as excursions, picnics, melas, sports etc.)
   - Final review
   - SH converting to SBC

### 3.3 Ensure instalments of funds are made on time to NGOs

In case of NGOs running the programmes in collaboration with Government, the following should be done:

- Advance for preparation activities such as start-up costs, recruitment, and training has to be given based on estimates (number of hostels, number of children per hostel, unit costs).
- The 2nd and 3rd installments can be adjusted based on actuals after monitoring visits by District and Block officials.
- This can be linked to a review at the end of the season.

### 3.4 Unit size

- SH can have an average of 25-30 children per unit.
- SBC can have an average of 20-50 children per class.

### 4. Interventions in Receiving Areas

(Refer section 1, point no. 8.1)

#### 4.1 Identify time frame of the migration cycle

It is important to know roughly when the migrant families will start arriving at the sites, so that block officials can send out teams to the work sites to start identifying and enrolling children with out any delay.

#### 4.2 Types of intervention

a) **Admission in government schools:** The first and foremost priority of the concerned district officials in receiving areas is to ensure that the migrant children are enrolled in regular government schools. There can be following two options.
   - If the school is in the vicinity of the work sites, children should be facilitated to join the school.
   - If the school is far from the work site, its extension should be set up at the work site.

Towards this end, necessary instructions should be given to concerned educational officials at district and block level including head teachers for quick admission of migrant children upon their arrival and availability of necessary
resources to accommodate new entrants in schools. These officials should be in touch with their counterparts in sending areas to know the details of migrant children, for effective planning and making additional provisions.

b) Alternate schools (work site schools):
Where work sites are located in remote areas and there are no government schools close by, work site schools are to be set up. It is important to identify such work sites where regular school or its extension is not feasible. For an effective coverage and ensuring continuity of education, it is essential that these WS are ready at least 15 days before the families arrive. For this it is important to know the starting and ending month of migrations.

c) Seasonal residential schools:
Seasonal residential school could be another intervention at the receiving end if children are not found in sufficient number at a particular place or the worksites are scattered or shifting and logistic for worksite schools or extension schools are difficult. In such a case children of various worksites can be brought together in one residential school at an appropriate location.

4.3 Prepare a plan of action against timeline

If the worksite school (WS) has to be operational by a certain date (e.g. 1st October), then, the backward and forward planning has to be done against a strict schedule. Any delay at any stage may delay the starting of the WS and will result in children being involved in labour.

a) Broad areas of backward planning between July-September are:
   - Identification of Work-sites in which WS will start.
   - Linkages with Govt. (proposal submission and approval, receipt of sanction letter and advance instalments from Govt. in case of NGOs implementing).
   - Identification/construction of venue.
   - Interaction with local government school.
   - Community mobilisation (employers, migrant workers).
   - Teacher recruitment and training.
   - Surveys (Baseline and School).

b) Broad areas of forward planning, October onwards are:
   - Making schools functional (daily timetable, curriculum, links with local school).
   - Submission of final list of children to Govt. by a fixed date (in case of NGOs implementing).
   - Extra curricular activities.
   - Final review.

4.4 Ensure instalments of funds are made on time to NGOs

◆ Advance for preparation activities such as start-up costs, recruitment, and training has to be given based on estimates (number of hostels, number of children per hostel, unit costs).

◆ Once monitoring visits have started, the 2nd and 3rd installments can be adjusted based on actuals.

◆ There should be a review of the installments made at the end of the season to adapt them for the next season.
4.5 \textbf{Unit size}

- Worksite Schools can have an average of 20-30 children per unit.
- Worksite Residential schools can have more children.

5. \textbf{Common Needs of Sending and Receiving Areas}

5.1 \textbf{Schools taking responsibility of migrant children}

This will include a survey of the local government school’s capacity and resources in both sending and receiving areas to find out their current capacity and if they can cover the migrant children and then action planned to address shortfalls, weaknesses and areas of improvement. The areas of action could be based along:

- Ensuring access, full enrolment, retention, learning and completion of the elementary cycle.
- Improving school functioning (for example, fulfilling teacher shortages and other gaps in provision, better delivery of schemes such as the mid day meals).
- Quality in education.

5.2 \textbf{Community driven and owned interventions}

To establish the community as a central part, they must play a number of formal and non-formal roles within the sending and receiving areas interventions. Whoever is implementing the interventions should support these roles of the community.

In Sending Areas ‘community’ includes migrant and non-migrant families. VEC, PRI, local government school, MTA/PTA and SHG etc. are all forums that should play a role in ensuring universal and effective coverage of migrant children and achieving UEE in the Village. Discussion with community should start at the time of the mapping process and should be constant after that.

In Receiving Areas ‘community’ includes the migrant families at the work-site, nearby habitation Village, local government school, labour contractors and also the employees at the work-site.

It is very difficult to run a work-site school without the support of employers, so it is very important to build a relationship with them and other related bodies.

6 \textbf{Collaboration between sending and receiving States and Districts}

SSA needs to have a system of collaboration between the sending and receiving Districts as well as sending and receiving States. Collaboration may even involve a group of Districts or a group of States, among which migration takes place.
For example, Rajasthan, Maharashtra, Madhya Pradesh all send labour to Gujarat. For this purpose of coordination a ‘task forces’ in all involved States and Districts should be set up to carry out and ensure there is regular coordination between them.

To bring about inter development integration; information should also be shared with other related departments such as Labour, Tribal Affairs, Women and Child Development and Health.

The information from the mapping process is the starting point for collaboration and this should be shared with relevant States and Districts. This will be post Rapid Survey. A table with a timeline against activities can help with planning.

6.1 Responsibilities of receiving states and districts

Through the mapping exercise, states and districts must have information on:

- Which States and Districts send labour?
- Which areas the work-sites are concentrated in?
- When do migrant families start to arrive?
- Districts and Blocks should take responsibility to cover the incoming migrant children.
- Each District and Block has to make sure that each work-site has to be linked to a government school which will take responsibility of the children at that work-site. Schools that are close to the work-sites can run classes for migrant children within their premises. Schools further off from the work-site can start an outpost school at the work-site by posting a teacher there.

- Arrange manpower in the receiving Districts and Blocks to visit the work-site areas regularly at the time when migrants start to arrive and admit children into work-site or government schools.
- This has to be done pro-actively by government and not left to the parents.
- Within 3-5 days of a child arriving at a work-site he/she should be in the school.
- If schools need extra teachers to cover migrant children, they have to be made available in advance.
- At the end of the season attendance records of migrant children should be sent to their regular school.
- If necessary exams have to be organised for migrant children at work-site schools or government schools and exam records sent to the regular schools.

Field notes

In the brick kilns around Hyderabad where Oriya families migrate to, AP SSA has made provisions for classes for Oriya children to be run in government schools close to the kilns.
Timeliness is essential in setting up the interventions. Any delays in sending areas will result in families migrating and taking the children with them, while delays at receiving areas could mean children will become included in labour.

Planning is critical. If seasonal hostels and work-site schools have to start in October, all prior preparation has to be planned and carried out in the previous months according to a strict time frame.

Flexibility is critical. While there has to be a prior plan for coverage and timing of interventions, this plan may change. Start and end dates have to be kept flexible.

Names and numbers of children are not essential before starting an intervention - Exact information on villages and work-sites of intervention as well as numbers and names of children participating will be finally known only after migration has taken place. Work should start with estimates. SH and WS can be planned based on estimates available through migration mapping and unit costs. Hence, exact numbers of Villages and work-sites, the number of facilities to be started and the number and names of the participating children can only become available roughly 3-4 weeks after the full intervention is set up and running.

Flow of funds from Central to State level and then from State to District level has to be on time.

For UEE it has to be ensured that every single work-site in the region is mapped.

In sending areas home District/State takes responsibility. This has to be done pro-actively by government and not left to the parents. Within 3-5 days of a child arriving at their Village he/she should be enrolled into bridge classes or the regular school.

In receiving areas destination District/State takes responsibility. This has to be done pro-actively by government and not left to the parents. Within 3-5 days of a child arriving at a work-site he/she should be in the school. If schools need extra teachers to cover migrant children, they have to be made available in advance.

Extra coaching support to be organised for migrant children in work-site or government schools.

6.2 Responsibilities of sending states and districts:

Accommodate as many children as possible in Seasonal Hostels in sending areas so they don’t need to migrate and can continue in the regular school.

For those that do migrate, keep the receiving State, District and Block informed of the timing of migration and likely period of arrival of children at work-sites.

In cases of language mismatch, the sending State has to coordinate with the receiving State for providing textbooks and teachers who will migrate with the children.
At the end of the season when children are return to their Villages, re-enrol them into the Village schools.

This has to be done pro-actively by the local schools within a week of the migrant children returning to their Villages.

Ensure that the children’s examination records from receiving area work-sites or government schools are transferred to the regular schools.

Organise extra coaching support for returning migrant children in the regular schools.
Section 3 District & Block Level Implementation

Introduction
Approach to Intervention in Different Sectors and Regions
Interventions in Sending Areas
Interventions in Receiving Areas
Common Needs of Sending and Receiving Areas
Collaboration between sending and receiving States and Districts
1. Introduction

A District is typically either an in-migration District or an out-migration District. Districts that are remote, tribal and drought prone tend to experience a lot of out-migration of labour. Those that are rich in agriculture and more prosperous attract migrant labour. There may also be cases when a District both sends as well as receives labour, in which case it will have both sending as well as receiving areas.

2. Approach to Intervention in Different Sectors and Regions

A specific plan for the education of children of seasonal migrants should be prepared by the districts. This plan should be reflected in the AWP&B of the District each year. This can be undertaken directly by the District or by involving local NGOs who have ability and knowledge to work on the issues involved.

To make effective education interventions for children of seasonal migrants we need to take the following steps:

1. Map the sending and/or receiving areas for migrant labour in your District.
2. Assess the numbers of migrant families and children through rapid surveys.
3. Plan Interventions.

2.1 STEP 1: Mapping

2.1.1 Identify all the sectors in the District that employ migrant labour, and the locations of their work-sites. Some examples are:

- Agriculture
- Fisheries
- Sugarcane Cutting
- Roof Tiles
- Salt Pans

2.1.2 Identify sending and/or receiving areas:

a) “Sending Areas” are those regions, which are highly prone to labour migration (usually drought prone with forest degradation, remote and tribal).

- Sending areas may be of two kinds. From some regions all the labour may be migrating for just one type of work while from other regions labour may be migrating for different types of work.
- Migration may be taking place from the entire District (e.g. Jhabua in Madhya Pradesh, Dahod in Gujarat); or from small pockets of a few Blocks.
- Migration may also be taking place from contiguous groups of Districts, like in Western Orissa where Bolangir, Nuapada, Kalahandi, Bargarh and Sonepur all send out family labour in large numbers.
- This labour may be migrating to sectors within the District or to sectors in other Districts or States.
- Migration does not occur uniformly across a region, therefore the sections of States, Districts and Blocks that send out labour need to be identified and then targeted for intervention. It is necessary to gather comprehensive information on the migration taking place from the District so that interventions can be planned within the District and jointly with other Districts.

Districts in turn need to Identify the Blocks that are sending migrant labour. PRI members, anganwadi workers, Head Teachers and VECs are a good source of information. Within these
Blocks, list the Villages the migrant labour is going from.

b) “Receiving Areas” are areas where work sites of a certain sector are concentrated.

i) **Location of work-sites:**
- Sugarcane cutting work-sites are found near sugarcane plantations or around sugar factories.
- Construction sites are found where highways, roads, bridges are being constructed or in cities.
- Brick kilns are mainly concentrated outside cities and towns although they can also be found in small towns and rural areas.
- Salt Pans (marine) and fishing sites are mostly found along the coastline.

ii) **Features of work-sites:** These are generally in rural areas, remote and away from habitation. Sometimes there is not even a road nearby let alone a Village, market place, PHC or school. To identify and locate work-sites in rural areas grassroots NGOs, PRI members, labour contractors, etc. can be a good source of information. Work-sites in urban areas are relatively more easy to locate and map, for e.g. the construction work sites.

iii) **Types of work-sites:**
- **Large work-sites:** These are in fixed locations and are better organized with 100-500 families.
- **Small work-sites:** These are in fixed locations with 25-50 families.
- **Shifting work-sites:** These are mobile work-sites and will have a maximum of 12-15 families who move location every 2 weeks to a few months to a new work-site.

**Districts need to:**
- Identify the Blocks that are receiving migrant labour.
- Within these Blocks, plot the work-sites and government schools within 8-10 km radius.
- Categorise the work-site according to the above types.

### 2.1.3 Map the movement of family migrant labour, linking sending and receiving areas:

At the District level, once the scenario of migration is broadly known:
- Predominately a sending or a receiving District or has both.
- If receiving then which are the sectors in the District that attract migrant labour.
- If sending then which are the blocks that send labour.

Then either of the two approaches below can be followed to map the movement of labour:

a) **Receiving area led approach:**
- Take one migration sector at a time, e.g. salt pans, brick kilns etc.
- Mark out the parts of the Districts where the work-sites are concentrated.
- Through interaction with labourers, contractors and employers find out which Districts and Blocks the families come from. These may be within your District itself or from other Districts in the State or from outside the State.

A similar exercise has to be repeated with each sector.

b) Sending Area led approach: Some sending areas may be sending labour to only one sector e.g. the Marathwada region in Maharashtra sends labour mainly to the sugarcane sector and some may send labour to many sectors e.g. tribal areas of Gujarat send labour to several sectors like brick kilns, construction, salt pans etc.
- Mark out the parts of the District (Blocks and Villages) from where migration largely happens, as it may not be happening equally from all parts of the District.
- Through interaction with panchayat members, anganwadi workers, teachers, chowkidars and other community members make a broad assessment of:
  - How many Villages are affected?
  - Their location.
  - The sectors that families go to.
  - The Districts that families go to.
  - The timing and duration of migration annually.
- Any of the following patterns may be observed:
  - Intra Block-short distances within one Block.
  - Inter Block and Intra District-to neighbouring Blocks within the same District.
  - Inter District and Intra State-to neighbouring and far off Districts within the same State.
  - Inter State-to neighbouring or far off States.

Distances of the migrations can vary from 10-15 kilometres (such as some fishing migrations in Gujarat) to thousands of kilometres (such as brick kiln migrations from Orissa to Andhra Pradesh of 1500 to 2000 km).

A similar exercise has to be repeated with each migration belt/pocket in the District.

2.1.4 Represent this information on District maps to clearly show what is happening.

2.2 STEP 2: Rapid surveys

Once the sending and receiving areas in a District are known, the next step is to get the necessary data to plan the education programmes. This data can be collected through rapid surveys separately at work-sites and in Villages.
a) The survey should be carried out when the maximum number of migrant families are present. For sending areas this is generally monsoon months when migrants have just returned from work-sites (roughly July/August). For receiving areas, this is generally post-monsoon months when most migrants have just arrived at the work-sites (depends on each Sector, but roughly October/November).
b) As this is the first point of contact between implementers and the community, care must be taken to explain the purpose of the survey. In receiving areas, when interacting with industry, employers should be approached first to explain the educational purpose of this survey and intervention.
c) This information should be compiled and passed back up to a District Level and then the State Level to feed into information from other Blocks. This will create a larger picture at Block, District and State level of the migration scenario.
d) The survey should contain the following information:
  - An estimate of how many families and children of 6-14 yrs migrate each season.
  - How often the migration happens. Some possibilities could be:
2.3 STEP 3: Planning

The mapping process will produce a lot of information that then needs to be processed at District and State level in order to plan interventions:

2.3.1 Geography

Geographically it is necessary to understand where the migration pockets and belts are with the related sending and receiving areas in order to know where the interventions will be implemented and the collaboration necessary with other Districts and States.

2.3.2 Nature of work-sites

The nature of work-sites at receiving areas will affect what kind of intervention is set up for migrant children. Some factors are:

- Nature of the sector: What is the nature of the sector/industry? This identification of industry/sector will lead to a variety of information available with employers/related government officials which will support the interventions.

- The size of work-sites: In some sectors, such as Charcoal, the work-sites are very small (even individual families) and dispersed, hence it can be difficult to set up a work-site school.

- The mobility of the work-sites: It is harder to plan interventions for shifting work-sites.

2.3.4 Predicting Migration Trend

Some information should be collected on the possible monsoon timing, market trends and government policy so as to try and predict the trends of migration for the coming season and help make more accurate plans.

2.3.5 Assessing need for Intervention

a) When Interventions are Required at Both Sending and Receiving Ends:

i) If migrations are industrial, agent-driven and to relatively more organised sectors, then they tend to have a fixed cycle of Oct-May and work-site schools have to be planned. This would require:
   - Coordination with receiving Districts through Task Forces.
   - Deciding the type of school depending on the work-site.

ii) If migrations are across long distances or to other States, additional steps in planning have to be done:
   - Collaboration with receiving State/District through Task Forces.
   - Textbooks and teachers to be sent (if Inter State).
   - Communication channel between parents and seasonal hostel.
b) When interventions are required at sending end:

i) If migrations are agricultural, they are self-driven and have no fixed cycle and families keep leaving and coming back to the Village nearly around the year.

ii) If migrations are to highly unorganised sectors, such as charcoal making, with shifting work-sites, then the interventions will be self contained within the sending District because no work-site interventions are possible. In such cases the receiving State should make an estimate of such children and where they come from and communicate the information to the sending States.

3. Interventions in Sending Areas

(Refer section 1, point no. 8.1)

3.1 Plan the type of intervention

a) Strengthen local government schools (Refer section 1, point no. 8.1.3).

b) Seasonal Hostels:

i) For industrial migrations of 8 months, the hostel should be planned for 9 months. It is important to know starting and end months of migrations so SH is open 15 days before the families start to leave to cover early departures and 15 days after families arrive back to cover late arrivals. If some parents get further delayed in reaching back, the hostel has to be kept open until the parents come back.

3.2 Prepare a Plan of Action against timeline

If the SH has to become operational by a certain date (e.g., 1st October), then the backward and forward planning has to be done against a strict schedule. Any delay at any stage may delay the starting of the hostel and will result in parents taking their children along on migration.

a) Broad areas of backward planning between July-September are:

- Identification of Villages in which SH will start.
- Teacher recruitment and training.
- Identification and preparation of venue.
- Interaction with local government school.
- Community mobilisation (VEC, migrant and non migrant families, SHG).
- Surveys (Baseline and School).
- Linkages with Govt. (proposal submission and approval in case of NGOs implementing).

ii) For agricultural migrations that take place for short durations several times a year, SH should be planned for 12 months as different groups of families go at different points of time. The hostel should be available around the year whenever a family needs to leave the children.
b) Broad areas of forward planning, October onwards are:
- Making hostels functional (daily routine, links with local school, evening coaching classes).
- Submission of final list of children to Govt by a fixed date (in case of NGOs implementing).
- Extra curricular activities (such as excursions, picnics, melas, sports etc).
- Final review.
- SH converts to SBC.

3.3 Establishing norms and practices

3.3.1 Seasonal hostel:

a) Staffing norms and unit size
- An SH which has an average of 25-30 children per unit, can have a staff of two:
  - 1 SH Coordinator
  - 1 cook
- Of the two staff, at least one must be a woman.
- If the number of children exceeds 40, a third staff (cook) can be hired.
- When the number exceeds 50 a second unit can be created, each with a hostel coordinator and a cook.
- For every 6-8 hostels there should be a Supervisor.

b) Gender dimension:
- Hostels should be separate for girls and boys
- When there is only one hostel then the sleeping areas should be separate and secure and girls should have a woman staff member sleeping with them.
- When the number of children exceeds 50 and a second unit is created, the hostels can now be separated according to gender, with one for girls and one for boys.

c) Criteria for admission into the hostel:
- Minimum age for admission in hostel is 6 years.
- Hostels are primarily meant for the most marginalised children who have no back up support in the Villages.
- Children who only have elderly grandparents can also avail of hostel facilities during the day but preferably sleep at home in the night.
- Children who have younger able-bodied relatives in the Village should preferably eat and sleep at home with them and can be part of the academic activities of the SH.
- The VEC should decide each year in a gram sabha which children are most eligible to stay in the hostel based on the back-up support available and the economic conditions of the families.

In focus

There are many instances when hostels have been taken over by the economically better off children and those who have families in the Village, simply to avail of free food. As a result the poorer more needy children have continued to migrate. This should be prevented from happening.

3.3.2 Summer bridge course:

a) The SBCs should be set up in sending villages at the end of the migration season. When the families start returning, all the children, specially those who did not get to attend a school at the work site, should be enrolled in the SBC. Children should be given intensive coaching during the summer vacation months to prepare them to join back in the government school once the next session starts.

b) It is important that these children are given an opportunity to sit for their annual exams and on the basis of their examination results they are promoted to next classes.

c) Non-migrant drop-out children can also be included in SBC.

d) Children to enrol in the summer bridge course will be in the age group 6-14 yrs. They may be:
3.4 Staff

3.4.1 Staff Recruitment:
- The hostel coordinator should be employed for the full 12 months as they will also teach in the summer bridge course after the hostel has shut down.
- The cook maybe employed for the duration of the hostel.
- One of the two hostel staff should be a woman.
- In some hostels, success has been seen in employing a husband and wife couple as the coordinator and mother/cook.
- For every 6-8 hostels there should be a Supervisor in charge of monitoring.
- Priority should be for all SH staff to be from the same village.
- The hostel coordinator should be 12th pass and the supervisor preferably a graduate.
- Process for recruitment should be norm based and finalised by the VEC.
- For each staff member there should be a Letter of Appointment that outlines their honorarium, period of appointment and location of posting.
- This needs to be given to them in the presence of the VEC.

3.4.2 Staff roles:

a) Seasonal hostel coordinator:
- The seasonal hostel coordinator must not only administer the hostel but also provide learning support to children.
- He/she has to establish linkage of hostel with the regular government school.
- He/she also has to work in rapport with the community.

b) Mother/Cook:
- The mother/cook has to take care of cooking, cleanliness and hygiene of the hostel.
- She has to take care of the children, especially the younger ones and girls.

Field notes
The Mother/cook concept has been implemented in Orissa and proven to really help the children feel more at home in the seasonal hostel and settle in quickly. Children call the person who is the cook ‘mother’ and she takes additional care of the children in the ways a mother would; helping them get ready in the morning, combing their hair, telling them stories, putting them to sleep and so on. They give preference to a widow or destitute woman from the village for this job.

c) Supervisor:
- The has to visit each hostel at least twice weekly and to ensure proper functioning of the hostel in terms of academic progress, administration and community linkage.
- Detailed roles and responsibilities of all staff involved can be found at.

3.4.3 Staff training:

a) Seasonal Hostel: Identify areas of training that are necessary and develop training modules.

i) For the seasonal hostel coordinator, this may cover:
- Educational training
  - Academic
  - Multi grade teaching.
  - Supporting children through coaching classes and in their self study.
  - Library
  - Extra curricular
  - Outdoor and Indoor games.
  - Paper cutting, drawing, clay and origami, telling stories.
  - Cultural activities.
- Management training
  - Daily Routine.
  - Integral development and daily planning.
  - Health and hygiene.
  - Personal and environmental hygiene- communicable diseases, how to keep seasonal hostel clean.
Drinking water- storage, testing and purifying.
Nutrition and grain storage- what is protein, calories etc. and why they are necessary.
First Aid Training- given first aid box, all the contents gone through as well as what to in event of an accident etc.
Hostel Management
Replenishment of Stocks.
Maintenance of records and documentation.

For the Mother/cook, this should cover:
- Nutrition and grain storage- what is protein, calories etc. and why they are necessary.
- Personal and environmental hygiene- communicable diseases, how to keep seasonal hostel clean.

b) Summer Bridge Course:
Specific training is required for running SBC for a wide grouping of children age wise and educational background wise. Some states and NGOs have developed good training material which can be of help. Specific techniques have been found to be more successful for these kinds of summer bridge course:

- Starting initially with non academic education focused sessions to gain the interest of children and also get them into the routine of sitting down for longer periods of time and taking instruction from a teacher. These sessions could be of the form of fun games and story-telling, music and art.
- Once the children have got used to a routine, then it is possible to gradually focus on the school curriculum-based education.
- Here mixed age and ability groups have worked that use peer to peer learning. Older or more educated children help the others understand basic concepts. This also works as a review for these older/more educated children, who on top of this will get set other more challenging specific tasks that build on the review from the teacher.
- In this way one teacher can work with a larger number of children at one time, working their way around the different groups.

Regular monitoring of the children is then required to ensure progress is being made. Weekly tests and assessments are suggested.

3.5 Baseline surveys

a) This survey can be prepared in July, and any specific training required by field staff can be carried out before implementation in August, when most migrants are in the village.

b) Baseline Survey should be of the whole village and not just the migrants from that year to ensure a full data set.

c) The details of the families in the baseline should be recorded in a migration register of the Village. The community, VEC, PRI, should be in-charge of making sure that the register is up-to-date and comprehensive. The headings of the migration register may include the following information:

i) Before migration
   1. Serial no
   2. Head of household
   3. Caste
   4. Who is migrating from household (name).
   5. Relationship with head of household.
   6. Age
   7. Education qualification
   8. Total family income
   9. BPL no
   10. Where they are migrating to.
   11. For what type of work are they migrating
   12. Advance taken
   13. Whether registered in labour office.
   14. Whether any insurance.
   15. Name of agent and address.
   16. If they own any land or not, and how much if.
   17. House pakka or kacha.
   18. Health situation at time of departure.
   19. Any accident occurred during migration.
After migration

20. Income earned due to migration-gross (total).
21. Net income earned due to migration (gross- allowance and other expenditure before return).
22. Whether any funds were remitted from migration site.
23. Remarks (from migrants and also coordinator).

d) Baseline Survey will also include a survey of the local school.
e) This Survey can be used to identify gaps and areas of weakness in the school such as teacher and book shortages, as well as delivery of schemes such as the mid day meals.

3.6 Operationalisation

3.6.1 Selection of venue for seasonal hostel:
- This can be the school building, other community buildings or a grouping of migrants’ homes.
- There needs to be enough space for all girls and boys to be sleeping separately- whether this is by creating a partition in a large room, or optimally, having 2 rooms/spaces.
- Security of children is of utmost importance. The hostel should not be in an isolated place but in the midst of occupied homes of people.

3.6.2 Admission of children in hostel:
- Admission procedures should be developed. Selection of children should be norm based and finalized by the VEC.
- Once the children have been selected, the parents need to complete a Parental Agreement Form. This form will include all the relevant details of the child including a photograph and a student reference no.
- This student reference no. should appear on all documentation about the child, including the Attendance Register for the hostel.
- The original parental agreement forms should be kept at the at the Block Level/ NGO headquarters.
- A photocopy of the parental agreement form should be kept at the seasonal hostel.

3.6.3 Day to Day Running
- The seasonal hostel coordinator must plan a Daily Routine for the children specific to the timings of the school and include extra coaching classes, time for self study, meals, exercise, daily chores as well as other extra curricular and cultural activities such as games, library, music etc.
- The children should be explained this routine and it can then be displayed on the walls of the hostel for all to see.
- For the extra coaching classes seasonal hostel coordinators must prepare a learning baseline of all the children against which progress can be measured over the season.
- For each child student files must be created in which all of the records of the child including academic, health etc. are kept.
- Giving responsibility to the children is important, and will develop leadership and autonomy skills.
- Content and quantity of the meals for children must balance with required nutrition and costs. Food habits of children should stay as close to what they eat at home as possible, so they do not have problem to adjust later on.
- Regularity of stock replenishment and foodstuffs must be decided, as well as delivery of the Imprest/Advance. This will depend on ease of access to the hostel and the availability of the supervisor to come to the hostel.
- For each child student files must be created in which all of the records of the child including academic, health etc. are kept.
- Giving responsibility to the children is important, and will develop leadership and autonomy skills.
- Content and quantity of the meals for children must balance with required nutrition and costs. Food habits of children should stay as close to what they eat at home as possible, so they do not have problem to adjust later on.
- Regularity of stock replenishment and foodstuffs must be decided, as well as delivery of the Imprest/Advance. This will depend on ease of access to the hostel and the availability of the supervisor to come to the hostel.

Field notes
To promote transparency, hostels in Maharashtra have been displaying meal timetables, the quantity of basic food items expended on a daily basis as well as the daily menu for the local community.

3.6.4 Extra curricular activities:
- Special activities and meals should be arranged for festivals and other occasions.
Bal melas, sports events, dramatics and exposure visits are also activities which add a lot of value to this initiative.

Particular emphasis should also be placed on activities that all children in the Village, including non-migrant, can also benefit from.

Field notes
The cabinet system has been implemented in Orissa and Gujarat to a very positive effect, where children occupy roles they are in charge of in the hostel. For example Food Minister helps measure out the food to give to the cook/mother daily and the Cleanliness Minister ensures that the hostel is tidy and that every child is respecting the surroundings.

3.6.5 School-Hostel linkages:
- The hostel coordinator should make sure that children attend the school with regularity and punctuality.
- The school teachers and headmasters should visit the hostel and guide the children, taking responsibility for their studies.
- The non-migrant children should all be part of hostel activities such as evening coaching classes, library, children’s club activities (games, music, picnics, bal melas etc).
- The CRC and BRC should take responsibility of the functioning of the hostels and its effective linkage with the school.

3.6.6 Community linkages:
- The non-migrant community should be encouraged to take responsibility for the hostel and the well-being of the children.
- They should watch over the hostel functioning and make regular visits to check on the standard of care, the quality of food and security of children, especially girls
- They should support the children in times of sickness or other emergencies.
- The VEC and the Panchayat representatives should ensure that the norms, practices and regulations are adhered to as well as maintain the migration register each season.

They should remain in interaction with the Block and District officials in a process of feedback and monitoring.

3.7 Monitoring and Review:

3.7.1 Areas of monitoring

a) Hostel functioning:
- Daily Routines (regular attendance of school and other points from section above).
- Staff Performance.
- Maintenance of hostel environment.
- Supplies and Purchases.
- Linkage with school.
- Linkage with community and BRC/CRC.
- Involvment of non-migrant children and movement towards UEE.

b) Children’s progress:
- Academic
  - Regular attendance and participation in school.
  - Regularity of study in the hostel.
  - Improvement in learning levels over baseline.
  - Progress Reports from student files made monthly- outlining any difficulties etc.
- Non-academic
  - All round development of the child, including, confidence, articulation etc.
  - Health of children.

c) Financial:
- The main tables to collect raw data for monitoring the financial aspect will include the following:
  - Stock Register
  - Local Purchase Register
  - Main and Subsidiary Ledger

d) MIS that can be constructed from these raw tables will include:
- Per unit costs of hostel per month.
- Per unit costs of hostel per migration season.
- Per child cost of running hostel per month.
- Per child cost of running hostel per migration season.
3.7.2 Process of monitoring:

- **Monitoring by Supervisors:**
  - In general, supervisors need to visit each hostel and bridge course approximately twice a week. Supervisors should also do night stay some days in a month in the hostels to make sure of the proper overall functioning and children’s security. This is rotated and selected randomly.
  
  **On visits, they will have a number of roles and responsibilities, that include:**
  
  1. Quality checks on food and its preparation and stock levels.
  2. Linkages with health services.
  3. Check the weekly curriculum planned by Hostel coordinator.
  4. Observe the teaching and make sure the educational progress in the student files is being maintained.
  5. Check safety and child protection measures are in place.
  6. Check that all relevant registers and documentation are being maintained, salary disbursed on time.
  7. Maintain relationships and conduct meetings with the VEC and local community representatives, including the local school weekly as well as at the end of the migration season.
  8. Follow up on drop outs with BRC/CRC and families in the community.
  9. Liaise between the head office and the field, reporting monthly the work of the Hostel coordinator and Mother/Cook.

- **Monitoring by Community**
  
  - VEC member to visit the seasonal hostel at least once a week and observe quality and quantity of food and activities in the seasonal hostel.
  - Any Villager to make informal visits to the seasonal hostel to see what is happening.
  - Read the charts displayed on seasonal hostel wall and monitor the running of seasonal hostel.

- **Monitoring by CRC/BRC and District Officials**
  
  - CRC should monitor the hostel once a week and the BRC every 2 weeks.
  - The District officials should monitor the hostel once in a month.
  - For NGO run programs, District level monitoring is tied in with flow of funds for the program, so its timeliness is very essential.

3.7.3 Review at the end of season:

- **Handing over process to parents should include a meeting where the education and non-educational progress of the child is shared.**

- A community meeting should be held for the close of seasonal hostel when all migrant parents are back where there should be a sharing of seasonal hostel activities from the last season, progress reports etc.

- Also, this is an opportunity to reward the children who attended through handing out of certificates for attendance and perhaps some awards for certain categories as well.

- There should be a review meeting with all seasonal hostel coordinators and their Supervisor, and then all Supervisors to ensure lessons are learned and implemented for the next cycle.

3.8 Process creation

Create processes for efficient and timely running of hostel and bridge course. This will help in the monitoring process.

- **For a seasonal hostel, a Purchase Committee should be created which has the suggested following members depending on the implementing institution. There should be a quorum of 6:**
  
  - Project Coordinator
  - Supervisor
  - Sarpanch
  - DPC representative
  - VEC member
  - NGO Head (if NGOs implementing)

- The purpose of this committee is to establish procurement procedures for the items needed by the seasonal hostel and to monitor the process.
c) Create a list of items that need to be purchased for the running of the seasonal hostel (include seasonal hostel coordinator and the Purchase Committee to produce this list).

d) These will include one-time purchases and regular purchases.

e) From this information create a list of costs/expenditures to the seasonal hostel (these will include purchases and other allocations, for example salaries, electricity bills etc).

f) Create a process for the efficient and timely delivery of stock needed on a regular basis by the seasonal hostel, of which there are 2 types: perishable and non-perishable.

g) Depending on the local availability of items and also the capacity of implementing institution, most implementers have decided to have a part centralised and part de-centralised system of procurement and delivery.

h) Perishable items that are difficult to transport and available locally at a reasonable price have been procured locally by the seasonal hostel coordinator themselves. This is paid in cash through an Imprest/advance.

i) Non-perishable items, or those that are able to be transported are generally being bought centrally by the NGO or at the Block level to benefit from the better bargaining position from buying in bulk.

j) From the list of items that has been produced by the Purchase Committee and seasonal hostel coordinator above, obtain quotations from reputable suppliers with a sample of the different items.

k) The Purchasing Committee should then prepare a Comparative Statement and decide which supplier to go with.

l) For the selection of supplier the following points should be considered:
   - Supplier agency and ability to provide the stock on time.
   - Does the supplier have a bank account?
   - Does the supplier have a sales tax number?
   - Does the supplier have a capacity of regular supply?

m) Once the supplier has been selected, the Purchase Committee needs to issue a purchase order with terms and conditions.

n) Suppliers should be reviewed twice by the Purchase Committee. In the season of the hostel, once approximately mid way, and once before the next season begins.

o) As these supplies are paid for centrally on confirmed delivery of the items, the seasonal hostel coordinator will never have to deal with the financial aspect of these items.

p) All recording and monitoring of these items at the seasonal hostel Level will be done in volumetric units.

q) This information will then be passed to the Accounts department at a Management Level to add to the Main and Sub Ledger system.
   - Table 3-Columnar Stock Register
   - Table 4-Stock Requisition (Replenishment) Order Slip
   - Table 8-Main Ledger and Subsidiary Ledger
   - Table 9-Suggested code structure for Accounting Purposes

r) Payment of salaries on a monthly basis to seasonal hostel staff should be done through the Supervisor with a signature from the seasonal hostel staff on delivery. This can be done at the same time as monthly Imprest delivery.

3.9 Field level policies

a) Field level driven and informed policies should be created and followed on at least the following:
   - Risk Assessment
   - Child Protection
   - Emergency Health and Safety

b) These formats need to be adapted by Field Staff and their Supervisors to reflect the context of the project area.

c) Once these have been completed and returned to Block Level, need to create responsive Child Protection and Health and Safety Policies as well as contingency plans for specific risks. This needs to include the Supervisors as well.
d) Once these Policies have been drawn up and accepted by Management, they must become process documents, and the steps outlined in them undertaken. It is the responsibility of the Supervisor to ensure this is the case.

e) These Assessments, themselves become part of the intervention, and their regular updating (at the beginning of every seasonal migration season) is essential.

### 3.10 Time Line

The process should be plotted against a timeline for each area. This should be carried out at the District Level. Due to the unpredictability of the migration cycle and the fact that each Sector’s labour needs work on slightly different timings, only a very general timeline against activities can be given here as a sample (See Table no.3).

<table>
<thead>
<tr>
<th>Month</th>
<th>Key Stages</th>
<th>Action to be taken</th>
</tr>
</thead>
</table>
| June  | Schools are open- Migrant Families are still in village, children are attending school | • Mapping and Rapid Survey  
• Start process of community engagement  
• Collaboration with Districts and States |
| July  |  | • Identify Project Areas, Assess viability  
• Plan pilot with expansion- including FUND FLOWS  
• Proposals prepared and submitted.  
• Plan Baseline formats- ensure staff capacity to implement  
• Plan training of staff |
| Aug   |  | • Community interaction and involvement  
• Baseline Survey OF VILLAGE NOT JUST MIGRANTS  
• School Survey  
• Plan training of staff |
| Sept  |  | • Hire Staff, find suitable location for SH  
• Train staff  
• Procure other necessities for running of SH |
| Oct   | Migration begins - Families and Children start leaving | • Plan and create Monitoring Frameworks- Financial, Educational & Others  
• Start SH- admission and registration of students  
• Ensure processes in place for day-today running of hostel |
| Nov   |  | • Day-to-Day running of SH  
• Monitoring of Educational progress of children as well as Non-educational factors such as health |
| Dec   |  | • Day-to-Day running of SH  
• Monitoring of Educational progress of children as well as Non-educational factors such as health |
| Jan   |  | • Day-to-Day running of SH  
• Monitoring of Educational progress of children as well as Non-educational factors such as health |
| Feb   |  | • Day-to-Day running of SH  
• Monitoring of Educational progress of children as well as Non-educational factors such as health |
| March |  | • Liaise with receiving areas to ensure transfer of school records  
• Plan for SBC to begin- additional training organised |
| April | Schools Close Migration Ends- Migrants start coming back in Home Village | • Close SH WHEN MIGRANTS COME BACK and Start SBC  
• Community Meeting for close of SH when all migrant parents are back  
• Liaise with receiving areas to ensure transfer of school records  
• Plan Expansion Strategy for next season |
4. Interventions at Receiving Areas  
(Refer section 1, point no. 8.2)

4.1 Plan the type of intervention

a) Readmission in nearby government school  
(Refer section 1, point no. 8.2.1).

b) Work Site Schools (Residential and non-residential):

It is important to know starting and end months of migrations. WS should open 15 days before the families arrive to cover early arrivals. The last month of migrations should be used to prepare for re-enrolling children in village school by organising transfer of attendance and exam results and records from the WS to the regular school.

4.2 Prepare a plan of action against timeline

If the WS has to become operational by a certain date (e.g. 1st October), then the backward and forward planning has to be done against a strict schedule. Any delay at any stage may delay the starting of the WS and will result in children being involved in labour.

a) Broad areas of *backward planning* between July-September are:
   - Identification of work-sites in which WS will start.
   - Linkages with Government (proposal submission and approval in case of NGOs implementing).
   - Identification/construction of venue.
   - Interaction with local government school.
   - Community mobilisation (employers, migrant workers).
   - Teacher recruitment and training.
   - Surveys (Baseline and School).
   - Receipt of sanction letter and advance instalment (in case of NGOs implementing).

b) Broad areas of *forward planning*, October onwards are:
   - Making schools functional (daily timetable, curriculum, links with local school).
   - Submission of final list of children to Govt. by a fixed date (in case of NGOs implementing).
   - Extra curricular activities.
   - Final review.

4.3 Establishing norms and practices

a) Small worksites (less than 40 children)
   - WS has an average of 20-40 children per unit and 1 teacher.
   - If the number of children exceeds 40, a second teacher should be hired.
   - For every 6-8 WS there should be a Supervisor.
b) **Large work sites (over 40 children):**
- The larger WS may have 4-5 classes, each with their own teacher, one of which is the designated Headmaster for the school or centre in charge.
- Facilities such as a library books and self learning materials are very necessary.
- Due to the larger size, a larger space and structure is required. A temporary structure may have to be constructed to meet these needs.
- Specific training needs to be planned and implemented for managing the larger WS, and for the complexities of working with more children.

4.4 **Staff**

4.4.1 **Staff recruitment:**
- The WS teacher should be employed for the period of the migration and have a minimum 10th matriculation pass,
- Priority should be for teachers who speak the same language as the migrant children.
- For every 6-8 WS there should be a Supervisor in charge of monitoring.
- For each staff member there should be a Letter of Appointment that outlines their honorarium, period of appointment and location of posting.

4.4.2 **Staff roles:**
- The **WS teacher** must also administer the WS as well as provide education to the children.
- He/she has to establish linkage of WS with the local government school.
- He/she also has to work in rapport with the community.
- The **supervisor** has to visit each WS at least twice weekly and to ensure proper functioning of the WS in terms of academic progress, administration and community linkage.

4.4.3 **Staff training:**
- Identify areas of training that are necessary and develop training modules.

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4.4.3 **Staff training:**
- Identify areas of training that are necessary and develop training modules.

4.4.4 **Management training**
- **First Aid Training**- given first aid box, all the contents gone through as well as what to in event of an accident etc.
- **WS Management**
  - Replenishment of Stocks.
  - Maintenance of records and documentation.

4.5 **Baseline surveys**
- This survey can be prepared in August-September, and any specific training required by field staff can be carried out before implementation in October, when most migrants have arrived at the work-sites (Refer format above at point 3.5).
- Baseline Survey should be of the whole work-site.
- Baseline Survey will also include a survey of the local school to determine if children can be absorbed into existing local schools close to the work-sites.

4.6 **Operationalisation**

4.6.1 **Selection of Venue:**
- This can be any structures large enough on the work-site, in local community buildings or in the teacher’s house.

4.6.2 **Registration of children:**
- Admission procedures should be developed. The parents should sign an Admission Form for the
children which will include all the relevant details of the child including a photograph and a student reference number.

- This student reference number should appear on all documentation about the child, including the Attendance Register for the WS.
- The original Attendance Forms should be kept at the Block Level/NGO headquarters with a photocopy kept in the Student Files at the WS level.

4.6.3 Day to Day running:
- For each child student files must be created in which all of the records of the child including academic, health etc are kept.
  - Attendance register must be taken daily at the WS. The teacher of the class has to sign off on this register.
  - Daily class timetables must be drawn up with associated lesson plans for each day. These must be checked by the Supervisors and include extra curricular and cultural activities such as games, library, music etc.
  - Supervisors must visit at least twice a week and monitor all the above.

4.6.4 Extra curricular activities:
- Special activities and meals should be arranged for festivals and other occasions.
- Bal melas, sports events and exposure visits are also activities which add a lot of value to this initiative.

4.6.5 School linkages:
- The Head Teacher of the government school linked with the work site schools must make sure that all the support necessary, including arranging examinations for the migrant children are made for the WS.
- The CRC and BRC should take responsibility of the functioning of the WS and its effective linkage with the school.

4.6.6 Community linkages:
- The work-site employers should be involved with the WS, providing a suitable location and structure, as well as supporting the school by attending events and providing donations, such as uniforms and books as has been seen in Maharashtra.
- They should support the children in times of sickness or other emergencies.

4.6.7 Universal coverage:
- The ultimate objective is to achieve UEE of all children at the work-sites.
- Teachers will have to pro-actively go around the settlements in the morning to gather children for the school and counsel parents who are apprehensive.

4.7 Monitoring and review

4.7.1 Areas of monitoring:

a) WS functioning:
  - Daily Timetable (regular attendance of children from settlements).
  - Staff Performance.
  - Maintenance of WS environment.
  - Supplies and Purchases.
  - Linkage with school.
  - Linkage with community and BRC/CRC.

b) Children’s progress:
  - Academic
  - Regular attendance and participation in school.
  - Improvement in learning levels over baseline.
  - Progress Reports from student files made monthly-outlining any difficulties etc.
  - All round development of the child, including, confidence, articulation etc.
  - Health of children

c) Financial:
  - The main tables to collect raw data for monitoring the financial aspect will include the Stock Register.
  - MIS that can be constructed from these raw tables will include:
    - Per unit costs of WS per month.
    - Per unit costs of WS per migration season.
• Per child cost of running WS per month
• Per child cost of running WS per migration season.

4.7.2 Process of monitoring:

a) Monitoring by Supervisors:

Need to visit the WS twice a week.
- Check safety and child protection measures are in place.
- Implement administrative work including giving salaries.
- Monitor running of WS, including stock levels.
- Check that all relevant registers and documentation are being maintained.
- Maintain relationships and conduct meetings with the migrant community and work-site employers.
- Follow up on children that are not attending the WS.
- Liaise between the head office and the field, reporting monthly the work of the WS.
- Establish linkages with health centre or organizations for providing health services.
- Check the weekly lesson plans and timetable planned by teachers.
- Observe the teaching and make sure the educational progress in the student files is being maintained.

b) Monitoring by community:

- Work-site employers to visit the WS and observe quality of education and activities.
- Any migrant to make informal visits to the WS to see what is happening.
- Read the charts displayed on WS wall.

c) Monitoring by CRC/BRC and District officials:

- CRC should monitor the WS once a week and the BRC every 2 weeks.
- The District officials should monitor the WS once in a month.
- For NGO run programs, District level monitoring is tied in with flow of funds for the program, so its timeliness is very essential.

d) End of season review:

- Closing up of a WS after a migration cycle has completed must involve communication with sending area local government schools for purposes of enrolment and transfer of educational records; this may involve direct dialogue with Head or Teachers.
- A meeting must be held with the migrant parents to reinforce the importance of their children’s education and gain commitment to making sure they attend the regular school next year.
- Also, this is an opportunity to reward the children who attended through handing out of certificates for attendance and perhaps some awards for certain categories as well—this can be combined with a sports day or cultural festivity. The employers should also be invited to this.
- There should be a Review meeting with all teachers and their Supervisor, and then all Supervisors to ensure lessons are learned and implemented for the next cycle.

4.8 Process creation

a) Create processes for efficient and timely running of initiative, such as delivery of stock for WS, payment of salary.

b) Create a list of items that need to be purchased for the running of the WS. These will include one-time purchases (such as blackboards and teaching learning materials) and those that need to be made more regularly (chalk etc).

c) All of these items can be procured centrally at either the Block Level or the NGO HQ level, benefiting from the better bargaining position from buying in bulk.

d) From this information create a list of costs/expenditures to the work-site school (these will include purchases and other allocations, for example salaries, electricity bills etc).

e) A small Imprest/advance can be left with the teacher/school head in case of emergencies and this can be accounted for.

- Table 5- Local Purchase Register
- Table 6-Imprest Requisition for Local Purchases
- Table 7- Imprest Surrender
f) The Imprest can be topped up as and when it is needed instead of a regular set amount every month.

g) **Payment of salaries** on a monthly basis to WS staff should be done through the Supervisor with a signature from the WS staff on delivery. This can be done at the same time as monthly Imprest delivery.

### 4.9 Field level policies

a) Field level driven and informed policies should be created and followed on at least the following:
- Risk Assessment
- Child Protection
- Emergency Health and Safety

b) These formats need to be adapted by Field Staff and their Supervisors to reflect the context of the project area.

c) Once these have been completed and returned to Block Level, need to create responsive Child Protection and Health and Safety Policies as well as contingency plans for specific risks. This needs to include the Supervisors as well.

d) Once these Policies have been drawn up and accepted by Management, they must become process documents, and the steps outlined in them undertaken. It is the responsibility of the Supervisor to ensure this is the case.

e) These Assessments, themselves become part of the intervention, and their regular updating (at the beginning of every seasonal migration season) is essential.

### 4.10 Time line

The process should be plotted against a timeline for each area. This should be carried out at the District Level. Due to the unpredictability of the migration cycle and the fact that each Sector’s labour needs work on slightly different timings, only a very general timeline against activities can be given here (See Table no.4). This should be adapted and made specific to the context. Also Field Level staff must create their own detailed Plan of Action specific to interventions.

**Table:4**

<table>
<thead>
<tr>
<th>Month</th>
<th>Key Stages</th>
<th>Action To Be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUNE</td>
<td>Migrant Families Still in Village, children attend school there</td>
<td>• Ensure the children from last year’s WS are enrolled in their local government school in their home Village</td>
</tr>
</tbody>
</table>
| JULY  | | • Identify Project Areas, Assess viability  
• Staff recruitment and Plan training of staff |
| AUG   | | • Dialogue with employers, industry bodies and contractors  
• Identify suitable location for WS  
• School Survey  
• Staff Recruitment and Plan training of staff |
| SEPT  | | • Train staff  
• Procure other necessities for running of WS |
| OCT   | Migration’s Begin- Families and Children arrive at work-sites | • Plan and create Monitoring Frameworks- Financial, Educational and Others  
• Dialogue with migrant parents and Baseline Survey of full work-site  
• Setting up school structure and facilities  
• Start WS- admission and registration of students  
• Ensure processes in place for day-today running of school |
| NOV   | | • Day-to-Day running of WS  
• Monitoring of Educational progress of children as well as Non-educational factors such as health |
| DEC   | | • Day-to-Day running of WS  
• Monitoring of Educational progress of children as well as Non-educational factors such as health |
5. Common Needs of Sending and Receiving Areas

5.1 Schools taking responsibility of migrant children

This will include a survey of the local government school’s capacity and resources in both sending and receiving areas to find out their current capacity and if they can cover the migrant children and then action planned to address shortfalls, weaknesses and areas of improvement. The areas of focus for action could be based along:

- Ensuring access, full enrolment, retention, learning and completion of the elementary cycle.
- Improving school functioning (for example, fulfilling teacher shortages and other gaps in provision, better delivery of schemes such as the mid day meals).
- Quality in education.

Work in these areas will strengthen the school for all students, not only migrant children.

Further, these interventions can support universalisation of elementary education, particularly in the sending area, if the regular schools in the Village initiate activities that engage and build relationships with the other out-of-school children in the Village and bring them back to the school. This can be done through:

- Activity based resources the seasonal hostel has, for example use of bicycles, games etc.
- Seasonal hostel can set up a children’s club where weekly activities are organised such as picnics on weekend, visits to other nearby hostels, cultural festivals etc. All Village children should be encouraged to become part of this club. Creative educational activities can also be added onto the program of events for the club, for example using arts and crafts, music, and story telling as a medium to communicate with children.
- Also if there are library facilities at the seasonal hostel, encourage all children to use it.
- All children (migrant and non migrant) can be encouraged to participate in evening coaching classes and the summer bridge course with the objective of enrolling them into the local government school.
- Combine seasonal hostel activities with that of the school, such as, many seasonal hostels have a library. This should be kept at the school to allow all Villagers to benefit from it.

Some issues that need to be looked at from the perspective of needs of migrant children are:

<table>
<thead>
<tr>
<th>Month</th>
<th>Key Stages</th>
<th>Action To Be Taken</th>
</tr>
</thead>
</table>
| JAN   |            | ● Day-to-Day running of WS  
  ● Monitoring of Educational progress of children as well as Non-educational factors such as health |
| FEB   |            | ● Day-to-Day running of WS  
  ● Monitoring of Educational progress of children as well as Non-educational factors such as health |
| MARCH |            | ● Liaise with sending areas to ensure transfer of school records  
  ● Organise closing function and involve employers |
| APRIL | Migration’s End- Migrants leave work-sites to go back to Home Village | ● Close WS- Submission o Final Exam Results  
  ● Community Meeting for close of WS before all migrant parents go back  
  ● Liaise with sending areas to ensure transfer of school records  
  ● Plan Expansion Strategy for next season |
| MAY   |            | ● Follow up with teachers  
  ● Transfer of educational records of children to home Villages |
| JUNE  | Migrants back in Home Village | ● Ensure the children from last year’s WS are enrolled in their local government school in their home Village |
5.2 Community driven and owned interventions

5.2.1 Sending Areas:

Community’ includes migrant and non-migrant families. VEC, PRI, local government school, MTA/PTA and SHG etc are all forums that should play a role in ensuring universal and effective coverage of migrant children and achieving UEE in the Village:

a) Discussion with community should start at the time of the mapping process and should continue after that.

b) Support and involvement of the non-migrants communities in a village are essential as it is they who remain in the village. They tend to be of a higher socio-economic background than migrant families and efforts need to be made in implementing the initiatives to bridge any divides between migrant and non-migrants sections of the community.

c) To help build relationships with the community and build transparency and accountability, district/ block officials must play a number of formal and non-formal roles:

- Rules and procedures related to rejoining, attendance and examinations.
- Transfer of educational records from receiving to sending areas through Transfer Certificates and Migration Cards.
- Schools to proactively ensure that migrant children join school or Summer Bridge Courses as soon as they return to the Village.
- Tracking of migrant children by schools through e.g. migration cards, tracking registers.
- Schools to provide learning support for migrant children when they return from work-sites through extra coaching classes.
- Monitoring of how migrant children are being educationally covered through local schools by the local administration.

Field notes

An NGO in Gujarat invested a lot of time in discussing the idea of a Seasonal Hostel with migrants and non-migrant communities. The initial response from migrants was of apprehension, and from non-migrants that of indifference. They enlisted the support of sarpanches of all these Villages, and that helped turn the community opinion in favour of this intervention. Plus although the main focus of the program was migrant children, the hostels evening classes and library facilities were made open for all children, and this was greatly welcomed by non-migrants.

i) Formal Roles

- Meet at the beginning of the hostel opening to introduce the purpose of seasonal hostel and making its focus clear:
  - Purpose is for education and not a free feeding and shelter program.
  - To help seasonal migrant children to attend regular school.
  - To strengthen the regular school for all children.
  - Become a hub of activities that non-migrant children can participate in and benefit from.

- Select staff for seasonal hostel and bridge course, involve SHG and other groups in village if they are present.

- Identify a location for the hostel and bridge course. This can be in community buildings, the school or a cluster of vacant homes of migrant families.

- The facilities available should be carefully assessed- electricity and water are an issue in most places and the seasonal hostel will need access to both. Toilet and bathing facilities must also be considered- some officials have chosen to erect temporary structures for this, while others follow the norms in the Village.

- VEC members to visit the hostel and bridge courses at least once a week and observe quality and quantity of food, level of teaching, treatment of children and activities in the hostel.

- Raising contributions from the community, especially migrant parents, is very important,
although their poverty makes it extremely difficult. This can be in the form of food donations etc and has been seen to impact on their dedication and ownership of the project.
- Meet at end of hostel for review and feedback session.

ii) **Non-Formal roles:**
- Providing information through the Baseline Survey (and socio mapping).
- All Villagers encouraged to make informal visits to the hostel, read the charts displayed on hostel wall including the monthly expenditure of the hostel and to informally monitor the running of hostel.
- Involve the other children in the Village, especially the drop-out non migrant children in SH activities, such as evening coaching classes, excursions, children’s club and library facilities.

**Field notes**

In some work-sites in Maharashtra, the work-site schools have become a source of pride for the sugar factory owners who visit the work-site school regularly, provide uniforms and books and attend school functions like sports days.

i) **Formal roles:**
- Meet the community representatives at the beginning of the work-site school opening to introduce it and ensure that children are not put into labour at the work-sites. This will take dialogue not only with migrant parents, but contractors and employers too.
- Identification of a suitable location/structure for the work-site school by employers and migrant families.
- Migrant Parents to visit the school monthly to discuss their children’s education progress and other issues.
- Meet at beginning and end of hostel opening for review and feedback session.

ii) **Non-Formal roles:**
- Providing information through the Baseline Survey (and socio mapping).
- All migrant workers encouraged to make informal visits to the school, read the charts displayed and to informally monitor the running and quality level of the school.
- Employers to help provide resources needed for the work-site school, such as uniforms, books and accommodation for teachers.

5.2.2 **Receiving areas**

Community includes the migrant families at the work-site, nearby habitation Village, local government school, labour contractors and also the employees at the work-site.

a) It is very difficult to run a work-site school without the support of employers, so it is very important to build a relationship with them and industry unions and bodies.

b) To help build relationships with the community and build transparency and accountability the district and block officials must play a number of formal and non-formal roles.

6. **Collaboration between Sending and Receiving States and Districts**

SSA needs to have a system of collaboration between the sending and receiving Districts as well as sending and receiving States. Collaboration may even involve a group of Districts or a group of States, among which migration takes place. For example, Rajasthan, Maharashtra, Madhya Pradesh all send labour to Gujarat.

To bring about inter development integration; information should also be shared with other related departments such as Labour, Tribal Affairs, Women and Child Development and Health.
The information from the mapping process is the starting point for collaboration and this should be shared with relevant States and Districts. This will be post Rapid Survey. A table with a timeline against activities can help with planning; this should be adapted and also shared with NGOs and relevant Government departments.

6.1 Responsibility of receiving states and districts:

a) Through the mapping exercise, have information on:
   - Which Districts and States send labour?
   - Which areas the work-sites are concentrated in?
   - When migrant families start to arrive?

b) Districts and Blocks should take responsibility to cover the incoming migrant children.

c) Each District and Block has to make sure that each work-site has to be linked to a government school which will take responsibility of the children at that work-site. Schools that are close to the work-sites can run classes for migrant children within their premises. Schools further off from the work-site can start an outpost school at the work-site by posting a teacher there.

6.2 Responsibility of sending states and districts:

a) Accommodate as many children as possible in Seasonal Hostels in sending areas so they don’t need to migrate and can enrol in the regular school.

b) For those that do migrate, keep the receiving State, District and Block informed of the timing of migration and likely period of arrival of children at work-sites.

c) In cases of language mismatch, the sending State has to coordinate with the receiving State for providing textbooks and teachers who will migrate with the children.

d) At the end of the season as children are returning to their Villages, enrol them into the Village schools.

In focus

For this purpose ‘task forces’ in all involved States and Districts should be set up to carry out and ensure there is regular coordination between them.

Field notes

In the brick kilns around Hyderabad where Oriya families migrate to, AP SSA has made provisions for classes for Oriya children to be run in government schools close to the kilns.
Non-Negotiables

1. **Timeliness is essential and cannot be compromised** on as the interventions will not be able to function without this- any delays in sending areas will result in families migrating and taking the children with them, while delays at receiving areas could mean children will become included in labour.

2. **Planning** is critical. If seasonal hostels and work-site schools have to start in October, all prior preparation has to be planned and carried out in the previous months according to a strict time frame.

3. **Flexibility** is critical. While there has to be a prior plan for coverage and timing of interventions, this plan may change. Start and end dates have to be kept flexible.

4. **Names and numbers of children are not essential before starting an intervention** - Exact information on villages and work-sites of intervention as well as numbers and names of children participating will be finally known only after migration has taken place. Work should start with estimates. SH and WS can be planned based on estimates available through migration mapping and unit costs. Hence, exact numbers of Villages and work-sites, the number of facilities to be started and the number and names of the participating children can only become available roughly 3-4 weeks after the full intervention is set up and running.

5. **Flow of funds from Central to State level and then from State to District level has to be on time.**

6. **For UEE it has to be ensured that every single work-site in the region is mapped.**

7. **In sending areas home District/State takes responsibility.** This has to be done pro-actively by government and not left to the parents. Within 3-5 days of a child arriving at their Village he/she should be enrolled into bridge classes and the regular school.

8. **In receiving areas destination District/State takes responsibility.** This has to be done pro-actively by government and not left to the parents. Within 3-5 days of a child arriving at a work-site he/she should be in the school. If schools need extra teachers to cover migrant children, they have to be made available in advance.

e) **This has to be done pro-actively by the local schools within a week of the migrant children returning to their Villages.**
f) Ensure that children’s examination records from receiving area work-sites or government schools are transferred to the regular schools.
g) Organise extra coaching support for returning migrant children in the regular schools.

7. **Involvement of NGOs**

It is important that grass root level NGOs are also involved in ensuring universalisation of elementary education. Their role becomes more important while dealing with seasonal migration. Seasonal migration is a very dynamic and complex phenomenon, and requires diversified strategies with a certain degree of flexibility as well as time precision in running the educational interventions. NGOs may be involved in the process of provisioning of educational facilities to children of seasonal migrants wherever state and district officials feel the need. Their involvement may also help the program in developing context specific localised, need based strategies for covering these children. The following are some suggestive steps for NGO involvement:

7.1 **Proposal submission and fund flow**

7.1.1 **Proposal submission:**

For proposals made by NGOs to implement interventions, State/District should ensure:

a) **All parameters that proposals are evaluated on should be clearly communicated to all**
NGOs and other agencies wanting to implement.

a) All NGOs must have the capacity to run the seasonal hostel and summer bridge courses if they are being involved in the sending areas, or capacity to run worksite schools and residential schools if they are being involved in the receiving areas. (This includes staff, skill set, experience and other relevant resources).

b) For community level institutions such as the Village/Work Site Committees, additional support and training must be given, so as to build their capacity for implementation.

7.1.2 Fund flow:

For proposals made by NGOs to implement interventions, State/District should ensure:

a) The instalments are released on time.

b) Advance for preparation activities such as start-up costs, recruitment, and training. This has to be given based on estimates (number of hostels, number of children per hostel, unit costs).

c) One instalment must link to return of migrants to the Village, to enable preparation for the Summer Bridge Course.

d) After monitoring visits by District and Block officials, the 2nd and 3rd instalments can be adjusted based on actuals.

e) There should be a review at the end of the season.

Table:5 Suggestive Timeline for Government and NGOs Partnership

<table>
<thead>
<tr>
<th>Action</th>
<th>Addressed to</th>
<th>Timing</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite proposals to open SH along with:</td>
<td>SPD, SSA's Office, Various NGOs; Copy to relevant District authorities</td>
<td>Aug</td>
<td></td>
</tr>
<tr>
<td>- Selection criteria for successful proposals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Proposal format or contents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Funding pattern-amount and disbursement schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Submission date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Designation of persons to receive proposals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submission of proposals:</td>
<td>NGO</td>
<td>mid Sept</td>
<td></td>
</tr>
<tr>
<td>- Proposals will indicate estimated no.’s of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- SH to be started and locations</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- number of children to be covered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision on proposals and issue of sanction letters to qualifying NGOs indicating:</td>
<td>SPD, SSA Office, Selected NGOs with copy to relevant District authorities</td>
<td>early Oct</td>
<td></td>
</tr>
<tr>
<td>- No. of SH sanctioned No. of children to be covered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No. of children to be covered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Budget (item-wise where necessary)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Disbursement schedule</td>
<td></td>
<td></td>
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<tr>
<td>- Reporting formats, due dates and verifiers.</td>
<td></td>
<td></td>
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<tr>
<td>- Designation of persons to receive reports suggested disbursement schedule:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Advance in Oct based on proposal estimates.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Installment 1 in Dec after adjusting for actual no of SH opened and children enrolled.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Installment 2 in March.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disbursement of advance based on estimates made in the proposal</td>
<td>SPD, SSA’s office through the district, NGO Copy to District authorities</td>
<td>mid Oct</td>
<td>NGOs to contact SPD’s office if delays at Dist. level</td>
</tr>
<tr>
<td>Action</td>
<td>Addressed to</td>
<td>Timing</td>
<td>Remarks</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------</td>
<td>---------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Intimation of opening of SH-location, date, number of children initially enrolled</td>
<td>NGO</td>
<td>Dist. Authorities, Copy to SPD office</td>
<td>As and when SHs open</td>
</tr>
<tr>
<td>1st progress report to Govt. agreed format:</td>
<td>NGO</td>
<td>Designated District. Authorities: Copy to SPD’s office</td>
<td>end Nov</td>
</tr>
<tr>
<td>- Details of actual number of SH opened and children enrolled, authenticated by VEC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Child profiles on 1-page format with photograph, authenticated by VEC</td>
<td></td>
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<tr>
<td>- Utilisation statement of advance on agreed format</td>
<td></td>
<td></td>
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<tr>
<td>- Request for second installment after adjusting advance against actual coverage.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring visit by district/state officials</td>
<td>District Authorities</td>
<td>On receipt of intimation of SH opening</td>
<td>NGOs to contact SPD’s office if any difficulties</td>
</tr>
<tr>
<td>Release of 2nd installment after adjusting advance against actual coverage based on 1st progress report.</td>
<td>SPD, SSA’s office through the district</td>
<td>NGO; copy to District authorities</td>
<td>end Dec NGOs to contact SPD’s office if delays at dist. level</td>
</tr>
<tr>
<td>2nd government in agreed format:</td>
<td>NGO</td>
<td>Designated District. Authorities: Copy to SPD’s office</td>
<td>end Feb NGOs to contact SPD’s office if any difficulties</td>
</tr>
<tr>
<td>- Details of actual no of SH running and children enrolled, authenticated by VEC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Request for third installment after adjusting advance against actual coverage.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring visit by district/state officials</td>
<td>District</td>
<td>Feb on</td>
<td></td>
</tr>
<tr>
<td>Release of final installment (25% of actual coverage)</td>
<td>SPD, SSA’s office through the district.</td>
<td>NGO; copy to District authorities</td>
<td>end March if NGOs to contact SPD’s office if delays at Dist. level</td>
</tr>
</tbody>
</table>
| Final report to government                                             | NGO                                  | Designated District Authorities: Copy to SPD’s office | Latest by June end In case of delay...
Section 4 Field Level Implementation

Introduction
Approach to Intervention in Different Sectors and Regions
Interventions in Sending Areas
Interventions in Receiving Areas
Common Needs of Sending and Receiving Areas
1. Introduction

The field area may either comprise villages which send out migrant labour or work sites which receive migrant labour. The work sites are under the control of the employees and typically exist in areas away from a village and often even a road.

2. Approach to Intervention in Different Sectors and Regions

To make effective interventions for children of seasonal migrants we need to take the following steps:

2.1 Map the sending and/or receiving areas for migrant labour in your cluster.
- List the villages that are sending migrant labour, if there are any.
- List the work-sites that are receiving migrant labour, if there are any.
- If there are any work-sites, also list the government schools within 10 kms of the work-sites.
- Pass this information up to a block and district level so movement of family migrant labour can be mapped and sending and receiving areas can be linked.

2.2 Assess the numbers of migrant families and children through rapid surveys at the work-sites and villages.
- The survey should be carried out when the maximum number of migrant families are present.
- For sending areas this is generally monsoon months when migrants have just returned from work-sites (roughly July/August).
- For receiving areas, this is generally post-monsoon months when most migrants have just arrived at the work-sites (depends on each Sector, but roughly October/November).
- As this is the first point of contact between implementers and the community, care must be taken to explain the purpose of the survey. In receiving areas, when liaising with industry, employers should be approached first to explain the educational purpose of this survey and intervention.
- This information should be compiled and passed back up to a Block and District Level.

2.3 The information from above will be processed in order to plan interventions.

3. Interventions in Sending Areas

(Refer section 1, point no. 8.1)

Start with villages with highest incidence of seasonal migration.

3.1 Plan the type of intervention

a) Strengthen local government school (Refer section 1, point no. 8.1.3).

b) Seasonal hostel:
- For industrial migrations of 8 months the hostel should be planned for 9 months. It is very important to know the starting and ending months of the migration so the seasonal hostel is open 15 days before families start to leave to cover early departures and 15 days after families arrive back to cover late arrivals. If some parents get further delayed in reaching back, the hostel has to be kept open until the parents come back.
- For agricultural and other migrations that take place many times a year for short periods, seasonal hostel should be open for 12 months as different groups of families
go at different times. This is the case in agricultural migrations.

c) Summer bridge course- It is very important to know the last month of migrations so that it can be started by the time the migrants arrive back to their villages. The venue and staff of seasonal hostel can be used for running the summer bridge course.

3.2 Prepare plan of action against timeline
(Refer section 3 Point No. 3.2)
Backward and forward planning for the opening of the hostel should be done against a strict schedule. This is very important as any delay in the starting of the hostel can lead to parents taking children with them on the migration.

3.3 Establish norms and practices
- Hostels should be separate for girls and boys. When there is only one hostel then the sleeping areas should be separate and secure and girls should have a woman staff member sleeping with them.
- Minimum age for admission in hostel is 6 years.
- Hostels are primarily meant for the most marginalised children who have no back up support in the villages.
- Children who only have elderly grandparents can also avail of hostel facilities during the day but preferably sleep at home in the night.
- Children who have younger able-bodied relatives in the Village should preferably eat and sleep at home with them and can be part of the academic activities of the SH.
- The VEC should decide each year in a gram sabha which children are most eligible to stay in the hostel based on the back-up support available and the economic conditions of the families.
- In summer bridge course, there is an average of 20-30 children per class/group.
- Non-migrant drop-out children can also be included in bridge courses.

3.4 Staff

3.4.1 Staff roles:
- The seasonal hostel coordinator must not only administer the hostel but also provide learning support to the children.
- He/she has to strengthen linkage of hostel with the regular government school.
- He/she also has to work in rapport with the community.
- After the hostel has shut down, they need to run the summer bridge course.
- The mother/cook has to take care of cooking, cleanliness and hygiene of the hostel.
- She has to take care of the children, especially the younger ones and girls.

3.4.2 Staff training:

a) Seasonal hostel:

i) For the seasonal hostel coordinator:
   - Academic
   - Supporting children through remedial classes and in their self study.
   - Games and library etc.

Extra Curricular
- Outdoor and Indoor Games.
- Paper cutting, drawing, clay and origami, telling stories- how to do this animatedly, what discussions/questions to do after etc.
- Management

Daily Routine

Health and hygiene
- Personal and environmental hygiene- communicable diseases, how to keep seasonal hostel clean.
- Drinking water- storage, tasting and purifying.
- Nutrition and grain storage- what is protein, calories etc. and why they are necessary.
- First Aid Training- given first aid box, all the contents gone through as well as what to in event of an accident etc.

Hostel Management
- Replenishment of Stocks.
Maintenance of records and documentation.

ii) For the Mother/cook, this should cover:
- Nutrition and grain storage- what is protein, calories etc. and why they are necessary.
- Personal and environmental hygiene- communicable diseases, how to keep seasonal hostel clean.

b) Summer bridge course:
- Implementing bridge courses for a wide ranging group of children with varied age and educational background.
- Multi level and multi grade teaching.
- Following techniques have been found to be more successful for these kinds of summer bridge course:
  - Starting initially with non academic education sessions to gain the interest of children and also get them into the routine of sitting down for longer periods of time and taking instruction from a teacher. These sessions could be in the form of fun games and story-telling, music and art.
  - Once the children have got used to a routine, then it is possible to focus on the school based curriculum.
  - Here peer to peer learning have been found useful. Older or more educated children help the others understand basic concepts. This also works as a review for these older/more educated children, who on top of this will get set other more challenging specific tasks that build on the review from the teacher.
  - In this way one teacher can work with a larger number of children at one time, working their way around the different groups.
  - Regular monitoring of the children is then required to ensure progress is being made. Weekly tests and assessments are suggested.

3.5 Baseline surveys

(Refer section 3, Point No. 3.5)
- Baseline Survey should be of the whole Village and not just the migrants from that year to ensure a full data set.
- The details of the families in the baseline should be recorded in a migration register of the Village. The community, VEC, PRI, is in charge of making sure the register is up to date and comprehensive.
- Baseline Survey will also include a survey of the local school
- This Survey can be used to identify gaps and areas of weakness in the school such as teacher and book shortages, as well as delivery of schemes such as the mid day meals.

3.6 Operationalisation

3.6.1 Selection of venue:
- This can be the school building, other community buildings or a grouping of migrants’ homes.
- There needs to be enough space for all girls and boys to be sleeping separately- whether this is by creating a partition in a large room, or optimally, having 2 rooms/spaces.
- Security of children is of utmost importance. The hostel should not be in an isolated place but in the midst of occupied homes of people.

3.6.2 Registration of children for hostel:
- Admission procedures should be developed. Selection of children should be norm based and finalized by the VEC
- Once the children have been selected, the parents need to complete a Parental Agreement Form. This form will include all the relevant details of the child including a photograph and a student reference no.
- The original parental agreement forms should be kept at the at the Block Level/ NGO headquarters.
- A photocopy of the parental agreement form should be kept at the seasonal hostel.

3.6.3 Day to day running:
- The seasonal hostel coordinator must plan a Daily Routine for the children specific to
the timings of the school and include extra coaching classes, time for self study, meals, exercise, daily chores as well as other extra curricular and cultural activities such as games, library, music etc.

- The children should be explained this routine and it can then be displayed on the walls of the hostel for all to see.
- For the extra coaching classes seasonal hostel coordinators must prepare a learning baseline of all the children against which progress can be measured over the season.
- For each child student files must be created in which all of the records of the child including academic, health etc. are kept.
- Giving responsibility to the children is important, and will develop leadership and autonomy skills.
- Regularity of stock replenishment and foodstuffs must be decided, as well as delivery of the Imprest/Advance.

3.6.4 Extra curricular activities:
- Special activities and meals should be arranged for festivals and other occasions.
- Bal melas, sports events and exposure visits are also activities which add a lot of value to this initiative.
- Particular emphasis should also be placed on activities that all children in the Village, including non-migrant, can also benefit from.

3.6.5 School-hostel linkages:
- The hostel coordinator should make sure that children attend the school with regularity and punctuality.
- The school teachers and headmasters should visit the hostel and guide the children, taking responsibility for their studies.
- The non-migrant children to all be part of hostel activities such as evening coaching classes, library, children’s club activities (games, music, picnics, bal melas etc).

3.6.6 Community linkages
- The non-migrant community should be encouraged to take responsibility for the hostel and the well-being of the children.

- They should watch over the hostel functioning and make regular visits to check on the standard of care, the quality of food and security of children, especially girls.
- They should support the children in times of sickness or other emergencies.
- The VEC and the Panchayat representatives should ensure that the norms, practices and regulations are adhered to as well as maintain the migration register each season.
- They should remain in interaction with the Block and District officials in a process of feedback and monitoring.

3.6.7 Universalisation of elementary education in project villages:
- While these interventions are focused on migrant children, the ultimate objective is to achieve UEE in all project Villages over 2-3 years.
- All non-migrant out of school children to be enrolled in the school.
- Schools to be strengthened in terms of provisions, functioning and quality of learning.

3.7 Monitoring and review

3.7.1 Areas of monitoring:
a) Hostel Functioning
- Daily Routines (regular attendance of school and other points from section above).
- Staff Performance.
- Maintenance of hostel environment.
- Supplies and Purchases.
- Linkage with school.
- Linkage with community and BRC/CRC.
- Involvement of non-migrant children and movement towards UEE.

a) Children’s Progress
- Academic
  * Regular attendance and participation in school
  * Regularity of study in the hostel
  * Improvement in learning levels over baseline
3.7.2 Process of monitoring:

- **Monitoring by supervisors:** In general, supervisors need to visit the hostel and bridge course approximately twice a week. Supervisors should also do night stay some days in a month in the hostels to make sure of the proper overall functioning and children’s security. This is rotated and selected randomly.

  - On visits, they will have a number of roles and responsibilities, that include:
    - Check safety and child protection measures are in place.
    - Implement administrative work including giving salaries.
    - Monitor running of SH, including stock levels.
    - Check that all relevant registers and documentation are being maintained.
    - Maintain relationships and conduct meetings with the VEC and local community representatives, including the local school weekly as well as at the end of the migration season.
    - Follow up on drop outs with BRC/CRC and families in the community.
    - Liaise between the head office and the field, reporting monthly the work of the Hostel coordinator and Mother/Cook.
    - Conduct regular quality checks on food and its preparation.
    - Establish linkages with health centre or organizations for providing health services.
    - Check the weekly curriculum planned by Hostel coordinator.
    - Observe the teaching and make sure the educational progress in the student files is being maintained.

- **Monitoring by community**
  - VEC member to visit the seasonal hostel at least once a week and observe quality and quantity of food and activities in the seasonal hostel.
  - Any Villager to make informal visits to the seasonal hostel to see what is happening.
  - Read the charts displayed on seasonal hostel wall and monitor the running of seasonal hostel.

- **Monitoring by CRC/BRC and District officials**
  - CRC should monitor the hostel once a week and the BRC every 2 weeks.
  - The district officials should monitor the hostel once in a month.

3.7.3 Review at the end of season:

- Handing over process to parents should include a meeting where the education and non-educational progress of the child is shared.
- A Community Meeting should be held for the close of seasonal hostel when all migrant parents are back where there should be a sharing of seasonal hostel activities from the last season, progress reports etc.
- Also, this is an opportunity to reward the children who attended through handing out of certificates for attendance and perhaps some awards for certain categories as well.
- There should be a Review meeting with all seasonal hostel coordinators and their Supervisor, and then all Supervisors to ensure lessons are learned and implemented for the next cycle.

3.8 Process creation
- Perishable items that are difficult to transport and available locally at a reasonable price have been procured locally by the seasonal hostel coordinator themselves. This is paid in cash through an Imprest/advance.
- Non-perishable items, or those that are able to be transported are generally being bought centrally by the NGO or at the Block level to benefit from the better bargaining position from buying in bulk.
- As these supplies are paid for centrally on confirmed delivery of the items, the seasonal hostel coordinator will never have to deal with the financial aspect of these items.
- Payment of salaries on a monthly basis to seasonal hostel staff should be done through the Supervisor with a signature from the seasonal hostel staff on delivery. This can be done at the same time as monthly Imprest delivery.

3.9 Field level policies
- Field level driven and informed policies will be created and followed on at least the following:
  - Risk Assessment
  - Child Protection
  - Emergency Health and Safety

<table>
<thead>
<tr>
<th>Month</th>
<th>Key Stages</th>
<th>Action to be taken</th>
</tr>
</thead>
</table>
| June  | Schools are open-Migrant Families are still in Village, children are attending school | • Mapping and Rapid Survey  
• Start process of community engagement  
• Collaboration with Districts and States |
| July  | | • Identify Project Areas, Assess viability  
• Plan pilot with expansion- including FUND FLOWS  
• Proposals prepared and submitted.  
• Plan Baseline formats- ensure staff capacity to implement  
• Plan training of staff |
| Aug   | | • Community interaction and involvement  
• Baseline Survey OF VILLAGE NOT JUST MIGRANTS  
• School Survey  
• Plan training of staff |
| Sept  | | • Hire Staff, find suitable location for SH  
• Train staff  
• Procure other necessities for running of SH |
| Oct   | Migration begins Families and Children start leaving villages | • Plan and create Monitoring Frameworks- Financial, Educational and Others  
• Start SH- admission and registration of students  
• Ensure processes in place for day-day running of hostel |
| Nov   | | • Day-to-Day running of SH  
• Monitoring of Educational progress of children as well as Non-educational factors such as health |
| Dec   | | • Day-to-Day running of SH  
• Monitoring of Educational progress of children as well as Non-educational factors such as health |
These formats need to be adapted by Field Staff and their Supervisors to reflect the context of the project area. It is very important that these policies are carried out on the ground and regularly updated.

3.10 Time line

This will be produced at a District and Block level according to the specific migrations happening. A general plan against time line can be found at table no.6:

4. Interventions in Receiving Areas
(Refer section 1, Point No. 8.2)

4.1 Plan the type of intervention

a) Readmission in local government school
(Refer section 1, Point No. 8.2.1).

b) Work-site school:
   - It is important to know starting and end months of migrations so WS is open 15 days before the families arrive to cover early arrivals and the last month of migrations to prepare for re-enrolling children, transfer attendance and exam results and records from the WS to the regular school.

4.2 Prepare a plan of action against timeline

(Refer section 3, Point No. 4.2)
- This will have been produced to help plan backwards and forwards for the opening of the WS to be on time. This is very important as any delay in the starting of the WS can lead to children becoming involved in labour.
- This document should be read through very carefully and any amendments/suggestions communicated to planners

4.3 Norms and practices
- WS has an average of 20-30 children per unit (larger WS have some particular differences which are covered below).
- Each WS must have at least staff of 1 teacher:

4.4 Staff

4.4.1 Staff roles:
- The WS teacher must also administer the WS as well as provide education to the children.
- He/she has to establish linkage of WS with the local government school.
- He/she also has to work in rapport with the community.
- Priority should be for female teachers who speak the same language as the migrant children.
- If there is a Balwadi scheme attached to the WS then the Balwadi teacher must be female.

4.4.2 Staff training:
- For WS teacher training will be given in:
  - Educational
  - Academic
  - Full curriculum
  - Educational Planning- structuring of classes, teaching aids etc.

<table>
<thead>
<tr>
<th>Month</th>
<th>Key Stages</th>
<th>Action to be taken</th>
</tr>
</thead>
</table>
| Jan   |            | • Day-to-Day running of SH  
|       |            | • Monitoring of Educational progress of children as well as Non-educational factors such as health |
| Feb   |            | • Day-to-Day running of SH  
|       |            | • Monitoring of Educational progress of children as well as Non-educational factors such as health |
| March |            | • Liaise with receiving areas to ensure transfer of school records  
|       |            | • Plan for SBC to begin- additional training organised |

SECTION 4: FIELD LEVEL IMPLEMENTATION
Monitoring of educational progress of the children.

Extra Curricular

Outdoor and Indoor Games.

Paper cutting, drawing, clay and origami, telling stories- how to do this animatedly, what discussions/questions to do after etc.

What discussions/Questions to do after etc.

Management

- First Aid Training- given first aid box, all the contents gone through as well as what to in event of an accident etc.
- WS Management
  - Replenishment of Stocks.
  - Maintenance of records and documentation.

4.5 Baseline surveys

(Refer section 3, Points No. 4.5 and 3.5)

- This should be carried out before implementation in October, when most migrants have arrived at the work-sites.
- Baseline Survey should be of the whole work-site. Baseline Survey will also include a survey of the local school to determine if children can be absorbed into existing local schools close to the work-sites

4.6 Operationalisation

i) Selection of Venue for WS

- This can be any structures large enough on the work-site, in local community buildings or in the teacher’s house.

ii) Registration of Children for WS

- Admission procedures should be developed. The parents should sign an Admission Form for the children which will include all the relevant details of the child including a photograph and a student reference number.

- This student reference number should appear on all documentation about the child, including the Attendance Register for the WS.

- A photocopy of the Attendance Form should be kept in the Student Files at the WS level.

iii) Day to Day Running

- For each child student files must be created in which all of the records of the child including academic, health etc are kept.

- Attendance register must be taken daily at the WS. The teacher of the class has to sign off on this register.

- Daily class timetables must be drawn up with associated lesson plans for each day. These must be checked by the Supervisors and include extra curricular and cultural activities such as games, library, music etc.

- Some work-site school have an attached Balwadi for which the teacher must also be trained in age relevant games and activities.

- Supervisors must visit at least twice a week and monitor all the above.

iv) Extra Curricular Activities

- Special activities and meals should be arranged for festivals and other occasions.

- Outings, bal melas, sports events and exposure visits are also activities which add a lot of value to this initiative.

v) School Linkages

- The WS teacher must make sure that the local school provides all the support necessary, including arranging examinations for the migrant children.

vi) Community Linkages

- The work-site employers should be involved with the WS, providing a suitable location and structure, as well as supporting the school by attending events and providing donations, such as uniforms and books as has been seen in Maharashtra.

- They should support the children in times of sickness or other emergencies.

vii) Universalisation of Elementary Education in WS

- The ultimate objective is to achieve UEE of all children at the work-sites.

- Teachers will have to pro-actively go around the settlements in the morning to gather...
children for the school and counsel parents who are apprehensive.

viii) Additional information for WS with over 40 children
- The larger WS may have 4-5 classes, each with their own teacher, one of which is the designated Headmaster for the school or centre in charge (usually the teacher of the older classes).
- Facilities such as a library books and self learning materials are very necessary.
- Due to the larger size, a larger space and structure is required. A temporary structure may have to be constructed to meet these needs.
- Specific training needs to be planned and implemented for managing the larger WS, and for the complexities of working with more children.

4.7 Monitoring and review

4.7.1 Areas of monitoring:

a) WS functioning:
- Daily Timetable (regular attendance of children from settlements).
- Staff Performance.
- Maintenance of WS environment.
- Supplies and Purchases.
- Linkage with school.
- Linkage with community and BRC/CRC.

b) Children’s progress:
- Academic
  - Regular attendance and participation in school
  - Improvement in learning levels over baseline
  - Progress Reports from student files made monthly- outlining any difficulties etc
- Non-academic
  - All round development of the child, including, confidence, articulation etc.
  - Health of children
- The main tables to collect raw data for monitoring the financial aspect will include the following:
  - Stock Register

4.7.2 Process of monitoring:

a) Monitoring by Supervisors: In general, supervisors need to visit the WS approximately twice a week. On visits, they will have a number of roles and responsibilities, that include:
- Check safety and child protection measures are in place.
- Implement administrative work including giving salaries.
- Monitor running of WS, including stock levels.
- Check that all relevant registers and documentation are being maintained.
- Maintain relationships and conduct meetings with the migrant community and work-site employers.
- Follow up on children that are not attending the WS.
- Liaise between the head office and the field, reporting monthly the work of the WS.
- Establishing linkages with health centre or organizations for providing health services.
- Check the weekly lesson plans and timetable planned by teachers.
- Observe the teaching and make sure the educational progress in the student files is being maintained.

b) Monitoring by community:
- Work-site employers to visit the WS and observe quality of education and activities.
- Any migrant to make informal visits to the WS to see what is happening.
- Read the charts displayed on WS wall.

4.7.3 End of season review

◆ Closing up of a WS after a migration cycle has completed must involve communication with sending area local government schools for purposes of enrolment and transfer of
educational records; this may involve direct dialogue with Head or Teachers.

- A meeting must be held with the migrant parents to reinforce the importance of their children’s education and gain commitment to making sure they attend the regular school next year.

- Also, this is an opportunity to reward the children who attended through handing out of certificates for attendance and perhaps some awards for certain categories as well; this can be combined with a sports day or cultural festivity. The employers should also be invited to this.

- There should be a Review meeting with all teachers and their Supervisor, and then all Supervisors to ensure lessons are learned and implemented for the next cycle.

### 4.8 Process creation

- Create a list of items that need to be purchased for the running of the WS. These will include one-time purchases (such as blackboards and teaching learning materials) and those that need to be made more regularly (chalk etc).

- All of these items can be procured centrally at either the Block Level or the NGO HQ level, benefiting from the better bargaining position from buying in bulk.

- A small Imprest /advance can be left with the teacher/school head in case of emergencies and this can be accounted for.

- The Imprest can be topped up as and when it is needed instead of a regular set amount every month.
Payment of salaries on a monthly basis to WS staff should be done through the Supervisor with a signature from the WS staff on delivery. This can be done at the same time as monthly Imprest delivery.

4.9 Field level policies

a) Field level driven and informed policies should be created and followed on at least the following:
   - Risk Assessment
   - Child Protection
   - Emergency Health and Safety

b) These formats need to be adapted by Field Staff and their Supervisors to reflect the context of the project area.
   - Once these have been completed and returned to Block Level, need to create responsive Child Protection and Health and Safety Policies as well as contingency plans for specific risks. This needs to include the Supervisors as well.
   - Once these Policies have been drawn up and accepted by Management, they must become process documents, and the steps outlined in them undertaken. It is the responsibility of the Supervisor to ensure this is the case.
   - These Assessments, themselves become part of the intervention, and their regular updating (at the beginning of every seasonal migration season) is essential.

4.10 Time line

This will be produced at a District and Block level according to the specific migrations happening. A general plan can be found below:

<table>
<thead>
<tr>
<th>Month</th>
<th>Key Stages</th>
<th>Action to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>Migrant Families Still in Village, children attend school there</td>
<td>• Ensure the children from last year’s WS are enrolled in their local government school in their home Village</td>
</tr>
<tr>
<td>July</td>
<td>• Identify Project Areas, Assess viability • Staff recruitment and Plan training of staff</td>
<td></td>
</tr>
<tr>
<td>Aug</td>
<td>• Dialogue with employers, industry bodies and contractors • Identify suitable location for WS • School Survey • Staff Recruitment and Plan training of staff</td>
<td></td>
</tr>
<tr>
<td>Sept</td>
<td>• Train staff • Procure other necessities for running of WS</td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td>Migration’s Begin- Families and Children arrive at work-sites</td>
<td>• Plan and create Monitoring Frameworks- Financial, Educational and Others • Dialogue with migrant parents and Baseline Survey of full work-site • Setting up school structure and facilities • Start WS- admission and registration of students • Ensure processes in place for day-today running of school</td>
</tr>
<tr>
<td>Nov</td>
<td>• Day-to-Day running of WS • Monitoring of Educational progress of children as well as Non-educational factors such as health</td>
<td></td>
</tr>
<tr>
<td>Dec</td>
<td>• Day-to-Day running of WS • Monitoring of Educational progress of children as well as Non-educational factors such as health</td>
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<td>Feb</td>
<td>• Day-to-Day running of WS • Monitoring of Educational progress of children as well as Non-educational factors such as health</td>
<td></td>
</tr>
</tbody>
</table>
5. Common Needs of Sending and Receiving Areas

5.1 Schools take responsibility of migrant children

(Refer section 3, Point No. 5.1)

5.2 Community driven and owned interventions

This is very important for the success of interventions.

5.2.1 In Sending areas

‘Community’ includes migrant and non-migrant families. VEC, PRI, local government school, MTA/PTA and SHG etc are all forums that should play a role in ensuring universal and effective coverage of migrant children and achieving UEE in the Village.

- Discussion with community should start at the time of the mapping process and should continue after that.
- Support and involvement of the non-migrants communities in a Village are essential as it is they who remain in the Village. They tend to be of a higher socio-economic background than migrant families and efforts need to be made in implementing the initiatives to bridge any divides between migrant and non-migrants sections of the community.
- To help build relationships with the community and build transparency and accountability, district/block officials must play a number of formal and non-formal roles.

Field notes

An NGO in Gujarat invested a lot of time in discussing the idea of a Seasonal Hostel with migrants and non-migrant communities. The initial response from migrants was of apprehension, and from non-migrants that of indifference. They enlisted the support of sarpanches of all these Villages, and that helped turn the community opinion in favour of this intervention. Plus although the main focus of the program was migrant children, the hostels evening classes and library facilities were made open for all children, and this was greatly welcomed by non-migrants.
any SHG in Village if they are present.
- Identify a location for the hostel and bridge course. This can be in community buildings, the school or a cluster of vacant homes of migrant families.
- The facilities available should be carefully assessed; electricity and water are an issue in most places and the seasonal hostel will need access to both. Toilet and bathing facilities must also be considered; some officials have chosen to erect temporary structures for this, while others follow the norms in the Village.

**In focus**

- Orissa and Gujarat while implementing SH put up the Roles and Responsibilities of the hostel coordinator, mother/cook and Supervisor on the wall of the hostel for all of the community to see.
- In SHs in Maharashtra, the Hostel coordinator has extended an invitation to any community member to join them for one meal to see the quality of the food and what is happening at the SH.

**Field notes**

In some work-sites in Maharashtra, the work-site schools have become a source of pride for the sugar factory owners who visit the work-site school regularly, provide uniforms and books and attend school functions like sports days.

- Meet at end of hostel for review and feedback session.

b) Non-Formal roles

- Providing information through the Baseline Survey (and socio mapping).
- All Villagers encouraged to make informal visits to the hostel, read the charts displayed on hostel wall including the monthly expenditure of the hostel and to informally monitor the running of hostel.
- Involve the other children in the Village, especially the drop-out non migrant children in SH activities, such as evening coaching.
classes, excursions, children’s club and library facilities.

5.2.2 In Receiving areas:

‘Community’ includes the migrant families at the work-site, nearby habitation Village, local government school, labour contractors and also the employees at the work-site.

❖ It is very difficult to run a work-site school without the support of employers, so it is very important to build a relationship with them and industry unions and bodies.

❖ To help build relationships with the community and build transparency and accountability, they must play a number of formal and non-formal roles.

a) Formal roles

❖ Meet the community representatives at the beginning of the work-site school opening to introduce it and ensure that children are not put into labour at the work-sites. This will take dialogue not only with migrant parents, but contractors and employers too.

❖ Identification of a suitable location/structure for the work-site school by employers and migrant families.

❖ Migrant Parents to visit the school monthly to discuss their children’s education progress and other issues.

❖ Meet at beginning and end of hostel opening for review and feedback session.

b) Non- Formal roles

❖ Providing information through the Baseline Survey (and socio mapping).

❖ All migrant workers encouraged to make informal visits to the school, read the charts displayed and to informally monitor the running and quality level of the school.

❖ Employers to help provide resources needed for the work-site school, such as uniforms, books and accommodation for teachers.