



Institute of Social Studies Trust, New Delhi

After-school Care, Child Development & Women's Economic Empowerment

Rationale, Progress and Challenges



By Ranjani K. Murthy

*After-school Care,
Child Development
& Women's Economic
Empowerment*

By Ranjani K. Murthy



About the Author

Ranjani K Murthy works on issues of gender, poverty and development as a researcher and consultant. Her research into women's poverty reduction and economic empowerment brought to fore the centrality of child care for women's economic empowerment.

Initially her focus was on early childhood care and development, from the lens of child development and women's economic empowerment. But in her discussions with marginalised women the centrality of after school care, including from the lens of protection was also revealed.

She believes that India needs to evolve policies and programs with regard to after school care for school going children. This will in turn, contribute to ensuring that CEDAW, Beijing Platform for Action and SDG-5 are not just a dream but a reality. After-school care would also help implement Right to Education (extending it to higher education) and combat child labour.

*After-school care,
child development and
women's economic
empowerment*

© Institute of Social Studies Trust

First published in India in 2020 by
Institute of Social Studies Trust
UG Floor Core 6A, India Habitat Centre
Lodhi Road, New Delhi 110 003
tel: +91 11 4768 2222
email: isstdel@isstindia.org
website: www.isstindia.org

Layout & Design: mehta.mandar@gmail.com

Table of Contents

1	Introduction	7
2	Definitions	10
3	Rationale for after-school care	12
4	Policies, programmes and schemes of the Indian government on after-school care	14
	4.1 After-school care in policies pertaining to children	14
	4.2 After-school care in policies pertaining to women	15
5	Models of after-school care	17
	5.1 Models from other countries	17
	5.2 Models from India	22
6	Evaluation of after-school care	26
	6.1 Steps in evaluation of after-school care	27
	6.2 Questions/methodology	27
	6.3 Methods	28
7	Conclusion	32
8	Annex 1	34
	Annex 2	36
	References	39

Acknowledgements

I would like to thank the Institute of Social Studies Trust for commissioning this study on “After-school care, child development and women’s economic empowerment.” My insights on this issue have been immensely strengthened.

I received valuable comments on the first draft from Monika Banerjee, Shiney Chakraborty and Rajib Nandi. I am grateful to all three of them.

Renuka Bala, Center for Women’s Development Research, Chennai and Kamlesh and Kamalika from SAATHI Centre of ISST, New Delhi shared useful information on the after-school care services of their organisation.

Finally, I am grateful to my part-time research assistant Jayalakshmi for supporting me in research.

The theme of this study is indeed a road less traveled in India. The responsibility for any shortcomings is mine.

Sincerely,

Ranjani K. Murthy

Chennai, 25th June, 2020

Abbreviations

ASD	Autism Spectrum Disorder
ASER	Annual Status of Education Report
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
CHF	Confederatio Helvetica Franc
CLC	Community Learning Centre
CRC	Convention on the Rights of the Child
CSA	Child Sexual Abuse
CWDR	Centre for Women's Development Research
ECC	Education, Career and Community
FGD	Focus Group Discussion
IIPS	International Institute of Population Sciences
NFHS	National Family Health Survey
NGO	Non-government organisation
NPE	National Policy on Education
ICT	Information Communication Technology
ILO	International Labour Organization
OECD	Organization for Economic Cooperation and Development
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Education
SC	Scheduled Castes
SDG	Sustainable Development Goal
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
UN	United Nations
UNICEF	United Nations Children's Fund
USD	United States Dollar

Executive Summary

Context

After-school care services are important from the lens of women's economic participation and empowerment and child development & protection. Reduction in the unpaid care work of women has been argued as a right of women in the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) and as a target in Sustainable Development Goal 5 (SDG 5) on gender equality. At the same time, the Convention on the Rights of the Child (CRC) refers to the rights of children to care, though not necessarily after-school care. There are more studies in India on early childhood care services (for 0-6 years) than on after-school care services (for 6-18 years).

Objectives

The synthesis "After School Care, Child Development and Women's Economic Empowerment" explores:

- The rationale for after-school care services internationally, and in India
- Policies of the Indian government with regard to after-school care and the gaps therein
- Different micro models of after-school care services internationally and in India
- Evaluation frameworks to assess the impact of after-school care on child development/ protection and women's economic empowerment, and their findings
- Implications of the synthesis for after-school care policy and standards in the Indian context

Rationale for after-school care

The available international and national literature points to seven different but interlinked rationales for after-school care: child development, child education, child protection, economic efficiency (e.g. returns on education of women), poverty reduction, reduction of maternal stress and women's economic empowerment.

Policies of the Indian government

The Indian government has not formed a separate policy on after-school care services, and neither is after-school care mainstreamed in policies pertaining to education, children or women's empowerment. In fact, with changes in the Right to Education Act, 2008 (exams at the end of Class 5 and 8 are now mandatory) and Child Labour Prohibition and Regulation Act (2006, amended in 2016) that allow adolescent labour in non-hazardous occupations, after-school care facilities become important for the 6-18 age group. While the Indian government is concerned about the declining participation of the female labour force and has a national SDG target around unpaid care work, after-school care services have not received attention. In contrast to the Indian government, the governments of West Cape South Africa, Chile, UK and Switzerland have policies on after-school care.

Micro models of after-school care

Ten models/examples were studied: four from economically developed countries, one from an upper middle-income country (South Africa) and five from India (a lower middle-income country). The four models of after-school care (for 6-18 years) from economically developed countries have tried to address the dual goals of women's economic empowerment and child development/protection. However, models of after-school care from South Africa and India have focused, with few exceptions, on child education and protection. In developed countries, models of after-school care have been largely subsidised by the government for low-income groups and are provided by public institutions, private institutions or local governments. In South Africa after-school care services/activities have been provided free of cost and run by public or NGO providers, in India it is only provided by NGOs for low-income groups. In the models reviewed, after-school care centre/ activity is open for 3-4 hours, and offers education/homework support, life skills training, sports, theatre and recreation activities. In developed countries, meals or snacks are also provided to children.

Evaluation findings

Evaluation findings from developed countries and one example from India show that after-school care has a positive impact on school completion, education outcomes, socio-emotional learning and life skills, and protects children from street violence and sexual abuse. They have also reduced maternal hours of work and enhanced maternal economic participation, income, skills and access to higher education, and reduced their stress. The benefits are greater for women from low-income groups and single women, and for mothers more than fathers. In four of the five examples in India and West Cape South Africa, the impacts seem to be greater on child development/ protection. Not all after-school care centres/activities are equipped to provide care for children with special needs, which affects both the child and the mother.

Evaluation frameworks, methodologies and methods

The evaluation methodologies of after-school care centres have typically adopted quasi-experimental methods like 'before/after' or 'participant/non-participant' child or/and mother or parent. Evaluations in developed countries have included questions pertaining to child development/ protection and women's economic empowerment, while in South Africa and India it has focused more on child development/ protection. Outcomes have to be validated backwards, that is, are the outcomes possible given the services offered, staff-student ratio, staff training, timings, infrastructure, etc.? Principles to be adopted include consent of parents, use of age-appropriate methods, probing inclusion (race, caste, class, religion, gender, etc.), interviews with mothers at a convenient time and place, attention to benefit to single mothers and mothers of children with disability, etc.

Implications of the synthesis

After-school care services are essential to boost women's economic participation and empowerment, child development and child protection. There is a need for the Indian government to frame a policy on after-school care services (6-18 years) from both these lenses. The impact of different models of after-school care services in India, South Africa and other middle-income countries could be evaluated from both these lenses to feed into such a policy. Further, discussions with child development/protection specialists, mothers, fathers and children in the age group 6-18 years (in low-income settings) could be held (in an age-appropriate manner) on what they would like in after-school care services.

After-school Care, Child Development and Women's Economic Empowerment: Rationale, Progress and Challenges

Ranjani K. Murthy, 2020

1.0 Introduction

Article 11 of the Convention on Elimination of all forms of Discrimination of Women (CEDAW) adopted in 1979 emphasises that women have the right to work, employment opportunities, equal remuneration, free choice of employment and profession, social security and health. Article 11 mentions that discrimination on the grounds of sex, marital status, pregnancy and childbirth in work and employment is prohibited. Further, it urges that government provides a network of child care services to enable parents to combine family obligations with work responsibilities (UN Women, 2009). India has ratified the Women's Convention without placing reservation on Article 11, but on others such as Article 5a, 16(1) and 16 (2), stating it will not interfere in the personal affairs of any community without its consent (UN Committee on the Elimination of All Forms of Discrimination Against Women, 2014). More recently, the Sustainable Development Goal **5, Target 4** emphasises that governments should "recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate" (UN, 2020:6). The UN and Indian government have evolved an indicator on proportion of time spent¹ on unpaid domestic and care work for this target (UN 2020, Ministry of Statistics and Programme Implementation, 2020). It is important to reduce women's unpaid child care work, because it is one of the reasons for the low female labour force participation in India. Nikore (2019) has also pointed out that the mechanisation of agriculture, women's work being considered supplementary and lack of institutional support for care work have contributed to a reduction in female labour force participation from 33% in 1972-73 to 17.5% in 2017-18 in India. It is equally true that after-school care services for children in the age group 6-18 years are required in India from a

child development and child protection angle. The Convention on the Rights of the Child adopted in 1989 defines children as those belonging to the age group of 0 to 18 years, and refers to their right to care, education/development, protection and participation. However, there is no particular reference to after-school care services.

In India, as per National Family Health Survey (NFHS) 4, maternal employment (15-49 years) is higher in the bottom 20% compared to the top 20%² (International Institute of Population Sciences [IIPS] and ICF, 2017), posing the issue of care of children when they come back from school (in particular if grandparents or the father are not around). Child safety in public spaces is a bigger issue in low-income urban areas than in areas where the rich live, because the latter can afford their own community policing system (Satija, 2016). Irrespective of income, child sexual abuse by relatives and known people is not uncommon. A systematic review of 51 studies between 2006 and 2016 reveals that 4%- 41% of girls below 18 years of age reported lifetime child sexual abuse (CSA) (Choudhry et al., 2018). A study by the Ministry of Women and Child Development with the NGO PRAYAS in 2007 revealed that sexual abuse was equally prevalent among boys as girls (Subramaniyan et al., 2017).

Yet another issue is that at times children from low-income families--rural and urban--are either first-generation learners or first-generation middle/secondary school learners. Support for completing homework is not always available at home, and dropout rates are higher among children from poorer families. As per the Annual Status of Education Report (ASER) rural³, 97% of surveyed rural children in the age group 6-14 years were enrolled in school in 2018, with 4.1% girls and 3.3% boys in the age group 6-14 years being out of school. The figure for out-of-school rural girls was 13.5% for the age group 15-16 years (no data for boys). Around 30.9% of rural children surveyed were enrolled in private schools and 69.1% in government schools (ASER Centre, 2019). The percentage of Class 3 rural children surveyed who could read a Class 2 textbook was only 27.2% and those who could do subtraction was 28.1% in 2018. The percentage of Class 5 rural children covered who could read a Class 2 textbook stood at 50.3% in 2018, and the percentage who could do division was 27.8%. The percentage of Class 8 rural children who could read and do division stood at 72.8% and 43.9%, respectively (ASER Centre, 2019). Thus, there is a huge national deficit in skills in reading and basic mathematics, with a wide variation across states.⁵ Wadhwa (2019) notes that prima facie it appears that children from private schools perform better than those from government schools in terms of reading and mathematics; however if one controls for income and education level of parents, the difference is not much. Facilities for children's growth is another concern. ASER Centre (2019) observes that 87.1% of rural government schools provide hot meals at primary and upper primary schools, libraries are present in 74.2% of rural government schools and playgrounds in 66.5% of rural government schools. The report also urges preparing Class 8 students for higher studies or the labour market.

¹ The document does not specify of whom, but it is assumed proportion of time of women and men (Ministry of Statistics and Programme Implementation, 2020).

² As per the National Family Health Survey of India, 2015-16, 39.4% of the women (aged 15-49 years) in the bottom quintile were employed in the 12 months preceding the survey in 2015-2016, compared to 20.1% of the women (15-49 years) in the top wealth index (International Institute of Population Sciences [IIPS] and ICF, 2017).

³ ASER survey 2018 covered 596 rural districts, 17,730 villages, 354,954 households and 546,527 children in the age group 3-16 years. In this synthesis, the findings on children in school are highlighted (ASER Centre, 2019).

⁴ For example, in Himachal Pradesh 71.5% of rural children in Class 3 can read Class 2 textbooks, while in Uttar Pradesh the figure is 22% (ASER Centre, 2019).



It is in this context of gaps in both child development/child protection and declining female labour force participation that this synthesis on the “After-school care services on women’s economic empowerment” becomes important. Most research on child care has focused on early childhood care and its impact on maternal/parental employment. This synthesis seeks to bridge the gap by examining:

1. The rationale for after-school care services internationally and in the Indian context
2. Policies with regard to after-school care internationally and in India, and gaps in policies in the Indian context
3. Different micro models of after-school care services internationally and in India, and their impact on child development/protection and women’s economic empowerment
4. Evaluation frameworks, methodologies, methods and principles to assess the impact of after-school care on child development/protection and women’s economic empowerment
5. Implications of the findings for policy in the Indian context, and standards on after-school care that can contribute to child development/protection and women’s economic empowerment

The report is structured as follows. Section 2 defines women’s economic empowerment, after-school child care, child development and child protection. Sections 3 to 7 focus on each of these different areas of focus of the synthesis.

At the outset it must be mentioned that there is more literature internationally and nationally on the impact of early childhood care and development on child development and female employment than on after-school care. The available literature on after-school care was mainly from Organisation for Economic Cooperation and Development (OECD) countries, and a few from India. Further, only a few examples from India document the impact of after-school care on women’s economic empowerment, while in developed countries greater attention is paid to this linkage. The literature on the impact on women’s economic empowerment is focused on female labour force participation, employment, income and freedom from maternal stress, but not the full range of economic empowerment issues such as control over assets or participation in economic organisations (e.g. trade unions). Nevertheless, there are some interesting insights, which are outlined in the sections that follow.

2.0 Definitions

Adapting from CARE, **women's economic empowerment** is the process by which women increase their right to and control over employment and economic resources (income, credit, land, markets, technology, etc.), and the power to make decisions that benefit themselves and their family/labourers/community members in an equitable and sustainable manner (CARE International, n.d.). In this paper, the focus is on unraveling impact of after-school care on women's labour force participation, employment, hours worked, income, stress and agency⁵.

As per the International Labour Organization (ILO), **labour force**, refers to the sum of all persons of working age (15+) who are employed and those who are unemployed. **Labour force participation** rate expresses the labour force as a percentage of working age population. Persons in **employment** refers to those of working age who, during a short reference period, were engaged in any activity to produce goods or provide services for pay or profit (ILO, n.d.). **Maternal employment** in this paper refers to employment of biological mothers or social mothers (e.g., through adoption or assisted reproduction).



OECD defines **out-of-school care** as a range of activities for children before, between (e.g. lunch) and after school hours, and during holidays (OECD, 2019). In this study the focus is on **after-school care**, which can be considered a subset of out-of-school care. These services may be available on the school premises, outside or at the home of the child. The services may be educational, recreational or both, while at the same time helping mothers/parents to find a better match between school and working hours. The age for out-of-school care is not clearly

defined in the literature, but in keeping with the Convention on the Rights of the Child will be taken as 6-18 years, broken into 6-12 (pre-teen) and 13-18 (teen years).

There are overlaps and differences between out-of-school care and out-of-school time. Out-of-school time refers to time outside school, which may include time spent out of school under care or otherwise (Strawhun et al., 2014). The activities under out-of-school time may or may not be part of supervised after-school care and may be occasional (e.g. summer camp).

⁵ Women's agency, in the positive sense, implies women exercising choice to challenge power relations (Kabeer, 2005).

The relationship between out-of-school care, after-school care and out-of-school time are depicted in Figure 1.

Figure 1: Out-of-school care, after-school care and out-of-school time



The United Nations Convention on the Rights of the Child (CRC) defines Child Rights as the minimum entitlements and freedoms that should be afforded to every citizen below the age of 18 regardless of race, national origin, colour, gender, language, religion, opinions, origin, wealth, birth status, disability, or other characteristics. It includes rights to survive, protection, participation and development. Child development, which is part of the CRC, is the period of physical, cognitive, and social growth that begins at birth and continues through early adulthood (18 years). Child protection refers to preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour, child sexual abuse and harmful traditional practices, such as female genital mutilation/cutting and child marriage (UNICEF, 2011, 2015)



3.0 Rationale for after-school care

A review of literature points to different rationales for after-school care.

Child development

One rationale is child development, in particular when home or place of residence cannot offer the same stimulation of physical, cognitive and social growth as an after-care centre due to poverty, lack of knowledge of parents on child development or long working hours of parents (Brilli et al., 2016; Roche et al., 2007). However, after-school care can promote child development only in cases where it is well equipped, the staff to children ratio is appropriate,⁶ where emotional/social development is emphasized and where nutrition and recreation are offered. After-school care with sports lowers obesity among children. Further, special education facilitators need to be there to promote the development of children with special needs (Haney, 2012; Maher et al., 2019).

Child Education (as part of child development)

Parents from marginalised communities, in particular where the children are first-generation literates, expect after-school care to serve as spaces where children complete their homework, learn to operate computers and acquire other skills related to the academic sphere (Horgan et al., 2017). The example of after-school services of Saathi Centre, EduCARE and Samridhdhi (see Section 5) illustrates how education and holistic development are encouraged for urban and rural poor children in different parts of India. Further, after-school care can allow adolescent girls to pursue their own education, because the care of younger siblings after school can be taken care of.

Child protection

The rationale for after-school care for child protection has been articulated in the case of children living on the streets, children of sex workers, migrant children etc. They need to be protected against addiction, sexual abuse, and getting into petty crimes or fights after school. After-school care can also prevent early sexual activity among young adolescents; however, the age of consent is a contentious issue (Roche et al., 2005). Prerana, in Mumbai, runs evening/night care services for children of sex workers so that their vulnerability to be trafficked or exploited is reduced (Prerana, n.d.-a, n.d.-b). It caters to children of sex workers of different ages and different sexes, and has a separate evening/night care shelter for girls in a few locations.

Economic efficiency

Economic efficiency is another rationale. There is an argument that increasing maternal labour force participation can boost the economy/economic growth. Further, economic returns (to women and to economy) of female

⁶ Government standards vary across countries. In the Netherlands and New Zealand the ratio of staff to participants in after-school care is 1:10. The ratio in Greece and Poland is 1:25 (OECD, 2019).



education (at times subsidised by the government) is higher when maternal employment increases (UN Women, 2018). Child care is essential for the same, including after-school care. Further, after-school care, by investing also in children's development, increases children's contribution in the future to economic growth (Afterschool Alliance, n.d.).

Poverty reduction

The argument goes that when both parents are employed and can engage in full-time work, poverty reduces. Among the poor, single-earning families are poorer than double-income families. Only when after-school care is available can women work full time without worry (Barros et al., 2011).

Maternal stress reduction

The rationale of maternal stress reduction through after-school care has been offered in the case of mothers with one or more children, who is employed or engaged in multiple unpaid care work at home. When children are taken care of, it reduces stress when mothers are engaged in paid or unpaid work. Further, such stress is not passed on to children (Roche et al., 2007).

Women's economic empowerment

The final argument is the women's economic empowerment one, that access to after-school care can increase female labour force participation, employment, hours of work and income, and improve access to training and promotions (OECD, 2019). Some argue that single women with children in particular benefit from after-school care. However, the benefit of promotions would not apply to women in the informal sector. The mother's intra-household decision making may increase when she is able to earn; however, there is no evidence that after-school care effects political empowerment.

These different rationales can operate together (one or more), or alone. The synthesis supports the view that there is more literature on the impact of after-school care on child development/ education/ protection (together referred to as child development/protection) than on maternal stress/ women's economic empowerment.

4.0 Policies, programmes and schemes of the Indian government on after-school care

4.1 After-school care in policies pertaining to children

Two important legislations that have an indirect bearing on the need for after-school Care are the Right of Children to Free and Compulsory Education Act, 2009 (Right to Education Act, in short) and the Child Labour Prohibition and Regulation Act (2006) amended in 2016.

The Right to Education (RTE) Act, 2009 states that every child in the age group 6 to 14 years shall have the right to free and compulsory elementary education in a neighbourhood school (Ministry of Law and Justice, 2009). A minimum of 25% of seats in private schools (including early childhood centres) should be for those from low-income groups. The RTE Act mentions that the focus of education should be on holistic child development (academics, sports and confidence building), and additional supplementary instruction should be given to children who need further support. It is not clear whether this should be after school hours or during school hours. As per the Act, no exams are to be conducted until the children complete the elementary level (Ministry of Law and Justice, 2009). In 2019 this Act was amended, and as per the Amendment exams are to be conducted at the end of Class 5 and Class 8 and those who do not clear the exam are to be given supplementary coaching and take the exam again (Ministry of Law and Justice, 2019). If they fail the second time, they should be retained in the same



class but not expelled until they finish Class 8 (Ministry of Law and Justice, 2009). This move could increase drop-outs and child labour on the one hand, and on the other, demands supplementary education and holistic development services for children lagging behind to continue their schooling.

India passed a Child Labour Prohibition and Regulation (Act) in 2006, which was amended in 2016. The new Amendment distinguishes between

children (under 14 years) and adolescents (14-18 years). The definition of Children, it says, should be in keeping with the Right of Children to Free and Compulsory Education Act, 2009 (Ministry of Law and Justice, 2016). Unlike the 1986 Child Labour Prohibition and Regulation Act of 2006, the 2016 Amendment permits children to engage in family enterprise or help family members after school or the audio-visual entertainment industry & sports, other than hazardous work. Such work by children can come in the way of children playing, studying, or engaging in any after-school care services for children in low-income groups. Further, the children may be too tired the next day to attend school, thereby violating the RTE Act, 2006 (Gupta, 2016). With regard to adolescents, the 2016 Amendment Act does not prohibit their work, but states that they cannot be allowed to work in hazardous

occupations (Ministry of Law and Justice, 2016). According to Gupta (2016) the list of hazardous occupations has been downgraded from 83 under the 1986 Act to just mining, explosives and occupations mentioned in the Factory Act. Gupta notes that the 2016 Amendment contravenes the International Labour Organization's (ILO) Minimum Age Convention and UNICEF's Convention on the Rights of the Child, to which India is a signatory. The National Policy on Education (NPE), 1986 (modified in 1992) continues to prevail. A unique feature of the policy is its emphasis on education for equality, be it based on gender, caste, ethnicity, minority status, disability, or spatial location (Ministry of Human Resource Development, 1998). It emphasises education until at least age 14, and a strong vocational component at the high school level. After-school supplementary education receives attention in the policy for scheduled tribes and castes. The Sarva Shiksha Abhiyan (SSA), later renamed Samagraha Shiksha Abhiyan, was launched in 2000-2001 to operationalise NPE 1986 and later the RTE Act, 2009 for promoting universal access and retention, bridging gaps of gender and social (SC/ ST/ minorities/ those with special needs) in elementary education and improving the quality of learning (Ministry of Human Resource Development, 2018). The Implementation Guidelines on SSA refers to the provision of supplementary teaching for open school students. However, there is no reference to after-school care (Ministry of Human Resource Development, 2009). The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched in March 2009 with the objectives of ensuring universal access to secondary education, universal retention up to Class 12 by 2020, improving its quality and addressing issues of inequities similar to those discussed under SSA. Secondary school infrastructure development, quality improvement, and equity standards are emphasised. Existing schemes like ICT@School, Girls' Hostel, Inclusive Education for Disabled (at the secondary stage) and vocational education are to be merged into the RMSA. The Framework for Implementation of RMSA also refers to special coaching for disadvantaged girls, minorities and children who are not doing academically well, but does not refer to after-school care in the holistic sense (Ministry of Human Resource Development, n.d.-a).

4.2 After-school care in policies pertaining to women

The Draft National Policy on Women, 2016 mentions the provision of child and elderly care to improve labour force participation, but not after-school care services. It observes that child care centres will be opened in work places and universities. However, it is not clear what age group of children is being referred to (Ministry of Women and Child Development, 2016). The Guidelines for Assessment and Accreditation of Universities, Autonomous Colleges and Affiliated Colleges do not refer to any after-school care services (not even creche) (Ministry of Human Resource Development, 2013, n.d.-b, n.d.-c). The website of the Ministry of Human Resource Development includes a citizens' charter with regard to school and higher education, both of which do not refer to after-school care, implying that after-school care is either not a demand by parents or their demands on this issue are not reflected (Ministry of Human Resource Development, 2019, 2020).

The report of the Indian government's Beijing+25 notes the following measures of the government related to care (apart from Early Childhood Care and Development). The report reiterates that the National Policy on Education, 1986 (revised in 1992) provides for day-care centres, wherever possible, as a support service for universalisation of primary education, to enable girls engaged in taking care of siblings to attend school and as a support service for working women belonging to poorer sections. It also mentions that day-care centres should be present in working women's hostels where single, widowed, divorced, deserted and separated women stay (Ministry of Women and Child Development, 2015). It is not clear whether these hostels include after-school care services.

The report of the High Level Committee on the Status of Women in India (2015) recommends the following measures related to care:

- Universal availability of child care workers to all women workers across organised and unorganised workers,
- Social infrastructure projects in cities to budget for constructing and running care facilities for women in the informal economy,
- Establishment of creche and day-care centres (age not defined) for women in judiciary, and
- Sensitisation of men and women on sexual division of care.

Coming to schemes not reflected above, the Mahatma Gandhi National Rural Employment Guarantee Scheme provides for child care in work sites if there are more than five mothers with children aged less than six but not older children (Ministry of Rural Development, 2013).

Box 1

After-school care in CEDAW Committees and CRC Committees: Concluding comments

The 2000 CEDAW Committee's Concluding Comments notes that as early as 2000 NGOs were running child development and care centres for children of sex workers, while the government focused on vocational training. It observes that the government is trying to provide child care services to working women. As per the law, employers had to provide creches if a percentage of workers were women (not specified). It notes that NGOs were also funded by the government to run creches, such as Mobile creches (UN CEDAW Committee, 2000).

The 2007 Concluding Comments expresses concern about the government not doing enough on the employment of girls as domestic workers, their vulnerability to sexual abuse, and being outside the education system. It suggests that harmful traditional practices like child marriage and honour killings need to be combatted. These girls, the report notes, require care, as well as children in the streets, in conflict with law, children of women in prostitution and trafficked or sexually abused children (UN CEDAW Committee, 2007).

The 2010 CEDAW's Concluding Comments commends that women employees with disability in the government sector are entitled to a special allowance of Rs 1,000 per month for child care for a period of two years, and for two children. This allowance is to be enhanced periodically. This report also observes that the University Grants Commission provides for day care centres (age not specified) in universities and colleges (UN CEDAW Committee, 2010).

The 2014 Concluding Observation does not comment on child care (UN CEDAW Committee, 2014).

The Committee on the Rights of the Child, in its 2000 Concluding Comment in response to the initial report of India, observes that care institutions (for children without family support, for those in trouble with the law etc.) in India should better protect children from violence and promote their

participation through feedback mechanisms. Special attention needs to be given to the care of children with disability and children affected by armed conflicts. The Committee on the Rights of the Child's Concluding Observations, 2004 on the second periodic report from India is similar. It also emphasises the need for strengthening the care of street children. The 2014 Concluding Observations on the third and fourth periodic reports of India appreciates the National Early Childhood Care and Education Policy, 2013, while noting that it needs to be implemented soon along with efforts to strengthen child-friendly care within the family. However, there is no reference in the three Conclusion Observations--2000, 2004, 2014--to after-school care services (UN Committee on the Rights of the Child, 2000, 2004, 2014).

5.0 Models of after-school care

5.1 Models from other countries

International models of after-school care include centre-based care and after-school activities (arts, sports, cultural activities, etc.). The management of after-school care centres may rest with a public (government) agency or a private one (including NGOs), with some subsidy element. Some public-run centres are devolved to local bodies. Some after-school care models in other countries have focused mainly on low-income groups, while others have not had such a focus. Five examples are discussed in this section, and summarized in a table in Annex 1.

5.1.1 Public-funded-NGO/government implemented After-School Game Changer Programme – Western Cape, South Africa

An example from an upper middle-income country's after-school programme is the Western Cape (South Africa) government's After-school Programme for children from no/low-fee schools. The programme is run on the school premises or places like community centres, and is offered free of cost to students from no/low-fee schools. The programme aims to provide positive, quality after-school care and activities and an alternate after-school environment to children living in violent (substance) abusive and socio-economically deprived communities in Western Cape. The expected outcomes are: i) Improved attitude towards learning, ii) Improved school outcomes, iii) Improved school retention, iv) Improved matric exam results and v) Reduction in risk-taking behaviour (Western Cape Government, 2020). Both primary and secondary school children are the focus group, with ages ranging from 6 to 16 years. The target is to reach out to 20% of no-fee and low-fee learners in the province (112,000

children) (Western Cape Government, n.d.). The after-school programme is supported by the Department of Cultural Affairs and Sport, Western Cape Education Department, Municipalities, Department of Social Development and NGOs.

Box 2

The Game Changer Programme

The Game Changer Programme of the Western Cape Government - a multi-stakeholder programme - works with existing after-school programmes to: i) strengthen enabling infrastructure and enabling environment (leadership, safe spaces, IT access and access to food), ii) Ensure learners have access to a choice of sports and recreation, arts and culture, life skills and academic support programmes, iii) harness the collective resources of all departments of government, donors, NGOs and civil society to expand quality after-school programmes in Western Cape (Western Cape Government, 2020).



As of 2019, there are 1,047 schools (no fees and low fees) in Western Cape, of which 514 are linked to the After-school Programme. Around 274 NGOs are involved in the After-School Programme, 54% of which are in metros and 46% outside metros. Approximately 165,900 learners attend these after-school programmes, which is higher than the target of 112,000. However, only 50% attend regularly. 66% of participants are from the primary level and 34% from high school level, 49% are females and 51% are males (Western Cape Government, n.d.). The retention of participants in schools, their academic performance, safety and confidence have improved. The participating children now show interest in pursuing higher studies or in working after completing high school.

The After-School Programme involves peer educators (volunteers aged 18-25 years) in tutoring primary and high school learners at after-school facilities. The benefits for peer educators include receiving a leadership qualification, participation in an employment readiness skills training initiative; and engagement in self-development activities (SaferSpaces, 2017). A significant

challenge for the After-School Programme is ensuring the safety of the after-school spaces and ensuring the safety of learners, peer leaders, programme leaders and educators when leaving the premises (The Learning Trust, Game Changer After School and Western Cape Government, 2016). There is no analysis of the impact of the programme on women's economic empowerment or employment.

5.1.2 Public funding and provisioning of after-school care for low-income groups (Chile) and impact on labour force participation

In Chile, a high-income country, the gender gap in labour force participation is higher among low-income groups. The government of Chile offers free after-school care for the age group 6 to 13 years, called the 4-7 Program, giving priority to children from low-income families. The 4-7 Program, which started in 2011, offers three hours of after-school childcare at educational institutions throughout the school year, Monday to Friday (Martinez and Perticará, 2016). The program's objective is to increase labour force participation and employment of mothers and other women caregivers by providing after-school educational and recreation activities. Educational activities include homework support and creating spaces for learning. Recreational activities that are offered are sports, arts and cultural activities. Information technology is offered, and could be used for both recreation or academic purposes. Health services are offered to the children, details of which are not available. In 2012 the 4-7 Program was operational in 87 schools with 6,750 slots (Martinez and Perticará, 2016).

A study was carried out in 2012 to assess the impact. It covered 25 schools that had been participating in the program from the beginning. Among 2,110 eligible women across all schools for enrolling in after-school care, 1,137 randomly selected women were offered the program, while the remaining 973 eligible women were not, and formed the comparison group. Researchers gathered base line information and a follow-up survey (with 86.9% surveyed at baseline) after a year was used. The quality of the program was also assessed. The results show that program participation increases maternal employment by 5% and labour force participation by 7%. The intervention also generates substantial childcare substitution effect, that is, from some other child care service to this one. The results also suggest that the provision of after-school care for older children triggers the use of free day-care for young children (ineligible under the program). While there was no substantive income effect, expenditure on education increased (Martinez and Perticará, 2016).

5.1.3 Subsidised and devolved after-school care (Switzerland)- impact on parental employment

In light of the explicit goal of the Swiss government to stimulate female participation in the labour force, several cantons (administrative divisions) sought to address the gap between supply of and demand for after-school care services for children aged 4 to 12. The government proposed that after-school care should operate until 6 pm. Each centre covers up to 22 children and has two teachers, one of whom must be certified by the cantonal school authority. The government stipulated that at least two rooms should be available for a group of 22, and children should have adequate space to play, rest and do their homework. Support is provided to complete homework. Outdoor space for sports should be available. Most institutions offer subsidised slots, which are rationed and reserved for low-income residents from the same municipality as the centre. The fee for an unsubsidised slot amounts to CHF 40 (USD 40) per day on average (in the year 2010). The municipalities are in charge of the after-school care centres; the coverage of children varies with canton and municipality. A study that examined the impact of after-school care on mother's employment and allocation found a positive impact on mother's full-time

employment, but a negative impact on father's full-time employment. The study notes that after-school care facilitates (at school or outside) a convergence of parental working hours (Felfe et al., 2013). The authors carried out another study in 2016 along the borders of different cantons⁷ and found that after-school care (until 6 pm and offering lunch and snacks) had a positive impact on the full-time employment of mothers. Unlike the earlier study they found no particular effect for fathers. The study noted that the findings apply in low supply (of after-school care) settings, and may not apply in high-supply settings (Felfe et al., 2016).

5.1.4 Out-of-school care in the UK- child development/protection and parental employment effect

The out-of-school clubs in the UK are in keeping with the National Childcare Strategy which prioritised out-of-school care for 1 million children aged 4-14. The larger objective of these clubs was to reduce child poverty and exclusion, in particular among marginalised ethnic groups and areas. These clubs offered play equipment, sports, computers, homework support (when demanded) and cultural activities reflecting the diversity in the group. Parents had to pay for services. An assessment of the impact of 6 after-school clubs (reflecting diversity in ethnicity and spatial location) in UK catering to children of ages 4 to 11 (other than one that focused on children aged 11-14) and diverse communities was carried out (Barker et al., 2003). Parents were informed of the research, and had the option of not allowing their children to participate. Children's drawings and photographs were returned to the parents. Researchers working on the assessment were cleared by the Criminal Records Bureau. The methodology with children used photography (to discuss like/dislikes places), drawing (to discuss perception of services) and group discussions (views on impact). In total 120 children were involved in the assessment, discussions were held with 55 parents and surveys administered with 74 parents, 6 workers, and 2 headteachers. A survey was administered to parents, which covered their use of after-school care, the impact of after-school care on parents and children and the background of the family. Group discussions with the parents asked about their present employment and that of their partners, changes in their present employment and their partner (including getting a new job, increased hours of work, training and education) and their income and that of their partners. Interviews with play workers probed the history of the club, services provided, their perceptions of the main clientele, quality mechanisms and the impact on children and parents.

The research indicates that out-of-school care has a generally positive social impact on children. It provides a safe, dedicated and well-equipped space for children's 'free play'. For many respondents, these opportunities were unavailable elsewhere, due to busy family lifestyles, lack of resources at home (such as equipment or space) and fears over safety in public spaces. It increased the number of children's friends and their self-confidence. 6% of children finish their homework in clubs. Most parents (67%) were using out-of-school care while they are in paid employment. Over one third (36%) of respondents reported a positive labour market impact, most of whom stated that these changes would not have occurred without the club. Some reported that they could plan their career and further education/training. Poor families reported that out-of-school care lifted them out of poverty. Some clubs catered to cultural diversity needs and celebrated different festivals. Emotional and approachable support from staff was appreciated. While the study does not give disaggregated data on the impact on female labour force participation, it observes that out of school care was at times the 'sole line' for single mothers who were working (See Box 3). Further, in crisis situations the staff looked after the children till one of the parents/grandparents arrived.

⁷ Regulations on after-school care vary across cantons and municipalities, hence services along the border of cantons were selected.

After-school club and women's employment: Training and studies

Excerpts from Barker et al. (2003) reveal the positive effects of after-school clubs. One single mother said that she is able to work full time only because of the after-school club. In her words, "I work full time, am a single mother, and she's an only child... (without the club) ... I would be in dire straits" (Parent, Outer London) (p. 40). One grandmother reported that the child's mother is currently at college and the child uses the club on the day that his grandmother works. Another mother reported that she is in training and the club has been really good at giving her 'more time to study' and will be a great help when she gets back to work (p. 38:)

5.1.5 Integration of special needs into after-school centres: NW Georgia and links to maternal employment

In the US, a survey in 2002 revealed that 67% of public primary schools offer after-school programs. The centres provided sports facilities, music and, lessons and organised various clubs. Snacks were provided. Normally, the centres are open from after school hours until evening. Not many after-school care centres accept children with special needs. The needs may be related to motor, sight, hearing or emotional control. Infrastructure needs to be geared up, and staff need to be trained to handle children with special needs. Further, other children need to be trained to relate with children with special needs. Haney (2012) conducted a survey with parents of children with Autism Spectrum Disorder (ASD) to understand their experience with after-school centres in North West Georgia. Questions used a Likert rating scale in addition to open-ended questions, allowing 54 parents of children with ASD to share additional information. The survey was created to document the need for after-school support and to investigate previous experiences and perceptions parents have about after-school care for their child with ASD. The parents returned the survey through mail, or in designated stations (e.g. box in a support group venue). The findings were then analysed using SPSS software (Haney, 2012). The survey comprised three sections: introduction to the child living with ASD, current educational services availed for the child, after-school needs and experiences; there was also a section for other comments. While the survey did not explicitly focus on the impact on maternal employment, the 'other comments' component did point to how a few mothers had to give up their work due to the poor quality of after-school care for children with ASD. Parents said that their children with ASD received better services in schools than in after-school care centres. Children with special needs may need support with regard to using toilets, may need a special diet, may require a routine and expert support. However, if the school teacher with whom the child was familiar with continued in after-school care centres, then the children settled in well. This was also true if the facilitator of after-school care was a friend or a liked relative of the child.

5.2 *Models from India*

A contrast with international models of after-school care is that the focus of national models is largely on child education, followed by child development and protection. Not many models focus on women's economic empowerment. Not all are typical after-school care. Some are evening and night care as is the case with the children of sex workers. Five examples of after-school care from India are discussed in this section, and summarised in a table in Annex 2.

5.2.1 *After-school drop-in centres for adolescent girls of domestic workers and labourers⁸*

The Centre for Women's Development Research (CWDR) was formed in 1993 with the mission of facilitating a movement towards women's human rights. CWDR works in 80 low-income settlements in Chennai and 23 villages of Edaikazhinadu panchayat, Kancheepuram district. In low-income urban Chennai, CWDR works with domestic workers (federated into an entity called Manushi), adolescent daughters of domestic workers (federated into an entity called Snehidi) and single women among domestic workers (federated into Maithri). Adolescent girls' safety was an issue in Chennai slums because mothers who worked as domestic workers came back late from work. Fathers were also in the informal sector, working late hours. Between the years 2005 and 2020, CWDR operated safe spaces for adolescent girls in low-income settlements. Apart from training in life skills and music/dance, the adolescent girls were offered computer training and financial literacy skills. The drop-in centres were open between 4 pm and 7 pm on week days and between 10 am and 2 pm on Saturdays and Sundays. During some holidays, full-day workshops were organised on street plays, folk arts and self-protection (e.g. karate and judo). CWDR also runs a rural drop-in centre in Paniyur village, Kancheepuram, where mothers work mainly in agriculture and construction. The parents do not have to pay anything for the safe spaces.

Focus group discussions with adolescent girls and those who run centres showed perceived improvement in public speaking skills, the ability to operate a bank account, and some computer literacy. The mothers, who were domestic workers, said that they were able to complete their work and work longer hours without worrying about their daughters. A few stated that their income had increased. Further, the early marriage of daughters has reduced because parents think it is safe to leave their school going children in after-school spaces. The sexual abuse of adolescent girls has also come down, because male relatives and neighbours are not trustworthy. There are a few challenges, such as when adolescent girls go out with boyfriends but tell their parents they are at the centre.



⁸ Correspondence with Director, CWDR and personal interaction with participants at the drop-in centres and their mothers.

5.2.2 *After-school education and holistic development: Migrant children*

Samridhdhi Trust is a social change organisation that works with the out-of-school children of migrants in Bangalore, Delhi and Pune. Its mission is to ensure measurable, sustainable and significant positive change in the lives of the children they reach, and expose them to a world of possibilities through schooling and education (Samridhdhi, 2020a). It puts children into bridge schools and integrates them into regular schools and then colleges. Previously, these children were rag pickers, involved in the informal sector or engaged in household chores. Some were into substance use and harmful activities.

As part of its efforts on the development of children of migrants going to school, Samridhdhi Trust started after-school care services. During these services both academic support and non-academic activities are initiated with the following objectives:

- Promoting the holistic development of children,
- Ensuring good performance in academic and extra-curricular activities,
- Preventing children from dropping out of school, and
- Guiding children for higher studies and establishing them in their chosen field.

Children spend two hours every day in after-school care. Academic support, life skills training, theatre, music and dance, yoga classes, excursions, book-reading support, counselling, sports, financial literacy skills and technology skills are offered. Medical check-ups are organised for children attending these after-school care programmes. Programmes are organised with the parents of children who attend the programme to provide and gain feedback. Parents invest half of the annual fees of after-school programme so that they have a stake in the programme.

The after-school programme of Samridhdhi in Bangalore helped children from migrant families continue in government and private schools, with 90% of them continuing in Bangalore. All the children of migrants who sat for the Class 12 exams in 2018-19 cleared it. The after-school programme also follows up on one-third of children who returned to their native place, and most are continuing school there (Samridhdhi, 2020b). However, there is no study on the impact of after-school care provided by the organisation on maternal employment, earnings or income.

5.2.3 *Evening and night care centres for children of sex workers*

Since 1986, the NGO Prerana has worked to end second-generation sex workers, and to protect women and children from the threats of human trafficking by defending their rights and dignity, providing a safe environment, supporting their education and health, and leading major advocacy efforts. In 1986 it established its first Night Care Centres in Mumbai. The Night Care Centres were envisaged as safe places for mothers to protect their children from the influences and dangers of the red-light district during the critical evening and night hours (Prerana, n.d.-a). It also enabled sex workers to engage in their work without stress. The Night Care Centres provide a package of services on a 24x7 basis such as shelter, wholesome nutrition (6 meals in a day) and free medical and health facilities. It held collective meetings with mothers and with participants (children). Some centres have tie-ups with government schools. The Night Care Centres are a home away from home. Currently, Prerana has set up three Night Care Centres in three red light areas of Mumbai, which provide a healthy



environment to more than 250 children. In 2010, Naunihal Girls' Shelter was established separately for adolescent daughters of sex workers. The girls are offered vocational training in hospitality and catering, house-keeping, advanced embroidery, jewellery-making, fuel-filling at petrol pumps, beauty care, etc. (Prerana, n.d.-b). Prerana has also adopted a child protection policy that seeks to safeguard the interests of the child, ensure that their identity is not disclosed and discrimination against them is avoided, that a safe environment is created for each child where any physical, sexual and mental harassment of the child is immediately reported (Prerana, 2015).

The testimonies of boys and girls who have passed out of these care centres suggest protection from harm, increased confidence, a non-judgemental attitude about the occupation of their mother, the ability to do moderately well in exams, concern for siblings (if the eldest) and having a clear choice with regard to their career. The bonding with other inmates of Night Care centres and with the staff of Prerana is immense. There is no evaluation in the public domain of whether the presence of night care centres has actually helped mothers earn more.

5.2.4 Saathi centre for empowering young people⁹

The Institute of Social Studies Trust's (ISST) community outreach programme run through Saathi Centre, Delhi seeks to engage with individuals and communities through holistic education, awareness-raising, and skill-building activities. Specifically, the Centre's mission is to promote responsible citizenship among children, youth and women belonging to disadvantaged groups in order to achieve equality and to promote lives of autonomy and dignity (ISST, n.d.). The Centre has five objectives: Education for All (in keeping with the RTE Act, 2009 of the Indian government), income generation, holistic behaviour development, community development and promoting cultural diversity.

⁹ Inputs were secured from the Coordinator of Saathi Centre, ISST on this sub-section.

As part of the objective of education for all, remedial education for school-going children (6-18 years¹⁰) is offered after school, with special focus on children with special needs. Drop-outs are assisted to re-enter schools. Parent-Saathi teacher meetings are held regularly. Extensive library facilities are offered to participants. With regard to the second objective--income generation-- Saathi offers integrated courses on computers and spoken English, Photoshop, mobile phone repair, videography, photography and beauty treatments. The courses are offered to both boys and girls. For school-going children, these are offered after school. As part of its objective on holistic behaviour development, children's forum, theatre, self-defence, sports, and life-skills training are offered. The life skills training has a strong focus on gender sensitisation and reproductive health, and is offered to both boys and girls. For the objective of community development, health camps, legal services (for children and women subjected to sexual, physical and psychological abuse), police station facilitation services, services to mobilise government programmes for children and services to file Right to Information are organised, leading to a reduction of crimes against children (and women). Every year, cultural events are held--the fifth objective--like bal utsavs (children's fairs), festival celebrations (of all religions) and events that bring alumni of both after-school services and services for drop-outs (Gaur and Team, n.d.; Institute of Social Studies Trust, n.d.). Some of the outcomes of after-school services of Saathi Centre on children are discussed in Box 4.

Box 4

Outcomes of After-school Services

Pooja and Khushi are studying in Class 9. They have been attending the Saathi Centre for five years, including its after-school services. They come from poor families, and are the first generation to cross the primary level of schooling. Through the services of Saathi Centre they have improved academically (in mathematics and English) and have acquired a reading habit. When asked what they had learnt part from academics, they reported having gained knowledge on good touch bad touch, rights of the third gender, and rain water harvesting. They also shared that they had acquired new skills like self-defence, dance, drawing and not to use abusive language. Pooja aspires to become a bank manager while Khushi wants to be a science teacher.

Another participant Vishnu in Class 9 had speech difficulties. The other children made fun of him when he spoke. Saathi Centre's special educator helped him gain confidence. She noticed which sounds he has problem with, and helped him overcome that. Slowly he learnt to read and write Hindi. He took part in theatre activities, and his confidence improved. Counselling sessions were held with his parents too. Vishnu can speak well now and is integrated into school (Gaur and Team, n.d.; ISST, n.d.)

¹⁰ At times children as young as 4 years and some older than 18 years come. They may not fit the after-school category, but have access to the services of Saathi Centre.

5.2.5 After-school Community Learning Centre --an education initiative

The After-school Community Learning Centre (CLCs) is an education initiative of the NGO EduCare. It envisions a world where all people have the opportunity and capacity to direct social, environmental, and economic resources towards sustainable outcomes that improve lives and communities (EduCARE, 2020).

EduCARE provides a flexible approach to learning through a range of individualised and small group programmes to help students to improve and supplement their learning in school. Each day, a number of students in Classes 1-12 (age 6-15 years) spend their afternoons at an After-School CLC in a village on the outskirts of Dharamshala. They get help with homework, learn wellness strategies and explore art, science, literature, and culture through hands-on projects. The programme is operational in Leh–Ladakh, Himachal Pradesh, Punjab, Delhi, Rajasthan, Karnataka and Kerala. Specifically, the centres do the following:

- Supports students who are not learning effectively within their formal school,
- Offers a flexible approach to learning through a range of individualised programs that assist students to complete school education,
- Provides students with a realistic pathway to connect, engage and be inspired by their education, and.
- Facilitates positive recreation, awareness, hygiene awareness and life skills.

After-school Community Learning Centre provides activities for children in the school or local community. The greater village community is involved with larger activities for special events, such as Children’s Week in November. EduCARE hopes that some students who emerge out of the after-school programme will have the sensitivity and capacity to be youth volunteers for local leadership in sustainable development in the years to come (EduCARE, 2020).

6.0 Evaluation of after-school care

The literature points to steps/methodologies/questions/methods that could be used to assess the impact of after-school care. Most of the evaluations on the impact of after-school care explore the impact on child development/protection but very few are on the mother’s economic empowerment.

6.1 Steps in evaluation of after-school

Harvard University has developed a general evaluation tool kit to assess the impact of after-school time. The tool kit assesses the implementation of activities as per plan and whether the planned outcomes were achieved. The evaluation tool kit suggests nine steps that should be used for evaluation, which are listed below (Harris, 2011):

- **Step 1:** Determine the overall purpose of your evaluation.
- **Step 2:** Create a logic model, which is a visual representation of your program strategy (activities, resources, goals, results, cause and effect relationship) that can guide your evaluation.
- **Step 3:** Think through what resources you have available (evaluators, financial resources, etc.) to actually conduct an evaluation.
- **Step 4:** Assess program needs and document services. Analyse if services meet needs and benchmarks and the logic model. Assess impact using a quasi-experimental approach and suggest modifications.
- **Steps 5 and 6** cover selecting the evaluation design and data collection methods that are best suited to your program.
- **Steps 7, 8, and 9** entail deciding what to do with the data once you have it, including how to conduct and write up the analysis and how to use the data that you have analysed.

These steps could be applied to any evaluation, and the steps do not specifically cover the impact of after-school care on child development/protection or women's economic empowerment.



6.2 Questions/methodology

Harvard University has developed a general evaluation tool kit to assess the impact of after-school time. The tool kit assesses the implementation of activities as per plan and whether the planned outcomes were achieved. The evaluation tool kit suggests nine steps that should be used for evaluation, which are listed below (Harris, 2011):

The suggested evaluation methods include review of grades and behaviour records and survey & focus group discussion with participants, staff, teachers, parents and adults (e.g. community leaders). The evaluation is both formative (leading to improvement) and summative (strengthening accountability). At least 100 surveys and 10 focus group discussions are recommended. Surveys, according to the manual, should include a few open-ended questions, while the rest should have limited options for answering (using scales of 1-4). Baseline and participant (at least 30 days into the programme) surveys could be used. The participant survey includes questions on school experience, after-school programme (frequency of use, activities, comfortableness, safety, enjoyment, help with homework, influence on school performance, stress levels, friendships and suggestions). There are no questions in this tool kit on the impact on women's economic empowerment.

6.3 Methods

An interesting method to assess after impact of school centres is to adopt child-friendly participatory methods. (See Box 5). In keeping with the commitment in the National Strategy on Children and Young People's Participation in Decision-Making, 2015–2020, Ireland, Horgan et al. (2016) held consultations with children who attend after-school care. The aim of the consultation was to identify what children like and dislike about after-school care and to identify the places where children most like to be cared for after school. Age-appropriate and strength-based methods were adopted for two age groups--5-7 years and 8-12 years--in five locations of Ireland. Consent was obtained from parents/guardians before the consultations started. The consultation with 5–7-year-olds comprised 'ice-breaker games', placemats, timelines, and an evaluation. The consultations with 8–12-year-olds consisted of ice-breaker games, post-it activity, placemats, timelines, voting and an evaluation. Ethical guidelines on research with children were followed.



6.4 Lessons on evaluation of after-school care

From the case studies examined in Section 5 and a few other case studies, a broader range of evaluation methodologies, questions, methods and ethical principles emerge, which can be used to assess the impact of after-school care on child development/protection and women's economic empowerment. These are presented in Table 1. The lessons from sub-sections 6.1 to 6.3 are also integrated in this table

Strength-based methods that could be used in consultations with children

Placemats and Voting

Placements are papers on which children (5-7 years) draw or design the place they would like to be in after school, whom do they like to be with and what would they like to do there. This exercise is done in groups of 6 with two facilitators. In the case of the children aged 8-12, they are asked to prioritise through votes what they liked most and did not like most about after-school care.

Individual templates (children 5-7 years)

The children are individually asked what activities they would like to do after school, and what they do not like. The children are allowed to throw what they do not like (written with the help of a facilitator) into a bin.

Open space (children 8-12 years)

Children are given four post-its to write where they go after school and this is sorted by a few volunteers from within the group. A few children sort the post-its into categories, a second group discusses the points further, and the coordination team prepares a PowerPoint.

Design your own after-school (children 8-12 years)

Each child has to design their own after-school, stating what is going on and where and with whom they are. Then each individual places the cards on a time-line from immediately after school to the end of after school. They then prioritise as a group what should ideally be going on, where and with whom, and can move the cards until they are happy.

Full room vote (children 8-12 years)

The children's ideas are recorded in a PowerPoint and presented before them in a large group (as there may be three to four small groups engaged in group discussions). In the large group, a final vote is cast on places where children go after school and where they would most like to be cared for.

Source: Horgan et al. (2016).

Table 1. After-school Care: Evaluation methodology, questions, methods and ethical principles

Scope	Methodology	Questions	Methods of evaluation	Ethical principles
<p>To assess impact on both child development/ protection and women's economic empowerment</p>	<p>Before/after comparison</p> <p>Lottery winners/non-winner's child and mother</p> <p>Participant/non-participant comparison</p> <p>Longitudinal studies of children/mothers over a few years.</p> <p>Longitudinal studies of participating children over life cycle</p>	<p>Timings</p> <p>Location</p> <p>Teacher-student ratio</p> <p>Infrastructure and play area, sensitivity to special needs</p> <p>Hygiene (pads) and nutrition</p> <p>Time divided between sedentary and physical activities,</p> <p>Content; emphasis on socio-emotional learning: peace, anti-hate and mindfulness</p> <p>Interaction between staff-children</p> <p>Safety of children, including child protection protocols (also sexual abuse)</p> <p>Number of after-school centres per 10,000 children in the age groups</p> <p>Access/location</p> <p>Affordability/financing/</p>	<p>Narratives of parents and child</p> <p>FGDs with parents and older children, community leaders</p> <p>Surveys (>8 years)</p> <p>Boxes to collect feedback</p> <p>Placements-likes and dislikes about centre</p> <p>Templates-activities they like and dislike about school care centre</p> <p>Open space-where they go after school</p> <p>Designing ideal after-school</p> <p>Full room vote on evaluation findings</p>	<p>Passing evaluation/ assessment by Institutional review board</p> <p>Make sure researcher does not have criminal record</p> <p>Consent from parents when interviews are held</p> <p>Photographs, recordings and drawings given back to centre and not circulated</p>

Scope	Methodology	Questions	Methods of evaluation	Ethical principles
		<p>% of users who are from low-income families or live with disability</p> <p>Viability of after-school centre</p>		
<p>To assess impact of after-school care on children (development/ protection)</p>		<p>% of children in school going age accessing after-school programme</p> <p>Time spent in sedentary and physical activities</p> <p>Whether parents use creche for younger children, because after-school care is subsidised</p> <p>Ability to articulate and deal with feelings and emotions</p> <p>Impact on education outcomes</p> <p>Impact on child protection- substance use, child abuse, early marriage etc.</p> <p>Impact on self-defence skills</p>		
<p>To assess impact only on women's economic empowerment</p>		<p>Preference of mothers between different types of after-school care, with reasons</p>		

Scope	Methodology	Questions	Methods of evaluation	Ethical principles
		<p>Impact on female employment working hours, income/ wages, training, further education and promotion</p> <p>Impact on maternal stress</p> <p>Impact on father's employment and total family income</p> <p>Impact on single mothers</p>		

Source: Barker et al. (2003); Belle (1997); Felfe et al. (2013, 2016); Lida (2019); Maher et al. (2019);, Martinez and Peticar (2016); Minney et al. (2019); Roche et al. (2007); Western Cape Government (n.d.)

To this table one could add issues that have not emerged from the literature review. These would include "Does the content of after-school care address deep-rooted gender, caste, migrant-phobic, Islamophobic and heteronormative norms?" and "Are the children who attend these centres different from children who do not attend?"

7.0 Conclusion

The synthesis points to child development¹¹, child education, child protection, economic efficiency, poverty reduction and women's economic empowerment as the rationale for after-school care. This synthesis on after-school care and child development/protection and women's economic empowerment was constrained by the fact that there is more literature on after-school care and child development/protection than on its impact on women's economic empowerment. This was particularly the case in India, where the majority of after-school care by NGOs

has emerged in the context of the Right to Education Act, 2009 and the Child Labour Prohibition and Regulation Act, 2006.

While the CRC and CEDAW refer to government provision of child care, child care has been interpreted as early childhood care (0-6 years) by developing countries, including India. On the other hand, some OECD countries have country-level policies on after-school care, and studies show that after-school care increases female labour force participation, decreases the number of hours worked, and increases income, access to training and education. It also reduces mental stress. This points to the need for the government to invest resources to meet after-school care needs. The Government of Western Cape, South Africa, seems to be one of the few provincial governments of a developing country that has invested in after-school care from a child development/ protection lens.

In India after-school care, to the small extent provided, has been mainly provided by NGOs (unlike the case of Western Cape) for children from low-income groups with the objective of child/girl child protection (including adolescents), children's education, children's health and well-being, and preventing them from addiction/delinquency. Only one of five Indian examples on after-school care that could be accessed, focused on women's economic empowerment. The available evidence suggests that after-school care has a positive impact on child development, education and child protection, and contributes to reducing in girl child sexual abuse and early marriage. The lone case study on after-school care for the daughters of domestic workers and agricultural labourers (anecdotally) suggests economic benefits for working mothers and a reduction in maternal stress. Unlike some OECD countries or the Western Cape government in South Africa, India does not have a national policy or scheme on after-school care, leave alone integrating gender and social equity into the curriculum.

There is an urgent need to conduct a survey on after-school care practices and preferences of mothers (employed and not employed), fathers and children of different age group from low-income groups (intersecting with different marginal identities). The existing models of after-school care need to be rigorously evaluated to assess their impact on women's economic empowerment, in addition to child development/protection on which there is some quantitative data. Different methodologies, questions, methods, and ethical principles for evaluation have been suggested in this report to help assess the impact of after-school care. It would be useful to compare the impact of after-school care on women's economic empowerment in two cases - one where women's empowerment is the main/only focus of after-school care, and one where the focus is only on child development/protection. Based on such an evaluation, it is possible to suggest to the government a draft policy and programme on after-school care that addresses the dual objective of child development/protection and women's economic empowerment.

¹¹ Including child health and nutrition in the case of some after-school centres.

Annex 1

Summary of objectives, target group, services and impact of international after-school care centres in other countries

Name of centre, years (operational)	Organisation	Objectives	Target group for care	What is offered	No. of hours	Impact
After-school care programme	Department of Social Development, Government of South Africa- After-school programme managed by NGOs and other entities	<ul style="list-style-type: none"> i) Improved attitude towards learning ii) Improved school outcomes iii) Improved school retention iv) Improved matric exam results v) Reduction in risk-taking behaviour 	5-16-year-olds (in schools, community centres)	Safe spaces Nutrition Health care Theatre, music and arts Academic support through fun IT access Holiday programmes	Until 6 pm	Safety of child in after-school hours Better retention in schools and academic performance Lower tendency to get into crime and high-risk behaviour Greater chances of pursuing jobs or higher education (after high school)
4-7 after-school Program (free of cost)	Government of Chile	To increase labour force participation and employment of mothers and other women caregivers by providing after-school educational and recreation activities	6- 13 years; in particular children from low-income groups	Academic skills Homework support Arts Sports Health Information technology	3 hours (4-7 pm) Five days a week	Improves women's labour force participation (7%) and employment (5%), and increased the use of day-care for young children who were ineligible for the program

Name of centre, years (operational)	Organisation	Objectives	Target group for care	What is offered	No. of hours	Impact
After-school care. Public or private provision (subsidy for low-income families)	Government of Switzerland	Stimulate labour force participation of women, including from low-income groups	School-going children (4 -12 years)	Lunch & care One teacher per 22 students Place to rest Homework support Sports	Up to 6 pm	Positive impact on mother's full-time employment, impact on father negative or none depending on study
Out-of-school child care (Barker et al., 2003)	Government of UK	To reduce inter-generational child poverty; in particular among disadvantaged ethnic groups and areas	Mainly 4-11 years	Play Learning through play Drawing Computers Sports Diverse festival celebrations Homework support	School ending until evening. 50% care centres in schools	Positive impact on child friendships, self-confidence and support in finishing homework. For parents, after-school clubs improved labour market impact and career planning. It helped reduce poverty, and for single working mothers it was a life line.
After-school care centres (Haney, 2012)	Government of Georgia-offering after-school program in public schools	Child development and to support parents in their work; supposed to be inclusive of children with special needs	Not specified. But mentions that many cater to the primary level, and a few to middle and high school	Sports Music Lessons Clubs Snacks	School ending until evening	Not all after-school care centres admit children with special needs, stating they are not equipped. At times children with special

Name of centre, years (operational)	Organisation	Objectives	Target group for care	What is offered	No. of hours	Impact
						needs (here, autism) are asked to leave halfway, posing difficulties for working mothers. Their specific needs with regard to diet, toilet assistance or need for routine are not taken care of.

Annex 2

Summary of objectives, target group, services provided and impact of Indian after-school care centres covered in this study

Name of centre, years (operational)	Organisation	Objectives	Target group for care	What is offered	No. of hours	Impact
After-school safe spaces for adolescent girls (2005+)	Centre for Women's Development Research	To empower adolescent girls, and improve maternal employment/earnings	Adolescent girls from low-income settlements in Chennai and Kancheepuram district	Life skills Music/dance MS Office Financial literacy Self-defence	3 hours on weekdays 4 hours on weekends	Improved public speaking skills, ability to operate bank accounts, and basic computer literacy Lower early age marriage Lower sexual abuse

Name of centre, years (operational)	Organisation	Objectives	Target group for care	What is offered	No. of hours	Impact
						Longer hours of work by mothers & less stress
Night care centres (1986+) and Naunihal Girls Centre (2010+)	Prerana	To protect children of sex workers	Children of sex workers in Mumbai; daughter of sex workers in Mumbai	Shelter (24*7), wholesome food and nutrition, free medical facilities, support studies, collective meetings with mothers and participants. Vocational training offered to girls.	Evening/ night. Whole day, if needed	Protection from harm Bonding with other children/staff Increased confidence Non-judgemental attitude Ability to do moderately well in exams Concern for siblings Clear choice with regard to their career
After-school programs (2009+)	Samridhdhi Trust	To promote holistic child development, good academic performance, prevent drop out and guide higher studies	Children of migrants in Bangalore, Delhi and Pune NCR	Academic support, life skills training, theatre, music and dance, yoga classes, excursions, reading books, counselling, sports, financial literacy and ICT skills. Medical check-ups organised and meetings held with parents	2 hours a day	All the children of migrants who sat for the Class 12 exams in 2018-19 cleared it. The after-school programme follows up on one-third of children who returned to their native place, and most are continuing school there.

Name of centre, years (operational)	Organisation	Objectives	Target group for care	What is offered	No. of hours	Impact
Saathi Centre's after-school centre	Institute of Social Studies Trust	Education for all, income generation, holistic behaviour development, community development and cultural events	School-going children from low-income settlements in Delhi.	Academic coaching Special education Life skills training Gender sensitisation Self-defence Theatre & sports Library facilities Spoken English Computer skills Vocational skill Health camps Legal services Parent meetings Alumni networks	No data	Academic performance Improved confidence Knowledge on good touch/ bad touch, reproductive health and rights of transgender Skills in self-defence, theatre and dance Reading habit Speaking fluently through speech therapy
After-school community learning centre	EduCARE	Support students to complete school and be inspired by their education, and facilitate positive recreation, awareness and life skills.	School children (6-15 years) in Leh-Ladakh, Himachal Pradesh, Punjab, Delhi, Rajasthan, Karnataka and Kerala	Help with homework, group and individualised academic support, learn wellness strategies and explore art, science, literature, and culture through hands-on projects. Larger village community is	Afternoons	No information

Name of centre, years (operational)	Organisation	Objectives	Target group for care	What is offered	No. of hours	Impact
				involved during Children's Week. Sensitive alumni act as leaders in sustainable development		

References

Afterschool Alliance (n.d.). State policy trends: Opportunities for afterschool. <https://www.afterschoolalliance.org/policyStateTrends.cfm>

ASER Centre (2019). Annual Status of Education Report, Main Findings: All India (rural) report (ppt). ASER Centre, New Delhi.

Barker, John, Fiona Smith, Virginia Morrow, Susie Weller, Valerie Hey, & Judith Harwin (2003). The impact of out of school care: a qualitative study examining the views of children, families and playworkers. Available at: https://www.researchgate.net/publication/228848360_The_Impact_of_Out_of_School_Care_A_Qualitative_Study_Examining_the_Views_of_Children_Families_and_Playworkers

Barros, Ricardo Paes de, Pedro Olinto, Trine Lunde, & Mirela Carvalho (2011). The impact of access to free childcare on women's labor market outcomes: evidence from a randomized trial in low-income neighborhoods of Rio de Janeiro. Paper prepared for the World Bank Economists' Forum.

Belle, Deborah (1997). Varieties of self-care: A qualitative look at children's experiences in the after-school hours. *Merrill-Palmer Quarterly*, Vol. 43, No. 3, 478-496.

Brilli, Ylenia, Daniela Del Boca, & Chiara D. Pronzato (2016). Does child care availability play a role in maternal employment and children's development? Evidence from Italy. *Review of Economics of the Household*, 14, no. 1, 27-51. <https://doi.org/10.107/s11150-013-9227-4>.

CARE international (n.d.). Women's Economic Empowerment. <https://www.care-international.org/what-we-do/womens-economic-empowerment>

Choudhry, V., R. Dayal, D. Pillai, A.S. Kalokhe, K. Beier, & V. Patel (2018). Child sexual abuse in India: A systematic review. *PLoS one*, 13(10), e0205086. <https://doi.org/10.1371/journal.pone.0205086>

EduCARE (2020). After School Community Learning. <http://educare.in/after-school-program/>

Felfe, Christina, Michael Lechner, & Petra Thiemann (2013). After-school care and parents' labor supply. IZA Discussion Paper Series 7768.

Felfe, Christina, Michael Lechner, & Petra Thiemann (2016). After-school care and parents' labor supply. *Labour Economics* 42, 64-75. <https://doi.org/10.1016/j.labeco.2016.06.009>.

Gaur, Kamlesh & Team (n.d.). SAATHI Centre ISST Community Outreach.

Institute of Social Studies Trust, New Delhi.

Geiger, Elke, Brenda Britsch, & Northwest Regional Educational Laboratory (2006). Out-of-School time program evaluation: Tools for action.

Gupta, Ruchira (2016, August 10). A law that allows child labour. The Hindu, Opinion Column, <https://www.thehindu.com/opinion/columns/A-law-that-allows-child-labour/article14560563.ece>

Haney, Michelle R. (2012). After school care for children on the autism spectrum. *Journal of Child and Family Studies* 21, no. 3, 466–73. <https://doi.org/10.1007/s10826-011-9500-1>.

Harris, Erin (2011). Afterschool evaluation 101: How to evaluate an expanded learning program. Harvard Family Research Project, Harvard Graduate School of Education.

High Level Committee on the Status of Women (2015). Executive summary report on the status of women in India. Ministry of Women and Child Development, India.

Horgan, Deirdre, Jacqui O' Riordan, Shirley Martin, & Jane O' Sullivan (2017). Report of consultations with children on after-school care. Department of Children and Youth Affairs, Republic of Ireland. <https://doi.org/10.13140/RG.2.2.24133.86243>.

Iida, Seira (2019). Japanese out-of-school activities in elementary school and selected outcomes. *Arts Education Policy Review*, 1–18. <https://doi.org/10.1080/10632913.2019.1704956>.

Institute of Social Studies Trust (n.d.). SAATHI Centre Programme, Institute of Social Studies Trust, New Delhi.

International Institute of Population Sciences (IIPS) & ICF (2017). National Family Health Survey 2015-2016, India. IIPS, Mumbai.

International Labour Organization (ILO) (n.d.). Glossary of statistical terms. <https://www.google.com/search?client=firefox-b-d&q=ILO+definitions>

Kabeer, Naila, (2005). Gender equality and women's empowerment: A gender analysis of the third millennium development goal. *Gender and Development*, Vol 13, No. 1, 13-24.

Maher, Carol, Rosa Virgara, Tony Okely, Rebecca Stanley, Millie Watson, & Lucy Lewis (2019). Physical activity and screen time in out of school hours care: An observational study. *BMC Pediatrics* 19, 283. <https://doi.org/10.1186/s12887-019-1653-x>.

Martínez A., Claudia, & Marcela Peticar (2017). Childcare effects on maternal employment: Evidence from Chile. *Journal of Development Economics* 126, 127–137. <https://doi.org/10.1016/j.jdeveco.2017.01.001>.

Ministry of Human Resource Development (n.d.-a). Framework for implementation of RMSA. https://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf

Ministry of Human Resource Development (n.d.-b). Guidelines for assessment and accreditation of autonomous colleges. https://mhrd.gov.in/documents_reports?field_documents_reports_category_tid=16+

Ministry of Human Resource Development (n.d.-c). Guidelines for assessment and accreditation of affiliated colleges. https://mhrd.gov.in/documents_reports?field_documents_reports_category_tid=16

Ministry of Human Resource Development (1998). National Policy on Education 1986 (as modified in 1992) with National Policy on Education, 1968. Department of Education, Ministry of Human Resource Development, New Delhi.

Ministry of Human Resource Development (2009). Sarva Shiksha Abhiyan: Framework for Implementation, Department of School Education and Literacy, Ministry of Human Resource Development, New Delhi.

Ministry of Human Resource Development (2013). Guidelines for assessment and accreditation of universities. https://mhrd.gov.in/documents_reports?field_documents_reports_category_tid=16

Ministry of Human Resource Development (2016). Rashtriya Madhyamik Shiksha Abhiyan (RMSA). <https://mhrd.gov.in/rmsa>
Ministry of Human Resource Development (2018). Elementary education, Samagra Shiksha Abhiyan. <https://mhrd.gov.in/ssa>

Ministry of Human Resource Development (2019). Citizen's/client charter. Department of Higher Education, Ministry of Human Resource Development, New Delhi.

Ministry of Human Resource Development (2020). Citizen's/client charter. Department of School Education and Literacy, Ministry of Human Resource Development, New Delhi.

Ministry of Law and Justice (2009). The Right of Children to Free and Compulsory Education Act, 2009, No 35 of 2009. Ministry of Law and Justice, New Delhi.

Ministry of Law and Justice (2016). The Child Labour (Prohibition and Regulation) Amendment Act, 2016, No 35 of 2016. Ministry of Law and Justice, New Delhi.

Ministry of Law and Justice (2019). The Right of Children to Free and Compulsory Education (Amendment) Act, 2019, No 1 of 2019. Ministry of Law and Justice, New Delhi.

Ministry of Rural Development (2013). Mahatma Gandhi Rural Employment Guarantee Act, Operation Guidelines 2013. <https://www.google.com/search?client=firefox-b-d&q=mgnregs+child+care>, Last accessed 17th June, 2020b

Ministry of Women and Children (2013). National Policy for Children. Ministry of Women and Children, New Delhi.

Ministry of Women and Child Development (2015). India's report on the implementation of Beijing Declaration and platform of action. Ministry of Women and Child Development, New Delhi.

Ministry of Women and Child Development (2016). National Policy for Women: Articulating a vision for empowerment of women (Draft). Ministry of Women and Child Development, New Delhi.

Ministry of Statistics and Programme Implementation (2020). Sustainable Development Goals (SDGs): National Indicator Framework. Ministry of Statistics and Programme Implementation, Government of India.

Minney, Dana, Jaime Garcia, Joan Altobelli, Norma Perez-Brena, & Elizabeth Blunk (2019). Social-emotional learning and evaluation in after-school care: A working model. *Journal of Youth Development* 14, no. 3, 130–45. <https://doi.org/10.5195/jyd.2019.660>.

Nikore, Mitali (2019). Where are India's working women? The fall and fall of India's female labour participation rate. <https://blogs.lse.ac.uk/southasia/2019/10/22/where-are-indias-working-women-the-fall-and-fall-of-indias-female-labour-participation-rate/>

Organisation for Economic Cooperation and Development (OECD) (2019). Out of school hour care and services, <https://www.google.com/search?client=firefox-b-d&q=OECD+out+of+school+care>

Prerana (n.d.-a). Night Care Centres. <http://www.preranaantitrafficking.org/programs/nightcare.htm>, Last accessed 30th May, 2020

Prerana (n.d.-b). Naunihal Girls' Shelter. <http://www.preranaantitrafficking.org/programs/homes.htm>, Last accessed 30th May, 2020

Prerana (2015). Organisational policy on child protection. Prerana, Mumbai.

Roche, Kathleen M., Jonathan Ellen, & Nan Marie Astone (2005). Effects of out-of-school care on sex initiation among young adolescents in low-income central city neighborhoods. *Archives of Pediatrics & Adolescent Medicine*, 159, no. 1, 68. <https://doi.org/10.1001/archpedi.159.1.68>.

Roche, Kathleen M., Nan Marie Astone, & David Bishai (2007). Out-of-school care and youth problem behaviors in low-income, urban areas. *Journal of Family and Economic Issues*, 28, no. 3, 471–88. <https://doi.org/10.1007/s10834-007-9072-9>.

SaferSpaces (2017). After School Game Changer Programmes, SaferSpaces, South Africa. <https://www.saferpaces.org.za/be-inspired/entry/after-school-game-changer-programme>

Samridhdhi (2020a). Mission and Vision. <https://samridhdhi.org/mission-vision/>

Samridhdhi (2020b). After school programs. <https://samridhdhi.org/projects-afterschool-programs/>

Satija, Shivana (2016). Political context, crime and violence in Delhi, Prepared for the project Poverty, inequality and violence in India, Towards inclusive planning and policies, Institute for Human Development, New Delhi.

Strawhun, Jenna, Ken Parnell, & Reece L. Peterson (2014). Out of school time programs, Tiers 1 and 2. Strategy Brief. University of Nebraska-Lincoln.

Subramaniyan, V.K.S., P. Reddy, G. Chandra, C. Rao C, and T.S.S. Rao (2017). Silence of male child sexual abuse in India: Qualitative analysis of barriers for seeking psychiatric help in a multidisciplinary unit in a general hospital. *Indian Journal of Psychiatry*, 59(2):202-207. DOI: 10.4103/psychiatry.indianjpsychiatry_195_17.

The Learning Trust, Game Changer After School & Western Cape Government (2016). Learning Brief No. 2, Barriers to success for after school programmes. Western Cape Government, Cape Town, South Africa.

United Nations (2020). Global indicator framework for the sustainable development goals and targets of the 2030 agenda for sustainable development. United Nations, New York.

United Nations Children's Fund (UNICEF) (n.d.). Convention on the rights of the child. <https://www.unicef.org/child-rights-convention/convention-text>

United Nations Children's Fund (UNICEF) (2011). Communicating with children, child development. https://www.unicef.org/cwc/cwc_58619.html

United Nations Children's Fund (UNICEF) (2015). Child protection overview. <https://data.unicef.org/topic/child-protection/overview/>

UN Committee on the Elimination of Discrimination Against Women (2000). Twenty-second session (17 January-4 February 2000) and twenty-third session (12-30 June 2000).

UN Committee on the Elimination of Discrimination Against Women (2007). Concluding comments of the Committee on the Elimination of Discrimination against Women: India, 2nd February, 2007.

UN Committee on the Elimination of Discrimination Against Women (2010). Concluding observations of the Committee on the Elimination of Discrimination Against Women India, 3rd November, 2010.

UN Committee on the Elimination of Discrimination Against Women (2014). Concluding observations on the combined fourth and fifth periodic reports of India, 24th July, 2014.

UN Committee on the Rights of the Child (2000). Twenty third session, Considerations of reports submitted by state parties under Article 44 of the Convention, Concluding observations of the Committee on the Rights of the Child, India, 23rd February, 2000.

UN Committee on the Rights of the Child (2004). Thirty-Fifth session, Considerations of reports submitted by state parties under Article 44 of the Convention, India, 26th February, 2004.

UN Committee on the Rights of the Child (2014). Concluding observations on the Third and Fourth Periodic Reports of India, UN, 13th June, 2014

UN Women (2009). Convention on the Elimination of All forms of Discrimination Against Women, <https://www.un.org/womenwatch/daw/cedaw/text/econvention.htm#article11>

UN Women (2018). Facts and figures: Women's economic empowerment, <https://www.unwomen.org/en/partnerships/donor-countries>

Wadhwa, Wilima (2019). Equity in learning. In ASER Centre (Eds.), Annual Status of Education Report (Rural), Provisional, pp 17-19.

Western Cape Government (n.d.). How can we close South Africa's education gap, A review of after school sector in Western Cape. Western Cape Government, Cape Town. <https://www.google.com/search?client=firefox-b-d&q=How+can+we+Close+South+Africa%E2%80%99s+Education+Gap%2C+A+review+of+After+School+Sector+in+Western+Cape>

Western Cape Government (2020). After School Game Changer: Overview.
<https://www.westerncape.gov.za/after-school-game-changer/after-school-game-changer-overview>

World Bank (n.d.). Data World Bank Country and Lending Group.
<https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>



Institute of Social Studies Trust

U.G. Floor, Core 6A, India Habitat Centre, Lodhi Road, New Delhi-110003

Tel : +91-11-4768 2222 | Email : isstdel@isstindia.org

Website : www.isstindia.org