



# Evaluation of **MEMBERSHIP EDUCATION PROGRAMME IN INDIA** (Odisha & Tamilnadu)





Evaluation of

## **Membership Education Programme in India**

(Odisha and Tamil Nadu)

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INDIA

A Project of the

**All India Primary Teachers' Federation (AIPTF) &  
Läraryörbundet (Swedish Teachers Union)**

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# ACRONYMS

|          |  |
|----------|--|
| AEE0     | Assistant Elementary Education Officer                               |
| AEU      | Australian Education Union   |
| AIPTF    | All India Primary Teachers Federation                                |
| AO       | Administrative Officer   |
| ASER     | Annual Status of Education Report                                    |
| AUPTF    | All Utkal Primary Teachers Federation                                |
| BDO      | Block Development Officer  |
| CTF      | Canadian Teachers' Federation  |
| DA       | Daily Allowance  |
| DC       | Development Co-operation   |
| DEEO     | District Elementary Education Officer                                |
| DISE     | District Information System for Education                            |
| EC       | Executive Committee  |
| EFA      | Education for All  |
| EFAIDS   | Education for All and AIDS Education                                 |
| EI       | Education International  |
| FES      | FRIEDRICH-EBERT-STIFTUNG   |
| GCE      | Global Campaign for Education  |
| GUF      | Global Union Federation  |
| HIV/AIDS | Human Immunodeficiency Virus and Acquired Immuno Deficiency Syndrome |
| ILO      | International Labour Organization                                    |
| ITUC     | International Trade Union Confederation                              |
| JACTTO   | Joint Action Council of Tamil Nadu Teachers Organization             |
| MDG      | Millennium Development Goals   |
| MoU      | Memorandum of Understanding  |
| NACO     | National AIDS Control Organization                                   |
| NCERT    | National Council of Educational Research and Training                |
| NCPCR    | National Commission for Protection of Child Rights                   |
| NCTE     | National Council for Teachers' Education                             |
| NUEPA    | National University of Educational Planning and Administration       |
| PPP      | Public Private Partnership   |
| RTE      | Right of Children to Free and Compulsory Education Act-2009          |
| SAARC    | South Asian Association for Regional Cooperation                     |
| SSA      | Sarva Shiksha Abhiyan  |
| TESTF    | Tamil Nadu Elementary School Teachers Federation                     |
| TOD      | Teachers' for Organization Development                               |
| U - DISE | Unified District Information System for Education                    |
| UEN      | Union of Education, Norway   |
| UNCSW    | United Nations Commission on Status of Women                         |
| UNESCO   | United Nations Educational Scientific and Cultural Organization      |

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This was one of the evaluation studies which has been a major learning experience. Though the period of study was restricted to the situation up to two years prior to phase-out vis-à-vis the situation today, but it was important to go through the history of more than two decades of work for a better understanding.

The major task was to put on record the main achievements, challenges and lessons learned from the perspective of the post-phase out stage. I like to take this opportunity to extend my deep appreciation for a number of people who has helped me from time to time in connecting with the missing gaps in the study. At the outset, my deep appreciation extends to AIPTF and all its members. I am most indebted to Shri Rampal Singh, President, AIPTF for taking pains to keenly observe that all possible help was extended to me whenever needed. He took out time from his heavily loaded programme and sat with me to clarify my doubts smilingly over and over again. I like to extend my heartfelt appreciation and acknowledgement to the General Secretary, AIPTF Mr K.K Tripathy. I could see how efficiently he could take appointments with the government officials so that we could discuss issues related to primary school teachers. Ms Nisha Cairae, National Coordinator, AIPTF stood by me as a strong pillar helping me to locate the right papers and documents and also coordinate with the two unions. She was literally available at my beck and call. Given the long duration of the project, it would not have been possible to reach its

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**Mondira Dutta**

# PREFACE

The All India Primary Teachers' Federation is extremely happy to present to all our partners/stakeholders the report of the external evaluation of our Membership Education programme in the phased out states namely Odisha and Tamil Nadu.

AIPTF is indebted to Lärarförbundet who has partnered with AIPTF since 1991 for their assistance to strengthen the state affiliates and AIPTF at national level through various project activities; capacity building and problem –solving skills. It has also encouraged participation of women to bring in the gender equality active participation of youth in union's activities. One of the main objectives of the programme is to increase membership and thus enhancing financial security. The long-term goal of the programme is for AIPTF and its state affiliates to be a strong, democratic and independent teachers' union.

Lararforbundet has collaborated with AIPTF and running various project activities like Teachers' for Organizational Development (TOD) and Study Circle projects to strengthen its state affiliates to support the membership education program. The states where project activities are being implemented have shown a remarkable progress in this direction.

The purpose of this evaluation was to analyse the results and impact of the project in the two phased-out states-Tamil Nadu and Odisha and to assess the performance of these affiliates in achieving sustainability and strategies adopted by them to be sustainable and self-reliant. The recommendations and the lessons learnt during this study will be shared and replicated in the states which will be phased out in due course of time and also for effective implementation and administration the project activities in remaining states.

We feel extremely thankful to partner with Lararforbundet in achieving the goals because the partnership is based on mutual respect and understanding, autonomy and flexibility to change or modify the activities depending on the circumstances prevailing in the states. The recommendations and the lessons learnt during this study will be shared and replicated in the states which will be phased out and also to effectively

implement and administer the project activities in remaining states.

The AIPTF expresses its gratitude to Prof (Dr.) Mondira Dutta as Evaluator for her valuable time and expertise in assisting AIPTF and Lararforbundet in taking up this task in spite of her hectic schedule. It is obligatory on my part to thank Dr. Mondira Dutta and her team especially Ms. Neema Gupta for her technical support and data compilation. We appreciate Prof. Dutta for her valuable inputs and recommendations in identifying the challenges and the solution to overcome for better administration and implementation of the project activities.

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**Ram Pal Singh**

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# EXECUTIVE SUMMARY

## Project Background

The 'Membership Education Programme' was implemented by AIPTF through its state affiliates and sponsored by Lärarförbundet (the Swedish Teachers Union) since the early 1990s among the various states of the country. The programme imparted training, capacity building, strengthening and increasing trade union awareness for building strong unions. The idea was to develop independent and sustainable unions in accordance to Education International's Policy on 'Development Cooperation' for providing equal opportunity to and promoting equal involvement of all primary school teachers of India. The programme has two main functions. Firstly the Study Circle that includes activities like Conveners Workshop, Seminars, Creating awareness programme among the union members and so on. The training prepared the members to develop leadership qualities and unionise themselves to provide quality teaching and education. It also developed a professional and social accountability among the teachers. Second is the Teachers' Organization Development (TOD). This is a skill development programme for the leaders of the union at different levels. The training is given on leadership skills, decision-making, communication, and unionism. Strategies adopted under this programme organised members in the unorganized blocks and districts, employed youths and women to fix targets for mobilizing membership, create women cells in each block and generate awareness for the union.

The states that phased out from the mainstream project activities were West Bengal, Tamil Nadu and Kerala in 2009, Uttar Pradesh and Orissa in the year 2013 and Bihar in the year 2014. The present study concerns the two states of Tamil Nadu and Odisha selected from the phased-out states as a pilot study for the present evaluation.

## Methodology

The evaluation study involved a detailed field visit undertaken in the two states where interviews and focussed group discussions were held with various stakeholders. A stratified sample survey was considered during the field visit. The data obtained were triangulated and validated from various stakeholders present for authentication. The findings and analysis were presented in the report consisting of six sections namely Introduction, Methodology & Limitations, Findings & Analysis, Lessons Learned, Conclusion and Recommendations in addition to Annexure. The report focuses on the key questions as stated in the ToR. The study analyses to assess the impact of the phase-out and how far the states were prepared to be phased out. Strategies identified by the state affiliates for carrying forward the programme activities post phase-out were examined. The study mainly focused upon three stages, the pre phase-out (two/three years before the date), the phase-out stage (the phase-out year) and the post phase-out (two/three years after phase-out year). The focus of the study has been on the impact of the post phase-out. The post phase-out was based on a set of goals claimed to have been achieved by the state unions to manage union's development activities without any external aid.

## Key Findings

Among the major outputs democratic ideals were implemented in the programme for encouraging youths and women to come forward and take on responsibilities of the organisation. Women's Network Committee was established in every district and in many of the blocks in Tamil Nadu and Odisha. Women participated and came forward in full vigour in the various agitations organised by

their respective Unions. Some of the major findings have been highlighted under the following sub themes:

### **Membership and Dues**

- a) To what extent did the project prepare the state to be phased out?*
- b) Growth in Membership highlighting the increase by gender?*
- c) Changes in Membership Dues?*

While the state of Tamil Nadu seemed well prepared for being phased out but the same was not the case for Odisha. The latter still seemed to need a handholding support, more as a confidence building measure rather than for financial support. The overall recruitment has been slow in both the states especially as compared to the rate of retirement among the teachers. However the slow pace of recruitment does not reflect any significant change in the overall total number of members for both TESTF and AUPTF. The majority of the members were women. A substantial increase was observed in the membership fees among the state unions in the post phase-out period. TESTF had a 200% enhancement while Odisha had a 400 % increase from the pre phase-out period keeping 2005 as the base year.

### **Women and Youth Representation**

- a) Participation of women in the union and women in leadership positions at various levels?*
- b) Role and responsibilities of youth including women in unions?*
- c) Are there exclusive activities for women members?*

Among the men and women members of TESTF, a declining trend was observed particularly for the > 50 years age category. The picture shows a great potential and a team of reservoir ready to carry forward the good work. Women seemed to be predominant among the youths who would eventually have to shoulder the responsibility.

However although women constituted the majority of the members in the state unions, but their presence is visibly prominent only in the peripheral areas rather than among leadership positions. They were more visible in the crowds as demonstrators and agitators while the younger men are promising and are found to be gradually taking over among the leadership positions. Exclusive activities for women members seemed to be for undertaking social responsibilities, conducting surveys, creating women's network and handling of education problems related to schools and children.

### **Membership Service and Training**

- a) Recruitment and Retention of members?*
- b) Did the concept of Study Circle help the union to increase the membership?*
- c) Which services are offered by the unions to the members?*
- d) How are those services valued?*
- e) Types of activities and their frequencies for members?*

In terms of recruitment vis-a-vis retention of members, the slow pace of recruitment policy of the teachers by the authorities did not seem to have much change in the overall trend pattern of members. Over the years the no. of members seemed to have been maintained. The Study Circle concept did create a widespread awareness among the teachers maintaining the strength of the union in terms of members. The unions stand by their members at all times of crisis and helps in empowering them for obtaining their rightful demands. The unions seem to rule the hearts of their members through the services and benefits enjoyed by the members who in turn respect and have full faith and are always confident to take up anything that their union suggests. During the post phase-out, the project activities have been undertaken in a routine manner although the magnitude of this was much slower. But the union activities are much more rigorous and frequent in

terms of holding agitations and demonstration in the post phase-out period.

### **Project Planning and Implementation**

- a) Role played by the union in educational issues of the state?*
- b) How relevant and useful were the project activities for the union?*
- c) Strengths and weaknesses of project planning and implementation?*

The Union played a crucial role in the educational issues of the state. Whether it was an issue of Public Private Partnership or implementation of the RTE act, implementation of Central pay commission recommendations, restoration of old pension schemes, the unions have always been at the forefront. The relevance and usefulness has been instrumental in attracting mass mobilization for several demonstrations held by the union. While the strengths of the programme are loud and clear but it needs to recognize the gray areas within the programme. The project's strength can be enhanced manifold provided it takes into account the situational analysis of the state where it is being implemented with a proper exit strategy in place.

### **Impact and Sustainability**

- a) To what extent were the states able to achieve their long term goals or objectives?*
- b) Which are the future priorities – are they in sync with AIPTF?*
- c) Do the activities have a sustainable impact?*
- d) Has sustainability been achieved in terms of Administration, Finance, Leadership and other union skills?*

The determination to carry forward the legacy of achieving their long term goals and rightful demands were amply demonstrated through the activities and agitations that were consistently visible even after the project funding had stopped. All the future priorities of the concerned state unions were in perfect harmony with AIPTF such as

proper implementation of Right to Free and Compulsory Quality Elementary Education For All, organizing protest camps against Public-Private Partnership, Creating awareness for bringing about gender equality in AIPTF, encouraging youth and women's participation, adopting the amended constitution for a change in the affiliation fee, mainstreaming of teachers working on contractual basis, etc. However sustainability of women members in taking up leadership roles and responsibilities are conspicuous by their absence although administrative visibility of the programme is amply displayed through the construction of fully equipped office buildings in the state, district and blocks. This has instilled a sense of identity and ownership among the union members. A lack of financial resource may thus not be a hindrance to the sustainability of the programme. There is evidence to suggest that local institutions at the district and block level have the necessary technical and leadership commitment and skills to run the union successfully

### **Lessons Learned**

- The severe deficit in documentation process and discontinuity in the periodic nature of reporting process was a hindrance in assessing the real impact of the project. A baseline survey from time to time would have been beneficial in capturing the impact in totality.
- The project's exit policy needs to be in place as all the states did not have the same capacity building measures and development levels. A blanket approach across the country will not yield the desired results.
- The role of AIPTF needs to expand further for greater interaction as far as implementation of project activities and data documentation is concerned.
- The inter-state meetings for exchange of knowledge gained and generated from agitations and activities among the concerned state affiliates have been negligible.

- Creation of office building was a huge incentive for teachers from other organization. It was the most effective means to gain visibility and increase public awareness
- Creating a women cell in each block/district has been influential in bringing them together.
- The senior retired members' keen interest was a strength for the members.

## Conclusion

Compared to TESTF, AUPTF remained at a disadvantage as a result of the government policy of implementing a multi-cadre system for teachers in Odisha. The TESTF achieved their goal of almost all their teachers receiving the Central Govt pay scales. Although women members have been active in creating women's network, assist in surveys and take on social responsibilities, they have failed to be in leadership roles in both the Unions. Their visibility seems to be more concentrated in the peripheral areas of the decision making bodies. Both the state affiliates have office buildings in almost 50 percent of the state districts and blocks. Most of the activities under the Study Circle and the Teachers Organization Development are still being implemented but the frequency of these activities are much less. The post phase-out stage is a witness to the emboldened Unions coming forward to demand their rights after decades of training, educating and strengthening of members towards collective bargaining through the Membership Education programme.

## Recommendations

1. A committee be constituted in collaboration with AIPTF and Lararforbundet to identify indicators and suggest whether the state is ready to be phased out a year before the actual phase-out takes place. A handholding support may provide the state with the necessary strength for eventually being phased out with little/negligible financial implications.
2. A documentation committee be constituted where records can be supervised and documented in output based framework. A data bank needs to be created phase- wise in consultation with AIPTF. Any modification/ amendment may be incorporated from time to time based on the monthly monitoring of the programme.
3. An independent evaluation be undertaken for 'Membership Education' programme at least once during the pre phase -out stage.
4. A gender awareness programme involving both men and women be implemented especially in the remote areas of the states. This may be done under the Women's Network Committee and the union concerned on a quarterly basis.
5. There needs to be a reservation policy in place not only at the micro level positions but also at the state/district level for women members. It is recommended that there should be two positions of Secretaries and Treasurers out of which one may be reserved for women at the state level.
6. An Advisory Committee be constituted with 5-6 members consisting of few senior/retired members who would be willing to participate and supervise some of the programme activities
7. The membership fees be deducted at source once a year and directly be transferred to the concerned bank account of the union office.
8. A series of indicators be identified by the implementing state affiliates in collaboration with AIPTF and Lararforbundet, to assess the preparedness for being phased-out. These indicators will also enable in maintaining documentation of records.

# I. INTRODUCTION

## a) Project Background

The Membership Education project was launched at a time when teachers were ignorant of their rights and privileges. As a result they had the tendency of getting exploited in the hands of the management. Due to their ignorance and uninformed status teachers did not bother to make an effort to overcome problems by organizing themselves. There were no sub-committees, no special funds created, no membership campaign or preparation of campaign material and teachers hardly knew anything about the Union's past history and achievements. A substantial number of female members remained aloof from the activities and if involved, due recognition was not given to their achievements. Education programme implemented by the Trade Union Centres were never taken advantage of, for inculcating awareness at the grass root level. There was no effort to influence the non-members into joining Unions or even forming Unions.

In 1992 when the 'Membership Education' programme was implemented Odisha state it had only 13 districts. By 1994 the state got divided into 30 districts for administrative purposes. The total number of blocks were the same and remained at 314. During the initial period of the programme (1992 - 1995) AUPTF was not too clear about the concept and in 1995 elections took place on 8 May and a General Secretary was elected to take forward the activities. During the years awareness programme for the teachers were ensued but women were not given any priority. Gradually identification of challenges was examined in groups of 4 to 5. Discussions under a proper Chair was held and matters reported and documented. This helped in the bargaining capacity of union and demonstrations of union versus the government started taking shape. Study Circles under the

Conveners Workshop during the years 1996 -2000 were held regularly for 30 members in rigorous 5-day training. But there were almost 50% drop outs post convener training. So AUPTF fought against all odds to achieve its target.

In Tamil Nadu the programme supported by Lararforbundet was initiated in the year 1990 by the State level office. The programme focussed on two major activities - the Convenor's Workshop and the Teachers' Organization Development Programme (TOD). The Convenor's Workshop imparted a membership education consisting of 30 members who were selected at the district level out of which 33% were women. Initially the members mostly belonged to the age group of 40 to 50 years which eventually became 35 to 45 years in age. This workshop prepared the members to understand how a union safeguards the members as a joint front and these trained members then imparted their training to groups of 10-11 people in their own respective blocks.

The background of teachers was such that many were reluctant to join a Union, in case they get victimised or dismissed from service. There was a lack of understanding of the Union by laws and teachers lacked faith in Unions and believed that Unions were anti-govt. Thus forming pressure groups was difficult. Thus influencing the shape of political decisions of the country became a hindrance and policies adopted affected teachers adversely. It became impertinent to adopt strategies in organizing the unorganized by forming sub-committees, establish special funds, organize membership campaigns with campaign materials, utilize the active members, conduct social programmes and develop a closer rapport with teachers, influence the non-members, take advantage of the trade union education programmes for grass root level membership and

emphasize on the concept of 'unity is strength'.

Within such a background, Lärarförbundet in partnership with the All India Primary Teachers Federation (AIPTF), has no doubt left a lasting impression on the primary school teachers. It motivated them to actively and effectively participate in the organizational activities at different levels and to fight for their rights. This partnership is based on mutual respect and understanding, autonomy and flexibility to change or modify the activities depending on the circumstances prevailing in the states.<sup>1</sup> Over the decades AIPTF has grown into a multi - fold organisation with more than 2.3 million member teachers represented through 24 state primary teachers' associations. It enjoys the synergy of several internal and external linkages that it has strived to develop over the years. Today it stands strengthened as an organization to deliver services to its affiliates and continues to support in the entire action oriented programme for achieving universal primary education.

Lärarförbundet (the Swedish Teachers Union) through its concept of 'Development Cooperation' came forward in supporting AIPTF along with its state affiliates for the project entitled "Membership Education", through capacity building, strengthening and increasing trade union awareness for building strong unions. The idea was to develop independent and sustainable unions in accordance to Education International's Policy for providing equal opportunity to and promoting equal involvement of all men and women primary school teachers of India. The core principles and objectives of EI is governed by the concept of Development Cooperation (DC).

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1. AIPTF/EI/Lärarförbundet Project : Triannual Report, 2010-2013, New Delhi

The concept of 'Development Cooperation' is based on the principles of:

- Partnership – based on solidarity, respect and inclusion
- Needs-based and context specific
- Accountability and Transparency
- Long-term - for impact and sustainability
- Strategic – Implemented with clear and agreed objectives and yet flexible enough to adjust

Such a principle has been adopted primarily for promoting activities to strengthen teacher unions throughout the world.

Perhaps this is one of the most appropriate and opportune moment to undertake a study in compiling, documenting and putting together facts to assess the impact of 'Membership Education' project. It was carried out at a national level and the state level in order to transform the state affiliates of AIPTF into strong, independent unions through capacity building of the leaders including women and youth who are motivated and determined to achieve sustainability for their union. The long term project takes into account the needs of the host organization which is implemented by the host organization itself. The project activities were developed such that the host organization is eventually able to run the activities funded by its own budget when the project gets phased-out.

The main agenda of the 'Membership Education' project<sup>2</sup> had a bottom-up approach beginning from the block to district to state. The AIPTF is the implementing agency of this project among all its state affiliates. After implementing for several decades, the measurable goals that were set by the state affiliates were claimed to have been achieved and the unions of six states are declared to being able to manage the various activities of the union's development bringing about sustainability in the

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2. This is more popularly known as the 'Study Circle' project. During the field visit, it was noticeable that the teachers had started to recognize the yellow instruction manual and other related literature on Study Circle and referred to the project as such.



programme without any external aid. As per the MoU, the states that have attained sustainability in strength and financial self-reliance are thus phased out from the mainstream project activities. These states are West Bengal, Tamil Nadu and Kerala phased-out in 2009, Uttar Pradesh and Orissa phased out in the year 2013, and Bihar in the year 2014. The entire project cycle provides a structure that ensures the following:

- a thorough problem analysis
- clear identification and monitoring of stakeholders
- stating the relevant objectives to problems
- closing in on logical and measurable outputs and objectives
- monitoring concentrates on verifiable targets and outputs
- evaluations identifying 'lessons learned' and integrating them for replication
- sustainability defined as the continuous 'flow of benefits'

The states under study, i.e., Tamil Nadu and Odisha had two project coordinators (a man and a woman) who were assigned to coordinate, monitor and supervise the 'Membership Education' project supported by Lärarförbundet. Orientation courses were organized for the state coordinators in order to train them mainly for administrative aspects of project implementation. The guidebook for project implementation was updated at regular intervals with latest information. The project has two main functions:

## **b) The Study Circle**

The concept of a 'Study Circle' includes activities such as Conveners Workshop, Seminars, Creating awareness programme among the union members and so on. The Conveners Workshop is a methodology used to train the Conveners to spread the concept of Study Circles. The training prepares the members to develop leadership qualities and become subject experts. It helps to unionise the members providing quality teaching and education.

It identifies crucial issues that affect children and addresses them with feasible solutions. It also develops a professional and social accountability among the teachers. After obtaining training the members return to their own blocks and districts and impart activities and training to other members at the local level. Usually the total number of members selected in a group at the local level consists of 10 to 11 members. In the post phase-out stage the study circle has been converted into weekend seminars which were found to be more need based and relevant in the present context

## **c) Teachers' for Organization Development (TOD)**

This is a skill development programme for the leaders of the union at different levels. The training is given on leadership skills, decision-making, communication, unionism etc. for better administration of the union. Strategies adopted under this programme is to organise members in unorganized blocks and districts, employ youngsters and women and fix targets to mobilize membership, create women cells in each block and generate awareness for the union.

The purpose of the present evaluation is an attempt to:

- Analyse the results and impact of the project in the phased out states of Tamil Nadu and Odisha
- Document the partnership and activities as adopted by the project
- Assess the preparedness of the states for being phased out
- Understand the strategies adopted by the phased out states for replication
- Assess the performance of the states through indicators for achieving sustainability and independence
- Evaluate the future priorities and whether they are in sync with AIPTF goals
- Highlight the lessons learned and suggest policy recommendations for the future

## II METHODOLOGY & LIMITATIONS OF THE STUDY

### II.1 Scope of the Study

This evaluation study as mentioned earlier concerns the two states of Tamil Nadu and Odisha. Tamil Nadu lies in south India and Odisha lies in southeast India. The states were selected from the phased-out states as a pilot study for evaluation. The selection of districts was purely from the perspective of convenience, time constraint, distance and accessibility to the places. The data base was on the basis of both primary and secondary sources of information.

The secondary sources of information included all the literature available from AIPTF and the two state affiliates of Tamil Nadu and Odisha. Some of the important information was available from the Triennial Report, Project guide book, Study Circle project material, state wise list of activities and agitations carried out during the entire span of the programme. The programme phased out in Tamil Nadu in 2009 and Odisha in 2013.

The primary sources of information were collected through a field visit that was undertaken in the two states with the help of a structured questionnaire. The period of field visit was as per the following schedule (Refer detailed itinerary in Annexure):

- Tamil Nadu (18 - 27 February 2015) for a period of 10 days
- Odisha (12-21 March 2015) for a period of 10 days

The field visit undertaken involved a series of interviews and focussed group discussion (FGD) among the stakeholders, women's network committees, youths, primary school teachers (beneficiary and non - beneficiary), few non - members of the union, office bearers of the state/district/block levels. An open ended

structured questionnaire was prepared for collecting information from the field and mainly to keep the discussion focussed. The list of stakeholders to be interviewed was identified in consultation with AIPTF. The focused group discussion included several members from TESTF and AUPTF. The discussions were held in Chennai and Thiruvallur districts of Tamil Nadu and Khorda and Berhampur districts of Odisha. The list of stakeholders interviewed includes the following:

- AIPTF President, Secretary, and other officials
- The state/district and block level leaders of Tamil Nadu Elementary School Teachers' Federation (TESTF)
- The state/district and block level leaders of All Utkal Primary Teachers Federation (AUPTF)
- Programme Coordinators of Membership Education Programme of TESTF and AUPTF
- Director of Education, Govt. of Tamil Nadu, Chennai
- Minister of Education, Govt. of Odisha, Bhubaneswar
- A few non-beneficiaries and non-members in Odisha and Tamil Nadu
- Women's Network Committees - Leaders at the National and State, District and Block level
- Youth members of the state affiliates of Tamil Nadu and Odisha
- Women members and Women office bearers of both the states
- Youth members cum office bearers of TESTF and AUPTF
- Media Reporters
- Other Members of the state affiliates
- Some school children and parents
- Visit to two primary schools in Chennai and Bhubaneswar
- Meeting the external linkages of TESTF such as the JACTTO members

## II.2 Methodology

The evaluation methodology involved the following activities:

- A basic briefing to the evaluation team
- Desk review of documentation of the available literature based on reports and other inputs received from AIPTF, TESTF and AUPTF. This review will help in ascertaining the baselines and indicators against which the impact would be evaluated.
- Interviews and discussions with all stakeholders as stated earlier in Tamil Nadu and Odisha
- Field visits for discussions, interviews and observations
- Interviews and observations of the officials, stakeholders and target groups to be documented for further analysis. The documentation to be supported by relevant photographs and media reporting.
- Interviews and focused group discussion with relevant Government officials and other stakeholders
- Information and research from other sources and stakeholders who have carried out studies relating to the programme.
- Report Writing and de-briefing/presentation with Lärarförbundet, AIPTF, TESTF and AUPTF team

The key areas in the ToR included the following questions:

1. To what extent did the project prepare the state to be phased out?
2. Growth in Membership highlighting the increase by gender?
3. Changes in Membership Dues?
4. Recruitment and retention of members?
5. Did the concept of Study Circle help the union to increase the membership?

6. Participation of women in the union and women in leadership positions at various levels?
7. Role and responsibilities of youth including women in unions?
8. Which services are offered by the unions to the members?
9. How are those services valued?
10. Types of activities and their frequencies for members?
11. Are there exclusive activities for women members?
12. Role played by the union in educational issues of the state?
13. How relevant and useful were the project activities for the union?
14. Strengths and weaknesses of project planning and implementation?
15. To what extent were the states able to achieve their long term goals or objectives?
16. Which are the future priorities – are they in sync with AIPTF?
17. Do the activities have a sustainable impact?
18. Has Sustainability been achieved in terms of; Administration, Finance, Leadership and other union skills?
19. Which are the lessons learned and recommendations for the future?

The questions under ToR were analysed on the basis of findings arrived at from the field visit and information collected from the State affiliates.

## II.3 Limitations of the Study

One of the major limitations experienced by the Evaluation Team was the lack of information on baseline data based on Monitoring and Evaluation framework, finances and project reports. Due to the huge time lapse, evaluation team could not meet with many of the concerned programme

coordinators such as the earlier Coordinators whose contribution and experiences may have helped in understanding the processes involved in implementation of the programme. Particularly in the context of AUPTF, one of the previous coordinators had expired and another had retired and left and hence she could not be contacted. A lack of data was one of the major constraints faced during the evaluation. This made it difficult to produce the conclusive evidences and data in many cases. However both the current coordinators were available in AUPTF and TESTF.

Identifying an attributing causality for an outcome is extremely difficult without the baseline survey. The outcome of an action could be as a result of a series of combined interventions by various stakeholders. The exact quantum as to which stakeholder contributed how much is extremely hard to pinpoint especially when the state affiliates had been receiving support from other donors. For example creating Women's Network Committee was supported by more than one donor and its difficult to assess what part was contributed by whom.

The time was too short for undertaking a field visit of the two concerned states as many of the information had to be triangulated and validated as a result of lack of information for further authentication. This consumed considerable period of time. Since all the information was not available spontaneously, therefore the analysis has been restricted to only those indicators for which the information was made available. So arriving at meaningful analysis about the efficiency and effectiveness of the programme may get restricted.

The methodology adopted was to consider one weak and one strong district for field visit in order to arrive at a holistic picture within the time frame of ten days. However the weak district in Odisha was difficult to reach and would have taken 2 days one

way to reach from the state capital by train. Hence it was impossible to reach the spot within the time frame. So a slightly modified way was adopted in order to include the weak district into the framework of the study.

A common meeting place was thus fixed with the help of the union concerned based on distances, time constraint and lack of connectivity. So instead of visiting the far flung district of Navrangpur in Odisha, the beneficiaries and stakeholders concerned came from various points to meet at a common place half way down in Berhampur travelling for more than 16 hours. This is where the focused group discussion was held. Each of these meetings at the block level had more than 200 members besides meetings in the state capital, both in Tamil Nadu and Odisha. The sample size was more than satisfactory and was stratified across the districts, age, gender and blocks.

The field visit had to be delayed as teachers were not ready during better weather due to the exam period of the school children all over India. The months of February and March were certainly not the ideal time for the field visit. As a result the teachers were under stress.

## II.4 Organisation of the Study

The organization of the report has six sections in addition to a series of annexure. These are:

- Section I: Introduction
- Section II: Data Base & Methodology
- Section III: Findings & Analysis
- Section IV: Lessons Learned
- Section V: Conclusion
- Section VI: Recommendations

## III FINDINGS & ANALYSIS

This section will particularly focus on the importance of the phase out stage and the level of their preparedness and strategies adopted post phase-out. This section of the study is divided under five major heads under which the key questions will be explored. These are:

- III. 1) Membership and Dues
- III. 2) Women and Youth Representation
- III. 3) Membership Service and Training
- III. 4) Project Planning and Implementation,
- III. 5) Impact and Sustainability

### III. 1) Membership and Dues

#### a) To what extent did the project prepare the state to be phased out?

**Finding III.1.1: While the state of Tamil Nadu seemed well prepared for being phased out but the same was not the case for Odisha which still seemed to need a handholding support, more as a confidence building measure rather than for financial support.**

The state of Tamil Nadu phased out in 2009 but the project activities though modified still continued but at a much slower pace. Being one of the stronger states of the country, Tamil Nadu has displayed ample evidence of preparedness to be phased out. Some of the major achievements of the federation are that all members of TESTF have got their benefits. All types of leave have become regularized for both men and women teachers. The salary of the teachers is at par with the central government pay scale. Moreover all para teachers in the state have been converted into permanent teachers and are no longer on a consolidated pay structure. They all seem to be united except for one district of Kanya Kumari. The TESTF has generated the necessary awareness where every

member realizes the importance of their membership in the union and are able to jointly demand for their justified rights.

However the situation in Odisha is quite different given the multi cadre breakup of primary teachers of the state. The Odisha government's policy divides the teachers into several categories such as the Gana Shikshak (Mass Teachers), the Volunteer teachers, the Shikya Sahayak (Asst Teachers), the Jilla Parishad Teachers (Dist Code Teachers) and the regular teachers. Some of these categories have more categories within themselves. They have their own unions. So the government policies tend to divide the primary school teachers with the result they are unable to unite. While an estimated 60000 teachers must have retired but the new recruitments have been slow in Odisha like Tamil Nadu. This affects the membership adversely. While the state has phased out fairly recently in 2013, but the activities do not seem to continue even at the same pace as that of Tamil Nadu. Odisha belongs to one of the poorest states of the country in addition to being a constant victim to natural calamities. However the AUPTF has no doubt enhanced its awareness drive, created block and district level officers. In some districts like Sundergarh, Kumarmuda block a total of 640 out of 720 teachers are members of AUPTF including many para teachers. This is a major outbreak from the norm. The AUPTF members have contributed voluntarily to help the girl child to continue with her studies, provided snacks to children in addition to SSA's mid day meals and took on responsibility in case of children being suddenly taken ill as was in the case of Deogan Upper Primary School, Keonjhar district where teachers came forward to contribute and save his life. The salary disbursements of teachers now automatically reach the teachers' bank accounts and time bound

advancement scheme has been implemented since 2008. Nonetheless, in the case of Odisha, a handholding support with minimal funding is perhaps still necessary, for a couple of years, more as a confidence building measure rather than financial contribution.

**b) Growth in Membership highlighting the increase by gender**

**Finding III.1.2 Despite the rate of recruitment being much lesser as compared to the rate of retirement among teachers, the total overall number of members was retained without any significant decline for both TESTF and AUPTF. The majority of the members were women.**

Unfortunately both in the case of Tamil Nadu and Odisha more number of teachers had retired as compared to the number of teachers that were being freshly recruited. Thus more teachers are retiring while the number of new teachers appointed is not in the same proportion. However despite the fact, there does not seem to be much of a difference in the magnitude of teachers. In TESTF, one finds the trend lines almost parallel to each other implying there is no significant change in the magnitude of members over the years except for a slight decrease in the male members of TESTF. Despite the government policy of going slow with the recruitment of regular teachers, the post-phase out stage does not register a drastic decline in terms of membership.

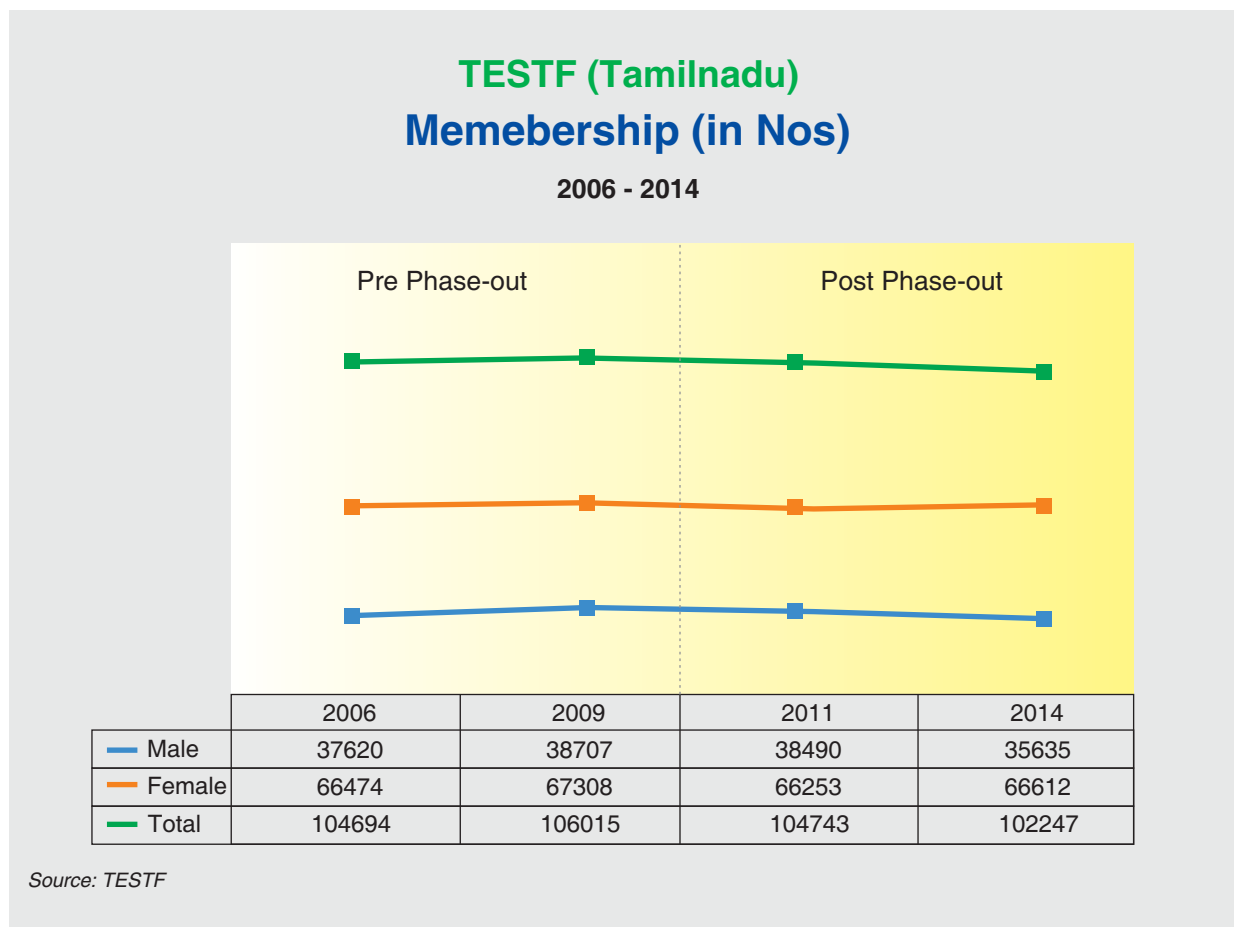


Fig No. 1

The figure shows how TESTF has managed to keep its membership more or less constant in the post-phase out stage despite the government's policy of going slow with the fresh recruitment. In both the states of Odisha and Tamil Nadu, it is mostly women which dominate among the members. The TESTF has about 70 percent women members while the AUPTF has about 60 percent of its members as women. Details about the women members have been dealt in the subsequent section.

The district wise distribution of members displays a skewed trend. A large no of members are mostly concentrated around the north located closer to one of the stronger districts, Thiruvallur. The other pocket seems to be in the southern part of the state. The western part of the state consisting of the districts such as Namakal, Erode and Nilgiri seem to have comparatively a much lesser number of TESTF members. The spread of members in Odisha similarly seems to be sparsely distributed in the districts of Jharsuguda, Boudh, Deogarh and Sonepur (Subarnapur) in the west and Malkangiri in the extreme south of Odisha. The western part of

Odisha comes under the Western Odisha Development Council (WODC) of the state government. This area is noted for its high death rate from starvation and poverty. Odisha also happens to be a state with more than 60 types of tribes. Malkangiri area in the extreme south has a concentration of Koya tribe belonging to the Dravidian linguistic group. It is difficult to approach this area and even more tough to interact with the stakeholders such as the parents and children.

**c) Changes in Membership Dues**

**Finding III.1.3 There has been a substantial increase in the membership fee among the state unions under different phases. TESTF has had a 200% enhancement while Odisha has a 400 % increase from pre phase-out to post phase-out.**

If one studies the trend of membership fees, it is noticeable that there has been a significant rise in the membership fees of both AUPTF and TESTF especially in the post-phase out stage keeping 2005 as the base year.

**Trend of Membership Fees**

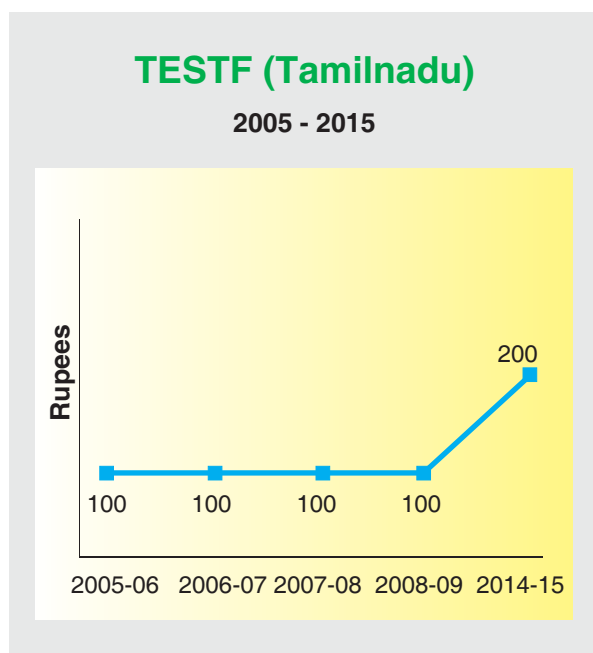


Fig No. 2 (a)

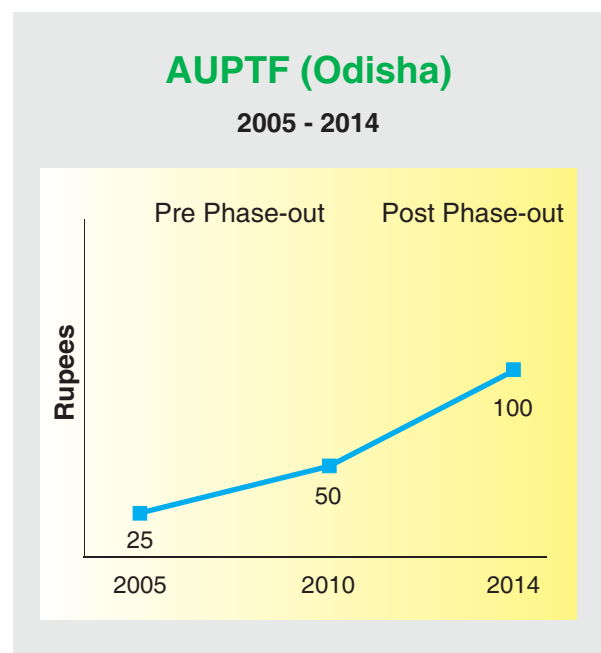


Fig No. 2 (b)

There has been a significant jump in the TESTF membership fees from Rs 100/- in 2005 to Rs 200/- in 2014 (Post-phase out stage), which implies a 200% increase while in the case of AUPTF the increase has been from 25 rupees in 2005 to 100 rupees in 2014 (the post Phase-out stage), implying a jump of 400%. In both the states the membership hike has been significant in the post-phase out stage.

A yearly contribution of Rs 10/- is put aside from the membership fees towards union and project activities expenditure. This was considered as sufficient enough to run the programme smoothly without depending on any aid from outside. Moreover the local participants TA/DA, refreshments are all borne by the local members. There is no fixed rate for sponsors. Therefore expenditure on most of the activities that are held is borne by the local participants. Most of the office buildings have also been built on the basis of

donations or by members' commitment. Nothing is on loan.

### III. 2) Women and Youth Representation

The trend line shows a positive picture on the gradual change in age composition from the pre-phase out stage to the post-phase out stage among the TESTF members based on gender. In fact the post-phase out stage shows a steady increase in the youth population especially among the women followed by the men in the category of <40 years of age. It must be noted that in India the Elementary Education System mostly attracts the women. In fact according to the U- DISE, 2013-2014 report on the 'Elementary Education in India', it states that 41 percent of the teachers in Odisha are women, while Tamil Nadu states around 72% of its teachers being women.

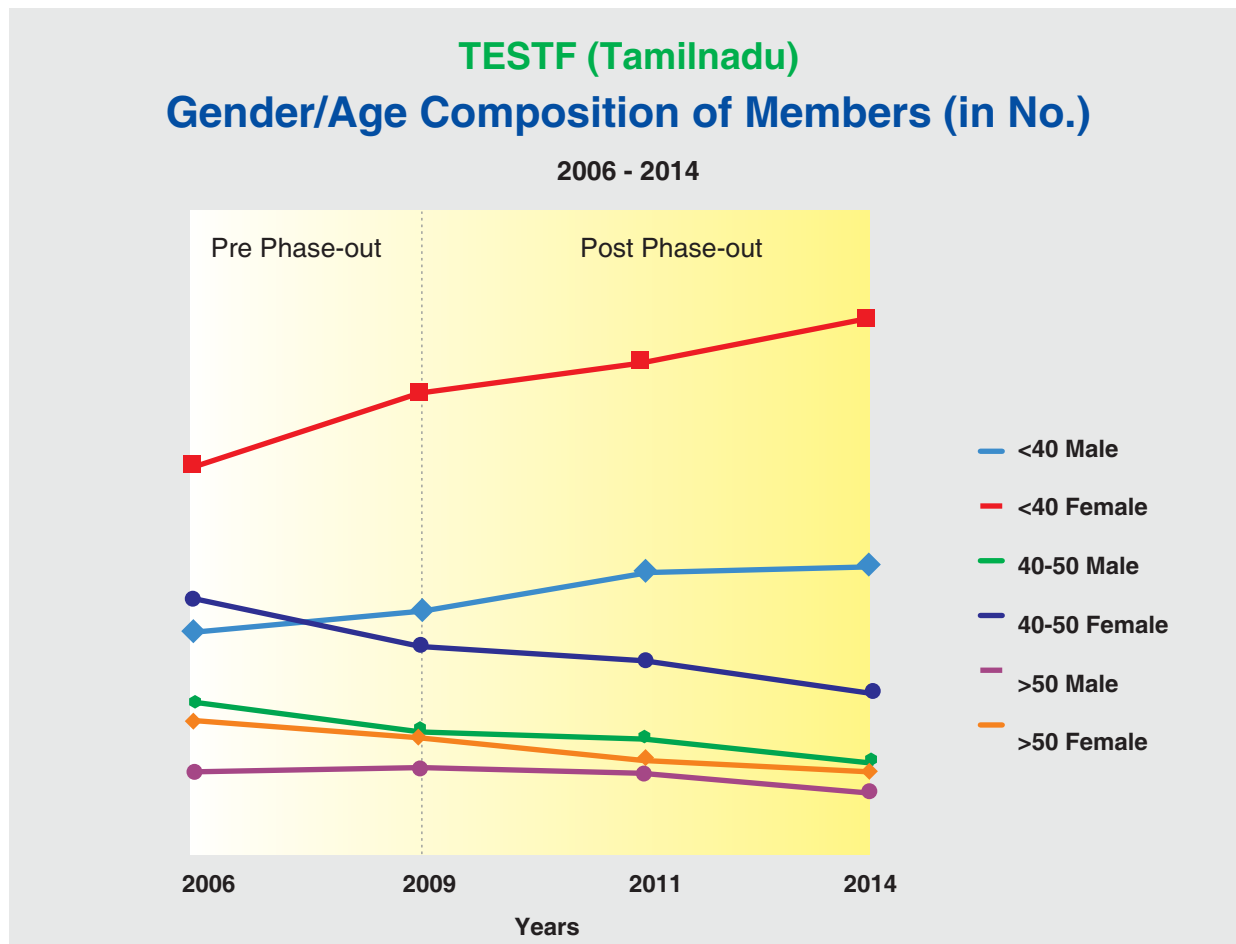


Fig No. 3



The rest of the category among the male and female members show a declining trend particularly the category which is more than 50 years of age. Nonetheless the picture shows that there is great potential and a team of reservoir ready to carry forward the good work put in by the seniors. Women seem to be predominant among the youths who would eventually have to shoulder the responsibility.

#### **a) Participation of women in the union and women in leadership positions at various levels**

**Finding III.2.1 Although women constitute the majority of members in the state unions but their presence is visibly prominent in the peripheral areas rather than among the leadership positions.**

It is a fact that women constitute the majority of the TESTF members in all the districts of Tamil Nadu. Every district has at least a minimum of 53 % women members. Some of the districts have even more than 70% women. In Odisha at least 60 % of the AUPTF members are women in every district. This implies that a majority of the teachers are women. Although women seemed to be aware and participate in most of the agitations but they are mostly second in command. Most of the office bearers seem to be a men's domain. None of the women members are office bearers for TESTF or AUPTF. Upon enquiring from AUPTF, it was informed they don't like to be in the forefront but are willing to pay whatever they are supposed to contribute. They are too tied down with domestic responsibilities.

In Odisha women representation among the office bearers is hardly 11%, while the Executive Council is represented by 29%. For TESTF the women representation in the Executive Council is 28% according to 2014-15 data. This is much lower than the 33 % requirement. Women members are at

most represented as Vice President, Deputy General Secretary, Assistant Secretary, Zonal Secretary, and so on. It is seldom found that they are occupying the positions of district level President, Secretary or Treasurers and none at the state level. The office bearers for this study have been defined as President, Secretary and Treasurer of a state/district. For want of more information it is difficult to comment about the % of blocks that has women as office bearer.

However it needs to be borne in mind that all the office bearers are elected to the positions democratically through an election process from every block, district and at the state level. Women members need to be encouraged to come forward and contest elections in their respective areas otherwise they will continue to remain concentrated around the peripheral areas of the decision making bodies. There are more than 50% of the blocks and a substantial number of districts which do not even have a Women's Network Committee in Odisha. In case of Tamil Nadu, where every block and district has a women's network committee in place, even here, there are no women office bearers in any of the districts. Nevertheless today the women seem to be more outspoken and speak up for their rights. The Study Circles may have been important for giving them the necessary awareness and a voice to unite themselves in a joint manner.

#### **b ) Role and responsibilities of youth including women in unions**

**Finding No III.2.2 Although majority of members are women and the youth, women seem to be more visible in crowds such as demonstrations and agitations while the younger men are promising and were found to be gradually taking over in leadership positions.**

Members below the age of 45 years are considered as youths in TESTF. Among the office bearers in TESTF, those of the office bearers who were below the age of 45 years were 23% out of 93 members.

The office bearers comprises of only the Presidents, Secretaries and Treasurers. Among the Presidents, the percentage of youths constituted 22%, for Secretaries it is 16% and for Treasurers it was 29% for TESTF. This figure reflects a fairly strong base at the bottom who when trained would be able to carry forward the training to many more. The representation of youths among the office bearers for AUPTF is encouraging. Records show a large proportion of office bearers are below 45 years of age in AUPTF. Among the 150 office bearers of AUPTF, 86 % are below 45 years of age. The office bearers of AUPTF however include not only all the Presidents, Secretaries, Treasurers but also the Vice Presidents, Deputy General Secretaries, Assistant Secretaries, Zonal Secretaries and Auditors. Data for the core group of office bearers was not available.

Although women have never been represented at the state level, their participation in many of the agitations including the *jail bhara* (getting arrested) agitation is commendable. This has been discussed in the subsequent section. During the field visit it was amazing to hear about the women members' journey to empowerment and the fantastic work they had been doing both in Odisha and Tamil Nadu. Despite the large scale participation, it is a pity to find that women are still shy and hesitant to come forward and fight elections for holding more responsible positions in the unions.

### **c) Are there exclusive activities for women members**

#### **Finding No III.2.3 Women seem to be instrumental in undertaking social responsibilities, conducting surveys and creating women network committees**

Women are instrumental in handling education problems related to schools and children. A Women's Network committee is in place among all

the blocks and all the districts of Tamil Nadu excepting Kanya Kumari. In Odisha similarly the presence of a Women's Network Committee was also found in many districts and blocks although every district was not represented. Even at the block level many went unrepresented. With the help of AIPTF, the Women's Network Committee were created for greater involvement of women among the state affiliates. Some of the other major achievements of the Women's Network that has benefitted the state affiliates are the 33% reservation for Women Leaders in the Executive General Council and among the Office bearers. This has indeed been instrumental in helping the women to come up at the national level and also to some extent at the state levels. However at the block Level Women Network Committees are not so active. More than 50% of the blocks and some districts are yet to get a Women's Network Committee in place. The Women's Network Committee expressed their satisfaction and was glad to belong to such a forum which provided them a platform to discuss their personal problems and learn from others' experiences. The women gathered information from each other about maternity protection and the laws associated with it. Whether directly or indirectly the beneficiaries are only women at the grassroots.

Some of the women had undergone training programme sponsored by EI, EFA and participated in the survey for identifying HIV/AIDS patients. Women from the AUPTF network were glad to be a part of this committee and were particularly happy that this was an all-women's domain. Among the TESTF many of the women teachers were the same people who had been suspended during the period when they were on an indefinite strike. Some of them were suspended for more than six months. They expressed their commitment and dedication to continue their struggle towards achieving their rights. They were grateful to their union for supporting them during the crisis period.

### III.3) Membership Service and Training

#### a) Recruitment and Retention of members

**Finding III.3.1 Despite the policy of slow pace of recruitment of teachers by the authorities, the trend of members over the years seem to be maintained**

As mentioned earlier the TESTF is the largest primary teachers' organization in Tamil Nadu and the AUPTF is also the largest organization for primary teachers in Odisha. In both these states the rate of recruitment has been slower as compared to the rate of retirement of teachers. However records were not available for either of the states to predict the total number of teachers recruited and the total number that retained.

However field visit experience reveals that whoever has been recruited stays on. Cases of shifting from one union to another have never been heard of from either TESTF or AUPTF. During the field visit in Odisha in fact, there were many para teachers and other teachers who did not belong to AUPTF that came to attend the meeting. They were toying with the idea of joining AUPTF. They even asked questions to the office bearers of AUPTF, about the advantages of joining AUPTF. Hence it appears that whatever number may have been recruited was retained.

#### b) Did the concept of Study Circle help the union to increase the membership?

**Finding III.3.2 The Study Circle concept has created widespread awareness among the teachers maintaining the strength of the union in terms of members**

The concept of 'Study Circle' is an innovative idea of bringing together the members of the union on a

common platform. The activities create awareness among the members. The study circles have been a total success in bringing the union members together to launch joint struggle for achieving their rights. This togetherness has helped in maintaining the total membership. Ms Jaya Valli the Headmistress and Action Committee member found it a privilege to be a part of this Union and stated that the Study Circle was indeed a place where they could share their grievances and solve them as well. They now had the guts to face the administrators and could negotiate their problems very well.

The Study Circle was widely acclaimed across the board. Ms Prasanna Vadanna the Primary School Headmistress felt that their capacity to face problems had enhanced and stated that even while travelling in local trains they adopted the Study Circle method, and formed a group and discussed issues of importance and started informing others. A non-beneficiary Mr Bhaskaran said that he had no training and felt that people with training definitely had more knowledge than them. In one particular school the Headmaster was from another Union but there were six teachers who continue to be members of TESTF. Ms Bhubaneswari another non-beneficiary stated the office bearers are always so helpful. There were cases where officers troubled some lady teacher for medical leave. They were prompt to get such officers transferred.

However statistics do not reflect that it has enhanced members directly as the increase/decrease of members seem to be more of a constant line. This picture emerges despite the fact that more teachers have retired as compared to fresh recruitments. Nonetheless, it has given an impetus to the women members who show an increasing trend among the members of the union. The training of the Conveners develops leadership qualities and helps in identifying leaders at the grass root level. In the pre-phase out stage, the

Study Circle has contributed significantly in bonding the members together and retention has been possible. So even if the numbers do not reflect a significant enhancement in the membership, there has not been any effective fall either. Therefore it may be concluded that the study circle has indirectly contributed in enhancing the members but due to less number of teachers being recruited as compared to the teachers that have superannuated, this factor remains disguised.

### **c ) Which services are offered by the unions to the members?**

#### **Finding No III.3.3 The unions stand by their members at all times of crisis and helps in empowering them for obtaining their rightful demands**

The teachers' union have been responsible for safeguarding the teachers' interest in the state. If necessary joint collaborative action programme have also been organized. TESTF has joined hands with other regional organizations such as the Joint Action Council of Tamil Nadu Teachers Organization (JACTTO) consisting of 28 organizations and several others in order to make the agitation more meaningful. In July 2003, there was an indefinite strike by (JACTTO + many others) for 35 days. It consisted of 170241 members out of which a good proportion of women participated. All of them were suspended and terminated. Around 156000 got their jobs back after 35 days, while the rest 6072 remained suspended for 6.5 months.<sup>3</sup> Finally they were all restored back in Feb 2004 without any service discontinuity. Among these were several women members who were so impressed by the TESTF who kept them going when their salary had stopped. More than 5000 women participated on their own expense in TESTF agitation. The agitation was of 14000 participants

and two days out of four days were exclusively with women participation.

TESTF has also created a separate wing of retired teachers with around 10000 members who participate in the leadership training programme as well.

The State office bearers take care of the main office activities including negotiating with the government, networking with the Secretaries at the district level, handling teachers' problems, implementing activities, etc. In addition the State Office is responsible to organize one Executive Council meeting per year. The Executive Council consists of all district secretaries, one district representative, present state level office bearers, former state level leaders, etc. The organisation has been able to reinstate the central pay scale for all TESTF members, regularise all leave and has been successful in doing away with the system of para teachers working on a consolidated pay structure.

Regular activities are held such as awareness camps, for achieving the Right to Education Act, the Private Public Partnership, the new pension versus old pension scheme, the remaining para teachers to become regular teachers, strengthening the women teachers, implementing a dress code for teachers in Odisha. The salaries are directly credited to the bank accounts and implementation of elementary cadre rule, and implementation of the recommendation of sixth pay commission.

In the case of AUPTF, the chaotic condition of Odisha's primary school teachers constitutes around 2, 62,000 teachers. However only about 40,000 are regular teachers. Another 50,000 posts are vacant. This was stated by the Odisha Education Minister. The AUPTF has been consciously working towards creating awareness

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3. TESTF, List of Agitations (1991 - 2014)

not only among its members but also the parents for achieving quality education. They are also active in the implementation of the RTE, removing the salary differentiation among the cadres given the fact that the work load is the same. It has successfully created block level and district level officers. An account in the State Bank of India has been opened for Teachers' Welfare Fund for meeting emergencies. It's at an annual contribution of Rs 120/-per annum. The AUPTF members have been contributing to the School Management Committee (SMC) in order to serve tea and biscuits during meetings, and to provide additional snacks to children over and above the midday meals served to children by SSA. At present the salary disbursements of teachers automatically reach the teachers bank accounts. All time bound advancement scheme has been implemented since 2008. The union of AUPTF acknowledges that this could not have been achieved without the 'Membership Education' Programme.

As the phase-out stage got closer, the services by the union became more crystallized and visible. The services provided by the union may be summarized as follows:

- Safeguarding the rights of their members
- Improving the working conditions
- Creating Group Insurance scheme
- Creating awareness of trade union rights
- Promoting Professional Development

**d) How are those services valued?**

**Finding No III.3.4 The unions seem to rule the hearts of their members through the services and benefits enjoyed by the members who in turn respect and have full faith and are always confident to take up anything that their union suggests.**

The members expressed their gratitude to TESTF especially the women members who had been suspended during the 2003 agitation. Some of them

expressed their anguish as both husband and wife were suddenly unemployed. They were grateful that TESETF had come forward in such a great manner and been so magnanimous in standing with them like a firm pillar. They were now willing to go to any extent for the cause of TESTF and their teaching community. They even consider the Union like a place of worship where all problems can get solved.

In the case of Odisha, members in general were devoted to AUPTF who had been fighting for their salary to be at par with the central government employees. They all were willing to agitate further for achieving their rights. However they seemed to be more inclined to be loyal to the individuals within the union rather than the union in general. As long as that individual is in the union they get attracted. The young union leaders need to work harder in order to gain the same loyalty.

**e ) Types of activities and their frequencies for members**

**Finding No III.3.5 Project activities have been undertaken in a routine manner although the magnitude of these is much slower. But the union activities are much more rigorous and frequent in the post phase-out period.**

The project activities in the state of Tamil Nadu are still being undertaken in the post-phase out stage, although at a much slower pace. During the field visit, TESTF members were well aware about the Study Circle and knew its importance. The TESTF have been continuing these activities with their own funds. However the pace at which they used to be held are much lower in numbers. The Conveners Workshop which used to be held 4 to 5 times a year during the phase out stage is being held only 2 to 3 times a year in the post-phase out stage. However the number of weekend seminars and TOD has gone up. The TESTF claims that most of the districts have been covered and more than 50% of

the members have received the training. So in the post-phase out stage they hold weekend seminars as they find it much more convenient, cheaper, impactful and need based.

In terms of no of participants, the figure reveals more number of women participants in the post-phase out stage as compared to the pre-phase out and the phase out stage. The number of participants has remained more or less the same in the post-phase out stage. In terms of number of workshops held and the dropouts the figure reveals how the frequency of workshops has reduced during the post-phase out stage. Nonetheless the dropouts have remained more or less the same or have even decreased in number in the post-phase out stage in comparison to the pre-phased out stage and the phase-out stage.

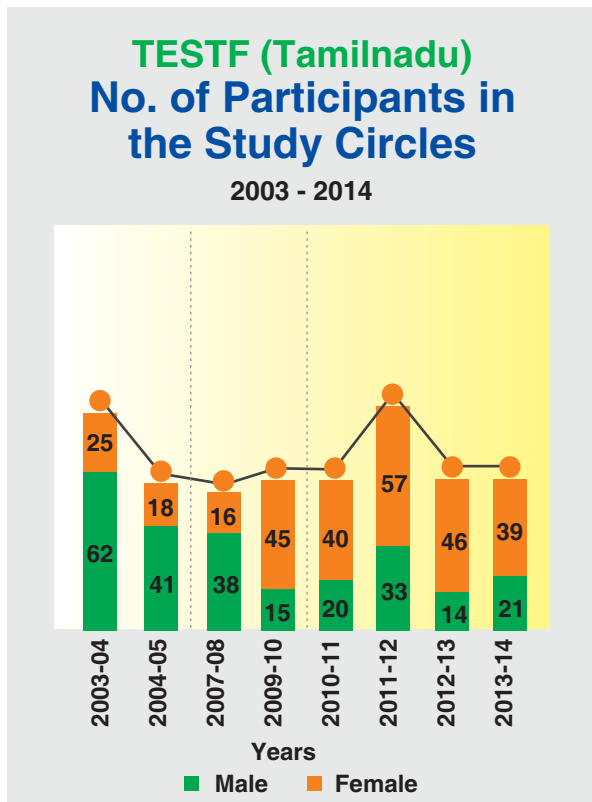


Fig No. 4.a

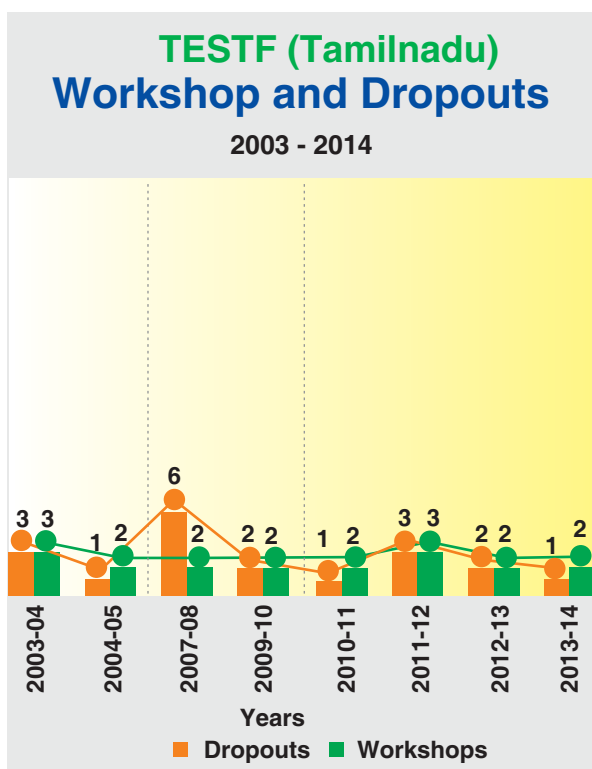


Fig No. 4.b

The state of Odisha has phased out in 2013 and is still too early for the post-phase out picture to emerge. However from the field visit observation, the study circles did seem to be much thinner in the post-phase out stage but nevertheless are in a continual mode. There has been a decline in the duration of the training from 5 days to 3 days. What went on regularly were the activities such as creating awareness camps for activities in favour of RTE on a continuous basis during the post phase-out, holding of demonstration against the implementation of Public Private Partnership, new pension scheme versus the old pension scheme, etc. This was most active and being seriously undertaken more in the post phase-out stage as compared to the pre phase-out stage.

### **III.4) Project Planning and Implementation, Partnership, Role of AIPTF, Strategic Choices in light of the Phase out**

#### **a) Role played by the union in educational issues of the state**

**Finding No III.4.1 Whether it was an issue of Public Private Partnership or implementation of the RTE act, the Central pay commission recommendations, restoration of old pension scheme the unions have always been at the forefront**

Tamil Nadu and Odisha have both been active in the state's educational issues and have been in the forefront of launching agitations against the public private partnership and in favour of implementation of the Right to Education act. Several other activities are implemented under the leadership of TESTF such as seminars, improving the quality of education, assisting with the government schemes for teachers, Continuous & Comprehensive Evaluation (CCE), Activity Based Learning (ABL), Simplified Active Learning (SAL), etc.

The AUPTF has also been involved in collaboration with All Odisha Lower Secondary School Teachers Association (AOLSSTA) and Odisha Secondary School Teachers Association (OSSTA) in putting up protests with the state government for bringing about a change in the staffing pattern, separation of standard-8 from high schools, creation of head master posts in all primary, and upper primary schools, protest against the appointment of teachers on contractual basis and mainstreaming the existing para teachers. Promotion in 80% of administrative posts by elementary teachers, exemption to teachers from duties and responsibilities such as those involved in construction of school building and preparation of midday meals under the SSA programme, recruitment of a peon cum watchman in upper

primary schools, and developing the school curriculum of Odisha.

AIPTF has been instrumental in providing the handholding support that the state affiliates needed from time to time. From the stage of project planning to project implementation, AIPTF has remained involved in monitoring and supervising the study circles, finance disbursement, seminars held, and guiding the states in the implementation of activities. Regular project meetings are held among the states where 'Membership Education programme' is still ongoing. Problems by the state office bearers are put forward and discussion is held as to how to resolve these issues. Given its vast vertical and horizontal linkages across the length and breadth of the country and beyond AIPTF has had the advantage of networking with several national and international bodies for establishing important decisions and policies related to the education system of the country. AIPTF has been a member of the National Curriculum Framework review committee since 2014 with the National Council of Education, Research & Training (NCERT). It is a member on the Editorial Board of the Journal called "Teacher Support" published by National Council for Teacher Education (NCTE). As a member of the National Commission for Protection of Child Rights (NCPCR), it worked together on the Corporal Punishment Committee which yielded results with the synergy of other organizations in putting a ban on corporal punishment up to class 8th. This was implemented since 2010. This is to mention only a few of its linkages besides the President of AIPTF being member of national and international organizations (Refer Annexure on Linkages). It has been in negotiation on the issue of Public Private Partnership (PPP) not only with the government but also at the global level. The RTE act has already been adopted and implemented in 2009. Without the joint effort of the state affiliates and AIPTF and the civil society organization at the national level, it may not have been possible to win the several milestones and accolades that the forum has achieved.

Needless to mention that some of the major strategic choices adopted include advocacy, lobbying, dialogue, undertaking research & publications for achieving their goals.

**b) How relevant and useful were the project activities for the union?**

**Finding No III.4.2 The Project activities' relevance and usefulness has been instrumental in attracting mass mobilization for several demonstrations held by the union**

The 'Membership Education Programme' started more than two decades back when the target group might have been disoriented, unaware and struggling with the over loading of job responsibilities. The term 'Union' did not have much relevance for them as disclosed during the field visit. The introduction of the 'Membership Education Programme' has indeed created awareness among the primary school teachers and instilled a voice to exercise their rights. Through the project activities, the members know how to put up a struggle jointly and also understand the importance of a Union. The conveners training brought out the leadership skills among members and this was further passed down through generations of teachers. To understand the programme it must have taken some period of time as stated during the field visit and the impact may not have been so drastic at the inception stage but gradually the activities and agitations gathered momentum with the passing of time.

The project ended in 2009 for TESTF and in 2013 for AUPTF, but it is commendable to find that TESTF and AUPTF has been consistent with their activities and agitations and voicing their rights through appropriate actions and at appropriate platforms particularly in the post-phase out stage. The vigour and excitement in these actions can be visualized merely by the strength of their

participation in various agitations (Refer figures). Never has this number been less than 10,000 for any agitations. A detailed discussion about the agitations is in the subsequent sections. The project activities have bonded the union members over the years and today they stand more united in the post-phase out stage as compared to the pre-phase out stage.

**c) Strengths and weaknesses of project planning and implementation**

**Finding No III.4.3 The project's strength can be enhanced manifold provided it takes into account the situational analysis of the state where it is being implemented with a proper exit strategy in place**

The project was one which was introduced at an opportune moment and timely implemented in creating the necessary awareness and combining all to move forward in enforcing the 'Right to Education' Act, 2009. This was a fundamental right and brought about euphoria among the activists across the length and breadth of the country. The synergy of all was successful in putting India within a rights' based framework. The project's strength was that it was within the mandate of the six EFA goals and eight Millennium Development Goals (MDG) that were to be achieved by the year 2015.<sup>4</sup> Achieving 'Universal Primary Education' has been the main goal of one and all from the global to the national and the regional levels.

The project's greatest strength was that it was coordinated through the All India Primary Teachers Federation (AIPTF) which enjoys the synergy of several internal and external linkages through which it has strived over the decades. AIPTF along with its more than 2.3 million member teachers represented through 24 state primary teachers' associations has been the right forum to take forward the Membership Education Programme from a holistic perspective. It

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4. Millennium Development Goals:  
[http://en.wikipedia.org/wiki/Millennium\\_Development\\_Goals](http://en.wikipedia.org/wiki/Millennium_Development_Goals)



has developed and stands strengthened as an organization to deliver services to its affiliates and continues to build itself with action oriented programme in achieving universal primary education. The state affiliates respect the Federation and look up to it for strength and support in every endeavour. The project has brought in a high sense of awareness among the members through which they are now aware about their rights in addition to their duties and responsibilities. They understand the importance and relevance of a union and have learnt how to struggle together to achieve their rightful gains.

A glance at the list of agitations launched by the unions reveals how as one gradually proceeds towards the post-phase out stage, the agitation seems to be swelling in terms of number of participants and in obtaining achievements. This would not have been possible without the project activities being held over decades in training, educating and strengthening the members into collective bargaining.

It is also important to study the weaknesses in the membership education programme. This programme has been implemented for more than two decades but lacks in maintaining a regular baseline survey information. There have been no evaluation mechanisms in place from time to time. There has been a severe deficit in the supervision of documentation without a common format. Continuity seems to be breaking both in terms of documentation and implementation. Over the years the education system, multiple breakup of districts, and the international priority of policy education has been changing drastically. But the project does not seem to include the provision of adaptability to changes according to the environmental demand. A short evaluation from time to time and undertaking of a baseline survey would have gone a long way in understanding the real change over different phases of time. This hinders in assessing the project's impact in totality due to the lack of

baseline survey and non-maintenance of documentation. The project's exit policy needs to be not only focusing on the financial tapering of the budget but also recognize the fact that all documentation are in place.

Moreover there cannot be a blanket approach across the country. All states are not the same. Some are big and some are small in terms of population, area, development indicators. For some financial burden may not be the issue but a handholding support may still be needed for a longer time. One cannot equate all states on a common platform.

However the usefulness of the project cannot be undermined as it has helped the stronger states to develop further and the weaker states to be able to stand up.

### **III.5) Impact and Sustainability**

**a) To what extent were the states able to achieve their long term goals or objectives**  
**Finding No III.5.1 Activities and Agitations are consistently visible even after the project funding has stopped, implying that the determination to carry forward the legacy of achieving their long term rightful demands is firm**

Although the frequency of activities may have diminished in the post-phase out stage but the unions in question seems to have achieved their power for collective bargaining and have been able to launch rigorous agitations for attaining their long term goals. The AIPTF concerned state affiliates have shown tremendous consistency in carrying forward their demonstrations for achieving the long term objectives. It is commendable to find that TESTF and AUPTF has been consistent with their activities and agitations in voicing their rights through appropriate actions and at appropriate

platforms particularly in the post-phase out stage even much after the funding from Lararforbundet had stopped. The vigour and excitement in these actions can be visualized merely by the strength of their participation (Refer Annexure). Even as late as Nov 2014, there was a block level rally and a *dharna* (sitting on strike) organized in which 65,000 teachers participated. In Dec a district level rally and a *Dharna* was held with the participation of 50,000 teachers. In January and February 2015, two specially called state level EC meetings were held about a discussion on joining the JACTTO. One District Level Planning and Preparation meeting was held regarding JACTTO activities. Here all the 28 different associations participated. In March 2015, a one day Propaganda Rally and *Dharna* at the district level was also held.

The types of agitations from time to time has been

mainly *Dharnas*, rallies, strikes, block level conferences, hunger strikes, *Jail Bhara Andolan*, etc. In fact the year 2010 witnessed a wide variety of agitations where more than a hundred thousand people participated on and off during the year. A total number 3 days were spent in all kinds of agitations throughout the year. The figure shows that the types of agitations were varied and more in number during the post-phase out period. The TESTF has thus managed to achieve most due to their persistence struggle.

The AUPTF has also spent around 14 days throughout the year for holding meetings, agitations and action oriented activities such as rally, token strike, etc. It was evident that activities and agitations had become a part of the system in both the unions. They were aware of their rights and were confident in achieving them!

## Types of Agitation & Activities

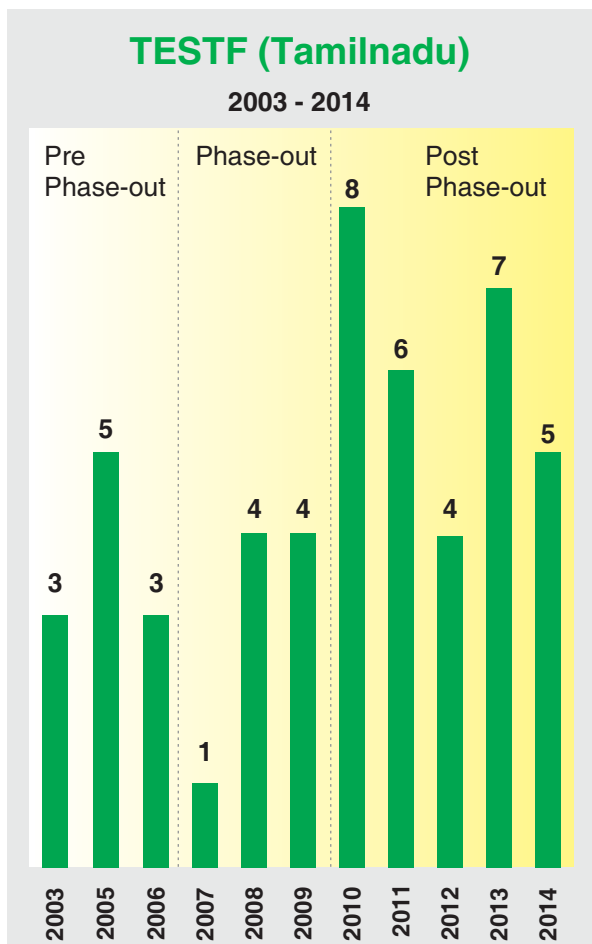


Fig No. 5

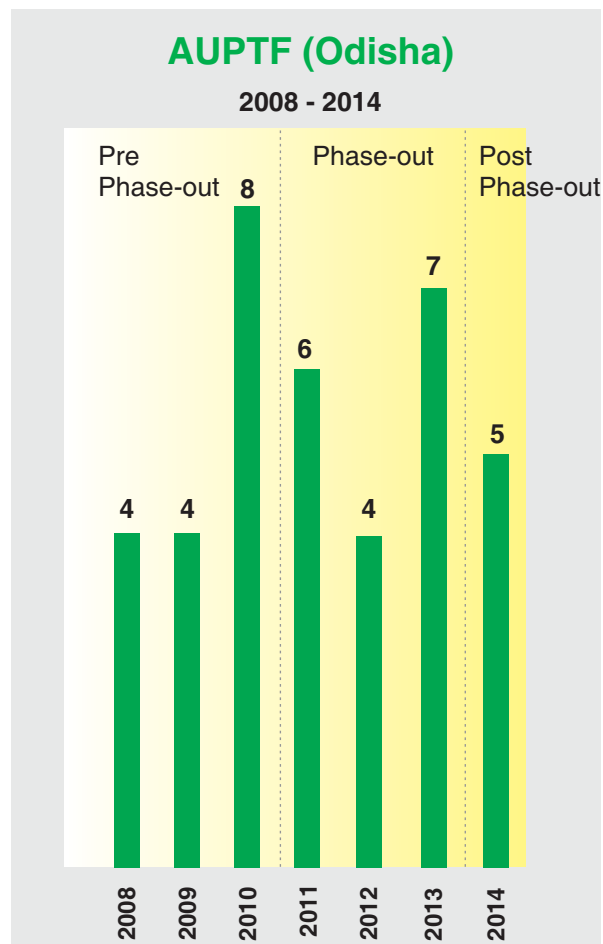


Fig No. 6

**b) Which are the future priorities – are they in sync with AIPTF?**

**Finding No III.5.2 All the future priorities of the concerned state unions are in perfect harmony with AIPTF**

The issue that haunts India presently among the Civil Society Organization is the Public Private Partnership of Education. This initiative stands to threaten the closure of many government schools. Some of the students who have achieved laurels may have received private school education but the fact is that a vast majority of Indian school children attend government-run primary schools especially in the rural areas. This is a serious cause of worry for the several 1, 00,000 primary school teachers. The state affiliates are already in the active mode for stopping such a move by the government and are united in putting up a joint front with AIPTF. All future priorities of the state affiliates are in perfect harmony with AIPTF.

It is of relevance to mention that the selected agitations and actions have indeed contributed significantly in achieving dividends for the primary school teachers in India in general. These may be as follows:

- Enabling the target group to realize proper implementation of Right to Free and Compulsory Quality Elementary Education For All
- Organizing protest camps against Public-Private Partnership and commercialization of school education
- Expressing grievances for the non-implementation of recommendations of the Sixth Central Pay Commission
- Creating awareness for bringing about gender equality in AIPTF
- Encouraging youth participation including women in activities such as agitations, rallies.
- Adopting the amended constitution for a change in the affiliation fee structure.
- Mainstreaming of teachers working on

- contractual basis in the concerned states
- Restoration of old pension scheme

**c) Do the activities have a sustainable impact?**

**Finding No III.5.3 Sustainability has almost been achieved through the activities but there remain some gray areas of low participation among the women members in taking up leadership responsibilities**

Needless to mention that the activities have had a sustainable impact. The Right to Education act that was implemented since 2010 was initiated with tremendous effort as early as 2001. Most of the primary school teachers' salary in the concerned states is now at par to the Central government pay scale. In Tamil Nadu there are no para teachers and all teachers are regularised under a proper pay scale. Election of their union office bearers were democratically undertaken at regular intervals. The membership fee structure had been enhanced for all members.

The entire organisation structure is based on democratic ideals, the focus being on encouraging the youth to come forward and at the same time usher in gender equality according to international mandate.

It was amazing to find women participating in all nook and corner of the activities and agitations even to the extent of being arrested and put in prison. The agitations and activities are all done by members at no added expenses. They spend their own money most of the times such as on local transport to travel to the destination. On one occasion Ms Mehraj Bano from Pudukkotai was in prison on her wedding day. And she was proud of the fact. She stated that the Federation through Lararforbundet has built her confidence and has helped all of them to fight for their rights. The members were so convinced about the importance and impact that this project had created on their lives that they were ready to take on

all kinds of added responsibilities. Many of them were already busy and committed to build their own office building. It was indeed remarkable to find that activities including the training programme were still being carried on albeit at a slower pace. However the agitations were in full swing implying that the unions were serious about achieving their target.

**d) Has sustainability been achieved in terms of Administration, Finance, Leadership and other union skills?**

**Finding No III.5.4.1 Administrative visibility of the programme is amply displayed through the construction of fully equipped office buildings in the state, district and blocks. This has instilled a sense of identity and ownership among the Union members**

Both TESTF and AUPTF have been forthright in bringing about visibility into the identity of the whole programme. They have been administratively strong by constructing their own office buildings. Office buildings have been constructed in about 17 to 18 districts in each of the state and more than 30 from among the blocks in Tamil Nadu and Odisha. Given the fact that funds have been mostly collected from donations and other charity it is not easy to create an office building.

After the super cyclone that hit Odisha, AUPTF was completely destroyed. It was then that Lararforbundet came forward and donated 5000 USD in 2002 to AUPTF for building their office consisting of 10 rooms, one conference hall, one kitchen and one dining space in addition to five toilets. A total of Rs 40 lakhs was envisaged towards the expenditure for this two storey building. AUPTF has three state office buildings in Cuttack, Puri and including the one in Bhubaneswar which is likely to be operative soon. In addition land has been allocated for another state office building in the district of Jharsuguda.

The TESTF similarly has two state buildings in Chennai. The evaluator was fortunate to be able to hold all the meetings of Chennai in the state office. It was a pleasure to see people in their respective tables working on their desktops. A joint committee meeting with JACTTO and other organizations were also being held in the hall at the ground floor. There was a sense of belonging among the members and all were careful to open their shoes and slippers outside before entering the office rooms in order to maintain cleanliness and hygiene. This was certainly an achievement to bask in!

**Finding III.5.4.2 Lack of financial resource may not be a hindrance to the sustainability of the programme**

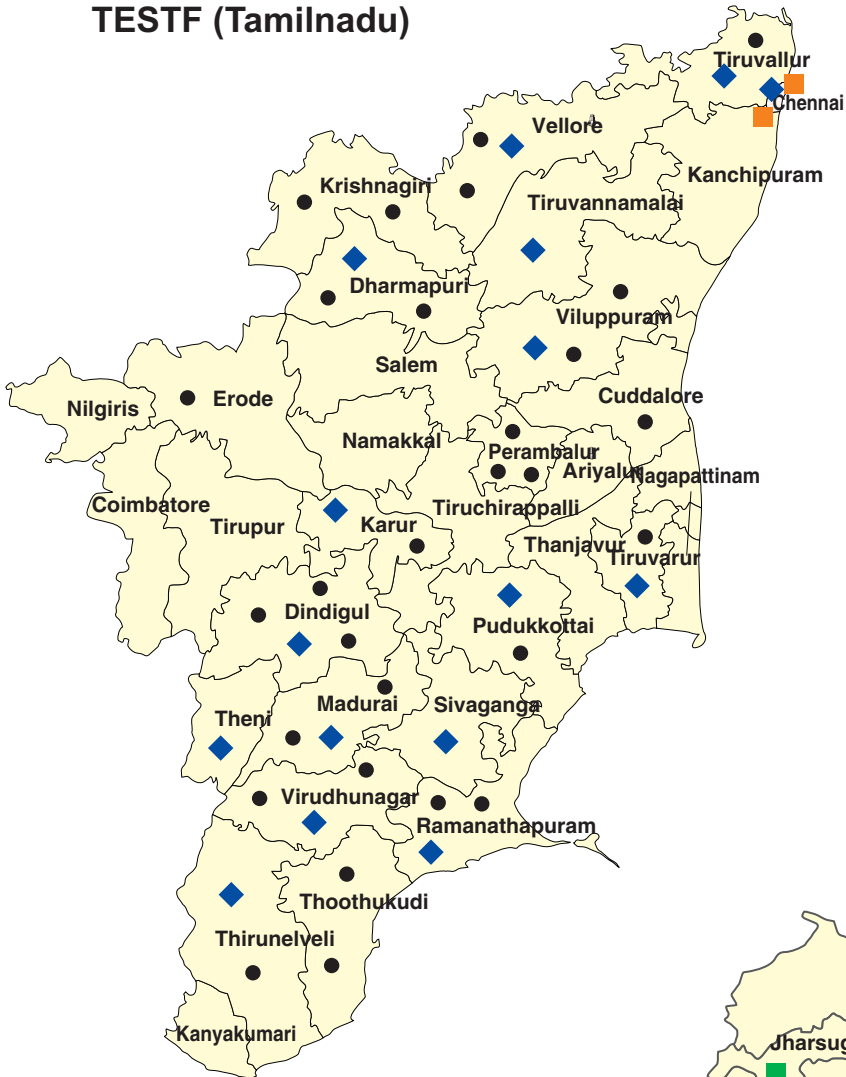
With a majority of the blocks and districts constructing their own office building itself reveals that the TESTF and AUPTF mean serious business. These constructions of office buildings are without loans and are purely undertaken with their own efforts and from donations of committed members. Financially they seem sound enough and monetary problem does not seem to be a deterrent factor in achieving sustainability.

The concerned state affiliates have put away a yearly contribution of Rs 10/- from the enhanced membership fees towards carrying forward the activities of the 'Membership Education Programme'. This was sufficient to meet the expenses towards project activities.

Moreover all expenditure on activities is mostly borne by the local participants. It was apparent that all the meetings and study circles are held at practically zero or minimum cost. The Women's Network Committee on the other hand managed their expenses partly from funding from other sources and partly with their own resources. Given the background it is less likely that there can be any threat to the sustainability of the programme on the basis of a financial crunch.

# Office Buildings

## TESTF (Tamilnadu)



- State Office Building
- State Office Building (under construction)
- ◆ District Office Building
- Block Office Building

Fig No.7

## AUPTF (Odisha)

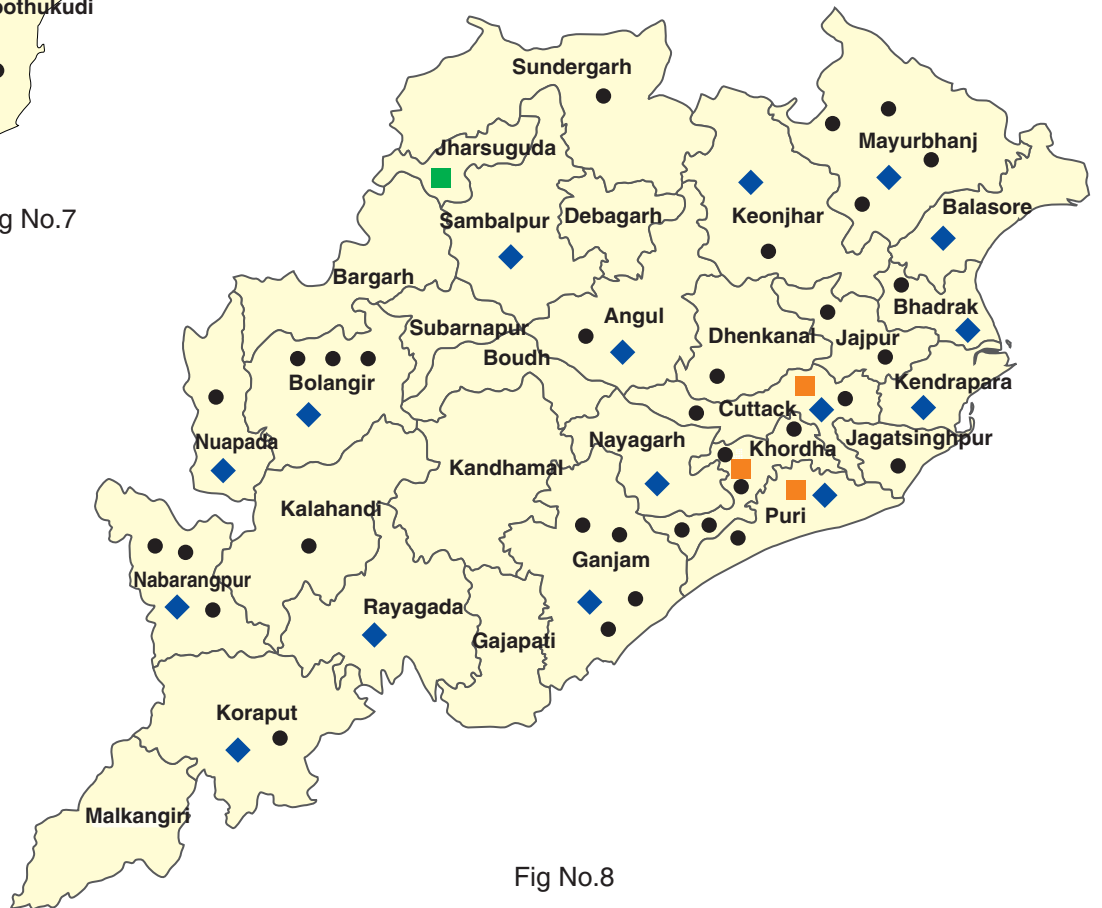


Fig No.8

**Finding III.5.4.3: There is evidence to suggest that local institutions at the district and block level have the necessary technical and leadership commitment and skills to run the union successfully**

The sample districts selected for the field visit were on the basis of one strong district and one weak district. These sample districts revealed enormous bonding and attachment to the children and their school. Among the TESTF the districts visited were Thiruvallur and Chennai. Thiruvallur is among the top five districts which have the highest number of youths below 40 years of age both in terms of male and also in terms of female. It is also a district where women TESTF members were higher as compared to male members. The block of Ellapuram which was visited during the field visit had a perfect balance of men and women teachers. During the meeting one could see the close knit family like relation that was exhibited among each other. Each one had a role assigned to them and they all knew their roles and responsibilities. All the 14 blocks were represented in the meeting. The determination of the representatives from this district clearly displayed that they meant business. They were united while stating that the training had taught them how to administer the union. They even went a step further stating that now they understood the duties and responsibilities of a teacher.

The sample district that was undertaken for AUPTF was Khorda and Berhampur. A similar situation was experienced from the members who came from various other districts and blocks. People came from far travelling overnight in buses and reaching around 4am. The meeting was to follow in the morning. Members were clearly exhausted but did not want to miss even a minute of the meeting. It was hot and sultry but the AUPTF members were waiting to put forward their points. Many of them came from border areas which were difficult to access. The districts which were poorest of the poor and tribal areas were also represented.

A mixed meeting of teachers from all cadres is organized every month between 15th to 20th of the month. This cadre was created in Feb 2015. They stated that in Odisha 90% of the schools had no electricity, boundary wall and water supply. The only refreshing activity in their life was the Lararforbundet activities and they will not give it up under any circumstances despite all the natural calamities that have struck Odisha from time to time. It was evident that the unions seemed confident to carry forward the knowledge they had gained from the Membership Education Project.

## IV. LESSONS LEARNED

It has been observed that activities and agitations differed from phase to phase. Some of the activities like study circles have shown a decline while agitations have become more vociferous and vibrant in their action in the post phase out stage.

The study suggests the following:

- The severe deficit in documentation process has become a hindrance in assessing the real impact of the project. A baseline survey from time to time would have been beneficial in capturing the impact in totality. Identifying the measurable performance indicators in the post phase-out stage has been challenging due to a lack of information in baseline data and discontinuity in the periodic nature of reporting process of programmes implemented. There was no common format in the reporting process among the states concerned. It varied from state to state and phase to phase. A short evaluation from time to time would have gone a long way in capturing the real impact over the different phases of time.
- The state's spatial variation and situational analysis seems to have been ignored. The project's exit policy needs to not only focus on the financial tapering of the budget but also recognize the fact that all states do not have the same capacity building measures. Therefore some may pick up faster than the others. A blanket approach across the country will not yield the desired results. In some cases financial burden may not be an issue in the post phase-out stage but a handholding support may still be required to pull them up. Judging them on a common platform could wash out the entire impact achieved before being crystallized in the post phase-out stage.
- The project has been in implementation for more than two decades. Over the decades the education system has changed, the number of districts has multiplied, and the international policy towards education has undergone tremendous changes. Such changes have not been envisaged by the project, lacking adaptability to new situation.
- The role of AIPTF has been more than a simple facilitator in the transfer of funds. It also acts as a monitoring authority providing both academic and monitoring support and implementation of half yearly plans. However there is a need for greater interaction as far as implementation of project activities and data documentation is concerned.
- The inter-state meetings for exchange of knowledge gained and generated from agitations and activities among the concerned state affiliates have been negligible. This would have enabled a stronger state to contribute in assisting a weaker state. Instead of competing with each other, they need to supplement each other. Thus innovations and relevant interventions does not become reinventing the wheel all over. Resources and time could be more effectively used for other productive outcomes.
- Creating the office building was a huge incentive for teachers from other organization. Many came forward and got linked to the union. It was the most effective means to gain visibility and increases public awareness
- Creating a women cell in each block/district has been influential in bringing them together. This is a platform where women can jointly discuss and solve their individual and professional problems. They are also able to cross check with colleagues on various issues for a better understanding.
- During the field visit, the senior retired members were keenly taking an interest in the union activities. Their experience, guidance and handholding support will be an asset and a good source of encouragement for the youth members.

## V. CONCLUSION

The Membership Education project was launched at a time when teachers remained outside the domain of important policies adopted for the target group by the management. This affected the teachers adversely. The concept of 'unity is strength' became a most important strategy in order to achieve 'collective bargaining'. The Lararforbundet in partnership with the All India Primary Teachers Federation (AIPTF), has no doubt left a lasting impression on the primary school teachers. It motivated them to actively and effectively participate in the organizational activities. The two states under study were Tamil Nadu and Odisha which phased out in 2009 and 2013 respectively. The funding from Lararforbundet tapered over time and ultimately funding was stopped when the unions became self-sufficient and were in a position to take over and manage their own expenses. Implementation of democratic ideals became a focus for encouraging the youths and women to come forward and take on responsibilities of the organisation. Though women participated in all the agitations even to the extent of being arrested and put in prison, their presence in the decision making bodies are hardly visible. Their absence of representation among the office bearers at the state and the district level was conspicuous. They are scanty at the block level which is still lagging behind in initiating Women's Network Committee. Thus the strategy adopted by the democratic processes has not translated into action as far as gender representation is concerned. In terms of youth, it is encouraging to find a well represented body in the unions. The TESTF and the AUPTF had some exemplary cases displaying the passion and vigour of the youth members to take the programme to greater heights.

Compared to TESTF, AUPTF remained at a disadvantage as a result of the government policy of implementing a multi-cadre system for teachers

in Odisha. AUPTF are now in the process of including other promising non-regular teachers who have the potential to become members of AUPTF. This was being achieved by working towards the need based objectives that warranted immediate attention. AUPTF has adopted policies to include accomplishing Central Govt Pay Scale for all teachers which is not yet achieved despite a long fight of nearly 10 years. The correction of the cadre rule for the elementary school teachers was another important issue that they are still struggling for.

The TESTF on the other hand has been at an advantage where almost all the teachers have received the Central Govt pay scales although they are still agitating for the second grade teachers to achieve the same. The TESTF members seemed more united and have Women's Network Committee in every district and in many of the blocks. Women members in general have created the women network committees, involved in several surveys and take on social responsibilities in both the Unions. Women participate and come forward in full vigour and strength in the agitations organised by their respective Unions. They are confident that their Union will always protect them from being victimized and also safeguard their rights. However the visibility of women seem to be more concentrated in the peripheral areas of the decision making bodies. Both the state affiliates have office buildings in almost 50 percent of the state districts and blocks. This creation has brought about a visibility of their existence. In Odisha they even have a dress code and all the primary schools of the state are painted in a common colour.

Most of the activities under the Study Circle and the Teachers Organization Development are still being implemented but the frequency of these activities is much less. However financial crunch for achieving sustainability of the programme seems remote.



Undoubtedly an agitation that was practiced in the pre phase-out stage is much more vigorous and dependable in the post phase-out stage. Agitations demanding the rights and privileges for the union members in both the concerned states have been even more consistent and forthright in the post Phase-out stage. The Unions have learned how to network and put forward joint protests and create pressure groups. The management/Government is forced to take notice of the vociferous agitations launched by the state affiliates and represent them in the decision making process of government policies that affect the teachers in the long run. The huge swirling of members itself reflects the vigour and excitement in these agitations. The mere strength of their participation in various agitations has never been less than 10,000. They seem to be better equipped to organize themselves and demonstrate with conviction and confidence. The post phase-out stage is a witness to the emboldened Unions coming forward to demand their rights after decades of training, educating and strengthening of members towards collective bargaining through the Membership Education programme.

The post phase-out stage has modified their activities to become more need based. The Study Circles are being undertaken by weekend seminars

which were found to be more convenient, effective and implementable. Strategies have been evolved to create financial support for the smooth running of the programme after the post phase-out stage through enhanced membership fees. Several of the agitations are in perfect harmony with the national level protests such as protest camps being organized against Public-Private Partnership and commercialization of school education, awareness for ushering in gender equality, encouraging youth and women participation, amending the constitution and adapting it for a change in the affiliation fee structure. Most important strategy was mainstreaming of teachers working on contractual basis and the restoration of old pension scheme.

However the Membership Education programme needs to incorporate the fact that all the state affiliates are not on a common platform. Some may be prepared to be phased out earlier while others may prolong for a few years more. The states cannot have a blanket approach across the country. Some of the more developed states may not face financial burden while others may still need a handholding support with no financial constraint or of little consequences.

## VI. RECOMMENDATIONS

Since the state affiliates of the country differ greatly in terms of their capacity, situational conditions and capability a relook needs to be done just prior to the phase-out stage. Some states may be quick to adapt itself in the phase-out stage while others may take a longer time. There needs to be an exit strategy in place which would decide whether the states are ready to be phased-out before the actual phase out takes place.

***1. It is thus recommended that a committee be constituted in collaboration with AIPTF and Lararforbundet to evaluate and suggest whether the state is ready to be phased out a year before the actual phase-out takes place. A handholding support may provide the state with the necessary strength for eventually being phased out. This may or may not have any/negligible financial implications***

Promoting a Second Line of Leadership has always been strategically relevant for continuation of any long term programme for continuity. Additional potential youth members may be included into the list of trainees from the target group of a particular area.

***2. It is thus recommended that the criteria for selecting the participants for training may incorporate a few extra members ( preferably one man and one women) on the basis of age, sex, and location***

The documentation process has been weak with baseline surveys were either non-existent or missing from the framework. Most of the records were not in any particular order and there was a complete mismatch of information.

***3. It is therefore recommended that there should be a documentation committee where records can be supervised and documented in output based framework. A data bank needs to be created phase wise in consultation with AIPTF. Any modification/amendment may be incorporated from time to time based on the monthly monitoring of the programme.***

For any long term programme, a mid-term external evaluation is essential for bringing in durability in the programme. The mid-term evaluation could consider developing a need based strategy and approach which may be adapted according to the prevailing conditions during various phases.

***4. It is hence recommended that a independent evaluation be undertaken for 'Membership Education' programme at least once during the pre phase -out stage.***

Considering the remoteness of a certain areas it is necessary that special gender specific schemes be introduced for creating awareness in the region. Activities such as short movies, discussions on various governments programme for the women and education policies for girl child may be taken up on a monthly basis if not bi-monthly. Women and men in the tribal belt need to be made aware so that they would send their girl child to schools.

***5. It is thus recommended that gender awareness programme involving both men and women be implemented especially in the remote areas of the states. This may be done under the Women's Network Committee and the union concerned.***

It has been found that a mere reservation of office bearers post has not translated into a proper gender representation at the state/ district level and other decision making bodies. Although women have been active in participating in the agitations and activities, they continue to remain invisible and are concentrated in the peripheral areas of decision making processes.

***6. It is recommended that there needs to be a reservation policy in place not only at the micro level positions but also at the state/district level. It is recommended that there should be two positions of Secretaries and Treasurers out of which one may be reserved for women at the state level.***

During the field visit, several senior retired members were present at the stakeholders meeting and other focussed group discussions. They shared their experiences, knowledge and also suggested directions for taking on this programme more fruitfully. Both TESTF and AUPTF already have a senior retired teachers segment. But their number is too small and their representation almost invisible.

***7. It is thus recommended to constitute an Advisory Committee with 5-6 members consisting of few senior/retired members who would be willing to participate and supervise some of the programme activities.***

One of the strategies of the project was to inculcate a system where membership dues are collected from members and the list is submitted to the state office through the district office within a reasonable time. This has not been very regular and many remit their fees much later. Also the 10 rupees contribution from the membership fees towards 'Membership Education' project needs to go to the state on a regular basis as per the union bylaws. This is not followed strictly.

***8. It is hence recommended that the membership fees be deducted at source once a year and directly be transferred to the concerned bank account of the union office.***

Keeping in view the diverse inter-state nature of the affiliates and different levels of development it is important not to adopt a blanket approach for targeting the post phase-out period for all the states on a common platform. With a multiple breakup of districts, and a changing education policy the programme needs to factor in the provision of adaptability and a exit policy before withdrawing completely from the state. The severe deficit in the documentation process needs to be addressed by establishing frequent evaluation mechanisms from time to time.

***9. It is thus recommended that a series of indicators be identified by the implementing state affiliates in collaboration with AIPTF and Lararforbundet, to assess the preparedness for being phased-out. These indicators will also enable in maintaining documentation of records.***

# ANNEXURE I

## AIPTF/EI/Läraryförbundet Project

### Terms of Reference for External Evaluation of Phased Out States

#### Introduction

All India Primary Teachers' Federation (AIPTF) and Läraryförbundet (Swedish Teachers' Union) started a partnership to strengthen AIPTF and its state affiliates through involving all the stakeholders in making them strong and sustainable.

The objectives of the project are:

- Organizational Development
- Strengthening of the organization through recruitment of more members;
- To increase the trade union awareness and capacity of members and trade union officials;
- Improvement of overall communication within the organization
- To increase participation of women and youth in the union's activities
- To Improve the negotiating capacity.

AIPTF implemented this project in states affiliates. After implementing for many years and the measurable goals set by the state affiliates were achieved and Unions in the six states are able to manage the various activities for the union development with their own resources. These states are West Bengal, Tamil Nadu and Kerala which were phased out in a systemic manner in the year 2009 and Uttar Pradesh and Orissa in the year 2013 and Bihar in the year 2014.

All these states are an inseparable part of AIPTF and participating in various meetings of AIPTF related to the project with Läraryförbundet.

#### Purpose of the Evaluation

The main purpose of the evaluation is to evaluate:

- the results and impact of the project in the phased out states;
- the partnership and activities provided by the project;
- to what extent states were prepared for phasing out;
- the strategies adopted by the phased out states;
- the performance of the states after the phasing out, especially towards achieving sustainability;
- their future priorities and whether they are in sync with AIPTF goals; and lessons learned and concrete recommendations for the future.

#### Use of the Evaluation

AIPTF wishes to use the results of this evaluation in achieving greater sustainability in the states and at national level. The recommendations and lessons learnt from the evaluation will provide a strong foundation for future plan of action. The results will be shared with all the states and can be further discussed in various meetings and positive suggestions will be replicated and the challenges can also be discussed to find solutions. The recommendations can also be used in the states where current planning and strategies are not producing desired results.

## Stakeholders of the Evaluation Process

The following will be the main stakeholders in this process:

- AIPTF
- Lärarförbundet
- LO TCO Bistandsnamnd
- SIDA
- Educational International Asia Pacific Region
- State\District\Block Office Bearers and members of the phased out state affiliates

## Methodology

The evaluation will be conducted in two phases starting with a pilot phase comprising two of the six states. The proposal should cover only the pilot phase to begin with. A new contract could be signed with the same or a different evaluator in a second phase for the remaining four states.

The evaluation will be conducted within a stipulated time frame of four months. There will be meetings with the following groups, respecting gender balance in Tamilnadu and Odisha states:

- Members of the State Executive Committee (10 members, active during and after phasing out);
- State Project Committee (10 members, during and after phasing out);
- Women Network Committee (10 other members, during and after phasing out);
- The members should reflect the issues of the union not just women's issues.
- Members (focus groups from two districts. 20 members per district in different roles; members, participants, conveners, resource persons, bloc leaders).
- Some of the State Office-bearers and members (5-6 members) who were present when the union got recognition and project was started in the state.

The data will be collected through focused discussions, questionnaires, field visits, emails, meetings etc. as suggested by the evaluator.

The preparation of all the documents, formats and draft questionnaires will be finalized in consultation with Lärarförbundet and Education International who also like to be involved in a discussion on the selection of participants, which should ensure as broad and relevant sample as possible, taking gender perspectives into account. It is agreed that AIPTF will receive the draft report and send it to various partners and will finalize after suggestions and inputs from both i.e. Lärarförbundet and Education International.

The evaluation is more about assessing strategies adopted by the phased-out states to reach their goals, sustainability, increased capacity etc. where the project co-operation with Lärarförbundet is one of many inputs. The evaluation is thus not limited to an assessment of the individual project, its effectiveness, impact and relevance but has a broader aim. What is of importance for the learning however is to compare the situation before states were phased out with the situation they face today? The evaluation is expected to answer the following questions (reflecting the perspectives of men and women equally).

Key Areas for Evaluation questions (not limited to):

- To what extent did the project prepare the state to be phased out?
- Growth in Membership highlighting the increase by gender?
- Changes in Membership Dues?
- Recruitment and retention of members?
- Did the concept of Study Circle help the union to increase the membership?
- Participation of women in the union and women in leadership positions at various levels?
- Role and responsibilities of youth including women in unions?
- Which services are offered by the unions to the members?
- How are those services valued?

- Types of activities and their frequencies for members?
- Are there exclusive activities for women members?
- Role played by the union in educational issues of the state?
- How relevant and useful were the project activities for the union?
- Strengths and weaknesses of project planning and implementation?
- To what extent were the states able to achieve their long term goals or objectives?
- Which are the future priorities – are they in sync with AIPTF?
- Do the activities have a sustainable impact?
- Has sustainability been achieved in terms of; Administration, Finance, Leadership and other union skills?
- Which are the lessons learned and recommendations for the future?

## Limitations

The phased out states in the project are the following:

- Group 1 of phased out states: West Bengal, Tamil Nadu and Kerala, phased-out 2008/09.
- Group 2 of phased-out states: Uttar Pradesh, Odisha and Bihar, phased out 2009-2012/13 (up until 2013-14 for Bihar).

The evaluation is to begin with a pilot phase covering two of the six phased out states, namely Tamil Nadu and Odisha and compare the situation up to two years prior to phase-out with the situation today, in relation to the evaluation questions.

## Reporting

The report shall be written in English and not exceed 40 pages, excluding appendices. It should consist of an executive summary, findings, conclusions and recommendations from the states where the evaluation will take place. The first draft report will be shared with the relevant stakeholders inviting comments before finalization of the report. The evaluator is expecting to cooperate closely with AIPTF during the entire evaluation process.

## Time frame

The time taken for the whole process will be approximately 40 working days during four months including preparation of first draft of report. The evaluation will start in the beginning of the next year i.e. 2015 with the following key dates:

- Deadline for submission of proposals; December 26
- Contract signing with selected evaluator(s); January 25th, 2015
- Submission of detailed plans and questionnaire; February 16th
- Meeting between evaluator(s) and AIPTF to finalize plans; February 21st

## Field Visit

|                                       |   |   |
|---------------------------------------|---|---|
| Tamil Nadu State                      | - | 10 days in March, 2015                      |
| Odisha State                          | - | 10 days up to April 20 <sup>th</sup> , 2015 |
| Analysis and report writing           | - | 15 days                                     |
| Submission of draft evaluation report | - | 5th May 2015                                |
| Comments on the report                | - | 20th May 2015                               |
| Report Seminar                        | - | End of May 2015.                            |

## Budget

The proposal should include a detailed budget with fees and all expenditure related to the evaluation. Proposals and criteria for selecting the evaluator/s:

The evaluator should submit a complete proposal, no later than December 26, with CV of all evaluators along with references and sample reports, budget and a plan for the execution of the evaluation. The proposal should be submitted in hard and soft copy to:

**All India Primary Teachers' Federation (AIPTF)**

Shikshak Bhawan

41-Institutional Area, D-Block, Janakpuri, New Delhi-110058, India

Tel.: +91-11-28522039, 28522606, 28520671

Fax: +91-11-28525271

E-mail: aiptfindia@yahoo.com www: aiptfindia.org

Selection of the winning bid will be made based on evidence of skills related to academic profile, knowledge of unionism, the education sector, organizational development as well as gender awareness and cost-effectiveness.

It is up to the evaluator to decide if the number of allocated days will be managed by one person or a team.

The winning proposal will be selected by the concerned parties by January 24<sup>th</sup>, 2015 and communicated to all applicants.

The evaluator/s will be assisted in this process by the President and the Secretary General of AIPTF along with National Coordinators.

— ***Finalized on 29th November 2014 during Mid-term Planning Meeting, New Delhi***



## **ANNEXURE II**

### **Field Visit Itinerary**

#### **19-27 Feb 2015, Tamilnadu**

- 19 Feb 2015** : Arrival in Chennai at 8 pm
- 20 Feb 2015** : Chennai, (Meeting with the Office Bearers of TESTF, Coordinators of Membership Education Project, Women's Network Members)
- 21 Feb 2015** : Thiruvallur, Ellapuram Block (Focused Group Discussion with Block Representatives)
- 22 Feb 2015** : Chennai, (Meeting JACTTO members in Chennai, Collection of Data in TESTF Office)
- 23 Feb 2015** : Chennai, (Interview with Director of Education, Visit to Chennai Elementary School), Back to Delhi
- 24 Feb 2015** : Collection of data from Mr. Jagannathan, Focused Group Discussion with 40 teachers from different places
- 25 Feb 2015** : Constitution of TESTF, Visit to Chennai Elementary School, Women Network
- 26 Feb 2015** : Data Collection and photocopying of relevant documents
- 27 Feb 2015** : Return journey to Delhi.

#### **12-22 March 2015, Odisha**

- 12 March 2015** : Arrival at Bhubaneswar at 9 pm. (Briefing with President, AUPTF and Former Secretary AUPTF cum General Secretary, AIPTF)
- 13 March 2015** : Bhubaneswar (Meeting with the Executive Committee Members, Office Bearers, Women's Network Members, Coordinators of Membership Education Project),
- 14 March 2015** : Chilka: Meeting with Shri Tara Prasad Bahimpati, Chairman State Education Standing Committee, Focused Group Discussion with District office bearers, Block level office bearers and members of All Utkal Primary Teachers' Federation
- 15 March 2015** : Ganjam, Berhampur, Navrangpur, Focused Group Discussion, Interview with Women's Network Committee
- 16 March 2015** : Visit to a School, Bhubaneswar, Meeting some Teachers from other Blocks, Bhubaneswar, Meeting with Minister of Education, Odisha
- 17 March 2015** : Data Collection from Coordinator, Bhubaneswar
- 18 March 2015** : Collection of Data from AUPTF office bearers, Typing and Photo copying relevant information and media reports.
- 19 March 2015** : Understanding of the Constitution, Financial Status
- 20 March 2015** : Discussion with non-beneficiaries and some women members. Bhubaneswar, Return to Delhi

## ANNEXURE III

### Tabulation of Information

#### (A) Genderwise Division of Teachers (%) TESTF, 2014-15

| District          | Female | Male | District            | Female | Male |
|-------------------|--------|------|---------------------|--------|------|
| 1. Ramanathapuram | 71.7   | 28.3 | 17. Cuddalore       | 71.4   | 28.6 |
| 2. Virudhunagar   | 53.8   | 46.2 | 18. Villupuram      | 71.4   | 28.6 |
| 3. Thirunelveli   | 53.0   | 47.0 | 19. Dharmapuri      | 64.7   | 35.3 |
| 4. Thoothukudi    | 68.0   | 32.0 | 20. Krishnagiri     | 63.6   | 36.4 |
| 5. ivagangai      | 69.2   | 30.8 | 21. Nilgiri         | 59.8   | 40.2 |
| 6. adurai         | 69.2   | 30.8 | 22. Coimbatore      | 69.7   | 30.3 |
| 7. eni            | 64.0   | 36.0 | 23. Thirupur        | 70.2   | 29.8 |
| 8. Dindigul       | 67.2   | 32.8 | 24. rode            | 54.8   | 45.2 |
| 9. richy          | 68.0   | 32.0 | 25. Salem           | 70.7   | 29.3 |
| 10. arur          | 65.5   | 34.5 | 26. Namakkal        | 63.6   | 36.4 |
| 11. Ariyalur      | 65.7   | 34.3 | 27. Thiruvannamalai | 57.3   | 42.7 |
| 12. Perambalur    | 72.7   | 27.3 | 28. Kanchipuram     | 72.2   | 27.8 |
| 13. Pudukkottai   | 64.0   | 36.0 | 29. Thiruvallur     | 62.3   | 37.7 |
| 14. Thanjavur     | 53.8   | 46.2 | 30. Chennai         | 57.9   | 42.1 |
| 15. Thiruvarur    | 63.6   | 36.4 | 31. Vellore         | 63.0   | 37.0 |
| 16. Nagapattinam  | 68.5   | 31.5 |                     |        |      |

#### (B) Activities and Agitations, TESTF

| Year | Month    | Types of Agitation                             | Duration (days) | No of people participate | Description, if any                 |
|------|----------|--|-----------------|--------------------------|-------------------------------------|
| 2005 | February | Block level Dharna                             | 1               | 637                      |                                     |
|      | March    | Southern Region Women Conference               | 1               | 5008                     | All women delegates from all blocks |
|      | November | To Resolve Grievances Agitation at State Level | 1               | 20635                    | About 27 Grievances                 |
|      | November | One Day Dharna at Jantar-Mantar Delhi          | 1               | 2500                     | Organized by AIPTF                  |
| 2006 | July     | Southern Region Women Conference               | 1               | 6733                     | All women delegates from all blocks |
|      | August   | One day Dharna at state level                  | 1               | 30777                    |                                     |

|      |           |  |   |          |   |
|------|-----------|--|---|----------|---|
|      | December  | World Tamil Teachers Conference                          | 1 | 600      |   |
| 2007 | February  | Jail Bharo Rally   | 1 | 4500     | At Delhi                                    |
| 2008 | April     | Block level Dharna                                       | 1 | 683      |   |
|      | July      | District level Dharna                                    | 1 | 670      |   |
|      | November  | Southern Region Women Conference                         | 1 | 7532     | All women delegates from all blocks         |
|      | December  | World Tamil Teachers Conference                          | 1 | 612      |   |
| 2009 | May       | Regional women conference at Goa                         | 1 | 200      | From Tamilnadu                              |
|      | July      | Block level Dharna                                       | 1 | 786      |   |
|      | August    | SAARC Women Conference at Trivandrum                     | 1 | 25       | From Tamilnadu                              |
| 2010 | March     | AIPTF's 25th Biennial Conference at Kurukshetra, Haryana | 1 | 3885     | From Tamilnadu                              |
|      | May       | Inauguration of New TESTF Office Building                | 1 | 5000     | State Level Participation                   |
|      | August    | Block level Dharna                                       | 1 | 732      |   |
|      | September | Dist. level TETOJAC Rally                                | 1 | 122325   |   |
|      | October   | State Level TETOJAC Rally                                | 1 | 1,00,000 |   |
|      | November  | One Day Hunger Strike with TETOJAC                       | 1 | 133111   |   |
|      | December  | World Tamil Teachers Conference                          | 1 | 605      |   |
| 2011 | February  | State Level Dharna                                       | 1 | 40000    | for central pay scale                       |
|      | July      | SAARC Conference at Kathmandu, Nepal                     | 1 | 10       | From Tamilnadu                              |
|      | September | Dharna At Dist. Level                                    | 1 | 30633    |   |
|      | September | Dist. Level Condemnation Dharna                          | 1 | 30633    | only those who wanted transfer or promotion |
|      | September | World Teachers Conference at Singapore                   | 1 | 50       |   |
|      | December  | Leadership Training For State Level                      | 2 | 200      | Retired Teachers Wing started               |

|      |           |   |    |       |                      |
|------|-----------|---|----|-------|----------------------|
| 2012 | June      | Block Level Dharna  | 1  | 734   |                      |
|      | Oct-Nov   | Preparation Meetings for Strike at Dist. Level  | 33 | -     |                      |
|      | November  | Dist. Level Rally   | 1  | 803   |                      |
|      | December  | World Tamil Teachers Conference   | 1  | 575   |                      |
| 2013 | January   | One Day Propaganda at Dist. Level   | 1  | 638   |                      |
|      | April     | AIPTF Jail Bharo Rally at Delhi   | 1  | 1005  | Delegates from TESTF |
|      | June      | World Tamil Teachers Conference- Malaysia Kuala Lumpur                                  | 1  | 87    |                      |
|      | August    | Preparation Meetings for Strike at District Level                                       | 2  | -     |                      |
|      | September | Asia Pacific Regional Conference at Kuala Lumpur  | 1  | 10    |                      |
|      | September | State Level Jail Bharo  | 1  | 13137 |                      |
|      | November  | AIPTF's 26th Biennial Conference at Guwahati  | 1  | 420   | Delegates from TESTF |
| 2014 | February  | Mobilize for Quality Education Yatra  | 1  | 9208  | AIPTF Campaign       |
|      | February  | One Day Non Cooperation Strike  | 1  | 55600 |                      |
|      | February  | One Day Token Strike by Taking Mass Casual Leave  | 1  | 55000 |                      |
|      | September | "Unite for Quality Education-Better Education for Better World" Campaign by EI at Delhi | 1  | 400   | From TESTF Tamilnadu |

**(C) List of Agitations 2014-15 TESTF**

|    |  |            |
|----|--|------------|
| 1. | Block Level Rally and Dharna (65,000 Teachers participated)  | 16.11.2014 |
| 2. | District Level Rally and Dharna (50,000 Teachers participated)   | 20.12.2014 |
| 3. | State Level E.C Meeting (Discussion about Joining JACTTO)  | 24.01.2015 |
| 4. | State Level JACTTO Planning meeting  | 15.02.2015 |
| 5. | District Level Planning and Preparation meeting regarding JACTTO activities (All Block office bearers participated of 28 Associations) | 22.02.2015 |
| 6. | One day Propaganda Rally and Dharna at District Level  | 08.03.2015 |

**(D) Percentage of Members, All Utkal Primary Teachers' Federation (AUPTF)**

| S.N. | District      | Female | Male  | S.N. | District    | Female | Male  |
|------|---------------|--------|-------|------|-------------|--------|-------|
| 1.   | Angul         | 60.00  | 40.00 | 16.  | Kandhamal   | 59.96  | 40.04 |
| 2.   | Balasore      | 60.02  | 39.98 | 17.  | Kendrapada  | 59.99  | 40.01 |
| 3.   | Baragarh      | 60.01  | 39.99 | 18.  | Keonjhar    | 59.99  | 40.01 |
| 4.   | Bhadrak       | 60.00  | 40.00 | 19.  | Khurdha     | 62.70  | 37.30 |
| 5.   | Bolangir      | 60.02  | 39.98 | 20.  | Koraput     | 59.97  | 40.03 |
| 6.   | Boudh         | 60.00  | 40.00 | 21.  | Malkangiri  | 60.00  | 40.00 |
| 7.   | Cuttack       | 60.02  | 39.98 | 22.  | Mayurbhanj  | 60.00  | 40.00 |
| 8.   | Deogarh       | 60.00  | 40.00 | 23.  | Nabarangpur | 60.02  | 39.98 |
| 9.   | Dhenkanal     | 60.02  | 39.98 | 24.  | Nayagarh    | 60.02  | 39.98 |
| 10.  | Gajapati      | 60.05  | 39.95 | 25.  | Nuapada     | 60.05  | 39.95 |
| 11.  | Ganjam        | 59.99  | 40.01 | 26.  | Puri        | 60.00  | 40.00 |
| 12.  | Jagatsinghpur | 59.97  | 40.03 | 27.  | Rayagada    | 60.02  | 39.98 |
| 13.  | Jajpur        | 60.00  | 40.00 | 28.  | Sambalpur   | 59.98  | 40.02 |
| 14.  | Jharsuguda    | 60.00  | 40.00 | 29.  | Sonepur     | 59.97  | 40.03 |
| 15.  | Kalahandi     | 59.97  | 40.03 | 30.  | Sundergarh  | 60.01  | 39.99 |

**(E) Activities and Agitations, AUPTF**

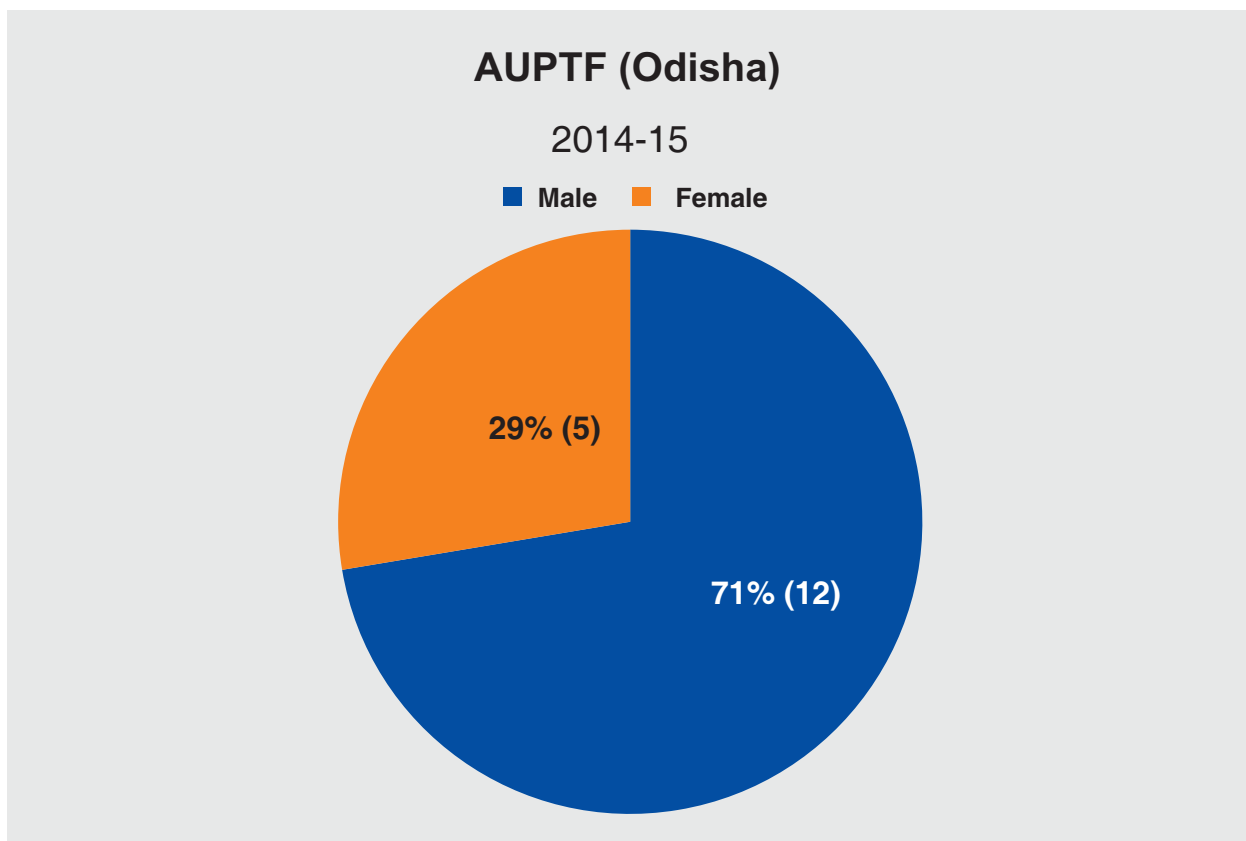
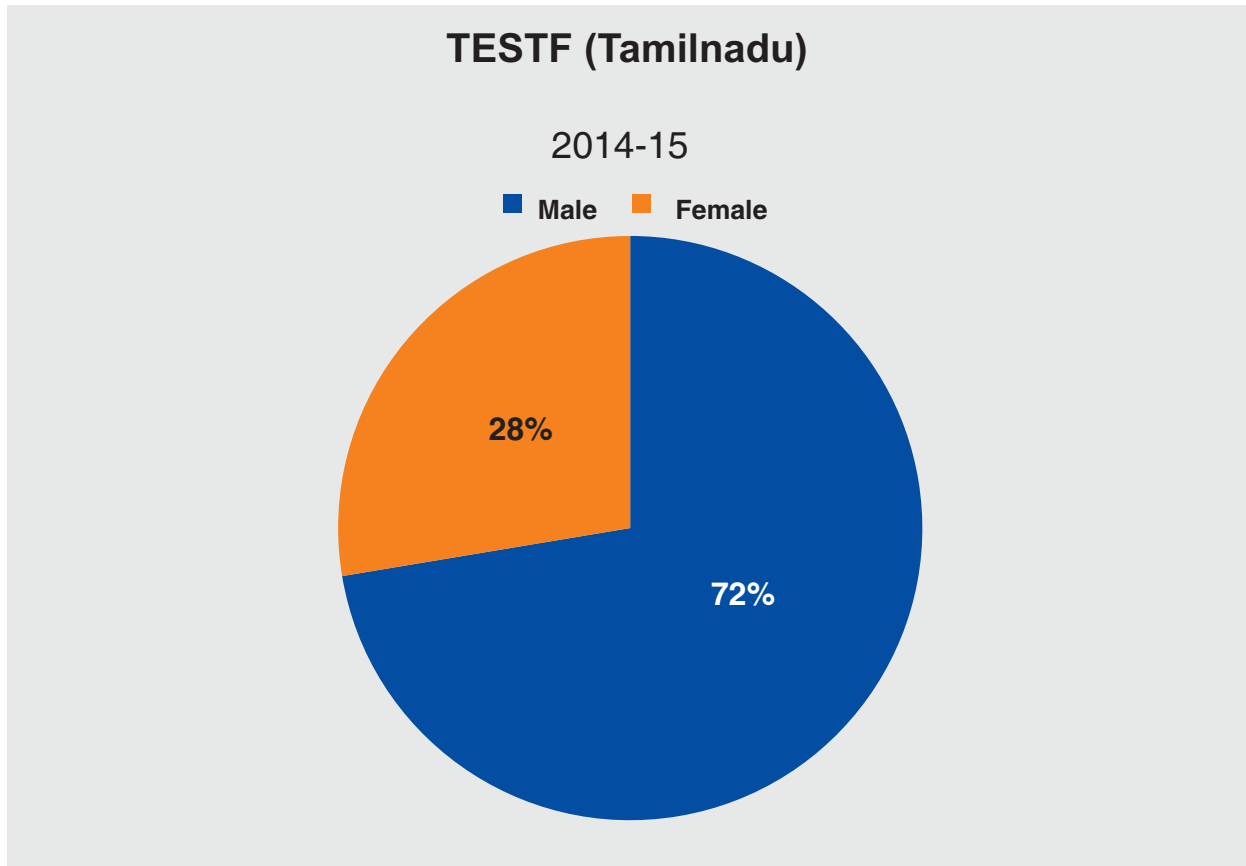
| Sl. No. | Year | Month     | Purpose  | Days | No. of Teachers Participated | Venue                              | Achievement/ Comment if Any                       |
|---------|------|-----------|--|------|------------------------------|------------------------------------|---|
| 1       | 1992 | September | Rally for Creation of the Post of Head Teacher           | 1    | 41000                        | State Assembly at Bhubaneswar      |   |
| 2       | 1993 | October   | Protest Rally for Cadre Rule                             | 1    | 40000                        | State Assembly at Bhubaneswar      |   |
| 3       | 1994 | June      | Protest Rally for Cadre Rule                             | 1    | 30000                        | State Assembly at Bhubaneswar      |   |
| 4       | 1995 | February  | Rally for Cadre Rule at State Level                      | 1    | 35000                        | State Assembly at Bhubaneswar      | Committee for formation of Cadre Rule Constituted |
| 5       | 1995 | November  | Rally for Cadre Rule at Block Level                      | 1    | 1000                         |                                    |   |
| 6       | 1996 | February  | Rally for Time Bound Advancement (TBA) in Scale          | 1    | 50000                        | State Assembly at Bhubaneswar      |   |
| 7       | 1996 | April     | Rally Sanction of TBA at Dist. Level                     | 1    | 800                          | Strike in 75 Educational Districts |   |
| 8       | 1997 | March     | Protest for Cadre Rule                                   | 1    | 60000                        | State Assembly at Bhubaneswar      |   |
| 9       | 1997 | September | District Level Teachers Meeting for Grievances           | 1    | 1000                         | Collector's Office at Bhubaneswar  |   |
| 10      | 1998 | January   | State Level Agitation for 5 <sup>th</sup> Pay Commission | 1    | 50000                        | State Assembly at Bhubaneswar      |   |
| 11      | 1999 | November  | Costal District Assistance Programme                     | 6    | 5000                         | Relief Work                        |   |

|    |      |           |  |   |        |                               |  |
|----|------|-----------|--|---|--------|-------------------------------|--|
| 12 | 1999 | December  | Costal District Assistance Programme                                       | 1 | 100    | Relief Work                   |  |
| 13 | 2001 | March     | Discussion for Fitment Committee   | 1 | 25     | State Assembly                | Between AIPTF, State Leaders with Chief Minister                                     |
| 14 | 2001 | August    | Dist. Level Teachers' Awareness  | 1 | 100    | District Level                | Teachers' Awareness  |
| 15 | 2001 | December  | Women Awareness Programme  |   | 15     | Blocks Level                  | Women Awareness  |
| 16 | 2002 | February  | State level Dharna for Challenges and Problems in Primary Education        | 1 | 12000  | BBSR in front of Assembly     |  |
| 17 | 2002 | February  | Selection of Headmaster  | 1 | 100000 | Throughout the State          | Criteria on the basis Qualification, Seniority, Suitability                          |
| 18 | 2003 | March     | Criteria of Selection of Head Master was based on Suitability              | 2 | 100000 | Throughout the State          | Agitation was for the Terms of Suitability   |
| 19 | 2003 | March     | Teacher will not do other Work Except Teaching                             | 2 | 50000  | Throughout the State          | -  |
| 20 | 2004 | August    | TBA was withdrawn by Govt. so Teachers Started Agitation                   | 1 | 65000  | Throughout the State          | -  |
| 21 | 2005 | September | TBA was withdrawn by Govt. so Teachers Started Agitation                   | 1 | 65000  | Throughout the State          | -  |
| 22 | 2005 | November  | State level agitation for implementation of TBA                            | 1 | 35000  | State Assembly at Bhubaneswar | -  |
| 23 | 2005 | December  | District Level Agitation for not participating in other than Teaching Work | 1 | 1000   | In 21 Districts               | -  |
| 24 | 2006 | February  | State level Dharna for Promotional benefits of Cadre Rule                  | 1 | 46000  | State Assembly at Bhubaneswar |  |
| 25 | 2007 | February  | National level dharna and picketing for RTE                                | 2 | 60000  | New Delhi                     | Right to Education   |
| 26 | 2007 | November  | State level agitation for implementation of TBA                            | 1 | 35000  | State Assembly at Bhubaneswar |  |
| 27 | 2008 | November  | District level Agitation for RTE   | 1 | 1500   | At all Districts              |  |
| 28 | 2009 | -         | No activities  | - | -      | -                             | -  |
| 29 | 2010 | September | Teachers' Day was declared as 'Black Day'                                  | 1 | 40000  | State Assembly at Bhubaneswar | For demands like - Central Pay Scales, Stop Para Teachers' Appointment and Grade pay |

|    |      |           |  |   |                |                                   |                                |
|----|------|-----------|--|---|----------------|-----------------------------------|--------------------------------|
| 30 | 2011 | January   | Discussion with Education Commissioner cum Secretary     | 1 | 60             | OPEPA Conference Hall Bhubaneswar | Promotion, Cadre Rule Achieved |
| 31 | 2012 | April     | Discussion with Minister and Education Secretary         | 1 | Office Bearers | Bhubaneswar Secretariat           | Cadre rule                     |
| 32 | 2013 | April     | Jail Bharo   | 1 | 2000           | New Delhi                         | Against PPP                    |
| 33 | 2014 | February  | Mobilize for Quality Education Yatra                     | 1 | 300            | All Districts                     | Yatra Culminated at Delhi      |
| 34 | 2014 | September | Unite for Quality Education Campaign by EI at Delhi      | 1 | 500            | All Districts                     | Number of teachers from Odisha |
| 35 | 2014 | December  | Discussion with Minister Education & Secretary Education | 1 | Office Bearers | Secretariat Bhubaneswar           | Quality education              |

## ANNEXURE IV

### Gender Distribution of Executive Committee Members (in%)





## ANNEXURE V

### Case Studies



**Ms. Pramoda Kumari Das** is the Headmistress of the Primary & Upper Primary School in Jobaguba block, Navrangpur District. She is the convener of the Women's Network and is linked with activities regarding Women since 1989. They formed the Women's Cell since 2000. Meetings are held every three months.

She undertook training and looked after the tribal women who were affected with HIV/AIDS. They identify the patient and try to give them psycho-social counseling. She was involved with the survey that was conducted in 2008, 2009 and 2010. She was also a part of EFAIDS. She does this work mainly out of pleasure and partly for money. She even contributes money on her own for the tribal women in her block. Precautionary measures are always explained and implemented. They have solved many of the issues related to Maternity Protection, Harassment of Women, Problems of Teachers, Financial Constraints, and so on.



**Mr. Sanjay Kumar Samal** from Sundargarh district is currently the State Treasurer since 2013. He has been elected as the district Secretary since 2004. He stated that how earlier teachers used to create problems so he hated teachers' organization and the politics around it.

For the first time he saw the Teachers Organization Development Programme with the present Secretary General of AIPTF. Ever since he got inspired. His school has 714 children. Out of which 66 are orphans. The government provides food only for the 66 orphans @ Rs 190 per child. The rest he chips in from his own pocket. He likes serving in the school not just merely for salary. He takes care to see that the tribal children come to school, have their bath, brush their teeth in the school, wear clean clothes and their hair is brushed in the school itself.

He likes to maintain his motor cycle of 2004 and is proud of the fact that it runs fine. He has been to Sri Lanka under SAARC in Nov 2012 and also to various meetings in India. He is also the AIPTF General Council member. He believes in instilling the initial moral values in children.



# ANNEXURE VI

## Questionnaire

### A. Identification

1. Name of the respondent :
  2. Sex : Male Female
  3. Age (as on 01/06/2014) :
  4. Address
- 

### B. Effectiveness

1. Have you heard of Lärarförbundet (Swedish Teachers Union) Yes No
  2. Are you aware of the Project "Membership Education" popularly known as "Study Circle"? Yes No
  3. Was this programme useful for you? If Yes why and if No, how?
  4. Is the study circle concept able to attract new members to join the union? Has the Study Circle" concept been able to increase the membership at grassroots level
- 

### C. Sustainability

1. How does the Primary Teachers' Association of Tamil Nadu/Orissa (a state affiliate of AIPTF), work independently without external support in the post phased out period? Mention three main difficulties that are being faced.
  2. Were the state affiliates ready to get phased out? How do you know this?
  3. Which is the main aspect of the programme that has helped the most to develop leadership quality among youth members?
  4. What kinds of activities are still being carried out?
  5. Which districts are being implemented with such activities (with/without the help of state affiliates) Give details
- 

### D. Transparency

1. How are new members recruited?
  2. What services are provided by the union to the members after joining?
  3. Are these services useful? If Yes, in what ways? If No, why?
  4. How is the election of General Council and working committee held?
- 

### E. Gender Participation

1. What is the proportion of women and men among the members?
2. Have the women ever represented the union at the Block/District/State level? What is the current number of women who are Gen. Sec./President/Treasures in your district / block?
3. Do the women participate in the decision making processes such as activities to be implemented, seminar to be held, in which district / block, should it be implemented or simply deciding the date of meetings to be held?
4. Do the men colleagues accept the suggestions made by the women? Are the women's voices heard by the majority?

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**F. Efficiency**

1. How far have the youth members been involved in the Union's activities?
  2. Do they participate in the decision making process?
  3. Have the youths been assigned some job responsibility? What is the proportion of youths that are involved in various activities of the Union?
- 

**G. Outcomes**

1. What are the major outcomes of this project?
  2. Name three distinct features that stand out in the project
  3. What are the major gaps in the project
- 

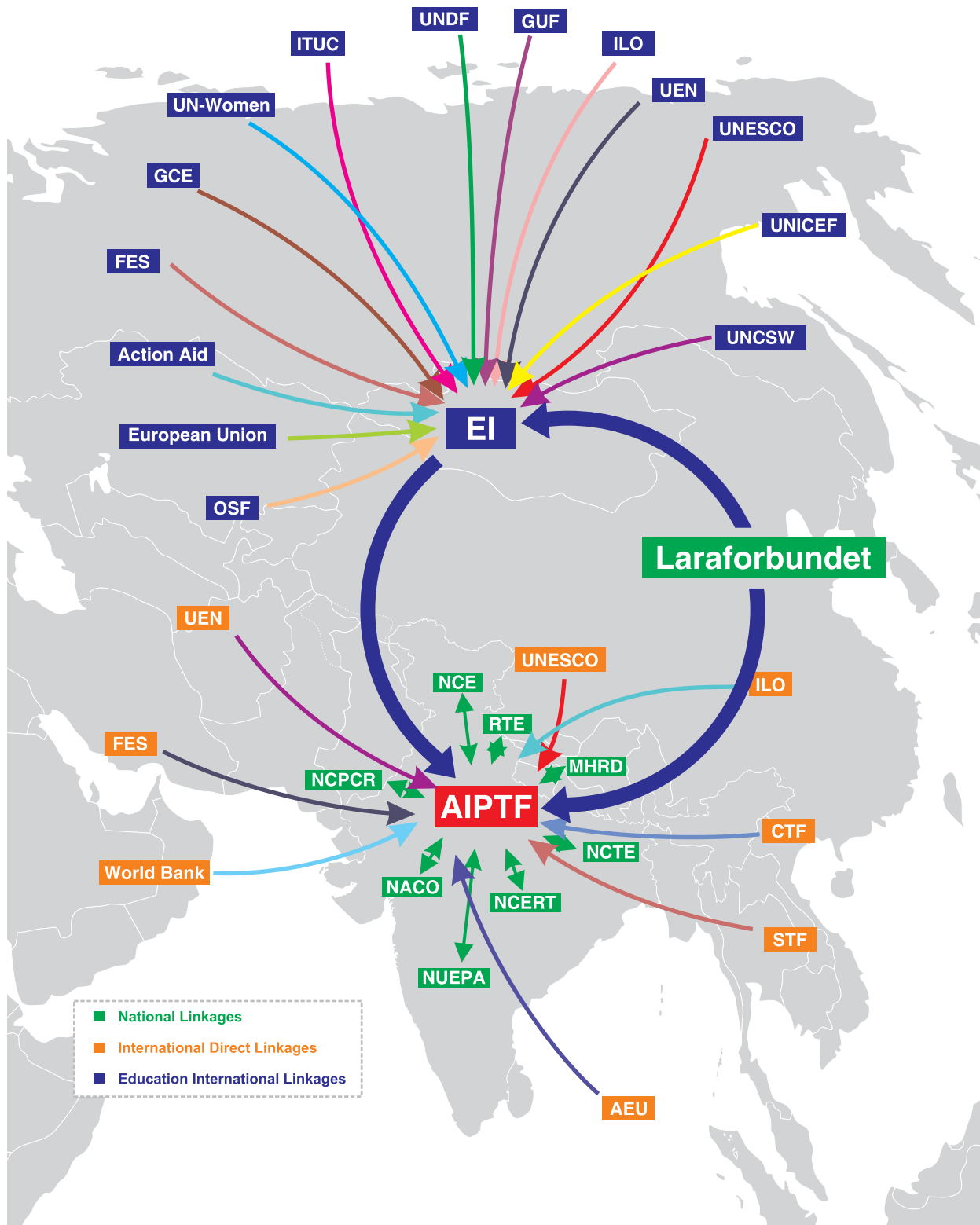
**H. Visibility**

1. Have you had any meetings with the state/district/block level officials? Give the dates and the major decisions taken?
  2. Has Media covered any of your activities? When and Where? State the reports.
- 

**I. Personal Observations**

# ANNEXURE VII

## Linkages of AIPTF



# ANNEXURE VIII

## References

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## Prof. (Dr.) Mondira Dutta (Brief Profile)



Prof Mondira Dutta, M.A., M.Phil., Ph. D, is currently Professor & was the former Chairperson of Centre for Inner Asian Studies, School of International Studies, Jawaharlal Nehru University, New Delhi, India. She has been the Director of UGC Central Asia Area Studies Programme for two consecutive terms. She has been actively involved in teaching and research activities for over three decades and has taught in various universities of the country.

Her fields of specialization include Gender Studies & Human Security with particular reference to Violence against Women in South Asia, Afghanistan and Central Asia. She has undertaken several Evaluation & Impact Studies on Education, Gender Studies and Child Labor. She has been the former Chairperson of the 'Gender Sensitization Committee against Sexual Harassment' (GSCASH), Jawaharlal Nehru University in 2008. She was awarded the Lifetime Achievement Award, at the International Congress of Women for Justice, Equality, Peace and Progress, sponsored jointly by United Nations Information Centre for India and Bhutan, Govt. of India, FICCI and The India Today Group, New Delhi, on 7th March 2009.

She has been a UN Women consultant from 2009 onwards and also been a Consultant to several national and international organizations. Some of them include the British Council, Ford Foundation, NOVIB (The Netherlands), the DFID, The World Bank, International Human Rights Commission, Geneva, Human Rights Commission (Maldives), UN Women (South Asia), besides the government of India's Department of Administrative Reforms & Public Grievances, Ministry of External Affairs, Ministry of Women and Child Development and the National Commission for Women.

She has completed (as the team leader) several evaluation studies on the "Anti-trafficking Measures with UN Women. Her study on 'Mapping Vulnerability to Trafficking of Women and Children in India' sponsored by UN Women and the National Commission for Women was completed in 2011. Her study on 'Community Based Preventive Measures to Trafficking of Women and Girls in India' sponsored by the UN Women is under publication. While being a Consultant to UN Women, she was also the Senior Advisor to the Ministry of Women and Child Development, Government of India from Aug 2011 to Dec 2011 for developing the National Strategy on anti-trafficking measures. During this period her study on 'Understanding Gender Equality, 2012' was published by the National Commission for Women, Government of India in March 2012. Presently she is engaged with a project on Disaster Research sponsored by the Ministry of Home Affairs and the National Institute of Disaster Management.

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