Commonwealth Education Fund

INDIA STRATEGIC PLANS 2003 - 2005

ActionAid India, Oxfam GB and Save the Children (UK) India

MARCH 2003
1. INTRODUCTION

An Overview

The CEF India secretariat was set up in August 2002. During the course of six months until Feb 2003, CEF India was actively involved in liaising with various civil society groups, national and state Governments, corporations and social movements for taking the CEF goals of universal basic education and gender equity forward. The task in a large country like India is challenging and requires considerable investment of resources to create a movement that pressurizes government to deliver equitable, accessible good quality elementary education for all. To enable us to effectively address the issues of quality elementary education for all, the work in India is addressed at the district, state and national level.

State and National level Advocacy efforts would be strengthened in the following manner

1. Strengthening Links between state and national level. During the plan phase, state level initiatives like joyful learning, inclusive education for street children and disabled children, education for peace, are being integrated at the national level.

2. Facilitating greater cohesion of efforts by various alliances at the national level. Recognising the fragmented nature of advocacy efforts at the national level, CEF would make efforts to bring together groups:

   a. Around national concerns – Education for peace and Inclusion of left out children. Initial meetings are being held on these.

   b. Set up Forums for cross sharing and working together. A national level-working group is being set up for the purpose. The management group initially would seek advise from key players and organisations which may over course of time evolve into a decision making mechanism. A decision on this has not been taken as of now and there are currently concerns that it might be politically not easy, given the present fragmentation.

Meetings with several stakeholders at the national level have already taken place, this includes meeting with several bi-lateral and multi-lateral agencies, the government of India, national coalitions like NAFRE, SACCS, PRATHAM, and preliminary meetings with coalitions and networks working on the issue of budget analysis.

The national alliances in India have partners and chapters at the state level and their partners and chapters will help us in taking the issue further down to the people and mobilizing public opinion on the issues that need to be addressed. On the other hand the efforts at the district and state level will be shared at the national level for strengthening the national level advocacy.
At the national and state level, links with the corporate sector would also be strengthened. Presently efforts have been made at the national level with the Social and Development Council of the Confederation of India Industries. Initial talks have taken place on possibilities of future collaboration. Like wise efforts will also be made to collaborate with ICICI on issues of social development.

A) STRENGTHENING LINKAGES:

Interactive sessions:

As part of this effort, State level interactive sessions have been held with stakeholders: government officials, media, university professors, school teachers, bilateral – multilateral agencies, aid agencies, non-government organizations, street and working children, children’s groups, national coalitions, representatives of teachers organizations, District Primary Education Programme (DPEP) and National Institute of Educational Planning & Administration (NIEPA), in Tamil Nadu, Bihar, Goa, New Delhi, Rajasthan and Andhra Pradesh. Discussions have been held on: a) CEF – goals and purpose, b) status of education in these States, c) the importance of community participation and capacity building of the communities, d) the need for education for democracy, e) possibilities of collaborating with the government of these States for taking the EFA mandate forward, the need for interventions and to strategize the role of CEF in India.

National Workshops:

i) Securing Equity in Education:

A national level workshop at the Asia Social Forum (Jan 5, 2003) was held where issues related to ‘Securing Equity in Education’ were discussed amidst representatives from State governments, teacher’s federation, National Alliance for Fundamental Right to Education as well as participants from the various states of India. The workshop focused on the equality and equity in education and the need to define these concepts clearly for the attainment of basic quality education for all. The speakers made their presentations on:

- Education for the excluded,
- Poor schools for the poor children,
- Campaigning for education for democracy
- Asserting social and political will
- Importance of Budget tracking as an important tool for policy advocacy

In addition to the presentations made by the speakers, children belonging to various age groups also gave testimonials.

ii) National Workshop on Policy Advocacy in Education:
Asia South Pacific Bureau for Adult Education (ASPBAE) organized the national workshop on policy advocacy in education on Feb 3-5, 2003 in Goa. A presentation was made by CEF about its goals, objectives and the possible ways of working together. Representatives of national coalitions, University of Delhi, non-government organizations, national networks from across the country participated in this three-day workshop.

iii) Strategy planning workshops of UNICEF:

UNICEF Education section organized its Strategies for Advocacy and Social Mobilisation 2003-2007 workshop CEF participated in this workshop,
UNICEF Childs Environment section organized its Plan for Action 2003-2007; CEF is now part of the UNICEF committee on Water and Sanitation in schools.

iv) Collaborating with the Confederation of Indian Industries¹ (CII):

In close collaboration with The Social Development & Community Affairs Council of the CII strategies are being developed to work in partnership along the themes of girl child education and media advocacy.

Initial contact has also been made with the International Enterprise Singapore – which is the primary agency encouraging the spreading of Singapore’s external economic wing. The mission that visited India in January consisted of representatives from Ministry of Trade and Industry, Education sector and the Health Care Sector. The Mission was lead by Mr Tharman Shanmugaratnam, Senior Minister of State Ministry of Trade & Industry and Minister of Education. The vision, mission and objectives of CEF were shared with the Mission from Singapore.

B) PROGRESS MADE TOWARDS ACHIEVING PROJECT OBJECTIVES

Criteria 1: Strengthening civil society participation in the design and implementation of national and local education plans and frameworks

CEF- India has made inroads towards collaboration with civil society organizations working directly with the communities for capacity building to enable them to participate effectively in the implementation and monitoring of the education plans on the one hand (influence practice and policy) and acting as a watch dog for ensuring the effective implementation of these on the other.

1. Inclusive education for disabled children (IED): CEF is supporting a network of NGOs working in the area of inclusive education. The inclusive education initiative has been upscaled to 412 blocks and 29 districts of Tamil Nadu. CEF is supporting i) the development of state resource centre to ensure the effective implementation of the model that has now been adopted by the government, ii) capacity building of NGOs, iii) development of a module- an operational

¹ Confederation of the Indian Industries id the apex organization for Industry in India, it serves an important point for Indian Industry and the International Business Community.
guideline, for strengthening the network and for replication of the model. Operationalizing of the State resource center is well under way.

2. **Children without adult care and protection:** As part of this initiative support is being given to i) *Bala Tejassu*, a movement for left out children in Andhra Pradesh working towards the rehabilitation, de-addiction and reintegration of street children back at home and into education, ii) a study of Street Children in Delhi by the Working Group for Street and Working Children and iii) support to the Rajiv Gandhi Bal Sakha Yojana, a project undertaken jointly by ActionAid and the GoChattisgarh. This project through systematic and strategic intervention will aim to secure sustainable justice to the most vulnerable children in the state by creating a replicable development paradigm to upsurge these children as creative and responsible citizens of the future.

3. **Education for Democracy:** A strategy has been developed following a series of workshops on ‘Education for Peace’ which were held in November and December that stresses on creating an environment of peace and justice, to begin a peace-building movement spreading the messages through written word (stories, textbooks, pamphlets etc.), theatre, role-playing, games, song and dance, debates and other collective activities to children both inside and outside school. CEF India is supporting the hosting of a National Resource Center on Peace and Harmony that supports the collection, documentation, active sharing and dissemination of materials in the first phase of the movement. The collection and documentation of the resource material is well underway.

4. **Joyful learning and Community Demand for Education in Andhra Pradesh and Orissa:** Several meetings have been held at the district level with the community, the teachers and the children as the main stakeholders on the issue of quality education, gender equity, participation in the management of the schools. As part of the efforts for consensus building a State level workshop will be called in May.

**Significant Changes compared with Planned Activities**

Progress on the Communitization of Education in Nagaland has been slow, talks with the government of Nagaland for operationalisation of the programme had to be postponed. Talks are underway for finalizing the operational plans.

(CEF India will play a pivotal role (a budget of 44285.71 GBP) in facilitating the process of providing technical support to GoN, non-government organizations and civil society in the state to implement programmes for improving the overall status of elementary education in the state.

**Criteria 2: Enabling local communities to monitor government spending on education both at national and local levels**

A National Level Working Group on Education Policy has been set up at BGVS-New Delhi which consists of members having considerable experience in rigorous research and advocacy on policies related to elementary education and literacy. The group

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2 It has now been decided to call the programme ‘Education for Democracy’
will critically examine the budgetary allocation for education both at the national and state level. Through budgetary analysis it will hope to influence Policy change in relation to universal elementary education. The group will work closely with grassroots initiatives linking practice with policy to respond to state initiated policies, provide critiques and suggest active, independent policy formulations, modifications and alternatives. The process of readying the work plan of the Working Group is well underway and will be finalized when the group meets in last week of March.

**Significant Changes compared with Planned Activities**

The meeting had been scheduled for Mid Feb, but due to the unavailability of some of the members of the group the meeting has been rescheduled for the last week of March.

*Criteria 3: Supporting innovative ways for civil society to ensure that all children, especially girls and the most vulnerable and disadvantaged (including street children, former child soldiers and nomadic children) access primary education*

CEF India has been successful in establishing fruitful linkages with The Confederation of Indian Industries (CII) regarding corporate initiative and policy dialogue at the state and national level towards universal elementary education. CII is keen to collaborate for a large-scale girl-child education initiative in Rajasthan, to begin with, where CEF would be active in the policy advocacy component and promoting NGO participation in monitoring and evaluation of the implementation of the project. There has not been much progress on the documentation of innovative models of education.

**C) SIGNIFICANT EVENTS AND CHANGES THAT HAVE OCCURRED SINCE THE INTERIM PLAN:**

CEF India proposal was finally sanctioned in early December and the funds for the first quarter transferred only by mid December, therefore, activities that had been earmarked for August – December were carried forward into the next quarter. Few actions that were scheduled to happen in this period as outlined in the Action Plan (of the CEF Interim Plan) have got postponed such as the release of a CEF Newsletter and the CEF media launch, more emphasis was laid on organizing interactive sessions with various stakeholders and finalizing the plan of action for the first year. These interactive sessions have helped in strategizing the work plan for the different states in which CEF will be supporting initiatives.

**D) TAKING FORWARD THE RESPONSE(S) OF THE INTERNATIONAL MANAGEMENT COMMITTEE**
The management committee raised several questions of the India interim plans. CEF India has been able to respond to these during this period in the following manner.

1. Civil Society participation - Changes needed: The proposal needs to indicate how this process of dialogue will be continued and expanded. The proposal should show how it is developing and continuing to develop its analysis and strategies through as wide a process of consultation and discussion as possible. This will involve developing a strategy for how to reach more NGOs throughout the country to strengthen civil society and its ability to work at the national level. The strategy should include strengthen linkages with existing NGOs, CBOs and, where appropriate businesses such as ICICI, with a commitment to primary education so that coalitions and alliances can help lead the process.

This is a process, which will take time and be an ongoing and very important part of the CEF work. It could also involve a management structure, which includes a wider range of civil society actors.

While there have been, in the past at the national and state levels within India, various consultative processes leading to emergence of the various forums for policy dialogue and civil society action, as has been articulated in the proposal in a country the size of India, there also exist numerous isolated efforts and divisions. Efforts would be made to strengthen these aspects. The proposal now articulates in greater depth, how CEF plan and processes would widen the processes of consultation and discussion over the next six months.

Range of Stakeholders covered:

CEF India has strategically and systematically been able to organize individual consultations and workshops with a large number of stakeholders, introducing CEF, its goals and purpose and initiating a process of dialogue for collaborative efforts and evolving a plan of action.

a. Institutions working on Educational Research and Training (NIEPA), we now have Prof. R Govinda on our Advisory Group.
b. Education departments of the state governments (SSA Team, DPEP team).
c. NGOs, Trusts, Foundations, National Networks like ASPBAE, NAFRE, Teachers organizations, Madras School of Social Work, National Council for Social Welfare, people’s movements,
d. Multilateral, Bilateral (UNESCO, UNFPA, EU, UNICEF, NORAD, DANIDA to name a few) and INGOs
e. Corporate Sector Forums.

2. Influencing government policy and practice - Changes needed - The CEF is specifically aimed at strengthening civil societies ability to influence government policy and practice. The activities of the CEF are intended to strengthen civil societies capacity in the areas of advocacy, lobbying, campaigning and influencing government. The analysis identifies policy gaps and weaknesses, how can the CEF work address these?

The proposal should clearly indicate how capacity could be built on current strengths and past successes as well as investigating new strategies for support and training. It should then consider in the longer term how the work of the CEF could use new capacity to influence government at all levels to achieve the greatest impact and change towards EFA.

Below are the activities (which appear in the budget as "project implementation"), which fall outside the CEF remit. That is, they seem to be funding for work already in progress and it is not clear how the CEF fund is going to strategically influence policy work and national and state level.

The activities, which do not appear to fall with the remit, are:

The activities listed above except the child labour campaign which has not been taken up have been successful in moving towards developing models at scale for replication and helping detail the procedural aspects of policy, analyzing existing policy gaps, impacting through change of civil society attitudes. The above listed models have enabled the community to be involved in securing quality mainstream education for the more vulnerable children (as is reflected in the case of the inclusive education for the disabled, partners have been involved closely with the working of the Juvenile Justice homes and observation homes in Andhra Pradesh, thus bringing about positive changes in the situation of the children in these institutions. Focus is on highlighting and developing models of equity in education for further replication and policy change3.

2. CONTEXTUAL ANALYSIS

National Position in relation to Education for All (EFA) Goals

There are four main concerns that have dominated educational thought and policies in India over the last 50 years. Firstly, education being a fundamental human right must be a channel through which personal development can be achieved. Secondly education has a cultural and social role to play in developing unity and forging national identity. Thirdly education is a driving force that can propel the economy to higher and more competitive levels. Fourthly education should be used as a tool to achieve a more equitable and just social order and to redress some of the traditional wrongs that society has inflicted on its subgroups.

The commitment of establishing compulsory, universal, primary education for all children up to the age of fourteen dates to the turn of the 19th century when Gopal Krishna Gokhale the then President of the Indian National Congress unsuccessfully urged the British to establish free and compulsory elementary education. In the 1930s provincial governments under the control of the INC passed legislation authorizing local bodies to introduce compulsory education. In 1950 the Indian constitution declared “the State shall endeavor to provide, within a period of ten years from the commencement of the constitution for free and compulsory education for all children until they complete the age of fourteen years.” 4 Fifty years later the Parliament has passed a legislation (86th Amendment Act) making education a fundamental right of every citizen in India.

According to the Census report 2001, the literacy rates among the population aged seven years and above for the country stands at 65.38 per cent (75.85 males and 54.16

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3 For Progress details read B) Progress made towards achieving project objectives.
4 Constitution of India, Article 45.
females). The literacy, therefore recorded an impressive jump of 13.17 percent from 52.21 in 1991 to 65.38 in 2001. It is heartening to observe that the gap in males and female literacy rates has decreased to 21.70 in 2001.  

It is also for the first time that the absolute number of illiterates has shown a decline. The decline is as large as 31.96 million during 1991-2001. Kerala continues its lead in the literacy rates with 90.92 percent followed by Mizoram 88.49 and Lakshadweep 87.52 percent. Bihar has recorded the lowest literacy rate of 47.53 percent in the country. The maximum contribution in the decline of number of illiterates came from Andhra Pradesh, accounting for nearly 16.79 percent of the total decrease in illiterates during 1991-2002. The states of Uttar Pradesh(14.09 percent), Maharashtra(12.48), Rajasthan(11.46), Madhya Pradesh(11.43) and Tamil Nadu (10.66) also account for the decrease in the number of illiterates. Bihar on the other hand increased the number of illiterates(9.33), some of the other states that contributed to the increase in the number of illiterates are Chandigarh, Delhi, Nagaland, Manipur, Daman and Diu, Dadra and Nagar Haveli and Kerala. The country still is the home for more than 300 million illiterates.

India’s achievements during the last 50 years are not insignificant. There has been a substantial increase in the number of primary schools in India. An estimated 95 percent of the rural population living in 8,26,000 habitations have a primary school within one km and about 85 percent population have an upper primary school within three km. After 1993 more than 27,000 new primary schools were established. The number of primary schools has increased three times between 1951 and 1991 (Table 1). This trend has further continued in the last decade.

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5 Census of India, 2001

6 Dubey, Surendra Nath, Education Scenario in India - 2001
### TABLE 1

**Number of Educational Institutions**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-Primary Schools</td>
<td>1,909</td>
<td>4,174</td>
<td>10,281</td>
<td>13,951</td>
<td>15,877</td>
<td>38,510</td>
<td>38,553</td>
<td>41,788</td>
</tr>
<tr>
<td>2. Primary/Junior Basic Schools</td>
<td>330,399</td>
<td>408,378</td>
<td>494,503</td>
<td>528,872</td>
<td>560,935</td>
<td>590,421</td>
<td>598,354</td>
<td>610,763</td>
</tr>
<tr>
<td>3. Middle/Senior Basic Schools</td>
<td>49,663</td>
<td>90,621</td>
<td>118,555</td>
<td>134,846</td>
<td>151,456</td>
<td>171,216</td>
<td>176,772</td>
<td>185,506</td>
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<tr>
<td>5. Universities/Institutions Deemed to be Universities/Institutions of National importance</td>
<td>45</td>
<td>100</td>
<td>132</td>
<td>149</td>
<td>184</td>
<td>226</td>
<td>228</td>
<td>229</td>
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<tr>
<td>6. Degree Standard and above General Educational Institutions</td>
<td>967</td>
<td>2,285</td>
<td>3,421</td>
<td>4,067</td>
<td>4,862</td>
<td>6,569</td>
<td>6,569</td>
<td>7,199</td>
</tr>
<tr>
<td>7. Degree Standard and above Professional and Technical Institutions for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Agriculture and Forestry</td>
<td>35</td>
<td>59</td>
<td>61</td>
<td>70</td>
<td>80*</td>
<td>90</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>(b) Engineering, Technology and Architecture</td>
<td>111</td>
<td>134</td>
<td>171</td>
<td>248</td>
<td>351</td>
<td>422</td>
<td>607</td>
<td>NA</td>
</tr>
<tr>
<td>(c) Medicine*</td>
<td>133</td>
<td>179</td>
<td>249</td>
<td>288</td>
<td>346@</td>
<td>437</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>(d) Veterinary Science</td>
<td>17</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>27+</td>
<td>46</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>(e) Teacher’s Training</td>
<td>147</td>
<td>274</td>
<td>341</td>
<td>432</td>
<td>474</td>
<td>633</td>
<td>697</td>
<td>848</td>
</tr>
<tr>
<td>8. Below Degree Level Professional/Vocational and Technical Institutions</td>
<td>4,145</td>
<td>4,401</td>
<td>4,808</td>
<td>5,381</td>
<td>5,739</td>
<td>6,513</td>
<td>6,542</td>
<td>6,561</td>
</tr>
</tbody>
</table>

+ Related to the Year 1998(IAMR — Working Paper)

@ DGHS — Health Information of India — 1993

* Medicine includes Allopathy, Homeopathy, Ayurveda and Unani.

**Sources** 1. Ministry of Human Resource Development: (i) Education in India; (ii) A Handbook of Educational and Allied Statistics; (iii) Selected Educational Statistics; (iv) All India Council for Technical Education.

2. University Grants Commission

**Courtesy:** Institute of Applied Manpower Research, I.P. Estate, Mahatma Gandhi Marg, New Delhi – 110 002.
Though this has helped spread basic education in the remote areas, this does not necessarily imply that the entire population and habitations in India have been covered by basic schooling facilities. In fact, rural habitations not served by primary sections in 1993 stood at 16.64 percent, which means that 176,523 habitations did not have access to primary schooling.\(^7\)

*Mere existence of schooling facility does not guarantee the participation of children in schooling. There are also large variations among the States/UT in respect of access to elementary education. The percentage of unserved population by a primary school within one km distance is that for Himachal Pradesh, though the state has a literacy rate much above the national average. On the other hand in Bihar the percentage of population unserved by primary school is only 4.49, which is very low. Bihar also has the lowest literacy rate in the country, which indirectly indicates that a large section of the population has not been making use of the schooling facility available.*

More than 150 million children are currently enrolled covering around 90 percent of the children in the age group of 6-14 years. Though the enrollment of girls has grown only six girls for every eight boys are in school. Though the size of enrollment in the schools is very impressive, the population growth during the last few decades has also been high. Despite this sizeable increase in the gross enrollment ratios there is still a gap in the net enrollment ratios. But this problem is not prevalent in all the states. States such as Bihar, Jammu and Kashmir, Nagaland, Rajasthan, Uttar Pradesh, and West Bengal have very low net enrollment ratios and need special attention. (*Table 2*)

\(^7\) India Education Report, 2001
<table>
<thead>
<tr>
<th>State/Union Territory</th>
<th>School Level</th>
<th>Senior Secondary</th>
<th>Graduate and above</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Primary</td>
<td>Primary</td>
<td>Middle</td>
<td>Secondary</td>
</tr>
<tr>
<td>1. Andhra Pradesh</td>
<td>97</td>
<td>8369</td>
<td>2390</td>
<td>1061</td>
</tr>
<tr>
<td>2. Arunachal Pradesh</td>
<td>36</td>
<td>150</td>
<td>44</td>
<td>19</td>
</tr>
<tr>
<td>3. Assam</td>
<td>23</td>
<td>3817</td>
<td>1305</td>
<td>549</td>
</tr>
<tr>
<td>4. Bihar</td>
<td>27</td>
<td>10267</td>
<td>2493</td>
<td>1070</td>
</tr>
<tr>
<td>5. Delhi</td>
<td>136</td>
<td>1261</td>
<td>593</td>
<td>744</td>
</tr>
<tr>
<td>6. Goa</td>
<td>—</td>
<td>126</td>
<td>77</td>
<td>38</td>
</tr>
<tr>
<td>7. Gujarat</td>
<td>168</td>
<td>5911</td>
<td>2205</td>
<td>967</td>
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<td>8. Haryana</td>
<td>28</td>
<td>2096</td>
<td>921</td>
<td>400</td>
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<tr>
<td>9. Himachal Pradesh</td>
<td>1</td>
<td>694</td>
<td>377</td>
<td>172</td>
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<td>10. Jammu &amp; Kashmir</td>
<td>38</td>
<td>893</td>
<td>406</td>
<td>165</td>
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<tr>
<td>11. Karnataka</td>
<td>269</td>
<td>6389</td>
<td>2415</td>
<td>1028</td>
</tr>
<tr>
<td>12. Kerala</td>
<td>24</td>
<td>2750</td>
<td>1837</td>
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<td>13. Madhya Pradesh</td>
<td>177</td>
<td>10161</td>
<td>3470</td>
<td>1244</td>
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<td>14. Maharashtra</td>
<td>711</td>
<td>11880</td>
<td>5117</td>
<td>2281</td>
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<td>15. Manipur</td>
<td>86</td>
<td>237</td>
<td>107</td>
<td>59</td>
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<tr>
<td>16. Meghalaya</td>
<td>145</td>
<td>303</td>
<td>80</td>
<td>31</td>
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<tr>
<td>17. Mizoram</td>
<td>2</td>
<td>134</td>
<td>47</td>
<td>24</td>
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<tr>
<td>18. Nagaland</td>
<td>85</td>
<td>204</td>
<td>68</td>
<td>27</td>
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<tr>
<td>19. Orissa</td>
<td>30</td>
<td>3945</td>
<td>1296</td>
<td>866</td>
</tr>
<tr>
<td>20. Punjab</td>
<td>31</td>
<td>2121</td>
<td>1000</td>
<td>509</td>
</tr>
<tr>
<td>21. Rajasthan</td>
<td>177</td>
<td>6861</td>
<td>2027</td>
<td>790</td>
</tr>
<tr>
<td>22. Sikkim</td>
<td>24</td>
<td>85</td>
<td>24</td>
<td>6.8</td>
</tr>
</tbody>
</table>
Despite the increase in the enrollment of girl children during the last few years’ gender disparity has not reduced. There are as many girls outside school as there are inside in the 6-14 age group. Figures show that particular attention needs to be paid to States like Bihar, Jammu and Kashmir, Uttar Pradesh where the enrollment ratio is below the National Average of 81%.

**TABLE 3**

**Interstate disparities in Enrollment Ratio of Girls at Elementary Stage 1997-8**

<table>
<thead>
<tr>
<th>States and Union Territories above and below the National Average of 81%</th>
<th>Enrolment Ratio for Girls at Primary stage (classes 1-5) 1998-99</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>States/UT s above the National Average</strong></td>
<td>Andhra Pradesh(87); Arunachal Pradesh(82); Assam(104); Gujarat (114); Haryana(84); Himachal Pradesh (83); Karnataka(102); Kerala(89); Madhya Pradesh(89); Maharashtra(110); Meghalaya(86); Mizoram(105); Nagaland(86);Punjab(83); Sikkim(110); Tamil Nadu(107); West Bengal(87); Daman &amp;Diu(89); Delhi(82); Lakswadeep(96); Pondicherry (84); Rajasthan(81); Dadra and Nagar Haveli(81);</td>
</tr>
<tr>
<td><strong>States/UT s below the National Average</strong></td>
<td>Bihar(59); Goa(77); J&amp;K(53); Manipur(70); Orissa(76); Tripura(75); Uttar Pradesh(49); Andaman &amp; Nicobar Islands(76); Chandigarh(73).</td>
</tr>
</tbody>
</table>

* Covers Intermediate/Junior Colleges teachings classes XI-XII under + 2 stage.

Totals may not tally due to rounding off.

Here it is imperative that mention be made of the enrolment ratios of children belonging to the backward classes (scheduled caste and scheduled tribes). The Constitution directs the state to promote with special care the educational and economic interests of these groups. But as the figures show the gap between the constitutional commitment and the reality remains large and is likely to do so (Table 4).

**TABLE 4**
Provision of Schools/Sections for Predominantly Dalit and all Areas in Rural India, 1986 and 1993

<table>
<thead>
<tr>
<th>Distance at which available</th>
<th>All Areas</th>
<th>Predominantly Dalit populated areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of habitations having schools/sections</td>
<td>% of population covered</td>
</tr>
<tr>
<td>Primary schools/sections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Habitation</td>
<td>51.16</td>
<td>49.79</td>
</tr>
<tr>
<td>&lt; 1km</td>
<td>83.84</td>
<td>83.36</td>
</tr>
<tr>
<td>1.1-2 km</td>
<td>10.81</td>
<td>10.72</td>
</tr>
<tr>
<td>&gt; 2 km</td>
<td>5.35</td>
<td>5.92</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Upper-Primary Schools/Sections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within habitation</td>
<td>13.1</td>
<td>13.87</td>
</tr>
<tr>
<td>&lt; 3 km</td>
<td>74.01</td>
<td>76.14</td>
</tr>
<tr>
<td>3.1-4 km</td>
<td>9.51</td>
<td>8.95</td>
</tr>
<tr>
<td>4.1-5 km</td>
<td>6.32</td>
<td>6.09</td>
</tr>
<tr>
<td>&gt; 5 km</td>
<td>10.18</td>
<td>9.72</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: NCERT (1992, 1998), fifth and Sixth All-India Educational Survey

Further the figures also indicate that there is disparity within disparity. In these groups the girl’s education further lag behind (Table 5).

**TABLE 5**
School attendance Rates among children in the age group 5-14 years for different Social groups 1983-94

<table>
<thead>
<tr>
<th>Social Group</th>
<th>1983</th>
<th>1987-88</th>
<th>1993-94 (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>Dalit</td>
<td>48.9</td>
<td>25.5</td>
<td>66.7</td>
</tr>
<tr>
<td>Others</td>
<td>59.2</td>
<td>39.2</td>
<td>76.5</td>
</tr>
<tr>
<td>All</td>
<td>55.3</td>
<td>34.8</td>
<td>74.8</td>
</tr>
</tbody>
</table>

*Figures correspond to current enrolment rate.  **Neo-Buddhists of Maharashtra are not considered under SC for obtaining the estimates


The reality is that education in India has failed to address any of these serious concerns to a sufficient extent; the system is in a morass from which it will be
extremely difficult to extricate it. Perhaps the foremost reason for the failure of the
dream of an educated India has been the wide divergence between rhetoric and
practice. The Government of India has articulated the Indian national position in its
various commitments since independence (For a brief list, Please see Annex 1). However, short –
term political interests and expediency have hijacked the use of
education as a social instrument to address the concerns of a just and equitable social
order. The objective of using equality of educational opportunity and access as a
means to create socio – economic equality has been neglected in favour of
reservations and quotas that may have a political agenda, but no acceptable
educational basis.

Therefore a new direction is required in every sphere, from primary and secondary
education through higher education.

Present Initiatives of Government and Civil Society in relation to EFA

Some of the present Initiatives of the Government

- Operation Blackboard
- District Primary Education Programme
- National Programme of Nutritional support to primary education
- Bihar Education Project
- Uttar Pradesh Basic Education Programme
- Lok Jumbish Project in Rajasthan
- Shiksha Karmi Project in Rajasthan
- Madhya Pradesh Education Guarantee Scheme
- NCLP – Education programme for working children
- Sarva Shikshab Shiksha Abhiyan: The flagship programme of the national government
  that aims at a) all children in school by 2003, b) all children complete 5 years
  of primary schooling by 2007, c) all children complete 8 years of elementary
  schooling by 2010.

Present Initiatives of other civil society members:

There are a large number of initiatives on a range of issues (such as pedagogy, policy,
child labour, budgetary analysis, etc.) that have been undertaken by various groups of
the civil society (NGOs, academics, corporate sector, etc.) at local, state and national
levels directly or indirectly working on the issue of education. Large mass
campaigns, conventions, mobilization of media and parliamentarians groups, research
and documentation, enhancing access to education and budgetary analysis/tracking
have been largely their approaches. Some of such civil society groups include
NAFRE, PRATHAM, BGVS, EKLAVYA, MV Foundation, CACL and others.
The State of Collaboration in Civil Society on Education:

There are too many networks at too many levels and it involves communities of children and their parents, CBOs, NGOs, Corporate sector, media personnel and Parliamentarians, academicians and others. Most of these agencies are working with different approaches … mostly disjointed from one another

Within this context, the national position on the issue of Education of the three core agencies implementing the CEF namely AAI, Oxfam (India) Trust and Save the Children UK is as follows:

<table>
<thead>
<tr>
<th>Action Aid India – CSP (2000/3)</th>
<th>Oxfam (India) Trust</th>
<th>Save the Children UK – CSP (2002/4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Despite governmental efforts at universalisation of elementary education, half the Indian adult population continues to be illiterate; and two thirds of women are illiterate. There is a positive association in all states between levels of household income and literacy. A review of statistics is a revelation of the dismal performance in the sector. In order to keep all children aged 6 – 14 years in India at the existing level of quality about 3.5% of GNP is required against the current outlay of 1.5%. Radical reprioritization of expenditure is essential to meet the demand. A large number of children continue to be excluded from the education system and remain out of school due to lack of access, poor quality of education, disabilities and social stigma. Right to education largely eludes children belonging to scheduled classes, children with disabilities, girl children, children of commercial sex workers, and other stigmatized groups, convicts, unorganized and migrant labourers, landless poor, etc. and these would form the core of AAI’s work in this sector. AAI would, in partnership with the State and other civil society organizations, strive to:</td>
<td>Their global policy recommends: Follow-up of the Dakar World Education Forum recommendation; Immediate implementation of the Global Initiative for Education that would: Mobilize resources Link resources to good policies Build ownership Guarantee transparency Strategic Change Objective: All children living in poverty will achieve their right to a good quality basic education and poor adults will have access to sufficient educational opportunities to overcome their poverty</td>
<td>Strategic Goal: To improve the relevance and quality of mainstream government pre/primary education, especially for the most marginalized, starting from the perspective of children and through the involvement of NGOs in developing innovation and best practices Change Objectives To increase the enrolment, retention and benefits received for children, especially those most vulnerable and marginalized, in both primary and pre-primary (ECCD) schools, through child-focused, gender sensitive and friendly learning environments To increase the involvement of children and communities in determining education policy and influence in school management To support education policy makers to make a reality of the commitments made by the Indian government at the World Education Forums, and their development of concrete action plans at national and state levels to achieve their goals on equity, access and quality of education Activities - Involve children, parents, teachers, community leaders and NGOs to develop cost effective examples of child friendly learning environments, including considerations of issues such as language, inclusion, violence against girls, relevance and flexibility - Involve panchayat, district and state education officials and representatives in such processes and create opportunities for children’s voices to be heard - Support initiatives in Education Management Information Systems (EMIS) to increase local participation in education management - Design and develop indicators for measurement of education quality, ensuring the involvement of children in the process - Ensure the experiences of children and</td>
</tr>
</tbody>
</table>
provisions for education

| communities are represented in the development and implementation of government action plans, particularly with respect to quality of education |

- The 3 agencies follow a rights based approach to their work
- The 3 agencies have a considerable profile and geographical spread in the country
- Together the 3 agencies have a range of interventions including practical actions on issues of violations, building a large constituency of supporters, and capacity building efforts of the civil society members
- The 3 agencies have a history of mutual trust and of working together in India

MAJOR GAPS

After five decades of development planning and after four decades of the deadline stipulated by the Constitution and despite several strategies adopted, programmes and schemes launched, the goal of Universal Elementary Education still remains elusive. 59 million children in the age group 6-14 years are not in schools and of this 35 million children are girls.

Policy gaps and Poor Implementation of Policies:

- **Fundamental Right to Education**

  The recent 86th Amendment Act (that made education a fundamental right for all children in the age group 6-14 years by the Lok Sabha) a) does not provide for children between 0-6 years age group. By not including children of 0-6 years age group, the Bill further widens the discrimination between rich and poor, since former will be able to afford early childhood education for their children while the poor children will suffer throughout their education due to this handicap in early childhood. Moreover, it is also being feared that by excluding 0-6 year children, things are going to be more difficult for 6+ girl children as they would be forced to take care of younger siblings at home and in that process run the risk of being deprived of education themselves, b) shifts responsibilities towards parents. There is a general apprehension in the civil society group that there is a hidden agenda of the government of preparing the ground of transferring in a gradual manner its constitutional responsibility towards elementary education to the parents c) the issue of equity and equality – The Bill promises the right to free and compulsory education for the 6-14 age group ‘in such manner as the state may by law, determine’. Educationists in the country fear that this would encourage the government to introduce cheap, alternative models of education involving para teachers. It is also feared that this would encourage state governments to establish parallel systems of education for poor children.

- **High Disparities and Inequity**: Education opportunities for children are still determined by the socio economic background, gender and parental occupation.
Access and quality of education for different groups of children (dalit, children with disabilities, girls, children of migrant parent, children of sex workers, children living in remote areas, etc.) is markedly different.

- **Poor resourcing/financing of Education**: In contrast to the recommendations of the Tapas Majmudar committee report which asks the government to make an additional provision of Rs14,000 crore per year for the next 10 years, the Bill actually provides for an additional allocation of Rs6000 crores only.

- While there are a number of grassroots interventions by NGOs and other civil society groups, their interventions are **not always linked with the macro policy level dialogue**. Many a times the interventions by the civil society members are largely working in isolation of others. Meaningful sustained effort by the civil society in upholding the accountability of the government is required.

- A largely **insensitive media**, which has largely failed to build a large opinion and sensitize the policy makers

- A continued requirement to develop sustainable **innovative models** of interventions, which need to be scaled up.

3. **National level CEF process:**

i) Interaction with stakeholders

**Action Aid India, Oxfam GB and Save the Children UK (India)** are the three core agencies in implementing the Fund with AAI being the lead agency. A wide range of interactive and consultative processes have been undertaken in the past months. State level interactive sessions have been held with stakeholders (government officials, media, university professors, school teachers, bilateral – multilateral agencies, aid agencies, non-government organizations, street and working children, children’s groups, national coalitions, representatives of teachers organizations, District Primary Education Programme (DPEP) and NIEPA) in Tamil Nadu, Bihar, Goa, New Delhi and Andhra Pradesh. Discussions have been held on the a) status of education in these States, b) the importance of community participation and capacity building of the communities, c) the need for education for democracy, d) possibilities of collaborating with the government of these States for taking the EFA mandate forward, the need for interventions and to strategize the role of CEF in India.

ii) **Links have also been made with the private sector /businesses**

In close collaboration with The Social Development & Community Affairs Council of the CII strategies are being developed to work in partnership along the themes of girl child education and media advocacy.
Initial contact has also been made with the International Enterprise Singapore – which is the primary agency encouraging the spreading of Singapore’s external economic wing. The mission that visited India in January consisted of representatives from Ministry of Trade and Industry, Education sector and the Health Care Sector. The Mission was lead by Mr Tharman Shanmugaratnam, Senior Minister of State Ministry of Trade & Industry and Minister of Education. The vision, mission and objectives of CEF were shared with the Mission from Singapore.

iii) Governance and Management of CEF:

The three agencies after consultative processes have progressed in evolving a three tier CEF structure for India as follows:

- **Advisory Group**
  The Advisory Group within the CEF India structure comprises of credible individuals in the field of education, child rights and social development. The group constitutes of a group, which represents the interests of a diverse range of vulnerable sections (Dalits, disabled, girls and other minority groups) and issues in development. The following have already given their consent to be part of the Advisory Group Vinod Raina, Sharda Jain, Anita Rampal, Geeta Dharmaraj, DM Naidu, and Prof. R.Govinda.

- **Management Committee**
  The Country Directors of the three agencies form the Managing Committee; they also set the direction for CEF in the country and give the final approval of partnerships.

- **Executive Committee**
  CEF Secretariat staff includes a CEF coordinator, Programme Officer and a part-time Accountant, and Nominees from the 3 agencies. They are responsible for operationalising the CEF.

**CEF-India Secretariat**

AAI hosts the Secretariat of the CEF in India and has employed a) CEF Coordinator b) Programme Officer, and c) a part-time Accountant for CEF administration in the country.

The Secretariat is responsible for a) convening the meetings of the Management Committee and the Advisory Group, b) facilitating appraisal of the project proposals c) seeking approval of the Management Committee on the project proposals and partnerships, d) liaising with the regional and international initiatives and keeping the Management Committee and the Advisory Group informed, e) reporting to the Management Committee and the International Secretariat, f) ensuring that the transparency and accountability mechanisms are in place and functioning, g) managing the grants, h) facilitating and undertaking monitoring and evaluation of the partnerships, i) liaisoning with the government, j) commissioning and managing any
consultancies, k) organizing workshops, l) maintaining records and resource documents, m) organizing the visits.

The Secretariat uses the existing administration and logistical facilities within the AAI office.

4. CEF STRATEGY NATIONALLY:

The consultative processes and ongoing CEF dialogue in India have further helped to establish backward and forward linkages with a range of interventions, identified issues that need to be addressed and developed the strategic plans for 2003-2005.

In light of these processes and the CEF Goal and Aim as discussed and reiterated in Nairobi, CEF India proposes the following for the period 2003-2005.

1. Take the outcomes of these consultations forward and implement them.
2. Strengthen the consultative processes at both the micro and the macro level with different stakeholders at local, state and the national levels so as to reach out to more civil society organizations and the community across the country.

More specifically, the Goals of CEF work in India that is an outcome of formal, informal and ongoing processes of consultations between the three agencies and external stakeholders are as follows:

- Focus on most vulnerable children and their access to mainstream education (e.g. children with disabilities, migrant children, children without adult protection, working children, children of stigmatised parents like sex workers, etc.)
- Enhance the positive, humanistic and pluralistic content of school education curriculum.
- Enhance community participation, control and management of school education especially of vulnerable social groups within rural communities. “A good society is a caring society” and promoting community responsibility, care and protection towards children in difficult circumstances is thus crucial for overall wellbeing.
- Support procedural national policy analysis and influence with a view to make the policies and programmes more accountable and suitable to the needs of out-of-school children.

4.1 This collective process has developed the ways of working (proposed activities) to achieve the above stated CEF goals around the three criteria. These are identified to be as:

Criteria 1: Strengthen civil society participation in design and implementation of national and local education plans especially through support for broad based national alliances and coalitions.
The major focus of the interventions is to support policy dialogue on the aspects of equity in education and strengthening the capacities of the community to demand accountability of governance towards education.

a) Inclusive education for disabled children (IED): CEF will continue its support to a network of NGOs working in the area of inclusive education. The inclusive education initiative has been upscaled to 412 blocks and 29 districts of Tamil Nadu. CEF is supporting i) the development of state resource centre to ensure the effective implementation of the model that has now been adopted by the government, ii) capacity building of NGOs and the community, iii) development of a module - an operational guideline, for strengthening the network and for replication of the model. Operationalizing of the State resource center is well under way. Talks are underway with the Government of Sikkim for replicating this model of IED in their state.

b) Children without Adult care and protection: Efforts undertaken during the interim period of creating models for mainstreaming several most vulnerable categories of left out children will continue to be supported in Andhra Pradesh (Bala Tejassu, a movement for left out children in Andhra Pradesh working towards the rehabilitation, de-addiction and reintegration of street children back at home and into education.), in New Delhi the Delhi Initiative for street children are undertaking a study to create a database of the street children in New Delhi. There have been several initiatives, which address the situation of the street children but these initiatives are either isolated or carried out in bits and pieces and coverage is very limited and mostly institutional in nature. Moreover in the absence of concrete data base such as magnitude and various dimension of the problem, it is difficult to develop the comprehensive time bound plan of action for the street children, advocate with state government and in turn to design plan with the government, NGOs and corporate sector. Specific issue based studies are there but there is no study done for the street children which covers the magnitude, distribution district/ward wise, influx, their profile, initiatives for their welfare by central, state governments and NGOs. The profile and existing services and facilities available at the ward level and hence comprehensive plan of action to rehabilitate and to prevent the phenomenon of street children in Delhi. Therefore, it is imperative to undertake a Action Research and design a plan involving children, CBOs, NGOs, Local bodies, Welfare, Education, Health department of the state government and other national and international agencies.

Delhi Bal Adhikar Manch, NGO forum for street and working children, ActionAid, and Child-Line and other civil society groups in partnership with Social Welfare Department, Govt. of NCT Delhi, Local bodies and other Govt. agencies proposes to conduct this action research with support from state government.

and in Chattisgarh in collaboration with the GoChattisgarh (Ministry of Women and Child Welfare), ActionAid will undertake the project entitled Rajiv Gandhi Bal Sakha Yojana for psycho social integration of children from difficult circumstances. This project through systematic and strategic intervention will aim to secure sustainable justice to the most vulnerable children in the state by creating a replicable
development paradigm to upsurge these children as creative and responsible citizens of the future.

As per the CRC the child should enjoy: The Right to survival, The Right to education, The Right to good health, The Right to free expression, The Right to be heard, The Right to enjoy their own language. For the effective implementation of the CRC there is a need to identify State Acts that deny the children these basic rights. A working group will be set-up to undertake this task of policy research to identify such laws or their aspects and work in a systematic manner. The working group will take up the following to start with:

a) Systematic review of the different groups of children in different difficult circumstances: Here it will analyze whether there exists any policy framework, which is helpful, hinders or is completely absent. i) absence of a policy for children of sex workers, ii) The need for early childhood care and protection of the children living with their mothers in jails,

b) Systematic review of the laws/policies that deny the children their basic rights: . i) The review of the Juvenile Justice Act 2000 and its implementation, the Juvenile Justice Act 2000 was passed with little discussion in Parliament. Therefore real test of the Act will lie in its implementation, ii) the review of the position of the government of India for setting up of the National Commission of the children(The children Code Bill 2000) and its effective implementation, iii ) formulation of the state education acts, iv ) inclusion of the provision of early childhood care and protection in the State Education Acts and their proper implementation, v) Critically examine the draft EFA Plan of Action of the GoI which will be ready by the end of March. To organize workshops for discussion and lobby for the inclusion of the recommendations given by civil society before finalization of the Plan of Action. Ensure the proper implementation to make EFA a reality, vi ) examine the child labour laws lobby for the effective implementation of the ILO Convention No.182 on the Worst Forms of Child Labour, vii) examine the General Agreement on Trade and Services and its repercussions in India, viii) examine the policies regarding the recruitment of teachers as para teachers or teachers on contract and study the impact of their recruitment on quality of education.

The working group will work towards creating awareness about such laws in the community, for building pressure / lobbying for the amendment of anti child laws and lobbying for the formulation of the laws for the inclusion of the most vulnerable children in the existing laws.

c) Education for Democracy: The need for peace education is greater than ever before. Events in Gujarat and the subsequent judgment on the curriculum content have brought strongly the need of interventions on this aspect. The focus is to seek tolerance and harmony in a land which is increasingly being torn apart by hate and religious bigotry. Efforts, thus, would be focused on building a civil society response to growing intolerance.
Systematic strengthening of humanistic content of the curriculum with writers

Campaign in over 1000 schools, with schoolteachers and children in various parts of country to promote greater harmony. Workshops would be held and appropriate development education material developed.

Developing appropriate material on development education.

Promoting large-scale exchanges of children and youth across communities.

In order to be better equipped to tackle these complex and interwoven problems, the coming generation deserves a radically different education – programmes, methods, resources that we group together under the broad heading of Education for Peace. In our view this includes approaches used in the field such as human rights, development and environmental education, security and disarmament, conflict resolution, critical media awareness, gender studies etc. CEF has been able to develop a strategy following a series of workshops on ‘Education for Peace’ which were held in November and December that stresses on creating an environment of peace and justice, to begin a peace-building movement spreading the messages through written word (stories, textbooks, pamphlets etc.), theatre, role-playing, games, song and dance, debates and other collective activities to children both inside and outside school. CEF India is supporting

i ) the hosting of a National Resource Center on Peace and Harmony that supports the collection, documentation, active sharing and dissemination of materials in the first phase of the movement. The collection and documentation of the resource material is well underway. The resource center will document aspects of peace education, which will provide guidance towards a vision and action to improve peace education. The resource center will provide networking opportunities, and the opportunity to gather valuable information that will help in day-to-day peace education practice. ii ) a working group will be set up which will:

- Create a forum for networking and idea sharing among stakeholders by providing leading-edge sessions on a wide variety of peace education issues.

- Address holistic peace education at the individual, family, community and world levels, as they are interrelated and can support each other.

- Encourage collaboration of existing structure, and filling in gaps or needs where they exist. It is imagined that linking these organizations can provide quite a lobby and collective for economies and efficiencies of all sorts.

- Provide the venues for these multidisciplinary groups to facilitate communication, networking, trading information, etc.

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8 It has now been decided to call the programme ‘Education for Democracy’
• Put peace education on the school agenda, with the goal of getting it integrated into curricula of all schools (including higher learning) before the end of this Decade.

• Encourage many, many Peace Education leaders

d) **Joyful learning and Community Demand for Education in Andhra Pradesh and Orissa**

Several meetings have been held at the district level with the community, the teachers and the children as the main stakeholders on the issue of quality education, gender equity, participation in the management of the schools. As part of the efforts for consensus building a State level workshop will be called in May. This activity will be supported till Dec 2005.

e). **Communitisation of Education.**

Since much headway has not been made in this direction the programme will be continued to Dec 2004. As stated in the interim plans, the government of Nagaland intends to set up a state level system for the communitisation of education and its management and to ensure community participation and to create a sense of ownership and belongingness. The Nagaland Communitisation of Elementary Education and Services Rules 2002 happens to be one of the first and highly significant initiatives to follow the promulgation of Nagaland Communitisation of Public Institutions and Services Act of 2002. These Rules are expected to provide for Communitisation of Education by institutionalizing participatory processes and practices across the state, encompassing management and administration of education, its review and evaluation, and most importantly perhaps on improvement of the pedagogic viz. the qualitative aspects of education at the elementary level.

f) **Media Advocacy and networking:**

Media advocacy will enable us to bring issues and policy solutions to the attention of the community and local decision-makers. Both the print and the electronic media will be tapped at the national and the state level. This will enable us to reach out and create a healthy dialogue between the people of the country.
Criteria 2: Enabling local communities to monitor government spending on education both at national and local levels

A National Level Working Group on Education Policy has been set up at BGVS-New Delhi which consists of members having considerable experience in rigorous research and advocacy on policies related to elementary education and literacy. The group will critically examine the budgetary allocation for education both at the national and state level. Through budgetary analysis it will hope to influence Policy change in relation to universal elementary education. The group will work closely with grassroots initiatives linking practice with policy to respond to state initiated policies, provide critiques and suggest active, independent policy formulations, modifications and alternatives. The process of readying the work plan of the Working Group is well underway and will be finalized when the group meets in last week of March. This work will be supported in Rajasthan, Orissa, MP, AP and will continue till Dec 2005.

Criteria 3: Supporting innovative ways for civil society to ensure that all children, especially girls and the most vulnerable and disadvantaged (including street children, former child soldiers and nomadic children) access primary education

Support under this component will be targeted for promoting and documenting effective models of education aimed at imparting good quality, accessible inclusive education for left out children, street children, children with various disabilities, migrant children, children without adult protection, working children, children of stigmatised parents like sex workers, etc. The focus here is using knowledge of what works from innovative experiences to lobby for improved practice and programmes, which ensure good quality education for these marginalised groups. i) One such is promoting a large-scale girl-child education initiative in Rajasthan, in collaboration with the CII to begin with, where CEF would be active in the policy advocacy component and promoting NGO participation in monitoring and evaluation of the implementation of the project, ii) support to innovative ways of involving the children’s participation in the decision making – through strengthening networks of organization working with the Bal Panchayts, children’s group iii) supporting the innovative method of monitoring the effective implementation of the programmes/policies through social audit, through strengthened community participation.
## 4.2 Activities at a Glance

<table>
<thead>
<tr>
<th>Activity</th>
<th>By whom</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria 1: Strengthen civil society participation in design and implementation of national and local education plans especially through support for broad based national alliances and coalitions.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Inclusive education for disabled children (IED)</td>
<td>Network</td>
<td></td>
</tr>
<tr>
<td>I ) the development of state resource centre</td>
<td></td>
<td>May</td>
</tr>
<tr>
<td>ii) capacity building of NGOs and the community,</td>
<td></td>
<td>Dec-Feb</td>
</tr>
<tr>
<td>iii) development of a module - an operational guideline,</td>
<td></td>
<td>Dec</td>
</tr>
<tr>
<td>iv) Talks are underway with the Government of Sikkim for replicating this model of IED in their state and replicating the model</td>
<td></td>
<td>August-Jan-Dec-Jan-Dec</td>
</tr>
<tr>
<td>b) Children without Adult care and protection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I ), Andhra Pradesh</td>
<td>Bala Tejassu a movement for left out children</td>
<td></td>
</tr>
<tr>
<td>ii) New Delhi by)</td>
<td>Network of organizations working for Street and working children</td>
<td>March-Dec-Jan-March</td>
</tr>
<tr>
<td>iii) Chattisgarh.</td>
<td>ActionAid and the Go Chattisgarh</td>
<td>March-Dec</td>
</tr>
<tr>
<td>iv) Setting up working group</td>
<td>CEF</td>
<td>September</td>
</tr>
<tr>
<td>c) Education for Democracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Setting up of National resource Centre</td>
<td>CEF</td>
<td>June</td>
</tr>
<tr>
<td>ii) Setting up working group</td>
<td>CEF</td>
<td>April</td>
</tr>
<tr>
<td>iii) Programmes undertaken by the group</td>
<td></td>
<td>April-Dec-Jan-Dec-Jan–Dec</td>
</tr>
<tr>
<td>d) Joyful learning and Community Demand for Education in Andhra Pradesh and Orissa</td>
<td>NGOs in AP and Orissa</td>
<td>Dec 2002- Dec 2003-Jan–Dec-Jan–Dec</td>
</tr>
</tbody>
</table>
4.3 Investigating the coherence of CEF India strategy

The CEF goals nationally and the proposed ways of working are in response to some of the major gaps in the present context of Indian education system as outlined earlier in section 2 Contextual analysis -Major Gaps. It was recognized that CEF in India would help in creating a momentum and a civil society force that would facilitate collaboration with the government. Each of the planned interventions by the three agencies in partnership with children, their parents, communities, VECs, trade unions, NGOs, Governments, media and other members of the civil society largely meet one or more of the CEF’s criteria and contribute in meeting the overall CEF goal nationally. CEF in India has been an outward looking process and ideas from ongoing consultative processes have further given legitimacy and have increased the coherence of this large programme of work. CEF India strongly believes that networking and establishing linkages with other actors/stakeholders of the civil society may they be the government, the international aid agencies, the bilateral and multilateral agencies, NGOs and the civil society is essential if any striking differences are to be achieved vis-à-vis policy change in education. Movement between macro to micro and micro to macro will be a continuous process.
4.4 Expected Outcome and Impact:

<table>
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<tr>
<th>Activity</th>
<th>Expected Outcome by 2004</th>
<th>Expected Outcome by 2005</th>
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<tbody>
<tr>
<td></td>
<td>Advancing UPE</td>
<td>Civil society participation</td>
</tr>
<tr>
<td>Advancing UPE</td>
<td>Civil society participation</td>
<td>School system</td>
</tr>
</tbody>
</table>
| **Criteria 1: Strengthen civil society participation in design and implementation of national and local education plans, especially through support for broad-based national alliances and coalitions.**

| a) Inclusive education for disabled children (IED) | A State Resource Centre is set up which will address the training needs of teachers, the parents and the community and the NGOs. Civil society more sensitive to the issue, parents teachers and community members work jointly in the programme. Regular teachers are trained to handle children with disabilities. | Children with disabilities joining mainstream education, the government makes it the highest priority to include these children, this model is replicated in several other States of India. Civil society more sensitive to the issue, parents teachers and community members work jointly in the programme. Regular teachers are trained to handle children with disabilities. |
| b) Children without Adult care and protection | i) Children from different difficult circumstances are given a chance to join mainstream education, ii) National level and State level policies. The community is involved in the implementation of the programme. The enrollment rate increases, teachers are sensitive to the educational needs of the child and is part of the community. ii) The community is aware of the basic rights of the child and is part of the national level policies. | i) Increased political commitment to effectively formulate and implement pro-child policies. ii) The community is aware of the basic rights of the child and is part of the national level policies. |
are identified which are anti-children advocacy and lobbying efforts for the formulation and the implementation of the policies. are formulated, which are pro-children and safeguard their basic rights. advocacy and lobbying efforts for the formulation and the implementation of the policies. iii) the community takes on the role of a watch dog for the effective implementation of the policies.

c) Education for Democracy

| i) creating a conducive environment for the progress of UPE | i) Community is able to address the issue of peace education more holistically and support each other in times of conflict/crisis | i) Teachers trained ii) Textbooks reviewed iii) Schools and the community network on the issue of peace education. | A forum for networking for the community is created, which encourages collaboration, which provides quite a lobby and collective for the issue of peace education |
| The community is more aware about the issues of quality education, gender equity, participation in the management of the schools | Peace education is part of the school agenda, and is integrated into curricula of all schools. |

d) Joyful learning and Community Demand for Education in Andhra Pradesh and Orissa

| The various stakeholder’s children, teachers, parents, and the community are actively involved in achieving UPE in the State of AP and Orissa. | The community is more aware about the issues of quality education, gender equity, and increase in the enrollment of the girl child | Schools delivering quality education, more sensitive to gender equity, participation in the management of the schools | The community is more aware about the issues of quality education, gender equity, and increase in the enrollment of the girl child |
| Schools delivering quality education, more sensitive to gender equity, and increase in the enrollment of the girl child | Schools delivering quality education, more sensitive to gender equity, and increase in the enrollment of the girl child |
### Criteria 2: Enabling local communities to monitor government spending on education both at national and local levels

<table>
<thead>
<tr>
<th>Criteria 3: Supporting innovative ways for civil society to ensure that all children, especially girls and the most vulnerable and disadvantaged (including street children, former child soldiers and nomadic children) access primary education</th>
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</thead>
<tbody>
<tr>
<td><strong>Budget tracking</strong></td>
</tr>
<tr>
<td><strong>i) Documentation of innovative models</strong></td>
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</table>

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<tr>
<th>e) Communitisation of Education.</th>
<th>The community is responsible for monitoring and the implementation of the education programme in the state.</th>
<th>Schools delivering quality education, more sensitive to gender equity, and increase in the enrollment of the girl child in schools</th>
<th>Possible to achieve UPE in the state</th>
</tr>
</thead>
<tbody>
<tr>
<td>f) Media Advocacy</td>
<td>Sensitized media reaches out to the community with positive articles on importance of education on issues, such as quality education, gender equity, positive role and contribution of the stakeholders in making UPE a reality, highlighting positive stories as way of creating conducive environment for making education for all a reality</td>
<td></td>
<td></td>
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</tbody>
</table>

Schools delivering quality education, more sensitive to gender equity, and high levels of retention achieved.
5. Links between national, regional and international work

Feelers were sent to the CEF coordinators of Sri Lanka, Bangladesh, Pakistan and regional alliances for possible collaborative efforts at the regional level. There are several issues that plague the development of the South Asian region. Some of the issues that need to be taken by this regional initiative are:

- Strengthening peace and harmony in the basic education curriculum stressing on justice, fairness, tolerance, respect of diversity, and eradicating untouchability,
- Improvement of the quality and in-service teacher education,
- Reforms in management of education to improve administration and supervision,
- Continuing shortfall in national education budgets,
- Effecting changes in legislation to extend basic education and include education for all in policy statements,
- Inclusion of children with special needs in the mainstream schools; and
- Lastly, exchange of information, experience and innovations.

It would be most suitable to hold the first workshop for exchange of information, experience and innovations by April 2003.

A separate fund will have to be raised to take this initiative forward. The Fund will support.

6. Gender issues: The CEF strategy takes into account work already done by NGOs, development agencies, donor agencies by complementing and enhancing the models that have been created to take the issue forward. There is a component of advocacy that has been woven in all the activities undertaken by the CEF for accelerating progress of girls education at the highest level, with partners, with the community, with the children and other stakeholders. There is special focus on strong community participation for accelerating girls education. Building capacities and partnerships with the community, the teachers, the parents and the children will also address the issue of the girls education. Community participation and increased community awareness will create a groundswell of local demand for open budgets, transparency and accountability, it will also help transform the political will into government action to fulfill their obligations on girls education and ensure that this is reflected in the government plans and budgets. Increasing enrolment and retention of girls in schools. Documentation of models of “greatest hits” in promoting girls education will also help in the advocacy efforts for promoting girls education.

Other gender issues will also be addressed through our interventions such as the issue of the importance of the early childhood care and development, child protection in education.

Though CEF India feels that achieving the goal of Gender Equity by 2005 seem ambitious at the national level it may be a possibility in some districts of the states where CEF presence is more stronger.
7. Monitoring and evaluation:
An elaborate monitoring and evaluation system will be crucial in tracking the progress of the programme, and the ultimate impact accrued from the intervention strategy.

The following strategy will be adopted by CEF India

- **Review and Planning Meetings.** Regular review and planning meetings will be conducted for all partners. An appropriate interval of these meetings will be adopted to fit in within the activity plans of the participating members.

- **Field Visits.** Regular visits to field to collect information on progress, and meetings with relevant officials like the policy makers and planning officers and the implementing partners.

- **Monitoring Reports.** The project partners will be required to submit monitoring/activity reports at regular intervals. Highlighting successes, opportunities, risks and way forward on each area of intervention. These will be monthly, mid-yearly and annual reports.

- **Documentation.** The program will maintain a closer check and documentation in the process of policy change and resource disbursement in each of the thematic areas and how the whole process relates to the specific EFA goals.

- **Reports to the CEF India Managing Committee:** The CEF secretariat will submit a monthly update to the CEF highlighting the progress, reasons for delay in the implementation of the programmes.

- **The Advisory Group:** Will play an important role in drawing linkages for the CEF and for monitoring the progress thematically as each of the member is a specialist in his or her field.

- **Mid-term Review.** Mid-term review of the progress of the initiatives supported by CEF will be conducted. This will be to examine the full cycle of the program initiative and its relevance to the CEF national strategy, assessing performance in terms of impact of the implemented action plans, as well as setting a new course, if need be, to reposition the program. A mid term review will be held in the mid 2004.

- **External Evaluation:** The CEF will be monitored through external evaluation. At the end of the 2005, there will be external evaluation which will look at the following issues:-
  - That capacity of key civil society organizations is strengthened, especially those that represent the education interests of poor children.
  - That national and local education plans and frameworks are influenced by civil society participation.
  - That innovative approach to the most marginalized children are developed, in a way that influences wider policy and practice, and whether these models that are supported were further replicated.
### CEF India Objectives

<table>
<thead>
<tr>
<th>CEF India Objectives</th>
<th>Verifiable Indicators</th>
<th>Means of Verification</th>
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| Strengthening civil society participation | • Civil Society participation in the activities indicated in the plan of action  
• Participation of the community in the management of the schools, budget tracking, development of the education plans  
• Building pressure on the government for the effective implementation of the education for all plans | • Reports of the workshop, meetings, capacity building trainings  
• Monitoring and evaluation reports  
• Increase in the enrollment, retention of the children  
• Quality education for the children  
• Reports from the field |
| Inclusive quality education through definite policy changes and practice for the vulnerable children | • Changes in the policies  
• Ground set for the formulation of the new policies  
• Improvement of the school systems through community participation and community pressure  
• Increase in the enrolment and retention of the children | • Policy documents  
• Monitoring and evaluation reports  
• Reports from the field |
| Gender equity | • Higher attendance and retention of the girl child | • Reports from the field  
• Monitoring and evaluation reports |

### 8. RISKS AND ASSUMPTIONS

The risks and assumptions underlying the CEF fund in India are the following which were identified at the stakeholders’ workshop:-

- There will be a conducive political environment for participation.
- The CEF will be funded as expected and possibly grow.
- Fair and objective assessment of proposals will be done.
- There is goodwill and political space for civil society engagement with government.
- There is genuine and effective collaboration among civil society actors.
The ongoing policy research work will provide effective systems for guaranteeing basic rights to the children.

There will be fewer disasters (both human and natural).

There are strong community based lobby groups on which to build capacity for working with national players.

The CEF implementing agencies will continually work to reduce the foregoing risks.

The developed proposals should minimize these risks and assumptions.

**FUNDING PROPOSAL CHECKLIST**

The following funding proposal checklist has also been developed to minimize risks at the time of selection of a partner.

CEF does not accept unsolicited proposals. For organizations intending to benefit from the CEF, a proposal of the activity to be implemented will be written and submitted to any of the three members of the management committee. Each agency has developed a working group, which will select the most viable proposal against the checklist and forward the same to the CEF secretariat. The Coordinator will then discuss the presented proposals undertake a meeting or field visit as and when required, with a view to selecting the most viable proposals for funding. Final approval of partnerships will lie with the management committee but only proposals that have arisen out of these processes and those that are recommended by any of these three agencies will be considered. It is expected that the precise mode of operation will be different in different states and this will arise out of the stakeholder workshops.

The following will be the criteria for selecting proposals and has been divided into the two sub sections which are:-

**A] The proposal must clearly bring out**

- The proposal must have clear, concise, complete, clearly defined goals objectives and results.
- The proposal must clearly state whether it is a stand alone or forms part of a larger initiative,
- Whether it has been developed as a process by different collaborating stakeholders
- The proposal must fall within the CEF time frame (2003-2005)
- The proposal must be relevant to the three CEF areas of focus (civil society strengthening, community budget analysis/tracking, and innovative approaches for education and equity).
- The proposal must address one or more of the activities specified in this strategy.
- Those presenting proposals must proof their legality for accountability purposes.
- The proposal must contribute to the EFA goals regarding universal primary education and gender equity.
- Should clearly state in terms of geographical area, beneficiaries

**B] What value does the proposal add**
8. **Budget and cashflow:**

- The proposal should be linked to policy and not to services, unless the latter directly contributes to advocacy/lobbying.
- The proposal should show links to community involvement and participation.
- For networks/coalitions, the proposal should show the potential for adding value to, or improving on the growth of the membership of the networks.
- The proposal should contribute to collaboration and networking.
- The proposal should consider issues of gender equity.
- The proposal must have clearly spelt out M & E mechanisms.
- The proposal should spell out clear reporting procedures.
- Available government, non-government community structures that are open to supporting the project in various ways
- Replicability of project activities within the country or the region
- The proposal should bring out issues of sustainability of the funded initiatives.
Annex 1
Government Commitments on Education since Independence:

**Constitution of India:** Way back in 1950, Article 45 of the Constitution of India, clearly directed the State to provide “free and compulsory education for all children until they complete the age of 14 years”, within a period of 10 years from the commencement of the Constitution.

**Kothari Commission, 1966**
With regards to the proportion of the national income devoted to education we have assumed the highest rate of 6% because we should accord the highest priority to education and allocate the largest proportion of GNP to it.

**World Conference on Education for All, Jomtien, 1990**
- Expansion of ECCD, especially for the poor
- Universal access to and completion of primary education by year 2000
- Improvement in learning achievement based on an agreed upon percentage of an age group attaining a defined level
- Reduction of the adult literacy rate to half its 1990 level by year 2000, with special emphasis on female literacy
- Expansion of basic education and training for youth and adults
- Improved dissemination of the knowledge, skills and values required for better living and sustainable development

**World Declaration on Survival, Protection and Development of Children, 1990**
A commitment to work for programmes that reduce illiteracy and provide educational opportunities for all children irrespective of their background and gender:

**Acharya Rammurthy Committee, 1990**
Public investment on education should exceed 6% of GNP

**Central Advisory Board of Education, 1991**
The practice of treating education as a residual sector in the matter of allocating resources should be reversed

**Convention on the Rights of the Child, 1989 (Ratified by India in 1992)**
Article 28 makes it obligatory for the state parties to:
- Recognize the right of the children to education, to be achieved on the basis of equal opportunities
- Make primary education compulsory and available free to all
- Make secondary, higher education accessible to all children
- Make educational and vocational information and guidance available and accessible to all children
Take measures to encourage regular attendance at schools and to reduce the drop out rates.

By virtue of Article 29, the state parties agree that the education of the child be directed to the development of the child’s personality, talents and mental and physical abilities to their fullest potential.

Plans, Policies, Legal Judgements, Reports of Committees and Commissions on Education:
India’s commitment to provide for and ensure universal elementary education for all children up to the age of 14 years has been declared and reiterated time and again in policies, plans, legal Judgements and reports of committees and commissions set up on education.

The National Policy on Education, 1986, as revised in 1992
— Free and compulsory education of satisfactory quality should be provided to all children up to the age of 14 years, before the commencement of the 21st century.

The National Plan of Action, 1992
— Universal enrolment of all children including girls, using both full-time formal schools and part time non-formal arrangements.
— Reduction of dropout rate between classes I to V and I to VIII from the existing 45% and 60% to 20% and 40% respectively.
— Achievement of minimum level of learning by approximately all children at the primary level and introduction of this concept at the upper primary stage on large scale.
— Reduction in disparities by emphasis on girl’s education and special measures for children belonging to SC and ST communities.
— Universalisation of effective access to schooling.
— From the VII plan onwards the outlay on education would uniformly exceed 6% of the GNP.

Supreme Court Judgement, 1993
In 1993, the Supreme Court clearly declared education a fundamental right in Unnikrishnan vs. State of A.P. and others. It said, ‘though the right to education is not stated expressly as a fundamental right, it is implicit in and flows from the right to life guaranteed under Article 21’.

Saikia Committee, 1997
The Committee reported an average expenditure per student in classes I-VIII in 1995-96 to be Rs948 per annum. It recommended an additional investment of Rs.40,000 crores in the next 5 years to ensure education for all children out of school.

Universal access to basic education and completion of primary education by at least 80% of primary school-age children.
Tapas Majumdar Committee, 1999
The Committee estimated a requirement of an additional Rs1,36,000 crores over a period of ten years ending 2007/8.


Dakar Global Conference on Education in 2000 brings back the memories of the promises made at Jomtein.

The 93rd (86th) Amendment Bill, 2002
Education is made a fundamental right for all children in the age group 6-14 years by the Lok Sabha.