

## Project Information format

**Project Name:** Providing Quality Education in Uttar Pradesh (*Engaging with Education System for Right of all Children to Quality Elementary Education*)

**Project Location:** Raebareli District & Uttar Pradesh state

**Target Group:** Teacher, Children of govt schools, Out of school children, Parents, NGOs.

### Introduction:

In Indian constitution a society based on social justice, equality, secularism, and democratic values has been conceptualized. Ensuring the Right of all children to quality education is essential to move towards such a society. Right to free and compulsory education as a directive principle was an elusive goal for a long time in post independent India. The two important reasons are lack of political will and allocation of adequate resources. In the year 1993 the Supreme Court of India gave a verdict to incorporate the right to education as fundamental right of children until the age of 14 years. Finally the Indian Constitution was amended in 2002 to make education a fundamental right for all children in the age of six to fourteen years. The central government initiated a process to enact a Central legislation that would make operational the Constitutional 86th Amendment Act 2002. But it has been only recently introduced to Parliament for consideration but no discussion could take place. Again a lack of political will. We are hopeful that it becomes an Act in next session in 2009. Following this there will be good opportunity to advocate for adoption of appropriate provisions by state government as a part of this Act, like making a detail provision of SMC. This Act will need wide publicity, without which its right based approach will not have any implication. Under RTE Bill there is little provision of redesigning the education system. Without improving the system that is based on centralization and lack of accountability, there is skepticism with regard to translation of right.

### About the Project:

Long Term Objective of the project is to ensure that government provides free quality education to all children upto age of 14 through regular improvement in its policy and better implementation and towards this there is institutional development, encompassing NGOs, Parents Association and PRIs. Strategic Objective is to bring practice-change in selected pockets of government education system and other stake holders as well, by building their capacity, demonstrating better practices & building system of mutual & local accountability. On the basis of that leverage for larger policy level changes, through dialogue, public pressure etc. Toward building public pressure network with other CSOs & mobilize block level Parent's Association so that there is a system of advocacy and accountability at every level, from school to block, district & even state level. This project follows a conceptual models of improved education system in which Parent Association, Teachers Forum, NGOs and related academicians/media have been considered the main agent of change.

### Results to be Achieved / Impact:

Medium Term Project Objectives & Outcomes are

- Demonstrate how elementary government schools can improve under a decentralized system of management with parent's participation and better academic support.
- Demonstrate how an effective school can attract all children and provide them meaningful education as enshrined in NCF 2005, leading to tangible learning improvement.
- Demonstrate the efficacy of Pre-primary education in schools, especially for first generation learners.
- Promote the concern to educate and empower adolescent and out of school girls and demonstrate their willingness to avail educational opportunities suitable to them.
- Promote learning culture and a system of Knowledge Management among teachers through Teacher Forum to promote improvement in quality education from within the system.
- Scale up the promotion of SMC and Parent Association with better capacity to engage with school system for better provisioning and quality education and the process generate positive attitude of teachers and government towards adopting this.
- Consolidation of present coalition of NGOs advocating for Basic Education into a broad based coalition for sharing of knowledge for effective engagement with education system, at local and state level for practice and policy change. Spread the learning and issues emerging from direct engagement of Lokmitra, among NGOs, media, academicians and in government system for promoting suitable policy and practice changes.

**Outcomes: We have so far achieved (Achievements):**

- Lok Sabha passing the 'Right of Children to Free and Compulsory Education Bill - 2009' and subsequent notification to implement it from 1st April 2010 could be considered as a major development to which consistent advocacy effort of LOKMITRA through Basic Shiksha Manch and Parent Association must have contributed. It was major demand put to contestants and political parties (especially to Mrs Sonia Gandhi and Rahul Gandhi in Raebareli). It was a half way change due to lacuna in the Act. Subsequent advocacy for influencing the Model Rule gave a direct result in terms of being provisioned that a Parent would be chairperson of SMC. Though many of other detailed demand haven't so far got a push. Subsequent advocacy for influencing the Model Rule gave a direct result in terms of being provisioned that a Parent would be chairperson of SMC. In the Rule of UP it has been included that SMC will be formed in open meeting, as demanded by BSM.
- Practice of Teachers Forum (Shaikshik Samvad Manch has got well spread to 19 Blocks and now it is very much certain this can be made statewide movement with long-term implication for bringing change in education system.
- Growing enthusiasm and participation of NGOs from about 40 districts for advocating for realization of educational right of children. There is growing capacity of BSM to organize large scale campaigns and activities at short notice through its participatory approach.
- Manual of SMC was sent to government and non government agencies all over north India. State level leaders of Teachers Union have publicly stated in favor of SMC (during the release of SMC manual).
- By March 2011 Lokmitra had promoted more than 500 SMCs in seven rural Blocks and in Raebareli and Lucknow city. Of them 205 SMCs belong to Oxfam Project area with 1187 women and 1689 men members. After passing state Rules and GO on SMC formation, Lokmitra ensured that in project about 215 SMCs got promoted with active participation of parents.
- About 6,500 children (3,600 girls), 721 teachers are getting directly benefitted by the project in a span of 3 years. In the project area about 24,000 children and 1,350 teachers would be getting indirectly benefitted.
- Thirty schools got effective pedagogy support that was appreciated by teachers. Some of the practices and underlying principles are being adopted by teachers.
- In last two years about 800 out of school adolescent girls got education support and about 375 got mainstreamed in schools. Girls also got empowered to advocate for their right.
- A major unintended outcome has been the nomination of one child (Narendra) from the project area of Lokmitra who have been actively engaged in Child Right activitt of Lokmitra in Deeh and in Luckow, got nominated by UNICEF as one of three nominee from India to participate in Junior 8 Summit (held in Rome in July 2009) and be part of voice of children of 16 Nations to raise the developmental concern to Head of State of 16 countries.

**Case Studies/Human stories: Sadhana ensured that her early marriage got postponed.**

*Sadhana studies in in village Dubahan Center (Mohanganj, Salon Block) along with 20 adolescent girls. Sadhana is 16 years old and has deep interest in studies and music. On completion of class V Sadhana took to domestic chores. Just after Sadhana has taken class V exams, her father Amrit Lal Verma went missing for about 15 days. During this period the family suffered a lot and they were from hand to mouth, as a result of which she had to give up studies. When the center was established in the village, she joined it and regularly attended. Sadhana's family has 8 persons. Her mother is Smt. Sumitra Devi. Sadhana is the eldest of all siblings. Her two brothers and two sisters are aged between 6-12 years. Her younger sister studies in class III and brother studies in class I, another brother is less than 6 years age. Living in the company of grand parents, brother, sisters and parents and attending to domestic work, she goes to the center and prepares for her future. Sadhana's new problem started when her grandfather decided to solemnised her marriage with Ramesh Verma (aged 22) of Ramkheri Purwa. Sadhana felt she was too young to be the wife. She wanted to pursue her studies, but her family elders would not heed it. She talked about her problem to Sunita, the centre teacher. Sunita called a meeting at the center, where she read out 'Priti ki Kahani' from the Adolescence Life Education Package and told Sadhana's grand parents the example of Priti. After a bit of sincere persuasion they agreed to put off the marriage. Sadhana was happy now and became very regular in attendance at the center. Sadhana now thinks that all the girls at her age should study and gain strength. She encourages the girls enrolled with the center to make the best use of the facility and helps them in taking part in the activities.*