

Marginalized¹ Girls Education Programme, Uttar Pradesh, India

March 2009

A) Background

• Country Profile / Situation Analysis

Illiteracy is a major problem in Uttar Pradesh (UP) with little over half the population (57%) being able to read and write. The gender gap in education is also significant with literacy rate of 70.2 % for men and 43% for women. Uttar Pradesh ranks 31st in India with regard to female literacy. Primary School completion rate for girls is only 27% and for boys 50%. Among the most disadvantaged are girls belonging to Dalit, Tribal and Muslim communities. As per the data of the National Sample Survey Organisation (NSSO) the literacy rate among Muslim Girls and women in rural Uttar Pradesh is only 26.8% and only 9.6% are able to complete their primary education. Female rural literacy rate of Dalit girls and women is an abysmal 24.6% and only 10.4% have finished the primary education.²

Government is addressing the issue of access to quality primary education through the Sarva Shiksha Abhiyan (SSA-Education for all). SSA aims to provide useful and quality elementary education to all the children in the 6-14 age group by 2010. SSA recognizes the need for improving the performance of the school system and to provide community owned quality elementary education in a mission mode. It also envisages bridging of gender and social gaps. Specific provisions have been made in the programme to reach out to girl child through free textbooks, building separate toilets for girls, bridge courses for older girls, recruitment of 50% women teachers and gender sensitive teaching and learning material.

Substantial efforts have been made by the Government under SSA to improve primary education in India. Because of this the overall enrolment levels have increased. But many gaps remain in the implementation. The enrolment levels of Dalit and tribal children and Muslim girls remain lower than the national average.³ Drop out rates are alarming in general but even more so for the children from marginalised communities who tend to drop out more than those belonging to forward castes/communities.⁴ Even more concerning is the fact that many children who complete their primary education from government schools are unable to read, write and solve basic arithmetic problems. Many factors contribute to create this grim picture.

Parents do not attach a high value to girl child education. They are reluctant to send their daughters to school due to concerns about their safety and security and the contribution girls make to domestic chores and childcare. Discrimination on the basis of caste, gender, class and religion that is prevalent in the society manifests at the school level too. This is reflected in teacher's attitudes and practices and adversely affects the quality of schooling the marginalised children receive and also their overall esteem and self confidence. Schools lack basic facilities like classrooms, drinking water and toilet facilities, playground and adequate number of female teachers. Though provisions have been made in SSA for school infrastructure improvement and community participation in management these are not implemented effectively as communities remain unaware of the same. Planning process at the District level for preparation of District Education Plans is also not decentralised and participatory. Thus, many of these issues are not addressed and utilization of funds remains low.⁵

Quality of education provided by government schools is poor, which also contributes to high drop out rates. A survey by leading NGO⁶ brought out the fact that only half the children in Standard II and I recognize alphabets and half the children studying in Class III to V read simple Hindi Paragraphs in Uttar Pradesh. High Pupil Teacher ratio⁷, teacher absenteeism and low levels of classroom activity⁸, lack of motivation to apply the joyful teaching methodologies and the use of rote system of learning, untrained teachers⁹ all affect student learning levels. Social and economic factors further exacerbate the situation. Children from disadvantaged groups suffer from high levels of malnutrition which affects their brain

1 The term "marginalised communities" refers to dalits, tribes, Muslim communities and people living in slums who are amongst the poorest and most disadvantaged groups in the State. Dalits fall in the lowest level of the caste hierarchy and are discriminated against because of their traditional occupations.

2 GOI.2001. Literacy and Levels of Education in India 1999-2000. NSSO. Report no. 473

3 Ramchandran V.2007. Status of Basic Education in India: an Overview

4 GOI. 2005. Select Education Statistics, Department of education, MHRD.

5 Previous utilisation trends reveal that the Government of Uttar Pradesh has been able to utilise only 40-50% of the allocated budget.

6 Annual Status of Education Report 2006. Facilitated by Pratham

7 The average PTR in the State is 73:1

8 A survey of primary schools in 200 villages found that in rural north India, on an average day, there is no teaching activity in about half of the primary schools.

9 The Government is increasingly hiring para teachers on a contractual basis who are not adequately trained. 40% of the teachers currently are para teachers in the State.

development and ability to learn. Girls often have very little time to study at home as they have household duties to perform. Most of the children are first generation learners and get very little support and guidance at home.

Oxfam's Experience in country

1. Oxfam's Experience in India

Oxfam is a development and humanitarian organisation working in India since 1951. Oxfam and its partners (more than 200 across India) work with the poorest and the most vulnerable in their struggle against poverty, suffering an injustice. Currently the Oxfam programme in India focuses on livelihoods, gender equality, disaster preparedness, education, urban poverty and HIV/AIDS. Oxfam has responded to several big disasters in the last decade including Kashmir Earthquake, Orissa Super Cyclone and Gujarat Earthquake. Oxfam is also a campaigning organisation and speaks out on behalf of the poor people on various issues including access to education for all.

2. Oxfam's Previous Experience in Education Sector in India

Oxfam has been active in Uttar Pradesh for more than two decades. Its education programme so far has focused to promote quality and equity in education with the purpose to improve ability to read, write and apply education skills to enhance self-confidence and self-esteem of marginalised Dalit and Muslim girls. Oxfam has been running four rural Dalit girls schools from 2001 and 50 centres in urban slums since 2007 with developed infrastructure, socially sensitive curriculum, child centred joyful teaching methodology, community participation and up gradation. Oxfam has also been instrumental in improving the functioning of 120 Government schools in the state of Uttar Pradesh through its advocacy and campaigning efforts.

Oxfam's current education programme is benefiting 3000 (80% girls) marginalised children directly and 30000 children through advocacy for quality education in government schools. The major contribution of Oxfam education programme includes providing education to the most marginalised children, promoting greater community participation in school monitoring & management, training of teachers, community leaders and stakeholders to develop sensitivity on social issues; research and documentation; innovative interventions to add quality in education; increasing access to education for girls; and advocacy for quality education at local and state level. Furthermore, Oxfam was able to mobilise Parents Teacher's Associations, Village Education Committees and Education Department Officials to improve the functioning of 120 Government schools. The mobilisation and advocacy efforts resulted in a reduction in the pupil teacher ratio in these schools, improved drinking water and sanitation facilities and increase in the enrolment and learning levels of children, particularly girls.

The project seeks to apply the learning's and best practices developed from running four Dalit Girls Schools to 60 Government Primary schools. Over seven years of running the Dalit Girls schools has demonstrated the importance of forming School Management Committees (SMCs) & involving Change Agents for active community participation, creating a conducive physical environment where children can learn, combining curricular and non curricular activities, developing trained and motivated teachers adopting Joyful teaching learning methodologies, inclusive class room management and regular monitoring of the quality of teaching. The proposed project will apply these learning's in the Government schools located in areas inhabited by marginalised groups to improve the enrolment, retention and quality of learning of children especially girls.

B) Programme Objectives

The project aims to achieve the following objectives that will contribute to the MDG 2 and 310

1. To improve access and provide quality primary education to Dalit and Muslim girls
2. To advocate for effective implementation of Government's Sarva Shiksha Abhiyan in Uttar Pradesh
3. To ensure that Government of Uttar Pradesh recognizes discrimination prevalent in schools and takes concrete steps to reduce the discriminatory practices.

10 Millennium Development Goals (MDGs) are a series of eight time -bound development goals that seek to address the issues of poverty, education, gender equality, health, the environment and global partnership for development, agreed by the international community to be achieved by the year 2015. Goal 2 seeks to achieve universal primary education by 2015 and Goal 3 seeks to promote gender equity and empowerment with specific target to eliminate gender disparity in primary and secondary education. The millennium development goals were agreed and adopted at the UN millennium summit in September 2000.189 member states of the United Nations including India pledged that they would make concerted efforts to achieve the goals within the specified time frame.

C) Summary of Programme Details per activity proposed and Expected Results/Impact

Activities:

Component 1: Running of Four Dalit Girls Schools

Presently four schools are being run in rural areas to provide quality education to girls from Dalit and Muslim communities. Before these schools were established most of the girls were out of school and not receiving any education. The project seeks to run these schools for further one year period so that the education of girls is not disrupted and these schools become self sustainable. With persistent efforts and negotiation these schools have gained partial recognition & assistance from Education Department in terms of scholarships to enrolled children, recognising the exams conducted by the schools, seeking teaching staff's support towards facilitating special classes, conducting enrolment drives and organising special events for children. One school has also gotten assurance from local elected Parliamentarian for financial assistance. Parents have also started contributing a nominal monthly tuition fee and providing financial and material support towards organising events such as Children's fair, cultural programmes etc. Following efforts would be made in one year time to ensure these schools become self reliant and community owned-

- Mobilising government's support under SSA and Corporate assistance under Corporate Social Responsibility
- Strengthening management & local fund raising capacities of School Management Committees
- Developing school specific fund raising strategies and dissemination materials

Component 2: Providing School Supply Materials

Teaching Learning Material will be supplied to four Oxfam run schools and 60 government schools identified for quality education of Dalit and Muslim girls. These materials will include black boards, bulletin boards, charts, and educational aids, play materials, and mattresses etc. These materials will supplement the school books provided by the Government and aid in child centred learning.

Component 3: Providing Infrastructure support

Small infrastructure support will be provided to Oxfam run and the Government schools. The infrastructure support will create a favourable physical environment to increase enrolment and enhance retention rates in the schools. This is also seen as an entry point to help develop rapport with the community and the government school teachers and education officials. The support provided will include repairing & maintenance of schools & water and sanitation facilities for girls. It is expected that major improvements in school infrastructure will be mobilised by the community from the funds allocated under SSA. Interventions such as preparation of school development plan, establishing and strengthening community based monitoring system through School Management Committees, budget tracking at school, block, district and state levels and advocacy efforts would facilitate need based fund allocation and optimum utilisation under SSA .

Component 4: Community Mobilisation and Capacity Building

Our past experience has demonstrated that community involvement is crucial to ensure quality in education and reduce the drop out rates. Intensive community mobilisation will be undertaken to generate awareness in the community on the importance of educating their girls through community meetings & using appropriate Information Education and Communication (IEC) tools/popular media. *School Management Committees*¹¹ will be constituted and trained to take part in preparing school development plan, school monitoring and management. Change makers (enthusiastic community volunteers) will be identified, oriented & engaged. Change makers are volunteers from the community who have the ability to motivate & influence others about importance of education and are able to lead the advocacy processes. Parents would be encouraged to demand and ensure proper functioning of ICDS centres¹² and Mid Day Meal schemes. This will help address reduce malnutrition among children. It will also reduce the burden of school going/drop out girls who are unable to attend regular classes due to responsibility of sibling care. Students of all government schools and Oxfam run centres will

¹¹ School Management Committees are parent forums constituted at school level and further federated at Cluster, Block and District levels & trained to monitor, participate in school management and decision making process. In this manner a community based system is established to ensure accountability of all stakeholders in decentralized arrangement of basic education in which parents play the critical decision making role. This arrangement has been tried and tested at four Oxfam supported schools and has worked very well.

¹² ICDS aims to improve the nutritional and health status of vulnerable groups including pre-school children, pregnant women and nursing mothers through providing a package of services including supplementary nutrition, pre-school education, immunization, health check-up, referral services and nutrition & health education.

be sensitised on gender, secularism, peace & equality through games, film shows, interactive workshops and cultural programmes as a routine practice.

Component 5: Capacity Building of Teachers and developing follow-up mechanisms

Training of teachers particularly para teachers will be a crucial component of the programme. The in service trainings will focus on pedagogical skill enhancement for joyful and child centred¹³ teaching and learning processes to capture the interest of students. Sensitivity to gender, caste, class & religion based issues will be another key area of the training for teachers. Training of teachers needs to be supplemented with proper on site follow up to maximise the impact of training programmes. To ensure effective follow up and hand holding, Technical Resource Organisation having extensive expertise and experience would be engaged to train and develop Master Trainers. These Master Trainers will provide onsite practical guidance to teachers in developing lesson plans, promoting multilevel learning, undertaking remedial courses for children falling behind, and incorporating sensitivity to gender, class and caste issues.

Component 6: Assessing learning levels of students and developing special remedial learning packages

Periodic learning level assessment tests will be administered in all Oxfam run schools and government schools. Actions will be taken according to requirement of the centre or school to achieve the desired level of learning results. Special remedial packages will be developed to fill the gaps in teaching learning processes particularly to improve the learning levels of Dalit and Muslim girls.

Component 8: Establishing linkages with State, District and Block level Government Officials & Teachers Union

An important part of the programme is to improve the quality of education being provided in government schools and increase the number of girl children attending school. This requires developing a good relationship with the Government officials & Primary Teacher's Union at the State, District and Block level. These linkages will also be necessary for the recognition of the schools being run by Oxfam. Regular sharing meetings will be held with the Government officials, Teachers Union office bearers and representatives to disseminate the learning's of this programme and ensure widespread replication of the same.

Component 9 : Monitoring, Evaluation & Learning

The project will be implemented mainly with the local non- governmental organisations (Three grass root implementing organisations and one technical support organisation) and Community Based organisations. Baseline survey will be conducted at the beginning of the project. Oxfam staff will monitor the progress through regular monitoring visits and meetings with partner staff. Project progress will be monitored against agreed process and outcome indicators involving communities along with other stakeholders. The findings will regularly be shared with all concerned, including beneficiaries, for constant improvements. An evaluation of the programme will be done at the end of the 3 years. Oxfam's Finance Officer will make periodic visit to monitor the financial progress and providing guidance required.

Key learning's emerging from the programme would be documented and shared widely. The documents produced will capture processes and strategies that have been successful in improving the functioning of government schools with regard to retention of Dalit and Muslim Girls and enhancing their learning levels. Positive examples of addressing discrimination in schools, adoption of teaching practices which are sensitive to gender, caste and religious issues and learning's emerging from working with different stakeholders will also be recorded and disseminated.

¹³ Child-centred learning focuses primarily on individual students' learning. The teacher's role is to facilitate growth by utilizing the interests and unique needs of students as a guide for meaningful instruction.

Component	Expected Results/Impact
1. Running of Schools	<ul style="list-style-type: none"> 600 Dalit and Muslim Girls get quality education without discrimination in 4 Oxfam run Dalit Girls School 4 Dalit Girls Schools become self reliant by end of year I
2. Providing School Supply Materials	<ul style="list-style-type: none"> Improved teaching learning environment will help build children's and teachers motivation and also enhance the learning levels
3. Providing Infrastructure support	<ul style="list-style-type: none"> Create a conducive environment to learn Increase enrolment and retention of girls from socially marginalised communities Improved toilets and drinking water facilities will help children devote more time in the class
4. Community Mobilisation and Capacity Building	<ul style="list-style-type: none"> Parents will send their girls to school School Management Committees and motivated parents will help reduce the drop out rate among girls School Management Committees and change makers will take proactive steps to improve the functioning of schools. ICDS and Mid day meal schemes will run effectively in project villages Increase in the retention rates of Dalit and Muslim girls by 60%.
5. Capacity Building of Teachers and developing follow-up mechanisms	<ul style="list-style-type: none"> More joyful teaching methodologies adopted by teachers in 64 schools & child friendly environment will improve children's learning, motivation and confidence Teachers in 4 Oxfam run schools are sensitive & stop the practice of discriminating openly on the basis of gender, religion and caste Improvement in the learning levels of students by 60%
6. Assessing learning levels of students and developing innovative learning packages	<ul style="list-style-type: none"> The slow learners will be identified and special packages will help reduce the gap between the actual and desired learning levels.
7. Establishing Linkages with Government	<ul style="list-style-type: none"> Government extends support to & sustains 4 dalit schools Timely and effective implementation of the programme activities in government schools Learnings and best practices are further replicated in other government primary schools
8. Monitoring, Evaluation & Learning	<ul style="list-style-type: none"> Gaps are identified and recommendations are incorporated to strengthen the project components and achieve the desired results Successful strategies and learning's are documented and shared with the government and other stakeholders

D) Project Beneficiaries (direct and indirect)

There should be an indicator on learning levels

- 600 Dalit and Muslim children will get quality education in 4 Oxfam supported Dalit girls schools in rural areas in 2 districts in one year.
- Project will directly reach out and benefit at least 50 government primary school teachers in terms of enhanced capacities and teaching skills, enhanced recognition and self esteem.
- At least 50 parents (50% mothers) would be actively engaged through School Management Committees

- Additional 100,000–150,000 children will benefit as a result of the replication of best practices and processes, by other schools, advocacy and campaigning efforts undertaken by the programme.

E) Project Location

Oxfam proposes to work in three districts in Uttar Pradesh. Ghazipur and Mirzapur are districts where four dalit girls schools are functional and would be instrumental to facilitate replication process from the very beginning.

F) Project Duration

3 Years (01 May 2009 – 30 April 2012)

G) Estimated Cost: INR 39,82,800.00 or US\$ 79,656.00 for one (1) year

Detailed budget has been annexed below:

Budget Marginalised Girls Education Programme					
May 2009- April 2012					
S. No.	Particulars	Units	Nos.	@	Total- Year 1
A	Supplies / Material:				
1	Running of 4 Dalit Girls Schools & Quality input to 60 Government Schools				1,300,000
1.1	Teachers Honorarium - 20 (5 Teachers x4 schools)	Per Month	240	5,000	1,200,000
1.2	Teachers Welfare - 20	Per Year	20	5,000	100,000
2	School Supply Material				240,000
2.1	Teaching Learning Material	Per Centre/ school	4	10,000	40,000
2.2	Innovative Learning Interventions (e.g. Computer Learning,Media Workshop etc)	Per Partner	4	50,000	200,000
3	Infrastructure Support				200,000
3.1	Infrastructure support (towards improvement in water & sanitation condition, recreational facilities etc.	Per school	4	50,000	200,000
4	Mobilisation & Capacity Building of Community & children				380,000
4.2	Exposure Visits- Local and outstation (Parents & Children)	Per School	4	35,000	140,000
4.3	Training of 4 School Management Committees	Per School	4	20,000	80,000
4.6	Celeberating special events like Children's Day, Teacher's Day etc	Per School	4	15,000	60,000
4.7	Annual Bal Mela/ Excellence Award Function for Children,Teachers & SMCs	Per School	4	25,000	100,000
5	Capacity Building of Teachers				100,000
5.2	Teachers Training	LS	-	50000	50,000
5.3	Teacher's Exposure Visits- Local and outstation	LS	-	50,000	50,000

6	Assessing learning levels of students and developing special remedial learning packages				200,000
6.1	Developing innovative packages for enhancing learning levels	LS	1	200000	200,000
7	Establishing linkages with Government Officials				80,000
7.1	Meetings and workshops with Govt. Officials and other stakeholders at the block, district and state levels (4 meetings per yearX2 districts)	Per meeting	8	10,000	80,000
8	Monitoring, Evaluation & Learning				150,000
9.2	Documentation of Learning & Dissemination	LS	-	-	100,000
9.3	Programme Evaluation (Project End)	LS	-	-	50,000
	Total A - Supplies / Material (1-9)				2,650,000
B	Non Personnel:				
1	Admin Cost X2 Partners				156,000
1.1	Rent - Partners	Per Partner	24	2,700	64,800
1.2	Travel - Partners	Per Partner	24	1,250	30,000
1.3	Office Running Costs - Partners	Per Partner	24	2,300	55,200
1.4	Audit - Partners	Per Partner	2	3,000	6,000
	Total B - Non Personnel Cost				156,000
C	Personnel:				
1	Staff Cost X 2 Partners				300,000
1.1	Recruitment cost - Partners	Per Partner	2	10000	20,000
1.2	Coordinator (1 each) Rs. 8000 PM	Per Partner	24	8,000	192,000
1.3	Staff welfare	Per Partner	2	8,000	16,000
1.3	Accountant (Part Time 1 each) Rs. 3000 PM	Per Partner	24	3,000	72,000
	Total C - Personnel Cost				300,000
D	Implementing Agency Cost				
1	Oxfam				876,800
1.1	Salary-PO-1	Per Month	12	47,900	574,800
1.2	Medical	Per Month	12	1,250	15,000
1.3	Gratuity	Per Month	12	4,000	48,000
1.4	EOC	Per Month	12	4,000	48,000
1.5	Allowances (LTA)	Per Year	1	32,000	32,000
1.6	Travel & Accommodation-Oxfam (Monitoring Visits)	Per Month	12	12,000	144,000
1.7	Audit	LS	1	15,000	15,000
	Total D - Implementing Agency Cost				876,800
	GRAND TOTAL (INR)				3,982,800
	GRAND TOTAL (US\$ - @ 50.00)				79,656