



EFA Global Action Week:2013 Culmination Event Report

“Every Child Needs A Teacher”



New Delhi Office
Cluster Office for Bangladesh,
Bhutan, India, Maldives,
Nepal and Sri Lanka



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Every Child needs a Teacher

EVERY CHILD NEEDS A TEACHER EDUCATION FOR ALL GLOBAL ACTION WEEK 2013 INDIA

Join the Campaign in raising the voice for
trained full time Teachers for Quality Education




**National Coalition
for Education (NCE)**



United Nations
Educational, Scientific and
Cultural Organization

New Delhi Office
Cluster Office for Bangladesh,
Bhutan, India, Maldives,
Nepal and Sri Lanka



UNEP Information Centre
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care

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FOREWORD

It gives us immense pleasure to present this report of **Global Action Week (21-27 April 2013)** organized by **National Coalition for Education(NCE)** in 15 states in collaboration with UNESCO, GCE and Care India.

Global Action Week (GAW) is a historical campaign run by Global Campaign for Education in more than 100 countries across the world simultaneously to mark the anniversary of Dakar goals. Global Campaign for Education, a joint platform of international NGOs, trade unions, teachers' unions and national coalitions was formed in the year 2000 during the World Education Forum in Dakar. This year a one week 21-27 April 2013) campaign was observed all around the world to pressurize the government to make provisions for trained teachers for quality education. The theme this year was **"Every Child Needs a Teacher"**.

Global Action Week reminds us for a continuous dialogue and advocacy with policy makers to fill the vacant post of teachers with trained teachers. Trained, full time and adequate number of teachers is a prerequisite for quality education and through this campaign , NCE, with its partner organizations has aimed to create a demand in different parts of the county, involving the stakeholders at all levels.

We appreciate our partners for their cooperation and support in organizing this campaign with highest level of commitment.

Rama Kant Rai
CONVENER

Rampal Singh
GENERAL SECRETARY

Global Action Week: An Introduction

Global Action Week is the major international campaign movement for the education around the world. Working on education nationally, regionally and internationally all take action to raise the profile of one aspect of the Education for All agenda, speaking out on the same issue and making coordinated demands of politicians. All over the world, members of the public – and particularly schools – get involved in Global Action Week, meaning that millions of people in nearly 100 countries take part each year. Past themes of Global Action Week have included literacy and lifelong learning (2009); education financing (2010), girls' education (2011) and early childhood care and education (2012).

Global Action Week is one of the major focal points for the education movement. This year **Global Campaign for Education (GCE)** has announced Global action week to be celebrated in the month of **April from 21st to 27th of April, 2013** and has set the theme ***“Every Child needs a teacher”***.

National Coalition for Education (NCE) being the country representative of Global Campaign for Education in India celebrates Global Action Week every year. This year NCE commemorated Global Action Week 2013 with its partners and Teachers Union in fifteen states. It was commemorated in **Bihar, Madhya Pradesh, Rajasthan, Uttarakhand, Odisha, Maharashtra, Punjab, Gujarat, Jharkhand, Haryana, Delhi, Uttar Pradesh, Tamil Nadu, Andhra Pradesh and West Bengal**.

Theme 2013: Every Child Needs a Teacher

The Dakar Framework of action on education has six goals including Expansion of early childhood care and education, Promotion of learning and life skills for young people and adults, Increasing adult literacy by 50 per cent, Achieve gender parity by 2005, gender equality by 2015 and Improve the quality of education.

For achieving quality education i.e. one of the major goals of **Education for All (EFA)**, issues regarding teachers become issues of utmost important. Realizing this, GCE has chosen ***‘Every Child needs a Teacher’*** as a theme for Global Action Week for this year.

Every child in the world has the right to a quality education, and no child has a chance of realizing that right without an effective teacher. And yet, even as we make (slowing) progress towards getting every child in school, there is a huge and persistent gap in professional, well-trained, well-supported teachers. Failure to deal with this gap is one of the biggest constraints to achieving Education for All, and is the critical factor in the learning gap – the gap between the education children should receive in school, and the dramatically poor learning outcomes we are often seeing instead. The gap is massive: to get every child in primary school by 2015 – a promise of the EFA framework and the MDGs – 5.1 million School teachers are needed. This number takes into account teacher attrition as well as 1.7 million additional teachers required to fill the gap.

The concept of education cannot be thought without teachers. Especially in school education, a teacher does indeed shape the future because he or she educates the leaders of tomorrow.

Excerpt of Video Message from UNESCO for GAW 2013

"We have no time to lose. We must choose every accelerator in governance in providing quality education to all their citizens. Teachers are absolutely vital here. They are the single most influential and powerful force for equity, access and quality in education. The fact is we would not reach our goals of education without teachers and this is why the global action week this year comes under the slogan 'every child needs a teacher'. There has been great progress but deep gaps remain. We estimate 6.8 million teachers are required for achieving universal primary education by the year 2015. Africa alone needs an additional 1 million teachers to get every child into primary school. Too many countries still lack the professional and well trained teachers they need. The stakes are high because teachers are game changers. We need professional, well trained and motivated teachers who are deployed at the right place and with adequate with pay and support. Teacher training, support and retention must be top of national educational policy. UNESCO has mobilized states to bridge these gaps. We work at the global normative level to address teachers rights and responsibilities. We host the inter task force on teachers on educational education for all and we support governance in teacher training, recruitment, professional development and status. We focus where needs are more acute for instance , capacity development in Sub Saharan Africa. We work with governments, in the private sectors to harness technologies for greater access and quality, to reinforce leadership and to improve country level teacher policy. Promoting gender equality is the priority running through all our efforts. Teachers are essential to meet the aspirations of every girl and boy, they hold the keys to sustainable development of every society. This is why teachers are central to United Nations Sec General's global education first initiative that UNESCO is steering forward. In a while they must be in the heart of the post 2015 global development agenda.

(<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/advocacy/global-action-week/>)

Indian Context

We are all aware that India has missed many of the stipulated goals of Education for All (EFA), MDG 2015 and the CONFINTEA 6 mid-term goals. As the deadline for EFA and several of the MDG targets looms, our and policy makers are now shifting their attention to the post-2015 agenda. After decades of struggle, Right to Education Act 2009 came in India. In this Act, Norms and standards of teacher qualification and training are also being laid down by an Academic Authority. Teachers in all schools will have to subscribe to these norms within 5 years. Article 25(1) states that "within six months from the date of commencement of this Act, the appropriate government and the local authority shall ensure that the Pupil-teacher ratio, as specified in the schedule, is maintained in each school".

Educationists stress that lack of training institutes is another serious problem. The government has allocated Rs 6,000 crore in the 12th Five Year plan for strengthening these institutions. Six lakh teaching posts have already been sanctioned. The MHRD wants all schools to adhere to RTE norms by 2015. However, there are only 1,178 government-run institutions and 12,689 self-financed affiliated colleges running teacher education programmes. The training in many of the institutes is abysmally poor.

Global Action Week In Fifteen States Of India

National Coalition for Education (NCE) organized several national level campaign activities across country during the Education for All - Global Action Week 2013 in fifteen states viz. Bihar, Madhya Pradesh, Rajasthan, Uttarakhand, Odisha, Maharashtra, Punjab, Gujarat, Jharkhand, Haryana, Delhi, Uttar Pradesh, Tamil Nadu, Andhra Pradesh and West Bengal

A series of activities were undertaken by National coalition for Education (NCE) partners and teachers union in the above said states of India. Teachers, school children, parents, social workers and bureaucrats participated in the event which focused on "Every Child Needs a Teacher". Children also participated in drawing competition, thread and thumb painting, essay writing, rallies on the theme of EFA Global Action Week 2013.

A charter of demand was presented to the governor of every state and to the District Collectors in different districts by the partners, which was signed by children of the schools. This charter had demands based on the importance of having well trained teachers in making Education for all a reality.

The list of National Coalition for Education (NCE) partners celebrating EFA Global Action Week 2013, across India is following:

S.N.	State	District
1	Madhya Pradesh	Khandwa
		Bhopal
2	Rajasthan	Alwar
3	Uttarakhand	Deharadoon
		Champawat
4	Odisha	Bhubaneshwar
5	Maharashtra	Mumbai
6	Punjab	Jalandhar
7	Gujarat	Ahmadabad
8	Jharkhand	Bokaro
9	Haryana	Gurgaon
		Bahadurgarh
10	Delhi	Nazafgarh
11	Uttar Pradesh	Allahabad
		Kushinagar
		Meerut
		Sitapur
12	Tamilnadu	Dharampuri
13	Andhra Pradesh	Vizianagaram
14	Bihar	Patna
15	West Bengal	Calcutta

National Culmination Event at India International Centre, New Delhi

Global Action Week was culminated in the national capital, New Delhi involving all the stakeholders of Education.

The culmination event on “Education for All, Global Action Week 2013” was organized by National Coalition for Education (NCE) in collaboration with UNESCO, New Delhi on 25 April 2013 at IIC New Delhi. The EFA Global Action Week was assisted by UNESCO and Care India.

The representatives of partner organisations and teachers' union, from all 15 states, where a week long EFA global Action Week was celebrated also participated in the culmination event at New Delhi.

The participants in the culmination event were school children from C-2, C-4 and C-5 Government School, Janakpuri, New Delhi, parents, teachers, teachers unions' representatives, parliamentarians, academicians, Right to Education Forum, OXFAM, Save the Children, UNICEF, UNESCO, UNIC, NCE National and regional representatives, Max Havelaar Foundation, XERTIFIX Germany and print and electronic media representatives. Some of the prominent media houses who covered the event are All India Radio, BBC world, News Express, Governance Now, Aapka Faisala, Hinduastan.

The personalities at this occasion were following:

- Mr. A.V.Swamy- Member of Parliament, Rajya Sabha
- Mr. Rampal Singh- General Secretary, NCE
- Mr. Shigeru Aoyagi- Director UNESCO New Delhi
- Ms. Kiran Mehra Kerpelman, Director UNIC, India and Bhutan
- Mr. R.C.Dabas- Akhil Delhi Prarthamik Sangh
- Mr. Ambrish Rai, Board Member, NCE India
- Mr. Sanjeev Rai, Save the Children
- Prof. Ajit Singh, Director,PDP, AIPTF



Welcome Address by Mr. Rampal Singh:

In his welcome address Mr. Rampal Singh, General Secretary of NCE, said that 'Education for All Global Action Week' is a platform that provides us an opportunity to negotiate our demands for education with policy makers. He added that in a country where 12 lakh teachers are lacking, it is difficult to imagine a strong and educated nation. Mentioning that almost 7 lakh para teachers have been appointed for educating children and for making Education for All come true, he stated that nation urgently requires appointment of full time & trained

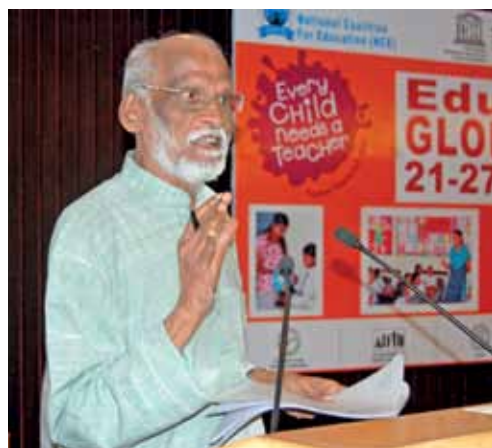
teachers. He demanded that both Central and State Governments must take responsibility for education of the people. Showing his concern regarding privatization of Education, Mr. Singh said that Education should be states responsibility and shouldn't be given into private hands for profit making.

Setting the context: Miss. Noopur, Research Officer, from NCE made a presentation on status of elementary education in India. Mentioning about the total enrollment of children in India she informed that the enrollment have gone from 57844942 to 61955154, an increase of 6003139 children in the year 2011-12. She said that though there was a significant increase of 284704 number of in 2011-12, India still need more than 12 lakhs teachers to fulfill the norms of Right to Education Act, 2009. Further she mentioned that as per data, still more than 65.25% of children are enrolled in schools which have Pupil Teacher Ratio more than 30. For upper primary school, 51.04% of total enrolled children are enrolled in schools that have Pupil Teachers Ratio more than 35. Another point of concern that was presented was that there are almost one lakh seventeen thousand schools which are single teacher schools. She added that though there are many national and international commitments in which India talks about ending the discrimination in school on the basis of caste, class, gender, ethnicity, % of schedule tribe teacher to total teacher has been decreasing 9.14% and that of schedule caste also is as low as 12.88% as compared to their percentage population that stands at more than 16. The quality also gets compromised not only with inadequate number of teachers but also with the involvement of teachers in the nonacademic activities. Data, as presented, showed that 10.13% of the total teachers are involved in non-teaching assignments, showing an increase from last year which was at 9.06%. Miss Noopur, highlighting the facts regarding teachers, reiterated the demand for full time trained teachers.



Mr. Shigeru Aoyagi, Director UNESCO, New Delhi, was invited on the Dais to take forward the session. Mr. Shigeru, emphasizing on the importance of teachers, said that without qualified teachers Education for all cannot be achieved. Talking about The Right to Education Act , 2009 and the first deadline of RTE, he said that we still have a long way to go. He informed that India and other member states still have high school dropouts, 8.1 million children do not have access to knowledge & information. He also stated PTR (Pupil Teacher ratio) as a matter of deep concern. Showing his concern about the educational standards, he added that UNESCO is equally concerned

about absenteeism among teachers as a grave problem . He also mentioned quality of the teachers as a huge problem and therefore the teachers training become much more relevant.



In his keynote address Mr. A.V.Swamy, Member of Parliament, Rajya Sabha started with famous quote "Guru hi Brahma , Guru hi Deva" and that every human being is a storehouse of knowledge and the knowledge comes out through an environment of enquiry, this spirit of enquiry has to be encouraged by teachers among students. He shared his experience as the member of Millennium Development Goals group from India. Showing his concern about the governments progress on Education for All and MDGs goals, he said that more resources and strong commitment is needed to make Education available to all. He also assured that as a parliamentarian he will do all best in his capacity to ensure quality education for all.



Ms. Kiran Mehra Kerpelman, Director UNICEF India, emphasized on UN Secretary General's Education first Initiative and said that Education is a basic fundamental right and should not be the privilege of a few. She said that Education is the single best investment that nations can make for developed, healthy and equitable societies. She further added that not just education but quality education is the right of every child and that gender, geography, poverty and accessibility should not prevent any child from getting education. Taking about this year's theme, she also said that theme of 'every child needs a teacher' calls for a review of quality and quantity

of education, review of the GAW movement. Emphasizing on importance of quality in education, she said that it is important to mobilize political commitment and funding for education.

Participation of School children

School children from different schools recited beautiful poems in appreciation of their teachers. Fifteen girls and boys together displayed placards in Hindi and English and read the messages on this occasion. Some of the placards read as 'without a Teacher school is just a Building', 'without trained Teachers, Schooling is not Education'. The slogans attracted appreciation by people present. A demonstration replicating 'Transport and communication system' was made by children and displayed at the fun place specially created for this culmination event by school children.



School children presented two models namely 'Transport & Communication' and 'First Aid Kit', prepared by them. In the 'Transport & Communication' model, children displayed the convergence of different modes of communication viz. metro rail, road transport and satellite communication and how much this convergence has been beneficial for the growth of human civilization. The first aid kit was assembled by children in plastic boxes. The items kept in first aid kit were band-aids, saline, soap, antiseptic, tweezers, thermometer, cotton swab, sterile etc. During interaction with visitors they also shared how to use the first aid kit in schools. Both the models explicitly underlined role of teachers in growth of children where they do not learn the bookish things but they also learn about their surrounding with scientific temperament under the guidance of their professionally trained teachers.

PERFORMANCE BY SCHOOL CHILDREN

Another important part of children's participation in the event was performance by children. They recited a beautiful poem at this occasion. The poem gave a message on 'Every Child Needs A Teacher'. In this poem children said it is teacher who teaches about humanity and character building. Teachers don't discriminate on the basis of caste, creed or economic status of children. Teachers educate us to follow the path of truth and honesty in our life, teachers guide us in struggles of life.

The poem is as following:



*“Maatayen deti navjeevan
Pita suraksha karte hain
Lekin sachhi manavta
shikshak hamen dete hain
shikshak na dekhne jaat-paat
wo a Karen kabhi pakshpaat
nirdhan hon ya ho dhanwaan
uske liye sab ek samaan
satya nyay ke path par chalna
shikshak hamen batate hain
jeevan ke sangharshon se*



Mrs. Madhu Verma, a parent representative said that children need better environment for better education. She also added that there should be more government schools. Mentioning the problem of Pupil teacher ratio, she said that it should be improved in government schools along with proper infrastructure like toilet facilities for girls. Mrs. Madhu also emphasized on the importance of having women teachers in schools if girls have to be educated.

Mr. Sanjeev Rai, Save the Children, said that for effective and result oriented training of teachers, there is huge deficit of fund. Government should provide sufficient fund for teachers training. He informed that only 5 percent of the teachers training institutes are run by government and that too are in very dismal state. He added that these institutes do not have proper trainers which affects the quality of training and makes the training defunct. He shared his view that teachers training should not be given in the hands of private sector.



Mr. Alisher Umarov, Chief Education, UNESCO New Delhi, shared that every year UNESCO organizes with its partners, 'Education for All Global Action Week' in 160 countries. He informed that UNESCO always try to find the topic which is relevant to education. Adding to it, Mr. Alisher said that schools are getting better infrastructure but quality of teachers is not improving and it needs to be worked upon from all angles to make quality education available to all. He also showed the concern on the importance of having a good teacher and said that only talking about teachers issue will not solve the problem.

Interaction with the Media

The event was followed by a media interaction. Interaction with media was moderated by **Mr. Rajiv Chandran**, National Information Officer, UNIC and **Dr. Huma Masood**, National Programme Officer, UNESCO, New Delhi.



During this session **Mr. Ambrish Rai**, NCE Board member said that the privatization and corporatization of education sector by Government will not lead to improvement in the education of children. He added that there is an urgency is to regularize para teachers, fill the vacant posts and provide regular in-service teacher training for quality education. He also put forward that privatization of teacher training should be discouraged, resources must be made available for overall improvement of quality teaching and learning.

In response to a question regarding role of media, **Mr. Rampal Singh**, General Secretary of NCE said that media should also be an important partner for advocating for child education.

Demands:

Global Action Week is a campaign which raises awareness of importance of education for all. Apart from this the Global Action Week also provides an opportunity for policy advocacy with Government. Charter of demands is a set of policy demands which must be acted upon by the government in order to achieve the 'Education for All' goal. The major demands that came out of this culmination event are following:

International

- Universalization of Education is taken in priority and adequate resources must be allocated to all goals.
- Allocate a minimum of 20 percent of national budgets, or 6 percent of GDP, to education, and ensure that at least 50 percent of this is dedicated to basic education, with a much higher percentage where necessary.

Child and Teacher

- To ensure quality of education, immediate filling of vacant posts through trained teachers should be done. Untrained and Para teachers should be replaced by regular and trained teachers and Para teachers recruited so far should be trained and regularized.
- Develop and enforce high standards of training, developed with the teaching profession, through collaboration with teachers organizations, in reference to international standards.
- To make the 'Right of Children to Free and Compulsory Education' a reality, Government must recognize the necessity for professionally trained, qualified, teachers and developed policy standards for teacher recruitment, training, development, service conditions that reflect this.

Governance

- Involve teachers organizations and other civil society organizations in planning and budgeting processes.
- Changes should be carried out in the "Right of children to Free and Compulsory Education Act, 2009" to ensure quality education with measurable indicators so that teachers, parents and community can monitor the quality of education.

Other Demands

- Focus a considerable proportion of financing for post-secondary education on the development of high quality teacher training programmes.
- Undertake a gender review of National Education on Sector Plans, and develop long-term strategies to recruit, train, support and compensate women teachers.
- Immediate formation of SCPCRs with independent and apolitical people with Subject expertise.
- Enhance the capacities of the SCPCRs and NCPCR to enable them to effectively monitor RTE implementation jointly with the SMCs.

In the Media

The culmination event of Global Action Week got its due attention from media, both print and electronic. Some of the important media houses which covered the event All India Radio, BBC, News express, Governance Now, The Pioneer and Hindustan.



Annexure I

Global Action Week: Through Lens



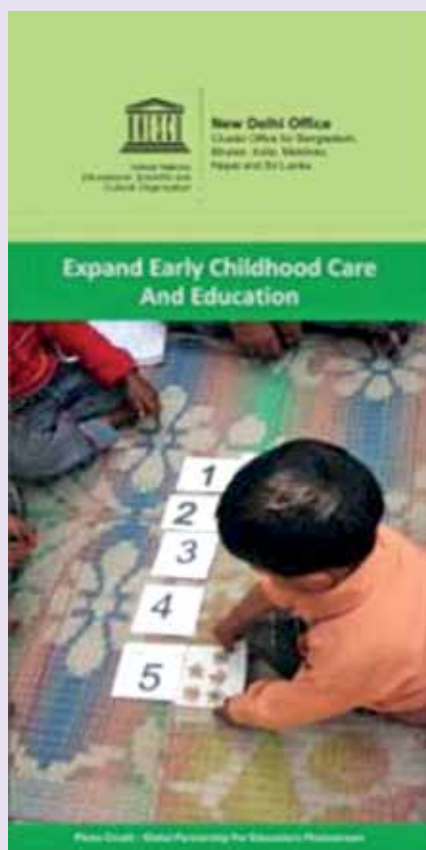
Annexure II

Education For All (EFA) is a global movement led by UNESCO, aiming to meet the learning needs of all children, youth and adults by 2015.

UNESCO has been mandated to lead the movement and coordinate the international efforts to reach Education for All. Governments, development agencies, civil society, non-government organizations and the media are but some of the partners working toward reaching these goals.

- Goal 1: Expand early childhood care and education
- Goal 2: Provide free and compulsory primary education for all
- Goal 3: Promote learning and life skills for young people and adults
- Goal 4: Increase adult literacy by 50 per cent
- Goal 5: Achieve gender parity by 2005, gender equality by 2015
- Goal 6: Improve the quality of education

Education for All Goals: Standees



ABOUT NATIONAL COALITION FOR EDUCATION (NCE)

Vision

All children up to 18 years of age are in schools and are getting quality education driven by human values to become empowered and productive citizen.

Mission

NCE strives to advocate the right to education, a justiciable right for every child on the basis of equal opportunity, gender equity, in a child friendly environment.

Genesis

The creation of national coalition for education in India was highly influenced by the global political atmosphere on right to education. Beginning in 1990 with the Jomtien Conference and the adoption of the World Declaration on Education for All there has been a continued push to get every child into school. However, there was very little progress being made and ten years later, in 2000, the World Education Forum was held in Dakar, Senegal, and an agreement was made on the objective of having EFA by 2015. Six targets were set up stating that quality education should be available for free for everyone. One of the biggest players present at the forum was the Global Campaign for Education (GCE) that was created from the efforts of INGO's Action Aid, Oxfam GB, and Education International that wanted to set up a global coordinated funding initiative. The GCE promised to mobilize and create public pressure on governments to follow up on their promises to provide free high quality education for all people, especially for children and women (GCE 2009).

The NCE was formed as a product of the prolonged struggle of like-minded organizations, groups and individuals on the issues of education in India. The idea of establishing a national coalition in India initially began in 1996 when several of the current members began working together on the issue of EFA.

Composition

Since its official inception in 2002, the NCE has brought together a varied group of member organizations, uniting teachers unions, non-governmental organizations, and other social movements. At this time, the NCE has seven member organizations:

- All India Primary Teachers Federation (AIPTF), a union of more than 3 million primary teachers,
- All India Federation of Teachers Organization (AIFTO), a union of 1.2 million teachers,
- All India Secondary Teachers Federation (AISTF), a union of 0.85 million teachers,
- All India Association for Christian Higher Education (AIACHE), an association of 300 college principals,
- World Vision India, a foundation working for child rights, education and development,
- Parliamentary Forum for ensuring right to Education, a group of existing and newly elected Parliamentarians.
- People's Campaign for Common School System (PCCSS) an organisation working for common school system.
- Besides these partners NCE has around 150 NGOs, individuals, networks and fellow travellers from community as well as at national level.

The NCE initiative extends to many regions of India, covering northern, central, north-eastern, eastern and southern regions. While the NCE is the official representative of the GCE in India and is part of other regional organizations such as Asian South Pacific Bureau of Adult Education (ASPBAE), the majority of its activities are focused internally. Its international presence plays a secondary role for its members and for the most part is only a representative one intended to bring recognition and acknowledgement of India's challenges and values to the global education community.



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