



# Educonnect

NATIONAL COALITION FOR EDUCATION INDIA, NEWS BULLETIN

**Transforming our world: The 2030 Agenda for Sustainable Development - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'**

Vol. No. 4

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Dear Fellow Travellers,

Greetings for a Happy New Year, 2017

We as NCE Team are pleased to present this Newsletter "Educonnect" before you. As you are aware most of the "Education for All by 2015" promises remains unfulfilled in India. Now Sustainable Development Goal(SDG) 2030 is a new commitment for coming fourteen years with more focus on ending poverty, hunger, promoting healthy life style, education opportunities for all with gender equity.

National Coalition for Education (NCE) completes its fifteen years journey of advocacy on 'Right to Education' this year. We have experiences to share with you and renew our cooperation as a fellow traveller of this movement. NCE is trying to advocate the new commitment of 'Sustainable Development Goal 4' with active participation of Teacher's Union, Civil Society Organisations, Policy makers and other stakeholders.

We seek your cooperation, collaboration and helping hand in strengthening the goals of "Education 2030".

In this edition, we bring forth the summary of the various initiatives and actions as part of the interventions of NCE during 2016.

Wishing you a Happy New Year again.

NCE Team

## Status of Education in India:

India operates biggest education system in the world. Elementary Education in India is a fundamental right for all children in 6 to 14 years of age. The implementation of the Right to Education Act 2009 is still sluggish and not all children are in schools. Based on the 2011 Census figures, there were over 34.5 million children not enrolled in school.

The very objective of Education for all, gender parity and justifiable right to education was meant to make sure that backward communities, Scheduled Castes, Scheduled Tribes, and Minorities (specially Muslims) would be able to be mainstreamed in the 8-year elementary schooling system. However, the recent enrolment trend is not very encouraging as girl's enrolment is declining in most of the states.

Elementary Education being the state responsibility is being shifted to private players who are running schools for profit which will result in creating a divide between the rich and the poor.

### Spending on education

India is also a signatory of Sustainable Development Goal 4 which talks of 12-year schooling for all boys and girls. The spending by MHRD through Department of School Education & Literacy was

increased in nominal terms from Rs.43554 crores in 2012-13 to Rs. 45361 crores in 2016-17. Indeed, it was quite disappointing to note that figures for 2016-17 has been less than the 2015-16 (RE) figures of Rs. 46856 crores, a reduction of Rs. 1500 crores. In this context, it may be noted that spending on higher education declined grossly from Rs. 28840 crores in 2012-13 to Rs. 20423 crores in 2016-17.

The spending on education is still stagnant around 3.7% of GDP as against 6% of GDP as declared decades earlier.

Budget 2017-18 does not promise to fill the gap of RTE implementation. It ignores the universalization of elementary education commitment and does not make adequate financial provisions for Sustainable Development Goal 4 and Education 2030' to which India is a signatory.

Following the announcement of the Union Budget 2017-18 the Central government's intention towards justiciable 'Right to Education' thus seems nothing but a rhetoric.

The National Education Mission (NEM) has received an additional allocation of Rs. 1,226 crore from 2016-17(BE), primarily on account of an increase in the Sarva Shiksha Abhiyan budget by Rs.1,000 crore. If we take inflation into consideration the allocation for education will look more declined.

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## NCE Theory of Change “ A new commitment in “Education 2030 and SDG 4”

*Advocating for Right to Education as a justiciable right to every child and bringing about “inclusive and equitable quality education and lifelong learning for all SDG agenda” through strengthening the capacities of civil society organizations and Teachers’ Unions to advocate for the implementation of the Education 2030, monitoring the RTE Act implementation, education financing and overall enforcement of RTE provisions.*

## National Level Intervention Activities

### ‘Global Action Week’ 2016 Theme-‘Education Financing-Fund the Future: Education Rights Now’.

NCE organised Global Action Week from 24th to 30th April, 2016 with a theme of Education Financing - “Fund the Future: Education Rights Now” in 21 states of India. It aimed to ensure commitment from Governments and policy action to enable the implementation and financing of the Education 2030 framework for action, deliver their existing financial bilateral and multilateral pledges to education & make measurable progress towards delivering mechanisms to ensure tax justice nationally, regionally and globally.

It was celebrated in Andhra Pradesh, Assam, Bihar, Chhattisgarh, Delhi, Goa, Haryana, Himachal Pradesh, Jharkhand, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Odisha, Punjab, Rajasthan, Telangana, Uttar Pradesh, Uttarakhand, West Bengal and Tamil Nadu in collaboration with Teachers Union and Civil Society Organisations.

Various activities like preparing fact sheet and analysis of ‘Education For All’, signature & post card campaign, debates, rallies and meetings, door to door campaign, dialogue with Parliamentarians, academicians, and civil society organisations & submission of charter of demand are being conducted by partner organizations in each state to highlight the theme of GAW 2016.

### Culmination Event of Global Action Week 2016



In continuation to the GAW celebrated in 21 states, NCE celebrated GAW, Culmination Event, 2016 on 30th April 2016 in Indian Social Institute, New Delhi. It was organised under the umbrella of Global Campaign for Education (GCE) and supported by UNESCO India, CARE India Trust and CBM India.

Mr. Rampal Singh, President of AIPTF & Gen. Sec. NCE said that this culmination event is not end of program, but beginning of our mission. On this occasion, teachers union & NGOs from different parts of India leveraged the platform to share the aspiration and experience on new policy changes and its impact along with Global Action week. Our dignitaries Hon’ble Mr.

Jagdambika Pal and Hon’ble Mr. Udit Raj launched three books published by NCE named “Status of DIETs in India” a study of DIETs from the state of Maharashtra, Bihar and Delhi, Status and Financing of “Education for All” in post RTE era and “Status Report on Closure of Schools after RtE Act 2009”.

Around 150 participants from 15 states participated in the event. Participants include MP, Media, Academician, INGOs & NGOs representative, representative of Teachers Unions, and SCERT. In this event participants signed the Charter of Demand which was sent to Honourable Prime Minister, Government of India for immediate action for allocation of 6% of GDP for education.

### National Convention on Education 2030 and SDG 4 with special focus on girl child and post 2015 EFA Agenda

A national level convention on “Education 2030/ SDG4 with special focus on Girl Child Education & Post 2015 EFA Agenda” was organized on 11th December 2016, at Indian Social Institute, New Delhi. The objective of the programme was to take stock of Indian situation on “Education 2030 and SDG 4 and unfinished agenda of EFA 2015, to make education free up to senior secondary level & increase in budget allocation to girl’s child education, to develop a collective plan of action on future intervention with participation of various stakeholders.

Shri Shyam Jaju, National Vice President, BJP was the chief guest of the programme. He said that the present government is focusing on the implementation of RTE Act and other targets with time bound result. He added that government is working on providing quality education. Resource persons from UNESCO, PRIA, NUEPA, GCE, NGO & INGOs representative were invited. A total of 120 participants from all over India participated in the National Convention. In this Convention the demands submitted by the participants was compiled by NCE and a Charter of Demand was submitted to our hon'ble Prime Minister.



### **Capacity building workshop on Education for Sustainable Development. 8-10th Dec. 2016**

A 3-day capacity building workshop of NCE staffs, partners and teachers union was organised from 8-10th December 2016 by National Coalition for Education (NCE) in collaboration with Asian South Pacific Association for Basic and Adult Education (ASPBAE) and Indian Network on Ethics and Climate Change (INECC).

The workshop focused on promoting 'critical thinking' to explore 'sustainable development' in the context of the experience of the Decade of Education for Sustainable Development (DESD) 2005-2014; and the United Nations' 17 Sustainable Development Goals (SDGs): specifically, Goal 4 - "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".



The workshop was attended by 55 partners from different states. There was almost equal representation of women and men in the workshop. Participants represented were teachers, principal, faculty members, and from Teachers Union, NGOs, INGOs and Government Representatives.

Some of the important learnings shared by participants were awareness about Climate Change, information on International Environmental Politics, Ecological Footprint, Carbon Budget, Proper implementation and enforcement of policy on climate change and linking education with Climate Change. NCE decided to incorporate ESD with its activities and also organise regional workshop on ESD seeking technical support from ASPBAE and INECC.

### **One day National Consultation on Incheon Declaration - Education (SDG-4) Sustainable Development goals 2030: 28th December 2016, New Delhi**

Based on the objective to take stock of Indian situation on "Education 2030 and SDG 4 and unfinished agenda of EFA 2015 with participation of various stakeholders and to develop a collective plan of action on future intervention, one day National Consultation on Incheon Declaration, Sustainable Development Goal 4 and Education 2030 was organised by NCE in collaboration with Group of Adult Education, Jawaharlal Nehru University on 28th December 2016.

A total of 90 participants participated in the National Consultation. Participants include students of JNU and DU, Research Scholars, Teachers, Research Officers, Professors, Teacher Union, NGOs, INGOs and CSOs. Resource persons included Prof. V. K. Tripathi from IIT, Delhi, Mr. Mohan Kumar from Indian Adult Education Association (IAEA), Ms. Protiva Kundu from Centre for Budget and Governance Accountability (CBGA).

Shri Jagdambika Pal, M P, and President of NCE was the Chief guest of the programme. He said that 'education is the most ignored sector. We do not have scarcity of fund but we lack in proper utilization of funds. We should develop our capacity as service providers. He assured that all the details of discussion and concluding remarks will be forwarded to our Union Minister, Mr. Prakash Javadekar, Ministry of Human Resource Development. An interactive meeting should be organised with the parliamentarians to discuss the demands which will also be considered while formulating our New Education Policy.





## **India National Consultation of ASPBAE members at Mumbai**



Mr Rama Kant Rai, Convener and Mr Vijay Anand Verma, Executive Director of NCE participated in the National Consultation organised by ASPBAE on Sustainable Development Goals and their significance in advancing Adult Education and Life Long Learning at TISS during 27-28 June, 2016. The consultation envisioned on collective Vision for Education in-country and regional recommendations to ASPBAE

## **Inter state/Regional Level Activities focus on “Education 2030 and SDG-4**

### **Western States Regional Consultation**

A one day regional consultation on “Education 2030 and SDG-4 was conducted by National Coalition for Education in collaboration with Rajasthan Prathmik Shikshak Sangh on 29Th March, 2016 at “Sabhagar Bhawan” State Institute of Agriculture Management, Tonk Road, Durgapura, Jaipur (Rajasthan). It intended to discuss the lacunae in the implementation of the RTE Act and why India was so far from realising the Goal of Education 2030 and SDG4. The consultation was inaugurated by Chief Guest Mr Vishnu Das Swami, Deputy Director (Education), Rajasthan State. A total of 93 participants from Rajasthan, Delhi, Haryana, Punjab, Himachal Pradesh, U.P, Maharashtra, and M.P attended the programme



### **North Eastern States Regional Consultation**

The Regional Consultation programme with an aim to familiarize and orient the participants with the new targets of “Education 2030 agenda and SDG 4” was organised on 26th and 27th July 2016 in Shikshak Bhawan, Guwahati, Assam by National Coalition for Education in collaboration with Assam State Prathmik Shikshak Association. The main objective of the consultation was to make participants understand the scope, goals and targets of Education 2030 agenda and SDG 4, relate the goals with the local scenario in their state and come up with an action plan for next six months. A total of 55 participants from Assam, Meghalaya, Arunachal Pradesh and West Bengal attended the programme.



## ***Southern States Regional Consultation***

Mr. Ravindranath, Education Minister, Govt. of Kerala said that there is need for more awareness on Sustainable Development Goal-4 in South Indian state and appreciated NCE for the efforts in a two days Regional Consultation organized by NCE in collaboration with Kerala Primary State Teachers Union and World Vision. He also mentioned that we are far behind our “Education agenda 2030” although we have achieved 100% literacy in Kerala still we have to go far beyond this. He promised to look into the goals more closely and act upon them.



The consultation was inaugurated by hon'ble Prof. N. Ravindranath (Education Minister, Govt. of Kerala as Chief Guest) followed by Mr. Mohd Hanish (Education Secretary, Kerala). In this programme, 62 participants from Andhra Pradesh, Goa, Tamil Nadu, Kerala, Telengana, and Karnataka participated in the programme. Representatives include Teacher Union, SMC Members, PRIs and Govt. Representatives.

As an output of the discussion of this 2 days consultation, Mr. Ramakant Rai, Convener, NCE appealed all the participants to raise the issues which are to be included in the Charter of Demand to be presented to Chief Minister of Kerala and Education Minister of Kerala State.

## ***State Level Activities***

### ***Consultation on Privatization and Commercialization of Education in India***

A consultative meeting on developing shadow report about “Challenges of Privatization and Commercialization of Education in India” was held on 11th August 2016. It was agreed that the shadow report should contain a general overview of the Indian situation of state of education and challenges of privatization and commercialization with evidences from schools, out of school children, children in difficult situation, youth and adults.

At the end of the meeting Plan India, World Vision, Save the children, Nirantar, All India Primary Teachers Federation, Akhil Dilli Prathamik Shikshak Sangh, Samajik Badlao Trust, BWI, ASPBAE-India, Bal Vikas Dhara, Delhi RTE Forum and All India Federation of Teacher's Organization agreed to support NCE in developing the shadow report. The work has been divided among civil societies as per the experiences of working areas such as save the children agreed to provide report on closure of schools, Nirantar on gender, BWI on contraction workers' children. Teachers Unions expressed their positive agreement to provide evidences on violations of RTE Act, 2009 to NCE. This report has been prepared and submitted to UN Human Rights Council.

### ***Consultation on implementation of RtE Act and Inequity in Elementary, Secondary and Higher Education***

A one day state level consultation was organized on 8th September 2016 in Shikshak Bhawan, Janakpuri, New Delhi based on the objective of implementation of RtE Act and Inequity in Elementary, Secondary and Higher Education. Mr. Rampal Singh, president, AIPTF said that the New Education Policy does not talk about equitable and inclusive quality education and lifelong learning for all and there is no budgetary allocation for the fulfillment of SDG 4.”

A total of 52 participants participated from NGOs, INGOs, Teachers Union like, Nirantar, Tata Trust, NIWCYD, SUTRA, Samajik Badlao Trust, Bharat Uday Education Society, SIA Foundation, ADPSS (Akhil Delhi Prathamik Siksha Sangh), En Bloc: on way to Humanity, Lokhit Trust, DGVS (Dudhi Gram Vikas Samiti), RDIS (Rural Development Society), Vikas Foundation, Prayas while INGOs include ASPBAE, Save the Children and NEG-FIRE etc.

### **Consultation at Odisha**

National Coalition for Education in collaboration with World Vision India organized a one day consultation on status of implementation of RTE Act, 2009 and inequity in Primary, Secondary and Higher education at CYSD-DRTC, Bhubaneswar on 24th September 2016. This consultation proposes advocacy against the humiliation of fundamental right to the child and taking inputs from CSOs and Teachers' Union against RTE violation and NEP and developing future plan of action.

In this programme, Mr. Deepak Ray, Assistant Director, Department of Education, Odisha presented the work of government and status of RTE in Odisha. To ensure this government of Odisha has taken some of the major steps such as school student help line. Any individual who come across the violation of right of children can call on 18003457622 and government will respond immediately. Government of Odisha has also introduced [www.opepa.in](http://www.opepa.in), which provides all the information related to the education and space for their grievances too. He accepted that somewhere government has failed to provide the school infrastructure according to demand but this is not due to unaccountability but because of land unavailability.

More than 90 participants participated from CSOs, Teachers' Unions and Government officials. Every participant came forward to put their views in discussion with regards to violation of RTE Act in state of Odisha.

### **Consultation on proposed New Education Policy**

With an intention to come up with recommendations on the proposed New Education Policy (NEP), state level consultation was organized on 7th September 2016 in Shikshak Bhawan, Janakpuri, New Delhi by NCE. It was a one day program. A total of 24 participants participated from different Teachers Union, NGOs and INGOs in this programme. Ms. Susmita Choudhury, Capacity Support & Advocacy Adviser from Asia South Pacific Association for Basic and Adult Education (ASPBAE), Ms. Pooja Parvati, Policy and Advocacy Manager, Tata Trust, Prof. Poonam Batra, Professor, Delhi University, Prof. Anita Rampal, Professor, Delhi University & Prof. Ajay Kumar, Professor, JNU were invited as a resource person in this consultation.

### **Consultation at Tamilnadu**

A state level consultation on Status of implementation of RTE Act 2009 and inequity in Secondary and Higher Secondary Education was organised by NCE in Tamil Nadu on 29th September 2016. Participants from Teachers Union and civil society organizations participated in the consultation. Participants shared their concern about poor infrastructure, school dropouts, negative attitude towards CWSN, the language barrier, lack of social security system, lack of understanding on retention and corporal punishment etc. During the event it was recommended that all schools should be made inclusive by building the capacity of teachers to function in an inclusive setting, curriculum should be flexible, support system available in technology, Upgrading qualified teachers. To ensure early childhood development, education should be free, equitable and quality primary and secondary education should be provided leading to relevant and effective learning outcomes.

### **Consultation at Uttar Pradesh**

In the series of consultation, NCE organized a one day Consultation on "Education 2030 Agenda and SDG 4" on 12th November 2016 in Varanasi in collaboration with Department of Education, Mahatma Gandhi Kashi Vidyapeeth. The objective of the programme was to the sensitize students about Sustainable Development Goal-4 & develop concrete plan of action to ensure participation of educational institutions.

Prof. Gopal Das Nayak, Head of Department of Education, Prof. Sanjay Singh, Department of Social Work, Prof. Shailendra Kumar, Department of Education- Mahatma Gandhi kashi vidyapeeth & Assist Prof. Madhu Kushwaha, BHU were there as a resource person in this programme Participants consisted students of Bachelor of Education, Master of Education, Social Work and Professors in the event.

### **Consultation on Education 2030 Agenda and SDG 4**

"The Government is making all efforts to provide quality education through implementation of SDG. We need to figure out the problem in implementation of Govt. scheme" was said by Ms Monika Kapoor, Joint Director, CBSE. A one day Consultation on "Education 2030 Agenda and SDG 4" on 23rd December 2016 was organised in Fairfield Institute of Management and Technology, New Delhi. A total of 127 B.Ed students of FIMT, Delhi participated in the consultation. Other important resource persons include Dr. R. K. Garg, Director of FIMT, Dr. Sanjay Singh, Director of School of Law, FIMT, Mr. V. K. Bharadwaj, Chairman FIMT.



## ***District level Activities***

### ***Public Hearing at Bhilwara, Rajasthan***

The report India's Childhood in the "Pits" published by HAQ, SAMATA and mines, minerals and People (mmP) shows that districts that are entirely dependent on mining have a lower literacy rate than the national average. In this backdrop, public hearing was conducted in the Bijaulia block of Bhilwara district on 26th December 2016. National Coalition for Education (NCE), conducted Public Hearing With Bal Kalyan Evam Shodh Santhan on implementation of "Right of Children to Free and Compulsory Education (RTE) Act 2009", with an objective to focus on girls education and take stock of other issues such as infrastructure in schools, functioning of School Management Committees, issues of child labour in stone mines, brick kiln etc. It also aimed at raising awareness among masses who are supposed to be the beneficiaries of the Right to Education Act 2009.

Children, parents, teachers, Community members SMC members participated in the hearing. Teachers, Social workers and media person were present. Government Officer (Local level) participated in the public hearing as jury member. Outcome of this hearing was that the schools are not RTE complaint, SMC members were not effectively trained and oriented about their roles and responsibilities. There has not been any open gram sabha meeting to discuss the issue of out of school children, no facility for Children with Special Need, lack of proper infrastructure in schools, lack of drinking water facility, lack of teachers, corporal punishment, teacher refused to admit, teacher do not teach properly and no identification of out of school children. The Jury directed the BEO, local authority and SMC members to look into the matter and take necessary actions.

### ***Public Hearing at Sehore, MP***

A district level Public Hearing on the status of RTE act was organised in Sehore district, MP on December 29th, 2016. The public hearing was jointly organised by Bharat Gyan Vigyan Samiti (MPBGVS) in collaboration with National Coalition for Education. Mohanlal Chairman Vice President, Zila Panchayat, Sehore Head, District Education Committee, Doma Bhutia Advocate, High Court, Jabalpur, R.N.Syag Educationist and Activist - Samavesh, Bhopal, C.B. Tiwari DPC (SSA), Zila Shiksha Kendra, Sehore participated in the hearing. In this hearing 43 complaints were lodged in which 1 complaint was resolved at a time by handing over a Tricycle to the child. Peoples from different villages also put their grievances in front of jury and they were attended by the members and responded by the officials from Education department present there. Complaints presented were related to lack of Infrastructure, high pupil-teacher ratio, lack of sincerity and seriousness, non-teaching activities of teachers, non availability of equipments and materials, lack of initiatives to build the capacity of SMC and local authority, lack of training and orientation of teachers, parents losing faith in government schools.

### ***Capacity Building of School Management Committee***

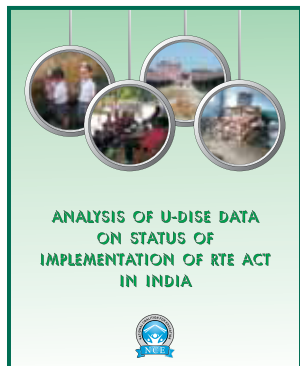
11 Capacity building programme were held in 5 states in India between October and December 2016 by NCE in collaboration with BUES Meerut UP, Unnati Sansthan Rajasthan, Madad Bihar, DGVS Sonbhadra UP & World Vision India. These states were Uttar Pradesh, Kerala, Tamilnadu, Rajasthan and Bihar. The main objective for the training programme was to sensitize teachers, SMC members and local body members on RTE and the role of SMC to monitor school functions effectively, to train SMC members in preparing short term and long term development plan by incorporating gender issues in SDP & sensitize SMC members and teachers towards girl child education. During this training, we followed the methodology of a participatory approach and by using games, audio and video for making the sessions live and interactive. Total 303 SMC members were trained through this training

### ***Video Documentary on Out of school Children:***

We have produced a 20-minutes video documentary with interviews of marginalised children who are either never enrolled or dropped out from schools. The documentary has also evidenced the views of policy makers, parliamentarians and people who are responsible for corrective action. We will be screening this documentary in various forums for advocating the right of children to education plight.

## Research

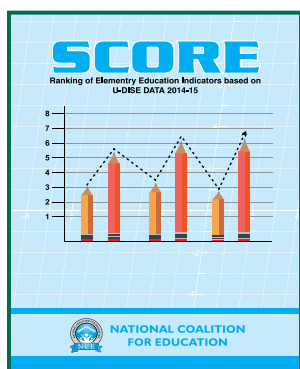
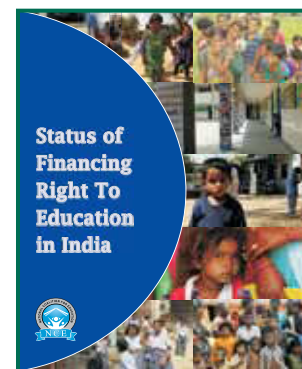
### Analysis of U-DISE Data on Status of Implementation of RTE Act in India



Despite recent improvements in the educational database in India (Mehta, 2005), there is a serious paucity of reliable educational data in India. DISE is believed to be following basic data check rules such as data validation, data consistency check and 5% sample check, however, the final data disseminated to the public still has many data quality issues. Thus NCE has conducted a research study to validate the DISE data in terms of adherence of RTE norms and come up with a set of recommendations for future interventions. The study has been conducted in 5 states of India – Odisha, Madhya Pradesh, Uttar Pradesh, Jharkhand and Himachal Pradesh. According to DISE report, most of the schools have drinking water, toilet, and library facility; however, it was observed that none of them are functional. Discrepancy in data collection and compilation of reports at ground level raises question regarding the data quality. Serious steps need to be taken in cognizance of these issues to ensure credible and unbiased data.

### Status of financing Right to Education in India

After the constitutional amendment to make Elementary Education a fundamental right, it was expected that the RtE Act would nudge the state to adopt enabling policies to ensure the state would allocate adequate resources to education of children of age 6-14 years that has witnessed massive underinvestment for decades. The present research is an attempt to analyze the allocation and spending of funds on Right to Education in India through a desk research in seven states of India - Andhra Pradesh, Assam, Himachal Pradesh, Jharkhand, Madhya Pradesh, Rajasthan and West Bengal. It was found that the allocation of resources to elementary education is nowhere near to these promises. Low priority and near stagnation seems to order across all states in allocating budgetary resources to elementary education mandatorily to be provided as right to education.



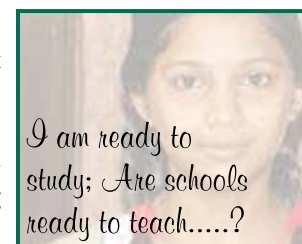
### Analysis of Flash Statistics

SCORE is an attempt to prepare scoring of states in terms of progress in implementation of provisions of Right of Children to Free and Compulsory Education Act in India. It highlights ranking of states in terms of their status as best performing, least performing and middle performing level in terms of provisions of RTE Act 2009 i.e. infrastructure, teachers, school performance and outcome in the school level. It is prepared from DISE data with an aim for advocating the plight of justiciable right to education in different states of India.

### Study-under Malala Project

A study in secondary and senior secondary schools was conducted by NCE on school preparedness in Buxar of Bihar, Allahabad and Meerut of Uttar Pradesh and Udaipur of Rajasthan. Study aims to understand the experiences of girl students during school hours. Majority of girls found to feel unsafe especially during menstrual due to unavailability of separate functional toilet, napkeen, lack of female teacher and lack of awareness about menstrual hygiene. Another factor affecting education of girls were lack female counselor and molestation during travel between home to school. It was also seen that girls who come from economically weak family get stationary (books, copy) support from the school but this number found to be very less. Only 8 girls said that they get scholarship from the government.

Study suggests that gender sensitization training in school, safety measures, workshop on menstrual health, counselor for girls, monthly parent meetings some of the major needs being felt which must be emphasized.





## Participation in International events

### **Regional Consultation on Education Financing and Privatization Asia Pacific- 29th-31st August Bangkok**

Mr. Rama Kant Rai and Ms. Priya Bhakat from NCE participated in the Regional Consultation on Education Financing and Privatization Asia Pacific in Bangkok. ASPBAE, in cooperation with the Global Initiative on ESCR, the Open Society Foundations, and the Right to Education Project, organised this regional consultation to discuss with its members, partners, human rights networks, development networks and UN agencies, possible normative frameworks to appraise private sector engagement in education.

### **Policy Forum on Youth and adult learning and Education on SDG 4 Asia Pacific Bangkok**

Mr. Rama Kant Rai, Mr D.V. Pandit, Trustee NCE and President All India Federation of Teacher's Organisation and Ms. Bella Das from NCE participated in three back to back events as under; Two-day Regional Workshop was organized at Bangkok during 20-21 Nov 2016 with the culmination of ASPBAE members' country level consultations through 2016, on the occasion of the 7th General Assembly of ASPBAE. The workshop focused on the education and development challenges the world confronts, possible strategic responses of civil society and organizations. This was followed by CSEF Regional Coalition Consultation during – November 22-23rd 2016.

A Policy forum consultation was organized during 24-25th November 2016, which focused to strategize and exchange about the implementation of youth and adult learning strategies and policies within the lifelong learning framework of SDG 4. Specifically, the event aimed to share and develop strategies and good practices to transform the agreed targets and indicators of youth and adult learning and education into practices and bring up systemic changes.



## Making difference changing lives....

*“One child, one teacher, one book, and one pen, can change the world. “ --Malala Yousafzai, Nobel Laureate*

Advocating the rights of the girl child to education in India through “He named me Malala Film Campaign” NCE voices and helps raise voice of millions of girls towards fulfilment of their dreams. Stakeholders include Parliamentarians, SMC members, Teachers, Community and Media. NCE demands inclusion of secondary and senior secondary education in RTE Act, 2009 specially girls in the periphery from the SC, ST, OBC and minorities and generates mass awareness on importance of girl child education taking the movement forward in three states India which is Buxar, Samastipur in Bihar, Udaipur, Alwar in Rajasthan and Allahabad, Meerut in Uttar Pradesh showing low literacy levels.

Initiated in February 2016 on Malala programme NCE has engaged in National Level Consultations, Leadership training for girls and advocacy in the three states. Sharing of some happy outcomes include enrolment of more than 1000 girls in schools of Bihar, 500 trained girl leaders and participation of the members of the school Management Committee in making of the School Development Plans

Girls as leaders have engaged in activities like enrolment campaigns, movie screening, monthly meetings, State conventions, National conventions and dialogue with legislatures. As advocates they have submitted a Charter of demands to the Members of the Parliament Hon'ble Mr A.V Swami and Hon'ble Mr Ravi Prakash Verma Parliamentarians committed to child rights, demanding free education for girls up to Senior Secondary level, increase of budget by 6% of GDP and repeal of the amendment to the Child Labour Prohibition Act, which allows children below the age of 14 to work in family businesses and enterprises.

### **Impacting lives**

As new leaders the girls have impacted lives of thousands of girls in 6 districts of three states. They have motivated those who have never gone to schools to understand what it is to learn. Leaders have engaged in conducting bridge classes twice a week and attracted masses in villages such as parents, elders in the community to send their daughters to school, thus working on 'NO to Gender Bias' and Patriarchy.

**Wakil Ahmed, Member, School Management Committee**  
*Address- Sisola, Block- Jani Khurd, Meerut*

I did not know what SMC stood for. Awareness of how I could contribute to girls education was tangible after my training on SMC with the National Coalition for Education. I was now ready embark on my journey making a difference in the lives of a girl child. I became an active member of the SMC encouraged people in the community to participate. I saw the results . with other community members we have now been able to get sports equipment's for girls in their school, girls received training in handicraft of waste material, helped the headmaster of the school and got 16 girls enrolled who were engaged in different types of labour.

Today I feel so happy. Now my life is full of purpose. Thank you NCE!

**Name- Sanjeeda, Girl Leader**  
*Address- Thanghora, Tehsil- Kishangarhbas.*  
*District- Alwar*

My society does not believe in girls getting education specially beyond Std 8 shares Sanjeeda from Alwar District. Owing to parents pressure I failed in class 10 and lost my self esteem. My Life changed after I joined the Malala Campaign. Through its workshops and programs NCE has made us realize the importance of education. I recognized myself, and decided to get back to studies. Today my parents are my biggest support.. Thank you NCE.. Without you I would have not seen the Light !

## Guest Column



We have come a long way from the MDGs to the SDGs. To say that nothing has been achieved during the period of MDG would be a gross understatement. The period 2000 to 2015 witnessed some of the important initiatives that took off then such as the EFA, education-related MDGs and addressed all global and national education challenges to meet the targets of the Dakar Framework. The stakeholders put in their best effort trying to uphold their commitments. The pace of progress may not have been evenly distributed but undoubtedly it has shed light by shaping up the post 2015 global education scenario. It is now clear that mere access to education is like a half-baked cake not fit to keep neither is it worth eating unless it is inspired by a realistic vision of education and development based on inclusiveness and quality education that promotes lifelong learning opportunities. Similarly, there are several other issues that need attention and these have been very well highlighted by the National Coalition for Education in their comments on the New Education Policy. Thus, the unfinished agenda needs to be carried forward with zeal and enthusiasm. The SDGs identified that 'ensuring inclusiveness' and ushering in 'equitable quality education' are significant factors that needs to be inculcated within the system of education such that 'promoting lifelong learning opportunities' becomes a reality!

This is not an easy task. It needs a massive effort and a combination of the synergy of all international and national organizations, governments, civil society organizations, non-government organizations and also a huge participation and involvement of the community. Thus, the role played by the CSO and NGOs becomes even more crucial. One of the targets of SDG 4 states "eliminating gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children in vulnerable situations". It is thus important that all forms of exclusion and marginalization, disparities, and inequalities in accessing education at the grassroots be addressed such that no one gets left behind. Ultimately at the grassroots level, a bottom-up approach with active community participation will usher in inclusiveness taking along all while imparting quality education.

It is a pleasure to find that the National Coalition for Education in India strives to achieve as much as possible in contributing towards this target of SDG and promote lifelong learning Opportunities for the children in India through partnership, cooperation and creating public awareness at the community level.

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