

# GLOBAL ACTION WEEK FOR EDUCATION

22-28 April 2018



**ACCOUNTABILITY FOR SDG4  
& CITIZEN PARTICIPATION**



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# Foreword

It gives us immense pleasure to present this report on the Global Action Week for Education (GAWE), a campaign which was undertaken in 20 states of India at District, State and National Level with the support from WVI, UNESCO, CBM, Teachers Union and Partner Organisations.

The Global Action Week for Education (GAWE) is a worldwide annual campaign led by the Global Campaign for Education (GCE) to raise awareness of the importance of education in all its member countries and is one of the major focal points for the education movement. It provides everyone campaigning for the right to education with an opportunity to make targeted efforts to achieve change on the ground, with the added support of millions of members of the public worldwide joining together for the same cause. This year's theme for Global Action Week for Education was 'Vote for education: Citizen Action for Accountable Governments'. The theme called for increased citizen participation in holding governments accountable to commitments made for the SDG4 and Education 2030 agenda.

We are very thankful to all the partners and the Teachers Unions who put in their immense efforts to make this campaign a successful one. We are also thankful to UNESCO, CBM and World Vision for financially supporting the campaign. We would like to thank all the SMC members, Teachers, Children, Women Collectives and parents for their active participation in the campaign.

Hope you enjoy reading this report.

NCE India

World Vision India



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## The Global Context

Development of human beings is not limited to increase in income. Different scientifically developed human development indexes like Human Development Poverty Index and Multi-Dimensional Poverty Index identifies Education as the essential pillar of addressing poverty. This was again reinforced by international community when, while adopting new 2030 agenda for sustainable development, recognized education as essential for success of all seventeen goals.

Sustainable Development Goal 4 (SDG 4) adopted in September 2015 reads ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’.

### SDG 4 and Education 2030 Framework for Action

Education 2030 Framework for Action was adopted in November 2015 and it provides a road map for achieving the ten targets which constitute SDG 4. The Framework provides guidance to governments and partners on how to turn commitments made under SDG 4 into action. Education 2030 goes beyond past attempts to ensure access to basic education and has an agenda which is holistic, ambitious, aspirational and leaves no one behind.

- It covers the entire education from early childhood learning to youth and adult education
- It highlights the importance of acquisition of skills for work
- It emphasizes the criticality of citizenship educating for sustainable development
- It imbibes inclusion, equity and gender equality

Following are seven outcome targets and a summary of how framework of action suggests to operationalize those<sup>1</sup>

SDG 4 Outcome Target	Proposed Action under Framework for Action
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	Provision of 12 years of free, publicly funded, inclusive, equitable, quality primary and secondary education – of which at least nine years are compulsory, leading to relevant learning outcomes – should be ensured for all.
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education	Provision of at least one year of free and compulsory quality pre-primary education is encouraged, to be delivered by well-trained educators. To be put in place after considering different national realities, capacities, levels of development, resources and infrastructure.

<sup>1</sup>UNESCO SDG 4 – Education 2030 Relationship

SDG 4 Outcome Target	Proposed Action under Framework for Action
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	Reduce barriers to skills development and technical and vocational education and training (TVET), starting from the secondary level, as well as to tertiary education, including university, and provide lifelong learning opportunities for youth and adults. The provision of tertiary education should be made progressively free.
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	<ul style="list-style-type: none"> <li>• Equitable access to TVET needs to be expanded while quality is ensured. Learning opportunities should be increased and diversified, using a wide range of education and training modalities, so that all youth and adults, especially girls and women, can acquire relevant knowledge, skills and competencies for decent work and life</li> <li>• Beyond work-specific skills, emphasis must be placed on developing high-level cognitive and non-cognitive/transferable skills, such as problem solving, critical thinking, creativity, teamwork, communication skills and conflict resolution, which can be used across a range of occupational fields.</li> </ul>
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	<ul style="list-style-type: none"> <li>• All people, without discrimination, especially those in vulnerable situations or other status, should have access to inclusive, equitable quality education and lifelong learning opportunities. Vulnerable groups that require particular attention and targeted strategies include persons with disabilities, indigenous peoples, ethnic minorities and the poor.</li> </ul>
	<ul style="list-style-type: none"> <li>• All girls and boys, women and men, should have equal opportunity to enjoy education of high quality, achieve at equal levels and enjoy equal benefits from education. Adolescent girls and young women, who</li> </ul>



SDG 4 Outcome Target	Proposed Action under Framework for Action
	may be subject to gender-based violence, child marriage, early pregnancy and a heavy load of household chores, as well as those living in poor and remote rural areas, require special attention. In contexts in which boys are disadvantaged, targeted action should be taken for them.
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Contemporary understanding of literacy goes beyond the understanding of a simple dichotomy of 'literate' versus 'illiterate'. Therefore, action for this target aims at ensuring that by 2030, all young people and adults across the world should have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills that are equivalent to levels achieved at successful completion of basic education.
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	It is vital to give a central place to strengthening education's contribution to the fulfilment of human rights, peace and responsible citizenship from local to global levels, gender equality, sustainable development and health. The content of such education must be relevant, with a focus on both cognitive and non-cognitive aspects of learning.

Along with seven outcome targets, following three targets are set as means for implementation.

- 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
- 4.b By 2030, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

- 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

## **Progress towards SDG 4**

SDG 4 has set laudable targets and governments across the world demonstrated their commitment to the cause by adopting the SDG 4 as well as Framework of Action. Country implementation and monitoring plans started setting up in 2017 and various governments, international community and other partners made financial pledges at the GPE replenishment conference held at Dakar in February 2018. At the event, donors pledged US\$2.3 billion, and developing countries pledged US\$110 billion for education for 2018-2020.

At the same time, while similar commitment towards education was reflected in UN Millennium Development Goals and investments were made by the governments committee to achieving those goals, progress slowed in the later part. While net enrolment rate in developing region increased to 91 percent, 57 million children of primary school age were still not in school and we missed the target to achieve universal primary education.

As per the sustainable development knowledge platform of UN, achieving inclusive and equitable quality education for all will require increasing efforts, especially in sub-Saharan Africa and Southern Asia and for vulnerable populations, including persons with disabilities, indigenous people, refugee children and poor children in rural areas. Despite considerable gains in education enrolment over the past 15 years, worldwide, the adjusted net enrolment rates were 91 per cent for primary education, 84 per cent for lower secondary education and 63 per cent for upper secondary education in 2014. About 263 million children and youth were out of school, including 61 million children of primary school age. Sub-Saharan Africa and Southern Asia account for over 70 per cent of the global out of school population in primary and secondary education. Equity issues constitute a major challenge in education according to a recent assessment. In all countries with data, children from the richest 20 per cent of households achieved greater proficiency in reading at the end of their primary and lower secondary education than children from the poorest 20 per cent of households. In most countries with data, urban children scored higher in reading than rural children. The lack of trained teachers and the poor condition of schools in many parts of the world are jeopardizing prospects for quality education for all.

## **Global Campaign for Education**

The Global Campaign for Education (GCE) is a civil society movement working to end the global education crisis with a mission to make sure that States act now to deliver the right of everyone to free, quality public education. GCE believes, that in the scenario of education mentioned in the previous section, it is now the critical role of civil society to ensure that commitments made in relation to SDG 4 are tracked and delivered. GCE believes that SDG4

is a binding a promise made by world leaders and governments to reverse the global education crisis, and it is against this commitment that the GCE is mobilizing citizens across the world to remind governments to keep the promises made.

## **Global Action Week for Education (GAWE) 2018**

Global Action Week for Education (GAWE) is the flagship annual campaign of GCE. It is a worldwide campaign led by GCE to raise awareness on the importance of education in all its member countries. ‘The campaign is one of the major focal points for the education movement and provides every national and regional education campaign with an opportunity to highlight one area of the Education For All agenda and make targeted efforts to achieve change on the ground, with the added support of education campaigners and millions of members of the public worldwide joining together for the same cause.’<sup>2</sup>

Accountability for the full implementation and monitoring of SDG4 demands the participation of all partners in order to scale up efforts and keep the Education 2030 promise. Financing for education was one of the major setbacks to the Millennium Development Goal target for education in 2015. As such, it is important that we do not make the same mistakes – governments must actively mobilize resources for education and citizens must hold them to account by monitoring the implementation and allocation of resources to ensure that the Education 2030 is met in a timely manner. The Global Campaign for Education supports institutionalized civil society participation in the monitoring and implementation of SDG4 and Education 2030 at national, regional and international levels. Despite numerous commitments towards collective and inclusive participation by governments and the international community, a number of national education coalitions and various civil society organizations are excluded from planning, implementation and monitoring of SDG4, and in particular, education activists and students are often criminalized for the important work that they do. The exclusion of legitimate civil society is a contradiction of the collective commitment made to implement and monitor SDG4.

Therefore, GCE’s Global Action Week for Education in 2018 followed up on last year’s theme of accountability for SDG 4 and active citizen participation. This year’s theme for campaign is “Vote for education: Citizen Action for Accountable Governments.” The theme calls for increased citizen participation in holding governments and the international community accountable to commitments made for the SDG4 and Education 2030 agenda. The week was celebrated in more than 100 countries from 22nd to 28th of April 2018.

## **Objectives of GAWE 2018**

1. To advocate for states to provide leadership in the development and implementation of all the SDG4 targets through a transparent and inclusive process that involves the participation of civil society and other partners at national, regional and international levels.

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<sup>2</sup><http://www.campaignforeducation.org/en/global-action-week>

2. To advocate for direct and easy-accessible mechanisms for accountability and transparency for citizens, and for the active participation of civil society in policy-making as well as in monitoring progress - there should be spaces for CSO and youth participation at all levels.
3. To draw attention to (and reverse) the shrinking space for civil society – both nationally (where, in many countries, regressive legislation is diminishing civil society space, and where there is criminalization of dissent/social protest), and internationally (where representative structures risk being replaced with high-level, unaccountable bodies).
4. To reassert the central importance of the globally agreed commitment to free education.<sup>3</sup> We will renew the call for full financing of genuinely free education (abolishing user fees and other charges in primary and secondary education – and opposing the discourse of ‘affordability’ and so-called low-fee private schools).
5. To highlight fundamental importance of and citizen’s inalienable entitlement to public education, as well as the central role of governments in developing public education systems, thus challenging rising privatization in education.
6. To call for credible plans for financing the full Education 2030 agenda – including through action on tax justice and the share of budgets spent sensitively and transparently on education. We will call for bold pledges from both developing countries and donors to finance education (linked to the GPE replenishment in 2018), reversing the recent declines in spending on education.
7. To call for a broad concept of quality, as already defined by the GCE, halting and reversing increasing trends of reductionist conceptions that equate quality with achievements around standardized tests, in particular those around reading, writing and mathematics.
8. To demand the full realization of the commitment to increase the supply of qualified teachers and to “ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.”<sup>4</sup>

## The Indian Context

India not only signed the SDGs but communicated its commitment towards them in many international forums. NITI Aayog is entrusted with the role to coordinate SDG by Indian Government. Aayog defined targets for Education 2030 as per the India’s context and mapped different ministries for Goals and Targets. Following targets are set by India on SDG 4.

<sup>3</sup>As asserted in the Education 2030 Framework for Action: 2“We will ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary education”

<sup>4</sup>Education 2030 Framework for Action

## **Outcome Targets**

1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

## **Means of Implementation**

- a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
- b. By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
- c. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

## Present Challenges in India

### Status of Education

Role of education in development of India's population was recognized when it was kept as only Article among Directive Principles in the Indian Constitution with a specific time frame of ten years and best expressed by Supreme Court in Unni Krishnan Judgment as "Right to Life is meaningless if it is without access to knowledge". Recognizing the importance of education for all, the 86th Constitutional amendment made education a fundamental right of children in the age group of 6-14 years.

India has made visible progress in education related statistics post inclusion of education as a fundamental right in the constitution in 2002. Gross enrolment ratio at primary and elementary level increased to 99.2 and 92.8 respectively in 2015-16<sup>5</sup>. Net enrolment ratio for these levels also increased to 87.3. While a significant achievement in itself but at the same time, we are also behind the 100 percent mark for net enrolment ratio. Bigger concern here is the high drop out rates post-primary level. Net enrolment ratio at secondary level drops to 51.26 as per U-DISE 2015-16.

Another significant progress was made in relation to availability of toilets and drinking water facilities with 97.5 percent schools having toilet and 96.8 percent schools having drinking water facilities<sup>6</sup>. However, many of these toilets may become non-functional because of lack of water or maintenance. Therefore, efforts are required to develop strong operation and maintenance plans for these.

As per U-DISE 2015-16, Student classroom ratio at national level was 27 at Elementary and 46 at secondary level. However, we are yet to address state wise disparities. For example – these figures stand at 51 and 107 for Bihar. Same is the case with pupil teacher ratio which was at 23 and 27 for primary and secondary level for country as a whole but 39 and 56 for Uttar Pradesh. As on 31.3.2016A little more than 9 Lakh (17.51%) positions were still remain vacant at elementary level under state and Sarva Shiksha Abhiyaan<sup>7</sup>.

Another bigger concern is the low learning level of children presently studying in government schools. As per the ASER 2017, facilitated by PRATHAM, less than half of those in standard VIII can solve a standard IV division problem. About 25 percent in the age group of 14-18 could not read basic text fluently in their own language.

Teachers' engagement in non-academic work has also become an impediment towards quality education in schools. While RTE Act permits teachers' engagement to three duties only, which

<sup>5</sup>Source – School education in India (U-DISE 2015-16)

<sup>6</sup>Source – Consolidated data for all school in 2015-16 as per School education in India (U-DISE 2015-16)

<sup>7</sup>Answer to starred question number 62 in Lok Sabha on 21st November 2016

includes election, disaster and census, there have been several incidences in the recent past where teachers have been engaged in non-teaching duties like household survey, Mid-Day Meal, government campaigns, and other clerical works. An extreme example of the same was reported by news papers where teachers were employed in mela (fairs)<sup>8</sup>.

## **Accountability through Citizen Participation**

In India, issue of citizen participation can be discussed at two levels. First is at the level of schools, when the Indian Parliament made education a fundamental right of Indian citizen, it was very much aware of critical role of parents/citizen in education of their child as well as in performance of institution for delivering the same, i.e. schools. Accordingly, Section 21 of the Act mandated the formation of school management committee with three fourth representations of the parents. There have been initiatives taken by the government and education department to strengthen these school management committees and include parents in improving performance of schools. However, lot is still to be done to realize the vision of parents becoming fully involved in school's management/performance issues in many parts of the country.

Second, at the level of policy formation, shrinking space for citizen's participation can be seen in the manner policies are framed haphazardly. Regarding removal of 'No Detention Policy', there is a general understanding that the Teachers and the unions too demanded for this removal. However, what is not discussed is that the teachers were totally unaware about the purpose of this policy. Further, the implementation of CCE was pivotal to the success of No Detention Policy and had to move in tandem with each other, which too failed miserably and the responsibility was put on teachers. The entire episode created a negative impact on the teachers' perception regarding No Detention Policy. Another example is that of the manner in which New Education Policy was framed. There was an absolute lack of participation of the CSOs and Teachers' Organizations in framing of the policy. This bring us to an immediate need to raise voice against such deliberate attempt to curtail the voice civil society and teachers' organization and demand for higher participation of the organizations.

## **GAWE 2018 in India**

In above mentioned scenario in India, National Coalition for Education (NCE), as a counterpart of GCE, joined hands with the global education community to undertake the campaign in various states of India. The campaign was undertaken from 22nd to 28th of April 2018. In India, the campaign raised voice for two major demands.

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<sup>8</sup><https://indianexpress.com/article/india/on-haryana-govts-order-teachers-turn-priests-at-temples-in-bilaspur-4918454/>

## **Quality Education**

The first demand relates to providing quality education. This included three aspects of quality. 1) To ensure that schools have full-fledged infrastructure and facilities including teaching learning materials, building, drinking water, functional toilets, etc. 2) Availability of well trained and motivated teachers. 3) Broadening the concept of quality and not limiting it to the reductionist concept of achievements around standardized tests but looking at what children are learning and applying in their life.

## **Accountability Through Citizen Participation**

Campaign responded to immediate need to raise voice against the shrinking space for citizens' participation in policy dialogue and demanded for higher participation of the organizations.

## **Objective of GAWE 2018 in India**

GAWE 2018 in India was celebrated with the objective to

- Discuss current crisis in providing quality education in line with SDG 4 to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'; particularly relating to teachers.
- Generate awareness regarding the importance of continuous and comprehensive evaluation and no detention policy and further demand for non-acceptance of reductionist conceptions that equate quality with achievements around standardized tests, in particular, those around reading, writing and mathematics.
- Create a clear demand for credible, transparent mechanisms for participation of civil society and teacher's organizations in framing of policies and aligning it with the SDG4 agenda. Also, create a demand for participation on monitoring and accountability of SDG4 plan of action.
- Seeking attention of government and remind them to 'Keep their Promises' of implementation of SDG4.

## **Celebration of GAWE 2018 in India**

In order to hold government accountable, reminding them their promises made as a signatory of SDGs, and generate dialogue among the masses regarding the need for higher participation in the processes, National Coalition for Education(NCE), India, in collaboration with WVI, UNESCO, CBM and various teacher's organizations, NGOs and INGOs facilitated state and district level campaigns with parents, School Management Committees, Teachers' Unions, Civil Society Organizations, politicians and government officials in 20 states of India during 22nd



to 28th of April, 2018. A culmination event was also organized at New Delhi on 2nd of May 2018. The events were strategically organized at all three levels of district, state and nation in alignment with three primary tiers of administrative structure of India.

### **District and State level Events**

Awareness generation and advocacy events were organized in villages and blocks. Awareness rallies on the issue of quality education and citizen's participation in policy making were organized. Postcards were written to elected representatives and office holders in government like chief minister, governor, ministers etc. Children, parents and school committee members along with local civil society organizations participated in these activities.

These activities were followed by 15 district and 8 state level events in 20 states. More than 5000 stakeholders were reached through these events across India. Campaign was supported by teachers' unions, people collectives, parent's collectives, panchayat bodies, elected representatives and human/child rights organizations across the country. Following groups of stakeholders represented in these events.

<b>Stakeholders</b>	<b>Role and Value Addition to the Campaign</b>	<b>Number of participants</b>
Elected Representatives, Office holders in government	Their participation helped to understand government's perspective on present status of education. More importantly, it ensured that discussions/recommendations of these events will reach the policy makers	30 (MPs, MLAs, DEO, BEO, SCPCR etc)
Teachers and their associations	Role of teachers in ensuring quality education is a well-established fact. Therefore, teachers were involved in the process to understand their issues and also to understand their perspective on issue of quality. Events also facilitated the process of teachers and parents coming together to ensure education to all the children.	10 Teachers Unions / other Teacher Collectives
School Management Committees and Parents collectives	Indian Parliament recognizing the critical role of parents in improving quality of education and educational institutions, and accordingly, Section 21 of the Right to Free and Compulsory Education Act, mandated the formation of school management committee	67 School Management Committee Members

Stakeholders	Role and Value Addition to the Campaign	Number of participants
	with three fourth representation of the parents. School management committee are decision making as well monitoring bodies for the schools, therefore their participation was strategically ensured to include recommendations of the meeting in next school development planning process.	
Students	In alignment to the campaign's demand, participation of students was ensured to include children's perspective on education issues and also to inform them about their rights.	More than 2500 students
Civil Society Organizations	Civil society organizations were an integral part of the campaign as organizers as well as to strengthen their role as whistle blowers	300 representatives
Academicians	Academicians added much needed analysis of different issues raised as part of the campaign and helped groups to arrive at clearer course of action	50 Academicians, 4 DIET and SCERT

These events provided a platform to all the stakeholders to come together and discuss critical issues related to education in the context of SDG 4. Issues discussed during these events included role of teachers in quality education, involvement of teachers in non-academic work, privatization of teachers training institutes, inclusion of women, parents, tribal, children and differently abled groups in policy making, budgetary constraint. A charter of demand was signed during all the events and sent to office bearers in government at district, state and national level. Given below is a brief overview of all district and state level events conducted as part of GAWE campaign in India.

## Rajasthan - Alwar

A district level conference was conducted in Alwar district of Rajasthan by Alwar Mewat Shiksha Evam Vikas Sansthan in collaboration with Thakur Durgapal Memorial Shikshak Prashikshan Sansthan, Alwar on 28th of April 2018. “Need of people’s participation for equitable and quality education” was the central theme of the conference. A total of 150 participants participated in this conference. Highlight of this conference was active participation of trainees from teacher training institute. Speakers in the conference focused on issue of limiting education to a series of examinations and not relating it to actual life, dual education system in the country and lack of facilities and learning environment in schools.



Another meeting was conducted with around 450 children and 17 teachers at Mewat academy in Ghansoli, along with block coordinator of Kishangarh. Speakers in this meeting informed children about education for all.

## Gujarat - Amreli



A postcard campaign was conducted in Babara block, to demand appointment of teachers in vacant positions. The campaign facilitated a process of students and parents putting across their demands to Members of Legislature Assembly and Members of Parliament from the area, block primary education officer, district primary education officer, and president of zilla (district) panchayat. As part of the campaign, they wrote letters to these officials and legislatures demanding urgent appointment of teachers in vacant positions.

This campaign was followed up by a district level meeting at Amreli of Amreli district in Gujarat. This meeting was organized by Shikshan Ane Samaj Kalyan Kendra in Gujarat. A Total of 43 participants including SMC members, government officials, teachers, students and academicians participated in the meeting. Highlight of the meeting was participation of 20 representatives from civil society organizations. Speakers in the meeting focused on issues of resources required for education and responsibility of the government to provide the same

## Madhya Pradesh - Bhopal

A series of activities were conducted in Bhopal by NIVSEED-BACHPAN. Meeting was conducted with 55 children of active children groups. Children shared status of infrastructure in their schools with women group members. These issues were further discussed by women groups and applications for resolving these issues were given to Members of Legislature Assembly and Members of Parliament from the area. A two-day workshop was also organized at Bhopal to discuss role of community, School Management Committee and



children in improving school infrastructure, quality of education and child friendly education. One hundred postcards were sent by children and youth group to honorable Chief Minister and Prime Minister demanding 1) to devote one day during next state assembly on children issues 2) Ensure free and compulsory education up to standard 12th for all girls and 3) allocation of ten percent of state budget for education. A memorandum was also given to honorable Governor, State Education Minister, local Parliamentarian and MLA. Following demands were made in the memorandum

1. Immediate appointment process of trained and adequate teachers for providing quality education in the education department schools should be started. No government schools should be closed.
2. State Government should immediately implement processes to ensure SDG 4 - Free, compulsory, inclusive and quality education.
3. Children under the age of 14 years, who are engaged in any work, should be immediately identified, freed and provided regular education in formal schools as per their age. Strict action should be taken against the guilty employers according to the law.
4. State Government should make provisions to provide free and compulsory education up to standard 12th to all the girls.
5. Ten percent of the state budget should be allocated for education.

In addition to this a meeting was organized with 48 adolescent girls from 4 ICDS centers to share details about POCSO (Prevention of Children from Sexual Offences) Act. Painting competitions were also organized with children and children painted their expectations from a school. Two street plays were conducted on the issue of schools as safe place for children.

### **Chhattisgarh - Bilaspur**

A district level meeting was conducted in Bilaspur district of Chhattisgarh at Kota, Bilaspur and Durg. Highlight of this meeting was active participation by school management committee members from across the district. Total of 32 SMC members and 5 teachers from 13 villages participated in the meeting along with Education Coordinator and Assistant Basic Education



Officer of the district. High participation of committee members indicated the interest of parents in changing education scenario in their area. Speakers in the meeting also, focused on critical role of community and parents in monitoring, improving quality of education and maintaining infrastructure in schools. Participants decided to share their issues in writing with Basic Education Officer of the district. Meeting culminated with all the participants signing on the charter of demand.

## Uttarakhand - Dehradun

A district level meeting was conducted in Dehradun district of Uttarakhand by Uttarakhand Rajya Prathamik Shikshak Sangh. Highlight of this meeting was active participation of teachers and civil society organizations. Speakers shared their concerns about how schools in the region were ruined due to the lack of resources, difficulties faced by children in reaching schools because of difficult terrain, privatization of education and issues of female teachers. Participants signed the charter of demands to the chief minister of the state.

## Jharkhand - Hazaribagh



Teachers, para teachers, child cabinet members, community organization members, school management committee members, elected representatives (Zilla Parishads) and media person came together in Hazaribagh district of Jharkhand to celebrate GAWF. The meeting was organized by Jharkhand Rajkiya Prarambhik Shikshak Sangh (elementary teacher's union) and therefore was attended predominantly by teachers along with other stakeholders. Speakers in the meeting focused on teacher's role, implementation of provisions related to right to education, continuous and comprehensive evaluation, merging of schools and importance of government schools in education of the deprived. Five child members of parliaments from State Middle School, Maheshra were also honored by the Union. Union, through its district representatives presented Charter of Demand to the Honorable Chief Minister, Jharkhand Government, Member of Legislative Assembly (MLAs) and lawmakers.

## Punjab - Hoshiarpur

Global week celebrations in Hoshiarpur, Punjab were organized by En Bloc. A district level meeting was conducted in Hoshiarpur district of Punjab. Highlight of this meeting was that all attendees committed to impart quality education in district. Meeting culminated with all the participants taking part in signature campaign and participating in drawing competition which aimed at highlighting the issues related to quality education.



## Haryana - Jhajjar



Global week in Jhajjar district of Haryana was celebrated at Bahadurgarh on 28th April 2018 by Samajik Badlav Trust. Highlight of the celebration was active participation of 60 parents and 120 students along with teachers, civil society organizations and school management committee members. Participants took part in various activities like a drawing competition organized with school students on the theme of "Mera Sapna (My Dream)". Children shared about the importance of education through songs and also discussed the role



of teachers and parents with school management committee members. Speakers in the meeting emphasized on improving education, creating parents' responsibilities, need of coordination between parents and teacher and need to make the school management committee more accountable and transparent.

### **Uttar Pradesh - Fatehpur**

World Vision India, Area Development Programme, Fatehpur organized a district level meeting in Fatehpur district of Uttar Pradesh. School management committees (SMCs) are critical institutions to ensure parent's role in governance, planning and management of schools and hence were one of the focus points of the campaign in Fatehpur. Highlight of the district level meeting was participation of 20 school management



committee (SMC) members and 10 parents, along with 10 civil society organizations and 2 teachers. Speakers in the meeting stressed on the important role of the SMC members, Role of parents in their child's education and unbiased selection of SMC members.

### **Uttar Pradesh - Lalitpur**

A district level meeting was conducted in Lalitpur district of Uttar Pradesh on 25th April by World Vision India, Area Development Programme (Aparajita), Lalitpur. The meeting was conducted in partnership with DIET (District Institute of Education and Training) and Basic Education. DIET's invitation to teachers and block education officers ensured participation of 75 teachers in the meeting. Three topics - School safety, teaching learning facilities and community engagement were selected for discussion. Participants mapped challenges and success related to these three areas. Eight speakers presented their views on issues like community ownership, quality of education in schools, cognitive development, child protection etc.

### **Uttar Pradesh - Meerut**

En Bloc organized two rallies, drawing competitions and street play as part of celebration of Global Week in Meerut district of Uttar Pradesh. The week culminated with a seminar attended by 85 participants. Highlight of the seminar was active participation of 50 students and 25 parents. Seminar focused on the issue of Right to Education and responsibilities of school management committees.

### **Uttar Pradesh - Moradabad**

World Vision India organized Global Week for Education in Moradabad district of Uttar Pradesh in two phases. In the first phase, rallies and signature campaigns were organized in seven different villages. 1192 children participated in these rallies raising slogans of GAWE theme to Vote for Education. The rally was followed by signature campaign in which children raised their demands on education to the government departments. This was followed by a block level programme. Two hundred fifty children and hundred community members shared

their demands with government officials during this event. These demands included issues like electricity in school, toilets in schools, libraries etc. Chief guest from government department informed participant about different schemes run by government to provide different type of infrastructure and committed to fulfill these demands within a short period.

### **Kerala - Thiruvananthapuram**

A district level meeting was organized in Thiruvananthapuram district of Kerala by UNESCO, World Vision India, National Coalition of Education and Kerala Pradesh School Teacher's Association (KPSTA). Meeting was attended by KPSTA President, Honorable MLA (Member of Legislative Assembly and former SCERT faculty. Meeting primarily focused on the issue of quality in education. Total of 5 SMC members and 30 teachers along with 65 other people participated in the meeting. Speakers emphasized that Quality Education is possible only through child centered education, dedicated teachers, simplified curriculum and community ownership and involvement. A memorandum was also submitted to honorable MLA and he initiated a signature campaign on the issue of education.

### **Tamilnadu - Virudhunagar**



A district level meeting was conducted in Virudhunagar district of Tamil Nadu by Virudhunagar Bal Jyoti Project. Speakers in the meeting stressed on the need for quality and life skill education to bring changes in the lives of children. They further stressed on the need of quality teachers and limitation of present evaluation system in

measuring the talent and skills of children. A signature campaign was then started by chairman of the SMC. The participants pledged to be part of this signature campaign to enhance the quality of education and also decided to identify dropped out children and enroll them in main stream school.

### **Himachal Pradesh**

Three hundred fifty-five people came together in six districts (Una, Kangra, Mandi, Bilaspur, Sirmour, Chamba) to give memorandum to District Collectors, Sub-Divisional Magistrate and MLAs on the issue of quality and citizen participation in education. The whole process was organized by SUTRA.



## Andhra Pradesh

SEEDS and AP Pro Child Group organized a state level workshop on 26th April at Vijaywada in Andhra Pradesh. Member of Legislative Council, Chairperson of Andhra Pradesh State Commission for Child Rights, Deputy Director, State Academic Monitoring Officer, AP Sarva Shiksha Abhiyaan, President of Andhra Pradesh Primary



Teachers Union and civil society organizations of Andhra Pradesh attended the workshop along with other prominent guests. Speakers talked about the need for quality in education, India's commitment to ensure education right of children and role of teachers, marginalized and children in policy making. Participants opposed the proposed policy of detention and made a charter of demands to submit to the government on education policy.

## Assam

A state level meeting was conducted by Assam State Primary Teachers Union at Guwahati in Assam on 27h April 2018. Seventy-two participants attended the meeting along with leaders of state and national primary teachers' association, language advisor of Assam government, civil society organizations and prominent academicians from State universities/colleges. Speakers talked in detail about present status of education in Assam and need to engage youth and children in policy making. All the participants agreed on adverse impact of engaging teachers in non-academic duties on quality of education and language advisor of government agreed to share this thought with the government.

## Bihar

National Coalition for Education organized a state level meeting in Patna, Bihar on 22nd of April 2018. Along with other participants, meeting was addressed by Member Of Legislative Council, Principal of District Institute of Education and Training (DIET), Nalanda, leaders of people collectives like National Coalition of Education, Viklang Adhikaar Manch and civil society organization representatives like Save the Children and Care India. They spoke about inclusion of children and scheduled caste and schedule tribe in the policy making process. Education budget of Bihar was discussed in detail, highlighting that while Bihar is the most illiterate state in India, it spends least in terms of per student. Appointment of contractual teachers with lesser salaries is impacting quality of education. Issue of autonomy of the teacher's education institute emerged as the primary hindrance to quality of these institutes. Speakers also raised voice against deprivation of differently abled people from education and historical marginalization of women. Some also advocated the concept of common school system with zest. The meeting ended on a positive note to make this effort a continuous process. All participants signed the charter of demands which later was submitted to the Chief Minister of Bihar for the further section.



## Karnataka

A state level meeting was conducted in Bangalore, Karnataka by World Vision India. Along with WVI, gathering was addressed by representatives of Karnataka State Commission for Protection of Child Rights, Registrar and faculty from Christ College and other civil society organizations. Meeting explored the gaps in present education system of India and the role of non-governmental organizations in education. Speakers in the meeting also focused lack of co-curricular activities, free and compulsory education for the children as children, role of community in reducing drop out, quality education and quality of teachers. Ways to reduce dropout by improving quality were also discussed in the meeting. Influence of mother tongue on education was highlighted by one speaker. An engaging question-answer session was conducted to clarify doubts and plan future strategies and a charter of demand was signed by the participants which were further submitted to the department of education.



## West Bengal

West Bengal Primary Teacher's Association organized a planning meeting for the campaign on 22nd April with all its members. Decision was taken to organize rallies and signature campaign at all the district headquarters. Letters were also written To Chief Minister, Members of Parliament, and Governor of state to fulfill their promise in relation to SDG 4. This was followed by state level programme at Kolkata, which was attended by two hundred fifty participants including one hundred fifty teachers, fifty parents, thirty-two students, academicians and social workers. Commissioner of municipality and State secretary of pension and gratuity also attended the programme. Meeting culminated with all the participants signing on the charter of demand.

## Maharashtra



A state level meeting was conducted at Ahmednagar, Maharashtra by Mumbai regional office of National Coalition for Education (NCE), India and Akhil Maharashtra Prathmik Shikshak Sangh on 29th April 2018. Member of Legislative Assembly, Education Officer of Ahmednagar Municipality, representative from District Institute of Education and Training, academicians and Save School Action Committee also addressed the gathering. Speakers in the meeting expressed that education should be seen as a tool of transformation in development of society and nation. Quality is a word frequently used but most of the teachers in the state are engaged in non-academic work and this problem should be treated as education problem. Speakers also said that teachers need to update their knowledge according to present needs. Participants agreed that there is no alternative to the quality in education and quality education drives progress of a nation. Various human rights, UN rights, etc. were also discussed during the meeting.

## Odisha

World Vision India, Bhubaneswar Urban Area Program organized a state level meeting at Bhubaneswar in Odisha. Meeting focused on understanding education scenario in India from the perspective of SDG 4, quality education from tribal perspective, policy framework for primary education, privatization of education, curriculum and pedagogy and citizen's Participation in policy making. Forty-three people participated the meeting with representation from different civil society organizations. Participants agreed that there should be space for the citizen's voice to be accounted for in the policy making processes. Speakers also talked about participation at three level of Gram Sabha, Aam Sabha and Poli Sabha and how government addresses the grievances on the basis of recommendations from Gram Sabha. Meeting concluded with the suggestion to share these issues in writing with the Block Education Officer and all participants signing the charter of demand.



## Uttar Pradesh



A one-day workshop to commemorate Global Action Week for Education 2018 was held in Lucknow, Uttar Pradesh on April 27, 2018 by World Vision India. Sixty people including children participated in the meeting. Along with representatives of civil society organizations, Joint Director, SCERT attended the meeting. Speakers talked about the issues of low education spending by government,

implementation of comprehensive and continuous evaluation, high teacher child ratio in Uttar Pradesh, learning outcomes developed by NCERT and teacher's training in relation to the same and need to increase the duration of teacher's training. Participants stressed upon the formation and strengthening of SMC. Another highlight of the event was the active participation of children as they were invited to share their views and queries. Based on the discussions, a demand letter was prepared and the same will be submitted to the State Government of Uttar Pradesh.

## List of Speakers

Given below is a list of speakers who addressed the events at different locations

### District Level Programmes

S.N.	State	District	Organization	Speakers
1	Chhattisgarh	Bilaspur, Durg	World Vision India	1) Mr. Anil Dewangan, CDF, Bilaspur Area Programme, World Vision India

S.N.	State	District	Organization	Speakers
2	Gujarat	Amreli	Shikshan Ane Samaj Kalyan Kendra (SSKK)	2) Mr. Umakant Jaiswal, Assistant Basic Education Officer, Kota Block 3) Mr. Sohan Takur, Education Coordinator, Karhikachar 1) Mr. Ravjibhai Kachha, Retired Principal, Deepak High School, Amreli 2) Mr. Itesh Maheta, President, Vidyabharati 3) Mr. Bipinbhai Joshi, Retired Science teacher 4) Mr. G.A. Solanki, Education Inspector, DEO office, Amreli 5) Mr. C.P. Gondaliya, President, Principal Association 6) Pro. J.M. Talaviya, Professor
3	Himachal Pradesh	Una, Kangra, Mandi, Bilaspur, Sirmour, Chamba	SUTRA	1) Ms. Radha Ragwal 2) Ms. Kamla Devi 3) Ms. Brijbala of EKAL NARI SHAKTI SANGTHAN
4	Punjab	Hoshiarpur	En BLOC- On way to Humanity	1) Mr. Rishabh, B. Ed (H.O.D) 2) Mr. Dinesh Sharma, President (SARS NGO) 3) Mr. Daljeet Singh, Diploma HOD
5	Haryana	Jhajjar	Samajik Badlao Trust	1) Smt. Rajkumari, Principal, 2) Shri. Anil Kumar, Director 3) Smt. Seema, Teacher 4) Smt. Anita, SMC member
6	Jharkhand	Hazaribagh	Jharkhand Rajya Prathmik Shikshak Sangh	1) Mr. Ganesh Kumar Acharya, Union director of the district 2) Mr. Sanjay Kumar, Regional General Secretary

S.N.	State	District	Organization	Speakers
				3) Mr. Sayed Manjar Hassan, State President (All from Jharkhand Primary Teacher's Association)
				4) Mr Mahendra Kumar, Program Manager, LEADS organization
				5) Mr .Devnarayan Mahato, District Pracharak Sangh's media in-charge
				6) Mr Nunulal Bhuyia, Akhil Bharatiya Bhuyya Kalyan Committee's Central General Secretary
				7) Mr Roshan Kumar, Child Parliament, State Middle School Maheshra, Prime Minister of Anchal- Daru
				8) Ms. Abha Lakra, Sangh's Vice President
				9) Mr Mahendra Ram Bihari, School Management Committee president
				10) Mr Murari Singh, Media representative
				11) Mr Laxminarayan Mahtha, Giridih's Principal Secretary
				12) Mr Imtiaz Ahmed, Giridih vice-president
7	Madhya Pradesh	Bhopal, Betul Hoshangabad	NIWCED/ Bachpan World Vision India	Mr Satyendra Pandey -Bachpan
8	Rajasthan	Alwar	AMIED	1) Dr. S.K. Mahto, Principal, Thakur Gurgapal Memorial Teacher Training Institute 2) Mr. Noor Mohammed, Executive director MED Institute

S.N.	State	District	Organization	Speakers
9	Tamilnadu	Virudhunagar	World Vision India	3) Ms. Sangeeta Dadhich, Program manager AMD Institute
				4) Mr. Arvind
				5) Dr. Meenu
				6) Rameshwari (all teachers)
				7) Ms. Ankita
				1) Mr. P. Ganesan, District child protection officer
				2) Mr. Narayanasamy, Director, National Child Labor Project
10	Tamilnadu	Ariyalur	Tamilnadu Elementary School Teacher Federation (TESTF)	3) Mrs. R. Pandiselvi, Chairman, School Management Committee
11	Uttar Pradesh	Meerut	En BLOC- On way to Humanity	1) Mr. Anil Sagar, block resource center
				2) Mr. Vakeel, school management committee
12	Uttar Pradesh	Fatehpur	World Vision India	1) Mr. B. P. Pandey
				2) Mrs Bhavna Shrivastav
				3) Mr. A N Singh (all from CSO)
				4) Mr. Shukla, SMC member
13	Uttar Pradesh	Lalitpur	World Vision India	1) Mr. Krishna Murari Upadhaya
				2) Mr. Hemant Tiwari
				3) Mr. C.N Panchan
				4) Mr. Anant Tiwari
				5) Mrs. Archana Tiwari

S.N.	State	District	Organization	Speakers
				6) Ms. Priyanka Saxsena
				7) Mr. Arvind Nayak
				8) Mr. Anil Jha (All Assist Teacher)
14	Uttar Pradesh	Moradabad	World Vision India	1) Mr. Mukhi Singh Sagar, Chief Accountant, Block Development Office Pawansa
				2) Mr. Hari Babu Upadhya, Pradhan Shayak, BDO Pawansa
15	Uttarakhand	Dehradun	Uttarakhand Rajya Prathamik Shikshak Sangh	1) Ms. Nirmala Mehar President, URPSS
				2) Mr. Digvijay Singh Chauhan, General Secretary, URPSS,
				3) Ms. Meena Sharma, State Chairperson, Women Wing, URPSS
16	West Bengal	Kolkata	West Bengal Primary Teachers Association	1) Mr. Nimai Chandra Mandal, General Secretary, West Bengal Primary Teachers Association (WBPTA)
				2) Ramsahay Mukherjee, President, WBPTA
				3) Mr. Kanai Lal Acharya, Commissioner of Naihati Municipality
				4) Mr. Kalipada Sana, General secretary of government employee federation
				5) Mr. Subir Sinha, State secretary of pension and gratuity, Government of West Bengal, Purta Bhawan
17	Odisha	Bhubaneswar	World Vision India	

### State Level Programmes

S. N.	State	District	Organization	Speakers
1	Assam	Guwahati	Assam State Primary Teachers Association	1) Mr. Ratul Goswami, General Secretary, ASPTA 2) Mr. Jibon ch Bora, President, ASPTA 3) Dr. Ramesh Pathak, Language advisor of the Assam government 4) Mrs. Mayuri Sarma, Reader of Education Department Guwahati University 5) Mr. K.K Tripathi, General Secretary, AIPTA 6) Dr. Saroj Kakoti, Asstt. Professor Narengi college 7) Mrs. Tapasi Mazumdar Gogoi, PRATHAM 8) Mr. Hitesh Sarma, NGO Steep
2	Andhra Pradesh	Vijaywada	SEEDS	1) Sri. A.S. Rama Krishna, MLC, Krishna & Guntur Teachers Constituency 2) Ms. Noopur, Director, NCE, New Delhi 3) Mr. D. Roshan Kumar, Director, SEEDS and State Convener, AP Pro Child Group 4) Ms. G. Hymavathi, Chairperson, AP State Commission for Protection of Child Rights (AP SCPCR)

S. N.	State	District	Organization	Speakers
				5) Smt. P. Vijaya Lakshmi, Deputy Director, State Academic Monitoring Officer, AP Sarva Shiksha Abhiyan
				6) Dr. Swarupa Rani, Principal, St. Joseph's College of Education for Women, Guntur
				7) Mr. Ganapathi Rao, President, AP Primary Teachers Union
				8) Mr. Francis Thambi, Program Director, Child Rights Advocacy Foundation (CRAF)
				9) Mr. M. Bhagya Rao, General Secretary, Dalit Bahujan Front (DBF)
				10) Dr. M. Swarnalatha Devi, Director, Women Education and Development Sadan (WEDS)
3	Bihar	Patna	National Coalition for Education (NCE), India	1) Mr. Sonu Hari, National Advocacy and Campaign Coordinator, NCE  2) Mr. D.M. Diwakar, Former Director A.N. Sinha Institute, Patna  3) Mrs. Rashmi Prabha, Principal, DIET Nalanda, Bihar



S. N.	State	District	Organization	Speakers
				4) Mr. Kedar Nath Pandey, Member of Legislative Council, Bihar  5) Mr. Rakesh Ranjan, General Secretary, Viklang Adhikar Manch  6) Mrs. Daisy Narain, Secretary East and West Education Society, Patna, Bihar  7) Gazala Shain, Project Coordinator, Save the Children  8) Mr. Jainendra Kumar, ProgramManager (GEP), Care India  9) Ms. Pratima Kumari, President, Gaurav Gramin Mahila Vikas Manch, Patna
4	Karnataka	Bangalore	National Coalition for Education (NCE), India/ World Vision India	1) Dr. Anil Pinto, Registrar, Christ University  2) Mr. Binny K.G  3) Prof. Victor Paul  4) Mr. John Joseph  5) Mrs. Indira  6) Dr. Arul, Program manager (CSA)  7) Mr. Ranjith Singh
5	Kerala	Thiruvananthapuram	World Vision India	Dr. K.V Manoj, Faculty Member SCERT, Government of Kerala

S. N.	State	District	Organization	Speakers
6	Maharashtra	Ahmednagar	Maharashtra Prathmik Shikshak Sangh/ National Coalition for Education (NCE), India	1) Dr. Sudhir Tambe, MLA 2) Mr. Ramakant Katmore, Education Officer, Ahmednagar Municipality 3) Mr. Kailas Daund, Author & Resource Person 4) Mr. Sandeep Waghchaure, Lecturer, DIET Sangamner 5) Mr. Bhausaheb Chaskar, State Coordinator, Save School Action Committee 6) Mr. Prashant Mhaske, President, Maharashtra State Education Union 7) Mr. Ashok Ghorpade, Professor, Nagar College
7	Odisha	Bhubaneswar	All Utkal Primary Teachers Federations (AUPTF)	1) Mrs. Nirmala Kumari B.J., Program Manager, Bhubaneswar urban Project, WV India 2) Mr. Marseibor Lyngdoh, Associate Director, Bhubaneswar PMO, World Vision India 3) Mr. Simha Boneti, Technical Lead –Education Bhubaneswar 4) Anil Pradhan, Convenor RtE forum Odisha 5) Mr. Santosh, Education Specialist, Oxfam India, Bhubaneswar 6) Mr. Sandip Dutt, Regional Manager Child Fund 7) Mr. Samit Pal, Education Specialist, Child Fund India

S. N.	State	District	Organization	Speakers
				8) Dr. Acchutananda Patnaik, Rotary Club, Bhubaneswar
				9) Mr. Ramakanta Sahu, Manager, Ruchika Bhubaneswar
				10) Babita Swain, CBO leader, Nilamadhab
				11) Shantilatha Pradhan, CBO member, Ekamra Vihar Salia Sahi
8	Uttar Pradesh	Lucknow	World Vision India/National Coalition for Education	1) Mr. Ramakanth Rai, Chairman, NCE 2) Dr. Ejji Babu, Technical Specialist - Education 3) Dr. Vandana Mishra, CARE India 4) Mr. N.T. Murthy, Manager WV India 5) Mr. Samuel Lal, Manager WV India 6) Ms. Sasmita Jena, Associate Director, World Vision India, UP 7) Ms. Beena Gupta, BGVS

### National level Culmination Event

National level culmination of Global Action Week for Education was organized in Delhi on 2nd of May 2018. 110 participants from 20 states of India participated in the event. Participants included representatives from Teachers Union, CSOs, academicians and media persons. Event was started with an opening session on SDG 4 and present status of education in India with specific focus on expenditure on education by central and state governments and government's move towards scraping of no detention policy.

This session was followed up by a panel discussion on quality teachers for quality education. Speakers during this session talked about financing quality of education with specific reference to teachers' education, policies and frameworks for teacher's education, state of affairs of teacher training institutes and privatization of teacher's education.

2nd panel discussion was conducted on Citizens' Participation in policy making; Understanding Current Challenges and Way Forward. Speakers during the session talked about teacher's participation in policy making and learning outcomes, community engagement and participation in policy making with specific focus on school management committee, children and women.

Panel discussion on citizen's participation in policy dialogue was the third panel discussion. Speakers in this session talked about current challenges and way forward on the shrinking space for citizen's participation, participation of youth, participation of schedule tribe and differently abled in policy making.

The event concluded with firming up of the charter of demands.

### **List of Speakers at national culmination event**

Given below is a list of speakers who addressed the national culmination event

<b>S. N.</b>	<b>Speaker</b>	<b>Designation</b>
1	Mr. Rama Kant Rai	Convenor, National Coalition of Education
2	Mr. Asadullah	Programme Director – Center for Budget and Governance Accountability
3	Prof. Poonam Batra	Professor, Central Institute of Education (CIE) (Department of Education) University of Delhi
4	Mr. Dinesh Sharma	Principal in DIET, Najafgarh, Delhi
5	Mr. Ambarish Rai	National Convenor, Right to Education (RTE) Forum
6	Mr. C L Rose	General Secretary, All India Federation of Teachers organization (AIFTO)
7	Mr. D. Roshan Kumar	Founder Director, SEEDS - Social Educational and Economic Development Society, Andhra Pradesh
8	Mr. Abhay Xaxa	Adivasi Rights Activist, Senior Campaign Coordinator, Higher Education Campaigner and Social Anthropologist
9	Mr. Sanjay Bhattacharya	Strategic Lead – Education, World Vision India
10	Ms. Shruti Arora	Coordinator, SRHR Research & Advocacy, YP Foundation

S. N.	Speaker	Designation
11	Mr. Rajesh Tandon	Chief Functionary, Society for Participatory Research in Asia (PRIA)
12	Ms. Kiran Bhatta	Senior Fellow, Center for Policy Research (CPR)
13	Mr. Karandeep Bhagat	Operation Director, Center for Social Equity & Inclusion (CSEI) India
14	Mr. Satyam Srivastava	Co-Director, Sruti
15	Mr. Kumar Ratan	Programme Officer (Education & Advocacy), CBM India Trust

## Deliberations during the National Culmination Event

### Opening Session

Mr. Rama Kant Rai welcomed all the participants and briefed about the GAWE celebrated by NCE all over India. Setting the context of the culmination event, he made a short presentation on the progress of SDG 4 in India. Further presenting on the current status of education in India, he highlighted on the number of out of school children and children engaged as labour force. Emphasizing on the lack of budget as the most challenging threat to Right to Education (RTE), he showed the trend in Expenditure on Education by Govt (Centre and States), share of SSA expenditure by Union Government and the changes in revenue expenditure on Elementary Education before and after 14th Finance recommendation. Pointing on the government move towards scraping of NDP, he concluded that teachers should take up the issue seriously and demand for reinstating the No Detention Policy.



### Session 1 Quality Teachers for Quality Education



#### Mr. Asadullah - Programme Director, CBGA

Mr. Asadullah presented on the financing quality of education with specific reference to teachers' education. Quoting the budget allocation of 6 per cent GDP by Kothari commission, he said that the finance ministry approves only 55 per cent of the allocated resources. Pointing towards the state wise allocation on SSA by MHRD, he showed how the budget has declined in the year 2015-16 and the present allocation is beyond the allocated amount in the year 2014-15. He added that as per the financing estimate for RTE by NUEPA, 2,31,000 crores were estimated, out of which 139071 crore was allocated and only 125508 crore

was the expenditure. He added that the allocation for teacher's training has remained same from 2010 till 2018. Focusing on the major challenges to quality education, he said that even if funds are allocated, there is problem in utilization and implementation due to shortage of teachers and lack of trained teachers. He concluded with some of the recommendations on the curriculum and evaluation procedure like Learning through activities, discovery and exploration in a child friendly and child-centred manner, medium of instructions shall, as far as practicable, be in child's mother tongue, comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same and all-round development of the child.

**Prof. Poonam Batra, Professor, University of Delhi**

Prof. Poonam delivered a speech on the policies and frameworks for teacher's education. She initiated by pointing on the teacher's roles and responsibilities given in the RTE Act. She shared that there has been a lot of efforts to bring RTE into action but the implementation process is very far from satisfactory. She added that teachers have been burdened with several responsibilities other than teaching and RTE act has legitimized it. Stating the role of teacher as a social transformer in early days, she shared that currently teachers are the implementing agencies of government. Criticizing the present government for scrapping NDP, she said that government did not involve teachers while preparing the curriculum, but teacher's opinion is included in changing the policy and diluting NDP. She requested teachers not to support scrapping of NDP and to demand for filling up the vacancies, providing training to untrained teachers and also provide resources to teach.



**Mr. Dinesh Sharma, Principal, DIET, Najafgarh, Delhi**



Mr. Dinesh discussed on the state of affairs of Teacher Training Institutes. Stating the vision of DIETS, he said that DIETS are not properly functional due to lack of political will. He shared that most of the posts are left vacant and the curriculum has been revised once in last 27 years. He added that most of the training institutes are under the private players. Stating the deteriorating condition of diets, he concluded that lack of infrastructure, salary paid through loans, no follow up of trainings, limited budget for research and lack of coordination among the agencies working in Delhi are some of the factors leading to the failure of DIETS.

**Mr. Ambarish Rai, Convener, RTE Forum**

Referring to the theme of GAWE 'Vote for Education' Mr. Rai said that India needs an accountable government. Talking on the privatization of Teacher's Education, he shared that government is moving towards privatization through PPP model. Pointing towards 8 crores OOSC and 13 lakh untrained teachers, he criticized the political party for the lack of will to provide quality education to all. He added that



although govt. has promised to build Eklavya Vidyalayas, but has not allocated any budget for it. Highlighting on the reasons for low learning outcome, he said that merging of schools and hiring contractual teachers can never lead to universalization of elementary education and improving learning outcomes. Pointing towards the inexplicable government, he appealed for a bigger campaign for accountable government and to vote for education.

## **Session 2 Panel Discussion - Citizens' Participation in policy making; Understanding Current Challenges and Way Forward**

**Mr. C. L. Rose, General Secretary, AIFTO**



Mr. Rose gave a talk on teachers' participation in policy making. He shared that although there is shortage of teachers in government schools, teachers are engaged in non-academic duties by the government. He also shared that teachers are not consulted while preparing the curriculum or any other policy making. Pointing to the poor learning outcomes he said that learning outcome of children studying in government school should not be compared to the learning outcomes of the private schools.

**Mr. Sanjay Bhattacharya, Strategic Lead - Education, World Vision India**

Mr. Bhattacharya delivered a talk on community engagement and participation in policy making (referring SMC). As parents are given ownership in SMC, he said that community participation will strengthen policy making. Mentioning about the composition and functioning of SMC, he complained that SMC is considered just an advisory body which lacks authority in acting. He further added that RTE Act has vaguely defined the responsibilities of SMC. He concluded by saying that SMC members should be empowered so as to enhance community engagement in policy making.



**Mr. D. Roshan Kumar, Director, Social Educational and Economic Development Society (SEEDS)**



Mr. Roshan presented on the participation of children in policy making. Mentioning about the 4 rights of children (UN right of survival, protection, development and participation), he said that although government has been working on the 3 other rights, nothing has been done on the child right to participation. He shared that there is no mechanism to institutionalize child participation and although there are models for child participation but it is not implemented. He concluded that there is a serious need to recognize the importance of child participation in policy making.



**Ms. Shruti Arora, Coordinator- Research & Advocacy, YP Foundation**



Ms. Shruti discussed on the participation in policy making from gender lens. Defining gender, she explained that educating a girl child should not be limited to sending her school but also creating an equal environment. She added that teachers have the most important role in making a gender sensitive school. She also briefed about the different experiences of a Dalit boy and a Dalit girl. Talking about the changes in curriculum under the present government, she mentioned about the inclusion of sexuality awareness programmes and a curriculum which also addresses the curiosity of a child about adolescence and sexuality. She concluded by stating that a child becomes educated when s/he feels free to speak up and ask questions without any hesitation.

Mr. Abhay summed up the session by sharing that without inclusion community participation is not possible. Highlighting the limitation of child participation to RTE Act, he said that SMC should be empowered and teachers should be involved in preparation of curriculum. He also stated that government should also supplement its decision with proper funds for effective implementation of policies.



**Session 3 Panel Discussion on Shrinking Space for Citizen's Participation in Policy Dialogue**



The second panel discussion was chaired by Mr. Rajesh Tandon, Founder, PRIA. Considering the celebration of GAWE all over India, he congratulated NCE in taking up the Campaign successfully. He said that we need to prepare an action plan to continue this campaign throughout the year. He also explained that our constitution, laws and policies have correctly defined every rights of a children, but its implementation is always questioned. He requested the panelists to discuss on the steps to improve the educational status of our country and about the participation of teacher's in policy making.

**Ms. Kiran Bhatt, Senior Fellow, Center for Policy Research**

Ms. Kiran Bhatt discussed on the current challenges and way forward on the shrinking space for citizens participation. Emphasizing on the failure of the education system, she shared that there is a need to think on the failures/hurdles faced and the ways to overcome the hurdles. She also commented on the various movements taken up on gender, Dalit, livelihood and poverty, which are not linked up with education. She urges for taking up the issues of education by local level CSOs. She pointed out to the emergence of private schools, extra classes and use of technology as an alternative to the failure of the public education system. She also raised up the issue of accountability of teachers and on the unrealistic expectations from them as





they are also constrained by different circumstances and lack of capacities. Questioning on the participation of the CRC and BRC, she stated the need to shift accountability from teachers, parents and SMC members to upper level of bureaucracy for increasing participation.

**Mr. Karandeep Bhagat, Operation Director, CSEI**

Mr. Karandeep Bhagat raised the issue of participation of youth in policy making. He stressed on the effort of NCE and suggested to build up models which can be presented before the government and implemented at the at policy level. Highlighting on the people's expectations from education, he said that there is a need to map it according to the need of the nation. Talking about the steps to be taken to improve the situation, he asked for right to education to be treated similar as right to life. He suggested that research should be taken to bring out the confusion between the actual learning levels of children and the branding policies of the schools. Talking about participation, he further suggested on strengthening of SMC, promoting inclusive education by delivering it without any kind of bias and discrimination and working in a more transparent way to enhance accountability.

**Mr. Satyam Shrivastava, SRUTI**

Mr. Satyam spoke about the participation of schedule tribe in policy making. Sharing his concerns about the people's negligence towards education, he said goals cannot be fulfilled without vision. He added that a school inspector only checks the quality of mid-day meal and never enquires about the problems of teachers or students. Stating his work on tribal education with SRUTI, he said that although SMC defines inclusion, but in practicality it does not lead to inclusion. Highlighting on the positive steps, he shared that teachers teaching in tribal areas are staying in the same village together. He requested government teachers not to support privatization by sending their children to private schools and rather show their outrage against privatization.



**Mr. Kumar Ratan, Program Officer, CBM**

Mr. Ratan discussed on the participation of differently abled in policy making. Narrating about contribution of people towards public education in a village in Rajasthan, he questioned on the two aspect of citizen participation – firstly citizen participation along with government or secondly, citizen participation to fulfil the duties and responsibilities of government. He also shared some that 69 per cent of disabled children lives in villages and only a few of them goes for higher education due to the lack of TLM and proper infrastructure. He added that 1.32 per cent teachers has been trained on inclusion for only 2 weeks and in 42.69 percent schools, special educators have not visited the school once in a year. Talking about citizen participation, we mentioned the need to look into accessibility not only in terms of enrolment but also in terms of pedagogy, TLM and the process of teaching. He suggested that SMC should also be



involved with local governance to improve citizen participation in policy making.

Mr. Rajesh Tandon concluded the session and shared that the political will is active but the strategies need to be changed to improve the situation. He also said that we need to involve more people (people from both government and private sector) in this discussion to design our strategies collectively. He requested the participants to demand for public education as demand for primary education is increasing and government should supply as per the demand.

## **Annexure: Charter of Demands**

Following charter of demands was signed at all the events

To,  
Shri Narendra Modi Ji,  
Honorable Prime Minister,  
Government of India,  
South Block, Raisina Hill,  
New Delhi- 110011

Date-2nd May, 2018  
Place- New Delhi

Respected Narendra Modi Ji,

We, the representatives of Teachers' union, All India Primary Teachers' Federation (AIPTF), All India Secondary Teachers' Federation (AISTF), All India Federation of Teachers' Organization (AIFTO), All India Association of Christian Higher Education (AIACHE), World Vision India, People's Campaign for Common School system (PCCSS) and Civil Society Organizations and representatives, under aegis of National Coalition for Education (NCE), India, would like to congratulate you for the positive steps that your government has taken towards achieving Sustainable Development Goals. We appreciate the proactive commitments that you have made to the United Nations for timely and effective implementation of SDGs.

Also, we are proud to be a country for making education self-supported with domestic resources and education cess and saying a big No to ODA. However, we request that resources for education should be made available in alignment with the requirements for implementation of SDG4 and unfinished goals of EFA.

We would further like to submit this Charter of Demands, which is a result of campaigning and collective concern of CSOs and Teacher's Association at more than 20 states for your kind perusal: -

### **Quality Teachers for Quality Education**

We demand government to ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary Education to achieve universal education opportunities for every child, as enshrined in our constitution.

We demand to accept broad concept of quality, and halting, further reversing increasing trends

of reductionist conceptions that equate quality with achievements around standardized tests, in particular those limited to reading, writing and mathematics.

- No Detention Policy was included in RTE after a long exercise by academicians and educationists to make education a child friendly process and therefore we urge you to consider not scrapping No Detention Policy
- Implement CCE in accordance to the norms and standard set by NCERT which is the official academic authority under RTE Act, 2009. We further demand to provide adequate training to teachers for undertaking CCE in schools.

We demand for financing of 12 years of free education and oppose the discourse of 'affordability' and so-called low-fee private schools.

We demand to increase the supply of qualified teachers and ensure that teachers are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.

- Put in place comprehensive and long-term national plans to ensure that the supply of qualified teachers is substantially increased and the vacant seats of teachers are filled.
- Government Teachers' training colleges must be publicly and adequately funded and privatization of Teacher Education must not be encouraged.
- For achieving quality education, Teachers in government schools must essentially focus on teaching, and they must be relieved from all non-teaching responsibilities (except those enlisted in RTE Act, 2009)
- Set such mechanisms which would lead to motivation of teachers

Universalization of education is enshrined in constitution of India as fundamental right. We believe it can be achieved only through public education system. Thus, we demand to discourage privatization of education and more so, regulate private schools as per the norms of RTE Act. Further, any adoption of public-private partnership should be discouraged.

### **Citizen's Participation in Policy Dialogue**

We demand development and implementation of all the SDG4 targets through a transparent and inclusive process that involves the participation of civil society and teachers' organizations.

We demand for developing credible and transparent roadmaps for the implementation of the full SDG 4 agenda.

Put in place clear mechanisms for transparency and accountability to citizens and civil society to ensure delivery on the Education 2030 Agenda.

- Provide a formal and structured space for active participation of civil society, including teacher and student associations, as part of social dialogue around policy making, planning, budgeting and monitoring the progress.

- For synergizing all round development and creating space for inputs from diverse experiences, we ask to set participatory mechanisms which are responsive to and prioritize the participation of Women, Youth, persons with disabilities, Community and Representatives from marginalized communities.

We hope, being a child friendly Prime Minister, you will consider our demands to make education a reality for all.

## List of Organisations at National Culmination

S. N.	Name of the Organization
1	TATG-AIFTO
2	SEEDS
3	IAEA
4	AIPTF
5	National Youth Organization
6	Rastriya Shikshak Sangh
7	Bihar Rajya Prathamik Shikshak Sangh
8	Odisha Government Elementary Teachers Association
9	URPSS
10	SSKK
11	AISTF
12	AIITU
13	ASHA
14	Jan Kalyan Shikshan Prasaar Samiti
15	En Block
16	SUTRA

S. N.	Name of the Organization
17	SARC
18	GSTU, AISTF
19	MPPMSS
20	SBT
21	World Vision
22	Child Fund
23	TESTF
24	AIFTO
25	The YP Foundation
26	PARVI
27	SIA Foundation
28	AIFTO
29	Nirantar
30	ADPSS
31	Phia Foundation
32	Oxfam India
33	Madad
34	AIPTF
35	Gaurav Gramin Mahila Vikas Manch
36	JRPSS
37	Play for Peace
38	Asha Delhi

S. N.	Name of the Organization
39	UDI
40	Plan International
41	ADPSS
42	West Paul Wall Foundation
43	CSEI
44	World Vision India
45	Promise for Education
46	Bal Vikas
47	Lions India VYK
48	SRUTI
49	ASIA Dalit Rights Forum
50	CPR
51	PRIA
52	CBGA
53	RTE Forum
54	DIET
55	CIE, New Delhi
56	CBM



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# Sustainable Development Goal-4

## Targets:-

### 4.1 Universal primary and secondary education

- ❖ By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

### 4.2 Early childhood development and universal pre-primary education

- ❖ By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

### 4.3 Equal access to technical/vocational and higher education

- ❖ By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

### 4.4 Relevant skills for decent work

- ❖ By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

### 4.5 Gender equality and inclusion

- ❖ By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

### 4.6 Universal youth literacy

- ❖ By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

### 4.7 Education for sustainable development and global citizenship

- ❖ By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

## Means of implementation:-

### 4.a Effective learning environments

- ❖ Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

### 4.b Scholarships

- ❖ By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries

### 4.c Teachers and educators

- ❖ By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States