

Report

Global Action Week for Education

"Accountability for SDG 4 and Citizen Participation"

23-29th April 2017



Organized By:

National Coalition for Education

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Foreword

It gives us immense pleasure to present the report of 'Global Action Week for Education (GAWE), 2017' "Accountability for SDG 4 and Citizen Participation" organized by National Coalition for Education (NCE) India. The tradition of organizing Global Action Week was initiated by Global Campaign for Education (GCE) sometimes in 2001 to remind the policy makers on their commitment of 'Education for All' goals. National Coalition for Education (NCE) India being the Indian counterpart of Global Campaign for Education (GCE) organizes Global Action Week every year on the themes set by GCE, Johannesburg, South Africa.

This year's theme of 'Global Action Week for Education (GAWE), 2017' was **"Accountability for SDG 4 and Citizen Participation"** to draw attention of Indian government as well as citizens participation on its commitment on "Sustainable Development Goal 4" through SDG 4 - Education 2030. All over the world member countries have committed **"SDG 4 to ensure inclusive and equitable quality education and promoting lifelong learning opportunities for all"**.

In India, the Global Action Week for Education was conducted from the 23rd-29th April 2017. The participating partners in states majorly focused on spreading awareness in the community regarding the aims and objectives of SDG-4. The participating states organized GAWE during 23-29 April 2017 were Assam, West Bengal, Andhra Pradesh, Punjab, Rajasthan, Odisha, Bihar, Delhi, Haryana, Himachal Pradesh, Uttar Pradesh, Manipur, Kerala, Madhya Pradesh, Jharkhand, Gujarat, Meghalaya, Chhattisgarh, Tamil Nadu, Karnataka, Maharashtra, Uttarakhand.

The culmination event was organized in Delhi on 1st May 2017 where more than 26 state participants participated and shared their activities. The full day event culminated with a Charter of demand submitted to Hon'ble Prime Minister of India.

We thank all the participants, supporters, well-wishers, and fellow travelers of this campaign.

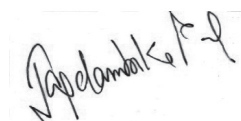
Any comment or suggestion on this report will be highly appreciated.



Rama Kant Rai
Convener



Ram Pal Singh
General Secretary



Jagdambika Pal
President



Introduction

The worldwide movement of “Education for All” in Jomtien in 1990 was reiterated in the year 2000 in Dakar where global leaders met and promised to reach six education goals by 2015 in order to ensure that everyone would be able to exercise their basic human rightsof attaining free and quality education-irrespective of their age, gender, ethnicity, family income, residence or physical ability. This has been an important commitment to education in recent decades which helped drive significant progress but remained an unfinished agenda by 2015.

The unfinished agenda of Education for All (EFA) is still a concern for all of us. In the month of May last year, heads of the states and Ministers from 193 countries assembled in Incheon, South Korea to adopt a new commitment called “Incheon Declaration (Education 2030)”. After the Incheon declaration, United Nations General Assembly adopted and confirmed Sustainable Development Goals during last September, with the participation of 193 countries. With Goal 4 of Transforming our world: the 2030 Agenda for Sustainable Development - ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ (also referred to as Education 2030) - and its associated targets, the world has set a more ambitious universal education agenda for the period from 2015 to 2030.

Being a signatory to the “Education 2030” (Incheon Declaration) is yet another commitment by the Indian Government in the UN General Assembly. The commitment for education for all has much wider scope in SDG 4.

Key SDG 4-Education 2030 Commitments

Through SDG4-Education 2030, all countries commit to ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all leaving no one behind.No education target should be considered met unless it is met by all.

In particular, all countries commit to:

- Ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes.
- Encourage the provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education.
- Ensure that education leads to effective acquisition of basic competencies as a building block for lifelong learning.
- Ensure relevance of learning for both the world of work and for citizenship in a global world.
- Ensure more equitable access to all levels of education and vocational training for vulnerable populations including persons with disabilities and indigenous peoples, and ensure gender equality in education by 2030.
- Ensure that all youth [15-24 years of age] have adequate literacy and numeracy skills.
- Ensure expanded and equitable access to vocational skills development and higher education.

- Ensure safe and inclusive learning environments.
- Ensure adequate teacher recruitment, training and professional development, and status.

All countries are urged to adhere to the international and regional benchmarks of allocating efficiently at least 4-6% of Gross Domestic Product and/or at least 15-20% of total public expenditure to education.

The Education 2030, targets as set by India are as follows-

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes.
- 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.
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- 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.
- 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.
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- 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

- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.
- 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.
- By 2030, substantially increase the supply of qualified teachers, including through international co-operation for teacher training in developing countries, especially least developed countries and small island developing states.

The present Indian scenario and challenges:

Some of the major challenges faced are as follows:

- Indian Government is not investing enough for education. The trend in education financing is not inclusive of the SDG agenda.
- Mushrooming privatization in education has marginalized the poor from right to education. The unregulated private sector is running school business scot free making education a costly opportunity for poor and marginalized community. All these impact the poor and marginalized, widen inequality even further and weaken the public education system
- Unfinished Business of EFA and the MDG has not been adequately addressed and reviewed for filling the gaps. In fact, we saw in the last 15 years persisting disparities and inequalities. SDG 10 indicates a resolve to address inequality which needs more attention from the government.
- The participation of civil society organizations, teacher's union, academicians and public at large in finalization of National indicators of SDG have been ignored.

Global Action Week for Education (GAWE) 2017

The Global Action Week for Education is a worldwide annual campaign led by the Global Campaign for Education (GCE) to raise awareness on the importance of education in all its member countries and is one of the major focal points for the education movement. It is celebrated in more than 100 countries worldwide. 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 of 'Accountability for SDG 4 and Citizen Participation' highlights the importance of transparent, accountable and participatory governance for delivering on the complete SDG 4 agenda. From 23rd to 29th April, the GAWE campaign promoted the vital role of citizen participation in making of education policy and monitoring progress. It particularly emphasised on reminding governments and people that democratic governance is a cornerstone of the SDGs, and that credible roadmaps are needed to deliver quality, inclusive, free and public education which are at the heart of SDG4.

GAWE 2017 aims to ensure that the governments:

- Develop, fund and implement credible plans for the implementation of the full SDG 4 agenda.
- Recognize the criticality of strengthening public systems and state capacities to ensure that education is free, quality, and equitable.
- Ensure that there are credible, transparent mechanisms for participation of civil society in the monitoring and accountability processes for the agenda.

GAWE celebration in India - NCE

The GAWE this year was held from 23rd to 29th April, 2017 in 22 states of India followed by a culmination event on 1st May, 2017. The objectives of the event were as follows-

- To discuss the background and goals of SDG-4, with particular focus on the 'Education for All' movement.

- To elaborately discuss on the “Accountability for SDG-4 and Citizen Participation in presence of the key stakeholders.
- To present before the members, the activities and events held by the different states from 23rd to 29th April, 2017 to celebrate the Global Action Week on Education.
- To discuss and plan for a successful roadmap to achieve the goals for SDG-4.

NCEs specific aims for the event includes advocating with the Indian government on the following grounds:

- To develop credible roadmaps for implementation of the full SDG4 agenda – including the targets for early childhood, youth and adults that are being widely overlooked, ensuring no one is left behind- including girls, persons with disabilities, indigenous people, refugees and others.
- For direct and easy-accessible mechanisms for accountability and transparency to citizens, and for the active participation of civil society in policy making and in monitoring progress there should be space for CSOs and youth participation at all levels.
- Reassert the central importance of the globally agreed commitment to free education
- Highlight public education and the central role of governments, and challenge rising privatization.
- 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.
- Call for a broad concept of quality education 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.



An overview of GAWE in 22 States of India

Nature of Participants:

The partner states of National Coalition for Education came forward to celebrate the week in their respective states. The nature of participants in various state event included CSOs, NGOs, academicians, teachers' union, teachers, parents, youth, SMC members, government officials and local community members.

RAJASTHAN

The Rajasthan team carried out workshops and rally on Girl's Education. Around 100 participants were there in the events for the commemoration of GAWE. They also held meetings with School Management Committee and Mata Samiti Members, ward members, Child Development Project Officer (CDPO), BEEO and Sub-Divisional Magistrate (SDM). This was followed by the submission of a memorandum for banning alcohol and on the last day the event was concluded by a signature campaign. Special Guests included Mr. Bhagchand Katariya, Ward Member, Ward No. 38, Gangapur Municipality, Ms. Zarina Bano, ward Member, Ward No. 41, Gangapur Municipality, Ms. Madhu Lata Yadav, ward Member, Ward No. 4, Gangapur Municipality, Ms. Saubhagya Sharma, Teacher, UPS No. 2, Gangapur Mohammed, SMC member and President Congress Regional Committee.

Key messages- The participating members mentioned that this was a good opportunity for them to understand what SDG 4 says about education and events such as rallies would help in dealing with problems and help in bringing about awareness in the community on the goals of SDG 4.

BIHAR

The activities were carried out in the district of Buxar in which 60 participants were present in the one day event held on 25th April, 2017. A district level signature campaign and a public meeting was held as part of the activities under the GAWE. The objective of the program was to spread awareness on the commitments needed from the common citizens to achieve the goals of SDG-4.

Key Resource Persons included Prof. Dr. Deepak Kumar Rai- Chief Guest, Principal, Mr. Sant Gramanchal Degree College, Buxar, Mr. Kumar Nayan, Trainer (Social Analysis, leadership development, education and literature), Mr. Santosh Bharti District President, Dalit Adhikar Manch, Bihar, Mr. Ram Bachan Boudh President, (Society for ST/SC development) and teacher.

Key Messages- Dr. Deepak Kumar Rai expressed the need of such programs in Bihar, wherein the trend of studying in private schools is on the increase. Kumar Nayan, moderator of the event emphasized GAWE as being an opportunity for common people to realize their role in being accountable and responsible for attaining goals of SDG- 4. He said that efforts should be made to create a district level forum to fight issues pertaining to girls' education. Lastly, Mr. Ram Bachan Boudh pointed out that there was huge difference between the actual law and its implementation and collective action is needed to overcome the problem.

GUJARAT

Seventy one participants from nearby districts of Ahmedabad assembled for a district level signature campaign and a public meeting was held as a part of the activities under the GAWE.

Key Resource Persons: Mr. Rasikbhai Kalariya, Supervisor, Bhavan Higher Secondary School, Mr. Sitaramji Yadav, Director, Bhavana Education Campus, Mr. D.V. Pandit, President, AIFTO, Mr. Rameshbhai Patel, President, Gujarat State Secondary Teachers Federation, Mr. Vinod Kumar S. Yadav, Principal, Bhavana Girls School.

Key Messages- Mr. Sita Ram Yadav appreciated the educational activities conducted by AIFTO and its struggle for better education for children and for the rights of teachers. Mr. Ramesh Bhai Patel congratulated the Bhavana Education Campus for inviting AIFTO for this programme. He appreciated the benevolent attitude of Mr. Sita Ram Yadav and his commendable work on imparting education to children of the marginalized community both girls and boys. Mr. Vinod Kumar S. Yadav, told in brief about the 17 Sustainable Development Goals and focused on SDG-4. Mr. Radheshyamji R. Yadav, in his speech, highlighted quality education for all. Mr. Pandit in brief, gave the history of Global Action Week initiated by UNESCO and Educational International (EI). He focused on accountability of different stakeholders in education like: Government, teachers, parents and people.

JHARKHAND

ASHA's Community mobilisers mobilized the community members from the nearby areas for a signature campaign. CSO's like Pragya, SPARK, ASHA, etc. were called and most of the invitees participated in this event in which 144 participants were present for the event.

Key Resource Persons-Mr. Rajju Kachhap, Up-Mukhia, Lalkhatanga Panchayat and Social worker, Mr. Ajay Kumar, Secretary, ASHA, Ms. PunamToppo, President, ASHA.

Key Messages- Mr. Rajju Kachhap inaugurated the event and said that every child should go to school and lead the future of their Panchayat, state and our country. He assured of having a rule for ensuring free and compulsory in schools in his Panchayat. Mr. Ajay Kumar emphasized on education being the most important tool in bringing about change in the existing social, behavioral and traditional narrow mindset. Ms. Punam Toppo said that education was an important medium in bringing about gender parity which cannot be left unattended.

MEGHALAYA

A district level signature campaign and a public meeting was held as a part of the GAWE in Shillong, Meghalaya

Key Resource Persons: Mr. Exsorwell Kharmuti, Senior Vice President of the District Association, All Primary School Teacher's Association, East-West Ri-Bhoi District, Mr. Hopingwell Syngkli, Nongpoh, Ri-Bhoi District, Mr. F.C. Shullai, General Secretary, All Primary School Teacher's Association, East-West Ri-Bhoi District.

Key Messages- Mr. F.C. Shullai in his short address highlighted the purpose of the Global Action Week. Mrs. L. Tiewsoh expressed that the implementation of RTE in the State was improving as compared to past years and opposed the move of the Government to remove Continuous Comprehensive Evaluation (CCE) in schools. She also spoke on raising education budget by 6 percent and enrollment of children in schools in the age group 6-14 years.

UTTAR PRADESH

En Bloc on Way to Humanity conducted the activities of GAWE in Meerut, Uttar Pradesh, wherein 50 participants participated in the weeklong event. The organization held a painting competition, public meeting and a signature campaign in the district.

Resource Persons Included Mr. Krishna Daka, Founder, SIA Foundation, Meerut, Ms. Jainab, social worker and Child Rights Activist, Meerut, Ms. Tamanna, social worker and Child Rights, Meerut.

Key messages- The assembled participants focused on spreading awareness and knowledge on the importance of girl child education considering the political scenario of the State.

UTTAR PRADESH

The activities of the GAWE were carried out with more than 60 participants in Sonbhadra, UP. It comprised mainly of public meetings, painting competition and signature campaign.

Resource Persons included Ms. Komal, Activist, Dudhi Gram Vikas Samiti, Mr. Ram Kumar, Activist, Right To education.

Key Messages- Ms. Komal addressed the gathered audience on girl child education and emphasized that education should not be biased and should include everyone irrespective of their gender, caste or religion.

Mr. Ram kumar focused on the Importance of RTE in achieving the goals and objectives of the SDG4.

HIMACHAL PRADESH

The weeklong activities of the GAWE were carried out in Chamian, Gharshi, Barotiwal, Shaloi, Shiva, Surjpur, Masulkhana, Bhogpur, Hidamb, Badoh, Dhayla, Tipra, Pathiya, Panwa, Chabal, Dhanyon, Matkanda, Jagjeet Nagar, Garhkhal, Kasauli, Dharmpur, Ramshehar blocks of Solan district. Around 500 participants were present in the events.

Resource persons included Mr. Nirmal Chandel, State Co-coordinator, Policy maker, Panchayati Raj, Mrs. Leela Devi, Co-coordinator, Panchayati Raj, Mrs. Chanderwati, Field Co-coordinator, Panchayati Raj, Gender, Micro Credit, Ms. Reetu Sharma, Field Co-coordinator, Panchayati Raj, Gender, Micro Credit, Ms. Saroj Sharma, Field Co-coordinator, Panchayati Raj, Gender, Micro Credit, Mr. Bir Singh, Field Co-coordinator, Panchayati Raj, Gender, Micro Credit.

Key messages- The participants considered were oriented on the importance of GAWE and the education goals of SDG-4. They were presented with the various aims and objectives of the SDG4.

UTTARAKHAND

The organization carried out its activities in the city of Uttarkashi, Uttarakhand. A district level signature campaign, rally and a public meeting were held as a part of the activities under the GAWE.

Key Resource Persons included Shri Kedar Singh Rawat, MLA, Yamunotri Vidhan Sabha, Uttarakhand, Shri Rajkumar, MLA, Vidhan Sabha Pauraha, Uttarakhand, Shrimati Nirmala Nahar, President, Uttarakhand Rajya Prathamik Shikshak Sangh, Digvijay Chauhan, General Secretary, Uttarakhand Rajya Prathamik Shikshak Sangh.

Key messages- The participants congratulated the organization for organizing such events and expressed that these would help in citizens understanding of their role in ensuring implementation of policies and their knowledge of Rights.

CHHATTISGARH

The organization held a symposium on SDG 4 and citizen participation, Community meeting on RTE act and a post card campaign on SDG-4 and citizen participation in Raipur district of Chhattisgarh. Around 160 participants participated in all the three events.

Key resource persons included Ms. Sunita Munda, OXFAM, Chhattisgarh Dr. Prabin Chatterjee Director of SHRC (State Health Resource Centre), Mr. Virendra Pandey, Former MLA & Chairperson of CG Finance Commission, Ms. Sava Tanvir, Educationist, Mr. Gautam Bandyopadhyay, CG RTE Forum Convener, Mrs. Vijay Laxmi Thakur, Mitani Swasth Seva Sangathan, Secretary.

Key messages- Mr. Gautam Bandyopadhyay said that quality education was required to deepen democracy and urged citizens to be aware of SDG-4 and RTE act. Ms. Meetu Gupta, member of CG state planning commission environment and community planning said that a focus on SDG 4 would help as guidelines in the local planning and governance. Mrs. Sunita Munda, Programme coordinator of Oxfam, Raipur, said that inclusion of gender was essential for successful implementation of RTE act. Mr. Nalin Kumar, training coordinator of Azim Premji foundation, stressed the need for the ongoing demand for teachers training and quality teachers.

NEW DELHI

The activities of the GAWE were carried out with more than 250 participants in Delhi. It comprised of mainly public meetings, painting competition and signature campaign.

Key Resource Persons included Shri Dinesh Kumar, Principal, Ghumanuhera (DIET), Delhi, Shri Anil Kumar, Director, Samajik Badlo Trust, Shri Sunita, Head, Badlav Yuva Mandal, Najafgarh, New Delhi.

Key Messages- The resource persons focused on the importance of spreading awareness and involving the community in the decision making process. Also, there was a discussion on how investment on quality teacher would improve the education scenario of the nation.

PUNJAB

The activities of the GAWE were carried out with more than 60 participants in Hoshiarpur, Punjab. It comprised mainly of public meetings, painting competition and signature campaign.

Key Resource Persons included Mr Balveer Singh (District Education Officer), Gurmit Singh Multani (Vice President, Teachers Union, Punjab), Mr. Hajari Yadav (Chief Editor of Dainik Jagaran) Dinesh Kumar, Founder (Sars NGO Jalandhar), Mr. Shri Hari Singh Thakur, Secretary (Asha Kiran Well-Fare Society) Hoshiarpur, Mr. Vinod Kumar, HOD (B.Ed Diploma) Hoshiarpur

Key Messages- The resource persons mainly focused on the importance of education in spreading unity and peace in the society. They said that knowledgeable citizens make the pillars of a nation's success.

MADHYA PRADESH

The organization held public meetings on various issues, signature campaigns and rallies. Various topics such as disability and the RTE act, inclusive education were discussed and also societies' role in promoting awareness. A street play displaying issues of girl child education and child labour was enacted. The local Panchayat and governing body members were involved in a discussion on education. Lastly, the children Panchayats of Bhopal were invited to have a discussion on their role in improving education.

MANIPUR

The weeklong activities of the GAWE, were carried out in the districts of Imphal, Ukhrul and Chandel involving more than 450 participants. PCTM organized select group of Child Right activists and parent organization leaders and formed a Coalition on Advocacy for Lifelong Learning (CALL-Manipur) comprising of 7 member team to organize GAWE for the first time in the state. Cycle rallies, signature campaign, and public meetings were conducted. Three series panel discussions in two local TV channels were conducted, involving noted educationists, social/Legal activists, policy makers and child right activists. Annual reports from Education Department (MDMS/SSA) were collected and state-specific draft charter of demands for targeted achievement plans was prepared for follow up advocacy campaign and awareness programs in the state.

Key resource persons included Mr. R.K. Tenny, Deputy Director/Nodal Officer Mid-Day Meal Scheme (MDMS), Education Dept (S), Mr. R.K. Nimai, Former Commissioner, Art & Culture/Secretary to Governor of Manipur, Rakesh Meihoubam, Legal Activist, State Coordinator, HRLN, Mr. Y. L. Filson, Former President, Tangkhul Students Association, Ms. Secretary, All Manipur parents and Guardians Association, Mr. Deben Bachaspatimayum, Convener, Coalition for Advocacy for Life Long learning (CALL)-Manipur, Dr. Chinglen Meisnam, Asstt Prof, Economics Dept. Manipur University, Pradip Keisam, Member, Manipur Commission for Protection of Child Rights (MCPCR).

Resource persons included Mr. Maharabi K, Former member, MCPCR, Mr. Ringku Khumukcham, Editor, Imphal Times, Dr. Ph Phanjoubam, Asst Professor, Standard College Mr. Babloo Loitongbam, Director, Human Rights Alert, Manipur, Dr. Leiren HoD, Education Dept, Manipur University, Mr. Angamba, M. President, Democratic Students Association Manipur (DESAM)

Key messages- R.K. Nimai, Retd. IAS Officer, Administrator, policy maker and advisor said that the reason why elementary school system is failing must be understood comprehensively by taking micro-studies in the state. Dr. Dhiren, Assistant Professor, Educationist and thinker said that human resource development in education sector must be the priority. Dr. Chinglen, Associate Prof, Economics Dept. Manipur University (MU) Educationist and social activists said that the Government needs to increase budget for elementary education. Babloo L, Director, Human Rights Alert, Manipur and prominent human rights activists said that people's lack of awareness about right to education as their fundamental human right needs to be addressed to achieve the aims and objectives of the SDG4.

TAMIL NADU

The activities of the GAWE were carried out in the Myladumparai block of Tamil Nadu. Signature campaign was held emphasizing the sustainable developmental goals and the public and students placed their signature. Float was organized in Kadamalaigundu emphasizing the importance of education and the schemes to be availed from Government. Community people and students took pledge to create awareness about sustainable developmental goals.

Resource persons included Mrs. Vimala Devi, Village Development Committee (VDC) member, Mr. John Jothi, Coordinator-Development Facilitation, World Vision India

Key Messages- The event mainly focused on spreading awareness on SDG 4 and also involved the community on the decision making process. The organization urged the people to take equal participation in the activities of achieving education goals as mentioned in the SDG4.

KARNATAKA

The organization met various groups and communicated the purpose of the event. Teachers Union, local NGOs network, local district (Zilla) government, District Legal Service Authorities, Bellary Bar council participated in the process of the event. Total participants numbered 350

Key resource persons included Mr. Ashwini Kore- 3rd Upper Judge, Bellary, Mr. H. C. Raghavendra- President Children Welfare community, Bellary, Mr. A Sridahran Deputy Director for Public Instruction, Bellary, Mr. D S Badrinath, President, Bellary Bar council.

Key messages- Chief guest Ms. Ashwini Kore, addressed the audience on the importance of education. In her speech she expressed that education is not for preparing future life but education itself was life. Education played a vital role in everybody's life and urged people to avail services from Government to educate their children. Mr. H. C. Raghavendra, Chairman of the Child Welfare Committee addressed the community and explained how children were being exploited at various levels and urged parents and community to provide education for both girls and boys equally.

HARYANA

The activities of the GAWE were carried out with more than 140 participants in the Jhajjar district. The organization arranged for a drawing competition, a public meeting and a signature campaign in the district. They also submitted a charter of demands to the Chief Minister of the state.

Key resource persons included Mrs. Anita Kaushik, Principal, Mr. Anil Kumar, Director, Social Change Trust, Mrs. Seema Varisht, Professor Mrs. Nandini, Program Coordinator-Information Resources Centre.

Key messages- The gathered participants expressed their gratitude for holding such a programme to create awareness on the SDG 4. They said that these kinds of activities will help them to further understand their roles in spreading awareness in the community. They also mentioned the various existing problems related to education and have ensured support for any problems that may arise in the future.

MAHARASHTRA

In order to commemorate GAWE, the organization held a workshop with children, youth, and parents, teachers, and women leaders to focus on education for social and economic development in Aurangabad district of Maharashtra. More than 170 participated from various professions and rungs of the society.

Key resource person included Mr. Ajit Samangaonkar, Professional Civil Consultant-Water and Sanitation, Mrs. Anjali Shinde, Development Manager, Vocational Training, Mr. Navanath Dhakane, Programme Manager, Micro-enterprises, Mr. Joy Daniel, Executive Director, Livelihoods.

Key messages- Ajit Samangaonkar said that education was vital for improved living standards. Anjali Shinde particularly focused on vocational skills and its importance for the young generation. Navannath Dhakane stressed on education as channel to develop skills and income generation. Joy Daniel said that India's status of education in comparison with other countries was pitiable.

ANDHRA PRADESH

The association held meetings, competitions, post card campaign, signature campaign, rallies, in the Vijayanagar district of Andhra Pradesh. They also submitted charter of demands to the honorable Chief Minister. There were around 200 participants in the event.

Key resource persons included Mrs. M. Rajeswari, Headmistress, Z P High school, Makkuva, Mr. R. Rajagopal, Trustee, Abhimaan Foundation, Mr. J. C. Raju, Secretary, Karunya Foundation, Mr. K. Someswararao, Chairperson, School Management Committee, Mr. S. Raghu, Principal, Candra Papa Raiya Jr. College, Bobili.

Key messages- Members present expressed that they were happy to be a part of the meeting and it would help them to understand their role and responsibilities in achieving the objectives of SDG-4, and education as their fundamental right.

KERALA

The teacher's association of Kerala held the events of the GAWE in Malappuram and Palakkad. It was attended by 100 teachers and the meeting focused on dissemination of information on the rights of common citizens in achieving the objectives of SDG 4.

Key resource persons included Mr. Ramesh Chennithala, Politician, Kerala, Mr. Harigovindan, General Secretary, KPSTA, Mr. Aryaden Mohamed, former Minister for Electricity and Transport, Kerala, Mr. Ajith Kumar Vice president of KPSTA.

Key messages- The key message that came forward was that every citizen of the country was equally responsible to ensure the fulfillment of the objectives of the SDG4.

WEST BENGAL

The Association was successful in bringing about 250 teachers to conduct a public meeting, signature campaign, rallies and submission of Charter of Demands to the CM in Kolkata and North 24 parganas.

Key resource persons included Mr. Arjun Singh, MLA. Kanai Lal Acharjee, Commissioner, Naihati Municipality, Mr. Subir Sinha, the Assistant Director of Pension, Govt. of West Bengal, Kalipada Saha, Secretary, Govt. Employees Union of Education Department.

Key messages- The association discussed the existing issues regarding education prevalent in the state. They unanimously said that programmes like this would empower them to understand the goals of SDG 4 properly and work on implementing them properly.

ASSAM

The association was successful in spreading awareness in many districts of Assam-Bongaigaon, Golaghat, Lakhimpur and Kamrup.

Key resource persons included Mr. Bolen Kalita, principal, Jaobari Higer Secondary School, Mr. Sheikh Nijamuddin Rahman, Block Education Extension Officer, Manikpur Block, Mr. Md. K. Barbhuyan, Block Education Extension Officer, Golaghat, Ms. Rupma Saikia, Lecturer, District Institute of Education and Training (DIET), Mr. Jibon Dutta, Retired District Elementary Education Officer (DEEO), Mr. Konokeswar Deka, District Inspector of School Lakhimpur

Key messages- Every member attending the meetings stressed on the importance of citizens' accountability in ensuring that the rights regarding education is implemented. The signature campaign and the rally helped in spreading awareness in the society.

ODISHA

The activities to commemorate GAWE were conducted in the Nabarangpur district of Odisha and more than 70 members participated in the signature campaign and public meeting.

Key resource persons included Mr. Ramesh Roy, BRCC-ABEO, Kirtan Behra, Managing Director, Kala Bikash Kendra, Mr. Chintamani Behra, retired educationist, Mr. Ashok Kumar Sahu, Academician, Mrs. Santilata Mohanty, Educationist, Ganesh Prasad Rana, Secretary, Teachers, Union

All the members were of the opinion that a collective effort to fight for rights would make people successful. The government should take a bottom up approach to understand the issues of the grassroots and accordingly form policies to deal with them.

List of States and Districts where GAWE was celebrated

| Sl. No. | State | District | GAWE Organiser |
|---------|------------------|-------------------|---|
| 1 | Bihar | Buxar | Madad (Society for Mobilization of Action for Dalit Advocacy and Development) |
| 2 | Rajasthan | Gangapur | Samantar |
| | | Udaipur | Unnati Sansthan |
| 3 | Gujarat | Amhedabad | AIFTO (All India Federation of Teachers Organizations) |
| 4 | Jharkhand | Ranchi | ASHA (Association for Social and Human Awareness) |
| 5 | Meghalaya | Shillong | AMPSTA (All Meghalaya Primary School Teachers' Association) |
| 6 | Uttar Pradesh | Meerut | En Bloc on Way to Humanity |
| | | Sonbhadra | Dudhi Gram Vikash Samiti |
| 7 | Himachal Pradesh | Kasauli | Society for Social Uplift through Rural Action (SUTRA) |
| 8 | Chhattisgarh | Raipur | Chhattisgarh Action & Research Team (CART) and Chhattisgarh RTE Forum |
| 9 | Delhi | Delhi | SamajikBadlao Trust |
| 10 | Punjab | Hosiarpur | En Bloc on Way to Humanity |
| 11 | Madhya Pradesh | Bhopal | NIWCYD Bachpan |
| 12 | Manipur | Imphal | Coalition on Advocacy for Lifelong Learning (CALL) |
| | | Ukhrul | Coalition on Advocacy for Lifelong Learning (CALL) |
| | | Chandel | Coalition on Advocacy for Lifelong Learning (CALL) |
| 13 | Tamil Nadu | Myladumparai | World Vision India |
| 14 | Karnataka | Bellary | World Vision India |
| 15 | Haryana | Jhajjar | Samajik Badlao Trust |
| 16 | Maharashtra | Aurangabad | Institute for Integrated Rural Development |
| 17 | Andhra Pradesh | Vijaynagar | Andhra Pradesh Primary Teachers' Association |
| 18 | Kerala | Malappuram | Kerala State Primary Teachers' Association |
| | | Palakkad | Kerala State Primary Teachers' Association |
| 19 | West Bengal | Kolkata | West Bengal Primary Teachers' Association |
| | | North 24 Parganas | West Bengal Primary Teachers' Association |
| 20 | Assam | Bongaigaon, | Assam State Primary Teachers' Association |
| | | Golaghat, | Assam State Primary Teachers' Association |
| | | Lakhimpur | Assam State Primary Teachers' Association |
| | | Kamrup | Assam State Primary Teachers' Association |
| 21 | Odisha | Nabarangpur | National Youth Organization, |
| 22 | Uttarakhand | Uttarkashi | Uttarkhand Rajya Prathmik Sihshak Sangh |



GAWE Culmination Event New Delhi

National Coalition for Education, held the culmination Event for Global Action Week for Education (GAWE) 2017 on 1st May, 2017. The event aimed at addressing and discussing the “Accountability for SDG 4 and Citizen Participation”, in presence of the key stakeholders of the organization. Total participants numbered 150.

Key speakers of the event included:

- ❖ Mr. Rampal Singh - General Secretary, NCE, India and President, AIPTF
- ❖ Mr. Rama Kant Rai- Convenor, NCE, India
- ❖ Dr. Satoko Yano- Chief and Programme Specialist for Education, UNESCO
- ❖ Ms. Anjela Taneja, Head of Policy, GCE
- ❖ Ms. Susmita Chowdhury-Capacity Support and Advocacy Adviser, ASPBAE
- ❖ Mr. Ajay Kumar Jha, Director, Pairvi
- ❖ Dr. ProtivaKundu, Senior Research Officer, CBGA, New Delhi
- ❖ Ms. Radhika M. Alkazi, Founder, (ARTH-Astha), Representing CBM
- ❖ Dr. Poonam Batra, Professor, Delhi University
- ❖ Father Jolly Puthenpura, Administrative Manager, CARITUS India
- ❖ Dr. Ajay Kumar, Director, Group of Adult Education, JNU
- ❖ Dr. Vijay Verma, Associate Professor, Dept. Of Political Science, DU
- ❖ Augustine Veliath, Consultant
- ❖ Jaya Kumar, Director, Strategic Alliance, World Vision, India

Mr. Ram Pal Singh

Welcoming everyone Mr. Singh highlighted the fact that not much has been achieved on the front of Universalization of Primary Education. He said that the failure to achieve the goals as mentioned in the charter calls for sincere discussion among and within the countries to figure out methods to achieve the objectives of SDG-4. Mr. Singh congratulated the participant members of the event and concluded that a productive co-ordination among the participating audience would surely lead to the achievement of objectives by 2030



Mr. Rama Kant Rai

Congratulating everyone for participating in the event, Mr. Rai said that the responsibility of achieving the objectives lies on everyone. He pointed out that the goals of SDG-4 talks about inclusive and equitable education, access to quality education, skill development and the importance of lifelong learning. However, he said that the governments had failed to bring forth its importance to its own citizens. He pointed out that inclusive policy formulation was not done while working towards achievement of the goals. Views and wellbeing of vulnerable and backward communities, minorities, gender, sex and races were not taken into consideration while framing the policies. Therefore, he urged everyone to be aware of the proceedings, scrutinising the policymakers closely and critically analyse the decisions taken by the leaders of the country. He concluded by saying that the key to achievement was awareness and knowledge regarding the SDG-4.



Dr. Satoko Yano

Dr. Satoko Yano, Chief and Programme Specialist for Education, UNESCO New Delhi Cluster Office for Bangladesh Bhutan, India, Maldives, Nepal and Sri Lanka began by highlighting the progress made by India towards ensuring education opportunities for all, guided by the provision of the RTE Act 2009 for free and compulsory education, reduction of gender disparity in primary and secondary education, and net enrolment rate for primary education consistently rising above 90%. However she pointed out the challenges which lay ahead and which were not fulfilled despite the fact that India was a signatory to the Incheon declaration. Some of these challenges were



- First of all an estimated 6.2 million children were still out of school in India in 2014. 20 million were not attending pre-primary schools. Often these children belonged to marginalized groups and who were most vulnerable.
- There were warning signs that limited learning was taking place in schools. Only 59% children of class 3 were able to read a passage in their respective State Language and 57% were able to answer questions related to division according to National Achievement Survey in 2014.
- With all the highest-level of commitment, from national to local levels, why were these noble visions of ensuring opportunities for quality learning for all, supported by comprehensive policies, not translated into desirable result stood as a matter of great concern.

She further stated that the objectives of SDG-4 which focused majorly on equitable access to education, skill development and quality education needed to be closely paid attention by Nation leaders

Measures to be adopted:

- Improving governance and accountability could be one of the approaches to address this gap.
- Need for the Government to focus on generating more funds to achieve the goals of SDG-4.
- Strengthening of the policies of the state governments on education. Which would lead to achieving equitable education for all.
- Monitoring and evaluating the achievements and processes of the SDG-4 goals by civil society members, as well as well-informed community members.
- Increasing participation of common communities to increase transparency.
- Need of the Vulnerable and financially backward communities to be included as stakeholders of the process.

She concluded by saying that process thus becomes an agenda of the people, by the people, for the people.

Ms. Anjela Taneja

She began by explaining education as mentioned in the framework of SDG- 4. She said India's policies primarily took shape from the Right to Education Act. The reality of the ground differs from what is being framed in the policies. While making policies the views and opinions of stakeholders, civil society members etc are not encouraged and hence the visible differences are found in policies and its implementation on the ground.



She further pointed out that adequate funds, a proper mechanism for implementation and monitoring, amendments of age-old legislatures, awareness amongst the common masses as well as global bodies, involvement of the civil society, were a few important factors for achieving the objectives of SDG-4.

Ms. Susmita Chowdhury

Ms Chowdhury primarily focussed on the reasons for the failure of the EFA and SDG-4 goals. She mentioned that the global goals did not take into consideration the local scenarios of the countries. She said that the policies were framed without considering the ground realities of the communities residing in the participating nations. Important factors like poverty, gender, natural calamities, diverse topography etc of the participating communities were not taken into consideration while framing the policies. She too reiterated that the lack of funds was a major cause of the failure.



Mr. Ajay Kumar Jha

He began by commenting on the relaxed nature of work of the Indian Government on the SDGs. He said that SDGs were politically compromised framework for working towards development of nations. He said that the nature of development should be inclusive but the case with SDG is not the same. To validate this claim, he said that the definition of poverty in the framework is extremely biased and the fact that education in the framework is exclusive of other social factors. He also pointed out that the nature of education varied in countries. He informed the audience about how Indian students have performed poorly in international education tests and blamed the government for ruining youth's intelligence. He further said that although foreign universities have been set up in the country but it is noteworthy that the high ranking foreign universities are not a part of the scheme and hence highlights the influence of privatisation in the education sector.



Dr. Protiva Kundu



Dr. Kundu began by saying that finance; particularly in school education was not enough and went on to inform that the NITI Aayog's Vision draft did not include a discussion on inclusive education. She said that the major focus for us at this time should be pedagogy, outcome and incentives and governance.

With reference to pedagogy she said that Right to Education had been amended to match the demands. NITI Aayog had drafted indicators to measure the pedagogical parameters. She further mentioned that mainstreaming of the already existing 'out of school children' in the country would play a key role in promoting inclusive education.

Reiterating on the lack of adequate funds she said that the need of the hour to achieve the goals would be to advocate for increase in funds. She said that the centre-state ratio of budget allocation and spending is 1:4. She made mention about the Kothari Commission had laid down norms for devoting 6% of the GDP for education however latest data claimed that in the year 2013-14, only 2.7 % of the GDP was spent for elementary education. Talking about the Union Government's spending, she said that the trend of its' spending in the share of budget as well as in the form of GDP has a decreasing trend which presently is about 5.48 %. She mentioned that many a times it has been debated about the underutilisation of funds. However, looking at the data she summed up saying that the concern is more about under allocation than under-utilisation of funds.

Ms. Radhika M. Alkazi

Ms. Alkazi said that there is a major misrepresentation of laws on disability. She pointed out to the audience that the laws on disability remains restricted merely to providing ramps and other material amenities for the disabled. She mentioned that the differently abled are always viewed as a separate community thus giving rise to innate biases. She highlighted the fact that there is a major cut in the funds as well as resource persons appointed for the differently abled students. Citing these examples she said that the rules prevail only in papers and not in reality.



Talking of home- based learning for severely differently abled children she said that the volunteers or the services provided for these children were totally disregarded by the state. She added that law had not eliminated these facilities; rather the state or the central government was responsible for removal of these facilities. She pointed out to the audience that all these children who were being denied their rights exist in papers in the schools but the reality was different. She finally concluded that these were very challenging times for us and we needed to analyse the implementation and reality of the different policies being formulated by the state and act accordingly.

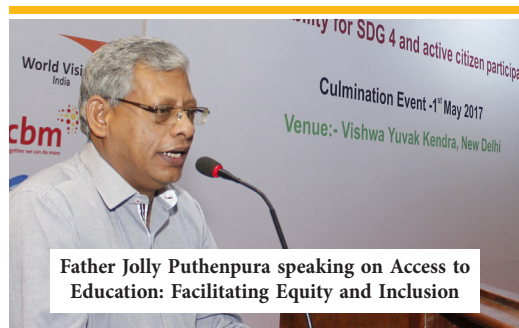
Prof. Poonam Batra

She began by saying that any policy needs to be gender inclusive for its successful implementation. She said that the intertwining social factors are the major reasons for assuring girls' education. She further stated that knowledge itself was sometimes provided in the most gender biased form. Policies were getting divisive by the day and there was a need for cultural revivalism. Also that dominance of religion was linking girl's education to religion which was a frightful scenario. She concluded by saying that girl's education needs



to be viewed from a gendered perspective and not as an issue of divisive and majoritarian policy making.

Father Jolly Puthenpura



He began by pointing out the contribution of the church in education. He too reiterated that the need of the hour was awareness and building knowledge of the common masses on the SDGs. He concluded by saying that there should be a synergy between economically diverse communities to achieve success.

Presentation of the Partner States-

This session was moderated by Ms. Bella Das Executive Director of NCE, wherein State wise presentations were made of the different events held by the implementing partners of NCE to commemorate the celebration of GAWE, 2017. The events were conducted from the 23rd April-29th April, 2017. The participant states majorly focussed on spreading awareness in the community regarding the aims and objectives of SDG-4.

The common opinion was that such informative events enriched their experience and understanding of the SDG-4 goals. Also, they pointed out in the forum that there was a huge level of ignorance in the communities on the topic. The participating states were Assam, West Bengal, Andhra Pradesh, Punjab, Rajasthan, Odisha, Bihar, Delhi, Haryana, Gujarat, Himachal Pradesh, Uttar Pradesh, Meghalaya, Manipur, Maharashtra, Kerala, Madhya Pradesh, Chhattisgarh, Telengana, Jharkhand, Tamil Nadu, Karnataka, and Uttarakhand

The major events conducted by the states included-

- Rallies- Rallies acted as the awareness tool for the community. All the participating states used it to spread awareness on the SDG-4 objectives.
- Signature Campaign- Signature campaign was conducted by many of the states to validate the awareness spread amongst the communities. It also acted as a symbol of understanding and support from the communities to work towards the fulfilment of the objectives of the SDG-4 goals.
- Workshops and Public Meetings- Workshops were held in the community to discuss the SDG-4 objectives. Many states also held painting contests among children to commemorate the event.

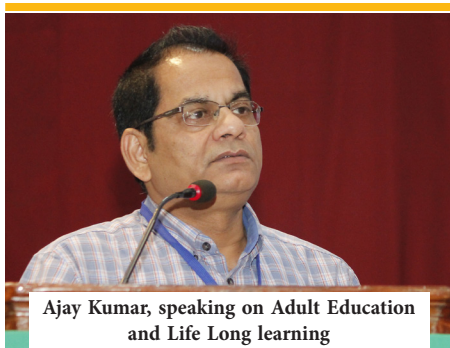
There was media coverage of the events conducted. The state of Manipur needs a special mention as the event created a fair amount of awareness in the state. Various local news channel and newspapers published the events being held under the GAWE 2017. Also the state authorities were forced to issue strict notices in the newspapers on matters of implementing good education policies.

Dr. Vijay Verma



He opined that the role of the United Nations was to maintain peace and education was a very important factor towards its achievement. He added that the role of teachers in advocating for quality education was very important. He too reiterated the fact that a lack of funds had majorly affected the education sector. He concluded by saying that Government would commit serious mistakes if at present times they do not focus on education and hence urged the audience to advocate for education revival and inclusive policy-making.

Dr. Ajay Kumar



Prof. Kumar focussed on the importance of micro- level research and action from the state governments. Also, on the macro-level he said that advocacy would play an important role in achieving the goals. He said that there is a need to understand the critical aspects of education. He pointed out that the private players of the education sector are taking away the value and gravity of the education scenario. He concluded by saying that individualised learning needs should be encouraged.

Mr. Augustine Veliath:



He began by expressing grief over the decreased quality of education in the country. He recommended that there should be a follow up message in the form of a reminder to the Prime Minister on the issues mentioned in the Charter. He concluded by saying that this reminder should be sent even by the state and district constituencies to ensure fast and effective action of the issues.

Mr. Jaya Kumar



He began by saying that there is a need to pressurise the government to implement the allocation of complete 6% budget allocation to achieve the goals. He further said that to strengthen the functioning of the policies the central government needs to monitor the progress of the work. He concluded by saying that the people's power was important and there was a need to strengthen civil societies, women and children.

Conclusion

The event was successful in stirring up a dialog within the states and was a means to inform the participating states and other stakeholders on the updates of the SDG-4. It was also an event that helped in generating awareness among the general public on the aims and objectives of the SDG-4. Also, a roadmap was drawn on the basis of the different opinions from the esteemed speakers for the successful implementation of the SDG-4.

Presentation of the Charter of Demand

After the proceedings of the event a charter of demand was drafted and was presented in front of the audience for any change and suggestion.

Charter of Demands

Dated: 1st May 2017

To
Shree Narendra Modi Ji,
Hon'ble Prime Minister of India
South Block, Raisina Hill
New Delhi-110011
Phone No:+91-11-23012312

Most respected Prime Minister sir,

We, the people of republic of India, assembled to participate in "Global Action Week for Education (GAWE) 2017, under the aegis of National Coalition for Education (a conglomeration of Parliamentary Forum for advocating the implementation of Right of Children to Free and Compulsory Education Act 2009, i.e., 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), coming from Teacher's Unions, Civil Society Organizations, Academicians, Media, Students, Foundations and networks; World Vision India, CBM and Caritas India, would like to appreciate your initiative by signing the 'Incheon declaration' and 'Sustainable Development Goals' in UN General assembly. India's initiative of 86th Constitutional amendment, making the Right of Children to Free and Compulsory Education Act 2009, a fundamental right is being appreciated from all corners of the world. However, we would like to draw your kind attention towards some of our concerns as under;

People of this country have great expectation with your government that it would take strong and progressive steps towards fulfilment of all commitments established in SDG 4, in addition to enforcement and implementation of RtE Act, 2009 in the states. Right of Children to Free and Compulsory Education Act, 2009 is a justiciable fundamental right for every child between 6 to 14 years of age. The deadline for ensuring full implementation of RTE act was 31st March 2013. More than five years have passed but the overall situation in the states remain abysmal.

We are quite sure you as a child friendly hon'ble Prime Minister, will consider our following demands for timely implementation of "Right of Children to Free and compulsory Education Act 2009" as well as implementation of SDG goals in India. We seek your serious consideration on following issues:-

1. The implementation of RtE Act by states is very sluggish and not in tune with the Central Act. Few reports also inform that not more than 10 percent of schools are RTE compliant. Many States do

not strictly adhere to the RTE norms and millions of children are still out of school. Various studies in states, reveal about the lack of teachers, schools without boundary walls, non-functional toilets, lack of play grounds, library and arbitrary fees being charged by majority of private schools and violation of RtE Act etc. Attention should be given for strict adherence and norms to provisions of central Acts by states.

2. Section 9 of RtE Act, 2009 mandates identification of children by local authority in age group of 6-14 and ensure their enrolment. Unfortunately, it is not being done in the states. As per DISE report (2014-15) published by NUEPA, MHRD the enrolment of children has gone down by 1232750 in year 2014-15 which is a matter of concern for all of us. We request to conduct child identification (by local authority) of the children (6-14 years of age) and ensure that they are enrolled in their neighbourhood school.
3. There are still millions of children out of schools. Efforts should be streamlined to mainstream them in govt schools.
4. Government of India must ensure effective implementation of all the goals and means of implementations under SDG 4 with active participation of citizens especially Teacher's Union and Civil Society Organization.
5. Shortage of trained teachers is hampering the effective implementation of RTE. Thus, States and Union Territories should be asked to recruit qualified and trained teachers with immediate effect.
6. The 12th Five-year Plan shows an intention to engage the private sector in the name of Public Private Partnership (PPP), Universalization of education can only be achieved by State, not by private sector. This should not be encouraged and State should own this responsibility for ensuring common education system to every child.
7. In Many states govt schools have either been closed or merged resulting the violation of RTE norms in terms of distance to be covered by students. This should be stopped and school mapping should be done strictly by the local authority and new schools should be opened accordingly.
8. Admission of 25% of children from Economically Weaker Section in private unaided schools promises a lot for inclusive education in the society. However, experience in the country does not reveal a positive picture. This provision needs to be strictly adhered to.
9. The differently abled children's right to education should be ensured by inculcating the provisions of RtE Act as amended during 2012.
10. 3% of vacancies in teacher education institutions and head teachers and principals should be reserved for persons with differently able.
11. For improvement in the teaching standards, appointment of special teachers should be mandatory in all schools. (CBSE's circular no Acad: 31/2015 dated 25 June 2015).
12. Gender and disability to be recognized as cross cutting factors of vulnerability besides caste, ethnicity, and special measures should be introduced to ensure education of girls and children with disability in an equitable manner.
13. The educational coverage for OBC, Scheduled Caste and Scheduled Tribes, Minorities children are known to be below national average hence efforts need to mainstream them.

14. Despite of the fact that Kothari commission (1966-68) had recommended 6% of GDP to be allocated for education (3% for Elementary and 3% for Higher and Technical Education). The spending is still below 3.8% of GDP. We urge the spending should be made available for more than 6% of GDP in the forthcoming budget.
15. To effectively implement the RTE Act, the Ministry of Human Resource Development, Ministry of Labour and employment, Ministry of, Women and Child Development, Ministry of Panchayati Raj, and Rural Development and Ministry of social justice should work together to ensure effective implementation of RtE Act.
16. The recent amendment to the Child Labour (Prohibition and Regulation) Act, 1986, (Amendment bill 2016) which allows children below the age of 14 to work in family businesses and enterprises must be repealed.
17. Finally, we are of strong opinion that “Right of children to free and compulsory education” is a fundamental right and in India this should and must remain the state responsibility. In no case this should be left on private sector.

We hope you will very kindly take these points for positive consideration to “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all boys and girls” of our country.

We are,

Name

Organization

Signature

National Coalition for Education (NCE) aspires to ensure inclusive and equitable education and lifelong learning opportunities for all.

United Nations Educational Scientific and Cultural Organization UNESCO is responsible for coordinating international cooperation in education, science, culture and communication. It strengthens the ties between nations and societies, and mobilizes the wider public so that each child and citizen:

Caritas India: Founded in 1962, is the official development arm (registered under the Societies Registration Act XXI 1860 (the Punjab Amendment Act 1957) of the Catholic Churches in India.

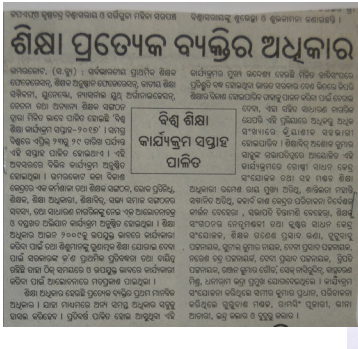
Its Mission is Restoration of human dignity of the poor and marginalized by partnering with intermediary organizations in extending support and facilitation and advocating for the rights of the people.

Asia south Pacific Bureau of Adult education ASPBAE : Established in 1954 ASPBAE seeks to build and strengthen an Asia-Pacific movement dedicated to advancing the right to relevant, quality and empowering basic education and learning opportunities for all.

World Vision The World Vision ISA Christian grassroots humanitarian organisation of which the India Board was constituted in 197. WVI serves all people regardless of religion, caste, race, ethnicity striving to create a lasting change in the lives of children, their families and communities living in contexts of poverty and injustice through development, relief and advocacy,

CBM International Christian organisation working, with partners, to improve the quality of life of people with disability in the poorest communities of the world- for a disability inclusive world

Gawe 2017-Media Clippings



Gawe 2017 - Activity



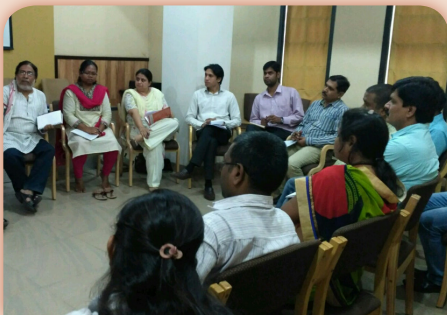
Signature Campaign in Jaipur, Rajasthan



Public hearing in Bhopal, Madhya Pradesh



Signature on Charter of demand in Himachal Pradesh



Meeting with Academicians, Media and Local Self Governance in Ranchi, Jharkhand



Signature Campaign in Delhi



Signature Campaign in Himachal Pradesh



Rally in Bhopal, Madhya Pradesh



Painting Competition in Meerut, Uttar Pradesh



Post card campaign in Bhopal, Madhya Pradesh



Nukkad Natak in Bhopal, Madhya Pradesh



Meeting with community, teachers, local govt. officers in Sonbhadra, Uttar Pradesh



Rally in Bhopal, Madhya Pradesh

Gawe 2017 – Activity



Signature Campaign in Himachal Pradesh



Painting Competition in DIET, Nazafgarh, Delhi



Prize and Certificate distribution in Meerut, Uttar Pradesh



Signature Campaign in Haryana



Street Play in Bhopal, Madhya Pradesh



Signature Campaign in Karnataka



Painting Competition in Jalandhar, Punjab



Slogan Competition in Haryana



Meeting with SCPCR members in Bhopal, Madhya Pradesh



Individual talk with civilians about Gawe theme Solan, Himachal Pradesh



Rally in Gangapuri City, Rajasthan



Nukkad Natak in Bhopal, Madhya Pradesh

ABOUT NATIONAL COALITION FOR EDUCATION (NCE)

Vision

National Coalition for Education (NCE) aspires to ensure inclusive and equitable quality education and lifelong learning opportunities for all.

Mission

National Coalition for Education (NCE) strives to advocate for the Right to Education for sustainable development with active participation of Civil Society Organisations, Teachers' Unions, Community and Policy makers to make education a reality for all by 2030.

Genesis

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

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

Composition

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

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



NATIONAL COALITION FOR EDUCATION

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