

# India

## All Children in School and Learning Sectoral and OR+ (Thematic) Report January - December 2016



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## Contents

Abbreviations and Acronyms .....	3
Executive Summary.....	4
Strategic Context of 2016.....	6
Results in the Outcome Area.....	9
Resources .....	15
Financial Analysis .....	16
Future Work Plan.....	16
Expression of Thanks .....	19

## **Abbreviations and Acronyms**

ABL	Activity Based Learning
ASER	Assessment Survey Evaluation Research
BITE	Block Institute of Teacher Education
C4D	Communication for Development
CCE	Continuous Comprehensive Evaluation
CFSS	Child-friendly Schools and Systems
CSS	Centrally Sponsored Schemes
DIET	District Institute of Education and Training
ECD	Early childhood development
ECCE	Early childhood care and education
ECE	Early childhood education
ELDS	Early Learning and Development Standards
EMIS	Emergency Management Information System
ICDS	Integrated Child Development Services
ICO	UNICEF India Country Office
J&K	Jammu and Kashmir
KGBV	Kasturba Gandhi Balika Vidyalayas
MHRD	Ministry of Human Resource Development
MLE	Multilingual education
MP	Madhya Pradesh
MWCD	Ministry of Women and Child Development
OOSC	Out-of-school children
PTR	Pupil-to-teacher ratio
NCERT	National Council of Educational Research and Training
NUEPE	National University of Educational Planning and Administration
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE Act	The Right to Free and Compulsory Education Act
SSA	Sarva Shiksha Abhiyan, Government of India's flagship program for universal elementary education
SCs & STs	Scheduled castes and Scheduled tribes- two groups of the Indian populace who have faced a long history of discrimination and marginalisation in a wide range of sector
SDMC	School Development and Monitoring Committees
SDGs	Sustainable Development Goals
SMC	School Management Committees
SCERT	State Council of Educational Research and Training
U-DISE	Unified District Information System for Education
UNESCO	United Nations Education Scientific and Cultural Organization
UNPRPD	UN Partnership to Promote the Rights of Persons with Disabilities
UP	Uttar Pradesh
WASH	Water, sanitation and hygiene

## **Executive Summary**

UNICEF India Country Office's Education programme supports the Government of India at the national and state levels to ensure that all children are in school and learning thereby reducing educational gender and social disparities. The programme covers early childhood education – critical to improving school readiness levels among children – through elementary education – as per the Right of Children to Free and Compulsory Education (RTE) Act (2009) – and the transition to secondary education.

A key component of UNICEF's support to the Government of India has been in relation to implementing the RTE Act, including monitoring compliance and raising awareness about the Act from the national down to the village level. One of the principles that underpins the RTE Act is that education should be child-centric and child friendly. In 2016, through technical support key elements of child friendly schooling were integrated into state educational plans and in the government's monitoring frameworks for elementary education.

UNICEF continued to support national and state governments and civil society Right to Education forums to take stock of and monitor the implementation of the RTE Act. Support was provided to NUEPA to strengthen the national Education Management Information System, referred to as the Unified District Information System for Education (U-DISE), and to build the capacity of state functionaries on the analysis and use of this data for policy and planning. Furthermore, real time monitoring of key education indicators using mobile technology is being piloted in 4 states, covering 16,000 schools in 9 districts.

The focus on the implementation of the National ECCE Policy continued in 2016. Technical support was provided to states on development of state plans of actions and strategies on ECE, establishment of state ECCE councils, training, rollout of state early childhood education (ECE) curricula and demonstration of model ECE centres for replication and expansion. Importantly, Rajasthan developed guidelines on collaboration between Integrated Child Development Services (ICDS) and the Education Department on ECE, which is one of the major achievements in 2016.

The findings of the 2015 first-ever multi-state evaluation of Activity Based Learning (ABL) on how ABL improves learning were used in 2016 to inform teacher education practices. The ABL findings pointed to supportive supervision, clarity in leadership, visioning in teacher education and ownership from teachers on child centred methodologies, and informed state level systems-strengthening of teacher preparation and development programmes around a child-centred pedagogy. A review of classroom-based assessments, such as the Continuous and Comprehensive Evaluation (CCE), was carried out in six states, and the findings have been shared with states to revise and improve CCE implementation through

improved knowledge and skills for teacher diagnosis of student's errors and remedial programmes.

Realization of the right to a quality education also requires schools to welcome and meet the needs of children from diverse contexts, including those from marginalized groups who have traditionally been excluded based on factors such as poverty, location, migration, disability, gender, ethnicity, language, religion or caste. In this regard, UNICEF has been supporting a number of initiatives, including inclusive education for children with disabilities. In 2016, a teacher-training module was developed at the national level and pilot training of master trainers from 5 states was conducted. Consultations and orientation workshops were held at the state level on inclusive education in Bihar, Gujarat and Uttar Pradesh with road maps developed. A guidebook was prepared in partnership with the Ministry of Social Justice and Empowerment and a People with Disabilities' Organization on making schools accessible to children with disabilities.

Ensuring the government fulfils its obligation to guarantee children their right to education also requires engagement and participation of communities, families and children who demand quality education. In this regard, UNICEF supports School Management Committees (SMCs) to monitor the implementation of the RTE Act and participate in management and improvement of their schools through school development plans. Uttar Pradesh, Bihar, Jharkhand and Madhya Pradesh used the motivational training films for teachers and SMCs to promote regular attendance. In Uttar Pradesh, UNICEF held 8 division level-workshops with principals of private schools and government functionaries for effective implementation of the RTE provision of reserving 25% of private school seats for children from disadvantaged groups under the guidelines of the Education Department. This has led to a 300% increase in student enrolment for the 2016-17 academic year when compared to the previous year.

Support also continued to ensure adolescents' transition to secondary school, with an added focus on promoting girls' secondary education through the development of adolescent friendly frameworks in Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) plans, training modules to strengthen community structures, and support to strengthen life skills to prepare children for the larger societal change.

Another key area where UNICEF has been supporting is evidence generation for advocacy and for informing educational policy and practice. Two remarkable studies that were completed included the five year landmark early childhood education longitudinal study and the aforementioned multi-state activity-based learning evaluation and Continuous Comprehensive Evaluation (CCE) review. These studies demonstrate the strong linkages between investment in early learning and school

readiness as it positively impacts timely enrolment of students, retention and learning. Furthermore, they also show that when CCE is conducted efficiently, teachers can gauge students' progress in learning and provide remedial support accordingly. This is particularly central in ensuring that quality remains at the heart of the teaching-learning process, and that the educational disparities between marginalised groups and the average population are sufficiently addressed.

In many cases, the effective implementation of strategies to achieve results requires collaboration between multiple sections within the Country Office. To achieve results in areas such as combatting child labour; ending child marriage; improving water, sanitation and hygiene practices in schools; increasing demand for education and promoting early childhood development, the Education Section counted on continuous and systematic convergence with other sections. These include the Child Protection, WASH, Communication for Development (C4D), Child Development, Nutrition, Disaster Risk Reduction, Advocacy and Communication sections.

### **Strategic Context of 2016**

The RTE Act provides a solid framework to reach the unreached and to promote education quality and learning. Since the passage of the RTE Act, the national and state governments have worked together to support its effective implementation. Significant resource allocation and systemic reforms are contributing to increased enrolment and ensuring a primary school is within a 1 kilometre radius of most of India's rural population. Presently, 197.66 million children are enrolled in elementary education (Educational Statistics at a Glance, 2016, MHRD). The policy and programmatic framework to a large extent has enabled child friendly education, especially with respect to bringing children to school, provisioning of school infrastructure especially sanitation facilities in school, activating community involvement in school management and establishing a robust Education Management Information System (EMIS) that moves from school to child profile with accompanying Human Resource Information base for the country.

While there has been significant progress in access, it is only in January 2017 that for the first time in the last three years, the Annual Status of Education Report began showing some marginal improvements in learning across several states. While such progress is remarkable, it points to the fact that tackling the last mile in terms of access would need a redoubling of efforts and the momentum has to be kept with regard to learning as progress in learning takes a few years – there is still much to be done to fulfil the goals of the RTE Act and meet its targets. For example, the Act called for meeting provisions related to school infrastructure and hiring teachers as per the prescribed Pupil-to-Teacher Ratio (PTR) of 30 for primary schools and PTR of 35 for upper primary schools by 2013, while ensuring the adequate availability of professionally trained teachers by 2015. However, 27% of primary schools still have

a PTR of more than 30 and 14% of upper primary schools have a PTR of more than 35. Only 81% of regular teachers are professionally qualified (Flash Statistics, UDISE, 2014-15, NUEPA). Worse still, large number of teacher vacancies continue to leave children especially from distant geographic regions without teachers.

Furthermore, despite the fact that the RTE Act guarantees all children between the ages of 6-14 an elementary education, a modest estimate of 6 million children are still out of school in India, out of which approximately 30% drop out before completing elementary education (calculated using UDISE 2015-16). Children who are in school are often not learning and the poor quality of education they receive leads to poor learning outcomes. According to the 2014 National Achievement Survey, only 59% of children in class 3 were able to read a passage and 57% were able to answer questions related to division. In rural India, the situation is more alarming, with only one in four class 3 children able to read grade 2 level text, and 28% able to do subtraction (the Annual Status of Education Report, 2016).

A critical factor in improving retention and learning, particularly in the early years of primary education, is ensuring children receive quality pre-primary education. The policy environment with respect to early childhood education was strengthened with the adoption of the National Early Childhood Care and Education (ECCE) Policy in 2013, which calls for the promotion of inclusive and equitable development and learning opportunities for all children under the age of 6. The Ministry of Women and Child Development (MWCD) has also worked on strengthening and restructuring the Integrated Child Development Services (ICDS), a centrally sponsored and state administered ECCE programme, to improve the quality of ECCE provided to children in India. However, the National ECCE Council, established in 2014 with the aim of promoting and facilitating coordination towards holistic early childhood development is yet to play a coordinating role. UNICEF continues to advocate with MWCD to ensure the National Council meets and to promote coordination between MWCD and MHRD. There has been progress at the state level, however, in the formation of state ECCE councils, as well as in training, rollout of state ECE curricula and establishment of model ECE centres – for which UNICEF has been providing support. Excitingly, the draft Education Policy proposes two years of pre-primary education. That said, while some states are moving ahead with the provision of one or two years of pre-primary, there is a need for a coherent approach with a curriculum and accompanying resources that looks at the pre-primary and the early grades as a continuum of learning with clear objectives and expectations on the competency levels of children across the pre-primary to primary.

A lot still has to be done to improve gender parity and participation at the secondary level as social and cultural beliefs as well as limited supply continue to perpetuate gender disparities amongst marginalized children. Ensuring the transition from elementary to secondary education is important and should go beyond strengthening children's basic literacy and numeracy skills to guarantee that they gain relevant life skills that will serve as the foundation for entry into the labour force or for higher

education. The structures of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) – the flagship programme of the government for secondary education – have stabilised in some states while they continue to be in a flux in other states. Therefore, while promoting elementary education and the RTE Act remains the main focus of UNICEF ICO's education programme, ICO also supports programming focused on students' transition to secondary education in the critical period of adolescence, which helps to end child marriage.

In 2016, the Government of India drafted a New Education Policy with a vision of India as a knowledge superpower and in recognition of the fact that students today face complex social, cultural and economic challenges against the backdrop of globalization, introduction of new technologies, migration, international competition, and changing markets, which calls for a different approach to education. The government organized consultations to seek inputs from all stakeholders and also invited public opinion to strengthen the policy. UNICEF took part in consultations and provided inputs at the state/regional and national levels, advocating for pre-primary education to be considered as an integral part of the policy and for there to be a clear linkage between pre-primary and primary education to ensure a seamless transition to the primary level. UNICEF also advocated for child-centred teaching and learning practices and pedagogy to be ensured from grade 1 and to be a mandated aspect of teacher education; for formative classroom evaluations to be promoted to assist teachers to reach students with appropriate strategies; and for teachers to be trained and knowledgeable about the key principles of inclusive education and be equipped to ensure that classrooms are welcoming and cater to the diverse needs of children. The new policy is still in draft format; its provisions, however, remain promising.

2016 also marked a change in fund devolution from the central government to state governments, as the Union Government accepted the recommendation of the 14th Finance Commission to increase the tax devolution to states. This increase was accompanied by several changes in the mode of state transfers, including cuts in Centrally Sponsored Schemes (CSS), the Union Government's primary vehicle for financing social sector programmes in the country. State governments are now receiving a significantly larger share of untied funds, while funding through CSS has been reduced. As a result, social sector departments must seek funds from the state government pool for their programmes, which is hampering programme implementation. Sustained advocacy with state governments is required to ensure adequate allocation to social sector programmes.

The recently adopted Sustainable Development Goals (SDGs) emphasize the importance of inclusive and equitable quality education and lifelong learning. Following the adoption of the SDGs in September 2015, the government, in consultation and cooperation with key partners including UNICEF, has been orienting state education functionaries on the SDGs and identifying and developing



indicators aligned to the global SDG indicators. UNICEF is providing support to the government in these efforts and towards reflecting the new global agenda in national development plans and policies. Furthermore, the Government of India, through the National Institution for Transforming India - NITI Aayog, has adopted a first set of the SDG indicators that India would report on and alarmingly, the focus is not on pre-primary nor learning. A lot has to be done to advocate the government before the finalization of the list in consultation with a range of stakeholders.

## **Results in the Outcome Area**

### **Results by Outputs**

#### **OUTPUT 1: Government and partners have increased capacity to implement RTE and child friendly schools**

Following the launch of the Child Friendly Schools and Systems (CFSS) package in late 2014, the focus in 2016 continued on promoting quality education and roll-out of related programming at the state level. With technical support from UNICEF, states continued their efforts to integrate the CFSS guiding principles into state education plans. At the national level, the Government accomplished this by developing a School Standards and Evaluation Framework aligned with the guiding principles and framework. In Assam, the CFSS package produced by UNICEF was adapted to the state context and launched in June 2016. Technical support was provided for capacity development of education functionaries, including teachers, to implement CFSS in Assam, Bihar, Jharkhand, Gujarat, Jammu and Kashmir, Maharashtra, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal and to further monitor the implementation of CFSS in Bihar and Jammu and Kashmir. Implementation of CFSS is being demonstrated in model schools in Assam, Bihar, Gujarat, Odisha and Jammu and Kashmir. Further to the integration of CFSS indicators in the state level-monitoring tools in Gujarat, Bihar, Odisha and Maharashtra in 2015, Rajasthan and West Bengal have also developed and integrated monitoring tools into state plans based on CFSS indicators.

To identify progress and gaps, UNICEF works with national and state governments and civil society RTE forums annually to take stock of RTE Act implementation at the national level and across ten states. In 2016, this included a trends analysis based on the Unified District Information System for Education data on key indicators. This was conducted in partnership with the National University of Educational Planning and Administration. UNICEF supported the analysis of U-DISE 2015-2016 data from five states – Bihar, Gujarat, Maharashtra, Uttar Pradesh and Jammu and Kashmir, and completed capacity building of education functionaries to identify barriers and bottlenecks in implementation of the RTE Act. District UDISE functionaries in Bihar

and Uttar Pradesh prepared district and block equity profiles that enabled differential planning of education programmes and monitoring of RTE indicators in relation to infrastructure, teachers, and student enrolment and progression. Support was provided in Odisha, Chhattisgarh and Rajasthan to develop monitoring systems to track progress on RTE indicators.

A national consultation and six regional consultations supported by UNICEF led to improved knowledge and skills of 746 state and district education functionaries across India leading to a shift from school to a student-focused Education Management Information System for improved planning and monitoring of Education Sector performance. The student database system is linked to a unique identification code (Aadhar) that would facilitate the tracking and progression of students, rationalization of resource allocation thereby reducing the leakages within the system as major incentives like mid-day meal provisions, textbooks, uniform and school bags are based on enrolment figures. EduTrac, an innovative real-time monitoring system for educational indicators, is being implemented in Assam, Chhattisgarh, Karnataka and Madhya Pradesh and has led to systematic monitoring of students' attendance through the Interactive Voice Response (IVR) system, midday meal programme and the availability and reach of incentives. Consequently, district administrators were able to take timely actions to support RTE implementation especially with regard to teacher and student attendance and resource allocation. The Chhattisgarh Government has scaled up this initiative to cover the entire state with the support of monitoring officers, and the other states have adapted this technology in the existing monitoring system of the state governments.

## **OUTPUT 2: Government and partners have the capacity to provide equitable access to quality Early Childhood Education**

The focus in 2016 continued on supporting the implementation of various provisions of the National ECCE Policy (2013) by the national and state governments. With technical support from UNICEF, several states have developed state plans of action and strategies on ECE, including Rajasthan, West Bengal, Bihar and Maharashtra. State ECCE Councils have been established for enhanced coordination between key departments and partners in Assam, Bihar, Jharkhand, Maharashtra and Odisha and is pending government approval in Uttar Pradesh. In addition, Rajasthan developed guidelines on collaboration between Integrated Child Development Services (ICDS) and the education department on ECE.

A leadership programme, aimed at building the capacities of mid-level ICDS managers in two states, has gained further ground. Chhattisgarh government resources have been leveraged to cover an additional district besides the 5 UNICEF programming districts, and the Uttar Pradesh department is implementing it in 15 districts, with intensive interventions in 5 districts.

Mother tongue-based ECE is a critical requirement, particularly in states with substantial tribal populations and, hence, Odisha completed the training for 6,681 Anganwadi Centres (AWCs). Maharashtra formally launched its state ECE Curriculum on International Women's Day. West Bengal has scaled up the model AWCs from 1000 to 5000, and 121 AWCs are being piloted as model centres in Bihar. West Bengal is further piloting a module developed for ECCE Day to increase parents' engagement. In Assam, the state ECE curriculum is being rolled out in four more districts, along with activity books that have been prepared. Similarly, Gujarat, Madhya Pradesh and Rajasthan have formulated ECE curricula and developed resource materials, such as workbooks, manuals, handbooks, assessment cards and preschool education kits. Bihar has issued a directive to rollout the ECE curriculum in 11 districts, in conjunction with which capacity development plans are being prepared.

With regard to children with disabilities, inclusive preschool education materials are being developed for ICDS centres in Andhra Pradesh, Telangana and Karnataka. Furthermore, in Tamil Nadu, a framework for early detection of disabilities is being developed. UNICEF has provided support to all of these developments and will continue to follow-up.

To build the evidence base, a longitudinal study is underway in Chhattisgarh to track the impact of parenting on children aged 0-3 years as they go through the ICDS centres and to the first two grades of primary education. In addition, the report on the 5-year ECE longitudinal research study in India, tracking children from preschool to the early primary grades to explore the sustained impact of quality preschool education programmes is being prepared. The study's findings will be released and disseminated in mid-2017, following a thorough review process.

A National Conference on School Readiness, attended by approximately 200 people, was organized in collaboration with Ambedkar University (a partner in the study) and Children's Investment Fund Foundation (CIFF), in October 2016, where some of the emerging findings were shared. UNICEF is also supporting the development of Early Learning and Development Standards for India, which have been drafted, with the field validation process currently ongoing.

### **OUTPUT 3: State level systems strengthened for enhancing capacities of teachers to deliver quality education with equity within the office**

Subsequent to the teacher education visioning workshops, which led to the preparation of state teacher education roadmaps and five-year perspective plans, support was provided in 2016 to strengthen annual state teacher-education plans in the four additional states of Gujarat, Madhya Pradesh, Rajasthan and West Bengal. Continued support was also provided in the five states of Assam, Bihar, Jharkhand, Odisha, and Uttar Pradesh. In Bihar, Odisha and Maharashtra, UNICEF worked with

the Government to revamp the curriculum and in-service training programmes by incorporating child friendly pedagogy and training on leadership for teacher educators. These were based upon state teacher education structures and guidelines from institutes, such as the State Council of Educational Research and Training (SCERT), and the District Institute of Education and Training (DIET) through the state and district resource group supporting teachers. In Bihar, UNICEF is playing a key role in supporting teacher education reform efforts in SCERT by training untrained teachers using an innovative open distance-learning programme. While 32,000 untrained teachers are being trained through this mode, the first cohort of over 6,550 completed the training in 2016.

In Assam, Gujarat, Odisha, Rajasthan, Karnataka, Madhya Pradesh, Tamil Nadu and West Bengal, the capacities of resource teachers and teacher educators were strengthened on child-friendly pedagogy, integration of information communication technology (ICT) into the teaching-learning process, English language teaching, early grade reading and numeracy and inclusive education for children with disabilities for enhanced classroom participation and learning. With a focus on improving learning, technical support was provided to SCERTs and DIETs to roll out early grade-reading and numeracy enhancement programmes in Assam and West Bengal. Also, a multi-state evaluation of Activity Based Learning (ABL) in seven states generated evidence that a child-friendly pedagogy such as ABL improves learning processes and outcomes. The ABL findings, such as strengthening teacher education systems through supportive supervision, clarity in leadership and visioning in teacher education and ownership from teachers on the methodology amongst other findings, are informing state level systems-strengthening of teacher preparation and development programmes around a child-centred pedagogy. A review of classroom-based assessments, such as the Continuous and Comprehensive Evaluation (CCE), was carried out in six states, and the findings have been shared with states to revise and improve CCE implementation by building capacity for teacher diagnosis of student's errors and remedial programmes. Furthermore, on-going efforts are underway to improve equitable quality education through the development of learning resource materials, including the integration of ICT and by promoting inclusive education in partnership with the National Council of Educational Research and Training (NCERT) and state governments. UNICEF is also providing technical support to NCERT and states for large scale assessments, especially in regard to building capacities of state functionaries in content and format of assessment development and the effective use of assessment tools and learning achievement data to direct Continuous Professional Development, and ultimately the teaching and learning process.

**OUTPUT 4: Government and partners have the capacity to stimulate demand for equitable access to quality elementary education, especially by the most deprived communities**

Different strategies were undertaken towards mainstreaming out-of-school children (OOSC) and addressing student absenteeism. With UNICEF's technical support, Odisha, Uttar Pradesh and West Bengal carried out campaigns to improve attendance, while Kerala developed a draft action plan for tribal areas. In Assam, OOSC in remote and inaccessible areas, conflict affected-areas were targeted through a communication strategy. Efforts to mainstream OOSC and improve children's learning reached 15,000 children in 85 tea gardens. A capacity gap assessment of 20,000 *tola sevaks* and 10,000 *taleem markez* (community facilitators in marginalised communities) of Bihar has been conducted to design a capacity development plan for efficient identification and mainstreaming of OOSC. Around 50% of schools in Dungarpur and Udaipur, Rajasthan have formulated plans to mainstream OOSC. A proposed definition of OOSC is being reviewed by the Government of Uttar Pradesh for incorporation into the State Right to Education (RTE) Act Rules. UNICEF supported integration of a physical education programme in bridge courses for the OOSC run by Sarva Shiksha Abhiyan (SSA) Tamil Nadu, and a draft action plan for the education of migrant labourers' children is under review. An action plan for 207,000 OOSC in Jharkhand identified through a survey led to their enrolment in a special training. Uttar Pradesh, Bihar, Jharkhand and Madhya Pradesh use the motivational training films for teachers and School Management Committees (SMCs) to promote regular attendance. In Uttar Pradesh, UNICEF held 8 division level-workshops with principals of private schools and government functionaries for effective implementation of the RTE provision of reserving 25% of private school seats for children from disadvantaged groups under the guidelines of the Education Department. This has led to a 300% increase in enrolment in comparison to 2015-16.

Given the high prevalence of child labour, in partnership with the National Labour Institute, a multi-stakeholder training module was developed to train district level-officials from departments of Women and Child Development, Education and Panchayati Raj (rural local governance system) for prevention, restoration and rehabilitation of child labour for implementation in 8 states.

Inclusive education for children with disabilities (CwD) was promoted through the development of a teacher-training module at the national level and training of master trainers from 5 states. Consultations and orientation workshops were held at the state level on inclusive education in Bihar, Gujarat and Uttar Pradesh with road maps developed. Maharashtra initiated a gap analysis on implementation of inclusive education for CwD, and a guidebook was prepared in partnership with the Ministry of Social Justice and Empowerment and a People with Disabilities' Organization on making schools accessible to CwD. The guidebook was launched at the national level by the Minister for Social Justice and Empowerment, Government of India.

A key component of child friendly schools is school safety and security. With UNICEF's support, standard operating procedures on school safety and security was developed at the national level and have been contextualized making it more

responsive to the Jammu and Kashmir situation and for implementation of CFSS in Jammu and Kashmir.

UNICEF has technically supported the integration of gender and concerns of girls' education in the annual work plans of SSA. UNICEF supported the expansion of the sports programme to upper primary schools and Kasturba Gandhi Balika Vidyalayas in Assam, Bihar, Jharkhand and Odisha. In partnership with the Madrasah Board of West Bengal, the capacities of teachers and girls' collectives in 200 madrasas have been enhanced which led to an increase in enrolment, attendance, retention, and improved learning through remedial support for disadvantaged students, particularly Muslim girls.

**OUTPUT 5: Key stakeholders have enhanced capacity to increase access to secondary education for adolescents, with a focus on reducing gender and social disparities**

UNICEF's focus in 2016 remained on strengthening school-based community structures, adolescent empowerment and access to secondary schools. Support has been provided with respect to enhancing overall normative frameworks, in relation to adolescents and social inclusion, with policies, standard operating procedures (SOPs) and government orders issued in Tamil Nadu, Karnataka, West Bengal, Odisha and Jammu and Kashmir.

UNICEF supported state governments in the formation and strengthening of School Development and Management Committees (SDMCs). Support was provided in building capacities in Assam, Bihar, Gujarat, Jharkhand and West Bengal, and training modules were developed/revised for enhanced communication and strengthened school-community linkages. Technical support was provided to develop School Improvement Plans and to enhance the capacity of SDMC members on gender and social inclusion in Gujarat and Jharkhand at the secondary level through the Rashtriya Madhyamik Shiksha Abhiyaan (RMSA) programme, especially for increasing participation and attendance of adolescent girls and boys.

UNICEF provided support to enhance access to secondary education in partnership with the Connected Learning Initiative in Chhattisgarh through piloting digital technology to enhance teaching and learning of mathematics, science and English in secondary schools in two districts. In Maharashtra, a status review on secondary education was completed and the recommendations are reflected in the Government's resolution issued on secondary education. As a result of UNICEF's advocacy, the Rajasthan Government is tracking progression of students through the Education Management Information System (EMIS). UNICEF Uttar Pradesh also led a pilot on tracking transition in 5 blocks of 5 districts, and the state education department has scaled this up to cover all 50 blocks of the 5 districts, tracking the transition of 180,000 children from lower to upper secondary education. In Bihar,

tracking efforts have focused on the most deprived girls (mahadalits) to ensure their retention and transition.

Life Skills Education (LSE) has been the main initiative supported in relation to adolescent participation and empowerment. In Andhra Pradesh LSE is being demonstrated in 65 residential schools for children from tribal groups. Assam has successfully rolled out LSE in 4,085 schools in all 27 districts of the state. Bihar and West Bengal have developed modules on life skills with career counselling, communicative English and information technology (IT). Bihar is focussing on districts with low girls' enrolment reaching 50,000 children and West Bengal on 200 madrasas reaching 30,000 adolescents. West Bengal is also supporting Meena Manch, an effective adolescent forum, or type of girls group that is gaining strength in madrasas. In Rajasthan, 300 resource persons have been trained on LSE reaching around 20,000 boys and girls while Madhya Pradesh is implementing an LSE programme in 3,000 lower secondary schools, and also supports life skills development through sports programmes in hostels/residential schools for 6-14 year-old out-of-school girls from the most marginalised communities and in 500 regular upper primary schools. LSE has contributed to increased participation, attendance and transition and has helped to reduce school dropout, delay marriage and improve the empowerment and decision making-process of adolescents.

## **Resources**

### **Planned Budget for Outcome Area 5 (Education) and Available Funding**

<b>Output</b>	<b>Funding Type</b>	<b>Planned Budget</b>
2.4 Government and partners have increased capacity to implement RTE and child friendly schools	RR	1,169,435.56
	ORR	1,221,758.34
2.5 Government and partners have the capacity to provide equitable access to quality Early Childhood Education	RR	699,817.47
	ORR	846,307.96
2.6 State level systems strengthened for enhancing capacities of teachers to deliver quality education with equity within the office	RR	591,735.08
	ORR	2,283,403.02
2.7 Government and partners have the capacity to stimulate demand for equitable access to quality elementary education, especially by the most deprived communities	RR	546,095.14
	ORR	1,299,596.20
3.1 Key stakeholders have enhanced capacity to increase access to Secondary education for adolescents, with a focus on reducing gender and social disparities	RR	455,810.35
	ORR	899,160.90
<b><u>Technical Support to Education (Staff Costs)</u></b>	RR	1,047,820.76

	ORR	755,125.26
<b>Total</b>		<b>11,816,066.04</b>

## **Financial Analysis**

### **Expenditure for Education by Outputs**

<b>Output</b>	<b>Funding Type</b>	<b>Expenditure (Actual)</b>
2.4 Government and partners have increased capacity to implement RTE and child friendly schools	RR	1,167,721.83
	ORR	1,221,758.34
2.5 Government and partners have the capacity to provide equitable access to quality Early Childhood Education	RR	700,068.53
	ORR	846,307.96
2.6 State level systems strengthened for enhancing capacities of teachers to deliver quality education with equity within the office	RR	591,806.86
	ORR	2,283,403.02
2.7 Government and partners have the capacity to stimulate demand for equitable access to quality elementary education, especially by the most deprived communities	RR	542,670.28
	ORR	1,299,596.20
3.1 Key stakeholders have enhanced capacity to increase access to Secondary education for adolescents, with a focus on reducing gender and social disparities	RR	454,963.15
	ORR	899,160.90
<b><u>Technical Support to Education (Staff Costs)</u></b>	RR	1,047,820.76
	OR	755,125.26
<b>Total</b>		<b>11,810,403.09</b>

## **Future Work Plan**

### **OUTPUT 1: Government and partners have increased capacity to implement RTE and child friendly schools**

Support will continue to be provided to strengthen the national EMIS (U-DISE), including integration of student database system, and to build states' capacity to analyse, use and disseminate U-DISE data. Select states will continue to be supported as they pilot and expand real time monitoring. In addition, UNICEF will collaborate with the UNESCO to identify national level Sustainable Development Goal indicators. Advocacy and technical support will continue for acceleration of RTE implementation including support to Annual RTE stock taking consultations, in addition to technical support and exchange for national and international forums.



In 2017, UNICEF will continue to work on integrating CFSS principles into state plans; train education functionaries; monitor frameworks and tools such as Shaala Sidhi and other state level monitoring mechanisms such as Samiksha (web-based monitoring introduced in Odisha) and to develop model child-friendly schools. Furthermore, as part of the promotion of child friendly schools programming, technical support will continue for the effective roll out of Swachh Vidyalaya (Clean Schools Initiative).

**OUTPUT 2: Government and partners have the capacity to provide equitable access to quality Early Childhood Education**

In 2017, the focus continues on the implementation of the National ECCE Policy framework, with support provided for curriculum rollout, training and formation of and coordination through ECCE Councils.

The ECE longitudinal study will be finalized in 2017 and results will be disseminated. Work initiated on Early Learning and Development Standards (ELDS) in 2014 will continue to be a priority, with the reliability and validity studies being conducted on the draft Standards.

Furthermore, the development of an early learning package will be supported, with the framework for the key content, materials and tools for early learning, from school readiness to grades 2 and 3.

**OUTPUT 3: State level systems strengthened for enhancing capacities of teachers to deliver quality education with equity**

In 2017, UNICEF will continue to provide technical support to MHRD on national teacher education scheme rollout and implementation, and institutional strengthening through visioning workshops, consultations and capacity building workshops including technical support on use of data to improve teaching and learning.

Continued technical support will be provided for child centred pedagogy, learning outcomes and consultations on national and state learning assessments.

UNICEF will provide technical support for capacity building of teacher educators and institutions on school based and large scale assessment.

**OUTPUT 4: Government and partners have the capacity to stimulate demand for equitable access to quality elementary education, especially by the most deprived communities**

To reach the most marginalized and excluded children and to promote equity, UNICEF will continue to support evidence-based planning for girls, particularly the most marginalised, through analysis of DISE data.

With respect to children with disabilities, UNICEF will support states to build the capacity of education functionaries and teachers to implement inclusive education and towards making schools accessible to children with disabilities.

To promote the engagement of communities in education and to stimulate demand for education, UNICEF will provide technical support to a study to understand community level awareness on entitlements vis-a-vis quality education to help demand generation for, and fulfilment of entitlements under RTE, including grievance redressal. Support will also be provided to a study on issues of access in small, scattered habitations that do not qualify for primary, upper primary and secondary schools as per state norms.

Technical support will be continued to develop KGBV Guidelines (operational), accelerated learning/bridging programmes, enriched curriculum, gender sensitisation modules for wardens, teachers and KGBV staff, capacity building of staff of KGBV/hostels under Rastriya Madhyamik Shiksha Abhiyan (RMSA), strengthened physical education and hygiene education. UNICEF will continue to organise regional workshops for developing and sharing guidelines, modules, and programme guidelines.

Technical support for advancing education in selected areas of Jammu and Kashmir will continue, for effective implementation of SSA and ECE under ICDS, with a focus on evidence based planning; teacher education and capacity development; strengthening monitoring; developing and setting up model child friendly schools and Anganwadi Centres; strengthening SMCs and mainstreaming out-of-school children.

#### **OUTPUT 5: Key stakeholders have enhanced capacity to increase access to secondary education for adolescents, with a focus on reducing gender and social disparities**

In 2017, UNICEF will continue to provide technical support to the development of a media campaign for advocacy and community engagement to improve transition of girls from upper primary to secondary schools. Technical support will also continue for integration of life skills education, and development of engendered skill development. UNICEF will continue to facilitate strategic partnerships and alliances for adolescent education.

## **Planned Budget for 2017**

<b>Output</b>	<b><u>Budget 2017</u></b>		
	<b>RR</b>	<b>ORR</b>	<b>Total</b>
2.4 Government and partners have increased capacity to implement RTE and child friendly schools	1,368,044	1,142,474	2,510,518
2.5 Government and partners have the capacity to provide equitable access to quality Early Childhood Education	891,810	1,015,338	1,907,148
2.6 State level systems strengthened for enhancing capacities of teachers to deliver quality education with equity within the office	1,112,943	1,737,688	2,850,631
2.7 Government and partners have the capacity to stimulate demand for equitable access to quality elementary education, especially by the most deprived communities	561,075	1,591,000	2,152,075
3.1 Key stakeholders have enhanced capacity to increase access to Secondary education for adolescents, with a focus on reducing gender and social disparities	442,162	605,320	1,047,482

## **Expression of Thanks**

UNICEF's work in the area of education supports India's national goals and the implementation of its landmark Right of Children to Free and Compulsory Education (RTE) Act. The organization's work is carried out in partnership with the Government of India, NGOs, the private sector, other UN agencies and with people in communities. UNICEF India sincerely thanks all donors who support the work of the organization to fulfil the right of all children in India to a quality education and to address inequity and barriers to the realization of this right. Thematic funding is a reflection of a donor's understanding that increased flexibility and less earmarking allow UNICEF to take action and prioritize fund allocations according to where they

are needed the most. In return, UNICEF India is committed to ensuring implementation and results.