



Primary Education for Girls :

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Making a Difference

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Primary Education for Girls :

Making a Difference

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U.P. Education For All Project Board

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Lucknow, U.P.

India



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BETTERING THE LOT OF GIRLS : A NATIONAL COMMITMENT

Acknowledging the difference an educated populace can make to national growth and development, the Constitution of India is committed to providing education to children in the 6-14 years age group. The Constitution directs the State to provide free and compulsory education to all children in this age group.

The Fundamental Rights seek to safeguard the citizens against any kind of discrimination and denial of opportunities on grounds of religion, race, caste, sex or place of birth. The Constitutional intent to provide education across the board to all children is reinforced by the empowerment of the State to make a positive discrimination in favour of women

and children. This provision has enabled the State to adopt appropriate measures that are deemed necessary to redress the adverse circumstances of women and children.

The subsequent Five Year Plans have endorsed the spirit of the Constitution in regard to girls education and articulated various approaches. Educational perspectives and strategies changed over time to bridge the existing gender disparities. The National Policy on Education, 1986 (NPE) and the consequent Programme of Action which includes education for Women's Equality, in a radical move, positions education as an instrument to bring about change

in the status of women. "Education will be used as an agent of basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women.....This will be an act of faith and social engineering..... The removal of women's illiteracy and obstacles inhibiting their access to, and retention in elementary education will receive overriding priority, through provision of special support services setting time targets and effective monitoring."

(Chapter IV, page 6, Paragraph 4.2 and 4.3; NPE-1986, Government of India)

The NPE recognised that large numbers of girls have no access to education. Their participation in education is thwarted by several socioeconomic factors and not by lack of educational infrastructure alone. The Programme of Action clearly spells out the need for a national will to implement programmes and put in place institutional mechanisms to ensure that gender sensitivity is reflected in the implementation of

educational programmes across the board. As individual commitment cannot achieve this, it is imperative that it be made incumbent on all actors; agencies and institutions to ensure that girls/women have their rightful share in all education programmes and activities.

Globally too, there has been a change in the thinking about elementary education. The Jomtien Conference of 1990 was a landmark. There was recognition that investment in human resources results in rich social and economic dividends, and that this is one of the ways to address complex issues of population growth, maternal and child health, mortality and morbidity issues and labour productivity. It is in this context that at Jomtien, the World Declaration on Education for all, to which India is a signatory, affirmed its commitment to universalisation of primary education. The Conference further reiterated that education is a fundamental right of all men and women; that education ensures social, economic and cultural progress, and that it is a key to personal and social improvement.



THE UP. PRIMARY EDUCATION SCENARIO

Uttar Pradesh remains one of the least developed states in the country on account of its large population, low productivity levels and per capita income.

Literacy and General Educational Scenario in the State

The literacy rate in UP stands at 41.6% against the national rate of 52.1%. Male and female literacy rates in UP are 55.4% and 26% compared to the all India rates of 63.8% and 39.2%, respectively. There are districts where the literacy rate of SC women dips to a low of seven percent. Enrolment figures show substantial urban-rural disparities, as also gender and social group based differences. It

is estimated that 56% of the school entrants drop out before completing Class VIII. The gender wise break up of drop outs is 52% for boys and 65% for girls; in the case of SC/ST children it is 53.5% and 71.3% respectively.

The GER in Uttar Pradesh has recorded an increase of 10 percent points from 1991-92 to 1996-97 and this is primarily on account of the impressive growth of girls' GER from 65% in 1991-92 to 82% in 1996-97 (Directorate of Basic Education, UP). According to the latest figures the overall GER stands at 99.7. For boys it is 102.6% and for girls 94.4% (1998-99). Yet again the improvement has been appreciably high for girls at

What The Social Assessment studies have to say

- ◆ Low enrolment has been reported in the case of minorities, SCs, STs, OBCs, and girls in varying degrees in Badaun, Bareilly, Basti, Firozabad, Gonda, Maharajganj, Moradabad, Siddhartha Nagar and Sonbhadra districts.
- ◆ Low demand for education among certain sections of the population has been cited as a reason for low enrolment. This is due to lack of awareness about education and some sections view education as a meaningless exercise as employment is not guaranteed.
- ◆ This is further accentuated by an absence of communication and cooperation between the teacher and the parent. The districts that have specifically pointed out this problem are Badaun, Basti, Hardoi, Lakshimpur Kheri, Maharajganj, and Pilibhit.
- ◆ The prevalence of a low level of academic achievement among muslim children has been indicated. It has also been cited that muslims especially girls, prefer 'madarssa' a centre for religious education as a consequence of social factors. This has been pointed out in Badaun, Hardoi, and Pilibhit.
- ◆ Gender discrimination has resulted in the low enrolment and retention of girls. Educated girls are perceived as liabilities at the time of marriage. In several places child marriage deprives the girl child of education. The districts where such problems are pronounced are Basti, Deoria, Hardoi, Lakshimpur Kheri, Lalitpur, Moradabad and Pilibhit.

29.4 percentage point when compared to the 1991-92 GER for girls.

It is estimated that about 17.4 lakh children were '*out of school*' in 1996-97, majority of them being girls and SC/ST children.

Deterrents/Impediments to Girls' Education

A better and deeper understanding of the factors that inhibit girls' access to primary education has been made available through research and baseline studies. The reasons for non-enrolment and dropout of girls are complex. They range from infrastructural issues such as non-availability of schools within habitations, lack of women teachers, economic compulsions, education not believed to offset the opportunity cost of wage earning, to powerful and strong cultural attitudes and taboos. There is a tendency to overplay the supply side inadequacies while a luke warm or near absent demand for girls' education may be the overriding factor for low participation of girls in primary education. A conviction has to be generated amongst parents and within the community. Attitudes and mindsets need to change.

The implications of low women's status are

manifold and in poorer households, the burden of poverty is shifted to women and girls who often work to keep sons and brothers at school and get a meagre share of the family's food, health and educational resources. Since fetching water, fodder and fuel, doing domestic chores and taking care of children and livestock, in most cases is seen as women's work, girls, especially in rural areas, are denied participation in education.

Poor retention of girls is attributed to two main factors. The first is the tendency of parents to withdraw them from school on attainment of age (say 9+ years) as they become capable of fulfilling certain domestic needs (sustenance activities and sibling care) while the second is the school environment itself which neither encourages girls nor is able to bring out the best in them. During the seasons for harvest, marriages, festivals, etc. girl's attendance at school suffers a setback as they are kept back at home. In the absence of any mechanism to address their needs as a result of these periods of absenteeism, their achievement suffers. Thus begins the cycle of teachers' neglect in the classroom, leading to disinterest and de-motivation, to eventually result in their leaving school.

What other studies reveal

◆ The gender gap is significantly larger among scheduled castes and in rural areas. For the average girl child the privation of poverty are significantly aggravated by value systems, norms and mores. The gender gap has imposed severe limitations on the development of females in general and on the extent of their participation in developmental activities. The self image that society creates for the girl child in one of worthlessness, servitude and dependency- "Atlas of South Asian children and women UNICEF, 1996."

◆ It also seems that girls attendance is more regular and other factors like teacher absentecism have a greater adverse impact on girls than on boys. There is also a gap between the learning achievement of girls and boys. A boy's education is generally viewed from the possibility of increasing the earnings and status of the family. The value of daughter's education in gauged in terms of her marriage prospects. However, marriage of an educated girl carried its own practical difficulties and benefits of her education in any case is seen as going to her husband's family. Therefore the desire or motivation to send girls to school and to ensure their completion is circumscribed by high economic costs 'unfriendly' school environment and social sanctions. "Pant, Niranjana, status of girl child and women in India, 1995. "

Gender bias exists in class room behaviour of teachers, students, and in learning materials. Shortage of female teachers also results in the absence of role models for girl students and textual materials reinforce stereo typed female roles.

' A study on participation of girls in classroom inter actions UPEFAPB, 1996'

Caste and gender related studies

◆ *Many blocks of the state have female SC literacy rates below 5% and in general habitations have been encountered where there is not a single literate SC women. In the case of SC girls, traditional pattern of discrimination are the main factor for keeping them out of school. Studies have reported that SC girls enter school at a higher age level than others and parents are reluctant to retain their girls in mixed schools or those not having female teachers.*

UP DESCO The disadvantages suffered by SC/ST children in seeking enrolment to and coming up in primary schools UPEFAPB 1996'

◆ Blatant forms of caste based discrimination have by and large disappeared from schools. However, more suitable forms of discrimination

have been reported such as discrimination in the location of schools, attitudes of teachers, verbal and physical abuse by fellow students, denial of self worth on account of their sex, clothing etc. which communicate a distinct message of social inferiority.

"Nambissam, Geetha B, The social context of learning and schooling of Dalits and Tribal Children UNDP, 1995."

Minorities and girls

◆ Among the more affluent sections of Muslims the need for mainstream education, in addition to religious instruction is well-recognised in case of boys, not so for girls. Muslims girls, by and large, are denied the opportunity of formal schooling for reasons imposed by tradition, such as the 'Purdah' system which demands their seclusion.

'Khan J.M. Education among Muslims, 1993'

◆ A recent study relating to muslim students in primary schools revealed that repetition rates are higher among boys than girls, and where as drop out rates of boys was high in class I & II, among girls the number of drop outs increased in class IV & V.

"A study of repetition and drop out among minority students, UPEFAPB, 1996."

Added to these are natural barriers. Distance to school, lonely paths leading to school, forests, streams/rivers, undulated terrain that have to be crossed on the way to school are some examples of natural barriers.

The specific situations of girls may vary across districts, blocks and clusters. There is a need to focus on special problems in specific areas, which could vary considerably. These variations need to be taken into account while planning different strategies to address girls educations. Thus, while there would be a generic strategy applicable to all girls in the district, there would have to be certain specific strategies to counter the acute situations faced by girls in certain pockets.

Given the above context, educational strategies and programmes have perforce been increasingly required to be innovative, flexible, context specific and holistic in design to meet the inter and intra district variations and to overcome the factors that inhibit and constrain girl's access to education.





The Basic Education Programme (UP BEP) I & II and District Primary Education Programme (DPEP) II In Uttar Pradesh

In order to supplement efforts towards improving the basic education scenario in the State, the Government of Uttar Pradesh undertook the UP Basic Education Project (UP BEP) in 17 districts, since October 1993 and later the District Primary Education Programme covering 18 districts since September 1997.

Meeting the demand of institutionalising a streamlined education system that is both effective and provides quality teaching-learning with extensive out reach to cover all eligible children, became a priority in the education sector. Responding to these needs and priorities, the UP Basic Education Project (UP BEP) and District

Primary Education Programme (DPEP) were evolved. The first is a State sector initiative of the State of Uttar Pradesh while the latter is a centrally sponsored scheme of the Government of India.

The overwhelming focus of the UP BEP is universal enrolment in, and completion of, basic education (defined as Classes I-VIII) and improvement of its quality. Capacity building is the core of the project strategy. The strengthening of the state, district and community institutions is seen as the key to the achievement of long term goals. Decentralisation and effectivisation of educational planning and management is an important aspect of the programme. Strengthening the existing state



Make the educational system more supportive to needs of girls and women.

Create an environment which enables women to demand education for themselves and their daughters.

Focussed interventions like cluster/ village approach

education machinery, attempting to reinforce and expeditiously make up for the gaps in various aspects of primary education within a stipulated time period, and to make the system responsive, is a priority for DPEP. Not only this, it also strives to build an alert and pro-active community with a better understanding of issues in primary education and having greater conviction about the need for educating their children, particularly girls.

The difference in these programmes is that the UP BEP covers upper primary education along with primary education, whereas DPEP is concerned only up to the primary level. Programmatic differences are marginal though infrastructure development received greater emphasis in the former as compared to the latter.

The question of girls education has been central to both UP BEP and DPEP in Uttar Pradesh. While striving for UEE/UPE, the programmes recognise the need to emphasise on the strategies for girls education by duly addressing gender concerns at all levels of programme implementation. To create a favourable environments for girls, simultaneous efforts have been directed at the community and the school system, with the backing of supportive state policy.

UP BEP's gender strategies include:

- ◆ **Emphasis on creating a girl friendly school environment through awareness building activities.**
- ◆ **Gender sensitisation of stake holders leading to attitudinal change using a module developed through an interactive process.**
- ◆ **Development of materials emphasising the importance of educating women and girls.**
- ◆ **Development of teachers' training module to help them reduce gender biased practices in classrooms**
- ◆ **Setting up/strengthening of ECE and alternative schooling centres as support services for enrolment and retention of girls.**

The Mahila Samakhya Programme funded by UPBEP focusses on awareness raising, critical analysis and skill building for mobilisation. Efforts directed at motivating parents to send their daughters to school and exerting pressure on school authorities to cater to the needs of girls are the high points of the programme's interventions for girls education.

The Mahila Samakhya Programme has actively influenced the gender perspective in UP BEP and has also facilitated its translation into action.

DPEP's equity focus is apparent from the fact that the programme targets educationally backward districts with female literacy below the national average. DPEP's gender strategy to address gender disparities seeks to

- ***Make the educational system more responsive and supportive to the needs of girls.***

This entails congenial and supportive school environment and teaching learning processes, availability of female teacher, gender sensitive and relevant teaching learning materials, established linkages between formal primary school and Early Childhood Care and Education, provision for flexible timings, etc.

- ***Create community demand for girl's education and enabling conditions that encourage people's participation for girls' education***

This would require motivating parents/community through campaigns, environment building efforts, women's camps/melas, etc. establishing closer links between parents/mothers and the school/teachers, setting up facilitative structures at the grassroots, etc. As a consequence women would be better placed to demand education for them selves and their daughters.

GENDER FOCUS IN DESIGN



- **Selection Criteria :**
Low female literacy districts
- **Objectives :**
To meet gender gap
- **Integrated approach :**
In planning & implementation

WORKING FOR SYSTEMIC CHANGE



- **Planning & Management**
- **Community mobilisation**
- **Pedagogical Improvement**
- **Capacity Building**
- **Early Childhood Education**
- **Alternative Schooling**
- **MIS, Research & Evaluation**
- **Networking**
- **Affirmative Interventions**



INITIATIVES FOR CHANGE

1. Working with the Community on Girl's Education

The Village Education Committee (VEC) is the grassroots level body which plays a pivotal role in enlisting community participation for education and bringing the community and schools closer to establish an interactive and effective school management system. This body is expected to give a direction to community thinking and guide them to take decisions in favour of educating their children, particularly girls.

There is provision for at least three women members in the VEC, one elected member of the

Gram Panchayat, one nominated SC woman and one nominated mother. Other than the reserved membership, it is possible for more women to become members through the other categories.

Large scale capacity building of VEC members has been undertaken in both UP BEP and DPEP with a view to equip and activate them for community participation. A three day training package is used for their training. The training programme aims at enriching the VEC on aspects such as enrolment, retention, supervision, construction and maintenance of school buildings, social mobilisation for girl's education, micro planning school mapping, developing a village education

plan, etc. For training, Resource Groups have been constituted at block level which include local NGOs, grassroot workers and education cluster officials. The training of VEC members is organised at village level with the dual purpose of capacity building as well as building an overall environment for primary education.

Both in UP BEP and DPEP the VEC members are involved with community mobilisation activities. They have been carrying out a whole gamut of activities under microplanning such as house hold surveys, listing out- of-school children and intervening with such parents to send their children, especially daughters, to school. In a cluster based strategy model, the VECs are playing a crucial role of coordinating all girl child centered

intervention under the project. The VECs are also responsible for the management of non formal/ alternative schooling centres which are run in their villages for dropouts and never enrolled children, especially girls. They select the venue, recruit the instructor, make payment of honoraria, distribute teaching-learning materials and carry out supervision of the centres.



Discussing school mapping during VEC training

Women's participation at the grassroots has been further ensured through the formation of Mother Teacher Associations in schools. The MTAs are helped to define their role and are oriented towards their responsibilities. The role of MTAs that has emerged is as follows:



Mother Teacher associations thinking of their daughters

- ◆ *Community mobilisation for enrolment and retention.*
- ◆ *Work towards bringing the school closer to the community.*
- ◆ *Solve problems related to irregular attendance.*
- ◆ *Encourage flexible school timings, if it is likely to impact on the level of girl's participation in primary education.*
- ◆ *Follow up house to house survey data.*
- ◆ *Check whether children receive textbooks in time.*
- ◆ *Work towards eradication of caste and gender based discrimination in school.*
- ◆ *Assist in organising school functions.*

Community mobilisation for girl's education

- ◆ Participative processes enabling local communities to play active role in promoting enrolment & retention of girls and in school management.
- ◆ Mobilisation of women's groups, convergence with Mahila Samakhya and appointment of cluster level motivators.
- ◆ Institutionalisation process through VECs, MTAs, PTAs & Mothers Associations.
- ◆ Representation of women ensured in VECs.
- ◆ Orientation & training-sensitisation to girl's needs and development of a gender aware perspective.

IMPACT

Community awareness highly-supportive environment.

Increase in number of girls enrolled.

Community ownership in management of ECCE, AS Centres & School construction.

VECs taking leadership position in girl's education, raising local contributions.

Women's groups are articulating new needs and raising pertinent questions.



Meena campaigns

The Meena campaign, a special intervention to create community commitment for girls education has been initiated under DPEP. It uses the audio-visual Meena package developed by UNICEF. Meena campaigns are being organised with the objective of sensitising the community on issues

related to girls education so that a supportive environment for girls education is created at the community level. Project staff and field workers are acquainted with the video films and use specific episodes to carry forward the message of girls education. Alongside, certain discussion points are developed so that the audience is engaged in meaningful discussions after having viewed the films.

This communication tool for girls education has been used in VEC trainings, meetings of Mother Teacher Associations, and in other awareness campaigns. Local folk media have also been harnessed to create community awareness and build an environment for girls education. Kala Jathas (cultural troupes), Nukad Nataks (street plays) and Bal/Mahila Melas (children-women fairs) are organised in villages to promote awareness.

2. THE SPIRIT OF THE COLLECTIVE : THE UP MAHILA SAMAKHYA EXPERIENCE

Empowerment oriented strategies for women, with a clear focus on education was piloted first through programmes like Mahila Samakhya. In Mahila Samakhya education interventions, along with other interventions have evolved in close liaison with communities, particularly the Mahila Sanghas (women's collectives).

Mahila Sanghas are the nodal point around which several activities are planned at the village level. These provide the space for women to meet, be together and reflect together.

The sangha is a forum where women can collectively analyse their situation with the benefit of shared experiences. Here women raise questions and speak fearlessly to articulate their needs through a collective forum.

Working through the women's collectives has meant acknowledgement of local ownership of the programme at the village level and women have clearly enunciated a demand for educational

opportunities for themselves and their daughters. Where women's sanghas have been formed there has been a perceptible difference in the attitude of women towards education and to their own place in society. In the process of taking control of their lives, women appreciate the value of formal schooling for their children and themselves.

The Mahila Samakhya programme is operational in 10 districts of UP. viz. Tehri Garhwal, Saharanpur, Banda, Varanasi, Pauri, Allahabad, Sitapur, Auriya, Gorakhpur and Nainital. Of these the last six are supported by UP BEP funds.

Nine out of the 10 districts are coterminous with UP BEP. Mahila Samakhya's entry in UP preceded both the UP BEP and DPEP.

Education for equality

Apart from the mobilisation of women, the MS programme provides a range of educational opportunities for different age groups. These initiatives are Bal Kendras (for both boys and girls in the age group 6-14 years) Kishori Kendras (teenage girls), Women's Literacy Centres, Camps,

and Mahila Shikshan Kendras (for women and girls) which provide a supportive environment to meet the educational needs of girls and women.

The MS vision and understanding of education is built on

- *a respect for women's priorities for learning,*
- *the creation of time and space for reflection and respect for individual uniqueness and variation.*
- *enabling the participation of mahila sanghas (women's collectives) in community and village level educational activities.*
- *setting up gender sensitive educational initiatives.*
- *creating an environment supportive of girl's and women's education.*

In view of the large gender gap in the literacy levels of males and females in UP, Mahila Samakhya initiatives in alternative learning, practices and processes have been significant. The Bal Kendras, that are operational in all 10 districts have provided a space for children, especially girls, who have not been able to avail of mainstream education.

Bal Kendras

Women began realising the importance of educating their children and therefore sought alternative measures to provide the children a local space for education near the homestead. Thus the Bal kendras at Varanasi came to be known as Udan Khatolas (flying chariot) in Tehri, Buransh (rhododendron flower) and in Saharanpur, Hindola (hurly burly). Subsequently, in the newer districts Bal kendras have been established taking each district's needs into consideration while using the same curriculum.

The Bal kendras evolved as preparatory centres for the children to facilitate their entry into formal school. The mainstream school teachers accepted the idea because these children had school preparedness at the time of enrolling in the formal school.

Curriculum and pedagogy for the Bal kendras is a living experience. While evolving curriculum, the girl child was the main focus. Ways to increase the student's self esteem is woven into all aspects of teaching. Every 'Skill in a child' is looked upon as a resource. Each of the districts developed its own curriculum/syllabus, keeping minimum levels

of learning as the bench mark and adapted it to the local milieu.

The anudesika (teacher at Bal Kendra), with a minimum qualification of Class V is selected by the sangha, either from among its own members or the village. The Anudashikas' training equips her to deal with multi grade teaching for the different levels of children in her group (ages 4 to 14). She is also able to transact sessions with each group according to well designed lesson plans. She maintains records of each child's academic competence and performance. She along with the functioning of the centre, is assessed and monitored periodically by the Sahayoginis facilitator over 10 villages and the sangha women. Anudeshika's meet every month to discuss and sort out problems they face.

The Bal Kendras which were operational since 1990 at Varanasi, Tehri and Saharanpur have set-up alternative education centres for about 7500 children of which 80 % are girls. Subsequently in the older districts some centres have closed down as the children have reached Class V competency and have mainstreamed into local primary schools. At present there are 164 Bal Kendras operating,

of which Tehri has 35 Buransh centres, Varanasi has 73 Udankhatola, Saharanpur has 27 Hindolas, 12 Bal Kendras in Allahabad, 14 in Banda and 2 in Auraiya and 1 in Gorakhpur. Its noticeable that in the UP BEP districts where MS is operational, the necessity of setting up Bal Kendras was reduced because from the initial stage, campaigns to conscientise people to enrol children, particularly girls, directly in schools was fairly successful.

Kishori Kendras

Why Kishori Kendras?

There was a dilemma in the Bal Kendras as the teachers were unable to cater to the learning demands and desire for information of pre-teenage girls who had earlier dropped out of elementary school after completing the primary classes. Therefore, it was felt that the needs of this age group had to be met. This triggered off the process of setting up Kishori Kendras in consultation with the women's sanghas, the community at large and the target group of girls.

The Kishori Kendras have encouraged girls to continue with Upper Primary Education by joining the Kendra (centre) as an interim arrangement before joining the formal system. The flexible timings and the presence of a local female teacher

have contributed to girls enrolling in large numbers.

In Saharanpur 17 centres with around 10-15 girls each, have been started for Muslim girls and the attendance has been encouraging. It is heartening to note that 65 girls from these Centres have completed their Class V examination in the local primary school. Constant dialogue with the guardians of the girls by the Sahayoginis has helped overcome these reservations which had confined them to their homes.

In Gorakhpur district, also, MS has reached out to minority girls. There are two centres for Muslim girls and 10 Kendras have a mixed group. Each Kendra has an average of 25-30 girls. In the last one year small workshops have been organised for the teenage girls to understand health and hygiene and bring about an awareness of themselves. This has created a desire to know more about their environment and their lives within the community. These Kendras are popular as there are no schools in the vicinity. To encourage girls to join schools, two literacy camps were organised where 54 girls participated.

In Betalghat block in Nainital, a preliminary survey revealed, that though a number of girls had attended regular school, their literacy level was inadequate, and the drop out rate was high. It was found that most schools had a large number of students with very few teachers. Moreover, the inaccessible terrain led to teacher absenteeism. Therefore MS started four Kishori Kendras. Most of the girls enrolled want to improve their reading and writing skills and use these centres to facilitate entry into mainstream schools. The sangha's women's ownership for education is best seen by the case of an anudeshika being deputed by the Sangha to a primary government school to teach and her honorarium being met by the Sangha and the students.

Sitapur has 4 Kishori Kendras and Auraiya has 6 Kishori Kendras. In each of these districts there is an average of 8 libraries attached to these Kendras. This complements the neo-literates need for knowledge and information. The purpose for these libraries is to enhance the information and knowledge base for both the teacher and the taught. These also function as information centres for sangha women and the community at large. The community recognises the role played by the teen aged girls in bringing this inflow of information and knowledge to their closed worlds.

Kishori Sanghas

Kishori Sanghas are the collectives of adolescent girls mobilised around the issues of health education, environment, legal literacy, vocational training and life skills. They have evolved out of the kishori kendras and the girls who used to be part of sangha meetings at some time. It was felt that they needed a space for themselves and for their concerns and needs.

Today's girls are the hope of tomorrow was the belief that initiated Pauri Garhwal Kishori Sanghas. They have set up 40 Kishori Sanghas and have girls in the 15-18 years age group attending. These centres provide coaching and guidance to girls to complete their primary and high school exams. In addition, girls are provided legal literacy, health information, vocational skill training, etc. This is facilitated through the publication of a magazine called 'Pallavi' for these girls.

Mahila Shikshan Kendra

one of the most successful educational initiatives of MS has been the MSK, a residential multi disciplinary education centre for women and adolescent girls. The first such centre was started

in Banda in 1995, with a group of 28 learners (women and girls) who attended the centres for a term of six months. It was a novel experience for both the learner and the teacher in that the curriculum was designed and developed by both in a true spirit of partnership.

Presently in UP there are four MSKs functioning. Two in Banda, one in Karvi catering to the demands and needs of women, and the other in Tindwari for teenage girls. The other two in Varanasi and Saharanpur cater both to women and adolescent girls, though each segment is covered in different sessions. In Saharanpur, three months were initially devoted to upgrading teacher competencies for anudesikas/Sahelis. In the regular course, out of 31 enrolled at Saharanpur MSK, 14 girls had studied at Bal kendras (Hindolas) for three to four years, and wanted to complete the Class V examination. They viewed the MSK as a stepping stone to furthering their educational skills. In Varanasi, the first batch of 27 students studied to achieve competencies for the Class V exam. The second batch was a one month course held to enhance skills in herbal medicine, for a group of twenty women already having basic training in herbal medicine

preparation. In Banda 60 girls have mainstreamed into the primary school after studying in the MSK.

Attending the course has also helped in delaying the age of marriage. The girls enrolled in MSKs are already beginning to question the norm of early marriage.

A significant outcome of the MSK experience has been that MS has impacted on policy, which recognised that learning at the MSK is adequate and that it makes the learners eligible to take the Class V and Class VIII State Board Examinations.

"My confidence has increased and I am able to talk to the SDM without fear". (Varanasi)

"I have learnt to look up and speak." Tabassum (Saharanpur)

"Today we can sing and dance, as from tomorrow we have to return to our work." Surajkali (Banda).

"I feel a great sense of achievement when girls receive their certificates." Nagina (Saheli, Banda)

3. Improving Infrastructure

To improve school facilities for girls at the primary level, is of critical importance in both attracting and retaining the girl child. Under the UP BEP - I & II as well as the DPEP II efforts have been made to provide primary schooling within a radius of 1.5 km. for a habitation of 300 population. The project inputs are an additionality over and above the substantial investments by the Govt. of Uttar Pradesh in providing primary schools to schoolless habitations as well as other infrastructural inputs which come from centrally sponsored schemes like Operation Black Board, Non-Formal Education and the Tenth Finance Commission.

Infrastructure Provided By Projects

	No. of Primary Schools	No. of Upper Primary Schools	No. of Addl. Class rooms
UP BEP-I	4506	1687	3429
UP BEP-II	780	390	6833
UP BEP-II	3627	—	4473

The opening of new schools in schoolless habitations and major re-construction of dilapidated schools, provides easy access to both boys and girls. The opening of schools near at hand, is far more effective in enhancing girls enrolment because it reduces the distance which she has to travel to reach school and builds confidence among parents to send girls to schools which are located nearby.

Improving school infrastructure by providing toilets for girls as well as drinking water facilities, has directly led to retaining school children specially girls. Parents and the community particularly see the worth of separate toilet facilities for girls as an additional advantage for keeping girls in schools. Several schemes of the State Govt. are setting-up drinking water facilities in schools as well as constructing toilets. The UP BEP-I & II and DPEP are accelerating the saturation of these facilities in primary schools.

Improvement in School Facilities by Projects

	Drinking Water	Toilets
UP BEP	5299	10201
DPEP - II	6260	12738

Female Teacher

It has been widely recognised that the availability of women teachers has a positive impact on girls education and helps overcome concerns regarding their security in the school. Over the last five decades efforts have been made to recruit more female teachers. This has led to a substantial increase in the number of women

teachers, especially at the school level. However, they still comprise a relatively small proportion of all teachers in position. Further, they are not evenly distributed across the schools and tend to be positioned in schools of urban and semi-urban areas. Thus, availability of women teachers in remote rural areas remains an issue.

PROPORTION OF FEMALE TEACHERS IN UTTAR PRADESH

Teachers in Place	1980-81		1990-91		1998-99	
	Number	%	Number	%	Number	%
Female	44,040	18	57,037	21	78,762	25
Total	2,47,759	100	2,66,157	100	3,13,320	100

Source : Shiksha Ki Pragati, 1998-99, Directorate of Education, Govt. of UP.

1. The UP BEP has played a major role in augmenting the strength of teachers to meet the surge in enrolment due to project interventions 27827 posts of teachers have been created in UP BEP already.
2. Representation of women teachers in the UP BEP districts at the time of commencement of the project and upto 1997 has been given in the table below.
3. Though the number of women teachers is rather low at the primary level by reservation 50% of those undergoing pre-service teachers training in the Basic Training Centres (BTC) are women.
4. To meet the shortage of teachers, the possibility of positioning para teachers is under the active consideration of the State Government. It is proposed to have at least one female teacher in every school—either the regular teacher or the para teacher. It is further proposed that every second para teacher in a school will be a woman.

Representation of female teacheres in UP BEP Districts

Level	1994	1997	Increase in percent points
Primary	24%	27%	3
Upper Primary	16%	20%	4

Source : EMIS Data

4. The Model Cluster Development Approach for improved Participation of Girls in Primary Education

There are specific pockets and population sections that have very low female literacy rates in many of the DPEP districts of Uttar Pradesh. The enrolment and retention rates in these pockets are also low. This is particularly true of the girls of disadvantaged groups of society such as Schedule Castes, Backward Classes, and minority communities.

The problem has been recognised and is being addressed through a range of interventions by DPEP UP. Considering the severity of the problem it was decided to work intensively in clusters so as to provide all possible project inputs, maintain regular contact and closely monitor progress in the enrolment/retention of girls.

As these model clusters develop in respect of girls education, efforts are directed at responding to the needs that emerge by providing necessary support either directly through the project or by effecting convergence with other programmes.

Criteria for Selection of the Clusters

Identification for clusters is done on specific criteria:

- ◆ Low female literacy rate
- ◆ Poor enrolment and retention of girls.
- ◆ Minority or SC/OBC domination.
- ◆ Clusters having 10-12 villages.
- ◆ Active VECs
- ◆ Presence of some active women's groups or motivated individuals

Preparatory Activities

The actual implementation of the interventions is preceded by some preparatory activities.

- ◆ Identification of the cluster
- ◆ Sharing the concept of the model cluster development approach with the district project team including the Block and Cluster Coordinators.
- ◆ Identification of a core team that will be directly involved in co-ordinating the activities in the cluster identified.
- ◆ Making village visits to establish contact with key persons and the VEC members.
- ◆ Orientation of the VEC members, teachers, key persons from the village, etc.
- ◆ Organisation of village meetings
- ◆ Special orientation for house to house survey and PRA for girls' education.
- ◆ Collation of the data from the house to house survey/PRA and development of village specific plans.
- ◆ Gender sensitisation of all the teachers from the primary schools in the villages being covered under this approach.
- ◆ Gender sensitisation of the cluster coordinators to enable them to monitor classroom processes from the gender perspective.
- ◆ Development of gender aware material for use during enrolment drives etc., such as songs, slogans scripts, etc.
- ◆ A time plan is worked out for implementation of activities.



PRA– A Collective action of the community

The Core Team

The members of the Core Team are drawn from women's and youth groups, apart from the cluster co-ordinator, the district co-ordinator for girl's education and the district project officer also facilitate the process.

Care is taken to

- ◆ *Get an assurance from these persons that they would be willing to devote time and be closely associated with the model cluster approach.*



- ◆ *Ensure that these persons are from the cluster and are familiar with the area and its people*

For more intensive interventions, women motivator groups have been setup in every village to supplement the efforts of the Core Team.

The specific interventions which are carried out in the identified cluster include the following :

Enrolment drives are conducted :

- Padyatras, Phabhat Pheris
- Street plays
- Meetings
- House to house motivational and follow up visits.
- Meena campaigns.

The enrolment drive focuses on :

- ◆ The prevalent situation of girls education in the village and impresses upon the community to improve enrolment of girls in school.
- ◆ The actual information forthcoming from the house to house survey to show what exactly remains to be done in the context of girls education.

- ◆ Improvements in the school environment
- ◆ That community involvement in school management and closer interaction between the school and the community is desirable
- ◆ The fact that girls education is central to DPEP.

Once girls are enrolled in schools, felicitation functions are organised in the schools with the active participation of parents to welcome the new entrants and laud their parents, emphasise that the combined efforts of parents and teachers can ensure regular attendance and retention of girls in school, stock taking to ascertain the number of girls who remain outside school and depending on the cause that keeps girls out of school, provide for Alternative Schooling facilities. The idea of flexible school timings is discussed with the teachers and is being tried out in several schools to encourage more girls participation.

Child Care Centres

A major thrust to girls education is provided by setting up Child Care Centres as many girls are kept out of school because of child care responsibilities. The community is encouraged to find ways of providing this support through their own initiative. In some schools, escorts for girls have been arranged by the community and they are now accompanied to school by a woman identified by the community. Special coaching is



being provided by school teachers in certain schools to girls whose attendance has been irregular or their achievement level has been low.

Preparatory schools

A preparatory school are started in villages where a number of out of school children had been identified in the age group of 6-9 years age group. It is expected that these children would get prepared for school when admissions open.

Inputs for Teacher Sensitisation

Teacher sensitisation is deemed to be an essential ingredient of the model cluster approach for girls' education. A teacher sensitisation package including materials/handbook are used.

The teacher sensitisation package is participatory in nature.

Content of the Package

- 1- What are the objectives of DPEP and what are we trying to achieve in the realm of girl's education through this programme?
- 2- What is the model cluster approach for girl's education? What are we trying to achieve by adopting this approach?
- 3- What is the situation of girl's in the family, society and school? Why are girls not actively participating in primary education?
- 4- Is it possible to ensure improved participation of girls in primary education in your village? What all can be done? Who will do what?
- 5- What will our school look like once girls are provided a congenial environment in the school/classroom? As a consequence of this what will be the educational status of girls in the concerned village? How are we going to continue the momentum generated through this approach?
- 6- What can be done to strengthen the school/teacher community ties? How is this going to help in achieving our goals? what are the ways in which we can bring about such ties?
- 7- The expected role of the teacher in bettering girl's participation in primary education vis-a-vis the prevalent situation of girls in the concerned village and the ultimate objective of UPE.

Content of the handbook

1. Some educational data on girl's education/ women's literacy in the district/block concerned.
2. Findings of the house to house survey in the village alongwith an analysis of the data.
3. Write up on Gender Issues,
4. What a teacher can do in the school/classroom to provide a supportive environment to girls for encouraging their active participation in primary education.
5. What is to be avoided by the teacher.
6. How the community and school/teacher can work together in improving the participation of girls in primary education.
7. Solving specific problems of girls that keep them away from school or lead to their withdrawal from school.

A workshop with a difference :

As a part of capacity building efforts for project personnel working on girls education, a five days workshop was organised at State Project Office which included a two day field visit to district Hardoi. The first two days were spent on reviewing the progress in the clusters where in the co-ordinators for girls education also shared their experiences and problems faced. On the concluding day the overall experiences were reviewed and analysed. In the course of the first two days, some data sheets and monitoring formats for the clusters were developed.

At the village, meetings were held with the community to discuss issues that emerged from the house to house survey, interactions with community members, school visits, study of enrolment data, attendance registers and the status of incentives received (by eligible children). Before meeting the community, a meeting was held with all the teachers of the cluster to share the issues that emerged. With the support of teachers and the community it was decided to introduce alternative schooling initiatives targeted at 'out of school' children in the 6-9 years age set who are either drop outs or have not enrolled. Going through this process of interaction with community members and teachers, house to house data collection, scrutiny of data and actually confronting issues in the field, helped to build the capacity of project personnel to sharpen their understanding of the ways in which they could proceed in cluster development for girls education.

5. Alternative Schooling

By way of improving the access to primary education UP BEP had adopted a centre based approach to reach out to the most underprivileged children, in the age group 6-14 years, who were otherwise unable to access formal education. In this way, working children, children engaged in agricultural pursuits and domestic chores, drop outs and those who have not been able to enrol because of rigidities of school timings, got the opportunity to get educated.

The UP BEP model is called "Shiksha Ghar". The centres have been beneficial for both boys & girls who were out of school but particularly so for girls.

**NFE-"Shikshaghar"
(run by UP BEP)**

No. of Centres	Total No. of Children	Boys	Girls
441	10858	5307	5551

An Evaluation of Shiksha Ghar Programme under UP BEP by Jan Kalyan Ashram, Shahjahanpur, 1998 makes the following observations:

- 1. COMPARATIVELY, ENROLMENT OF GIRLS IS HIGHER IN SHIKSHA GHARS. OUT OF 316 LEARNERS IN SEMESTER I THE NUMBER OF GIRLS IS 168 AS AGAINST 148 BOYS.**
- 2. IN SEMESTER II AS WELL, GIRLS OUTNUMBER BOYS IN MOST OF THE SHIKSHA GHARS.**
- 3. THE PERFORMANCE OF GIRLS IN THE ACHIEVEMENT TESTS WAS BETTER THAN THAT OF BOYS.**

Under DPEP-II range of alternative models for education has been expanded to cater to the needs of various categories of children, particularly girls, who are out of school. Moving away from a rigid centre-based approach, alternative schooling facilities that are more contextual location specific and flexible have been evolved.

The AS centres have shown remarkable popularity even in the finish year of implementation where enrolment has reached 10, 236 already.

Alternative Schooling in DPEP-II

No. of centres	Boys	Girls	Total Enrolment
645	5404	4831	10236

One such model is the **Bal Shala** which targets pre-schoolers along with their older siblings upto 11 years. While the 3-6 year olds are imparted the school readiness package, the older set of children receive primary education. By combining two age sets under the same approach, it is expected to overcome the problem of child care faced by many girls who remain 'out of school' because of sibling care responsibilities.

Prahar Pathshalas seek to cover children in the 9-14 years age group specially girls, who have

either never enrolled in formal primary schools or have dropped out of formal schools without completing the primary cycle. As this is the critical age when girls are withdrawn from school, it is important that they get an opportunity to educate themselves and even go back to school.

Strengthening of **Maktabs/Madarsas** seek to benefit muslim girls in a big way. Community preference to educate their girls in institutions of



religious learning is quite evident. This has kept them out of formal education. The objective is to introduce the formal curriculum, provide teachers and encourage girls to participate in formal education.

Short and Long term Camps seek to mainstream 'out of school' children, particularly girls, into formal schools by providing bridge courses. The experience in Lalitpur district has pointed out the relevance of such camps where 75 children are attending a three month course.

Multi Grade Schools for Small Habitations

A large number of scattered habitations do not allow for opening of a new primary school as per norms. An alternative model is proposed for such habitations which provides for one instructor, multigrade teaching, self learning materials and continuous evaluation, enabling the learners to learn at their own pace 60 alternative schools in the remote area of two DPEP districts i.e. Sonebhadra and Lakhimpur Kheri have been established.

Alternative Schooling for Working Children in Moradabad and Firozabad districts provides an opportunity to working children to avail of education in a flexible manner. An overwhelming response has been received from the community in grounding these centres. Support has been received from an active Resource Group at the state level and a network of NGO's within and outside the State in setting up these centres and training the instructors. Firozabad district prepared a detailed plan for opening of centres in the city areas starting with areas where SC & Muslim populations are in a majority. For rapid implementation of the programme "Mohalla Committees", "Nagar Committees", & "District Committees" have been constituted from amongst the local community to guide programme interventions & mobilize parental participation. Two social animators for each ward are being provided to work for environment building, identification of children & survey work so as to make contact with the parents of out of school children & motivate them to send their children to school.

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Early Childhood Care & Education

AIMS.

- Frees girls from sibling care responsibilities and enables them to attend school regularly.
- Facilitates school readiness among pre-school age children.

STRATEGIS

- Convergence mode - strengthening ECCE in ICDS, the larger national programme, through training, material support, synchronization of timings of AW Centres and PS
- Experimenting with alternative models of ECCE targetted at 3-6 age group.

IMPACT

Children's enrolment in primary grades positively influenced-transition of 90% children from ECCE to PS.

Synchronized timings, a fillip to girls attendance in PS.

DPEP models effective with 3-6 years age group children.

Increased confidence, activitiy levels and personal grooming.

Positive change evident from community demand for new centres.

6. Early Child Care & Education

The acknowledged relevance of ECE towards achieving the goals of UEE are two fold in UP BEP and DPEP. Firstly it frees girls from sibling care responsibilities and enables them to attend school regularly and secondly, it also facilitates school readiness among pre school age children.

Universalising elementary education in the state with a focus on quality improvement prompted UP BEP to launch the Shishu Shiksha Kendra Scheme to provide effective ECCE services. As ECCE is provided primarily through the ICDS, the project interventions in this area are essentially in the convergence mode. The strategy is to work through existing ICDS centres. 1200 SSK through convergence and another 50 in a non ICDS block of Sitapur district run by an NGO (Society for Action, Vision and Entrepreneurship) are operational in UP BEP. 1050 centres under DPEP-II are also operational.

The convergence approach has eliminated the possibility of duplication of services and at the same time is a cost effective means to augment outreach. The commitment is to provide training inputs and material support to strengthen the ECCE component of the ICDS centres.



ECCE workers making teaching learning materials during training

4. The main features of the ECCE initiative are :

- ◆ synchronise timings of the SSK with that of the primary school, so that these centres run for an additional two hours to free older siblings, particularly girls, of child care responsibilities and make them remain in school.
- ◆ relocate the ICDS centres in the proximity of the primary school.
- ◆ encourage the practice of playway method to provide children an appropriate environment for development.

The project provides the following as additionality to an existing ICDS centre:

- i. Additional honorarium to the Anganwadi Worker and helper to compensate for the extended timings.
- ii. Supplementary training in pre-school education to the ICDS functionaries using a two level cascade training design.



- iii. Play material for children in the centres.
- iv. A non- recurring allocation of Rs. 5000.00 and Rs. 1000.00 as annual recurring grant to each centre.
- v. Strengthening of the monitoring aspect with respect to the pre-school component of ICDS. An active role by the village education committee and the head teachers is played in this context.

The evaluation of SSKs found that children from SSKs were better groomed, disciplined, participated in more activities and were more confident. The workers and community members did report a positive impact of these centres, particularly after they were shifted to the primary school premises, on the enrolment and attendance rates of both boys and girls. A general feed back was that the extension of timings had facilitated girls enrolment and participation. In one of the districts, elder girls were reported to have gained the most from this intervention. Further, with regard to retention, the regularity of children attending primary grades has received a boost.



In Nainital it was found that the extended timings best impacted on the enrolment and retention of girls in primary schools where the

centres are located in the primary schools. In some places, VEC members reported that where there were 60% children not coming to school earlier, the enrolment has gone up to 85% after the opening of SSKs.

The ECCE centres being run by an NGO, SAVE, in Sitapur district, have clearly shown that ECE can be successful even without nutritional inputs. SAVE managed centres are sited within one kilometre of the primary school.

CASTEWISE AND SEXWISE CLASSIFICATION OF CHILDREN ENROLLED IN PRIMARY SCHOOLS FROM SAVE CENTRES

Category of Child	1996-97		1997-98		1998-99	
	Boys	Girls	Boys	Girls	Boys	Girls
General	118	142	108	100	113	113
SC	111	99	94	102	81	98
OBC	173	127	134	158	103	134
Total	402	368	336	360	297	345

7. Quality Improvement Programmes

The Baseline Learner Achievement Surveys conducted under the UP BEP and DPEP programmes revealed the low achievement levels of children in primary grades. Though there was no significant gender disparity in the learning achievement levels of boys and girls, however girls seem to be poorer in maths. The thrust of quality improvement packages in the project has been on a systematic revision of the curriculum, instructional materials and teacher training methodologies so as to remove gender bias and create a positive image of women and girls in society.

Elimination of Gender Bias in text books

Gender bias is a critical factor which has to be carefully addressed in textbooks. Text books can influence children in the way they think, perceive, respond and eventually determine their attitudes as adults.

To address gender bias in education, primary school text books, curriculum and NFE text books were reviewed & revised for eliminating gender bias. A checklist of 'Dos' and 'Dont's' has been provided

to textbook writers and illustrators. This checklist cautions them on the broad issues of content and illustration that must be consciously regarded to ensure bias free textbooks.

1. Use gender neutral examples.
2. Reference to women in the context of success stories, brave deeds, great personalities.
3. Ensure scope for equal opportunity for participatory learning activities.
4. Build a perspective of gender equality in lessons.
5. Provide examples which help to enhance self esteem of girls.
6. Avoid artificial division of human attributes, eg,
 - Capable/incapable of taking decisions
 - Authoritative/non-authoritative
 - Emotional/sensitive/rational
 - Dependent/independent
 - Coward/brave
 - Income generating activities/household activities
 - Brave boy/tender girl fascinated by dolls and necklace.
7. Do not discriminate between boys and girls while expressing their emotions.

PEDAGOGICAL IMPROVEMENT

- ◆ Process of pedagogical renewal
- ◆ decentralised academic resource structures
- ◆ Teacher empowerment

IMPACT

Gender biases removed from text books-classes I-III

Supplementary materials on women's issues/achievements

Teacher training modules gender sensitive/attitudinal issues

BRC & CRC to follow up

Provision of free text books & other educational materials for girls

LEARNING LEVELS OF GIRLS IMPROVING

Gender sensitization of teachers

Gender sensitization of teachers in UP BEP & DPEP districts has been incorporated into the overall training module for head teachers and in-service teachers. Regular programmes are conducted by the State Institute of Educational Management Training (SIEMAT), State Council for Educational Research and Training (SCERT) as well as at decentralised levels through the District Institutes of Educational Training (DIET), Block Resource Centres and Cluster Resource Centres for head

teachers and teachers and includes, workshops, seminars, exposure visits, training & documentation of good practices.

Over one lakh teachers are trained in the project districts on an annual basis. Similarly all district and block level educational functionaries are provided inputs for gender sensitisation on a recursive basis so as to orient them for supervision of classrooms and teaching practices which promote the girl child.

8. Incentives

1. To encourage girl's participation in education the Government of Uttar Pradesh has made education free for females from primary level right through to graduation. Girls can also draw benefits of the existing scholarship and mid day meal schemes.
2. At the elementary level all children belonging to SC/ST and minorities are provided scholarships of Rs 25.00 and Rs. 40.00 per month at the primary and upper primary levels, respectively. Scholarships are also awarded to poor children and those children belonging to backward communities.
3. Free textbooks are distributed to all girls and SC/ST children in the primary schools of DPEP districts.
4. The State Government has facilitated women and girls to appear for the Class V examination, which is the end of the primary cycle and Class VIII, which is the end of the upper primary cycle, so as to give them recognised certification at the time of appearing and the possibility of continuing in the educational mainstream.

Special Interventions

Pilot Project on Work Experience for girls

Work experience programmes for girls had been introduced in select upper primary schools in UP BEP districts. The main aim of the project was to identify and ensure the effect of work experience on enrolment, retention and post scheme activities of girl students at the upper primary stage.

More specifically the objective was to reduce the dropout rate of girls at the upper primary stage and develop vocational skills so that girls may enter into the world of work with better prospects.

The intervention successfully achieved its major goal of ensuring retention of girls and preventing them from dropping out. It is reported that not a single girl who participated in the pilot project, left school. "This is the most encouraging and important finding which supports the hypothesis that skill development programmes help in retention of girls at upper primary stage of education".

Further, there has been a positive impact of the project in skill development and attitudinal change among the girls. The girls are highly motivated and confident.

Double shift schools

On the basis of community's demand for separate schools for grown up girls double shifts are being run in select upper primary schools. The noon shift is catering to the needs of girls in the age group of 11-14.

Some other Target Specific Initiatives

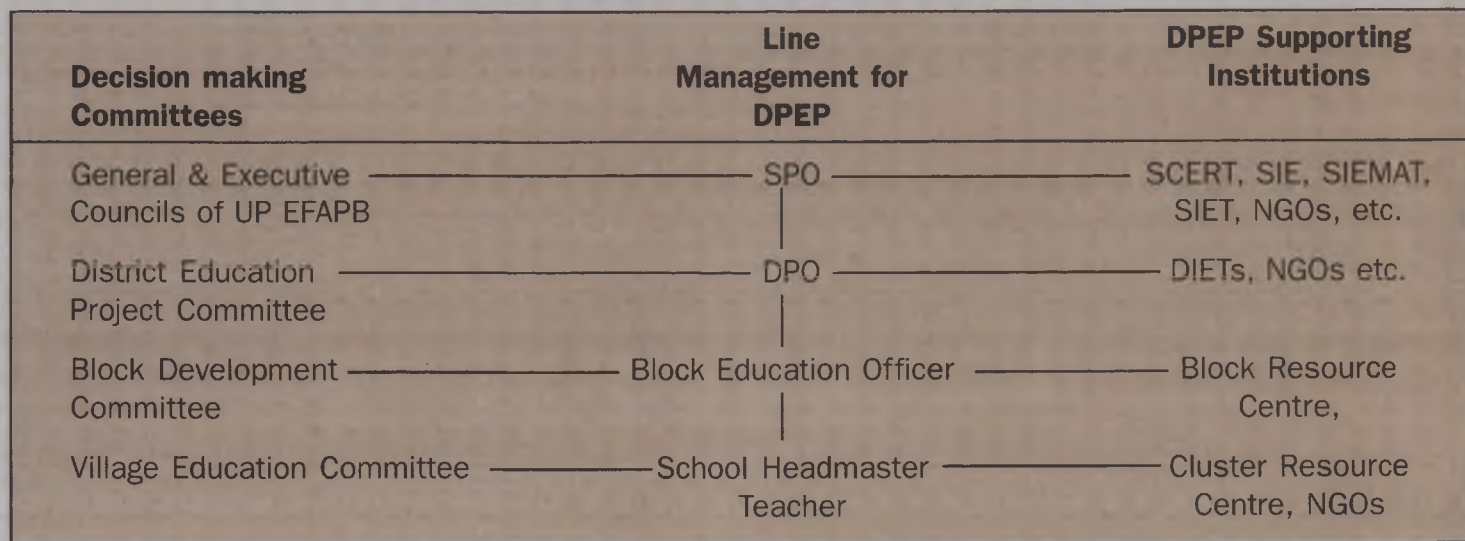
- ◆ Providing escorts.
- ◆ Providing special coaching.
- ◆ Mobilising influential persons and religious leaders of communities to promote girls' education.
- ◆ Awards to schools achieving 100% enrolment and retention of girls.
- ◆ Placement of community based volunteers in areas with low enrolment/retention of girls.
- ◆ Special training to women VEC members
- ◆ Special inputs for adolescent girls.

Balika Shiksha Mission

A concrete step taken by the Government of Uttar Pradesh in the direction of providing equal educational opportunities to girls (6-14 years) is the launching of the Girl's Education Mission. The Mission covers both the primary and upper primary levels of education. The Mission objectives are to:

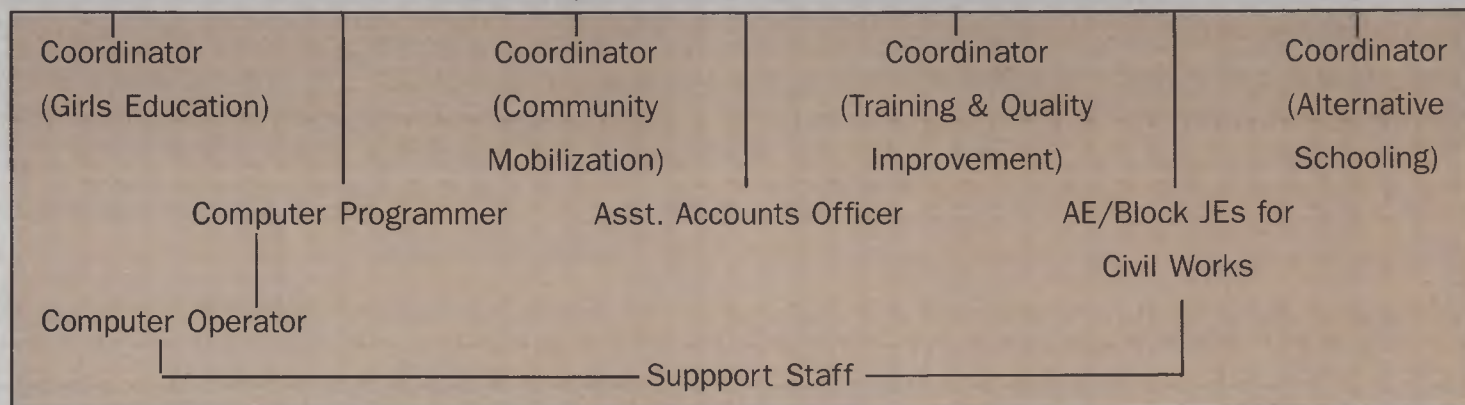
1. Provide educational access to all boys and girls in all unserved areas according to state norms.
2. Ensure 100% enrolment of girls (6-11 age group) at primary level.
3. Ensure achievement of girls (age group 11-14) enrolment from 40% to 70% within the next three years at the upper primary level.
4. Ensure community participation to encourage girls' education.

MANAGEMENT IN DPEP



DISTRICT PROJECT OFFICE

District Project Officer/Expert Basic Shiksha Adhikari



9. Gender Sensitive Management

The key figures in strategising for girl's education and implementation of activities in the project are the State/District Co-ordinators for Girls' Education at the State Project Office and District Project Office. They play the role of a catalyst and resource person in capacity building efforts, designing strategies to promote gender equality through integration of a gender perspective in all aspects of planning, monitoring, research, etc. Additionally they access external resources and

information for wider dissemination as also undertake follow up and monitoring activities through regular field visits, holding review meetings, briefing sessions, conduct of micro studies, evolving gender focused checklists, etc. In their day to day functioning, they work in close association with other functionaries in areas of planning, community mobilisation, pedagogy, alternative schooling etc. They are closely in touch with the VECs, PTAs, MTAs and women motivator groups at the village level.

The Role of District Girls Education Coordinators

Role	Responsibilities	Activities
Catalyst	Design/recommend strategies to promote gender equality in DPEP Co-ordination Capacity Building	Integration of gender concepts in all aspects Planning Training Implementation Impact studies Monitoring
Gender resource person	Develop resource on gender Access external sources	Collection, documentation and dissemination of material Sensitisation programmes for personnel
Follow up and Monitoring	Concurrent evaluation of all strategies and interventions Flag potential trouble spots Evolve methods to ensure gender integration	Review meetings Briefing missions Impact assessment Conduct micro studies Evolve gender checklists Regular field visits

Planning and Management

- ◆ Gender perspective an integral part, from project preparation to implementation.
- ◆ Gender related activities (Direct & Indirect) clearly articulated in Annual Work Plans of State/Districts.
- ◆ Gender Co-ordinators appointed at State and District level.
- ◆ Constitution of Gender and ECE resource groups with extensive networking.
- ◆ Gender sensitization programmes for management structures.
- ◆ Representation of women mandatory in Village Education Committees.

Building Resource Group to advise and monitor

An active State Resource Group for girls education & ECCE has been setup to bring in a network of experience from NGO's, women's groups universities, other related govt. depart ments, field organisations and activists. Debate and cross sharing of experiences has added to a better vision on issues of girls' education and implementation strategies.

DIET, DPO & Educational Administrators

DIET faculty members, block & cluster officials are provided 5 days gender sensitisation training on a regular basis. These training

programmes focus on:-

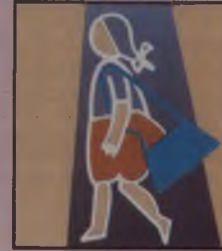
- ◆ The conceptual frame work of gender.
- ◆ Data on gender disparities.
- ◆ Analysis of causes pertaining to low enrolment and retention of girls.
- ◆ Identification of discriminations.
- ◆ local specific interventions, that can be developed
- ◆ Measures for qualitative improvement in girls education.
- ◆ Community perception and mobilisation.
- ◆ Attitudnal Change

Research & Evaluation

A number of studies in the area of girls education have been commissioned by SIEMAT and the SCERT. These studies have helped in improving and redesigning initiatives for girls education.

Monitoring And Evaluation

- ◆ **Project and Educational Management Information Systems in place**
- ◆ **Gender segregated database generated-available at decentralised levels.**
- ◆ **Analysis being used for planning and management decisions.**
- ◆ **Research and evaluation feedback taken.**



OUTCOMES OF INTERVENTIONS

Girls' Enrolment : the Changing Scenario

The implementation of UP BEP has shown marked improvement in the enrolment of girls in both the primary and upper primary levels.

Genderwise Enrolment in Primary & Upper Primary in UP BEP

Level	Students	Enrolment		
		1991-92	1998-99	% Increase
Primary	Boys	17,44,000	26,37,000	51.2
	Girls	9,39,000	18,33,000	95.2
	Total	26,83,000	44,70,000	66.7
Upper Primary	Boys	6,60,000	10,32,000	56.4
	Girls	3,17,000	5,71,000	80.1
	Total	9,77,000	16,03,000	64.1

Source : Directorate of Basic Education.

The overall GER shows remarkable improvement in the UP BEP districts and the GER of girls needs specific mention in this regard. It is also clear that achievements in respect of GERs for girls has been more than what was targeted.

IMPROVEMENT ON GER FOR 'ALL' STUDENTS IN UP BEP

Students	GER : Project Baseline	GER : Project Target	GER : 1998-99	% Increase in Enrolment
All	66%	78%	106%	44%
Girls	50%	71%	93%	95%
Boys	82%	85%	118%	50%

Source : State Project Office.

The spurt in enrolment that has resulted in the UP BEP districts when compared with the GER of the State as a whole and the non-UP BEP districts, amply shows the level of improvement in UP BEP districts. The comparative figures in the table below brings this out clearly.

COMPARATIVE STATEMENT OF ENROLMENT & GER IN UP BEP & NON-BEP DISTRICTS

State and Districts	1991-92 Enrolment (in lakhs)		1998-99 Enrolment GER (in lakhs)		% Increase
Project districts	26.8	74	44.7	106.5	66
UP (State)	148.2	81	208.4	99.7	41
Non-project districts	121.4	82	163.7	99.6	34

Source : State Project Office.

The enrolment status at the primary level in DPEP districts has been as follows :

INCREASE IN ENROLMENT IN DPEP DISTRICTS

STUDENTS	ENROLMENT		% INCREASE
	1996-97	1997-98	
Boys	26,67,000	29,27,000	9.75%
Girls	16,73,000	22,93,000	37.05%
Total	43,40,000	52,20,000	20.28%

Source: SPO

This shows significant increase in enrolment, especially of girls.

COMPARATIVE STATEMENT OF ENROLMENT & GER IN DPEP AND UP

State and Districts	1996-97		1998-99		% Increase
	Enrolment (in lakhs)	GER	Enrolment (in lakhs)	GER	
Project district					
Boys	26.67	96.2	29.27	102.2	9.75
Girls	16.73	85.4	22.93	91.1	37.05
Total	43.40	90.60	52.20	97.00	20.28
UP (State)					
Boys	106.96	98.7	113.68	102.6	6.00
Girls	77.08	80.4	92.64	94.4	20.0
Total	184.04	90.1	206.32	98.7	12.0

Source: EMIS Data

As per the table above, the increase in girls' enrolment and GER is encouraging.





THE NEXT STEPS

Valuable lessons have been learnt from the UP BEP experience. With respect to inputs, processes and outputs there are sufficient indications of success. It is amply evident that the programme has been on the right track and also that 'things can happen' even with the numerous operational and situational constraints.

These are facts DPEP recognises and in turn strategises to bring in interventions more effectively and in good time. This approach addresses both the 'soft' and 'hard' targets from the very beginning and augments the prospects of better results.



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GLOSSARY

Anganwadi centres	- Centre for integrated child development.
Aanganwadi worker	- Worker for centre for integrated child development.
Anudeshika	- Instructor.
Balika Shikshan Mission	- Girl's Education Mission
Bai Kendra	- An alternative learning centres for children run by Mahila Samakhya.
Bai shaia	- Alternative schooling centre for the age group of 3-11 years
Basic Shiksha Adhikari	- District Primary Education Officer.
Kishori Kendra	- Learning centres for teenage girls run by Mahila Samakhya.
Kishori Sanghas	- Collectives of adolescent girls.
Mahila Samakhya	- Programme for women empowerment and education.
Maktab & Madarasa	- Centres for religious learning in muslim communities.
Mahila Shikshan Kendra	- Residential multidisciplinary education centres run by Mahila Samakhya
Meena Campaign	- Video materials used to mobilise community for girls education.
Prahar Pathshaia	- Alternative Schooling for girls of 9-14 age group
Scheduled Caste	- Socially weaker sections of the society.
Shiksha Ghar	- Non-formal education centre for age group of 6-14 years
Sahyogini	- Facilitator over 10 villages in Mahila Samakhya Programme.
Saheli	- Friend & guide teacher in Mahila Samakhya.

ABBREVIATION

A W	– Anganwadi worker	MS	– Mahila Samakhya
AWPB	– Annual Work Plan & Budget	MSK	– Mahila Samakhya Kendras
BRC	– Block Resource Centre	NFHS	– National Family Health Survey
BRG	– Block Resource Group	NGO	– Non-Governmental Organisation
BTC	– Basic Teacher Certificate.	NPE	– National Policy on Education
CRC	– Cluster Resource Centre.	PMIS	– Project Management Information System
DIET	– District Institute of Educational Training	PS	– Primary School
DPEP	– District Primary Education Programme	PTA	– Parent Teacher Association
DPO	– District Project Office	SAVE	– Society Action for Vision and Enterprises
EC	– Executive Committee	SCERT	– State Council for Educational Research & Training
ECE	– Early Child Education	SDM	– Sub Divisional Magistrate
ECCE	– Early Child Care & Education	SPO	– State Project Office
ECEC	– Early Child Education Centre	SRG	– State Resource Group
EMIS	– Educational Management and Information Systems	UEE	– Universalisation of Elementary Education
GER	– Gross Enrolment Ratio	UPE	– Universalisation of Primary Education
ICDS	– Integrated Child Development Scheme	UP BEP	– Uttar Pradesh Basic Education Project
IDA	– International Development Agency	VEC	– Village Education Committee
MLL	– Minimum Level of Learning		
MTA	– Mother Teacher Association		

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