Project Profile

Remedial education for mainstreaming Out Of School Children

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Background & Rationale

Substantial advancement has been made globally in universalising primary education, with the second Millennium Development Goal (MDG) focussing on the same. UN fact sheets (2012) indicated that though many poor countries have shown significant increase in school participation, Southern Asia is still home to a majority of out-of-school (OOS) children[1]. As per the MDG report, the number of out- of-school children of primary school age worldwide has reached 57 million in 2015 as compared to 100 million in 2000[2]. While the progress seem promising India needs to work further to achieve her Millennium Development Goals' targets for universal enrolment[3].

Who are out OOS children?

Not having access to schools	Access to school but did not enroll
Went to school but dropped out	Enrolled but did not go to school

The role of education in achieving development cannot be denied; hence, planning gives greater importance to make education affordable and accessible to all sections of the society. Primary education helps provide the basic knowledge to children to go to upper grades[4]. Lack of primary education can lead to illiteracy for life. One of the key factors behind school dropouts is economic condition of the household[5], while on others, dropouts may also happen due to shortcomings in the school system / infrastructure, including lack of proper toilets in schools, discrimination against the girl child, caste differences etc. The reasons for being out-of-school could also differ based on gender, as it has been observed that while boys drop out because of lesser interest in studies, girls drop out to support their families in household chores or due to early marriage.

In order to achieve the goals of Education for All, it is essential to focus on mainstreaming out-of-school children into formal education. For a brighter future, it is necessary to ensure education of children from primary level onwards. This makes it important to focus not only on children who are enrolled at schools but also mainstream both the out-of-school children and those who haven't had the opportunity to avail the same.

Policies and Strategies

The policy response of the Indian government in the area of elementary education has been to address the gamut of the barriers to schooling through the successive five year plans. The key policy developments which guided the development of educational policy and literacy programmes in India is mentioned in the box below.

[1] http://www.uis.unesco.org/Education/Documents/fs-31-out-of-school-children-en.pdf
[2] http://www.in.undp.org/content/india/en/home/library/mdg/the-millennium-development-goals-report-2015.html
[3] http://www.unic.org.in/items/India_and_the_MDGs_small_web.pdf
[4] Kundu S.K., Regional Disparities of Primary Educational Facilities in Murshidabad District of West Bengal, India: Some Findings, International Journal of Humanities and Social Science, 2(8), 81-90 (2012)
[5] Bhatty K., Educational Deprivation in India: A Survey of Field Investigations, Economic and Political Weekly, 33(27), 1731-1740 (2010)

The supply-side barriers have been addressed to a great extent as the outreach of the elementary schooling system has expanded through Sarva Shiksha Abhiyan (SSA). Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) are important components of SSA to bring out-of-school children into the fold of elementary education. EGS addresses inaccessible habitation where there is no formal school within the radius of one km and at least 15-25 children of 6-14 years age group who are not going to school are available. AIE targets specific categories of deprived children e.g., child labour, street children, migrating children, working children, those living in difficult circumstances and older children in the 9+ age group especially adolescent girls. Out-of-school children are now identified by a school-mapping exercise in the community and identified children are directly enrolled in formal government schools in age-appropriate grades. These children are then provided special training which can last from 3 months to 2 years, depending on their need, so that they can attend regular classes at the earliest.

There are schemes targeted at out-of-school children from specific disadvantaged groups, such as *Ashram* schools for tribal children in remote areas. Other schemes have also been rolled out which are targeted to minority communities and children with special needs. These policy measures have led to significant improvement in school enrolment and attendance at the primary level and reduction in out-of-school children.

Proportion of OOS children in India and Gujarat

As per the data from the 'National Sample Survey of Estimation of Out of School Children in the Age 6-13 in India, 2014' by the Sarva Shiksha Abhiyan, around 60.41 lakhs (2.97%) of the 20.4 crore school-going children in India were out-of-school. A higher proportion of girls than boys were estimated to be not going to school. The proportion of OOS were higher in the rural areas (3.13%) than in urban areas (2.54%). Analysis at the state level suggest that of all the 35 states and UT, Gujarat ranks 18th in terms of proportion of OOS children. A detail of the proportion of OOS children at the state/ UT level is presented in Table 1 below.

Table 1: Percentage of out-of-school children by gender and location (selected states)

STATES	% children out-of-school	% Male children out of school	% Female Children Out of School	% Out of school in Rural Areas	% Out of school in Urban Areas
CENTRAL ZONE	*3.90*	*3.59*	*4.30*	*3.67*	*4.68*
Chhattisgarh	3.75	4.34	3.18	4.73	0.75
Madhya Pradesh	3.78	3.78	3.77	3.58	4.61
Uttar Pradesh	3.90	3.42	4.57	3.64	4.75
EAST ZONE	*4.02*	*4.20*	*3.82*	*4.16*	*3.24*
Bihar	4.95	4.61	5.32	4.95	4.93
Jharkhand	2.02	2.28	1.71	2.06	1.8
Odisha	6.10	6.31	5.88	6.27	5.02
West Bengal	2.45	3.51	1.28	2.54	2.18
NORTH ZONE	*3.30*	*2.49*	*4.54*	*3.49*	*2.91*
Himachal Pradesh	0.21	0.33	0	0.23	0
Rajasthan	5.02	3.44	7.47	5.35	3.71
NORTH-EAST ZONE	*2.52*	*2.42*	*2.65*	*2.63*	*1.95*
Assam	2.88	2.82	2.97	2.90	2.77
Sikkim	0.58	1.05	0.00	0.73	0.00
SOUTH ZONE	*0.97*	*0.95*	*1.00*	*1.03*	*0.86*
Andhra Pradesh	0.91	0.77	1.13	1.01	0.66
Karnataka	1.49	1.54	1.43	1.59	1.31
Kerala	0.82	0.95	0.69	0.86	0.76
Tamil Nadu	0.66	0.70	0.62	0.57	0.79
WEST ZONE	*1.17*	*0.99*	*1.41*	*1.30*	*0.99*
Gujarat	*1.94*	*1.52*	*2.56*	*1.97*	*1.88*
Maharashtra	0.81	0.72	0.93	0.98	0.59
ALL INDIA	**2.97**	**2.77**	**3.23**	**3.13**	**2.54**

Objectives of the project

The broader objective of the project is to demonstrate an integrated and comprehensive approach for educating and mainstreaming OOS children by reducing school drop-out. The specific objectives of the project include:

- to enroll OOS children in the primary schools and to retain them till completion of primary education

- expand access to quality primary education – especially for the disadvantaged

- increase completion and transition rates for students in primary and upper primary sections

- to create better learning experiences in non-formal and bridge schools for OOS children.

Expected Benefits

The support provided would result in tangible and intangible benefits for the Sponsor as outlined below:

Tangible Benefits	Intangibles
❖ Stronger relations within communities through stakeholder engagement ❖ Community support & appreciation, enhancing the *Social* license to operate ❖ Recognition through awards	❖ Enhanced reputation by way of supporting projects benefitting communities at the 'bottom of the pyramid' ❖ Social branding ❖ Enhanced credibility within community and sector

Opportunities for CSR intervention

Supporting education contributes significantly to the country's development, and can help in overcoming inequalities and accelerating human development. A holistic education programme can provide a meaningful starting point in engaging with community development for companies across sectors and geographies.

Given the fact that there are a total of 1,59,308 children in the age group of 6-13 years who are out-of-school in Gujarat[6], providing remedial education to such children will help strengthen the overall scenario of primary education. Such children who are out-of-school have a high probability to be engaged in child labour or girls getting married at an early age. A project to mainstream these OOS children will help in achieving the overall goal of universal education and also help to curtail involvement of children in income generating activities.

A few suggestive opportunities for Corporates to invest in mainstreaming OOS children are mentioned below.

- **Community mobilisation:** Corporates can play a significant role in supporting the enrolment of marginalised communities through funding, community mobilisation and support.

- **Direct Funding:** Corporates can fund an NGO to carry out teaching programmes for out-of-school children. The programme needs to integrate the aspect of gender equity as girls who are out-of-school are more vulnerable to be engaged in income generating activities/household chores or get married.

- **Support existing Government schemes**: A corporate and its NGO partner can engage with the government of Gujarat to implement programmes to mainstream OOS children. The NGO would implement the programme, while the corporate would supplement the additional costs not covered by the Government.

Potential project area

Potential project locations would be the rural areas of **all districts in the state of Gujarat**. Interventions could be planned in a phase-wise manner giving priority to such districts with a higher proportion of OOS children. District level estimates for OOS children from ASER Survey, 2014 was used to prioritise for CSR interventions for OOS children. A detail of the same is presented in Table 2 below.

Table 2: Priority districts in Gujarat for CSR interventions to mainstream OOS children

District	% children (6-14 years) out-of-school	Priority for CSR interventions to mainstream OOS children
Surat	6.4	1st
Rajkot	5.8	1st
BanasKantha	5.1	1st
Dangs	5.1	1st
Kachchh	4.8	1st
Dohad	4.7	1st
Ahmadabad	4.5	1st
Bhavnagar	4.5	1st
Surendranagar	4.3	1st
Jamnagar	4.0	2nd
Porbandar	3.7	2nd
Bharuch	3.5	2nd
Navsari	3.5	2nd

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[6] National Sample Survey of Estimation of Out of School Children in the Age 6-13 in India, 2014 by Sarva Shiksha Abhiyan

District	% children (6-14 years) out-of-school	Priority for CSR interventions to mainstream OOS children
Mahesana	3.2	2nd
Narmada	3.2	2nd
Kheda	2.5	2nd
Gandhinagar	2.3	2nd
PanchMahals	2.1	2nd
Patan	2	3rd
Tapi	2	3rd
Vadodara	1.8	3rd
Amreli	1.6	3rd
SabarKantha	1.4	3rd
Anand	1.1	3rd
Valsad	0.7	3rd

Note: The table above does not mention 'Junagadh' district as it did not have any OOS children reported in the ASER 2014 Survey. The criteria for classification of districts (for relative rabki) was: 1st (>4% OOS children), 2nd (>2% and <4% OOS children) and 3rd (up to 2% OOS children).

Target group

The target population for the project would be children in the age group of 6-14 years who are not going to school at present. This would also include such children who either have never been to school or have dropped out.

Project Implementation

A.   Implementation

The implementation can be done in the following two ways:

1. Companies affiliated with GCSRA can hire services of empanelled & specialist organisations (including NGOs) to provide remedial education support to out-of-school children at preferred locations. The implementation can happen either at the panchayat level or the block level depending on the number of students identified. As a shared responsibility, Corporates can engage themselves in delivery of education modules as well as monitoring the progress in this case.

2. Corporates can choose to sponsor existing programmes being run by NGOs/organisations, where they can fund the existing programmes for additional components to be incorporated such as digital literacy or to expand the scale of existing programmes. GCSRA would act as the advisory and monitoring agency for the project and ensure all compliance requirements are fulfilled by the implementing agency.

Process of Implementation:

1. *Stage 1: PLANNING*
   - Identification of the macro-geography. The Corporate should also decide on the kind of intervention to be carried out to mainstream OOS children e.g. integration with formal education system, bridge courses, learning centres, residential camps, etc.
   - Post a commitment by Corporates to fund the remedial education program, GCSRA shall help to identify local implementing agency for the implementation.
   - Identified agency would then conduct a social mapping exercise to identify individual children by learning levels completed till now which comes under the purview of out-of-school.

2. *Stage 2: IMPLEMENTATION*
   - Implementing agency would start the process of mainstreaming OOS children through community mobilisation (interacting with the parents of such children and informing them the importance of formal education).
   - Explore opportunities for convergence with existing government schemes to ensure optimum utilisation of existing infrastructure and resources. Implementing agency would provide technical support for the following:
     - recruitment and training of human resource at the local level to sustain activities
     - provide support in terms of developing modules for remedial education to develop age-appropriate competencies.
   - The module of remedial education would be developed by the implementation agency and finalised in consultation with GCSRA. GCSRA would also screen the teachers/volunteers recruited by the implementing agency.

The key activities which will form a part of the overall strategy for the programme which will help during implementation are discussed below.

   a) Identification, appointment and training of education volunteers/teachers
      Education volunteers/ teachers shall be identified by the implementing agency from locally available resource pool. Each education volunteer/teacher would undergo a training program which would include undertaking surveys, counselling techniques, various aspects of multi-grade teaching, creation of innovative Teaching Learning Material (TLM) as well as carrying out effective assessments.

   b) Identification and enrolment of out-of-school children in a village/cluster
      A village/cluster level household survey would be conducted by the implementation agency to identify OOS children in a set of villages. Parents would be counselled to send their kids wards to the school/learning centres for remedial education. Identified children would be provided age-appropriate remedial education and their admission in Government schools facilitated.

   c) Infrastructure for learning centres
      The learning centres to provide remedial education to OOS children could be set up either in the premises of the primary school within the village or even in the panchayat building. The implementation agency shall make efforts to liaison with local administration to utilise the existing infrastructure. Other options such as Aanganwadi centres can also be explored, depending on accessibility and availability.

   d) Explore linkage with National Institute of Open Schooling(NIOS)
      NIOS caters to the educational needs of children who fail to cope with the regular school curriculum. The Secondary/ Sr. Secondary certificate obtained from NIOS has the same recognition as certificates issued by other boards. NIOS offers its courses mainly in English, Hindi and Urdu medium. OOS children are one of the target groups for NIOS and are a special focus with respect to remedial education.

3. *Stage 3: MONITORING & REPORTING*
- Implementing agency will continuously monitor the entire process from development of modules for remedial education to recruitment of education volunteers/teachers till actual completion of the programme and report back to GCSRA on the progress and maintain a database. A report should be submitted by the implementing partner within 7 days of completion of remedial education for one batch of OOS children (15-20 students) outlining the key highlights and learnings gained.
- Implementing agency will report on the physical and financial progress to GCSRA, collated on a monthly basis and shall also provide GCSRA with a draft report on the CSR activities under the corporate sponsorship.
- GCSRA shall then undertake an impact assessment post 6 months completion of remedial education for each batch to understand the changes brought about in the lives of these children. The implementation agency should also have focus on retention of children in formal schooling post the completion of remedial education support.

List of success indicators

Project Outputs
- Development of modules for remedial education for OOS children, which can be replicated across other locations.
- Creating a pool of education volunteers/teachers with expertise of providing remedial education to out-of-school students.
- Number of parents of OOS children counselled to send their children to formal schooling.
- Number of children retained in school post receiving remedial education.

Desired Outcomes
- Reduction in proportion of the out-of-school children at different learning levels.
- Increased enrolment in government schools.

Potential impact
- Reduced engagement of children into child labour/household chores and their integration with formal education.
- Reducing illiteracy among children and contributing to the goal of 'Education for All' in the long run.

B.   Implementing agency

The Project shall be implemented by GCSRA as an oversight & monitoring agency, with support from NGO/Implementing agency. The GCSRA/implementing agency shall work in collaboration with Corporates and government functionaries (primarily SSA, Gujarat).

Roles and responsibilities
- **GCSRA**: advisory and monitoring agency for the CSR activities i.e. strategic plan for the project, coordination between donors & technical institutions providing support for module development, monitoring & evaluation, documentation and (physical/financial) reporting for the Project, issuing compliance certificate for the CSR activities.
- **Implementation partner/NGO:** technical support for development and delivery of remedial education to out-of-school children.
- **Government:** linkages with local government stakeholders and officials.
- **Corporates:** funding the initiative.

C.   Partnerships

- *Government Institutions*: Department of Education, Sarv Shiksha Abhiyan (SSA), Govt. of Gujarat
- *Resource Organisations*: involved in module development and remedial education
- *NIOS*: to provide content and learning material

D.   Anticipated benefits from the project

The benefits from the programme could be identified as:

- Improvement in the situation of education for children in rural areas especially for the girl child.
- Lesser involvement of children in labour activities.
- Reduction in child marriages, especially for girl child.
- Enhanced community awareness about importance of education for children.

Estimated Financial Costs

The estimated financial costs for supporting programmes to provide remedial to out-of-school children is provided below. The costs also include 4% administration costs to be paid to GCSRA as an overall agency for monitoring and managing the project. The cost as outlined below is for the development of learning modules (1-time fixed cost) and organising remedial education for a batch of 25 children by one educator for an approximate period of 3 months.

Table 3: Estimated budget for remedial education (25 students)

#	Activity	Sub-activities	Unit cost	Estimated cost (in INR)
A	Development of project implementation plan and operational guidelines	To conduct 3 days working session for 4 participants to prepare Guidelines (financing, monitoring and support, assessment and evaluation, accreditation, learning centre operation).	@ Rs 3000 per day per person	36,000
		Consultancy charges for 2 experts for 5 days	@ Rs 5000 per day per person	50,000
	Sub total (A)			*86,000*
B	Establish institutional arrangement for effective delivery	To conduct a 1 day orientation session for around 5 stakeholders per block on guidelines for operationalisation, roles and responsibilities of actors.	@ Rs 2000 per person	10,000
	Sub total (B)			*10,000*
C	Development of modules for remedial education	To organise a 3 day workshop for 4 experts to prepare content for adverts. (fliers, leaflets, posters) and content for remedial education module	@ Rs 3000 per person	36,000
		To conduct 2 days modules pre-testing session (with 5 participants)	@3000 per day per person	30,000
		To conduct one day module refining working session for 2 experts	@3000 per day per person	6,000
		Printing of modules (hard copies)		25,000
	Sub total (C)			*97,000*
D	Training of education volunteers/teachers	To conduct a 2 days training session for 5 participants	@3000 per day per person	30,000
		Hiring of training venue for 2 days (including food)	@6000 per day	12,000
		Fee for trainer	@5000 per day	10,000
		Miscellaneous charges (@5%)		3,000
	Sub total (D)			*55,000*
E	Provide remedial education to children	Salary of a educator for 3 months to teach a batch of 25 students	@20,000 per month	60,000
	Sub Total (A+B+C+D+E)			**308,000**
F	GCSRA administrative costs	For M&E purposes, liaison with government authorities and technical support	@4% of overall cost	50,000
	Total Cost (A+B+C+D+E+F)			**358,000**

Work Plan

#	Activity Description	Month					
		M1	M2	M3	M4	M5	M6
1.	Identification and engagement of implementation partner for providing remedial education	■					
2.	Identification and recruitment of subject matter experts for content development	■					
3.	Development of modules for remedial education	■	■				
4.	Identification of education volunteers/teachers to deliver remedial education		■				
5.	Household survey to identify children who are out-of-school in villages/clusters identified	■					
6.	Awareness camps to counsel parents and children to enroll for remedial education		■	■			
7.	Discussions with local government officials to use government infrastructure for the learning centres		■	■			
8.	Training of education volunteers/teachers on finalised training module				■		
9.	Provide remedial education to one batch of students at a time				■	■	
10.	Reporting by implementation partner		■	■	■	■	■
11.	Monitoring of CSR activities by GCSRA				■		■

Note: In addition to the activities mentioned in the work plan, the implementation agency should also integrate the children in formal schooling system in the next admission cycle post remedial education support.

Monitoring & Evaluation

- The process shall be continuously monitored. For each phase, the GCSRA team shall develop a list of indicators that shall detail the performance and quality parameters to be assessed. This methodology would measure the effectiveness of the project processes within a framework of outputs, outcomes, and impacts vis-à-vis the intended targets, and shall form the basis of monitoring & evaluation.
- Based upon the perceived progress of the project, GCSRA shall provide support to the company to develop a results framework, under which, performance indicators shall be defined and targets defined. Once defined, the targets can then be broken down into half-yearly input-output-outcome targets.
- The monitoring exercises shall be aimed at providing feedback on the current progress and performance and also provide recommendations around any issue(s) identified.

Reporting

The implementing agency would be responsible for the following:
- ensure regular monitoring and follow up and updation of records in the database and generate progress reports for GCSRA and company as per agreed timelines; and
- ensure reporting on CSR activities to GCSRA on monthly and quarterly basis as against the funds disbursed to them.

GCSRA would be responsible for collating the data and then reporting on the overall CSR activity management and annual compliance, followed by the issue of a compliance certificate on the same to the sponsor company.