

India

Girls and boys, particularly the most disadvantaged, participate in quality early childhood and elementary education with learning outcomes at grade appropriate level

Sectoral (*Thematic*) Report

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C. Abbreviations and Acronyms

| | |
|---------|---|
| AWC | Anganwadi centre |
| AWW | Anganwadi worker |
| CCE | Comprehensive and continuous evaluation |
| ECCE | Early childhood care and education |
| ECE | Early childhood education |
| EMIS | Education Management Information System |
| LSE | Life skills education |
| MHRD | Ministry of Human Resource Development |
| MLE | Multilingual education |
| MWCD | Ministry of Women and Child Development |
| NAS | National Achievement Survey |
| NCERT | National Council of Educational Research and Training |
| NIEPA | National Institute of Educational Planning and Administration |
| RTE Act | The Right of Children to Free and Compulsory Education Act |
| SDG | Sustainable Development Goal |
| SMC | School management committee |
| U-DISE | Unified District Information System for Education |

D. Executive Summary

UNICEF India Country Office's Education Programme supports the Government of India at the national and state levels to ensure that girls and boys, particularly the most disadvantaged, participate in quality early childhood and elementary education¹ with learning outcomes at grade appropriate levels. The programme covers early childhood education (ECE) – critical to improving school readiness levels among children – through elementary education and the transition to secondary education.

The thematic funds received were critical for overall support of the Education Programme. The interventions undertaken using the funds have contributed to the following key results:

- Learning achievement data, covering 2.2 million school children (52 per cent girls), disseminated and capacity built on use of data for planning
- 4.6 million children (51 per cent girls) received early education learning materials;
- 162,000 out-of-school children (51 per cent girls) identified and enrolled in special training programmes
- Data visualization tool developed for evidence-based education planning

With UNICEF's support, the Education Management Information System (EMIS) of the Government has been strengthened to enhance data access, quality and utilization. Access to data and programme monitoring considerably improved through the introduction of a data visualization tool. Subsequent training of national and state education functionaries on the tool led to evidence-based education sector plans, as part of the new *Samagra Shiksha* integrated school education scheme.

UNICEF's technical support led to enhanced capacities of Government functionaries to adapt ECE curricula, develop learning materials and implement quality ECE. The first-ever 'e-modules' on ECE were developed in consultation with Ministry of Women and Child Development (MWCD) to capacitate anganwadi workers (AWWs) on child-centred, quality ECE.

Mapping of out-of-school children in selected districts of six high burden states (Bihar, Madhya Pradesh, Odisha, Rajasthan, Uttar Pradesh and West Bengal) was spearheaded by UNICEF. Some 162,000 out-of-school children (51 per cent girls) were identified and enrolled in special training programmes and schools. Towards mainstreaming and empowering the hardest-to-reach out-of-school children, UNICEF issued a "call for solutions" to identify innovative strategies to reach these children. After the review process is completed, steps will be undertaken towards fostering partnerships in relation to shortlisted solutions in 2019.

Building on technical support provided to the government in the design and conduct of the National Achievement Survey (NAS) in 2017 covering 2.2 million children, further support was provided to the National Council of Educational Research and Training (NCERT) and the Ministry of Human Resource Development (MHRD) through a partnership with the American Institute for Research for analysis and development of user-friendly reports. This will set India on the path to report on the Sustainable Development Goal (SDG) 4 learning indicator. UNICEF also provided technical support to develop guidelines to strengthen continuous

¹ Elementary education in India encompasses primary and upper primary education, which are the equivalent of primary and lower secondary education globally.

comprehensive evaluation to improve teaching-learning practice for better learning outcomes for girls and boys.

UNICEF supported capacity development of the government and partners to generate demand for quality education through behaviour change communication. Capacities of school management committees (SMCs)² in select states were also strengthened using new methods and content, including on gender equitable participation and learning. With UNICEF's support, a comprehensive life-skills framework is available towards empowering adolescent girls and boys in decision making, collaboration and team work, and a career guidance portal was introduced in 10 states to support students in exploring career options. The portal will link them to scholarships and skill development, internship and apprenticeship opportunities.

With education being critical to addressing several crosscutting issues, contributions were also made towards efforts to end child marriage, empower adolescents, and promote early childhood development in convergence with other programme areas. For example, in 2018, UNICEF India's Education Programme contributed to translating the commitment to end child marriage by reaching five million boys and girls active in adolescent groups with access to information and life skills training. The Education and Nutrition Programmes are collaborating in supporting parental education to promote early stimulation and a learning environment at home. Furthermore, Education, Child Protection and Disaster Risk Reduction Programmes collaborated in developing comprehensive school safety security guidelines in six states.

E. Strategic Context of 2018

There are significant achievements to celebrate in India with respect to access and quality of education. Approximately 70 per cent of children aged 3-6 attend pre-school education³ and enrolment in primary education is near-universal. Retention rates at the elementary education level have slightly improved, from 67 per cent in 2013-14 to 71 per cent in 2016-17.⁴ Efforts are also being made to address gender and other social gaps through interventions such as ensuring separate toilets for girls and boys.

There is a strong legislative/policy environment for education, including the Right of Children to Free and Compulsory Education (RTE) Act, which gives all children aged 6-14 the right to a quality elementary education. However, implementation and enforcement of these laws, policies, and programmes remain a challenge. Dropout rates continue to be high, with every fifth student in primary education, every third student in upper primary education, and every second student in secondary education dropping out of school. An estimated 6 million children aged 6-13 are out of school, while 20 million children do not attend any form of pre-school education.⁵ Thirty-four per cent of government schools lack the requisite number of teachers.⁶ Furthermore, while children perform reasonably well in the early grades, learning levels decline by the end of primary and elementary education.⁷ The critical challenge thus remains of accelerating improvements in access and learning across all levels, for all girls and boys,

² SMCs provide a platform for interface between parents and communities and schools.

³ Rapid Survey on Children 2013-14.

⁴ U-DISE, 2013-14 and 2016-17.

⁵ National Sample Survey of Estimation of Out-of-School Children in the Age 6-13 in India, SRI-IMRB, 2014 and Rapid Survey on Children 2014.

⁶ U-DISE, 2016-17.

⁷ NAS 2017.

particularly those most marginalized.

A significant development in 2018 that provides an opportunity for improved access, quality and transition of children was the launch of the *Samagra Shiksha* integrated school education scheme by MHRD. This scheme envisages education as a continuum from pre-school to Grade 12, which is a significant shift from the previous more segmented approach with two separate schemes, *Sarva Shiksha Abhiyan* (for elementary education) and *Rashtriya Madhyamik Shiksha Abhiyan* (for secondary education) with separate associated budgets and staff. Furthermore, pre-school education had been under MWCD, but this scheme now also brings pre-school education into the fold of MHRD, along with MWCD. The scheme can also facilitate greater collaboration and convergence between MWCD and MHRD, and their respective departments in states, and facilitate the involvement of NCERT and State Councils of Educational Research and Training to provide needed academic support to build capacity and improve quality. At the same time, without this convergence, there is the possibility of dual approaches, curricula and materials in states. UNICEF is advocating with the ministries and their departments in states to work together and consolidate efforts in this area.

There has been a renewed focus on learning in India, with MHRD and NCERT defining learning outcomes for elementary education (Grades 1-8), towards ensuring basic levels of learning for all children at the end of each grade. This has led to a shift in the conduct of NAS, from measuring retention of curricular content to measuring competencies acquired by students. This in turn requires changes in classroom teaching and learning practices, from a focus on rote learning and completing syllabi to ensuring children are learning. To this end, UNICEF is providing technical support for capacity development for the use of NAS data to inform education planning and teacher professional development, alongside continued support to promote child-centred pedagogy, to improve learning.

During 2018, there were calls to revoke the no-detention policy under the RTE Act. As per this policy, children cannot be held back in any grade in elementary education, with the aim being to deter children from dropping out of school altogether due to failing a class and poor-quality education. Some states have called for ending the no detention policy, stating that children are being promoted to successive grades without achieving the requisite learning outcomes. A bill allowing states to opt to end the policy was passed in early 2019. This may lead to an increase in school dropout rates, with children discouraged from completing their education due to a fear of failure. UNICEF is providing technical support to NCERT for the development of guidelines for comprehensive and continuous evaluation (CCE), for teachers to better gauge children's learning in classrooms and provide needed individual support in a timely manner. The CCE guidelines will be rolled out in all 36 states and union territories in early 2019.

F. Results Achieved in the Sector

With India being a large middle-income country, UNICEF's support has focused on upstream interventions and strengthening systems for impact at scale. UNICEF's presence in states, covering 16 states of India, facilitates support at both national and state levels, complemented by interventions to engage communities, parents and adolescents through platforms such as SMCs and adolescent groups to support the education of girls and boys.

Programme implementation has largely been on track towards achieving planned results. With 2018 as the first year of UNICEF India Country Office's new country programme, a solid foundation has been established for the coming four years with the results achieved. UNICEF has collaborated with key government ministries and institutions, such as National Institute of Educational Planning and Administration (NIEPA) and NCERT, to influence the learning agenda nationwide. Furthermore, partnerships have been fostered with globally and nationally recognized technical organizations such as the American Institute of Research, Australian Council of Educational Research, Pratham, Educate Girls and Language and Learning Foundation, to effectively promote the delivery of quality education at all levels.

Frequent changes in leadership in government has been a challenge and has at times delayed programme implementation. One strategy to address this challenge has been to work towards ensuring government resolutions or guidelines are issued to support continuity and institutionalization of key education initiatives. In addition, lack of inter-ministerial coordination, for example between MHRD and MWCD, is another key bottleneck. In some states, establishment of coordination groups, including different ministries/departments, civil society organizations and academic partners has facilitated convergence, but more needs to be done in this regard.

To follow is an overview of results achieved by output.

OUTPUT 501: National and state governments have increased capacity for coordination and evidence-based policies, planning, implementation and monitoring for equitable, inclusive and risk informed quality education

Key Result: *EMIS strengthened with user-friendly data visualisation tool used in preparation of education sector annual work plans.*

At the national level, UNICEF continued to provide technical support to NIEPA to strengthen the EMIS (Unified District Information system for School Education or U-DISE) for improved data quality. A data visualization tool⁸ was developed with user-friendly dashboards and mobile applications based on U-DISE and NAS. Through these applications, the status and trends of key education indicators disaggregated by sex, social group, and location are



Data visualization app

accessible to the general population and school management from national to district/block levels. This tool was effectively used in all UNICEF programme states in the preparation of education sector annual work plans. Also, UNICEF reviewed the

⁸ www.schooleduinfo.in

Performance Grading Index (PGI⁹), developed by MHRD to gauge state performance and prioritization with implications for resource allocation. UNICEF provided technical guidance on the definition and calculation of indicators in line with global guidance on measurement of SDG 4.

In tribal and high burden states¹⁰, UNICEF provided support to enhance the capacity of state and district educational functionaries on data quality, analysis and use, which led the departments of education in six states (Assam, Bihar, Jharkhand, Odisha, Rajasthan, Uttar Pradesh, and West Bengal) to utilize evidence from U-DISE and NAS in preparing their annual work plans for 2018-19. In Rajasthan, the capacity of panchayat elementary education officers was enhanced to support planning and monitoring of the education sector. Further, a mobile application for real-time monitoring (Bihar Easy School Tracking – BEST) has been developed in Bihar to track student and teacher attendance that resulted in increased attendance from 78 per cent to 86 per cent in the first six months.

In the transition states of Gujarat and Maharashtra, support was provided to strengthen state-level EMIS through the establishment of online databases and analytical mapping. In addition, education functionaries' capacities were enhanced in the analysis and use of U-DISE data for education planning and monitoring. In Gujarat, support was provided for the *Shala Kosh* initiative to enhance school attendance. In Maharashtra, situation analyses were conducted, and action plans were developed for four aspirational districts¹¹ based on EMIS and learning data to support differential and costed plans at the district level.

Six states (Assam, Bihar, Chhattisgarh, Madhya Pradesh, Rajasthan and West Bengal) have developed draft comprehensive school safety security guidelines in alignment with disaster risk reduction principles. Technical support was provided in developing programme guidelines, training manuals and plans of action in coordination with the respective state-level disaster management authorities and state education departments.

OUTPUT 502: National and state governments have increased capacity to ensure age and developmentally appropriate pre-primary education for school readiness

***Key Results:** Tools to assess school readiness and ECE programme quality validated. ECE learning materials developed reaching 4.6 million children. First-ever ECE e-learning modules developed in India.*

⁹ A state self-assessment framework aligned to the SDGs that has been developed by the MHRD.

¹⁰ UNICEF India Country Office has classified states into three categories to guide differentiated programming according to state contexts: 1) High burden states (largest share of the burden of issues concerning children): Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan, and West Bengal; 2) Tribal states (with large tribal populations): Jharkhand, Chhattisgarh, Odisha and Assam; 3) Transition states (with better developed social systems and services, etc.): Andhra Pradesh, Telangana, Karnataka, Gujarat, Maharashtra, Tamil Nadu and Kerala.

¹¹ Towards addressing regional disparities, the Government of India identified 115 low performing districts based on 49 key performance indicators across five themes: health and nutrition; education; agriculture and water resources; financial inclusion and skill development; and basic infrastructure.

At the national level, UNICEF is developing an ECE e-learning course in India with MWCD. Eighteen out of 21 modules have been completed. The e-learning course will be available for capacity development of more than 500,000 AWWs, across six states in which Hindi is the official language. In ensuring the continuum of learning from pre-school to elementary education,



ECE e-learning module

UNICEF provided technical inputs to NCERT for pre-school guidelines and curriculum framework, developed under the new integrated school education programme, to be inclusive. Furthermore, assessment tools for school readiness and ECE programme quality have been validated. Guidelines for using early learning and development standards for children aged 3-6 years are being finalized. Together these efforts aim to improve the quality of ECE nationwide.

A major bottleneck in the implementation of quality ECE in the country is weak institutional capacity. Capacity building of state leadership and AWWs has thus been a priority. More than 20,000 women AWWs have been trained in the two states of Assam, and Uttar Pradesh, on developmentally appropriate pedagogy, benefitting more than 500,000 children (50 per cent girls).

ECE curricula of 6 states were reviewed to assess alignment with the National Early Childhood Care and Education (ECCE) Curriculum Framework. This review will enable states to identify gaps and areas that need to be strengthened to meet national standards. In multiple states (Assam, Jharkhand and Odisha), UNICEF provided technical support for the development of developmentally-appropriate learning materials, including pre-school education kits, age-appropriate activity books, storybooks and assessment cards, based on the national prototypes developed through earlier support from UNICEF. These materials have been provided to anganwadi centres (AWCs), funded by state governments.

To address exclusion of children with disabilities from education, UNICEF supported the development of a module on inclusive education at the pre-school level in Telangana. Training of AWWs will be conducted in 2019.

It is globally recognized that positive parenting can contribute to the development of young children. UNICEF has provided technical support in Uttar Pradesh and West Bengal to develop guidelines for organizing monthly ECCE Days, a platform for AWWs to interact with parents at AWCs. The purpose of these guidelines is for AWWs to counsel and educate parents to promote a supportive learning environment at home for young children. These guidelines have

been approved by the state governments and will be implemented across more than 300,000 AWCs, impacting nearly 4.5 million children.

OUTPUT 503: Government and partners have increased capacity to deliver gender responsive and equitable, flexible, inclusive quality elementary education for out-of-school girls and boys

***Key Result:** UNICEF contributed to identifying and enrolling 162,000 out-of-school children in special training programmes and schools.*

Most out-of-school children are from disadvantaged groups, particularly schedule tribes, schedule castes, and Muslim communities. Interventions were undertaken to reach them in states with the highest burden of out-of-school children.



Mapping of out-of-school children in Balrampur district, Uttar Pradesh

Of the 162,000 children reached in 2018, 37,800 (15,768 boys and 22,032 girls) were identified and enrolled through direct support in Uttar Pradesh and Bihar, the states with the highest burden of out-of-school children. The rest of the 128,000 out-of-school children were reached as follows:

- UNICEF supported capacity building of master trainers, who trained 30,000 community workers in Bihar to map out-of-school children, following which 70,000 children have been identified and enrolled in special training programmes.
- UNICEF provided support for the development of the *Ujjara* Panchayat Scheme launched by the Rajasthan government, which recognizes gram panchayats verified to be free of out-of-school children. This led to the identification and enrolment of 55,000 out-of-school children.
- Mapping of out-of-school children continues in selected districts in five (Uttar Pradesh, Bihar, Rajasthan, Madhya Pradesh and West Bengal) out of six high burden states¹². A call for innovative solutions on reaching out-of-school children, particularly older adolescents, was issued by UNICEF to seek flexible alternatives beyond special training programmes to meet the needs of the hardest-to-reach out-of-school children identified. Entries underwent review by an internal, intersectoral group towards potential partnerships, both with UNICEF and beyond. Through evidence from mapping in selected districts in high burden states and partnerships, UNICEF will look to catalyse action in states and advocate for greater attention to this critical issue.

Several states – high burden, tribal and transition – have provided support to strengthen flexible learning programmes towards mainstreaming children back in school. In Bihar and West Bengal, flexible learning programmes have been mapped as a first step. In Rajasthan,

¹²In the context of the work being done by UNICEF India Country Office on reaching out-of-school children, high burden states are those with the highest burden of out-of-school children as per the National Sample Survey of Estimation of Out-of-School Children in the Age 6-13 in India (2014): Uttar Pradesh, Bihar, Rajasthan, Madhya Pradesh, Odisha and West Bengal.

West Bengal, and Gujarat, UNICEF supported the development/revision of special training programme curricula. In West Bengal, support focused on revising the special training programme curriculum for the upper primary level.

At the national level, UNICEF supported the government in formulating a draft national definition of out-of-school children towards a consistent basis for estimating the number of out-of-school children and national and state action plans on out-of-school children to guide action on this issue. A study on unrecognized madrasas is being carried out in five states (Uttar Pradesh, Bihar, Rajasthan, Madhya Pradesh and Jharkhand) to estimate the number of children attending these institutions (who are often counted as being out-of-school children) and gain an understanding of the nature of education they received (strictly religious education or a combination of religious and general education). The mapping of unrecognized madrasas (approximately 4,700) in the study districts has been completed and the main survey was initiated. The study will shed light on the situation and educational status of a group of children who are often invisible in education data systems. This will provide a basis for advocacy and strategies to promote their right to education.

UNICEF also played a convening role in bringing together partners, which is critical in addressing the issue of out-of-school children, with the multi-faceted barriers children face to their education. Consortiums/coalitions have been formed in Rajasthan and West Bengal, bringing together civil society organizations and government departments for joint action on out-of-school children.

OUTPUT 504: Government and partners have enhanced capacity to deliver quality education for improved learning outcomes for children in elementary education

***Key Results:** Evidence from NAS widely disseminated to decision makers at national and state levels and capacity built in all 701 districts across 36 states and union territories for use of data for evidence-based planning and teacher professional development to improve learning.*

With technical support from UNICEF in test development, sampling, standardised implementation and robust monitoring, NAS was conducted in 2017-18, assessing key competencies in language, mathematics and environmental studies in Classes 3, 5 and 8, covering over 2.2 million children (52 per cent girls). Subsequent to this, UNICEF in



Regional workshop on the use of NAS data for evidence-based planning, Pune, Maharashtra.

partnership with the Australian Council for Educational Research developed the capacity of over 3,000 (750 female and 2,250 male) education functionaries from all states on the use of NAS findings in planning, improving pedagogical practice and teacher professional development to support children's learning. The findings also informed the development of

education plans for states. Furthermore, in Assam, Bihar, Chhattisgarh, Gujarat, Odisha, Madhya Pradesh, Rajasthan and Uttar Pradesh, UNICEF supported training of district education functionaries and teacher educators on developing action plans to improve learning levels in districts with the lowest learning outcomes.

UNICEF continued its support towards improving learning and foundational skills through curriculum reviews, development of activity-based resource materials and promotion of mentoring and ICT-led supportive supervision. Systemic capacity was strengthened in states with high tribal population in curriculum and multilingual material development and training of teacher educators to improve teaching and learning practice using online platforms and face-to-face training.

- In Assam, a reading enhancement programme was scaled up in 10 new districts and learning resource materials were developed in three additional languages (Bodo, Bengali and Hindi) to support multilingual education (MLE).
- In Chhattisgarh, 150,000 teachers (40 per cent female) were trained on early language learning (including MLE).
- The state teacher education institute in Jharkhand was supported in developing a curriculum, learning materials and strengthening pedagogical interventions for the most marginalised children in two districts.
- UNICEF Odisha supported the strengthening of teacher education through mentoring workshops and developing a framework for the restructuring of teacher education institutes.

High burden states are implementing child-centred pedagogy and effective models to improve learning outcomes of children.

- In Bihar, innovative strategies such as sports and art education to improve early language learning and numeracy are being implemented in two districts, with 490 teachers and teacher educators trained.
- In Uttar Pradesh, a technical support group has been formed and capacitated to improve pedagogical practice, with intensive interventions in four districts.
- In West Bengal, after successful implementation of the Early Grade Reading and Numeracy programme in Classes 1 and 2, a transition plan was developed to implement in Classes 3 and 4.
- Technical support was provided in Madhya Pradesh to scale up child-centred pedagogy and school leadership practices.
- In Rajasthan, 1,000 panchayat elementary education officers and 2,000 master trainers were trained to support the development of a package to improve children's learning.

The transition states have supported the use of evidence and ICTs to strengthen child-centred pedagogy and the academic support system.

- In Maharashtra, UNICEF strengthened the capacity of 360 teacher educators to use assessment data to inform supportive supervision. In addition, support was provided to develop a remedial programme to improve learning outcomes of 1,400 children in upper primary grades.

- In Telangana and Karnataka, digitisation of learning materials and establishment of an online teacher feedback system are innovative initiatives that were supported to address disparities in learning levels.
- Lastly, in Gujarat, support has been provided for the revision of activity-based learning materials for primary classes and for the capacity development of teacher educators on language development, reaching 34,000 schools.

OUTPUT 505: Government and partners have enhanced capacity to generate demand for quality education through advocacy, sustained behaviour changes and social protection

***Key Results:** Capacities to generate demand for quality education enhanced through planned social and behaviour change communication and engagement of SMCs. New comprehensive life skills framework integrated within education plans in 2 states.*

Towards addressing the social and gender norms that impede children's right to quality education, including patriarchal attitudes and child marriage, a social and behaviour change communication framework was developed to guide education departments in planning and implementing community participation activities to increase enrolment, attendance, learning and transition. With regard to the issue of irregular attendance and absenteeism, communication strategies were implemented to promote attendance in Assam (civil strife districts), Bihar, Odisha, Telangana, and West Bengal, and community engagement for girls' education in Assam, Bihar, Odisha and West Bengal. A communication package was developed on comprehensive school safety/security to mobilize vulnerable communities on attendance and disaster risk reduction in schools in West Bengal.

Involvement of SMCs, as an interface between communities and schools, was strengthened to address the barriers in participation of children in education.

- While UNICEF supported SMC trainings to strengthen community participation in all states, SMCs in Assam, Gujarat, Odisha and Rajasthan, were also oriented on monitoring and supervision of school activities, tracking learning outcomes and planning community interface.
- In Chhattisgarh and Odisha, UNICEF developed tools for parents to support learning among children at home.
- In Uttar Pradesh, an SMC radio programme, newspaper and text messages were used to engage SMCs.
- A mobile application was developed to strengthen community monitoring of schools and was integrated into the government's database in Chhattisgarh.

For in-school children, life skills education (LSE) was promoted to enable children to learn, make informed decisions and exercise rights to lead a healthy and productive life, and subsequently become agents of change. As part of this, UNICEF served as a member of the working group led by NCERT for developing the LSE curriculum under the Ayushman scheme¹³ in India. UNICEF's recently developed life skills framework's dimensions were

¹³ Ayushman Bharat is National Health Protection Scheme, which will cover over 10 crore poor and vulnerable families

considered for a continuum approach in the curriculum. Further, LSE was implemented across states in innovative ways. For example,

- adolescents and communities were trained to use folklore to reach out-of-school children and improve attendance/retention in Assam and Odisha.
- Graphic novels and activity-based communication materials were used in Madhya Pradesh and Jharkhand.
- School cabinets, adolescents' collectives (Meena/Gargi/Raju Manch for boys and girls) and sports for development enhanced life skills.
- In West Bengal, 389 Meena Manches in high Muslim population districts were trained and 430,000 children were engaged through peer education and community mapping.
- Supportive supervision of Meena/Gargi Manches was strengthened by training cadres of resource people in 14 districts of Uttar Pradesh reaching 46,000 upper primary schools, and in 33 districts of Rajasthan reaching 46,000 upper primary and secondary schools.
- Adolescent boys were engaged to challenge gender norms through adolescents' collectives in West Bengal, Rajasthan and Maharashtra.
- A life-skills-based radio programme to engage children and parents was developed in Kashmir.
- A training manual on forming adolescent collectives was developed in West Bengal.

UNICEF worked with partners and the government to develop the National Girls' Education Plan, which is being rolled out in states. A career guidance portal was initiated in 10 states to support adolescents by linking them to scholarships, skill development, internship and apprenticeship opportunities.

Two studies were conducted on engaging parents and adolescents to strengthen the evidence base and inform programme action. A formative study on parenting was completed and revealed the potential for involving fathers in care and stimulation and the need for awareness on positive discipline. The implementation of the Meena Radio programme was also assessed in Gujarat for its improvement. The study showed that the children are able to understand the concepts discussed in the programme and associate very well with stories. However, teachers need further training to better facilitate discussions.

Results Assessment Framework

| Indicator ¹⁴ | Baseline (2018) | | Target (Annual) | | Measure (Number/%/Text) | As of Date | Status ¹⁵ | Comments (50 words to comment on rating or status of indicator) | Primary / Data Source ¹⁶ | Rating |
|--|-----------------|---|-----------------|---|----------------------------|------------|--|--|--|----------|
| | Year | Value | Year | Value | | | | | | |
| Output 501 # of states that have effectively used EMIS data in planning, programme implementation and monitoring | Jan 2018 | Andhra Pradesh, Gujarat, Kerala, Karnataka, Maharashtra Rajasthan & Tamil Nadu- Responding Assam, Bihar Chhattisgarh Jharkhand, Odisha, West Bengal, Uttar Pradesh, Madhya Pradesh, Telangana - Initiating | Dec 2018 | 16 states capacity developed for improving the quality of EMIS data | Number and text | 26/11/18 | 13 out of 16 states Technical support was provided to all states to improve the quality and coverage of U-DISE data. Additionally, in Assam, Bihar, Jharkhand, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Odisha, Rajasthan, Uttar Pradesh and West Bengal, support was | | http://udise.in/Downloads/U-DISE_DCF_2017-18_(U-DISE_Vocational_&_Student).pdf www.schooleduinfo.in http://samagra.mhrd.gov.in/docs/letter_240418.pdf | On track |

¹⁴ Ensure list of indicators corresponds to your output and that the **baseline and target are consistent with what was reported** previously;

¹⁵ Status: Report back on the indicator progress using the relevant unit of measure.

¹⁶ Evaluation, Sector Reviews, Studies & Surveys, Sector Management Information System, MICS/DHS or other national survey, field trip reports, others

| Indicator ¹⁴ | Baseline (2018) | | Target (Annual) | | Measure (Number/%/Text) | As of Date | Status ¹⁵ | Comments (50 words to comment on rating or status of indicator) | Primary / Data Source ¹⁶ | Rating |
|---|-----------------|--|-----------------|---|----------------------------|------------|--|--|---|----------|
| | Year | Value | Year | Value | | | | | | |
| | | | | | | | provided to develop capacity of education functionaries on data quality, analysis and use. Further, needs analyses on capacity gaps were conducted in Andhra Pradesh and Telangana, with training conducted in December 2018 | | | |
| Output 502 # states that are implementing quality early childhood education | 2017 | Assam, Gujarat Karnataka, Maharashtra Rajasthan- Responding Andhra Pradesh, | 2018 | 1. Early learning curriculum adopted/adapted as per the policy standards 2. Developmentall | Number and text | 26/11/18 | 12 out of 14 states | In 13 states, ECE curricula are in place (in MP there is a draft ECE curriculum; in Jharkhand, the curriculum is completed | Monitoring reports of WCD/ small survey | On track |

| Indicator ¹⁴ | Baseline (2018) | | Target (Annual) | | Measure (Number/%/Text) | As of Date | Status ¹⁵ | Comments (50 words to comment on rating or status of indicator) | Primary / Data Source ¹⁶ | Rating |
|--|-----------------|---|-----------------|---|----------------------------|------------|---|---|---|----------|
| | Year | Value | Year | Value | | | | | | |
| programmes in ECE centres | | Bihar, Chhattisgarh Jharkhand, Odisha, West Bengal, Uttar Pradesh, Madhya Pradesh, Telangana - Initiating | | y appropriate materials for ECE are reviewed and developed (in 14 states) | | | | and approval of the ECCE Council is awaited. The capacity of personnel from state, district and sub district levels has been built on quality aspects of ECE in 7 states. | | |
| Output 503 # of previously out of school adolescent girls and boys accessing elementary education through special training or flexible alternate system like open schooling and distance learning programme in | 2017 | 0 | 2018 | 25,000 | Number | 26/11/18 | 37,800 children (15,768 boys, 22,032 girls) | 37,800 children have been identified and enrolled in school/ special training programmes (UP and Bihar). UNICEF has further contributed through advocacy and capacity | Partner/ monitoring reports Government registers/MIS | On track |

| Indicator ¹⁴ | Baseline (2018) | | Target (Annual) | | Measure (Number/%/Text) | As of Date | Status ¹⁵ | Comments (50 words to comment on rating or status of indicator) | Primary / Data Source ¹⁶ | Rating |
|--|-----------------|-------|-----------------|--|----------------------------|------------|----------------------|---|---|----------|
| | Year | Value | Year | Value | | | | | | |
| districts with highly concentration of OOSC | | | | | | | | building efforts to the enrolment of 125,070 (63,424 boys, 61,646 girls) children in schools/ special training programmes (Bihar and Rajasthan). | | |
| Output 504 # of states that have effectively used learning assessment data for teacher professional development, curriculum reviews, pedagogical practices and development of learning resource material | 2017 | 0 | 2018 | 16 states (Orientation of education functionaries on robust learning assessment system and use of data; and disaggregated and user-friendly assessment data available) | Number and text | 26/11/18 | 16 out of 16 states. | Education functionaries in all states and union territories were orientated on learning assessment data and their use. Disaggregated data and reports are available for all states. | Websites: http://www.ncert.nic.in/programmes/NAS/NAS.html http://samagra.mhrd.gov.in/docs/letter_240418.pdf | On track |

| Indicator ¹⁴ | Baseline (2018) | | Target (Annual) | | Measure (Number/%/Text) | As of Date | Status ¹⁵ | Comments (50 words to comment on rating or status of indicator) | Primary / Data Source ¹⁶ | Rating |
|---|-----------------|--|-----------------|--|----------------------------|------------|--|---|-------------------------------------|----------|
| | Year | Value | Year | Value | | | | | | |
| Output 505 Number of states implementing evidence-based communication, community engagement and community mobilization through partnerships to promote and incentivize school participation, learning and retention, including social protection measures, cash transfers and scholarships/ stipends. | 2018 | Gujarat, Madhya Pradesh, Assam, Bihar, Uttar Pradesh, Rajasthan, Odisha, Maharashtra West Bengal, Jharkhand, Chhattisgarh - Initiating | 2018 | Evidence based communication/ framework and resource material developed on: a. Life skills b. Community mobilization and engagement c. scholarship and other social protection measures for promoting participation, retention and learning | Number and text | 26/11/18 | 5 states (Assam, Bihar, Odisha, Uttar Pradesh and West Bengal) | Communication strategies implemented in Assam, Uttar Pradesh and Odisha. Life skills education incorporated in schools in multiple states and measurement rubrics developed in Rajasthan and Assam. | Sector reviews, field visit reports | On track |

G. Financial Analysis

Table 1: Planned Budget for by Thematic Sector (Education) 2018 (in US Dollars)

| Output | Results Area | Funding type | Planned Budget |
|---|--|--------------|----------------|
| 501 POLICY AND PLANNING FOR EQUITABLE QUALITY EDUCATION | 22-01 Equitable access to quality education | RR | 1,263,975 |
| | | OR | 1,686,796 |
| 502 EARLY CHILDHOOD EDUCATION | 22-02 Learning outcomes | RR | 1,233,819 |
| | | OR | 2,036,768 |
| 503 EDUCATION FOR OUT OF SCHOOL GIRLS AND BOYS | 22-01 Equitable access to quality education | RR | 1,752,460 |
| | 22-02 Learning outcomes | OR | 1,972,061 |
| 504 QUALITY EDUCATION AND LEARNING | 22-02 Learning outcomes | RR | 1,565,388 |
| | | OR | 2,371,366 |
| 505 DEMAND FOR QUALITY EDUCATION | 22-01 Equitable access to quality education | RR | 1,103,038 |
| | 22-02 Learning outcomes | | |
| | 26-03 Cross-sectoral Communication for Development | OR | 1,416,962 |
| Grand Total | | | 16,402,633 |

Note: Planned Budget amount is based on RWP provided by State Offices

Table 2: Thematic Contributions Received for Thematic Pool by UNICEF India in 2018

| Donor | Grant Number | Contribution amount | Programmable Amount |
|---------------------------------|--------------|---------------------|---------------------|
| UNICEF India | SC1499050071 | 138,242.47 | 131,659.50 |
| Finnish Committee for UNICEF | SC1499050497 | 89,025.00 | 84,785.71 |
| Swiss committee for UNICEF | SC1499050514 | 200,000.00 | 190,476.19 |
| Australian Committee for UNICEF | SC1899040033 | 10,000.00 | 9,523.81 |
| Total | | 437,267.47 | 416,445.21 |

Table 3: 2018 Expenditures in the Thematic Sector (Education) (in US Dollars)

| Organizational Target | Expenditure Amount (Actual) | | | Grand Total |
|--|-----------------------------|---------------------------|-------------------|-------------------|
| | Other Resources - Emergency | Other Resources - Regular | Regular Resources | |
| 22-01 Equitable access to quality education | 123,423 | 557,217 | 1,249,062 | 1,929,703 |
| 22-02 Learning outcomes | | 1,180,670 | 1,009,480 | 2,190,150 |
| 22-01 Equitable access to quality education | | 1,217,650 | 967,144 | 2,184,794 |
| 22-02 Learning outcomes | | 220,501 | 125,327 | 345,829 |
| 22-02 Learning outcomes | | 1,719,059 | 1,783,368 | 3,502,427 |
| 22-01 Equitable access to quality education | | 555,952 | 287,525 | 843,477 |
| 22-02 Learning outcomes | | 411,497 | 358,581 | 770,078 |
| 26-03 Cross-sectoral Communication for Development | | 133,864 | 75,274 | 209,138 |
| Total | 123,423 | 5,996,411 | 5,855,762 | 11,975,596 |

Note: figures as per insight fund utilization report

Table 4: Thematic Expenses by Results Areas (in US Dollars)

Breakdown of 2018 expenditures of thematic contribution by result area

| Results Area | Other Resources - Emergency | Other Resources - Regular | Grand Total |
|---|--------------------------------|------------------------------|------------------|
| 22-01 Equitable access to quality education | 117,351 | 954,315 | 1,071,665 |
| 22-02 Learning outcomes | | 1,097,143 | 1,097,143 |
| Total | 117,351 | 2,051,458 | 2,168,808 |

Note: figures as per insight fund utilization report

Table 5: Expenses by Specific Intervention Codes (Amount in USD Dollars)

| Specific Intervention Code | Expense |
|---|-------------------|
| 22-01-02 Provision of parental education for school readiness (including in temporary learning spaces) | 38,815 |
| 22-01-04 Provision of (formal and non-formal) secondary education (including in temporary learning spaces) | 149,572 |
| 22-01-07 System strengthening - inclusive education for other vulnerable children poorest quintile, ethnic/linguistic minorities, migrant children, non-citizens/undocumented children etc. | 322,086 |
| 22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness | 173,104 |
| 22-01-10 System strengthening - gender-responsive access (excluding SRGBV) | 200,185 |
| 22-01-12 Education analyses including OOSCI, Education Sector Analyses, etc. | 1,380,868 |
| 22-01-13 Education humanitarian cluster/humanitarian sector coordination | 120,949 |
| 22-01-14 Education Management Information System (EMIS) (excluding learning assessment systems) | 424,848 |
| 22-01-15 Education sector planning including coordinating role, SDG 4, etc. | 787,269 |
| 22-01-17 School Related Gender-based Violence (SRGBV) | 270,407 |
| 22-01-99 Technical assistance - Equitable access to quality education | 1,089,870 |
| 22-02-06 Digital learning materials and ICT in education | 146,661 |
| 22-02-07 Provision of early learning / pre-primary education teacher training | 188,066 |
| 22-02-08 Provision of primary education teacher training | 179,332 |
| 22-02-10 Provision of multiple-levels (or alternative pathways of education) teacher training | 25,752 |
| 22-02-12 Provision of training of school communities e.g. parent teacher associations, school management committees | 96,757 |
| 22-02-13 Provision of training of other education staff excluding teachers (e.g. inspectors, district, ministry staff, etc.) | 141,248 |
| 22-02-14 System strengthening - early learning / pre-primary policy, leadership, and budget | 635,337 |
| 22-02-16 System strengthening - early learning / pre-primary teaching and learning environment (including curriculum and material design) | 929,522 |
| 22-02-17 System strengthening - curricula and learning materials design (excluding early learning / pre-primary) | 1,730,922 |
| 22-02-18 System strengthening - learning assessment systems | 331,479 |
| 22-02-19 System strengthening - mother tongue / multilingual education | 44,875 |
| 22-02-20 System strengthening - teacher development, management, and support | 815,564 |
| 22-02-21 System strengthening - community participation and social accountability, e.g. school management committees | 511,520 |
| 22-02-22 System strengthening - gender-responsive teaching and learning (excluding SRGBV) | 153,989 |
| 22-02-25 Education Management Information System (EMIS) (excluding learning assessment systems) | 118,937 |
| 22-02-27 Public finance management for education | 3,961 |
| 22-02-99 Technical assistance - Learning outcomes | 754,563 |
| 26-03-99 Technical assistance - Cross - sectoral communication for development | 209,138 |
| Total | 11,975,596 |

Note: figures as per insight fund utilization report

Table 6: Planned Budget and Available Resources for India Education Programme 2019 (in US Dollars)

| Output | Result Area | Funding Type | Planned Budget 2019 | Funded Budget 2019 | Shortfall 2019 |
|---|--|--------------|---------------------|--------------------|------------------|
| 501 POLICY AND PLANNING FOR EQUITABLE QUALITY EDUCATION | 22-01 Equitable access to quality education | RR | 1,118,375 | 1,422,308 | (303,933) |
| | | OR | 1,827,291 | 446,191 | 1,381,100 |
| 502 EARLY CHILDHOOD EDUCATION | 22-02 Learning outcomes | RR | 960,819 | 974,818 | (13,999) |
| | | OR | 2,085,983 | 1,054,305 | 1,031,678 |
| 503 EDUCATION FOR OUT OF SCHOOL GIRLS AND BOYS | 22-01 Equitable access to quality education | RR | 1,703,460 | 1,640,578 | 62,882 |
| | 22-02 Learning outcomes | OR | 1,992,189 | 803,856 | 1,188,333 |
| 504 QUALITY EDUCATION AND LEARNING | 22-02 Learning outcomes | RR | 1,335,288 | 2,251,625 | (916,337) |
| | | OR | 3,073,632 | 1,249,420 | 1,824,212 |
| 505 DEMAND FOR QUALITY EDUCATION | 22-01 Equitable access to quality education | RR | 661,639 | 342,229 | 319,410 |
| | 22-02 Learning outcomes | | | | - |
| | 26-03 Cross-sectoral Communication for Development | OR | 1,835,276 | 1,429,411 | 405,865 |
| Sub-total Regular Resources | | | 5,779,581 | 6,631,558 | (851,977) |
| Sub-total Other Resources Regular | | | 10,814,371 | 4,983,183 | 5,831,188 |
| Grand Total | | | 16,593,952 | 11,614,741 | 4,979,211 |

Note: Planned Budget amount is based on RWP provided by State Offices for 2019

Note: figures as per insight fund utilization report

H. Future Work Plan

In 2019, UNICEF India Country Office will build on results achieved in 2018, with support for the three pillars of Education Programme: promoting quality ECE, identifying and mainstreaming out-of-school children, and improving learning. Cutting across these pillars, support will continue to be provided for improved evidence-based planning and programming and generating demand for quality education for all children. In particular, priority interventions include:

- Support to national and state governments to strengthen EMIS, including developing capacity for use of data for results-based planning, implementation and monitoring
- Capacity and resource development for quality ECE
- Support for enrolment of out-of-school children and strengthening of flexible learning programmes and strategies
- Strengthening of systemic capacity of states on child-centred pedagogy and large scale and school-based assessment for improved learning outcomes
- Strengthening social and behaviour change communication for improved enrolment, attendance, retention and learning

- Support for career guidance and LSE

With funding from a major donor to the UNICEF India Country Office, including the Education programme, coming to an end in mid-2019, thematic funds will be all the more critical towards ensuring that the interventions noted above, and results of the Education programme can be achieved. The flexible nature of the funds allows UNICEF to cover the different programme states and contexts in this diverse country to effectively respond to the complex challenges and needs on the ground.

With the no detention policy possibly to be reversed in some states, it is important that there is a continued focus on strengthening school-based assessment. Furthermore, it is critical that the current emphasis and momentum generated in the areas of learning and pre-school education are maintained and built upon. Without required funds, this and achievement of UNICEF India Education programme's flagship result of reducing dropout and numbers of out-of-school children will not be possible. Thematic funds are important towards achieving these planned results. Further funds to address the current funding shortfall are also actively being sought.

I. Expression of Thanks

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

J. Annexes: Human Interest Stories and Donor Feedback Form



For a brighter tomorrow....

Village campaigns, enrolment drives, street plays, and SMC meetings improved school attendance and brought children who had dropped out back to school.



UNICEF, along with NGO partner Cohesion Foundation Trust, is working in villages in Kankrej Taluka – an educationally disadvantaged block in Banaskantha district – towards establishing zero-dropout villages. The intervention aims at promoting transition from primary through secondary education by enhancing demand for quality education, promoting regular attendance, preventing children from dropping out of school, and bringing out-of-school children back to school.

Amongst low-income families in the Kankrej Taluka, the eldest girls are often forced to forego or compromise their education to help support their families at home or in farms. This results in prolonged absences from school or in them dropping out of school altogether.

Shradhha Ravel, an 11-year-old girl and the eldest among four siblings, would have met the same fate if not for the efforts of UNICEF and the Cohesion Foundation Trust in Bukeli village of Kankrej Taluka. Dinesh Thakore, one of the intervention's field staff members, learned about Shradhha's continuous absence from school, when visiting her school to meet teachers to share the outcomes of a school management committee (SMC) meeting. Her teacher, Kaneyalal Patel, tried to send messages to her through her friends to come back to school, but that did not help.

Having worked on similar cases in other villages, where parental pressure on girls to prioritise household work leads to their irregular school attendance, Dinesh decided to meet Shradhha's parents. Initially, the parents did not give any explanation for their daughter's prolonged absence from school. After further meetings, however, Dinesh discovered that Shradhha's father, Kanajibhai, had a nerve problem in his legs keeping him from his work as a farm labourer. Shradhha was therefore being sent to work, as the family needed the support. Instead of convincing Shradhha's parents to send their daughter to school right away, Dinesh first facilitated the father's visit to a nearby public health centre, thus addressing the root cause of Shradhha's absence.

Dinesh then continued to meet the parents regularly to convince them that such issues in the family should not affect the education of children. The parents eventually understood and agreed to send Shradhha back to school. She is currently studying in Grade 6. Realizing the importance of their daughter's education, they found a way to manage their financial situation. Kanajibhai has increased his work in animal husbandry, and Shradhha's mother, Gaguben, is supporting the family through additional farm work. Kaneyalal praised the efforts of the field staff in bringing Shradhha back to school and worked to motivate Shradhha to feel confident in attending school regularly.

Gaguben recalls: "Cohesion Foundation Trust came to our village and we realized the importance of education. Otherwise my girl would have been uneducated and led the same life we have led." Shradhha dreams of becoming a nurse. She is happy that the intervention has led to her parents allowing her to go back to school, saying, "Now I will fulfill all my dreams." The field staff remain in touch with Shradhha's parents and the public health centre through weekly meetings to make sure Shradhha continues her education and Kanajibhai receives treatment.

Through this intervention, including efforts such as village campaigns, enrolment drives, street plays, and SMC meetings, UNICEF is improving attendance and bringing children who have dropped out back to school. Since 2016 when the programme began, the staff on the ground has conducted meetings with 750 parents and identified 1,568 children (798 girls, 770 boys) who either dropped out or are attending school irregularly. Efforts are underway to bring them back to school and attend regularly, with 456 children, including Shradhha, now back at school.

Donor Feedback Form

<https://forms.office.com/Pages/ResponsePage.aspx?id=IQFBd-EUuE-QS6sYkgI2Z1EJsLcYAJBHh2bCnwnIhtZUOEY3NTBQVUIFMU9TTzVCQ1A4MDNNTERHSy4u>