

## M & E Round Table

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## + Sarva Shiksha Abhiyan

- An all-India government programme for universalisation of elementary education, operational since 2001, following on the District Primary Education Programme of 1994
- Jointly funded by World Bank, DFID, EU, UNICEF etc...

# + SSA goals, set in 2001

- All children in school, Education Guarantee Centre, Alternate School, ' back to School' camp by 2003;
- All children complete five years of primary schooling by 2007;
- All children complete eight years of schooling by 2010;
- Focus on elementary education of satisfactory quality with emphasis on education for life;
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;
- Universal retention by 2010

# + Right to Education (RTE) 2009

- Overarching legislation
- Harmonisation of RTE and SSA
- Neighbourhood schools, infrastructure and teacher related norms set



# Built on a Theory of Change?

## INPUTS

- Establish neighborhood schools – full coverage as per RTE
- Provision of teachers as per RTE
- Improved infrastructure as per RTE



## GOAL

- All Children in School, learning well
- Quality Education
- Bridging gender and (other social categories) gaps
- Universal retention

**Needs/Problem Analysis:** Low school enrolment, low learning levels, high gender and other social categories gaps

# + Outcome targets

- GAR Primary from 99 in 2001-02 to 100 in 2010-11
- GAR Upper Primary from 59 in 2001-02 to 100 in 2010-11
- GER primary Boys from 96.2 to 120; GER girls from 97.9 to 120
- GER Upper primary boys from 74.6 to 110, GER girls from 64.6 to 110
- Out of school boys from 6.05% to 0 and girls from 7,34 to 0 (for 6 to 14 years)
- Retention rate from 73.3 to 91 at primary and 50.6 to 91.8 in upper primary
- Pass percentage to 100%, A graders in V grade 30% and VII grade 30%



# Built on a Theory of Change?

## INPUTS

- Establish neighborhood schools – full coverage as per RTE
- Provision of teachers as per RTE
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## Intermediate outcomes

- Increase in enrolment ratios
- Increase in attendance ratios
- Increase in retention rate
- Age appropriate enrolment
- Continuous, comprehensive evaluation

## GOAL

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- Quality Education
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**Needs/Problem Analysis:** Low school enrolment, low learning levels, high gender and other social categories gaps

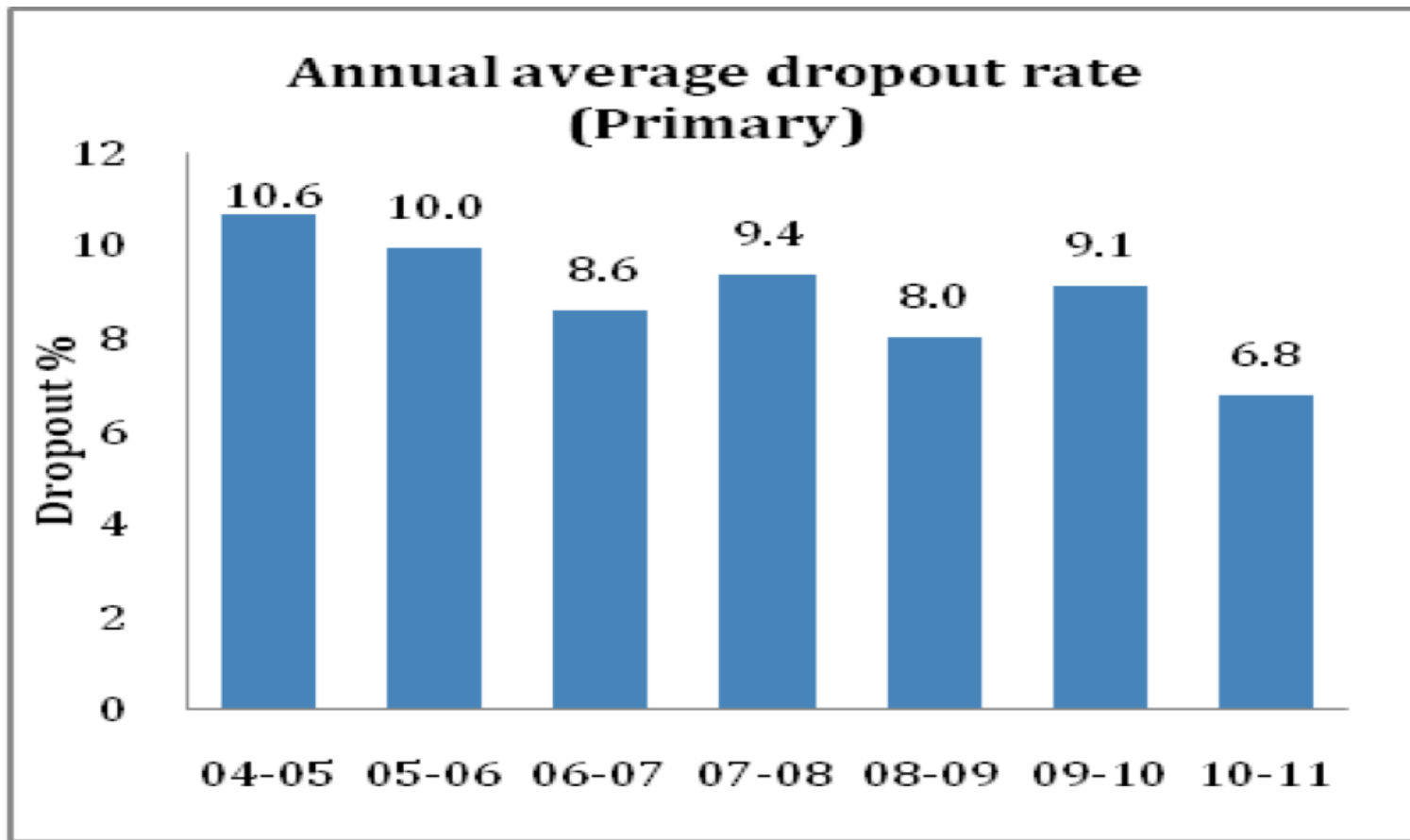
# + Yet....

## ■ Where are we now?

- 135.2 million (close to 97%) children enrolled in primary but only 57.8 million enrolled in upper primary;
- Age specific attendance ratios (NSSO, 64<sup>th</sup> Round) from from 88 (87 rural) for 6-10 years to 86% (85% rural) for 11-13, 41% (38% rural) for 14-16 years and a shocking 27% (23 rural) for 16-18 years.
- Drop out rates have not reduced drastically – and remains extremely worrisome for rural, SC, ST and Muslims, and among them girls.
- Furthermore, ASER reveals close to 50 percent of children in grade 5 can barely read a grade 2 text.



# + Drop out rates in primary (1-5)



# + Drop out through classes 1-8

<b>DROP OUT RATES CLASSES 1-8</b>						
	<b>2003-04</b>			<b>2007-08</b>		
	<b>ALL</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>ALL</b>	<b>BOYS</b>	<b>GIRLS</b>
<b>ALL</b>	50.84	50.49	51.28	42.88	43.72	41.34
<b>SC</b>	57.26	55.95	59.95	52.47	53.56	51.12
<b>ST</b>	65.87	64.97	67.09	62.48	62.62	62.31

# + Big unanswered question

- Despite enhanced inputs by the government, drop out rates continue to be unacceptably high, especially among most deprived social groups (SC, ST), in rural / remote areas; urban slums...
- Why are learning levels so low, despite over 20 years of investment in teacher training, new pedagogies, cluster and block level academic support / monitoring systems

# + Obviously something is terribly wrong...

Gaps in knowledge (why learning low, who drop outs high?)

- Gaps in theory of change
- Competing theories of change

The needs for the education sector had to be revisited

- Maybe more complex needs assessment
- Risks and assumptions need to be identified

# + Joint Review Mission of SSA

- From 2004, the JRMs (a joint GOI, World Bank, DFID, UNICEF) asked to explore reasons for high drop out rates among the most deprived, poor learning outcomes and most importantly – reasons for persisting dissatisfaction with the government schools.
- Evidence of more and more children opting out of government school

# + Research commissioned by GOI

- Very concrete / tangible issues:
  - Teacher attendance, time on task
  - Student attendance
  - Number of days that schools actually work
  
- Not so tangible:
  - Community oversight, functioning of VEC / SDM
  - Inclusion / exclusion / discrimination inside the school and inside the classroom
  
- Also???
  - To expand theory of change for different social groups?
  - To develop different theories of change?

## + Inclusion exclusion study objectives

- Nature of participation of students from diverse social groups
- Identify practices/behavior in different spheres of school (mid-day meal, drinking water, use of toilets, assembly, sacred space if any), classroom (teaching and learning, corporal punishment, verbal/physical abuse, extra encouragement versus neglect), extracurricular (morning assembly, special functions of the school, games/sports, cultural activities), and the attitude of teachers towards pupils of different social groups;
- To gather parents' views on prevalence of inclusive/exclusive practices;

# + Why?

- Hypothesis (based on small qualitative studies):
  - Children may not be learning or dropping out because of exclusion / discrimination in schools – leading to poor self esteem, fear...
  - Teacher attitudes towards children from very poor and socially disadvantaged communities – leading to ignoring them in class, making derogatory remarks, not being empathetic to their predicament...
  - Corporal punishment, verbal abuse may also be linked to social identity / gender...
  
- Accounting for risks/threats/complex inter linkages in the theory of change



# + Methodology a challenge - 1

- Gather on-site data on enrolment, infrastructure, pupil-teacher ratios and student profile and teacher profile (numbers by social group and gender)
- Observe teaching-learning processes in class, teacher-pupil interaction, peer interaction among students and teachers
- Access to facilities – drinking water, sanitation, library books, TLM

# + Methodology 2

- Allocation of duties to children – morning assembly, extracurricular, sweeping, cleaning rooms, cleaning toilets, other chores in classroom / for teachers
- Structured activities with children in classes 4 and 7 to understand their experience
- Semi-structured interview teachers and administrators
- FGD with parents – especially from the most deprived social group in village, VEC, SDMC
- FGD with adolescent boys / girls (separately) who graduated from school or had dropped out

# + Coverage

- Two districts each from six states in first phase: Bihar, Odisha, Assam, Rajasthan, Andhra Pradesh and Madhya Pradesh
- Twenty schools per district
  - Two Schools that are close to the main road
  - One or Two School located at some distance from the main road
  - One or Two School located in remote village

# + Preliminary / tentative insights

- Most marginalised in village in government school;
- Caste an important marker, then gender:
  - Sweeping, cleaning (especially toilets)
  - Handling drinking water / also water source
  - Mid-day meal – who cooks and who eats
  - Students do not mix freely, social norm in village followed in school
  - Same with teachers – gender segregation evident
  - A highly motivated / committed HM can neutralise social norms and promote equality

# + Teacher attitude & practices

- Show preference for:
  - “Bright children” – sitting in front rows;
  - Those neat and clean
- All classrooms had a group of silent / passive children, teachers paid little attention to them
  - They were the ones who were absent often
  - Teachers did not take much interest
- In some states teachers routinely use caste names to call out or also disability markers!
- Hygiene and appearance important
  - Teachers observed not touching books of some children!

# + Gender divide pronounced

- After class 3 or 4, boys and girls sit in separate rows;
- Women teachers do not sit / mix with male teachers
- Women teachers make tea and take on MDM roles
- Girls given specific tasks.
- However – in several states morning assembly led by girls because they are “disciplined and sing in tune”

# + No detention, no learning!

- Children promoted from one grade to next...
- Teachers not worried about learning:
  - “These people, they are not interested in education”
  - “Home environment is like that”
- Overwhelming message: a good school leader can prevent exclusionary practices, foster learning and ensure all children get the attention they need
- Exclusion does make a difference to participation and can push children out of school...