GIRLS' EDUCATION PROGRAM
A SNAPSHOT

CARE India

CARE India works with those who face multiple marginalization, especially women and girls, improving life opportunities by participating in and benefiting from education; improving health and nutrition through better access to quality services; and reducing vulnerability to risk, disaster, conflict and circumstances to sustain resilient and viable livelihoods. The goal is to ensure that "women, girls and the most marginalized have the power to realize choices in personal and public spheres to advance their positions.

Our Vision

We seek a world of hope, tolerance and social justice, in which poverty has been overcome and people live with dignity and security. Specifically, in India, we seek a society that celebrates diversity, in which rights are secured, citizenship is realized, and human potential is fulfilled for all. We seek to be known everywhere for our unshakable commitment to the dignity of people.

Our Mission

We fight poverty and exclusion by empowering women and girls from poor and marginalized communities

Girls' Education Program

The Girls' Education Program (GEP) has emerged as a significant player that contributes in resolving issues of girls' education and overall quality of education. It is a body of technical expertise within CARE India that responds to the rising demand from the government programs and the integrated programs to provide equitable and quality education to all in safe and secure environment.

Our Program Goal
To empower 5 million Dalit[1] and Adivasi[2] girls and women by building capacities, self-esteem and leadership skills, that enable them to influence change at individual, social and systemic level.

Our Program Objectives:
To realize this goal, CARE India has the following four key intermediate objectives:

- Facilitate access, participation and transition of Dalit and Adivasis girls across education levels
- Facilitate demonstration of leadership ability by Dalit and Adivasi girls to influence change in their families, schools, and communities
- Enable system in provisioning quality education safe and secure, inclusive and gender responsive environment
- Ensure effective implementation of educational provisions and policy for rights, entitlements and empowerment of Dalit and Adivasi girls and women

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[1] The term Dalit has been interchangeably used with Scheduled Caste, including all historically discriminated communities of India out-caste and Untouchables. They constitute around 16% of the Indian population (Census of India, 2011) today and are listed as the Scheduled Castes in the Constitution of India

[2] Traditionally referred as Adivasi, the communities identified as the Scheduled Tribes in the Article 342 of the Indian Constitution, are the other most marginalized groups in India. Constituting about 8% of the total Indian population (Census of India 2011), there are 645 tribes (many overlapping types in more than one State) in different States and Union Territories

CARE India's Underlying Analysis on 'Causes of Poverty'

Notwithstanding the expenditure and significant increase in education service delivery infrastructure, gaps remain. Poverty has been the biggest problem of all. It not only engenders marginalization in general, but also aggravates the gender divide in education. Many children thus are unable to benefit from Right to Education Act, 2009, and commitments made towards 'Education for All' and 'Universalization of Education'.

CARE India's analysis on the Underlying Causes of Poverty (UCP) identifies three root causes that act as barriers for women, girls and the most marginalized in exercising choices or advancing their capabilities, leading to further disempowerment; unequal power relations, failure of governance, and failure of markets. These factors seriously impede women and girls and the most marginalized communities from accessing and benefiting from basic education. This in turn prevents them from realizing their other basic entitlements and rights, thus perpetuating the vicious circle of poverty. The lack of opportunities for continuation of education and pervasive gender inequity at various levels, particularly vis-à-vis marginalized communities like the scheduled castes, scheduled tribes and minority communities, can be attributed to these three causes.

Some key facts and figures that set context for CARE India's education strategy are summarized below:

➢ Researches indicate exclusionary/discriminatory practices in school as well as outside the school with children belonging to disadvantaged sections, especially with girls[3].
➢ India has the largest school-age population (in the 5 to 19 years' age group), of about 352 Million and which translates to about 34.3% of the total population[4].
➢ India also has the largest number of out of school children. As per 2011 census data, about 84.8 million Indian children are out of school and 7.8 million are forced to earn a livelihood even as they attend school[5]
➢ There is a wide gender disparity in the literacy rate in India: effective literacy rates (age 7 and above) in 2011 were 82.14% for men and 65.46% for women. In some states, percentage of female literacy is as low as 52.66%. Current estimates report that 176 million women continue to be illiterate[6].
➢ There is 25% dropout at primary level and alarming 42% drop out rate at elementary level of schooling. Each year one million more girls than boys drop out of primary schools. 27% of scheduled caste children and 31% of scheduled tribe children drop out of primary school before completion. For every 100 girls that enroll in rural India, only an average of 18 reach Class 8, 9 reach Class 9 and 1 reaches Class 10[7].
➢ Quality and learning outcomes at all levels remain poor.
➢ Expenditure on education continues to be in the range of 4% against the 6% commitment of expenditure towards education in the GDP.

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[3] UNESCO and UNICEF (2005) "Measuring Exclusion from Primary Education, Children Out of School'. UNESCO GLOBAL Monitoring Report 2007
[4] http://censusindia.gov.in/Census_And_You/age_structure_and_marital_status.aspx
[5] http://timesofindia.indiatimes.com/india/8-4cr-Indian-children-dont-attend-school-Census-data/articleshow/54473779.cms
[6] http://indiafacts.in/india-census-2011/literacy-rate-india-2011/
[7] Government of India (2009) 'Selected Educational Statistics', MHRD

Program Approach

1. A Rights Based Approach:

The education program works towards ascertaining the fundamental right of children to elementary education as committed through the Right to Education Act 2009, through its various strategies. Activities under CARE India's Girls' Education Program are designed in such a way that the right is naturally received by the stakeholders as a tool to create a stimulating, healthy and enabling environment for all children, especially girls from marginalized communities. The focus is to overcome social, cultural, pedagogical and systemic barriers to girls' education by promoting and inculcating positive attitudes in communities and institutions at diverse levels.

2. Adopting a facilitative role:

CARE India works as a key facilitator in helping with transformative change processes primarily within government programs and schemes. By working within these existing frameworks, CARE aims at making sustainable changes for the beneficiaries of the program.

3. Developing state specific plans:

Given the fact that gender, caste and religion based socio-economic disparities have a regional character in India, CARE carries out careful situation analysis of states and develops plans accordingly. Similarly, assessing the level and type of thrust needed to be able to do justice with each identified aspect of project implementation is deliberated upon for different states and geographies.

4. Working through Alliances, Coalitions and Partnerships:

The program believes that a collective voice and evidence plays a strategic role in bringing the necessary changes in policy norms and policy instruments that effect change. Thus, findings of research studies and data emerging from field are shared with critical stakeholders through joint reviews, seminars and through participation in government evaluations. Influencing different players for coming collectively is critical to advocate for the right of the children to elementary education. Work has also been initiated towards building alliances to promote the cause of girls' education and gender equity. CARE India has been working closely with technical institutes and universities to add value to ongoing initiatives around education.

5. Building upon CARE India's previous project works and experiences:

CARE India's Girls' Education Program carries a rich experience of conceptualizing and implementing various interventions in the most challenging terrains, such as the early childhood care and education (ECCE) project in the tribal dominated areas of Chhatisgarh, the accelerated learning centres' project for adolescent girls in remote salt-pan areas, bridge course for adolescent girls in Kasturba Gandhi Balika Vidyalaya (KGBV), to name a few. The program, on a continuous basis, supplements the current ongoing projects with the learning of past and leverages the relationships established with various key stakeholders, such as implementing local partners and government functionaries.

Key Strategies of GEP

The Education component of CARE India's Program Strategy focuses on improving the conditions by which girls, especially those in the marginalized communities can access quality education. Education is an important tool that enables women and girls to participate in decisions that affect their lives and in improving their social status. GEP provides technical support while working through the formal school systems as well as through the integrated programs of CARE India. Following the enactment of the Right to Education Act by the Government, CARE has been actively engaged in several forums and consortiums along with other international agencies and the larger civil society to support the implementation of the Act in its true spirit. GEP's focus will remain on enabling effective implementation of education provisions and policies for rights, entitlements and empowerment of girls from most marginalized sections of the society in safe and secure, inclusive and gender responsive environments.

The following are the key strategies of the program:

1. **Strengthen enrolment, retention, learning and leadership processes of out of school Dalit and Adivasi girls**
GEP works towards mainstreaming out-of-school children, especially girls, by focusing on age and grade appropriate special training. This is done through technically supporting schools and teachers to operationalize special training centres, in both residential and non-residential settings, using CARE's curriculum contextualized to the needs of all kinds of marginalized children, especially girls, such as children from sparsely populated habitations, never enrolled and drop-outs, street children, migrant children, nomadic children (narikuravas), child laborers and children from Adivasi areas. Through facilitating special trainings, which are derived out of CARE's works with out of school children, these learning centres address cognitive and psycho-social needs of never enrolled and previously drop out adolescent girls. GEP also visions to positively influence system discourses related to identification, tracking and mainstreaming of out of school children adopted by different states on the subject out of school children, and on special training program related teacher development mechanisms and overall monitoring, through disseminating project learning at various advocacy platforms.

2. **Support the mainstream education system to deliver quality gender transformative and empowerment education programs on scale**
By directly working with various stakeholders of the formal education system, such as teachers, head teachers, teacher supervisors, block and cluster level resources persons, school management committee member and government functionaries of education departments, GEP aims at enhance learning outcomes and leadership skills in girls. At the pre-school and primary education levels, focus remains on building school readiness and developing early literacy skills by enhancing learner's ability to use mother tongue, in addition to other standards languages, respectively. At both these levels, holistic development of children in all relevant domains (cognitive, social-emotional, physical and language) is facilitated and social and pedagogical barriers are addressed to boost children's participation in the education system. Through policy and advocacy development of this successful models, GEP contributes to the overall functioning of the preschool system. Similarly, at the upper primary, focus is on attaining skills in science, mathematics, problem solving and technology to help learners comprehend, reflect and reason. GEP works towards contextualizing subject matter as per needs of marginalized learners that facilitates active and effective classroom transactions. To realize this, CARE India engages with and technically assists government bodies and functionaries.

Considering the marginalized backgrounds of learners that GEP seeks to engage with, building leadership skills and resilience is an imperative component of education, in addition to academic proficiencies. These domains are harnessed in children, especially girls, across all educational levels. This is achieved by a transacting specially developed gender and socially inclusive curriculum and encouraging them to be strong, confident, and proactive. Girls are encouraged, empowered and support to adopt pathways of various leadership. These include sensitizing girls, boys and men on sexuality issues, supporting girls to achieve positive sexual and reproductive health (SRH), encouraging girls in acquiring vocational education and financial management, and addressing their safety and security[8] concerns by supporting their civic actions and working with government functionaries on the issues.

CARE India understands that to drive a change in the education ecosystem, engaging with teachers and working towards elevating their capacities is essential. This is facilitated by developing networks of teachers for regular reflection and peer learning across all educational levels, viz. preschool, primary and upper primary levels. District level institutions (DIET, DRG) and government functionaries (CRCC, BRCC, BRP, and BEO) are engaged with to improve in-service training of teachers on specific subject areas. Similarly, national and state level institutions (NIPCCD, SRCs, AWTCS) are also worked with to promote on-the job training.

3. **Collectivizing community and local groups to address social norms limiting participation of girls in education**
Community participation, aiming at empowerment, is both an objective and a means to realize the Right to Education (RTE). As part of this strategy, GEP engages with all key stakeholders (parents, elected local governing bodies, School Management Committees (SMCs), teachers and children), viz. a viz. educational activity, to build a conducive and enabling environment for education, thereby enhancing life opportunities. This entails building alternative spaces and processes for hearing the perspectives of excluded communities, intervening at the SMC level to ensure representation of parents from marginalized communities and build awareness of the member's rights and duties as SMC members and their roles in key activities, such as formulating school development plans (SDPs). Activities are undertaken to directly work at family and community levels to build their understanding on issues like equity, diversity, mobility of girls and specific challenges faced by them.

CARE India nurtures collectives of adolescent girls in schools and community to represent the voice and educational aspirations of girls and women, especially from marginalized communities, by encouraging them to exercise and demand rights from concerned authorities (teachers, head teachers, SMC, panchayat representatives) and facilitate civic actions on issues that affect them the most.

4. **Integrate Education with other crosscutting social domains, following rights based empowerment approach for marginalized girls**
GEP visions that girls from marginalized backgrounds, such as Dalits and Adivasis, undergo a gender transformational change that ultimately motivates them to participate more actively in the mainstream education system. This change is brought about by working at "self", "relationship" and "structure" levels. Through building cyclical pathways of awareness, reflection and action, girls and women are empowered

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[8] Domains of safety and security: Physical, Social discrimination and sexual harassment, Emotional abuse, Emergency, Educational neglect, Infrastructure and Health and Hygiene

by building resilience on issues that may pertain to relationship problems, health problems, or economic and financial problems. To encourage marginalized girls and women to build their relationships with state administrators, power holder village leadership and communities, alternative spaces are created and various processes for hearing perspectives are conceptualized.

5. **Generate knowledge and innovations on rights, entitlements and empowerment of Dalit and Adivasi girls to access sustainable educational and development opportunities**

CARE India's GEP undertakes research on quality and equity issues and generate evidence on child development, learning levels, multi lingual approach, girls' leadership, safety and security and understanding on cost effectiveness, sustainability and scalability of various approaches. These knowledge documents and the lessons learnt from various present and past interventions are share with academic institutions, State and National Ministries and concerned departments, academia, civil society organizations and global community. This gathers support for various CARE's initiatives and converges different stakeholders to help cultivate and sustain educational opportunities for Dalit and Adivasi girls and advocates for various proven models undertaken by GEP at national and regional levels.

Current Projects and Interventions

Following are the key highlights of the current projects that GEP is undertaking in various geographies across India:

1. **Udaan: Special Residential Learning for out of school girls**

'Udaan' which literally means 'flight' is a part of CARE India's efforts to ensure education for girls of marginalized groups. CARE with the help of local NGOs has been managing Udaan project in the states of Uttar Pradesh (Hardoi district), Orissa (Mayurbhanj district) and Haryana (Mewat district near Delhi). These camps provide learning opportunity to out-of-school girls in the age group 11-14 years who have either dropped out of schools or never enrolled in a school. Udaan, gives these girls an opportunity to break through the vicious cycle of illiteracy and complete class 5-level primary education in a period of 11 months. The curriculum and transaction approach is unique to Udaan, keeping the concerns of equity and quality of education as the program's core component and is enriched with IT support in teaching methods and lesson plans; a model accelerated learning program.

Key Features

- Residential camp for 11 months
- Open to girls between 11-14 years, who have either dropped out of school or have never been to school
- Teacher-Pupil ratio is 1: 25 (5 teachers for every 100 girls)
- Students from mixed social background
- Grade wise accelerated curriculum
- Leadership curriculum
- Active community-school engagement
- Follow up of the girls after the camp at school & home
- IT based learning platforms and lesson planning

Girls in Udaan also learn about areas of self, family, society, institutions, ecology and economy; themes that promote broader objectives of rights and equality and provide an opportunity to develop a questioning mind. Girls graduating from Udaan are then mainstreamed in grade 6 in formal government schools.

The project has been honored and appreciated through various reputable awards, such as the Commonwealth Learning Award, 2005.

2. Pragati: Non-residential learning centres for out of school children

Adapting the "Udaan" model to the non-residential mode, CARE India's GEP has conceptualized Non-residential special training centres (NRSTCs) in coordination with Government of Bihar to cater to the needs of out of school children in the state. These centres are established within the premises of state government schools and the children of a NRSTC are mainstreamed into the mother government school itself after the year-long course. GEP visions this model of accelerated learning for out school children as a highly scalable one, given the fact that the camp operates at significantly lower costs and delivers desirable results of imparting leadership skills and grade 5 equivalent academic proficiencies. Based on the successes achieved in this project and projects accomplished in the past on transacting accelerated

Key Features

- Non-residential camps operational in elementary government school
- Open to children between 11-14 years, who have either dropped out of school or have never been to school
- Teacher-Pupil ratio is 1: 25
- Students from mixed social background
- Grade wise accelerated curriculum
- Leadership curriculum
- Community support for centre establishment and student enrollment
- Follow up of the girls after the camp at school & home

learning programs, such as operating Adolescent Girls' Learning Centres (AGLCs) in the remote corners of the salt-pan areas in Gujarat, this model is planned to be extended to other geographies of the nation in the near future.

3. Khushi: Early Childhood Care and Education (ECCE)

The Integrated Child Development Scheme (ICDS) is the largest initiative of Government of India with a mandate of providing holistic services to young children for Pre-School Education, Health and immunization at the level of Anganwadi Centers (AWC). The period of Early Childhood represents the most significant and demanding stage in the developmental continuum of an individual. The first 6 years of a child's life are globally acknowledged to be the most critical years with the pace of development being extremely rapid. Taking forward the experience of working in Andaman and Nicobar Islands, Bihar and Chhatisgarh, the intervention is in action in Bhilwara in Rajasthan. CARE's thrust is that school readiness and the basic growth and

Key Features

- Holistic Approach: Project caters to language, cognitive, socio-emotional, psychomotor and creative needs of children
- Convergent Approach: Linkages to aspects like health, nutrition, immunization and sanitation
- Capacity building of Anganwadi workers, government functionaries and caregivers on curriculum, teaching methods and play materials
- Improving monitoring tools and mechanisms
- Community sensitizations and mobilization
- Conducting policy analysis and converging technical institutions

development needs (i.e. cognitive, socio-emotional, physical and language) of the most vulnerable, marginalized children in the 0-6 years' age group are met. The project focuses on system strengthening by building capacities of government functionaries and caregivers and creating feedback and support supervision systems. The role of the community is well recognized in addressing the needs of a child. Thus, community awareness and sensitization on the issues is quite imperative. CARE visions a systematic functional pre-school system that can be availed by children belonging to all backgrounds, especially Dalits

and Adivasis. Thus, advocating for policy development models with government bodies and converging technical institutions to contribute to the vision is part of the program at large.

4. **Start Early; Read in Time: Early Grade Reading (EGR)**

Amongst all learning, the ability to read is central to numerous cognitive development processes, comprehension, and learning activities. One of the many reasons for poor language and early literacy skills of children is that diversity of children in terms of cultural, economic and linguistic backgrounds is ignored in classroom transactions in government schools. There is also a lack of continuous mechanisms and reflective platforms that support teachers on perspective building, pedagogy improvement and building sensitivity towards the psychology of the learner. Further, schools lack access to variety of age and grade appropriate mother-tongue based reading resources in classrooms. This restricts children studying in early grade government schools, especially from

Key Features
- **Develop age and grade appropriate mother tongue based learning materials for children**
- **Develop TLMs and tools** for effective classroom transactions
- Continuous focus and emphasis **teachers' professional development**
- **Enrich school libraries** for children and students
- **Create Community based mini-libraries** to promote reading culture at family and community level
- **Advocate for early grade model** at various forums

marginalized backgrounds, from making good initial progress in learning to read, thereby prolonging their problems at higher grades as well.

The novel EGR intervention has been designed to tackle all the above systemic, pedagogical and learner-centric issues. As part of the project, continuous support and handholding is provided to teachers by reflective forums at cluster levels, in which networks of teacher meet, reflect and co-learn from their learning and challenges collectively. Teachers are also offered access to teaching materials and tools to enhance classroom processes specific to early years' education, like balanced instructional approaches, handbooks and activity banks. Further, schools have been assisted in developing libraries to create a print-rich environment for children. Books are made accessible to children; especially for early years, libraries are supplied picture books, books in mother tongue, materials that are bilingual in nature to promote reading habits in children.

GEP understands that parents and community members are role models for children. Thus, it becomes important to create a 'reading culture' in the society to motivate children to read. To facilitate this, mini-libraries have been set up where parents/family members of the children can attempt to read, engage with reading or borrow books, including ones that can be 'read' to children. To influence the larger system and key stakeholders about early grade approaches and to create a sustainable and long term solution to the problem, GEP has created scientific evidences and knowledge products that are shared government functionaries, policymakers and other influencers.

5. Teacher Resource Laboratory (TRL): Building teachers' capacities

Researches indicate poor performances and competencies of children from government schools in the domains of language, math and science. GEP believes that to tackle this issues of poor academic performances and learning outcomes, work needs to be done directly with the stakeholder that directly delivers education, viz. teachers. Lack of domain trained teachers for specific subjects, high pupil to teacher ratios in schools, insufficient in-service teacher's training within current government framework and lack of continuous follow ups and hand-holding support has directly creates a massive motivation deficit for teachers, thereby hampering the quality of delivery for students in government schools, most of whom belong to impoverished and marginalized sections of the society.

Key Features

- **Transforming Cluster Resource Centers** by physical refurbishing and TLM provisioning
- Making routine **sharing meetings** of teachers **fruitful and enriching** and promoting peer learning amongst teachers
- Offering continuous and handholding support to teachers
- Classroom transactions tracking for teachers and progress monitoring of teachers' performance
- Developing relevant TLMs by easily available materials and sharing their utility at TRL forums

As part of this project, GEP has 'layered' the TRL on existing government platform of teachers' training, i.e. 'Cluster Resource Centres' (CRCs). This translates to refurbishing of the CRC space and provisioning it with teachers' learning material (TLM), which are developed using easily available materials. Monthly meetings of teachers held in these centers are also made vibrant, active and fruitful for teachers. Teachers are also given continuous and handholding support through joint regular visits of CRCCs (Cluster Resource Centres Coordinator) and GEP representatives to schools.

6. Maitri: Regional Advocacy on safe and secure education

Poor safety and security conditions, within the school environment and while accessing schools, hamper the participation of children, especially of girls, in education. This is illustrated in poor retention and transition rates for girls as compared to boys. This is true for two neighboring countries India and Nepal in the South Asian region.

Key Features

- **Regional (Southeast asia) level cooperation** on safety and security in education
- **Advocacy with policymakers and legislative members** in India and Nepal
- **Evidence based knowledge creation**

Through this intervention, GEP seeks to advocate for providing safe and secure education, especially to adolescent girls from socially marginalized communities, in the entire Southeast Asian region, beginning with India and Nepal. The aim is to influence governments in India and Nepal to strengthen existing legislations and education authorities to make necessary provisions to increase their commitment towards the issues of safety and security in education and initiate a discourse on the issue in both public and targeted domains. The project will strengthen the non-negotiable for a conducive learning environment for girls and empower adolescent girls to identify and reflect on issues and take actions on them. Thus, it will directly work with the sample impact population and impact the overall policy and systemic environment.

7. Agrani: Building leadership in girls through school and community based platforms

The project Agrani is modelled on the premise that adolescent girls need leadership skills to gain control over their own lives and create enabling environment for others. The project aims at developing effective forums for adolescent girls in the government schools such as the children committees (Bal Sansad), morning assembly, forums of co-curricular activities, sports and significant school based adolescent girls 'collectives (Meena Manch).

A key ingredient of the intervention is to work with teachers; to build understanding and positivity on adolescent girls' leadership, which comprises of decision making, self-esteem, rights, confidence voice and vision, and on transaction of CARE's developed leadership curriculum. Capacity building training are organized for nodal teachers (responsible for Meena Manch), head teachers, Block Resource Centre Coordinators and Cluster Resource Centre coordinators to tackle issues related to gender, leadership, sex and stereotypes, and safety and security issues in schools.

Key Features:

- **Revitalizing school based leadership platforms**, such as Meena Manch and Bal Sansad
- **Teacher's capacity building** on girls' leadership issues and **CARE develop leadership curriculum**
- **Engaging with community members** to address gender sensitive issues
- **Working with men and boys to** frame right mind-sets on girls' leadership
- **Evidence based knowledge creating and advocacy**

Through this project, GEP works directly with the community, especially men and boys, to building understanding on gender sensitive issues and issues faced by girls, especially ones from marginalized backgrounds. This collaboration aims at increasing sensitivity of boys and framing equitable mind-sets from a young age.

The successes of this project, at both school based and out of school platforms, are shared at state and national level platforms, thereby seeking to scale up this novel intervention through government systems.

8. Community Library: Promoting reading culture in community

Through this uniquely conceptualized intervention, GEP seeks to inculcate and institute a 'reading' culture in communities. Libraries are established in community and PRI donated or approved spaces. In addition to Newspapers, IEC materials and regular books, these libraries can also specifically have pictorial books and books with very little text, which can be 'read' to children by parents with limited literacy skills. This avenue not only enables parents/family members and other community to read, engage with reading or borrow books, but also promotes early literacy and learning among young children by developing a reading habit in them.

Key Features:

- Creating a **reading culture for marginalized communities**
- **Promoting early literacy** for young children
- **Managed and maintained by adolescent girls' collectives**
- **Promoting leadership initiatives** by adolescent girls

These libraries are maintained by adolescent girls' collectives under the guidance of a local mentor. These mentors, in addition to orienting girls on library management aspects, also works with community members and children to foster the reading culture that these libraries aim to create. This platform also harnesses leadership in adolescent girls and readies them for their own spheres of life.

9. Sampurna: Life Cycle Intervention for Adolescent girls and Women

This novel intervention in Cuddalore district in Tamil Nadu is a cross-sectoral project with elements of health, education and livelihoods. This special intervention will be operationalized for young and adolescent girls and women across age groups from age 0 to 30 years. The 'life cycle' approach here implies that the same cohort of beneficiaries will be worked with in the entire life of the project.

Key Features:

- **Life Cycle approach;** cohort of beneficiaries (from age 0 to 30 years) maintained for 5 years
- **Elements of health, education and livelihoods**
- **Focus on awareness, access and service deliveries**

The project will thus touch a wide range of issues specific for the marginalized in the district; including pre-school education, early nutrition, primary education, adolescent life skills, leadership, career planning etc. Thus, all stakeholders of various service deliveries will be engaged with; beneficiaries of the service, i.e. children, adolescent girls, and women, service providers, i.e. teachers, Anganwadi workers, health workers, government functionaries, and the environment, including parents, men and boys, communities.

10. Education & IT: Integrating IT in Teaching Methodologies

GEP visions to empower education providers, especially ones that cater to the most marginalized sections of the society, to enable them to cope with the pace of advances in academic world. Integrating technology in education transaction is thus an explicit focus of GEP.

Key Features:

- **Technology procurement** and **capacity building** workshops for education providers on **usage of IT in classrooms**
- **Promoting hands-on usage of technology by children**

By partnering with technology partners, GEP has successfully executed a model of incorporating technology platforms, such as tablets, laptops, applications and e-learning materials, into the accelerated learning program, viz. Udaan. In the next phase of programming, GEP will extend this model to other platforms of teacher development and assimilate technology into classroom transactions for a wider range of student base in marginalized settings. Further, hands-on usage of technology by children from marginalized backgrounds for imparting education will also be a prime component of this intervention.

11. Education & Health: Building positive Health and Hygiene practices

This project has been layered on the Udaan intervention, in which marginalized out of school girls are mainstreamed into formal education system by transacting an accelerated curriculum in a residential setup. Through this intervention, GEP seeks to reach pockets of marginalized areas of the country that lack reliable channels of information of adolescent health and hygiene practices.

Key Features:

- Prepare cadre of well-informed **adolescent health workers**
- Capacity building of teachers on SRH issues
- Creating micro-centres of **disseminating information on health and hygiene practices**

GEP will build a cadre of well-informed adolescent health workers (previously students at the Udaan camps), who will help their peers from marginalized communities to gain access to accurate health and nutrition information.

Capacity building workshops for teachers from government schools will be conducted on gender sensitive and reproductive health issues. They will also be assisted to form proactive and functional health committees in their own schools that will act as micro-centres for dissemination of information on health and hygiene practices.

12. **Kasturba Gandhi Balika Vidyalaya (KGBVs)**[9]

The Kasturba Gandhi Balika Vidyalaya scheme under Sarva Shiksha Abhiyan provides residential elementary educational facilities to girls belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes, minority communities and families below the poverty line in Educationally Backward Blocks.

This project with KGBVs is one of the landmark interventions of CARE India GEP, as part of which capacities of teachers, head teachers and teacher supervisors are built on issues of early grade literacy, out of school children and bridging them to age appropriate levels, safety and security of children and leadership of girls from marginalized backgrounds.

Key Features:

- **Capacity building** of teachers on **early grade, out of school and leadership issues**
- Platforms of **collectivization and supportive supervision for teachers**
- Advocacy through **direct technical support to state government cells**

backgrounds. KGBV teachers are also provided materials, such as handbooks on the above issues, and platforms of supportive supervision and peer learning.

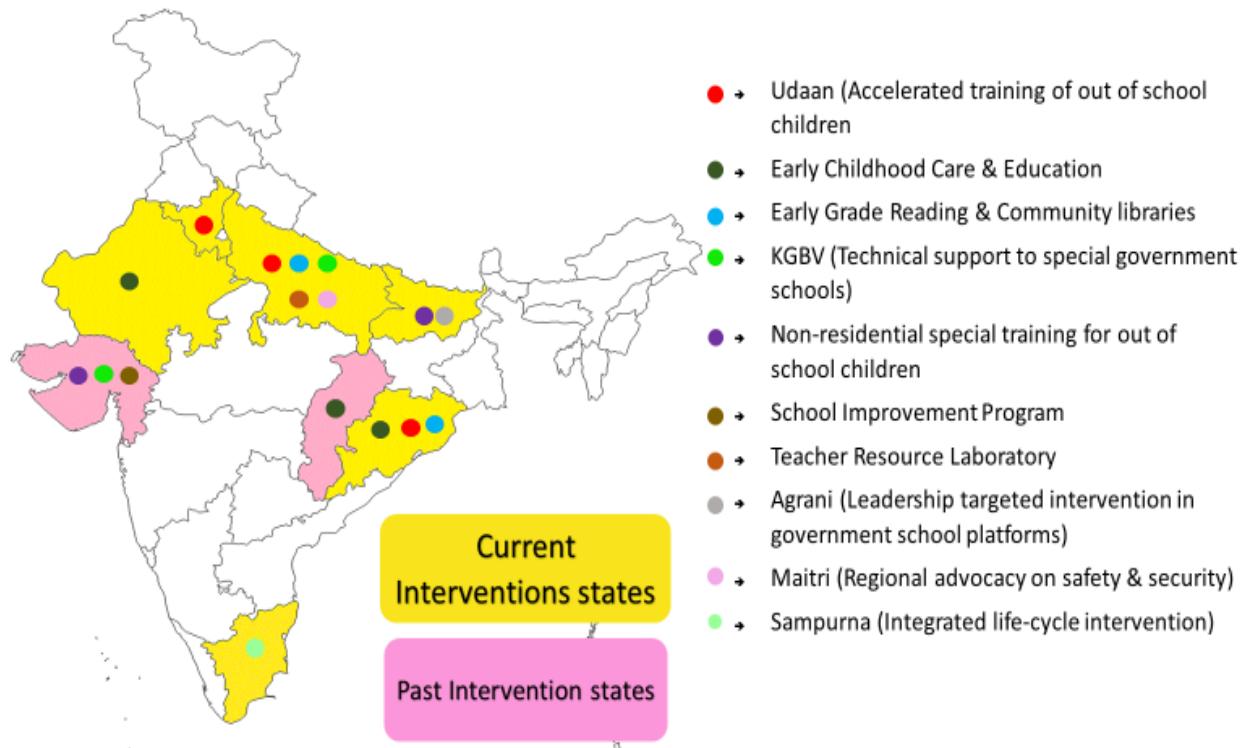Advocacy is a vital component of this project to scale up the intervention with KGBVs. GEP provides direct technical support to the state government through quality and gender cells, thereby disseminating knowledge and learnings to the state level platform.

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[9] The Kasturba Gandhi Balika Vidyalaya scheme under Sarva Shiksha Abhiyan provides residential elementary educational facilities to girls belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes, minority communities and families below the poverty line in Educationally Backward Blocks.

Geographical Footprint & Reach

CARE India GEP through various projects currently works across 6[10] states in the country, reaching out to children from the most marginalized communities in India, viz. Dalits and Adivasis.

Map legend:

- Udaan (Accelerated training of out of school children
- Early Childhood Care & Education
- Early Grade Reading & Community libraries
- KGBV (Technical support to special government schools)
- Non-residential special training for out of school children
- School Improvement Program
- Teacher Resource Laboratory
- Agrani (Leadership targeted intervention in government school platforms)
- Maitri (Regional advocacy on safety & security)
- Sampurna (Integrated life-cycle intervention)

Current Interventions states

Past Intervention states

Reach Highlights (For 2016-17):

1. The Girls' Education Program operated in 6 states that translated to 13 districts, 49 blocks and 1482 villages across the country.
2. The program intervened in 524 Angawadi centres, 1052 government schools, 13 KGBV schools, and 1059 school management committees.
3. The program directly reached about 110,000 children in the age group of 3 to 10 years, out of which about 54,000 were girls, about 3500 adolescent girls in the age group of 11 to 16 years; adding up to a total program reach of about 113,000 children and adolescents in the age group of 3 to 16 years.
4. The program worked with 3514 government school teachers, 506 Anganwadi workers, 500 government functionaries, 24, education volunteers, 98 girls' mentors and about 28,000 community members.

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[10] Operations in the sixth one just initiating

Past Highlights

Following are some of the highlighting interventions that were undertaken, learnings from which continue to enrich the current running and future planned projects:

1. **Adolescent Girls' Learning Centres (AGLC)**
   AGLCs were setup in the Kutch region of Gujarat to ensure continuation of education for never enrolled and drop out girls. These centers of education empowered adolescent girls through transacting primary level literacy and numeracy skills and vital life and vocational skills that supported girls in taking a step towards economic independency

   The project worked to improve quality and accessibility of primary education for over 43,000 children, promote economic opportunities and increase incomes for 9,000 rural families in 225 villages. The project focused on economic development to support and help poor communities to face weather disasters and market downturns. This was further complemented by quality and accessibility of education to improve the children's opportunities for the future. The project brought crucial support to small-scale farmers in region to improve agricultural output and develop sustainable sources of livelihood, and to women to start small-scale enterprises to improve their standard of living.

   The project worked in a challenging geography where efficient delivery of services was issue due to remoteness of the villages. Further, given the ethnic background and norms, initial challenges, like organizing women into SHG, working on credit in businesses, were encountered. GEP through this project overcame these in due course of the project with about 4700 women using credit methods in businesses, 139 remote villages linked with market through big dairy, with a collection of over 900,000 litres per month and a 75% surge in returns per litre milk. In the educational aspect of the project, children from model cluster schools supported by CARE scored significantly better than their non-supported counterparts in both Mathematics and Language, with no significant difference in achievement between boys and girls in CARE supported clusters; thereby indicating gender equity.

2. **Power Within Program (PWP)**
   Power Within Program (PWP) was one of the three 'signature' programs of CARE globally that has been developed to foster leadership opportunities for girls, both in and outside the classroom. It was launched in Uttar Pradesh by CARE India in May, 2008 and implemented in 245 villages/model cluster schools of Bahraich and Balrampur; two of the lowest performing districts in UP as per Human Development Indicators. This program strongly focused on the leadership development in girls, while ensuring that they access as well as complete primary education. Leadership skills were fostered in girls in the age group of 10 to 14 years through a well-developed curriculum, activities outside the classroom, and supportive structures that helped girls in reaching their full potential. This age-group is particularly important as the girls begin to develop their sense of self and make critical transition from childhood to adulthood. In this very age, girls in these geographies were prone to dropping out from schools.

   Leadership development of girls was not the core of CARE's education program few years prior to the inception of this project. PWP was thus initiated by CARE India in 2009 to imbibe this aspect into the education program, a task that has now been actualized.

Through this project, various leadership platforms, both school based and community based, were created for girls to develop and exercise their leadership skills, which entail confidence voice/assertion, decision making, organization and ability to motivate others. Through working with stakeholders like PRI members, community members, parents and men and boys, wider networks of supporters for the leadership program were created. The Social Learning Package (SLP) that is currently being actively used in GEP's current interventions like Udaan, Agrani, Pragati and KGBV, has also been taken up by State government of UP was developed as part of this project.

3. **Early Childhood Care & Education (Chhattisgarh)**
   Children, in Janjgir Champa and Korba districts of Chhattisgarh, did not get an optimal child care environment in the early years of their lives that lead to developmental delays and deficits for life. Lack of early experiences and exposure to learning opportunities impact young children participation in primary schools and their learning levels. This is one of the reasons that most children from marginalized background dropped out from schools and were unable to adjust and learn effectively.

   CARE India collaborated with the state Government of Chhattisgarh to strengthen the efficacy of government's Integrated Child Development Services (ICDS) program aimed at improving the health and well-being of children below 6 years of age.

   The project directly reached about 10,000 children below the age of 6 years, 6000 mother (pregnant and lactating) and about 200 Anganwadi workers and Anganwadi centres. Further, the project worked with 16 supervisors,16 CDPOs (Child Development Project Officers) in the two districts.

Fostering Alliances and Partnerships: Our Networks

CARE works in partnership with a wide range of actors from civil society, Government and the private sector and recognized that partner a critical and complimentary role to play in fighting poverty and social injustice, and seek long-term solutions. GEP collaborates closely with a set of partners for on-the-ground implementation of the program as well as networks that will enable dissemination and advocacy. GEP realizes and believes that such collaborative relationships support high quality implementation of programs, draw on diverse and local knowledge, build local capacity and jointly advocate toward agreed common objectives. Other than partnering at the local level, CARE also visions to establish itself as a key contributor to the educational discourse, dialogue, learning and discussion in relevant forums to positively influence programming practice and discourse in favor of deep impact in the lives of girls and women, especially from Dalit and Adivasi communities.

GEP partners for education discourse, solution seeking, sharing experiences and advocacy either with existing global, regional, national and state coalitions or by nurturing need based coalitions. Some of the key forums will be the Global Alliance for Education, Charge for Girls, 'Let girls learn' initiative, Girls rising, RtE forum (a coalition of 10000 Indian NGOs), regional forum on safe and secure education (GEP and CARE Nepal coalition). These involve holding workshops, seminars and conferences on significant issues, bringing together varied stakeholders, including high level Government officials, Government representatives of different states, academicians and practitioners.

Acknowledging Our Donors

With the help of funding received from various donors, CARE India has conceptualized and initiated GEP and has reached out to the most marginalized children from different states of India. CARE India deeply acknowledges the very significant support from all the donors who have helped to leverage opportunities and are instrumental in realizing the objectives of GEP.
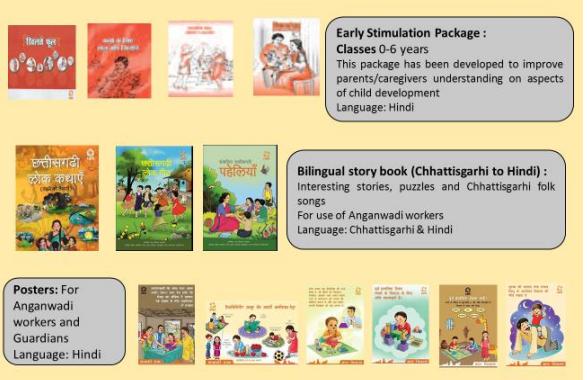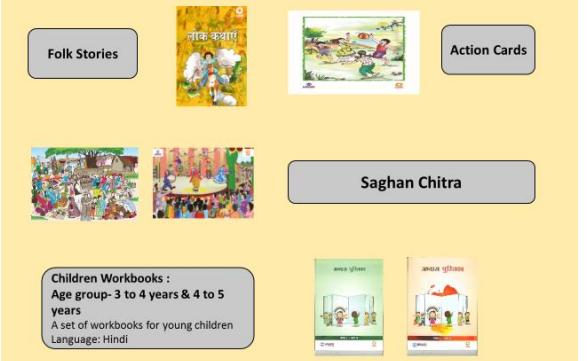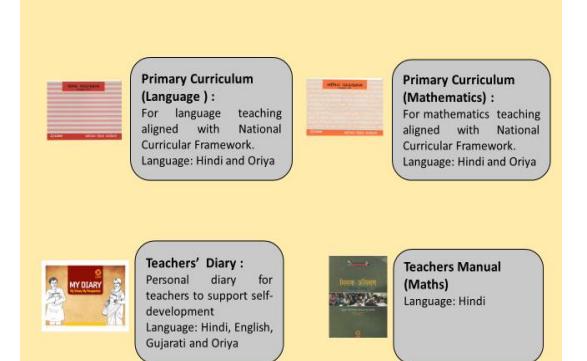
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Resources & Materials Developed

Early Childhood Care and Education & School Readiness	
Early Grade Reading	
School Improvement Program	

Early Childhood Care and Education & School Readiness:

- **Pre-school Education Curriculum and Activity Bank** — Language: Hindi
- **Training Handbook & Activity Bank** — Language: English, Hindi, Nicobari
- **Child Profile Card** — Language: Hindi
- **Suraj Aur Badal Ki Dosti :** Language: Hindi
- **School Readiness Package :** For Early Grade teachers to illustrates activities to be done with Grade 1 children. Language: Hindi
- **Child Profile Card:** Child progress tracking tool — Language: Hindi
- **School Readiness Package :** For Early Grade teachers to illustrates activities to be done with Grade 1 children. Language: English
- **Early Stimulation Package :** Classes 0-6 years. This package has been developed to improve parents/caregivers understanding on aspects of child development. Language: Hindi
- **Bilingual story book (Chhattisgarhi to Hindi) :** Interesting stories, puzzles and Chhattisgarhi folk songs. For use of Anganwadi workers. Language: Chhattisgarhi & Hindi
- **Posters:** For Anganwadi workers and Guardians. Language: Hindi

Early Grade Reading:
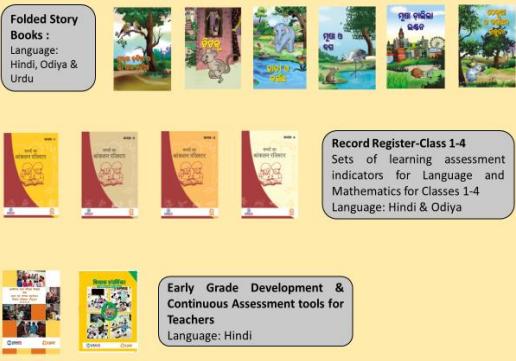
- **Folded Story Books :** Language: Hindi, Odiya & Urdu
- **Record Register-Class 1-4** — Sets of learning assessment indicators for Language and Mathematics for Classes 1-4. Language: Hindi & Odiya
- **Early Grade Development & Continuous Assessment tools for Teachers** — Language: Hindi
- **Folk Stories**
- **Action Cards**
- **Saghan Chitra**
- **Children Workbooks :** Age group- 3 to 4 years & 4 to 5 years. A set of workbooks for young children. Language: Hindi

School Improvement Program:

- **Activity Bank (Language)** — Activity banks for teachers on child-catered pedagogies: classes 1-4. Language: Hindi, Gujarati and Oriya
- **Activity Bank (Maths) :** Activity banks for teachers on use of child centred pedagogy in Maths: classes 1-4. Language: Hindi, Gujarati and Oriya
- **Khel Gatividhiyan (Energiser and Ice-breakers)** — For Early Grade teachers to illustrates activities to be done with Grade 1 Children. Language: Hindi
- **Primary Curriculum (Language) :** For language teaching aligned with National Curricular Framework. Language: Hindi and Oriya
- **Primary Curriculum (Mathematics) :** For mathematics teaching aligned with National Curricular Framework. Language: Hindi and Oriya
- **Teachers' Diary :** Personal diary for teachers to support self-development. Language: Hindi, English, Gujarati and Oriya
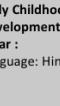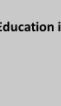- **Teachers Manual (Maths)** — Language: Hindi

Social Learning Package and Girls' Leadership	**Education & Livelihoods :** Process Documentation on integration of adult literacy into Livelihood program. Language: English **Envisioning Girls of Today as Leaders of Tomorrow :** A Strategic approach on Girls Leadership Language: English **A Research Report – The Udaan Experience:** A study on A Transformational Journey for the Tribal Adolescent Girls Language: English **Teaching English: A Handbook for School Teachers:** Language: English **Best Practices :** A Documentation of 'morning assembly' concept initiated by CARE in formal government formal schools. Language: Hindi **Age and Grade Appropriate Training :** Framework outlining emerging common principles in age and grade appropriate education Language: English **Essential Standards for Accelerated Learning Program** Language- English & Hindi **Prayas** Handbook/manual on activities in government residential schools- Kasturaba Gandhi Balika Vidyalaya Language: Hindi **Supportive Monitoring–KGBV** For Teachers' supervisors. Language: English **Supportive Monitoring -KGBV** For Teachers' supervisors Language: Hindi **Volunteers' Handbook:** For field level functionaries Language: Hindi **Social Learning in Elementary Education** 'Social Learning curriculum' for classes 4 to 7; to develop leadership Language: English , Hindi and Gujarati **Social Learning for upper Primary** Social Learning curriculum to develop leadership Grade: 6 Language: English **Samajik Shikshan Package :** Social Learning curriculum to develop leadership Language: Hindi **Social Learning Package for Upper Primary** Social Learning curriculum to develop leadership Grade: 7 Language: English **Social Learning Package for Upper Primary** Social Learning curriculum to develop leadership. Grade: 8 Language: English
Special Training for Out of Schools	**Special training curriculum :** Developed to bridge primary level competencies of out of school children in Language, Math and Environmental science Language: Hindi **Special training Workbook (Language, Math & EVS) - Level A :** Student Workbooks for basic competencies Language: Hindi **Special training Workbook (Language, Math & EVS) - Level B :** Student workbooks for higher competencies Language: Hindi **Story Books:** To improve mother tongue based lingual skills Language: Urdu
Policy Briefs and Researches	**Policy Brief- 1,2,3,4 & 5 :** The policy briefs view to inform policy development, planning and advocacy Language: English **The Evolution of Udaan :** A process documentation of Udaan that narrates the evolution of Udaan. An attempt to understand the processes and nuances 'Udaan'. **Safety & Security :** Teachers handbook on Safety & Security Language: Hindi **Safety & Security :** A vision document on safety and security Language: Hindi & English **Right to Education :** A Report on the status of implementation of RTE Language: English

Films and Video documentation	**Use of Indigenous Toys as a Learning Experience':** On using simple everyday materials as toys Language: English & Hindi Duration: 15 minutes	**Jyoti :** A film on Girls' Leadership Program. Language: English Duration : 12 minutes	**Early Childhood Development & Education in Bihar :** Language: Hindi
	Hand In Hand : Issues concerning quality of elementary education and CARE's approach to ensure quality education. Language: English & Hindi Duration: 23 minutes	**Joy in the Making :** Capturing experiences brought in government residential schools (KGBVs) through CARE's work. Language: English & Hindi Duration: 21 minutes	**Early Childhood Development & Education in Bihar :** Language: English Duration : 20 minutes **Udaan** Capturing CARE's accelerated learning camp, which helps girls who are never enrolled and 'drop outs' in completing primary education. Language: English Duration : 23 minutes
	Advocacy Film : Highlighting issues in education and CAREs strategy to address challenges. Language: English Duration: 2 minutes	**Vitas of Hope :** Showcasing CARE's strategies in early childhood education development in Andaman and Nicobar Islands. Language: English Duration : 22 minutes	