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# Seminar Report



*Girls Going to School*  
Initiative-2006

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## Seminar on Status of Girls' Education in Urban Slum Communities



India International Center,  
40, Max Mueller Marg,  
New Delhi, India – 110003  
20<sup>th</sup> September 2006

**Girls Going to School**

An Initiative of  
The India Sponsor Foundation

## **I. Seminar Synopsis**

The seminar "Status of Girls Education in Urban Slum Communities," was organized by the Girls Going to School Initiative. It was attended by all initiative partner NGOs. The panel consisted of eminent people working in the field of education in Delhi.

The seminar began with a welcome address by Ms. Amita Kumar, Director of the India Sponsor Foundation. She also informed the panel and the audience about all the prior activities of the initiative and the achievements till now.

This was followed by a presentation on the initiative by Ms. Madhavi Samson from ABHAS. The presentation outlined the aims and objectives of the initiative. It also made clear the strategies being followed in the initiative.

The seminar also created a space for a discussion on the real issues involved with girls' education in the context of Urban Slums. Outcomes from this seminar include a broad and diverse collection of recommendations and it also clearly brought out the issues that need to be focused on to strengthen and take the movement forward.

The seminar employed a blend of approaches through panel discussions, presentations and question and answer sessions. This helped in bringing forth the views of all the different parties on how the problem of girls' education should be tackled.

***COMING  
TOGETHER IS  
THE  
BEGINNING;***

***KEEPING  
TOGETHER IS  
PROGRESS;***

***WORKING  
TOGETHER IS  
SUCCESS.***

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## **II. Speaker's Presentations Overview**

### **1. Dr. R. Govinda (*Issues of Urban Education with context to the Girl Child*)**

Dr. Govinda thanked everyone for giving him an opportunity to speak at the seminar as he felt that he was the odd one out because all the other participants and panelists were field workers and he was the only one who was not.

He drew a broad canvas with a macro level picture about the problems getting in the way of getting all children to schools in urban areas.

#### Session Highlights:

India was a late starter to the universalisation of elementary education even though the debate about all children going to school started more than 100 years ago, when the first compulsory education act for the state was initiated by the Maharaja of Baroda in 1890s. The first compulsory education act was formulated initially in one district called Ambrailey and then extended to the whole state. In the year 1911, Gopal Krishna Gokhale came out with a national bill for compulsory primary education but the *British Raj* rejected the bill labeling it as only welfare.

At the time of independence, the Indian constitution said that India would achieve education for all in 10 years. When this target could not be achieved, many meetings were held to figure out what the problem was. It was recognized that just by opening more schools, the number of children in schools would not increase and their retention in school would also not occur. This realization changed the thinking, and the country started adopting new strategies in terms of incentives for children, particularly for girls.

Later, the Kothari Commission reviewed the policy and said that the earlier targets had been very unrealistic and that universal primary education would be achieved in another 20 years, that is, 1985. The policies have been reviewed again and the deadline for achieving the same objectives has been extended.

Out of global estimates of 130 million children, who are not attending schools, about one third of the children are in India. Even if we do not agree with the strategies of SSA we have to agree that they have brought in greater levels of awareness and that there are more NGOs working for primary education.

The following are some of the real issues involved with education in the country:

- ◆ There is no policy on urban education in this country and good policy at a national and state level government is vital. In urban areas, the psychology and personality of people is different and things should be done differently since the problems of street children and other people are very different. The demographic constitution of urban areas and the kind of divide that comes in urban areas is very different. A different educational framework is needed for urban areas. There currently is no clarity on what this policy should be and how it should be executed. One of the questions that remains unanswered is that does the policy need to be comprehensive and include child protection and support and child development and rights or should it only be on education.
- ◆ SSA is now held as the panacea for all primary education problems in this country. The problem with SSA is that it is not an urban focused programme and is essentially rural focused. SSA should have many more sub components which focus specifically on urban slums in big and small cities. The problems of these cities are very different from the metropolitan cities

- ◆ The third area, and a more difficult issue, is the municipal administration. The mindset of the municipalities, in general, is that the people living in urban slums are to be wished away, be tolerated for a while and that they will disappear after sometime. On the other hand, historically it has been noted that if a municipality gets engaged with policies, it can make a difference.
- ◆ Fourthly, the master plans which have been referred to before, should have a major chapter on slums since 40% of people live in this condition. They should recognize that urban areas also consist of the poor for whom other facilities like housing and water are equally, if not more important, than big roads. There are the urban poor and homeless poor and these numbers are increasing with migration into cities. For each well to do family that migrates to a metropolitan city, there are two to three poor ones that do so too.
- ◆ There is a need for availability of disaggregated data. The surveys that are done give no additional information about what are the problems of slum children and also of slum areas in urban cities. Data is collected for every school, but is not disaggregated to identify where the problem schools lie.
- ◆ An important mindset change that needs to come across the board, in government and people who work with the poorer communities, is that the aspirations of the poor also need to be honored. They have the right to have the same aspirations as the rich.
- ◆ The schooling system has become a means of disintegration instead of a means for integration. The poor to one type of school and the rich to another kind. The initiative should try to address this issue.
- ◆ The civil society needs to be proactive and the government can only be as useful and as benevolent as the strength of the civil society.

## 2. **Rajib Haldar** (*Protection of the Urban Girl Child through SSA*)

Mr. Haldar endorsed all the suggestions and recommendations that have been placed before the house and gave another perspective on what has been shared so far. He talked about safety issues with respect to the girl child.

### Session Highlights

Child neglect is rampant, specifically girls, particularly in the case of urban deprived children. Most of the urban deprived children fall in one or more categories of street children, child labour, victims of migration, exploitation, abuse, and trafficking in all forms. In this context, the girl children in urban deprived areas are much more vulnerable than rural children. We needed to bring in an HIV protection framework, at least an approach which includes the concept of protecting the rights of the girl child.

We also need to learn to work with the government and really keep making a noise so that it listens to us. There are statutory bodies where we can argue the case, perhaps much more strongly, like the state commission for women and National Commission for Children which are coming up. There are social barriers that exist in the family, in schools as well as the environment and these barriers need to be identified.

In Delhi, the scenario is that half a million children are out of school and every year at least 50,000 girls are being added to this population through migration. We need to look at how the gap is widening every day. Despite having four departmental authorities in the

city, the MCD, the Delhi Cantonment, the NDMC, and the Delhi government, a plethora of private schools, one room schools, and NFE centers, putting all of them together along with the SSA as a flagship programme of the government, there are only 1,86,000 children in school. The children not in school get into vagrancy, child begging, street begging; the girls land up in brothels for commercial sex-work etc. This is a huge challenge in terms of child neglect and there is also an issue of protecting these girl children who are vulnerable.

There is a common theory of looking at the vicious cycle of illiteracy. If we look at the entire cycle, perhaps the girls suffer most. Discrimination against girls begins in the family, starting from being given a different plate of food, being the last ones to eat or often being overburdened with responsibilities to look after younger siblings. Even when they have access to public schools in the slums perhaps they are the last ones to go to schools.

Children are out of schools due to lack of proper infrastructure e.g. toilets, facilities for the handicapped, and also verbal abuse such as name calling, insensitivity of teachers, or putting down the children for being poor.

How can we make an inclusive environment for the children to get equal treatment and equal opportunities of education? We have already heard that there are many national and international instruments. The commitments are in abundance, but there is a need for reality check; the MDGs are the latest benchmark.

When we talk about the concept of mainstreaming of girl child into school then, besides the government we need to look at the civil society as a part of the governance process. Voluntary organizations need to take on the challenges of directly delivering services which are of high quality, barrier free, non-discriminatory and which are enshrined in our constitution, the MDGs, the Education Policy, etc. There is a need to go back to the civil society and look at the opportunity of making the collective wisdom a reality.

He emphasized that the initiative must focus on this particular civil society movement. Learning from the history of education sector as well as the failure of the government, the contribution and importance of civil society needs to be understood. All civil society organizations need to be motivated to such a level that they have a strong voice rather than a weak one.

Coming back to the urban deprived girl child, the NGOs and SSA both are complementing the governmental efforts by using different means and approaches and are not running parallel institutions to the government. We are a diversified country and hence there is nothing wrong with having a diversified approach. Common schooling is not the only answer. In SSA also, there is a reference of the education guarantee scheme, an alternative education scheme. There is also an education policy for children, but the failure is that the partners who are running the programme, are not delivering *Quality Non Formal Education*. Other successful educational experiments, particularly the Shantiniketan experiment, which is a completely non formal way of teaching, should be looked at.

There is a via media for improving the quality of education under SSA, giving a major opportunity to girls, provided we standardize the quality, develop an education management approach rather than just merely service delivery within the non formal education system. We need to learn to work within the SSA programme, to make sure that

the SSA is an instrument to bring opportunities to urban deprived girl child. Clear roles for all have been envisaged under SSA. The real problem is the bureaucracy and that is what we need to focus on in the initiative.

### 3. Jaya Shrivastava (*Impact of Migration on Girls' Education*)

Jaya Shrivastava talked about the impact of migration on girls' education, particularly in Delhi slums where she has been active for the last several decades.

#### Session Highlights

Migration has to be looked at in several ways, voluntary and involuntary. When people from the upper classes and middle classes migrate somewhere, it is more voluntary in nature. Involuntary migration is where people are forced to leave their country and cross borders e.g. Bangladesh into India, it can be inter city, from one village to another, or from one region to another. Delhi is growing so fast because of migration and most of it is involuntary and for diverse reasons such as people being displaced from someplace, or that there is no agricultural work left in their villages.

When these migrants are evicted from their native places to Delhi, they opt not to go back to their village because they feel that in the cities they can educate their children better, which is very important to them.

The slum at Yamuna Pushta came into being over a period of time. Forested and marshy land in the Yamuna flood plain was first reclaimed and made habitable by migrants. Initially there were jhuggis but gradually (approximately in ten years) there was brick construction. Between 5-20 years the inhabitants, primarily rickshaw pullers, gardeners and *dholak* makers were able to build better lives. They were earning better, had better houses, and the government had given facilities of schools, dispensaries, water, and electricity. They had their own places of worship; the feeling of neighborhood, camaraderie and relationships which had developed over the years and decades. They were able to send their children to school.

Demolitions have been happening for a long time and people are being relocated to different areas. Three such habitations were started in 2002 where almost 2 lakh people have been evicted. In Nanglamachi the children said that the first four-wheeler that ever entered their *basti* was the bulldozer. Some of the areas which have been demolished in the recent years and people from there thrown to the periphery of the city have been Bhalaswan, Bawana and Sanwla Ghewra. About 26,000 families from Nangla Machi have been uprooted and relocated there.

Children at Ankur are documenting the process; what Nanglamachi was and what they have to face now. The children are documenting the whole process of transition in the form of a book using computer digital technology. They are expressing the pain and anguish of leaving behind their childhood, their adolescence and the people who they loved.

Some parents feel that their children should be given alternative school or admission in whatever schools were available there already. The schools in the new area are overcrowded. Children sit in the corridor outside the classrooms and are not able to hear the teacher or look at the blackboard. After a lot of struggle and a lot of pressure, a tent school came up in Bhalaswan. Things are also very difficult for the newcomers because

of bad attitudes of some people in the neighborhood. Some residents referred to the new migrants as beggars, children of beggars and children from *jhuggis*. The attitude of the new neighbors and of the teachers is equally bad.

This makes the parents skeptical about the education process. Not only is the enrolment of girls in schools not happening, but de-schooling of children is taking place in the capital. This can also be seen from another example.

Children were shifted from Gautampuri to Bhalswan in the month of November. Many kids went to the DDA commissioner and to the Chief Minister to request that the shifting of schools be done after the 10<sup>th</sup> grade exams were over. This was not paid heed to. Now the children have to travel 20-30 kms from Bhalaswan, to the schools they were attending. The boys can travel, but the girls can not because it is difficult and very unsafe. Even travel to the schools which are in the vicinity, in Jehangirpuri and Libaspur is unsafe making the parents very insecure. As a consequence most girls have been pulled out of school.

In the new hostile environment, the parents feel that getting the girls married off is a good and much safer alternative. So de-schooling of girls is definitely one major consequence of the eviction and at least 50 percent of the girls have been pushed out of schools.

In their previous neighborhoods the girls were not being married off because they were doing daily wage labor work and contributing to their families. Since Bhalaswan and Bawana and Sawalan Ghewra are remote locations, jobs are unavailable so the girls can not contribute to their families like before. People are also struggling to get the roads, electricity and water, so schools for girls is the last priority for everyone.

Rather than being enrolled in schools, the girls in the capital have been thrown out of school. When parents have lesser money, the first priority is to eat, to clothe and then if there is money left the boy is sent to school. Only if money is left further, then the girl is sent to school. Since the incomes have fallen, the older girls are taking on piece rate work at home. The women who used to do domestic work in the big houses in their previous neighborhoods now have no place to work. Economic degradation has taken place, and is having its impact on everyone.

For housing in the resettlement colonies, the government has been charging Rs 7000 per plot; the lease for these plots is only for 5 years. It has already been 5 years for some places and there is uncertainty about the future. The residents do not know what is going to happen in Bhalaswan now; whether they will be shifted again and if so where. Over the years, the plots sizes being given in these cases has also decreased. It has gone from the initial 80 meters in Seelampur, to as low as 12 square meters now, which is not even big enough for anyone's last rites to be done.

The scenario sounds depressing but this is the reality of the city and we do not have too many answers for these problems as of now. The questions that loom large are many; how do NFE and SSA cope with this de schooling, how does one pressurize the government to at least provide all the basic amenities which includes health and education facilities in all these remotely situated resettlement colonies. A lot of organizations and people are working there but it is still not enough.

Many people do not know, or do not want to see the poverty around them and block it off. The poor of Delhi are being pushed further away from the city. When one is talking about awareness generation, it is the middle and the upper classes which need to be

woken up from their stupor, to give some respect to the people who work to make the city habitable. All the big cities of the world operate on the labors of the poor. We need to look at the larger dimension and a bigger context of girls' education and not just schooling or NFE.

#### 4. Bharti Ali (*Education Policies and the Girl Child*)

Bharti Ali spoke on education policies and the girl child. In the past policies have been reviewed very critically, but never from the perspective of gender and the girl child issue. In her opinion the documents should be looked at because these are what get framed into laws, schemes, programmes, etc.

#### Session Highlights

Everyone understands that all children out of school are marginalized, but some children are more vulnerable than others. These are children who migrate with families or without families, runaway children, and street children. Of all of these, the girl child is certainly the most vulnerable.

The following are some problems with respect to girls' education, which came from a government report<sup>1</sup>:

- ◆ Cost of education, when the choice is made to send the boy to school rather than the girl keeping cost in mind
- ◆ Access to education, lack of access to adequate number of schools at different stages of education and within proximity, and lack of specific institutions for girls
- ◆ Lack of transport facilities, inadequate hostel facilities, school environment, infrastructure, particularly toilets are a concern
- ◆ Paucity of women teachers and the curricula having a gender bias
- ◆ Insecurity, which is about safety of girls and children
- ◆ Lack of child care centers and balwadis which is related to education of girls

All the above issues are very clichéd and have been repeated time and again. The ones that do not get too much mention are issues like migration, forced evictions, displacements, child labour, child marriage, etc. these are issues that are very closely related to the education of girls.

India has had two national policies; the 1968 policy and the 1986 policy revised in 1992 but with almost no change, from one to the next.

The 68 policy in a section on 'Equalization of Educational Opportunity', mentions that the education of girls must receive emphasis and says nothing beyond that. It has sections on teacher education, etc. but it has not been related to issues with education of girls anywhere.

The 1986 policy has gone beyond the '68 policy. It talks about removing social barriers, equality of sexes, about education of comparable quality, common school system, and national curricular framework, removing prejudices and complexes transmitted through social environment and the accident of birth. It also talks about fostering development of new values through redesigned curricula and textbooks. The children suffer because there

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<sup>1</sup> Source: Educational Development of Women in India, New Delhi, 1982 Ministry of Education and Culture

are issues of one government against the other government. However, the basic issues of pedagogy such as training and orientation of teachers, decision makers, and administrators and active involvement of educational institutions, remain unaddressed. The policy makes some great points. It talks about removal of women's illiteracy and obstacles inhibiting her access to and retention in elementary education through provision of special support services. But there is no mention as to what these 'support services' are. Targets have repeatedly been set, and failed to have been met each time. Even if there was effective monitoring, there was no action to deal with the results of what came out. The good thing in NPE is that, for the first time, it links the entire issue of early childhood education and development with the education of girls, when it says that day care centers will be provided as a support services. However the question here is that how will there be convergence between education and child care when Ministry of Education deals with the former and the Ministry of Women and Child Development deals with provision of day care centers.

The new thrust in elementary education, in the '86 policy was universal enrollment and universal retention of children upto 14 years of age. It talked about a substantial improvement in quality of education, and it also has a paragraph about a child centered approach relating to the quality of education. There is one line on corporal punishment and a line on no detention at the primary level. Corporal punishment has not even been defined in the Indian context and detention still exists. The policy emphasizes education of girls, largely in the context of NFE, a parallel system of education with instructors from the community. The SSA also has teachers from the community who have apparently been trained but are not qualified enough. SSA also talks about "facilitation of entry from NFE centers into the formal system only for deserving cases" and so eliminates a whole range of children, and lot of them being girls. Clearly there is something amiss.

There is no clear gender perspective. Just by putting two paragraphs on women's empowerment through education, the policy does not bring in a gender perspective. Even when the policy talks of a child centered approach, issues of age specificity, of gender and inclusive education are missing and it is not certain that everyone who passes out of NFE centers will get into formal education. The policy does not touch upon the issue of sexual harassment against girls in schools. There should be comprehensive policies relating to issues of children in institutions or remand homes, to children in other emergency situations such as child marriage and child labour etc.

In the '86 policy, there is clearly a misrepresentation that 90 percent of the country's rural habitations have schooling facilities within a radius of one km. The actual statistics are about 26.58 percent for schools within a one km radius and about 32.85 percent within a radius of 5 km. The 90 percent target according to the NPE policy document is something that has been achieved since 1968 i.e. between 1968 and 1986, 90 percent schooling facilities within 1 km radius had been achieved. That is not correct, and it is these policy statements that form the basis for framing laws. The constitutional amendment has already negated the policies by reducing the age that deserves right to education.

Since Early Childhood Care and Education, remain out of the purview of fundamental rights, issues of day care and pre school education that play a major role in freeing girls to go to school continue to be a concern. Convergence is mentioned a lot in the plan documents but it has not happened and NPE never felt the need to mention it.

the national policy for children basically says that we need to follow what the education policies will lay down. the National Plan of Action for Children is a more recent and

forward looking document, although it restricts itself to education for 6-14 years olds. the question now is whether the HRD ministry which looks into the issue of education is bound by the roles and targets and objectives set out in this document. The challenge would be how to ensure that this national plan for action becomes the basis for planning at all levels.

The EFA<sup>2</sup> goal on gender disparity in education is far from being translated into reality because the current policy framework did not really support it. There are many goals that have been set, the timeframes for which keep shifting year after year.

<b>GOAL SET BY</b>	<b>TARGET/ GOAL</b>
<b>Constitution</b>	<b>Free compulsory education for all children upto 14 years by 1960.</b>
<b>National Policy For Education (NPE) (1986)</b>	<ul style="list-style-type: none"> <li>◆ <b>All children having attained 11 years age by 1990 will complete 5 years of schooling.</b></li> <li>◆ <b>By 1995 all children upto 14 years will be provided free and compulsory education.</b></li> </ul>
<b>National Policy for Education (NPE) (modified in 1992) and the Programme of Action</b>	<b>Universal Primary education by 1995, which was subsequently shifted 2000.</b>
<b>National Plan of Action, 1992</b>	<b>'...by the end of the current century'.</b>
<b>Sarva Shiksha Abhiyan 2001-02</b>	<ul style="list-style-type: none"> <li>◆ <b>All children in school, Education Guarantee Centre, Alternate School, Back to School Camp by 2003.</b></li> <li>◆ <b>5 years of primary schooling for All children by 2007.8 Years of Schooling and Universal Retention by 2010.</b></li> </ul>
<b>10th Five Year Plan</b>	<ul style="list-style-type: none"> <li>◆ <b>All children in school by 2003.</b></li> <li>◆ <b>All children to complete 5 years of schooling by 2007.</b></li> </ul>

The national plan of action for children had set goals to be achieved by mid 11<sup>th</sup> plan with some of the goals to be achieved by 2007. 2007 is next year and the states haven't even framed their plan of action.

The only other states that match the statistics of girls' education with us are Nepal and Pakistan in South Asia.<sup>3</sup>

We cannot achieve any of these goals unless we clearly touch on issues of gender and equality and education of girls in our policies. The policies will remain the basic framework and everything else will depend on them. The very critical challenge now is to advocate a change in this policy. The policies should also be reviewed and revised in shorter interim periods. This should become an advocacy issue.

<sup>2</sup> Education For All

<sup>3</sup> UNESCO, *Education for All*, (2004)

### 5. Ashok Agarwal (*Child Rights in context of girls' education*)

Mr. Ashok Agarwal felt that the problem lay not with the community, but with the government and any approach that did not target the government for addressing the problems related to education was totally inappropriate.

Session Highlights:

The demand for education is increasing but the supply side has not been able to cope up. The need is to stress for a conducive environment in the schools. At present, this is totally lacking. In schools which have more than one shift, the problems faced by the second shift attendees, the boys, is greater due to irregular attendance and timings of teachers. There are many instances of children attending schools being run in very unsafe buildings with no toilets or drinking water facilities and under very adverse weather conditions of excessive heat or cold.

The NGOs must take on the government in court in order to bear results and achieve anything. This approach is mostly avoided by people in the sector. An application has been filed against the government in the high court questioning how it is allowing so many children to study in dangerous classrooms. The schools are so unattractive that instead of taking in children, they are actually pushing them out. Somebody has to be held responsible for that.

One strategy could be community intervention in school education. Community intervention in school education is very important. In a meeting with the director of education, some officers said that only parents should have a right to interfere in the school but that defeated the purpose as most of the parents were all illiterate. "Even if there is an aware, literate person in the community who has the potential to be an activist and fight for the community's rights that person is not going to be able to come to the school because of this exclusion clause, which says that only parents can go and talk". The government objected because if it were to be made open to the community then there would be people who would ask them questions which wouldn't be okay with them. If an activist or any other person has an interest in the progress of the community then they should have the right to attend meetings with the appropriate officials. This kind of intervention is important.

Normally what NGOs do is run their own schools because they believe that government schools are very bad and that theirs are much better run. Their whole energy goes into their own schools. They may have good intentions but ultimately nothing is achieved since the magnitude is so great. The only hope for these children is to focus on upgrading the government school or the municipal schools system instead of putting energy in creating parallel institutions. No other institution can cater to the needs of the children of the masses. If all were to unite and put their strengths together in improving the schools and if one fought the government wherever a problem was found, good results would follow. The strategy or objectives of the initiative may need to be amended and a specific focus be brought in about dealing with the government.

There is no set formula to achieve the initiative goals. Issues need to be championed and things need to be fought minute to minute and point to point. It is not easy, but it is not impossible either. An interesting thing is that if one effectively creates pressure on the government, things always work out.

In an interesting experiment, when volunteers started visiting the nearby schools, the overall quality of education in the schools improved. In one instance, there was an

electricity and water problem in a school. The water problem was resolved through the MCD and the electricity through hiring a private electrician who was paid by the school. Recently the MCD schools have been allocated Rs.50,000 for the upkeep and maintenance and this has happened due to the courts' intervention. This is how we can help the schools. We should fight where we need to and help when we need to. We need to follow both approaches. If these methods are not adopted, nothing will move. There is so much insensitiveness. A few days back in Badarpur, the plaster had fallen off the roof on 5-6 girls. The same day it was learnt that in Mukundpur, girls were studying in dangerous classrooms. The director of Mukundpur was immediately informed about the incident in Ali Gaon and warned to take care because it could happen in Mukundpur as well. No action has been taken till now. Post this; an application has been filed in the court about the situation, which has resulted in people finally paying attention to the problem.

We should understand how much force we have to apply and that we should conserve our force as far as possible. But wherever it has to be used it should be used in an appropriate way.

#### **6. James McNeil (*Challenges to Educating Girls in Marginalized Rural Areas*)**

James MacNeil of World Education an organisation based in Boston, Massachusetts, spoke about the rural areas in India. This was also an important perspective since the rural is connected to the urban and looking at the rural areas helps us understand the reasons why people move to the urban areas.

#### Session highlights

The statistics from the ASER report sponsored by Pratham put forth some interesting statistics.

ASER (2005), a nationally representative survey (495 rural districts), found that:

- Of out of school 6-10 yr olds: 52% were girls and 48% were boys;
- Of out of school 10-14 yr olds: 55% were girls and 45% were boys;
- In all 6.6% of 6-14 yr olds were out-of-school (1.2 crore children!)

If we compare the gender wise gap in enrollments, the percentage of out of school girls is quite large, especially at the older age groups<sup>4</sup>. The girls drop out when they reach the age of 13-14 years and it is at this age that some intervention is required when the girls reach maturity and marriage plans are being made for them.

<b>Age Groups</b>	<b>AP</b>	<b>ASSAM</b>	<b>BIHAR</b>	<b>MP</b>	<b>RJ</b>	<b>TN</b>	<b>UP</b>	<b>WB</b>
<b>6-10</b>	12.2	3.3	13.3	12.2	21.2	2.1	11.3	1.6
<b>11-13</b>	23.7	8.6	18.7	18.1	31.4	5.2	16.4	2.8

Maybe a different approach needs to be followed to deal with these problems. Doing the same activities again, even if they are done better might not be able to solve the

<sup>4</sup> Unicef Survey, presented in "Review of Elementary Education in Selected States" Srivastava, 2005

problem. For instance, if we do SSA part II, which is even better than SSA part I, will it be successful in achieving universalisation?

The rural areas of India will remain very problematic for many years unless a very different approach is followed. A marginalized community is one with an unstable family economy, a lot of indebtedness, and a lot of migration. Migration impeded schooling in the cities but in the rural areas it is more disastrous. Teachers live far away; show up late to the school because of circumstances. They want to live in a nice town where their kids can go to a good school. This means that they have to commute for an hour and a half to go teach at the rural school, and their commute depends on the bus schedules. Since this is difficult the kids are usually taught by volunteers, para-teachers etc. The parents' education is low and they don't see it as being useful. They cannot co-relate education to jobs because they don't see any job availability.

In one *mandal* (one block) where World Education works in AP, the situation is quite bad. It has a population of 60000 people. Most of the cultivable area of the *mandal* is dry and uncultivable though it is agricultural land. The official figures say that 32% of the farmers are marginal. Farmers get usurious loan rates of 3% a month or 36% a year which makes it very difficult for them to survive. The literacy rate here in the year 2001 was 23% for men and 13% for women. People here have a difficult life.

World education is working with residential bridge camps in the area. The number of out of school girls, according to official figures, is about 1000; however, the teachers in the area felt it was more like 4000. The children are involved in various activities and are engaged in cotton seed production which is the high profile activity there. There are only 200 residential bridge camp seats in this district for 60,000 people and even these could not be filled this year despite of free education, free lunch, a free place to stay, and unquestionably a better quality of education than that at the local school. Given these conditions the seats still couldn't be filled.

There are a few positive stories as well. In another village with tribal residents, a girl saw some people from the NGO, coming with papers and unprompted approached them and told them that she wanted to go to school, but her parents wouldn't let her. Once again, this confirms that the demand for school is there. The awareness is high in these communities and that the kids had actually demanded more. There is a lot of hope to get these girls into school.

The livelihood of the village i.e. collecting dry wood for burning is impinged in this arid area so the people are migrating to Mumbai and not to any of the other metropolises. Mumbai is oversaturated, but for these migrants is still a better alternative than their village. If we can't make Bombay expand then we have to try and do something in the villages.

Countries such as Brazil and Mexico have tried Conditional Cash Transfers, (CCTs). Basically, these countries already had welfare programmes, where they were giving cash transfers, rations, kerosene, rice, to poor families. In Conditional Cash Transfers they started attaching conditions to these. e.g. to get the ration your kid has to go to school 80% of the time and the mother has to go to the clinic at least once a month. This would then be monitored. For all these proposed interventions there are always quality and quantity problems and in a country with a billion people quantity has to be

given consideration. Identification of beneficiaries is always going to be a continuous and tedious issue. With the CCTs in Mexico and Brazil, they had specific criteria e.g when a child reached a certain grade the support would stop and so on. Conditional Cash Transfers have not been tried in India. There is a lot of good data and details available on this model. In a sense, a scholarship was a kind of a conditional transfer given not to a family, but to an individual. The objectives of any new programme should be clarified. In Mexico, though the CCTs only raised the enrollment marginally by a few percentage points and a lot of money was spent for that, Mexico felt it was justified because it had multiple objectives; it was also a welfare and social re-distribution programme. Enrolment went up a few points but families got some financial and medical help too.

This is something to think about because there are a lot of distribution programmes in India that could be tied to some conditionality.

**7. Dr. Deepa Das (*Sarva Shiksha Abhiyan and NPEGEL – National program for Education of Girls at the Elementary Level*)**

Dr. Deepa Das talked about the basics of education which she said meant inclusion and quality. She said that the aim was for all girls to be in school and ensure that they receive some sort of quality education. She also talked about the NPEGEL programme of the government of India.

**Session Highlights**

The strategies and interventions would have to target girls in and out of school within defined geographic boundaries. Inclusion can be interpreted as access, enrollment, retention and attendance. Retention and attendance went hand in hand and ensured transition to the next level where the students are exposed to more activities and components in their education which are not just confined to their textbook. This would develop life skills and lead to their personal development and personal growth beyond the textbooks.

The key to proper planning is to have a very good understanding of the situation in which the girls are, such as who and where they are, their numbers, their location, their personal details, social backgrounds etc. This would be very important for facilitating any kind of targeted approach because generic approaches are not going to serve any purpose. The government schools can be used for getting information for planning which in turn would help rationalize the kind of budgeting that could be done. Resource allocations would depend on this and this information would also help in monitoring. All these aspects were interrelated.

There are some options within the government systems and also various schemes that one could draw upon. NPEGEL has a focused and targeted approach to the education of underprivileged/disadvantaged girls. The government has different schemes and each of them come with many small interventions which one could draw upon.

Delhi does not qualify for NPEGEL. The following are the selection criteria for NPEGEL:

1. Educationally Backward Blocks (EBB)

- ◆ where RURAL FEMALE LITERACY is less than the national average – 46.13% (2001)
  - ◆ where gender gap in literacy (on all India basis) is above the national average – 21.59% (2001)
- National MLR : 75.26% – National FLR : 53.67% = 21.59 %

2. Blocks with at least 5% SC/ST population and SC/ST female literacy rate <10% (Ministry of Social Justice & Welfare, GOI)

3. Select urban slums in large towns (as notified by Ministry of Urban Development and Poverty, GOI)

Delhi with its statistics and figures doesn't fit into the criteria. There are ways in which one can intervene in implementing similar strategies.

NPEGEL seeks to bridge the persistent gender gaps; it adopts a focused and targeted approach to the education of underprivileged/ disadvantaged girls

Through SSA we have provided, school infrastructure, teachers, para-teachers and even provided free textbooks to girls. SSA has a very general approach, it is not addressing the needs of specific people or of girls who are in special circumstances and need specific care. NPEGEL has tried to bring in some flexibility in the educationally backward blocks, the blocks where rural female literacy is lower than the national average.

The objectives of the plan has been defined into four very clear objectives, which can be monitored and assessed. Schemes like these help girls develop into people better equipped to deal with life.

The objectives of the scheme are:

- Develop and promote facilities to provide access and enhance participation
- facilitate retention of girls
- ensure greater participation of women and girls in education
- Improve quality of education through various interventions
- Stress upon relevance and quality of girls' education for their empowerment

The never enrolled girls are usually girls who are older in age and have no background in education. Mainstreaming does not seem to be the best option for them and one has to look at other options such as the national open school (NIUS) or the options of open learning systems. The following is a categorization of never been to school and drop out girls.

<b>Never enrolled</b>	<b>Drop outs</b>
<p><b>Hard to reach groups like certain communities, Working children, Adolescent girls, Children in access-less habitations</b></p>	<p><b>Married girls Working girls Hostile, irrelevant school environment Ill health and malnutrition Adolescent girls</b></p>

Another issue that needs to be discussed is the girls who are enrolled in primary schools. There is a whole range of issues associated with this that need to be discussed as well.

Irregular attendance of girls is a major issue and there are certain seasons during the year such as, harvest time, sowing, marriages in the family, etc. when these are more eminent. The system is still not sensitive to these issues. Talks about this issue and making timings more flexible for girls have been going on for a very long time, but nothing has been done about it till date.

Another issue is the non supportive school environment. This means an abusive environment in the schools. This need not necessarily be sexual, it could be the language, the body language or just a look. It is a barrier not allowing the girls to learn.

The *classroom processes* are not good. Basic things like the girls' copies are not being checked; there is no access to teaching or learning aids and study materials are not shared equally with the girls. These issues could not be corrected through training programmes and alternatives need to be thought of. Teachers and peers are both insensitive towards girls.

Another issue is the *support services*. The government didn't even know what these were. When we talk about sibling care, one is talking about child care centres. NPEGEL had a provision for child care centres, for every cluster of about 10 schools or ten villages. Unfortunately these got converted into early childhood education centre so the whole scenario had changed.

NPEGEL is trying to address some of the inadequacies that were seen in the system vis-à-vis girls' education. The learning achievements of girls were shown to be lower than those of boys. The reasons for this could be: less attention from the teacher; less time available to girls to study after school; greater malnourishment; curricular inadequacies to address the needs of adolescent girls. The programme would try to correct these deficiencies.

NPEGEL is applicable only in the rural context. The program is run in blocks and clusters. A cluster is a group of about ten villages and each block has about ten clusters. The programme also has one time grants, various annual grants and incentives, including funds for community mobilisation.<sup>5</sup>

There are also many other activities that can be done under the scheme over and above the basic six activities and the states can do much more with the funds provided to them. For instance:

- Learning through computers
- Film shows
- Self defence
- Life skills, riding bicycles
- Games
- Competitions
- Special camps, short duration courses
- Educational tours
- Project work
- Story telling sessions

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<sup>5</sup> Refer to appendix 3 (Dr. Deepa Das' Presentation) for details

Even though Delhi does not qualify for NPEGEL, a similar strategy could be developed keeping the requirements of the region in view. One would need to adapt the scheme to address ground situation of Delhi and introduce similar strategies, interventions and processes as in the NPEGEL.

There is also a Grants and Aid Committee in the government of India that provides support to the NGOs in case they feel strongly about a project that they want to do for girls' education. The Department of School Education and Literacy could be sent written proposals for the same.

For an initiative on girls' education to be successful, priority must go to the supply side issues like a supportive school environment for girls where they are comfortable as learners and can learn better. There should be minimum standards that schools should have, and that there should be standardisation of schools i.e. schools in different colonies, Lajpat Nagar or the Defence Colony or Geeta Colony should all be of the same standards with no one school having better facilities. The standardisation could be in terms of same number of teachers, the same infrastructure and the same facilities etc. On the demand side issues, mobilisation of the community is important in specific conditions for the enrolment of girls, their retention, their continued attendance and learning. This could be attained by strong partnership with and, mobilisation and commitment of the community.

#### **8. Dr. Preet Rustagi (*Issues of Equality, Quality and Inclusion*)**

Preet Rustagi spoke about issues of Equality, Quality and Inclusion with respect to girls' education and covered a whole range of issues.

##### Session Highlights

An urban education policy is the need of the day specifically in the context of the girls belonging to marginalised communities. There is no denying the existence of discrimination and inequalities in most metropolitan cities. The Human Development Report shows how Delhi fares the worst in the four metropolitan cities and where the gender gap is most significant. Although education for girls should be a right by itself but for other agents, the parents the households and the society and community, it inevitably, connects to the utility of this education. For instance it connects to questions like, what is the girl going to get out of this education or whether she is going to get a job.

Education is linked to the overall labour market issues. One needs to consider what needs to be done for creating jobs in the market so that these act as an incentive for the education.

The Stree Shakti Project of the Delhi government's Gender Resource Centres initiative offers vocational training courses which increase the employability and also try to increase awareness about the need for education and enrolment of the girl children from marginalised communities or slum communities of Delhi. The prerequisite to enrol in these vocational training courses was that the girl must have passed class 8 and above. This acts as a big incentive for more girls to consider enrolment for education. Successes like these need to be highlighted and used as positive icons as there is a lot of negativity associated with education as it stands

today. If these are not highlighted, people will not see the gains and benefits of education.

A study on *nowhere children* has been done by Institute for Human Development. Nowhere children, refers to those children who are neither at school nor at work. The aspect of non attendance was discussed, but how these children actually use their time was not known. Some of the deterrents of the girls going to school were that they were required to do household work or that they were doing some other essential activity which did not allow them to go to school. However, this had never been checked and there were no parameters to assess if it was indeed a problem. Another factor was the cost constraint to the families of girls. The study did a time use survey for two entire consecutive days of children, boys and girls, aged 5-14 years. They checked out what and how essential their activities were and whether or not they could be pulled out from such activities. Surveys like these are necessary for finding out what exactly are the children doing.

Educational statistics for urban areas are much better than for rural areas but here too, things are not that rosy. Although there is an increase in the enrolment rate across all age groups there is a distinct inequality between girls and boys. According to the 7<sup>th</sup> All India Educational Survey, the girls' enrolment in absolute numbers is far higher than that for boys. In Delhi, figures for 1<sup>st</sup> to 5<sup>th</sup> class indicated that the percentage increase of enrolment for boys is more than the percentage increase of girls. This was surprising because the entire MCD emphasis had been on girls' enrolment which has been rising over a period of time. The study of the 5-14 year olds gathered data on how many children were actually working, how many were 'nowhere', and how many of them went to school. The school going rates had been increasing over a period of time. In the urban working segment, over the period of 1991-2001, the only segment that showed an increase in terms of child work was that of urban girls. This is a reflection of the resource constraints of families.

One of the reasons why girls are not able to go to school is because they needed to relieve their mothers so that the mothers can go to work, and improve the earnings of the household. Incentives of scholarships and other monetary incentives might help. Current incentives, such as the mid day meals are offered but how much have these helped in enrolment and in the quality of education being provided to these girls is not known. This raises the big question of quality of education. If the girls are able to utilise this education to some extent in their lives then it can certainly be considered a big gain.

The latest figures show a very good picture, between 7-9 percent. In 1999-2000, the figures in urban India for out of school girls was 25% and for urban Delhi it was 22%. This was higher than the percentage of males. In urban areas, if one considered 20-40% to be slum dwellers, and looked within this segment at the very high drop out category of girls between the ages of 10-19 years, one could see that the girls belonging to the richer households were actually attending educational institutions whereas in the poorest section they were not. In the top one fifth of the segment 89% attended schools, and in the bottom fifth of the population only 49% did. So there is a stark difference in the two categories.

The conflicts that arose in terms of education for all children were due to the perception of the need by those supplying it and the levels of acceptability or the potential for adaptability of the educational delivery system that was available in the local scenario. Whether there should be universal standards vis-à-vis, the localised needs such as local language and to mold education vis-à-vis local languages, the vernacular medium or the lingua franca for all categories and social groups. Should

teachers or para teachers be trained for quality of schooling? Training, sensitisation and motivation of these teachers could change the quality of education that they imparted. The reality today is that there is inadequate number of trained teachers as per the requirements of the teacher pupil ratio. The unfortunate reality is that only those people who could not get a job elsewhere ended up being teachers. That spoke a whole lot about the motivation of the teachers.

Other than income, perceived utility of the girl at home and the practical aspects of managing the logistics of the household and also fear for the girls' safety were other deterrents. This fear for her safety extended to society in general; from walking on public roads, from transportation, from teachers and other school personnel, all power bodies in the system, and from fellow students especially for girls in co-ed schools. Another issue is the parental or societal perception of education, that it imparted certain 'modern' values which were spoiling the girls, especially adolescent and older girls. This attitude that only the household is safe, protected and uncorrupted needs to be changed.

Education inclusion issues consist of three different categories; having aspects of non inclusion; having aspects of exclusion; and a having aspects of expulsion.

Non inclusion consists of entry barriers like non availability of certificates, minor's parents and slum dwellers facing difficulty in negotiating with the institutional structures, formal school education being rigid not adaptable to the local specific context being planned for children, etc.

In terms of exclusion, there are issues of teacher behaviour, corporal punishment, the methods of teaching that are used, the inequalities and distancing between the teacher and the pupil in terms of different social milieus that they belonged which lead to the children being excluded and dropping out, eventually resulting in discontinuation of education by the children.

In terms of expulsion there are systemic factors to consider such as planning for adequate number of primary and secondary schools. This whole thing of having two primary schools but only one secondary school because it is presumed that not many children would go into the higher level hinders education. Thought needs to be given to the educational system in which examination promotional systems are used for assessing students

People should work together towards the provision of education for all girls for the sake of education itself rather than for its utility or for other reasons.

## **9. Razia Ismail Abbasi**

Razia was the chair for the second session and spoke on a whole range of issues and also gave her observations on suggestions by the other speakers.

### **Highlights:**

In reference to Cash transfers schemes, the government of India is taking an interest in this, specifically for girls. What will be done and how it will be done has not been clarified yet, but it is one of the recommendations in the coming 5 year plan. The thought process of the education ministry is to give CSG incentive to those girls who have completed a certain level of education in schools and have signed up for the next level. Some NGOs have proposed to the Women and Child Development Ministry that if the target was completion of the middle school and high school, then perhaps the Women and Child Grant should first go for the completion of the primary school

education. The education ministry's attitude is that they've already "taken care of" the primary level so now they should focus on the secondary level. The Pratham report reflects clearly that the primary level is barely taken care of. Since the 11<sup>th</sup> five year plan is still in formulation, NGOs could put in a word for consideration as to where they feel the Cash Transfer Scheme in relation to girls in education would be most fruitful.

An important strategy that has come out through the seminar, on which many speakers have stressed, is that we must hold the state to account. A decision needs to be made as to which course of action should be taken. The state had been the big defaulter and the public pressure had not been strong enough, for the state has to invest. We should look at what we want the outcome to be, to whom it should be addressed to; and should take a position on that.

Many feel that the SSA's was an unequal and inequitable response to the right to education, because it decided what kind of an education a child would get depended upon who the child was. The SSA worked on the principle that something is better than nothing. The year 2010 was going to be the time when the SSA was supposed to self destruct and now it is going into a Phase 2 and is going to address the higher age group as well. SSA continues to subscribe to the belief that something is better than nothing. She said that the attention to education as a national priority for investment is missing and we have to use every occasion to raise that question. The actual cost to educate a child should be multiplied by the number of children needing to be educated and that figure should be used for the achievement of universalisation in primary schools. Primary school education must be achieved before moving on to the next level. Girls are the worst effected and the ones who drop out and we should find out what these 'nowhere' girls are doing.

The government is trying to expand the *Kishori Shakti Yojna*. It is not doing so by discussion with the Women and Child ministry and not the Education ministry. They were targeting universalizing nutrition for the girls in an Aanganwadi community and leaving out all the others. Malnourishment is identified as one of the reasons why girls didn't perform well in schools and so they were being given nutrition. The question, however, is whether this is being matched with provision of better educational opportunities. If the cross fertilization is not done, then we are missing a late but genuine opportunity to do so. We need to think as to how this convergence in the planning process needs to happen.

We should also make this into a public issue on a larger scale. We could seek to work with education activists, rights' activists and development activists to bring this question forward and the India Social Forum taking place in November, before the final seal 11<sup>th</sup> Plan, is an opportunity to do so.

Forty two percent of the population in India is made up of children and the fact that that they are not seen as a critical investment area is questionable. The social forum process is much politicized and it would be very useful to raise these questions there. It is the organizer's hope that it would be good to have the forum in Delhi and influence the planning processes, just before the winter session of the parliament. If the committee agreed, then this forum could be used for bringing up the relevant issues and that there could be two practical outcomes: one for the social forum process to energize whatever was being attempted on children's rights and social

development ; and the second for the planning commission. It is possible that the message would be the same for both but that these were two separate opportunities.

### **III. About the Initiative**

The India Sponsor Foundation (ISF) and ABHAS (Action beyond Help and Support), in partnership, have embarked upon a initiative to get girls to school and sustain them.

*Girls Going to School Initiative is about a mass city level movement to address gender discrimination issues that lead to gender disparity in education.*

The initiative focuses on getting girls into school, raising awareness about issues leading to gender disparity, generating public support towards the cause and mobilizing resources so as to contribute towards the National Development Goals of eliminating gender disparity in education. The initiative will not only create a wider consciousness about the issues but also lend opportunities to NGOs to work together promote best practices and work closely with the communities to highlight all of the linkages between girls' education and development.

#### **Goal & Objectives:**

**Goal:** To initiative for getting girls to school by creating an enabling environment for the girl child and lobby with the decision makers to give impetus to girl child education.

#### **Initiative Objectives:**

1. Raising awareness in the families in the community to send their daughters to school.
2. Enrolment of girls, especially from disadvantaged communities
3. Advocacy through –
  - ⇒ Sharing of initiative findings with Directorate of Education and MCD
  - ⇒ Showcase of good examples / setting role models within the community
4. Lobbying with the decision makers to give impetus to girl child education.

Towards achieving the objectives of the initiative ISF and ABHAS have charted an action oriented plan aimed at achieving a set of specific objectives for fulfilling the vision of the initiative. One of the main strategies is the formation of a network of Delhi based NGOs working in the field of education at grassroots level, with focus on girl child education, and their active involvement and participation in the initiative process. The following ten NGOs have been identified from the constituencies indicated against them

#### **Core NGO network**

- 1) **VIDYA** in *Munirka Village – (South West A District)*
- 2) **SAYA** in *Welcome colony, Seelampur (North East District )*
- 3) **Sakshi** in *Jasola village and Jogabai extension ( South District )*
- 4) **SPOWAC** in *Paharganj Central District*
- 5) **Bhartiya Navdeep Samiti** in *Shakarapur Village East District and Pitampura North West B District)*

- 6) **Rasta** in Patparganj ( **East District** )
- 7) **Vigyan Vijay Foundation (VVF)** in *Palam (Mahavir Enclave and Manglapuri)* (**South West B District**)
- 8) **Kalyanam** in *Sangam Vihar* (**South District**)
- 9) **Navjyoti Delhi Police Foundation** in *Holambikalan Village* (**North West A District**)
- 10) **ABHAS** in *Tughlakabad Fort Area* (**South District**)

**Initiative Strategies:**

- A behavior change communication strategy for bringing about positive changes in knowledge, attitudes and practices.
- Use of documentation as a major tool for evaluation (film, reports, press coverage etc.)
- Orientation & involvement of children in intervention programmes (theater, entertainment education, etc.)
- A participatory approach to holistic development

**Expected Outcome of the Initiative:** We expect that the initiative will result in an improved environment and access to education for girls, with demonstrated changes in the attitudes and perception of community about the girl child's education. A mass solidarity will be created through kindling wider consciousness of the public and a strong stakeholder network is developed. The capacity of the NGOs are built to lobby with the Government for improvement in infrastructure facilities and for the quality of education in schools. The initiative will result in increased enrollment of girls & decline in drop out rates at the targeted NGO zones.

### **Annexure 1: Speaker Profiles**

#### **1) Dr. R Govinda**

Professor Govinda is the Head of the School and Non-formal Education Unit in the National Institute of Educational Planning and Administration (NIEPA) in New Delhi. He is an experienced education planning expert and has written widely on school development planning and aspects of education management in India; Ph.D. (Education) from M.S. University, Baroda; taught at the Centre of Advanced Study in Education, Baroda; was on the Faculty of International Institute for Educational Planning, UNESCO, Paris and Institute for Social and Economic Change, Bangalore, Consultant for UNESCO, UNICEF, ACCU, NORAD, the World Bank and the Asian Development Bank; published several books and professional papers in Indian and international journals; specializes in Policy Analysis, Decentralised Management, Basic Education, Non-formal Education and Educational Evaluation.

#### **2) Ashok Agarwal**

Ashok Agarwal is a lawyer and a civil rights activist. He is currently an advisor for social jurist, a Civil Rights Group consisting of lawyers and social activists dedicated to the cause of down trodden, socially oppressed and economical exploited sections of the society. He has been actively involved in educational causes and advocacy for improvement in the functioning of government schools.

#### **3) Razia Ismail Abbasi**

Razia Ismail Abbasi is the co-convenor of the India Alliance for Child Rights. She is also the Convenor of Women's Coalition for Peace and Development. Under the dynamic leadership of Ms Abbasi, the Alliance is spearheading the campaign for safeguarding the rights of the children and for ensuring them an enabling environment for their full physical, mental and social development.

#### **4) Dr. Preet Rustagi**

Dr. Preet Rustagi is a Senior Fellow at Institute for Human Development, New Delhi. She has been working on labour, gender and development issues for the past twelve years. Her recent research interests include gender development indicators; children's education and work; work, employment and institutions; crimes against women; and women's equality and empowerment. She has been pursuing intensive district level analysis for the country to examine gender inequalities and discrimination against women and has also worked on the South Asian region. She has published several articles on these subjects in various journals and books.

#### **5) Bharti Ali**

Bharti Ali has been working on issues related to women and children since 1991. She is the founder and co-Executive Secretary of HAQ: Centre for Child Rights. She has also been the National Convenor of CACT (the Campaign Against Child Trafficking in India), since its initiation (till 2005). She has authored several publications, articles and reports based on her research. She has worked with, and been a consultant to international agencies such as PRIME/ INTRAH, NORAD and the Habitat International Coalition.

**6) Dr. Deepa Das**

Deepa Das has been working for elementary education and integrated rural development since 1985. Her professional experiences include being a consultant on teams working for Children's educational development and nutrition namely the UNICEF, the District Primary Education Program (DPEP) in 18 states. Her skill areas include policy analysis and Universalisation of Elementary Education (UEE). She also spearheaded the Naandi education initiatives for some time.

**7) Jaya Shrivastava**

Jaya Shrivastava, former Director - Ankur-Society for Alternatives in Education, has been working with women, young people and children in the slums of Delhi, for the last two decades. She has been active in the Women's movement, Campaign against child labour (CACL), Campaign for right to education, Movements for the Rights of displaced peoples, Movements for the rights of dalits and tribals, Movements for communal harmony and peace, etc. etc. She has contributed to creation of alternative curricula. She has actively participated in several advocacy and lobbying initiatives for intervention in policy-making. She has been providing training inputs to various organizations on child centered education, women's issues, conflict and violence, globalization, organizational development etc. Documentation and material-development are some of her major interest areas. She has presented papers at national and international conferences.

**8) D. James Macniel**

James MacNeil is a staff member of the World Education, Inc., and is serving as technical advisor to the quality of education and organizational development aspects of the REACH India Project. Prior to working in India, James has worked on education and community development programmes for World Education and other International NGOs in Thailand, Vietnam and Indonesia. He is currently in the final stages of completing a doctoral degree at the Harvard Graduate School of Education.

**9) Rajib Haldar**

Rajib haldar is the Executive Director of Prayas. He has been working with the organization for the past 8 years. He has worked on issues ranging from education, child rights to trafficking.

**SEMINAR ON STATUS OF GIRLS' EDUCATION IN  
URBAN SLUM COMMUNITIES**

**Annexure 2: List of Participants**

<u>S.No</u>	<u>Name</u>	<u>Organization</u>	<u>Designation</u>	<u>Contact Number</u>	<u>Email</u>
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