GIRLS’ EDUCATION PROGRAMME

A SNAPSHOT

care®
CARE INDIA

CARE India works with marginalised communities, especially women and girls by improving their life opportunities through quality education; improved access to health and nutrition related services; and reducing their vulnerability to risk, disasters, conflict and circumstances to sustain resilient and viable livelihoods. The goal is to ensure that “women and girls from the most marginalized communities are empowered, live in dignity and their households and communities are secure & resilient”.

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. We seek to be known everywhere for our unshakable commitment to dignity of people. We seek a society which celebrates diversity, where rights are secured, citizenship realized, and human potential fulfilled for all.

OUR MISSION

We facilitate the empowerment of women and girls from poor and marginalized communities in the fight to overcome poverty, exclusion and social injustice. We nurture leadership internally and among partners to achieve this mission.
The Girls’ Education Programme (GEP) works to address barriers hampering girls’ education and strengthen their ability to access quality and equitable education. It provides support to the government education system and deliver cross-sectoral integrated programs to ensure that India’s marginalized communities have access to equitable and quality education in safe and secure environment.

Our Programme Goal

To empower eight million children, particularly girls and marginalised Dalit and Adivasi communities, by improving learning outcomes, self-esteem and leadership and building capacities.

Our Programme Objectives

- To facilitate access, participation and transition across education levels (early childhood to secondary education).
- To facilitate demonstration of children’s leadership ability to influence change in their families, schools, and communities.
- To establish a system for providing quality education, safety and security, and an inclusive and gender responsive environment.
- To ensure effective implementation of educational provisions and policy for rights, entitlements and empowerment of children, especially girls.
WHO WE ARE

CARE India’s work on school education, with a special emphasis on girls, dates back to 1996. Over the years, it has built its credibility as a serious player in education, reflected by its active collaboration with state and national level governments on technical aspects related to quality and equity in education. Our work in education has been appreciated at national and global fora, like the Commonwealth Learning Award in 2006, World CSR Congress in 2015 and the CISCO Special Award under Global Scale X Design Challenge in 2018.

WHY WE DO WHAT WE DO

Our analysis of the education sector identifies three barriers to the empowerment of India’s marginalised communities, especially women and girls: unequal power relations, failure of governance, and failure of markets. Education is key to overcoming all of the above. Failure to acquire the necessary skills in childhood prevents India’s young citizens from accessing their basic entitlements, thus perpetuating the vicious circle of poverty. As Nelson Mandela said, “Education is the most powerful weapon which you can use to change the world.” In contrast, inequitable education systems create unequal societies.
We work on education because:

- India has the largest school-age population (in the five to 19 years age group) of about 352 million, which translates to about 34.3% of the total population.

- India has one of the largest number of out-of-school children in the world; as per the 2011 census data, about 84.8 million Indian children are out-of-school and 7.8 million are forced to combine work and school.

- More than 60% of children aged three to six years lack access to pre-school education.

- India has the world’s largest school system with 1.5 million schools. However, only 12.7% elementary schools comply with the minimum norms provided under the Right to Education (RTE) Act. 34.4% of schools lack the requisite number of teachers and 18.5% of employed teachers are unqualified. 48% schools lack Head Teachers to provide school-level support.

- Unsurprisingly, the overall learning levels are low. As per the Annual Status of Education Report (ASER), 2016 57.5% grade 3 children and 33.5% grade 5 children are unable to read grade 1 textbooks. 27% grade 8 children are unable to read grade 2 textbook. ASER in 2017 found that gender-based differentials exist in most application based learning outcomes, which are associated to scientific aptitude & analytical ability.

- Girls, especially after the onset of puberty, face an increasing likelihood of dropping out of education due to a range of factors including regressive gender norms, absence of toilets in school and concerns about safety.

- Dalit and Adivasi children face discrimination and untouchability that engenders their participation in education; nearly half of all primary school dropouts in India are from Dalit and Adivasi communities.

- There are wide gender disparities; effective literacy rate (age seven and above) in 2011 was 82.14% for men and 65.46% for women. In rural areas it is only 58.75 %. Current estimates suggest that 176 million women are illiterate.

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1 Ministry of Home Affairs Website
3 Kaul, V. and Sankar, D., 2009. Early Childhood Care and Education in India
4 In 2016-17. Based on UDISE data from http://udise.schooleduinfo.in/dashboard/elementary#/ 
5 Dasra and Bank of America, 2016
6 Pallical, B. (2017, November 27). The Harsh Discrimination That Dalit And Adivasi Students Face In Schools
7 The India Governs Research Institute, 2014
8 http://indiafacts.in/india-census-2011/literacy-rate-india-2011/
WHAT WE DO

We have contextualised expertise of working in educationally backward and remote districts with over a decade’s experience of working in partnership with the education system, engaging with policy processes and demonstrating impact on scale.

CARE India’s Work Areas to Achieve Quality and Equity in Education

- Access, Participation and Transition
- Holistic Learning; Beyond Academics
- Motivated, Trained & Supported Teachers
- Evidence Based Advocacy and System Support
- Parent, Community & Local Body Participation
- Curriculum, Assessment & Learning Materials
- Gender Equality & Safe & Secure Environment
We seek to reach as many people as possible. In 2017-18 we reached about 1.21 million children, out of which about 53.4% were girls, located in six states.

Our work is principally aimed at enhancing equity and quality in basic education. This covers early childhood (pre-primary age group of three to six years) and elementary education (both primary and upper primary—grades one to five and six to eight, respectively).

CARE India’s work in the education sector has evolved to occupy the following niche areas:

- We have a history of designing pedagogical approaches that appreciate diversity, multi-lingual and multi-level learner needs, and promote gender equitable practice.

- We support education systems (educational functionaries, teachers/pre-schools, Head Teachers and local authorities) at a decentralised level to enable them to deliver quality education and make them responsive to the educational needs of marginalised children.

- Nurture networks of teachers for reflection and peer learning that help in their overall development. We work with the district, state and national institutions tasked with teacher training and support, and engage government functionaries to improve in-service training and on-the-job support for teachers.

- Support comprehensive learning assessment at a decentralised level.
KEY STRATEGIES OF GEP

GEP's focus lies on enabling effective implementation of education provisions and policies for rights, entitlements and empowerment of girls from most marginalised communities; thus ensuring safe, secure, inclusive and gender responsive learning environments for them. The key strategies of the programme are:

1. Addressing the needs of out-of-school children by strengthening enrolment, retention and completion indicators for out-of-school children, especially Dalit and Adivasi girls.

2. Strengthening the mainstream education system to deliver quality education that is gender transformative and empowering (pre-school and elementary).

3. Collectivising community and local groups for girls’ education.

4. Generating knowledge and evidence for advocacy.

5. Fostering partnerships and alliances.
OUR MODELS

The following models target marginalised children, especially girls, to ensure all of India’s children have access to quality education.

- Early childhood education and development
- Quality School Education
- Mainstreaming out-of-school children
- Girls' leadership and safe and secure education
- STEM education for girls through Teachers' Resource Laboratory
- Inter-sectoral interventions

*Science, Technology, Engineering and Mathematics
A. Early childhood education and development

Ensure holistic development of three to six years young children through play-based approach, prepare pre-school children for lifelong learning by promoting social and psycho aptitude, cognitive, early literacy skills and promotion of positive nutrition and hygiene practices in parents and caregivers.
**KEY FEATURES**

- Holistic Approach: Address language, cognitive, socio-emotional, psychomotor and creative needs of children.
- Convergent Approach: Highlight linkages between aspects like health, nutrition, immunisation and sanitation.
- Capacity building of AWWs, government functionaries and caregivers on curriculum, teaching methods and play materials.
- Improvements in monitoring tools and mechanisms.
- Community sensitisation and mobilisation.
- Gender Equality: work with fathers to change gender norms.
- Regular policy analysis and converging technical institutions.

**Strategic domains**

- **Promotion of age appropriate curriculum and play-based pedagogical process in Anganwadi Centres (AWCs):** We develop thematic age-appropriate curricula that offer multiple opportunities and experiences for children. A rich learning environment is created to provide children the freedom to explore and express themselves freely. Mother tongue-based learning is promoted ensuring it is respected and valued in daily interactions.

- **Continuous capacity building and sensitisation of Anganwadi Workers (AWWs):** Pre-school education is largely delivered through the Integrated Child Development Services (ICDS) programme, within which AWWs are trained and provided on-site mentoring to improve their capacity to impart quality and all inclusive pre-school education.

- **Building perspective of ICDS functionaries:** We ensure requisite support to AWWs and sustain the programme’s impact. Structured engagements with ICDS functionaries (Supervisors and CDPOs) are undertaken to strengthen monitoring.

- **Educating and sensitising caregivers:** Parents and caregivers are educated on initiation of early stimulation, right feeding practices and hygiene practices. We also emphasise breaking of gender stereotypes in child-rearing practices, sensitise fathers to increase their involvement in caregiving practices and promote democratic decision making in families viz. child rearing.
Impact achieved

Adoption of CARE India’s Pre-school Education Technical and Children’s Material in AWCs at national level and in some states.

- **Training manual** for building capacity of AWWs on pre-school education adapted by Ministry of Women and Child Development, reaching all AWCs across the country.

- **Child Profile** Card to track a school’s readiness for children recognised as the best prototype by Ministry of Women and Child Development; all states have been advised to develop their systems on similar lines.

- Elements of quality ECE functioning (Children’s fair, ECE day, Print Rich Environment, organisation of playgrounds and learning corners) recognised as best practices and integrated into the ICDS Project Implementation Plans.

- In Chhattisgarh, CARE India played a supportive technical role in the development of an ECE policy, pre-school education curriculum, CARE’s mother tongue-based children reading resources adopted by DWCD, Chhattisgarh.

Field achievements

- Since 2012-13, pre-school education has been facilitated for **35,056 children**. There have also been significant improvements in the school readiness skills of five-year old children.

- Since 2012-13, **724 AWCs** have been transformed into child friendly spaces.

- Since 2012-13, 1712 AWWs have been trained in pre-school education and sanitation, hygiene and feeding practices.

ILLUSTRATIVE PROJECTS

Khushi Project is operational in Bhilwara and Chittorgarh districts of Rajasthan. We work with the ICDS to enhance school readiness and address the development needs of marginalised children, aged 0-6. It focusses on system strengthening by building capacities of government functionaries and caregivers.

Early Childhood Education and Development (ECED) project was implemented in collaboration with the Government of Chhattisgarh aimed at improving the health and well-being of children below six years of age. The project reached 10,000 children, 6000 mothers (pregnant and lactating) and about 200 AWWs.
B. Quality School Education

Work towards transforming the elementary level school system, focusing on improving learning outcomes of children, building leadership in children, especially girls, and facilitating a safe and secure environment to support educational initiatives.

Strategic domains

- **Developing school as an enabling system for learning:** We work to make school spaces child-friendly, safe and conducive for learning. Grade appropriate and learner friendly learning materials are created and made available for children to engage with and learn. Democratic and participatory avenues for self-expression and confidence building amongst children are created in schools. We make schools more sensitive to social, cultural and linguistic differences of children.

- **Teachers’ capacity building and on-site supportive supervision:** We undertake in-service training and sensitisation of teachers to empower them with pedagogical skills, subject expertise and sensitivity to children’s needs and contexts.

- **Building a reading culture:** GEP seeks to inculcate a ‘reading’ culture in schools and communities. Libraries are established in schools or community/PRI donated or approved spaces.

- **Developing Learners Assessment System in schools:** We believe assessment needs to be integral part of classroom processes which need to be facilitated by the teacher to better plan, provide regular support and opportunity to the students. We create such systems, aligned with the curriculum.

- **Strengthening community participation and School Management Committees:** School Management Committees are community-based institutions responsible for managing schools. We support them in better monitoring schools and addressing social, gender and safety issues that hamper girls’ education and leadership.
Technically supporting state-level systems and influencing policy: We extend technical support to the government in developing vision frameworks, guidelines, curricula, textbooks, teachers’ training materials and other policy documents that enrich systemic actions undertaken. We also create knowledge products and generate evidence on practices ‘that work’ and support state planning at various levels.

Impact achieved

National-level policy advocacy achievements
- We prepared a national-level position paper on “Early Language & Literacy” presenting the principles of early literacy which was released by the Secretary, Ministry of Human Resource Development (MHRD). A suggestive action plan on early literacy was also submitted to MHRD.

EGR-specific teacher training technical material
- Learning Standards (Reading) developed for grades 1-4, converted into teacher friendly format and used by schools in two states (Uttar Pradesh and Odisha).
- A 10-day In-service Teacher Training Manual and a Teacher Handbook on Early Grade Reading (EGR) to support teachers developed in Hindi and Odiya; Teacher’s Handbook used by teachers in 1006 schools.
- A repository of mother-tongue based reading resources, specifically for linguistically marginalised children, created in Awadhi, Mundari and Kui languages that include 82 poster stories, 26 story books, three compendia of folk tales, 30 action cards and six thematic posters.

Support state planning and allocation for EGR and learning, focusing on marginalised learners
- Orders and guidelines on EGR issued by the Government of UP through its campaign Padhe Bharat Badhe Bharat (read and grow) across 75 districts; prototype children’s resources developed by CARE India reaching out to approximately 1.17 lakh children across the state.

Field achievements
- Since 2012-13, we have reached about 457,503 children through in-school interventions in KGBVs, primary government school and upper primary schools.
- Improvement in learning outcomes of children (especially reading with comprehension) observed in schools where our EGR project was implemented.
- Since 2012-13, 1195 government primary schools transformed as enabling platforms of learning for marginalised children.
- Since 2014-15, about 1000 teachers completed 16 hours of training through the CRC platform.
- Currently working with 1048 government schools directly and reaching 722 KGBVs through state-level technical support.
- Improvement in leadership skills of girls through in-school leadership platforms.
ILLUSTRATIVE PROJECTS

Start Early, Read in Time: Early Grade Reading (EGR) project worked towards developing reading and comprehension skills of children in grades 1-4 in Odisha and Uttar Pradesh. Continuous support and handholding were provided to teachers who were given access to teaching materials and tools to enhance classroom processes specific to early literacy. School libraries were strengthened and classrooms were made print-rich. Books in children’s mother tongue and bilingual materials were developed, especially drawing on oral traditions of India’s Adivasi communities. Community based mini-libraries were created to promote reading culture at family and community levels. Education functionaires were trained to conduct field visits and hold regular reviews at the cluster, block and district levels to enable them to support teachers better. We also advocated for early grade models at various fora.

Kasturba Gandhi Balika Vidyalaya (KGBVs)¹⁰: We have worked in government residential schools in UP, Bihar, Odisha and Gujarat. Capacities of teachers and wardens were built on gender issues, subject expertise, bridging support, leadership skills of girls and overall management of the residential schools. KGBV teachers were also provided reference tools and materials on academic leadership & management issues and intended opportunities of supportive supervision and peer learning. In UP, GEP has provided direct technical support through quality and gender cells on teachers’ education, curriculum and monitoring.

¹⁰ The Kasturba Gandhi Balika Vidyalaya scheme 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.
C. Mainstreaming out-of-school children

Mainstreaming of out-of-school children, especially adolescent girls, in age appropriate grades in formal schools and empowering them by building their capacities, self-esteem and leadership skills.

Strategic domains

- **Operationalising Special Training Centres (STCs) for out-of-school children:** We operationalise special centres, both in residential and non-residential modes, to provide cognitive and psychosocial support to out-of-school children to enable them to acquire age and grade appropriate academic and leadership skills. Our ‘Accelerated Learning Module’ forms the basis of teaching and learning in the centres. Once mainstreamed, we track children’s academic progress through a network of head teachers who are specially sensitised to the needs of newly mainstreamed children.

- **Working with communities:** We capacitate School Management Committe members, to ensure participation of children in educational processes and monitoring schools under their purview in which these children are mainstreamed post training. We also engage with local governance bodies in the centre to create a supportive environment for children.

- **Systemic support:** We work with the state-level technical cells under the Samagra Shikha Abhiyan and hand-held state operated special training centres. We provide special curricula, academic resources teachers’ training and monitoring support.
IMPACTS ACHIEVED

Uptake of the model

- CARE India collaborated with the Bihar Government to build capacities of the State Resource Group, District Alternative and Innovative Education Coordinators on Special Training Programme: reaching out-of-school children in the age group of 8-14 years across the state.

- CARE India Udaan based bridge and leadership curriculum adopted by the Government of Uttar Pradesh.


- CARE India’s efforts acknowledged by the Commonwealth Learning Award, 2006 and at the World CSR Congress, 2015.
Field achievements

- About two decades of experience in operationalising special training centres, “Udaan”, for out-of-school Dalit, Adivasi and Meo-Muslim girls and their mainstreaming.

- 15 Model Special Training Centres operationalised by CARE India that are model sites for scale of the strategy in Bihar; for uptake of good practices in state-run special training centres.

- Since 2012-13, more than 6000 out-of-school children have been mainstreamed into formal government schools through CARE India’s initiatives.

ILLUSTRATIVE PROJECTS

Udaan, a special residential learning centre for out-of-school girls was started as part of CARE India’s efforts to ensure education for girls of marginalised groups. CARE India has operationalised the Udaan project in UP (Hardoi district), Bihar (Madhubani), Odisha (Mayurbhanj district) and Haryana (Nuh district near Delhi). These camps provide learning opportunities to out-of-school girls aged between 10-14 years. Udaan gives these girls an opportunity to complete grade five-level education in 11 months. Girls learn about areas of self, family, society, institutions, ecology and economy; themes that promote the broader objectives of education and provide an opportunity to develop a questioning mind. The curriculum and transaction approach are unique to Udaan, keeping the concerns of equity and quality of education as the intervention’s core component. It is enriched with IT support in teaching methods and lesson planning. Graduates from Udaan are mainstreamed in age-appropriate grades in government schools.

Pragati is a project that adapted the ‘Udaan’ model to a non-residential mode, in coordination with the 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 children of NRSTCs are mainstreamed into the parent government school after a year-long engagement.
D. Girls’ leadership, adolescent and youth empowerment & safe and secure education

Marginalised adolescent girls develop leadership skills to gain control over their own lives and create an enabling environment for others. This entails making existing government school systems supportive for youth empowerment, supporting adolescents as agents of change and creating wider social change.

Strategic domains

- **Community-based leadership**: Leadership traits are developed through girls’ collectives, in which girls meet and reflect on common social issues that concern them most and find solutions together. They then undertake leadership initiatives that contribute towards the betterment of the entire community. Adolescent girls engage in organising information and discussions on a wholesome family life, importance of education, current affairs, government schemes and policies. Further, as part of the leadership package, SMCs are trained and sensitised on gender issues and motivated to support girls’ leadership initiatives in community spaces. GEP also works directly with the communities, especially men and boys, to build their understanding of gender-based issues faced by girls, especially the ones from marginalised backgrounds. This is aimed at increasing the sensitivity of boys and framing equitable mind-sets from a young age.

- **School-based leadership**: Within schools, we focus on strengthening capacities of teachers and promoting gender-inclusive approaches to deliver quality leadership programmes. Through active engagement of girls within School based fora, collective actions/initiatives are
Teachers, school administration and boys support girls’ leadership
Girls exercise leadership in their spheres of life

CARE India’s Leadership Approach institutionalized
Girls’ leadership encompassed in state level planning

- Facilitate leadership by leadership curriculum
- Sensitize community to support girls’ leadership & education
- Sensitize SMCs on gender & girls leadership issues

- Revitalize school based leadership platforms: Meena Manch
- Teacher training on girls’ leadership
- Work with boys on gender equity

- Training teachers’ supervisors & trainers on gender issues & girls’ leadership

- State level technical support on leadership curriculum & approaches
- Influence state level planning and budgets
facilitated to resolve challenges they face, mostly related to gender, safety and security, hygiene and sanitation, education and classroom transactions. Further, boys are sensitised on gender issues, thereby facilitating an environment of mutual respect and gender equitable relationships.

- **System sensitisation towards girls’ leadership and empowerment:** Initiatives are undertaken with system functionaries at state and district levels to advocate for girls’ leadership and empowerment. We work to develop appropriate policy instruments, curricula, teacher support systems and we also enable school environments, strengthen monitoring systems and sensitise government officials on youth empowerment.

- **Mobilise the community for initiatives of adolescents and youth:** We work to build the capacity of community-based structures including SMCs and PRIs in support of initiatives taken by girls. We work with men and boys in schools and communities on gender identity and gender transformative change.

## Impact achieved

**National and regional level campaign on safe and secure education**

- ‘Adolescent Girls Leadership Curriculum’ scaled to all 746 KGBVs and all upper primary schools in UP.
- ‘A Handbook on Safety and Security’ for upper primary grade teachers reached all KGBVs in UP.
- Through CARE India’s support KGBVs in UP and Odisha, technical materials created, and capacity building workshops held for education functionaries to enhance safe and secure environment for children, especially girls. We reached 100,000 girls and 1000 teachers and functionaries.
- CARE India represented as core member in key networks like the RTE Forum, a coalition of 10,000 Indian NGOs to advocate for the issue, nationally.
Field achievements

- **In Bihar**, the ‘Adolescent Girls Leadership’ project revitalised school-based leadership platforms in **100 upper primary government schools**, built perspective of **200 teachers and Head Teachers** in **25 blocks** in Gaya and Nalanda districts, reaching **4000 girls and boys**.

- Since 2012-13, reached about **15,000 adolescent girls** on community-based initiatives to enhance girls’ leadership and life skills, and promote a safe and secure environment.

- Since 2014-15, **100 upper primary government schools** intervened to develop school-based leadership.

- **Girls exhibited leadership skills** and challenged stereotypical gender and social norms.

**ILLUSTRATIVE PROJECTS**

**Maitri**: regional advocacy on safe and secure education

Poor safety and security conditions within schools and while accessing hampers participation of children, especially girls, in education. GEP seeks to advocate for providing safe and secure education, especially to marginalised adolescent girls in India and Nepal entire South Asian region. The aim is to influence governments to strengthen existing legislations/policies and education authorities to make necessary provisions to make education safe and secure and amplify public discourse on the issue.


These projects are based on the premise that adolescent girls need leadership skills to gain control over their own lives and create an enabling environment for others. They aim to develop effective fora for adolescent girls in government schools. A key ingredient of this work is to enable teachers, strengthen adolescent girls’ leadership capabilities (decision making, self-esteem, rights, confidence, voice and vision), through CARE’s leadership curriculum. In community spaces, girls’ collectives are formed for the purpose.
E. STEM$^{11}$ education for girls: Teachers’ Resource Laboratory

Strategic domains

- **Provision of STEM opportunities to children** through the Teachers’ Resource Laboratory (TRL) or Mini-Labs in schools. TRL, as a cluster level STEM resource centre, provides access to experiential teaching, learning resources, library, laboratory and ICT resources to a cluster of 10 schools in the vicinity. The centre benefits both teachers and children. Where centralised support through the TRL is not possible, we work at the school level through the establishment of school level micro-labs. These materials assist teachers in transacting real life based pedagogies in their classrooms, especially in STEM subjects. This collective TRL space also benefits teachers as they get access to a space where they free by express, problem solve, and exchange ideas on STEM learning.

- **Providing opportunities to girls to apply their science skills in daily life:** The intervention extends mentoring opportunities for adolescent girls in upper primary grades to apply STEM learning to real life experiential projects. Girls from KGBVs and other upper primary government schools visit laboratory spaces and are exposed to IT materials and science models. They are encouraged to make

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$^{11}$Science, Technology, Engineering and Mathematics
working models that are showcased to the entire community. It also conditions the community to encourage scientific education for all children, thereby breaking stereotypes. GEP is also exposing marginalised children to age-appropriate coding and technical innovation models to further their scientific temperament and inculcate 21st century skills; thus, readying them to be empowered in this age of the fourth industrial revolution.

- Creating an enabling environment and ecosystem to support children: CARE India works with the government school system to improve the delivery of STEM education. We, along with the CRCCs, undertake joint assessment visits to schools and provide support to teachers in enhancing classroom transaction and application of learnings on the TRL platform.

Impact achieved

STEM model recognised and scaled to entire state

- The STEM model has been recognised and scaled to 18 districts by the Government of Uttar Pradesh; it has also been allotted start-up costs.
- It earned international recognition and was awarded seed money to scale up from corporates like CISCO.

Field level inteventional success in STEM for girls’ model

- The model directly reached 126 teachers from 65 schools (45 primary schools and 20 upper primary schools) and 15 KGBVs in Dalit populated districts in UP; TRLs also act as a point of reference for other teachers of nearby schools who borrow and use TRL resources.
- About 4500 children reached through the model.
- An children assessment covering 10 districts in UP shows enhanced scientific temperament among children, especially girls, who were part of the intervention.
CARE India’s Teachers’ Resource Laboratory

Layered on state created teacher development Platform

- Teaching materials & science models
- Science & Math labs
- Reference materials & notes
- IT Resources

Exposure to technology & mentor support

- Adolescent Girls in schools
- Girls develop scientific temperament
- Girls actively engage and learn by doing

Training on heuristic teaching methods

- Science & Math teachers
- Teachers sensitized to learners’ needs and adopt learner friendly pedagogies

Access to reference teaching materials

Community engagement & showcase girls’

- Marginalized Communities
- Communities support gender equity in science learning
- Communities aware on unscientific practices
F. Supporting inter-sectoral work

We recognise the connection that education has with other issues, and thus education is often part of multi-sectoral interventions that CARE India undertakes. Several interventions combine work on education with health (especially for adolescents), livelihood, disaster risk reduction and emergency response.

Generating knowledge and advocacy: Going beyond projects

CARE India’s work is not restricted to running programmes; it also includes providing technical support to state governments, supporting research and undertaking advocacy. We capture knowledge generated from our projects in the form of evidence to advocate for improvement in the existing public provisioning. We make our voice heard in academic spaces, mainstream media and social media. Some of the highlights include:

2013-2014

- Core member of National Policy on Early Childhood Education—contributed to the development of ECCE policy set by MWCD.
- Supported development of ECE curriculum framework and quality standards for MWCD.
- In UP, set-up an internal supervision mission with SSA and UNICEF to monitor quality of provisions in KGBVs.
ILLUSTRATIVE PROJECTS

Kanya Sampurna: Life cycle intervention for adolescent girls and women: This intervention, in Cuddalore district of Tamil Nadu, is a cross-sectoral project with elements of health, education and livelihoods. It follows a lifecycle approach and works with young and adolescent girls and women, capturing an age range of 0 to 30 years. It touches a wide range of issues including pre-school education, early nutrition, primary education, adolescent life skills, leadership and career planning.

Adolescent Girls’ Learning Centres (AGLC): These centres were set-up in the Kutch region of Gujarat to ensure continuation of education for never enrolled and drop-out girls. These centres imparted primary level literacy, numeracy and life and vocational skills that supported girls in taking a step towards economic independency. The project also emphasised economic development to support and help poor communities to face climatic shocks and market downturns. Children from model cluster schools supported by CARE India scored significantly better than non-supported counterparts in both Maths and Language and gender parity in achievement was ensured in CARE supported clusters.

Tsunami Response Program: Supported strengthening of pre-school education spaces, counselling of AWWs and provisions of play material and sensitisation of parents in Tsunami hit areas in Andaman and Nicobar Islands.

2014-2015

- Adoption of Child Profile Card to track children’s development in the early years by MWCD as a prototype and used in all AWCs of the country.

2015-2016

- In Odisha, developed a framework of Monthly Sharing Meeting for teacher development for language which was used by SSA in the entire state.

- SSA-UP adopted CARE India’s Special Training Curriculum for mainstreaming out-of-school girls for all KGBVs.

- In Bihar, a manual for special training developed to train teachers/education volunteers imparting special training to out-of-school children.

- Developed the Early Language and Literacy Paper in three languages released by Secretary, MHRD at the national level.

- Adoption of Teacher Training Handbook on early literacy for in-service training in UP.
2016-2017

- GEP’s ‘Handbook for Safe and Secure Education’ used for the orientation process of all KGBV teachers in UP.
- Launched the South Asia Regional Forum on Safe and Secure Education to advocate for a safe and secure environment at the South Asian regional forum.

2017-2018

- Included in MHRD’s ‘Team India’ to transform the Indian education landscape; recognised in the list of credible NGOs and given space on MHRD’s Shaala Sarathi portal. Invited by 13 state governments for technical support on ECE, girl’s education and leadership.
- Scale-up of STEM-Teachers’ Resource Laboratory initiated by the UP State Government; model incorporated in the State’s planning and budget.
- ‘Leadership Curriculum’ adopted for use in all government upper primary schools in UP.
- Made a presentation before the Parliamentary Standing Committee of Human Resource Development (HRD) on ‘No Detention Policy’; inputs contributed to the final recommendations formulated by the government.
- Supported the UP SCERT’s finalisation of learning indicators in language for early grades.

Fostering alliances and partnerships: Networks for impact

CARE works in partnership with a wide range of actors from civil society to the government and private sector. GEP believes that such collaborative relationships support high quality implementation of programmes, which enables us to draw on diverse and local knowledge, build local capacity and jointly advocate towards commonly agreed objectives. As a knowledge organisation, CARE India also seeks to contribute to and shape educational discourse and practice. Some our CSO partnerships have been with the RTE Forum (a coalition of 10,000 Indian NGOs) and we have been instrumental in setting up the South Asian Forum on Safe and Secure Education, taking our efforts to a pan-South Asia level. We seek to build knowledge and generate data-backed evidence on impact of the extent of implementation of existing government policies.
CARE India GEP is currently active in seven states. The following graphic encapsulates the various models that have been and are currently active in various states in 2018.
# RESOURCES & MATERIALS DEVELOPED

## Early Childhood Care and Education & School Readiness

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<tr>
<td>Child Profile Card: Child progress tracking tool</td>
<td>School Readiness Package: for Early Grade Teachers Approach &amp; curriculum for school readiness</td>
</tr>
<tr>
<td></td>
<td>Language: Hindi &amp; English</td>
</tr>
<tr>
<td>IEC Posters: For Anganwadi workers and Parents</td>
<td>Early Stimulation Package: 0-3 years age</td>
</tr>
<tr>
<td></td>
<td>This package has been developed to improve parents/caregivers understanding on aspects of child</td>
</tr>
<tr>
<td></td>
<td>development</td>
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<tr>
<td></td>
<td>Bilingual story book Interesting stories, puzzles and Chhattisgarhi folk songs to promote language</td>
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<td>dev in children</td>
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## Early Grade Reading

<table>
<thead>
<tr>
<th>Resource</th>
<th>Details</th>
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<tbody>
<tr>
<td>Children Reading Resources</td>
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<tr>
<td>Foldering Story Book: Folk Stories</td>
<td>Action Cards</td>
</tr>
<tr>
<td>Language: Hindi, Odiya &amp; Urdu</td>
<td>Saghan Chitra</td>
</tr>
<tr>
<td>Early Grade Reading Assessment tools for Teachers</td>
<td>Record Register-Class 1-4</td>
</tr>
<tr>
<td>Language: Hindi &amp; Odiya</td>
<td>Sets of learning assessment indicators for Language and Mathematics for Classes 1-4 Language</td>
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<td></td>
<td>Hindi &amp; Odiya</td>
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<tr>
<td></td>
<td>Language: Hindi &amp; Odiya</td>
</tr>
<tr>
<td>Children Workbooks: Age group-3 to 4 years &amp; 4 to 5 years, 5 &amp; 6 years</td>
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<tr>
<td>Language: Hindi, Odiya &amp; Tamil</td>
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<tr>
<td>Teacher Training Handbook Training Manual</td>
<td>Language: Hindi, Odiya &amp; Tamil</td>
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<td><strong>School Improvement Program</strong></td>
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<tr>
<td>Activity Bank (Language)</td>
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<tr>
<td>Activity banks for teachers on child-catered pedagogies: Classes 1-4</td>
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<tr>
<td>Activity Bank (Maths):</td>
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<tr>
<td>Activity banks for teachers on use of child centred pedagogy in Math: Classes 1-4.</td>
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<tr>
<td>Khel Gatividhiyan (Energiser and Ice-breakers) For Early Grade teachers to illustrates activities to be done with Grade 1 Children</td>
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<tr>
<td>Primary Curriculum (Language):</td>
<td></td>
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<tr>
<td>For language teaching aligned with National Curricular Framework.</td>
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<tr>
<td>Primary Curriculum (Mathematics):</td>
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<tr>
<td>For mathematics teaching aligned with National Curricular Framework.</td>
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<tr>
<td>Teachers’ Diary:</td>
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<tr>
<td>Personal diary for teachers to support self development.</td>
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<tr>
<td>Prayas Handbook/manual on activities in government residential schools-Kasturaba Gandhi Balika Vidyalaya</td>
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<tr>
<td>Supportive Monitoring-KGBV For Teachers’ supervisors.</td>
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<tr>
<td>Language: Hindi</td>
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<tr>
<td>Teachers Manual (Maths)</td>
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<tr>
<th><strong>Social Learning Package and Girls’ Leadership</strong></th>
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<tbody>
<tr>
<td>‘Social Learning curriculum’ for Classes 4 to 8; to develop leadership</td>
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<tr>
<td>Language: Hindi &amp; English</td>
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<tr>
<td>Hum Honge Kamyab:</td>
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<tr>
<td>A Curriculum promote leadership in children &amp; adolescents</td>
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<tr>
<td>Language: Hindi</td>
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<tr>
<th><strong>Special Training for Out-of-Schools</strong></th>
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<tbody>
<tr>
<td>Special training curriculum:</td>
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<tr>
<td>A bridge curriculum for language, Maths &amp; environmental science</td>
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<tr>
<td>Special training Workbook (Language, Math &amp; EVS)-Level A:</td>
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<tr>
<td>Student Workbooks for basic competencies</td>
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<tr>
<td>Special training Workbook (Language, Math &amp; EVS)-Level B:</td>
</tr>
<tr>
<td>Student workbooks for higher competencies</td>
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<tr>
<td>Story Books: To improve mother tongue based lingual skills</td>
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<thead>
<tr>
<th><strong>Education Policy Briefs and Researches</strong></th>
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<tbody>
<tr>
<td>ECD Policy Brief- 1,2,3,4 &amp; 5:</td>
</tr>
<tr>
<td>The policy briefs inform early child development context &amp; issues. The brief are on ECD, Child care, multilingual.</td>
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<tr>
<td>The Evolution of Udaan:</td>
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<tr>
<td>A process documentation of Udaan that narrates the evolution of Udaan. An attempt to understand the processes and nuances ‘Udaan’.</td>
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<tr>
<td>Safety &amp; Security:</td>
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<tr>
<td>Teachers handbook on Safety &amp; Security</td>
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<tr>
<td><strong>Safety &amp; Security:</strong> A vision document on safety and security</td>
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<td><strong>Impact Brief</strong></td>
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<td><strong>Films and Video Documentation</strong></td>
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<td>Early Childhood Development &amp; Education in Bihar.</td>
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