

Mid Term Dissemination Seminar

**Consortium for Research on Educational Access, Transitions and Equity
(CREATE)**

**Research Consortium on Educational Outcomes and Poverty
(RECOUP)**

***NATIONAL SEMINAR ON EDUCATION
ACCESS, EXCLUSION AND OUTCOMES***

3-5 December, 2008

India Habitat Centre, New Delhi

Seminar Report

December 2008



National University of Educational Planning and Administration

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1. Background and Purpose of the Seminar

A joint mid term dissemination seminar on Education Access, Exclusion and Outcomes was organized by CREATE-NUEPA and RECOUP-CORD from 3rd to 5th of December 2008. The overall purpose of this Seminar was to share the initial findings from a series of studies initiated by NUEPA and CORD to understand the issues of access to schooling and outcomes of education in India. The studies are being carried out as a collective effort under the auspices of two DFID-funded consortia – Consortium for Research in Educational Access, Transition and Equity (CREATE) and Research Consortium on Educational Outcomes and Poverty (RECOUP) – involving several partner institutions from UK, India, Bangladesh, Pakistan, Ghana, South Africa and Kenya. The two sets of studies are being carried out in India independently. However, the Seminar attempts to bring the researchers on a common platform to disseminate the findings emerging from the field studies.

Research work under **CREATE India** explores issues of access to elementary education with an expanded vision of access that includes ‘meaningful learning’ that is useful, sustainable and provided equitably. Access is not viewed separately from educational quality (what children have access to); and educational outcomes (what competencies and capabilities are acquired). Within this broad framework, the programme of research spread over five years focus on analysis of policy and practice designed to reduce educational exclusion and expand access to basic education for all children addressing such research questions as: Who goes to school and completes elementary education? What kind of families do they belong to? How do their social class, caste and economic background intervene? Who and why are some children continuing to be outside the schooling framework? What happens to them in the school – their participation, learning and their progression within the school as well as to higher levels? And, how are schools (and the school system) responding to the expanding enrollment and participation of children in schooling?

As part of this exercise, NUEPA has prepared a Country Analytical Review and a number of thematic review exercises are underway. The Field Studies component of the work consists of surveys of households and schools in three selected clusters of villages. The three clusters of 10-12 villages each (36 villages in all) selected for field studies are located in the states of Madhya Pradesh and Chhattisgarh, which are relatively underdeveloped – economically as well as educationally. A survey of all households (around 7000) and all schools in the selected villages has been completed. A roster of core data on participation of children has been prepared for all children in grades 1 to 8. Achievement tests have been administered to about 2000 children in grades 4 and 5. Child tracking for studying participation status will be carried out at two levels – 10 percent children identified in the household surveys; and, all children on the school roster to be tracked through school revisit and achievement tests to be administered to all grade 4 and 5 children during revisit in 2009. In addition, in-depth observational studies of selected villages/schools to be taken up in 6 villages – one high performance and one low performance in each cluster – based on the findings of the school and household survey.

The research work of **RECOUP India** intends to understand the linkages behind the inferior outcomes of education for the poor, which, in turn, play an important role in determining future incidence and extent of poverty. The education MDGs presume that completion of primary schooling by all children – along with the complementary changes implied by the other Goals – will help to halve world poverty by 2015. Many now wish to encompass secondary schooling, where measured gains in health, fertility-reduction and other desired outcomes seem even more strongly evident. An improved understanding of the relationship between educational outcomes and pro-poor development will thus be of particular interest to those working on the issues related to MDG implementation and monitoring, including UN and bilateral agencies, the World Bank, and the governments and NGOs involved in the national implementation process. In India, the research is being conducted in the states of Madhya Pradesh and Rajasthan. The research has both a qualitative and a quantitative component, whereby the outcome of each is going to inform the other. The qualitative research is being conducted in one urban and one rural site in one district of each state (a total of four sites). The methodology includes in-depth semi-structured interviews with sample respondents for each project, group discussions, and visits to schools, relevant institutions, and offices.

The quantitative component comprises a survey of more than 1000 households in 18 villages and 6 towns of Madhya Pradesh and Rajasthan in the same geographical sub region of each state in which the qualitative research sites are located. A coded structured questionnaire was designed to collect data along all three RECOUP themes – socio economic details of the households as well as details on education, employment, skills acquired, health and fertility status and beliefs and perceptions of all members between 15 and 60. A panel data set was planned, so a second survey of the same households will be done after a gap of two years.

2. Seminar Themes and Agenda

The research studies shared at the Seminar were essentially work in progress and the presentation in Seminar does not cover all research questions being addressed through the two sets of studies. The themes of the papers presented include the following:

1. School Governance, Leadership and Community Involvement
2. Gender and Social Equity in School Participation
3. School Quality, Teachers and Teaching-learning Conditions
4. Social and Human Development Outcomes of Education
5. Economic and Labour Market Outcomes of Education
6. Outcomes from Partnerships in Education between Governments, Aid Agencies and Households
7. Assessing Change and Improvement: Revisiting Schools

3. Participants

The list of participants is attached with the report. The participants of the Seminar included education experts, government officers and representatives of different NGOs, universities, education institutions and international funding agencies. Officials from the State Governments of Rajasthan, Madhya Pradesh and Chhattisgarh, where the field studies have been carried out, were also invited to take part in the deliberations of the Seminar (For details see Appendix 1).

4. Venue and Dates

The Seminar began at 9.30 am on 3rd December 2008 and ended with Lunch at 2.30 pm on 5th December 2008. The sessions were held at Silver Oak I and Jacaranda-II Halls in the India Habitat Centre, Lodhi Estate, New Delhi.

5. Inauguration

The inaugural session of the seminar was chaired by Prof. Ved Prakash, Vice Chancellor, NUEPA. The seminar started with warm welcome and introduction of the programme by Prof. R. Govinda. The Chairperson also addressed the participants and mentioned the relevance of the project like CREATE in the Indian context and his expectations from this seminar.

In the inaugural address the chief guest, Shri. A.K. Rath, Secretary of Education introduced all participants about the current situation of school education and the recent initiatives and right based approaches taken by government to realize the goals of UEE within stipulated period of time. This session, enabled the setting of objectives before the seminar.

6. Papers Presented

6.1 School Quality and Participation: Exploring the Phenomenon of Silent Exclusion by Prof. R. Govinda

The aim of the paper was to understand the process of poor quality schooling which results in children dropping out of school, eventual illiteracy and incapacity to pursue productive life in their adulthood. The interface between access and quality was explored through an empirical study of 89 schools located in three clusters of contiguously located villages- one cluster in Rajnandgaon district of Chhattisgarh and one cluster each in Rewa and Dindori districts of Madhya Pradesh.

6.2 Access to Teaching Learning Process in the Schools & Learner's Participation – In Tribal District of Dindori, MP. by B.K. Panda

This paper attempted to identify the core of effective learning process in schools, for which teacher is the key person taking initiative. It also aimed to understand how teachers teach and get motivated to make schools an interesting place for students. It looks at their social backgrounds, status, training and problems they face on regular basis. Through this paper, the author tried to understand the provision of adequate access to learning in the selected schools.

6.3 Exploring gender and school participation. To what extent does gender matter? by Madhumita Bandyopadhyay

The aim of the paper was to critically examine whether schools are inclusive enough for all children. It also examined how 'gender' determines the access and participation of children in the schools and whether any gender gap persists in access, attendance and performance of boys and girls. The author has explored the issues in two sections. In the first section she gave a brief quantitative review of the current educational situation in the area of study in terms of indicators of gender equality. The second section looked at gender equality in access to schools, attendance patterns, repetition and performance in relation with other variables like social background, school management, grade and so on.

6.4 Social Equity Issues and Participation of Children in Schooling with Special Focus on Scheduled Castes and Scheduled Tribes by Mona Sedwal

This paper focused on silent exclusion, which is related to the curriculum and pedagogical issues. It also looked at literature on education of deprived groups like Scheduled Caste and Scheduled Tribe. It brought to the fore several insights on the nature of exclusion and discrimination that cannot be solved simply by providing more schools. The paper further identified the research gaps involved in the study of social equity and their participation in school.

6.5 School Size and Patterns of Participation Focus on Small Schools by Rashmi Diwan

The study identified small schools on the basis of three broad indicators: schools with less than three classrooms, less than 100 enrolments and less than three teachers. Based on a field study of 89 schools in the three districts: Rewa, Dindori and Rajnandgaon, 60 schools were identified as small-sized schools on the basis of two broad indicators (less than 3 teachers and less than 100 children). Drawing major information from school survey of three blocks, the paper discussed at length how small schools were disadvantaged in access to facilities and resources compared to bigger schools. The levels of participation of children in small schools give insights into their attendance, performance as per the perception of teachers, promotions and repetitions. Some vital questions for future research were also posed.

6.6 Head teacher, community participations and access to schooling by Aarti Srivastava

This paper explored the role of the head teachers in effective educational institutions. The key focus is to understand access to schools in terms of relational dynamics between the community and the school leadership. This is significant for policy implementation and the achievement of Education for All (EFA) and the Millennium Development Goals (MDGs) concerning access.

6.7 Are Schools Changing? Comparing Schools and School Quality between 1990 and 2008 by Prof. R. Govinda

The paper aimed to study the changes in schools in the three clusters of villages after a span of 18 years. These clusters were visited previously in 1990. The changes studied were in the context of road connectivity, improved infrastructure (communication and electricity), population and adult literacy levels.

7. Final Agenda

MID-TERM DISSEMINATION SEMINAR
National Seminar on Education: Access, Exclusion and Outcomes
CREATE-NUEPA, RECOUP-CORD
3-5th December 2008

Venue: India Habitat Centre, Day 1 – Silver Oak I, Day 2 and 3 – Jacaranda II

3rd December 2008

- 0930-1000 hrs : **Registration**
- 1000-1115 hrs : **Opening Session**
Chief Guest: Shri A. K. Rath,
Secretary (SE&L), Government of India
Chair: Professor Ved Prakash
Vice Chancellor, NUEPA
- 1115-1145 hrs : **Tea Break**
- 1145-1315 hrs : **Session I Chair: Anil Bordia**
Introduction to CREATE and RECOUP
International
- Keith Lewin and Christopher Colclough

Indian
- R. Govinda and Claire Noronha
- 1315-1415hrs : **Lunch**
- 1415-1545 hrs : **Session II Chair: Shantha Sinha**
School Quality and Participation: Exploring
the Phenomenon of Silent Exclusion
- R. Govinda

: Teachers and School Participation with
Special Reference to Tribal Children
- B.K. Panda
Discussant: *Shyam B. Menon*
- 1545-1615 hrs : **Tea Break**

Session III Chair: Shobhita Rajagopal

- 1615-1745 hrs : The School Governance Environment in UP
Some Implications for Teacher
Accountability
- *Geeta Kingdon and Mohd Muzammil*
Discussant: *Janaki Rajan*
- : Why Aid for Education to India?
- *Christopher Colclough and Anuradha De*
Discussant: *A.K. Shiva Kumar*

4th December 2008

Session IV Chair: N.J. Kurian

- 0930 -1100 hrs : Variations in Labour Market Outcomes:
Preliminary findings From a Household Survey
- *Anuradha De and Rajeev Kumar*
Discussant: *Jeemol Unni*
- : Education, Training and Work Outcomes:
Insights from Work Histories of Drivers,
Tailors and Electricians
- *Claire Noronha, Tanuka Endow and
Aparajita Bhargarh*
Discussant: *Elizabeth Hill*

1100-1130 hrs : **Tea Break**

Session V Chair: Karuna Chanana

- 1130-1300 hrs : Exploring Gender and School Participation:
Does Gender Really Matter?
- *Madhumita Bandyopadhyay*
- : Exploring Social Equity Issues in School
Participation
- *Mona Sedwal*
Discussant: *N. Jayaram*

1300-1400 hrs : **Lunch**

Session VI Chair: P.M. Kulkarni

- 1400-1545 hrs : Exploring the Outcomes of Schooling for Young People with Disabilities
- *Roger Jeffery, Nidhi Singal, Neeru Sood and Aanchal Jain*
Discussant: *Meera Pillai*
- : Declining Fertility Rates – The Role of Education?
- *Sharmishtha Basu, Claire Noronha, Anuradha De and Roger Jeffery*
Discussant: *Sreela Dasgupta*

1545-1615 hrs : **Tea Break**

Session VII Chair: A. S. Seetharamu

- 1615- 1745 hrs : School Size and Patterns of Participation: Focus on Small Schools
- *Rashmi Diwan*
- : Head Teacher, Community Participation and Access to School
- *Aarti Srivastava*
Discussant: *John Kurien*

1900 hrs : Dinner

5th December 2008

Session VIII Chair: A.K. Sharma

- 0930-1015 hrs : Revisiting PROBE: Findings from a Field-Based Study on Elementary Education
- *Meera Samson*
- 1015-1100 hrs : Are Schools Changing? Comparing Schools and School Quality between 1990 and 2008
- *R. Govinda*
- 1100-1130 hrs : **Tea Break**

1130-1330 hrs : **Panel Discussion. Chair: Andre Beteille.**
Access, Exclusion and Outcomes
Panelists: *Jean Dreze*
Angela Little and
Ratna Sudarshan

: **Concluding Session**

1330 hrs : **Lunch**

8. List of Participants

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86. Madhumita Bandyopadhyay

87. Aarti Srivastava

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- 90. Pabitra Nayak**
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