Management of an Alternative Learning Program

A Perspective by CARE India

Regional Meeting on Alternative Learning/Schooling Programs for Primary Education to Reach the Unreached
(7-9 November 2012, Bangkok, Thailand)
CARE has been working in India for the past 60 years, implementing large scale, qualitative projects that positively impact the most vulnerable communities and influence policy change.

<table>
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<th>Mission</th>
<th>Vision</th>
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<td>Strive for <strong>lasting transformation</strong> in the lives of women, girls &amp; the most marginalized populations by fostering inclusion &amp; collective action, enhancing community resilience and breaking systemic barriers.</td>
<td>Accords high priority to <strong>Girls’ education</strong> and involvement of women in critical decision-making processes.</td>
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Girls’ Education Programme (GEP) moves to translate CARE India’s vision into reality....

The Objectives.... for better access, retention, completion, leadership skills

To improve QUALITY of elementary education in educationally backward blocks in 4 states

To develop strategies to ensure access/completion of OUT-OF-SCHOOL adolescent girls in education

To strengthen educational opportunities for YOUNG CHILDREN

To facilitate girls’, participation in DECISION MAKING processes
-empower children with knowledge, values & skills of democratic participation, leadership

To strengthen COMMUNITIES and parent’s ability and involvement to effectively participate in school affairs

Create an enabling POLICY ENVIRONMENT for effective school educational processes to promote inclusive, equitable and quality education.
Udaan.....Key Features

• Residential course to bridge gaps for those “who missed the bus”
• Open to girls in age group of 10-14 years
• Girls from most deprived /marginalized section
• 100 girls in a cycle
• Duration is 11 months to complete 5 year primary education
• Grade-wise accelerated learning curriculum (based on gender & equity concerns)
• Social learning/life skill education
• Active community – school engagement
• Mainstreaming into formal stream
• Rigorous Follow- up after the camp
The objectives

• Break social and psychological **barriers** which made girls believe that education is unimportant and irrelevant.

• Provide a competent system **equivalent** to primary education.

• Develop independent and critical **thinking** abilities.

• Develop **analytical skills** and a spirit of inquiry.

• Equip girls with relevant information, skills and attitudes that would enable them to deal with the world from a **position of strength**.

• Provide a **joyful learning** environment and enhance their interest in **continuing education**.
Operational Strategy

CARE

Technical and

Support Financial

PNGO

Need analysis &
Community Mobilization

Human Resources

Logistic arrangements

Udaan

Community support
Management of ALP-Udaan

- Pre-camp
- During camp
- Post-camp
Pre – Camp

• Formulation of detailed implementation plan
• Engagement of teachers and other staff
• Training and orientation
• Standards & norms for record keeping and documentation
• Identification and enrollment of girls through intensive social mobilization
• Addressing Safety and Security measures
• Induction camp … a familiarization exercise
During Camp

**Academic management**
- Integration of curriculum with social and life skill
- Graded approach along with time allocation
- Favorable pupil teacher ratio-1:25
- Six teachers
- Maximum learning without undue pressure on children and teachers
- Horizontal linkages across subjects
- Activity based & experiential
- Use of locally made TLMs, library and other reference material
- Regular assessment of curricular and co-curricular aspects
- Weekly planning
- Space for reflection
- Time for play

**Day to day management**
- Clear –cut roles & responsibilities for all
- Daily routine is put in order
- Children’s committees for various purposes viz food preparation and distribution, cleaning of whole camp, library, sport, health, material etc
- Ensuring play ground and play equipment, water and sanitation facility , cooking area, etc
- Common menu as per nutritional standards
- First aid kit
- Library
- Standardized formats to maintain records like IEP, visitors register, enrollment and attendance, leave

**Management outside camp**
- VLWs maintain relationship with parents /community
- Community seminar to share progress and issues on quarterly basis
- Voluntary contribution from community
- Fixed day for meeting girls
- Establishing relationship with formal school and teachers for smooth mainstreaming
Post Camp

• Follow up of Udaan graduates: Girls feel connected to teachers and peers-
  – Share issues/challenges and draw strength from each other
  – Get motivation from progress made by graduated girls
  – Facilitate identification of out of school girls
  – Support management of new induction camp.

• Liaison with parents/community
• Regular contact with school and teachers
• Keep records of Udaan graduates
Process of decision making

- Camp co-ordinator plays crucial role in taking major decisions wrt camp management
- Teachers take decision about the planning for curriculum
- Involvement of parents/community wrt location/building for camp, vacations, mainstreaming etc
- Girls take decision in camp related activities like constitution of committees, selection of play equipment, menu, books for library etc
- Decision related to recruitment of teachers and other major decisions done by PNGO
- Budget related decisions are taken by PNGO in consultation with CARE

Partner NGO takes the lead in managing the program
Monitoring & Evaluation

- Involvement of Community for accountability
- Weekly meetings of teachers in supervision of camp coordinator
- Camp coordinator monitors the classes daily and provides support to individual teacher as required
- Class room observation tools (COT) to fill the gaps
- Monthly review and planning meeting with PNGO
- Progress report on Quarterly basis by PNGO
- Annual review
- Web – based monitoring
- Research studies
Relationships between Agencies

• Relationship with local government (village head, local authority-PRI)
  • Monitoring the camp activities
  • Ensuring continued education of mainstreamed girls

• Relationship with other NGOs – networking
  • Mainstreaming of students
  • Providing technical expertise

• Relationship with system/government at the National level
  • Advocacy- expansion/adaptation of model and its processes
Standards and Norms

Standardized norms and practices, curriculum, methodology, interface with parents/community

Target group

Maximum learning

Better management

Contextualized
What works!!!

• Commitment and perseverance in following up the involvement into operation
• Regular contact with the community and their involvement
• Very careful planning and resource mapping to achieve the desired goal
• Integration of mainstream curriculum with life skill education
• Motivation
• Link between management practices and curricular objectives
• Safety, security and issues related to hygiene especially for girls & CWSN
• Respect, Trust & contextualization

Need to avoid reducing learning time, lesser number of teachers and irritants like formal school type exams or unit test along with regular school schedule ....may dilute in up scaling
Material Designed

- School readiness package
- Unit Cards for Each Subjects
- Social Learning Package
- Teachers’ Training module
- Activity bank-Language and Maths

Case studies, Evaluation reports, Films on Udaan
• Cost Per Girl (in Udaan) : Rs 23,000-24,000/year**

**Cost calculated based on boarding and lodging of girls; salaries of teachers and other staff; materials; training; and administrative services/overhead. The total cost was divided by the number of girls reached through the project in order to provide the cost per girl.
Effect of Education on Girls

- 100 girls every year complete a primary education, plus receive life skills, who would not have had the opportunity otherwise.

- 100 girls every year continue from Udaan to grade 6, 7, and 8 in government formal schools.

- 20 percent of Udaan girls attend college or technical school.

- 10 percent of every 100 girls receiving an Udaan education alone start small businesses/ become entrepreneurs with projected earnings of $200,000 ($20,000 per girl) over 25 years of employment – comparable to the typical earning of an average man and double the earning of a girl without an education. Moreover, projected lifetime earning for girls graduating from secondary school doubles that of girls with only an Udaan education.
A Day in Udaan
We wake up with a smile and prepare ourselves for a day of learning and fun...
We join each other for assembly.....
And together we learn...
We try to see our lives from various angles...
We learn to count using sticks and bundles
We learn to explore the world around us
And try to locate our place on Earth...
We learn in our class
And beyond our class...
At Udaan we enjoy the meal we eat
And the friends we meet
We learn to write and read
We learn to work as a team.
We go to sleep together...looking after each other
Teachers are our friends. They look after us when we feel sad. Miss home.
At Udaan We learn to Lead...
We plant the seeds of hope and we know...
....one day they will grow into trees!
THANKS FOR VIEWING OUR PROGRAM

For more details visit us at www.careindia.org & http://careindiaeducation.org