

CENTRE FOR SOCIAL EQUITY AND
INCLUSION

Annual Report

2013-2014

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I

The Year That Has Been

2013-14, CSEI in its fifth year was an engaging and challenging journey. With the history of over four decades of rights based work, we were concerned with deepening democracy and our body politic by enhancing the enjoyment by excluded communities of their social, economic and cultural (SEC) rights. We set our purpose to promote and support the rights of boys and girls, young women and men from socially excluded communities. Adivasi, Dalit and Muslim minority communities became our core constituencies given their development indicators continue to be poor and below that of other communities. Our core belief remains the need to promote dignity, equity and social inclusion to ensure equality and social justice. At the organization, we are constantly exploring neglected areas and piloting innovative strategies to address them.

CSEI framed our mission around the socio-economic and cultural rights of children and young people from socially excluded communities –education, leadership enhancement, participation, skill training, employment and entrepreneurship to list the main. We soon realized the need to highlight and give due weight to discrimination and rights violations as one of the important reasons for the high dropout and poor learning among children from these communities. Parallel the need to promote a creative environment for children to learn and lead; curriculum and teaching-learning processes to promote dignity, equity and social inclusion; more contextual and culturally sensitive mechanisms to assess and improve both learning and the system became evident and urgent. Putting our trust on cooperative learning processes and experiential learning methods, our education programme shaped up as the *Education Resource Centres* in Bihar from 2011. They were adapted into the urban context of Delhi from 2013.

The connect between children and young people and the need to evolve seamless strategies was an important dimension. The Youth Tech Hubs (YTH) became the structures to build safe spaces for young people to come together to share and learn, address common problems and explore opportunities in the urban bastis of Delhi. In Bihar the students and young people came together as the Bihar Ambedkar Students Forum (BASF). Promoting opportunities for skill training, employment and entrepreneurship took the broad frame of SPEED –Y (Skill promotion, employment and entrepreneurship development – Youth) and CSEI initiated its engagement with non-profit, corporate and state agencies to strengthen this dimension.

Our past engagement with Dalit civil society organizations was framed around civil and political rights. Expanding the engagement to civil society organisations led by members of the Adivasi and Muslim communities, we converged on the rights work for children and young people. CSEI identified them as *community led organizations (CLOs)* recognizing their special role in working for sustainable change within their communities. Building the *social exclusion- equity-inclusion* lens emerged as common agenda for our collaboration. The concept and frame for the National Equity Working Group (NEWG) emerged from these engagements.

CSEI has used the methods of experiential education, cooperative processes like Khel se Mel (KsM), and equity audit tools to systematize and develop standards in our work. Advocacy research, particularly to highlight identity related issues, discrimination and exclusion, gaps in planning and implementation have been extensively used over the past five years. With our faith in collective processes, CSEI has been actively engaged in children and youth related networks and platforms while also engaging with Dalit, Tribal and Muslim led platforms as the National Campaign on Dalit Human Rights, AMAN network, the Right to Education Forum, Wada Na Todo Abhiyan.

CSEI continues to engage with the state as member of committees and member of review missions. Over the years, we have been member of the National Advisory Council (NAC) for the implementation of the RTE Act, member of the executive committee of the SSA, member of the monitoring committee of the MDM, member of the National Resource Group of the Mahila Samakya under the Ministry of Human Resource Development (MHRD). CSEI also contributed to developing the draft recommendations to address discrimination in school education as member of the working group under the education sub-committee of the National Advisory Council in the UPA government. We have also been part of the joint review mission of the Mahila Samakya and Teacher Education with the MHRD.

Programme interventions were taken up directly by CSEI in Bihar and Delhi during this period. Initiatives have been taken up in other states through CLO partners and networks. The period has helped us connect to new partners and collaborators, given considerable lessons and insights giving us the impetus and confidence to carry forward to the current year and the next phase of our work. We look forward to deepening and expanding our engagement in the coming years.

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CSEI – The Organisation

Dignity with Equity and Social Inclusion → Equality, Integration & Social Justice

Vision A just and inclusive society where every human being has equal opportunities, equitable resources, and adequate capabilities to harness their potential, realize their rights and fulfill their responsibilities to live in fellowship, with dignity and liberty.

Mission To promote the socio-economic and cultural rights of children and young people from socially excluded communities, in collaboration with community-led civil society organizations, through advocating for equitable and inclusive policies and provisions to promote equal outcomes and the realization of their rights to education, skills training and employment and entrepreneurship.

Objectives

- To promote and support the right of EVERY child from socially excluded communities to access equitable quality education with social inclusion from pre-school till higher secondary in a formal school setting.
- To promote and support equitable spaces, information and opportunities for EVERY young woman and man from socially excluded communities for full realisation of their talents, leadership and life opportunities.
- To collaborate with Community Led Organisations¹ to review, innovate, pilot and implement equitable policies, provisions and budgets for children and young people.
- To share, influence and advocate for ‘social equity- inclusion-justice’ perspectives, policies and programmes on children, young people and CLOs with State, CSOs, Corporate bodies, Bilateral and Multi-lateral agencies for greater integration, equity and equality in society.

Programme Interventions

- Partner with CLOs to understand ‘social equity- inclusion-justice’ perspectives from rights based framework.
- Develop equity audit tools, methodologies and standards and build capacities on the same.

¹ CSEI has coined the term Community Led Organisations for Civil Society Organisations where the leadership and decision making are vested primarily in the members of the socially excluded communities. Given their location and experiences of the strengths and challenges faced by the communities, we recognize greater potential for change in the communities through them.

- Innovate and pilot 'social equity-inclusion-justice' programmes for children from socially excluded communities on their 'rights to/in/through' education.
- Innovate and pilot 'social equity-inclusion-justice' programmes for young women and men from socially excluded communities for full realisation of their talents, leadership and life opportunities.
- Undertake Documentation, Advocacy Research and Publications
- Network and engage with civil society forums and platforms to promote perspectives, policies and programmes on 'social equity-inclusion-justice' for children, young people and CLOs.
- Advocate and partner with state, research/resource organisations, corporate bodies, bilateral and multilateral agencies to promote 'social equity-inclusion-justice' for children and young people and CLOs.

Organisation Status

CSEI is a registered Trust, registered in 2009. Shri Aloysius Irudayam is the chairperson and Dr **SDJM Prasad the treasurer**. Ms Annie Namala is the Managing Trustee and Dr Sanghmitra S Acharya and Mr Satyendra Kumar members. The organisation is guided by its HR and Financial policies, gender and social inclusion policies and other norms and practices evolved from time to time.

Scope of Engagement

CSEI is engaged in direct programme interventions in Bihar (rural) and Delhi (urban) contexts. We are able to develop and share insights and lessons across other states through CLO partners, networks and campaigns.

III

2013 – 14 Programme Interventions

1. Children - Education and Leadership Building Program (CELB Program)

1.1 Education Resource Centres

Education Resource Centres (ERCs) emerged as a need when engaging with children from Dalit, Tribal and Muslim communities in Delhi and Bihar. While taking up a campaign approach to promote the rights of every child in education, the need to ensure that every child has the environment, opportunities and resources to have equitable quality education became evident. The piloting began in Bihar in 2011. 10 ERCs were piloted in 10 panchayats in 5 districts in Bihar. They were designed as 'cooperative learning spaces' promoting experiential education. The centres were community spaces developed by the children and facilitated by young fellowship holders. Children and youth came together to access books and resource materials and information. They held peer learning sessions and community outreach programmes to promote education. Leadership building processes were introduced through Khel se Mel (KsM) programmes.

ERCs in Bihar with pictures --- 2 pages

List of centres with location, no of children, facilitators – etc – should we have a small table?

Then a general write up with objectives, activities, lessons for all 10 centres with pictures?

Boxes of case studies?

ERC, Rohini (1 page with pictures)

The ERC in Rohini was initiated in June 2013 in collaboration with Centre for Social Dignity (CSD). CSD has been initiated by Mr Vineet Jinghala and Kalpana who are deeply committed to promote a creative environment and support to children from socially excluded communities to excel in studies and enhance their leadership potential. The centre has 60 children (-- girls, -- boys) from the local area where parents are daily wage earners and belong to neighbouring states and have been settled here since many years. The centre is managed by Ms Kalpana who has completed her teacher education, Ms Anju who would like to be a teacher and Mr Vineet Jinghala who is a computer and design expert. The centre runs in two 2 shifts from 10 am to 12.30 pm and 2 pm to 4.30 pm, but one can see children at any point of the day here.

The objectives of the centre are:

- *Provide creative learning environment for children*
- *Provide academic support to children*
- *Promote co-curricular activities*
- *Extend non-academic support*

Children do their studies- learn languages, maths, science etc.; have computers and tablets to work on, have programmes of arts and crafts work. Every week they have a leadership building session with Ajatshatru, a trained KsM activist. Centre recognizes that each child is special and celebrate their birthdays. Leadership development included sessions on:

1. ----
2. ----
3. ---

Children have been encouraged to participate in various community level programmes as well as did performances for various consultations. These provided children opportunities to lead, exhibit their talents and build their leadership:

- Women's day on ---
- Babasaheb Ambedkar's on ---
- National consultation on section 12 (1) (c) reserving 25% seats in unaided private schools to children from disadvantaged and economically weaker sections.
- National Release of the Manifesto on Early Child Development and Education (ECCE)
-
- ...

1.2 Promoting Equity and Inclusion in Teaching - Learning Process

New partnership was initiated after much deliberation within us about how to intervene in curriculum from equity and inclusion perspective. This concern was also a natural next step for us after having generated so much experience in Christian aid project while working towards creating inclusive activities/spaces within school system for making "Socially Inclusive School (SIS)". We were all concerned about the quality education concern in present schooling system and were exploring opportunities that led us to engage with NEG on pilot basis for a year. In this project, mainly focusing on Musahar community, we collaborated with PfP and have primarily engaged at two levels:

i) Developing teaching methodology/contents that could address the prevailing discrimination in government school. It will also feed to current teacher training

manual as this is being practiced in a government schools (after signing MoU) with the given contextual reality of society and schools.

ii) Initiating CLAY fellowship and community based CLAY learning centers by organizing all Musahar students under BASF.

iii) Evolving learning assessment tool along with learning methodology based on "experiential theory and practice" from the perspective of John Dewey.

1.3 Training Tola Sevaks to use KsM activities in Schools

Bihar carried forward the KsM activities with the CLO partners. In addition 40 tola sevaks (education volunteers recruited by the state) from the Musahar community in Patna district. They underwent a three days training programme equipping them with basic KsM skills and how to engage children into the process. The training also included leadership building skills. A review was held after --- months, where many of them reported how the new skills helped them in their school and community engagement on education. There was much interest in the process. CSEI had always considered that such additional skills would be of great use for the education volunteers and would promote interest among the children too.

1.4 Supporting Children Evolve Equity Forum in Schools

The KsM and experiential education processes with the 50 schools in Bihar was deepened to develop the Equity Forums in schools. The Equity Forum was initiated by inducting two students from marginalized communities into the Bal Panchayat in the schools. The students became the Social Justice and Dy Social Justice Ministers in the Bal Panchayats. They were further trained on child rights issues focusing on rights issues of marginalized children. They further trained their colleagues in the panchayat and collectively organized programmes in the schools on child rights issues with an equity-inclusion lens. Some of the issues they shared through these forums were – child marriage, discrimination in schools, discrimination in the mid day meals, teachers attitudes, child labour issues etc. During this year --- programmes were held across --- schools.

1.5 Monitoring Section 12 (1) (c) implementation

CSEI has undertaken understanding and monitoring the implementation of 25% seats reservation in private unaided schools under the RTE Act. The Act recognizes two major categories of children – children from disadvantaged (DA) groups and children from economically weaker sections (EWS) under this provision. There is much variation in how states define these categories, guidelines differ and implementation status varies too. There is limited institutional capacities in the state, apprehensions among parents and resistance from the

private schools. CSEI is currently tracking the implementation closely through two CLO partners in Delhi and closely engaged with CLOs in UP and Jharkhand over implementation. In addition, CSEI tracks the implementation in other prominent states through networks and forums working there.

CLOs processes in Delhi Tracking Section 12 (1) (c)

The implementation is closely tracked by two CLO partners – Initiatives for Social Upliftment (ISU) and Labour Education and Development Society (LEDS) in Central and New Delhi districts. ISU is located in the Muslim dominant area of Dariyaganj while LEDS in the Dalit dominated Karol Bagh. The engagement of the two organizations in 2012-13 had already built considerable awareness about the provision in the local communities. The communities were also more confident and eager to avail the provision. The close engagement with the communities and the indepth tracking has provided many valuable lessons.

An important outcome in addition is that these two organizations have deepened their understanding on the RTE Act and school education, are more conscious about social exclusion and discrimination in schools, have developed an ‘equity-inclusion’ lens in analyzing education. They have also engaged with the local government schools, school management committees and the Delhi RTE forum.

Delhi Equity Working Group Tracking Section 12 (1) (c)

CSEI expanded our tracking to other CLOs in Delhi that came together as State Equity Working Group (SEWG). 8 CLOs in addition to ISU and LEDS promoted awareness about Section 12 provision, identified eligible children and their parents, provided them information and encouraged them to apply to the local private schools.

Table giving the numbers in Delhi - chandra

Expanding Section 12 to Other States

During 2013-14, the project engaged with community led organisations in Bihar, Jharkhand and UP. The preparatory process included - i). Identified & Partnered CLOs operating in these communities across these states, ii) Sharing of Strategies on Awareness generation materials & Delhi model, iii) Development & Design of Compliance Tracking Tools – District Administration & Schools to provisions of RTE section 12 1(C)), iv). Profile development Tool for readiness & preparation by Parents. The partners identified intervention areas and encouraged parents to apply. The process will lead to tracking private school education system (through above developed Tools) & Advocacy Plans to overcome non compliance & exclusion in the in these states.

Do we have any data? – Chandra

YOUTH ENGAGEMENT & ENHANCEMENT

Bihar Ambedkar Students Forum (BASF)

BASF was initiated in 2012 in building a platform for students and young people who are keen to take their own and other's education forward. 5 CLOs were engaged in piloting this process in 10 panchayats across 5 districts (Patna, Rohtas, Jamui, ...). Over 1000 students are currently membership holders in BASF. Over the past year they have been strengthened through the following programmes:

1.----

2.----

The forum has been involved in various community outreach programmes during the year to strengthen children's access to education.

1. *Nabodaya ab door nahin* – here BASF youth held coaching classes for children who were keen to apply to the Navodaya schools. ... centres were held and --- children attended the coaching. --- volunteers took part in this.
2. *Shiksha samman divas* –in an effort to create a conducive and supportive environment for education of children in their communities shiksha samman divas (SSD) celebrated children and young people's access and achievements in schooling. Parents and community members who supported were felicitated too. The programme helped make a connect between community and children to promote education. SSDs were celebrated in ----- .Over --- children and adults took part. Some dignitaries were ----.
3. *School Chalo Abhiyan* – with the purpose of ensuring schooling of every child, BASF members took up campaigns in their panchayat and ensured that --- out of school children went back to school for 2013-14. They also encourage and support them from dropping out.
4.

As part of their own learning and exposure --- BASF members took part in – programmes

1. *Sau mein pachees haq hamara* The BASF members took an active part in mobilising over --- members from Bihar to Delhi o --- to --- for the campaign to promote the legislation of Scheduled Caste Sub Plan (SCSP) and Tribal Sub Plan (TSP). The process provided opportunities to understand the sub-plans, mobilise and organise the community, organise events, public rally, public speaking, cultural expressions. It brought them in touch with the larger Dalit and Tribal movement too.
2.
3.

BASF organizational matters: The members being keen to promote their own organization identity have collectively built a structure from the panchayat to the state levels. A core group of ... members have been promoted at the state

CLAY Fellows - Promoting Community Leadership And Youth Fellowships

CSEI recognizes the need to promote a culture of education in the socially excluded communities to support and enhance children's education. As young students/educated youth are among the highest educated persons in the community, the *Community Leadership And Youth (CLAY)* fellowships were set up in this context. The programme is being piloted with the support of the NEG programme in the Musahar communities in Patna district, Bihar. --- young people who were the higher educated persons in --- villages were selected and motivated to become the CLAY fellows in their communities. They are on a continuous leadership and skill upgradation in education. They took responsibility to manage the ERCs in their communities, ensure children attend schools, support communities in supporting their children to study. The programme shows much potential as the CLAY fellows are also learning and the ERCs function better and the community is finding a continuous support in promoting education in their communities.

Youth Tech Hub in Karol Bagh

In taking the youth engagement to urban areas, the idea of the Youth Tech Hub (YTH) is being piloted in Delhi. Discussions across 9 urban bastis in Delhi highlighted critical constraints of lack of space, lack of information, economic barriers, lack of guidance and mentoring in their ability to pursue their studies or professions. YTH are designed as *safe spaces in urban bastis organized and managed by the young people come together to access information, explore opportunities, connect to each other and engage with the community*'. The first was initiated in in --- 2014. Karol Bagh is one of the three administrative subdivisions of the Central Delhi district, of the National Capital Territory of Delhi (NCT).It is Legislative Assembly of Delhi segment of the New Delhi constituency. The total population is 505241. Most of the Dalit population lives in Karol Bagh's *Bapa Nagar, Reghar Pura, 100 Quarters, Jagjeevan Niwas, Tank road, Bedanpura, Dev Nagar, Joshi Rao* areas. It is assumed that more than 60% of total Dalit population of Delhi lives in these areas of Karol Bagh.

Vijay is a young leader in Regarpura, Karol Bagh. He comes from the Valmiki (Dalit) community and has been actively engaged with community especially youth and children for the last 4-5 years. He started his engagement encouraging young people in the community to campaign against alcoholism in the community and moved forward to encourage children and young people to continue their studies, provided them information and contacts wherever possible. He encouraged a few young people along with him to run a coaching centre for children and

young people at a nominal cost. His initiative has helped children and young people in the community. CSEI is partnering with Vijay in setting up the YTH in Karol Bagh.

The Objectives of the YTH are

- Personality enhancement and leadership building
- Pursue higher education and skill training, employment/enterprise opportunities.
- Create Conducive environment for study, help and motivate them to excel.
- Support to access English language skills.
- Community outreach

The YTH was inaugurated through a public program on --- and currently 20 young people have become members of the same. A few initial processes of team building, building confidence and trust have been initiated in the YTH. The youth are being encouraged to evolve their own norms and activities for making the YTH functional.

SPEED Y- Skill Promotion, Employment & Entrepreneurship Development –Youth

In April 2012, ITDC and NSFDC came together through a memorandum to conduct tourism, hospitality-focused skill-development programme to promote the Ministry of Tourism's 'Hunar se Rozgar' initiative. CSEI took this opportunity to encourage Dalit youth to get trained in Claridges, a five star hotel. As per Claridges Hotel's request to CSEI for identifying youth from Dalit community for their second batch of CSR Skill training programme we disseminated information in our network of Delhi based NGOs, Social Activists and friends to identify youth from SC community for Skill Development Program. The Clardiges hotel had 25 seats and we were expected to produce around 40 good candidates to be chosen from. We were able to identify about 70 candidates for the training. After CSEI's orientation workshop and series of mentoring process we were able to send around 30 candidates out of which 26 candidates have been selected including 8 girls. Being from vulnerable background majority of them have been dropout from the course and 11 students (8 girls and 3 boys) have been continuing the training successfully.

This whole process has taken lot of energy of CSEI. It was a fulltime work. Being a concerned organization, our objective has just not been finding youth and connecting them with Claridges, rather for us it has been to meet the objective of youth completing this training program and getting placement.

CLOs Collaboration -1 pg
Building Blocks of the National Equity Working Group

Collaboration with Community Led Organisations (CLOs)

The programme includes collaboration with 5 CLOs in Bihar where they were oriented on equity and social inclusion dimensions in education. They undertook

Five CLO partners in Bihar

Two CLO partners in Delhi

Equity Working Group on education in Delhi

Engagements in UP, Jharkhand and Bihar

Capacity Building of CSOs on Equity in Educaiton in Rajasthan

Researches Undertaken (2 pages)

a. Making Growth Just and Inclusive" Partnering civil society organizations of the Marginalized

In 2010-2011, CSEI had done an in-depth study of 135 civil society organizations (CSOs) led by Adivasi, Dalit and Muslim women and men in seven states of India-, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh with support from UNDP. In 2013-14 the study was extended to two more states – Assam and Maharashtra- including 40 more organizations. The study of 175 organizations analyzed the context, leadership, organizational make-up, concerns and programme interventions of these organizations led by the marginalized communities in an attempt to map their current and potential roles in enhancing the stake-hold of marginalized communities in development. Embedded within their communities in their context, concerns and knowledge these organizations are placed advantageously for translating the national goals of 'faster, more inclusive and sustainable development' goals of the 11th and 12th Five Year Plans.

b. Inclusion of Marginalised children in Private Unaided Schools Under the Right of Children to Free and Compulsory Education Act, 2009- An Exploratory Study

Collaborating with Tata Institute of Social Sciences (TISS), this research was carried out in two cities- Bangalore and Delhi by Azim Premji Foundation and CSEI respectively with the support of Oxfam India. The study scoped the administrative guidelines and implementation issues of reservation of 25% seats in private unaided schools under Section 12 (1) (c) of the RTE Act. Broad research objectives of the study were to:

- Review the rules, guidelines, notifications of the appropriate governments related to this provision to assess the extent to which it has been operationalised through administrative measures
- Examine the administrative structures and processes for the implementation of the provision and its functioning to assess the preparedness of the government to implement the said provision.
- Assess the nature of inclusion under this provision in select private unaided schools

The study captured data on implementation in the academic year 2012-13. Data was collected using 10 tools from 36 schools in Bangalore and 16 schools in Delhi.

c. 25% is Our Right : Examining SC/ST Exclusion Through Budgets in School Education- Implementation of the Scheduled Castes Sub Plan and Tribal Sub Plan by the Centre, Bihar and Jharkhand Governments

The study was in collaboration with the Dalit Arthik Adhikar Andolan to unpack how the provisions of the Scheduled Caste Sub Plan (SCSP) and Tribal Sub Plan (TSP) are implemented to promote and support school education of SC and ST children. The study analysed the processes at the national level as well as Bihar and Jharkhand to understand the specific contexts of Adivasi and Dalit children respectively.

d. Policy Brief on Violence Against Dalit Women

Through the support of UN Women, CSEI undertook research on issues of violence against Dalit women and their access to justice. Based primarily on secondary research, the study also examined perspective and implementation issues with duty bearers of the state as the women's commissions in Madhya Pradesh and the High Level body to do the Status of Women at the national level.

e. Education Equity Tools in Education

Concerned about the need to develop a standardised tool that can assess how the promised right to education is reaching marginalised children, the *Education Equity Audit Tool* was developed and piloted in UP, Bihar and Jharkhand. Dalit, Tribal and Muslim children and communities were the focus of the equity audit. OXFAM supported the development of the tool and Action aid the piloting process. The tool uses the human rights approach to education. The toolkit is built on the 4A framework of –Availability, Accessibility, Acceptability and Adaptability. The questions of discrimination and cultural dimensions are prominent across all dimensions. The toolkit had --- instruments -

f. Evolving education assessment tools with an equity lens

Coming across children who often are out of school and not learning, assessing their interest and ability to learn through the give methods and tools did not seem productive to us. It also did not build confidence in the children to take up education. CSEI evolve a set of 10 indicators that helped assess children's inherent curiosities and reasoning to assess their abilities to learn. This made it possible to develop a more sensitive and positive methodology to assess them.

The ten indicators ---

CONSULTATIONS & CAMPAIGNS – 2 pg

Vote for Education Campaign

Being a member of the convening body of the Delhi Right to Education (DRTE) Forum, CSEI was actively involved in designing and implementing the '*Vote for Education*' campaign in Delhi during September 2013 to February 2014. The campaign spread itself across all the districts of the state holding community consultations, public mobilization, street theatre, pamphlets and stickers. Over 100 CSOs, education activists and SMC members as well as children engaged with the campaign taking it to the urban poor bastis of the state. 100,000 signatures were collected from the public and urban poor communities demanding quality education with equity and inclusion. All major political parties were also met and the demand for quality education impressed upon and it was good to see education a prominent promise in the election manifestos.

The major awareness and demand covered the following areas:

- i) Ensure Non Discrimination in schooling
- ii) Provide Equitable Quality Education with social inclusion.
- iii) Stop handing over of government schools to private partners
- iv) Ensure children's and Community Participation with special focus on Marginalized communities
- v) Set up effective Grievance Redressal Mechanisms
- vi) Increase Budget Allocation and Utilization including special budgets for Dalit (SCSP), Muslim (MsDP) and Tribal (TSP) children.

Zero Discrimination in Education

Recognizing the need of a massive Campaign on Zero Discrimination in Education, a Civil Society Consultation was hosted by CSEI on November 19, 2013 in collaboration with National Campaign on Dalit Human Rights, and Human Rights Watch. It brought together over 60 participants from across the country from Dalit, Tribal and Muslim communities to highlight and deliberate on the issues. School and higher education were covered. An important dimension was to engage with education administration (MHRD – school and higher education) and education related bodies (NCERT, NEUPA, UGC and ICSSR) to come together. Members from JNU, Jamia and Delhi universities also participated in the process. The consultation helped review the existing literature, policy and administrative guidelines,

schemes and norms relating to addressing discrimination and promoting equity-inclusion in education. The consultation in its recommendations proposed:

- i) citizenship building through curriculum,
- ii) value and promote diversity in education content and methods,
- iii) re-define what are good schools along constitutional values and norms,
- iv) develop and implement an inclusive pedagogy in the class room,
- v) promote a model code of conduct for teachers and education administrators,
- vi) set up an effective grievance redress mechanism.

The consultation called for initiating a public campaign '**Zero Discrimination Schools Campaign**'. Being the first social space a child is exposed to and the school's critical role in individual life such a campaign was found important.

National Consultation on the implementation of section 12 (1) (c)

About 50 CLOs/CSOs from ten states (Delhi, Bihar, Jharkhand, UP, Karnataka, AP, Maharashtra, Rajasthan, Odisha, Uttarakand) along with about 40 academics, students, teacher educators, researchers, members of NCPCR, NEUPA, NCERT and Delhi Directorate of Education, Private Schools, Networks and support NGOs participated in the one-day consultation "Advocating Inclusion in Private Education" in Delhi. The process included reviewing the existing policy and guidelines of both MHRD and states and triangulating it with the experiences on the ground. A broader view was done through sharing of researches and web based documentation. The consultation brought together practice and perspectives of the private schools as well as students from private schools. The consultation culminated in a way forward process:

- Develop and disseminate model guidelines for advocacy at states/centre
- Build additional resource materials for use across the states
- Build a network for promoting collaboration

Children's Manifesto Campaign

CSEI collaborated with the Nine is Mine campaign to evolve a Children's own manifesto on **health and education** issues. The current situation of some of the major health and education schemes was mapped in terms of their efficiency and effectiveness across 28 states and UT's. A TOT process had been under taken to prepare the CLOs & CSOs to engage with children for these mapping and gauging exercises which have been through recording & analysis of impressions and views of the beneficiaries themselves i.e. the children of India. Children are the best judge of the prevailing conditions. They face and experience the situation every day. They also are the direct beneficiaries of these programs & entitlements and are directly affected by the way these benefits get implemented and put into effect, in particular its efficiencies in Quality and Universal delivery. These have been checked on equity – inclusion aspects and it's pervasive in all forms of delivery. The system has to ensure zero elimination or any kind or zero exclusion on whatever bases. Children's representatives of these Regional Bal Sunvai's later gathered for the National Bal Suvai 2014 at Delhi and after an engaging process developed by CSEI established a charter of demand in a form of a children's manifesto. The same document had later been presented at the UNGA 2013 to the world leaders towards the children's demand of the kind of *world they want*.

People's Manifesto Campaign

In the effort to take the people's voices to the political parties to inform and commit in their election manifestos, a people's manifesto was developed in a campaign mode. CSEI facilitated this campaign in Delhi state through partner CLOs. There were Basti level consultations with selected urban marginalized groups in two constituencies namely New Delhi and South Delhi followed by a State Consultation. The focus areas of the discussions were the needs/issues of the people, available government schemes, and barriers/gaps in accessing the schemes, people's recommendations/ solutions and their expectations for the then coming government. The manifesto covered different constituent citizens, with focus on the most marginalized ones

- Women, children and youth from marginalized communities, homeless people, domestic workers and sewage workers, rag pickers and construction workers. A State Manifesto was prepared to incorporate into the National Manifesto.

Alliances and Networking (1 pg)

Various engagements during this year

- RTE Stocktaking meeting
- JRM on teacher education in West Bengal
- Talk by Prof Satyanarayana on Caste and identity, NCHR Office
- orientation workshop about 25% in private school of Delhi under RTE on 18th April at Oxfam (India)
- The National Launch of the 2012 Education for All Global Monitoring Report organized by UNESCO and ILO on 26 April 2013, at Teen Murti Bhavan, New Delhi, India.
- Association of Muslim Professionals Meeting at Jamia Nagar
- Meeting with NSFDC on KB's Fair Price Allocation for Dalit Youth.
- Meeting with Future Group Zonal Office, April. 2014
- Meeting with Madipur entrepreneurs with CLOs
- National Consultation on People's Manifesto, 27th March, 2014
- *'National Consultation: Mapping RTE Act Implementation of Section 12 (1) (c), 21st march 2014*

- National consultation on RTE at Constitution Club, Delhi, 3rd April, 2014
- UNESCO and ILO joint National Launch of the EFA Global Monitoring Report Youth & Skill: Putting Education to work at Auditorium of Teen Murti Bhawan, 26th April, 2013
- TOT by Nine Is Mine campaign at St. Columbas School, 29th April- 2nd May, 2013
- Training for teachers, R.K. Puram Government School, 16th and 23rd of May
- 29th of May collective study on SMC guideline many state rule with Oxfam education partner and prepare the memorandum for Delhi state for SMC formation, at Oxfam Office.
- Workshop on Violence against women organized by NCDHR, at Vishva Yuva Kendra on 11th June.
- 26th June Public hearing on Grievance Redresses Mechanism – RTE, 2009, by JOSH at ISI.
- 24th July attended the meeting organise by NCDHR at YMCA, accompany to student for the visit of Baljeet nager, Gayetry colony about the condition of urban poor.

