

EDUCATION AND THE POVERTY TRAP IN RURAL AREAS

EXPERT GROUP MEETING ON ERADICATING POVERTY TO IMPLEMENT
THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT.
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Brief Background

2

- Agrarian Economy - Almost 80% of the poor, living in rural areas
- Linking Education to the grass-root level is the only way to transform any nation
- Educational development of rural individual can empower him to reap the fruits of government schemes and interventions for his economic progress

Role of Education to tackle poverty

3

The Education must contribute :

- ❑ for creating awareness among the masses
- ❑ for the upliftment of socio-economic status
- ❑ for the development of rural areas
- ❑ for specialized vocational / skill based training
- ❑ in guiding the rural masses in decision making process for their betterment

.....Role of Education to tackle poverty

4

- ❑ for creating more opportunities of employment and livelihood
- ❑ to increase in income generation sources
- ❑ for finding ways to enhance productivity.
- ❑ to trigger public participation of the rural people
- ❑ for entrepreneurship so as to reduce burden on social system & become a contributor for its prosperity

The Challenges ahead in imparting Inclusive Quality Education

5

- ❑ Ignorance of family members, especially parents leads to irregularity in attending schools
- ❑ Parent's Education level
- ❑ Environmental factors
- ❑ Socio-economic factors
- ❑ Cultural factors
- ❑ Lack of trained teachers
- ❑ Lack of Outcome based learning (more focus on rote learning)

...Challenges

6

- ❑ Lack of basic infrastructure
- ❑ Medium of Instruction
- ❑ Distance of Schools from home
- ❑ Availability of Text Books and Uniform
- ❑ Struggle with necessary facilities like toilets
- ❑ No incentives for Children
- ❑ Increase in Drop out rates
- ❑ Out of school children
- ❑ Exclusion and disability
- ❑ Lack of Motivation
- ❑ Significant cause of poor quality of Education

Education And Poverty

7

Lack of Education

Poor Socio Economic Status

No Access to
Quality schools, books, Other
Infrastructural facility.

Failure in Human Capital Formation

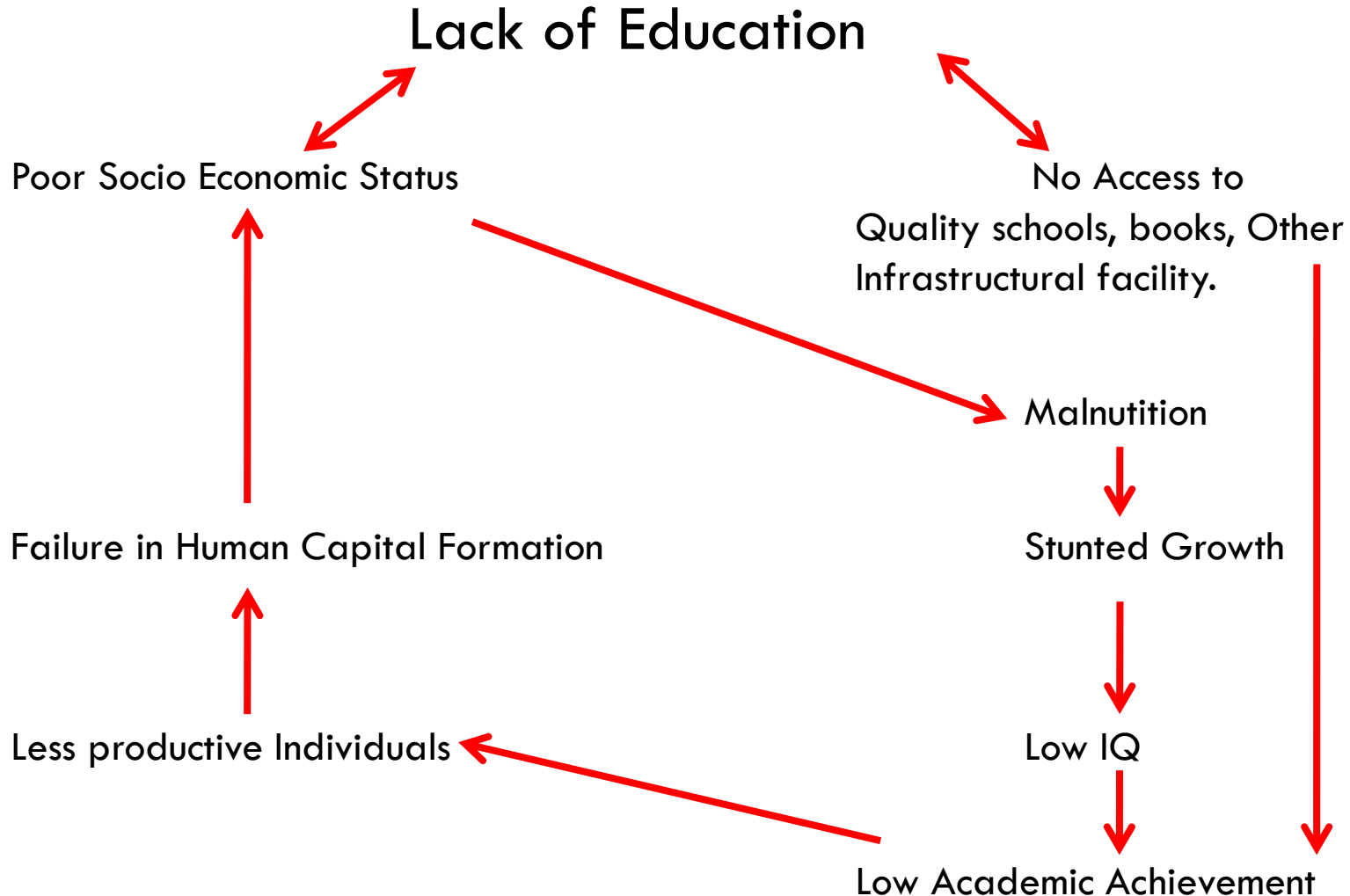
Malnutrition

Less productive Individuals

Stunted Growth

Low IQ

Low Academic Achievement



Escape from Poverty Trap is possible

8

- Educational programs pertaining to local needs
- development of family, community and society
- Education to trigger social change and transformation
- Thrust on primary education through various channels
- Focus on Skill-based education
- Use of Suitable Pedagogy
- Provision of Nutritional Diet
- Emphasis on minimum level of education of at least 01 member of each family
- Education pertaining to Agricultural practices

Pratham's Annual Status of Education Report (ASER) data

9

- **The Gross Enrolment Ratio (GER) in 2015-16**
- for grades I-V was 99.2%
- for grades VI-VIII was 92.8%.
- **Pupil-Teacher ratio at national level**
- for elementary schools was 24:1
- for secondary schools it was 27:1
- **Learning outcome**
- The proportion of children in grade III who can read at least a grade I level text dropped from 50.6 in 2008 to 40.3 in 2014, before increasing marginally to 42.5 in 2016
- The proportion of children in grade III who can do at least subtraction fell from 39% in 2008 to 25.4% in 2014, and again increased slightly to 27.7% in 2016.

Learning Outcome based Education

10

- Outcome based education according the learning objectives .
- Outcomes to be measurable .
- Effective innovative pedagogy.
- Differentiated Instruction.
- Student Voice and Engagement of students
- focus on teaching at the right level.

Sustainable Development Goals and National level strategies

11

- The government of India has introduced development strategies which address National priorities aligned with SDG targets
- To meet these targets, Government has introduced certain flagship programs
- This showcase the government's commitment for ensuring equitable society.
- Also ensures that development reaches one and all.

The Flagship Programmes of Government of India

12

- Right to Education Act 2009
- Sarva Shiksha Abhiyan (*UEE*)
- Samagra Shiksha Abhiyan
- Unnat Bharat Abhiyan
- Swachch Bharat Mission
- Beti Bachao beti Padhao
- PMKVY
- SWAYAM
- Digital India

Right to Education Act (RTE)

13

- Right to Education Act is a step towards universalizing elementary education.
- The philosophy behind it is to develop manpower for different levels of economy, so as to make the nation self-reliant.
- Its objectives are accomplished through the major programs like Sarva Shiksha Abhiyan and Mid Day Meal at primary level.
- Rashtriya Madhyamik Shiksha Abhiyan, Model Schools at Secondary level.
- Vocational Education
- Inclusive Education of the Disabled
- Saakshar Bharat for Adult Education
- Mahila Samakhya for Women's education
- Infrastructure Development of Minority Institutions
- Scheme for Providing Quality Education in Madarsas for Minority Education.

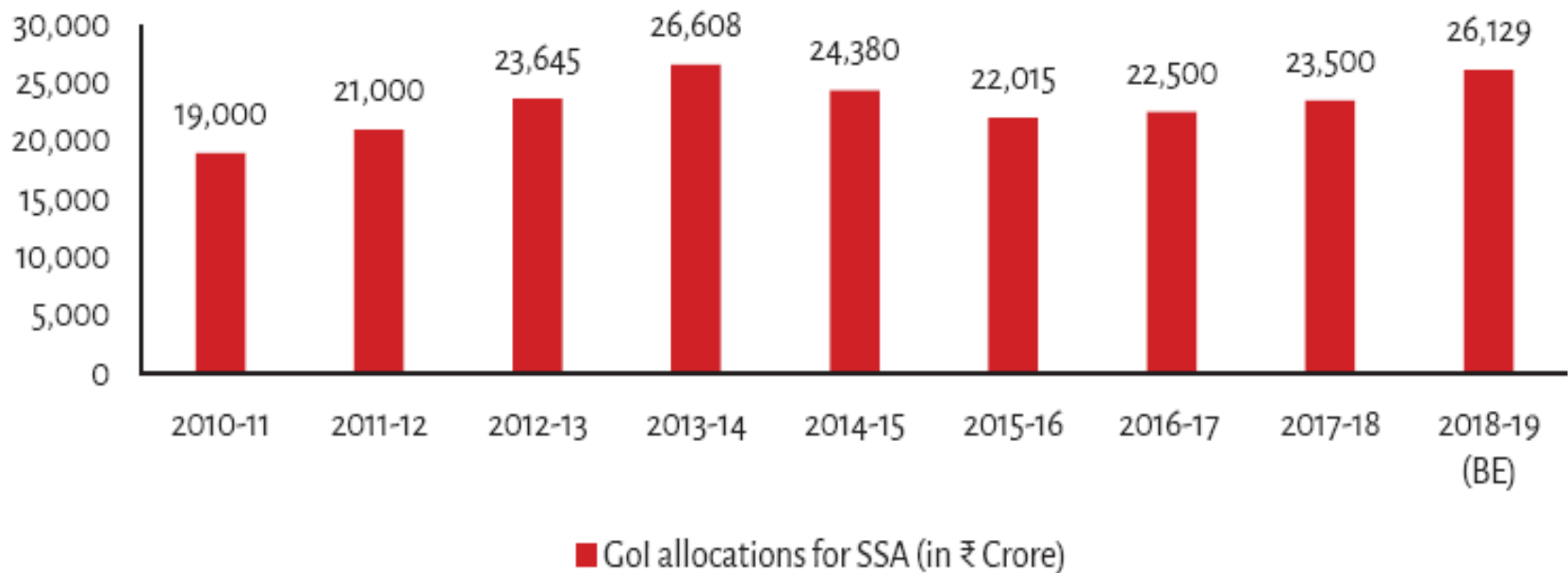
Sarva Shiksha Abhiyan

- Sarva Shiksha Abhiyan (SSA) is the Government of India's (Gol) flagship elementary education programme.
- Launched with an aim to provide universal education to children between the ages of 6 to 14 years.
- SSA is the primary vehicle for implementing the Right of Children to Free and Compulsory Education Act (RTE), passed in 2009.
- Funds are shared between Gol and state governments in a 60:40 ratio.
- In Financial Year (FY) 2018-19, Gol allocations for SSA stands at 26,129 crore, an 11 per cent increase over the previous FY.
- In FY 2016-17, SSA budgets towards quality related interventions accounted for only 9 per cent of total approved budgets and 69 per cent of this budget was spent.
- According to the National Achievement Survey (NAS 2015), only 36 per cent of Class V students across India scored more than 50 per cent in reading comprehension and 37 per cent scored more than 50 per cent in Mathematics in 2014.

Govt allocations for SSA stands at 26,129 crore, an 11 per cent increase over the previous FY.

15

GOI SSA ALLOCATIONS INCREASED BY 11% BETWEEN 2017-18 AND 2018-19



Source: Union Expenditure Budget, Vol. 2, Ministry of Human Resource Development FY 2010-11 to FY 2018-19. Available online at: www.indiabudget.nic.in.

Note: Figures are in crore of rupees and are revised estimates, except for FY 2018-19 which are Budget Estimates (BE). Last accessed on 1 February 2018.

MDM (Midday Meal)

16

- Government of India has taken many initiatives like Midday Meals
- to provide nutritional diet for better health and well-being
- to increase enrolment in schools
- for maintaining regular attendance in school.

.....MDM

States\UT	% of Schools with Attendance Rates				% of Schools Serving Midday Meals
	90-100%	75-90%	45-75%	<45%	
Andhra Pradesh	66.68	29.16	4.16	0	100
Assam	20.87	25.00	45.80	8.33	62.5
Bihar	0	0	72.00	28.00	60.0
Chandigarh	33.30	33.30	0	33.30	100
Haryana	30.72	53.80	15.30	0	69.2
Himachal Pradesh	46.10	46.21	7.69	0	69.2
Madhya Pradesh	5.50	50.00	44.40	0	83.3
Rajasthan	10.56	73.65	15.77	0	100
Uttar Pradesh	3.12	15.60	50.60	31.20	93.7
Tamil Nadu	96.66	3.33	0	0	100
West Bengal	42.86	38.09	9.52	9.52	100
All states\UT	33.30	28.80	27.90	9.90	85.6

Samagra Shiksha

18

- **The major objectives of the Scheme** are
- provision of quality education
- enhancing learning outcomes of students;
- Bridging Social and Gender Gaps in School Education;
- Ensuring equity and inclusion at all levels of school education;
- Ensuring minimum standards in schooling provisions;
- Promoting vocationalisation of education;
- Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009;
- Strengthening and up-gradation of State Institutes of Education as a nodal agencies for teacher training.

The main outcomes of the Scheme

19

- Universal Access,
- Equity and Quality,
- promoting Vocationalisation of Education
- strengthening of Teacher Education Institutions (TEIs).

Early Childhood Education

20

- Research in disciplines like neuroscience and psychology reveal that early childhood (the age group of 0-8 years) is a critical period during which the foundation of lifelong learning is built.
- 90% of all brain development takes place by the age of 6.
- Children should be given the kind of experiences they need in the early years to have positive effects not only on children's academic performance in school, but also on a range of social and economic outcomes even many years later.
- Hence Quality of Education in early years is very important to prepare the children for future roles in society.

Importance of Early Childhood Education

21

- importance of Early Childhood Education is widely recognized internationally and is included in the Sustainable Development Goals (SDGs) for 2030 that were approved by countries around the globe, including India.
- SDG Target 4.2 states that by 2030 countries should 'ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education'.
- In India too, the importance of early care and stimulation has been recognized in the National Policy on Early Childhood Care and Education (2013),
- It aims to provide 'developmentally appropriate preschool education for 3 to 6 year olds with a more structured and planned school readiness component for 5 to 6 year olds.'

Inclusive Quality Education and Equity in Education

22

- Sustainable Development Goal 4 ensures inclusive and equitable quality education and promotes life-long learning opportunities for all.
- In order to achieve all the targets of Goal 4; the total financial requirement for India is of the order of INR 142 lakhs crores (USD 2258 billion).
- While there is no financial gap identified in case of primary and secondary schooling due to provisions and finance allocations under Right to Education Act, there are significant gaps in case of early childhood development and tertiary and higher education.
- There is a gap of INR 27 lakh crores (USD 429 billion) out of the total of INR 35 lakh crores (USD 555 billion) required for ensuring access to quality early childhood development, care and pre-primary education.
- Further, India will require an additional INR 19 lakh crores (USD 301 billion) for ensuring quality technical, vocational and tertiary education.
- To enhance the standards of Indian higher education to match world standards, additional finance may be required over and above what is estimated here.

SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) programme

23

- SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) programme was initiated to achieve three cardinal principles of Education Policy namely access, equity and quality.
- The objective of the programme is to provide learning opportunity to all including most disadvantaged.
- This is done through indigenous developed IT platform that facilitates hosting of all the courses taught in classroom from 9th till post graduation to be accessed by anyone, anywhere, anytime.
- All the courses are free of cost and available to Indian residents designed by best teachers across the country.
- Swayam will be capable of hosting 2,000 courses and 80,000 hours of learning covering school, UG and PG, Engineering, Law & other professional courses.
- There is a facility of credit transfer on the academic record of the student for the course done on Swayam by Intervention of UGC.

Skill India

- India is expected to become the second largest economy by 2050
- It will also have the world's largest working-age population which is expected to touch 962 million by 2030.
- Furthermore, India will be the world's youngest country by 2020 with an average age of 29 years.
- Thus, India will not only have a young workforce to fulfill its domestic needs, it also has the opportunity to become the global hub for skilled workforce.
- The youth of India need education and skills to be able to fulfill their promise.
- India is estimated to require a sum of INR 9 lakh crores (USD 145 billion) to skill India's workforce.
- Only about 2 per cent of the existing workforce has undergone formal skill training.

PMKVY

25

- About 15 per cent of the existing workforce has marketable skills
- 90 per cent of jobs in India are skill based and require vocational training.
- The Government of India has announced a target of skilling 500 million individuals by 2022.
- However, India's current skilling capacity is only 7 million people per annum.
- To meet the **target SDG 4.4** for skilling this large workforce PMKVY (Pradhan Mantri Kaushal Vikas Yojna) imparts Industry relevant skill training to large number of Indian youth that will help them in securing a better livelihood.
- Under this scheme, Training & Assessment fee is completely borne by the Government.
- Individuals with prior learning experience or skills are assessed and certified under the Recognition of Prior Learning (RPL) component of the scheme.
- RPL is working to align the competencies of the unregulated workforce of the country.

Unnat Bharat Abhiyan

26

- The vision of transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an inclusive Nation is visualized through another Programme ‘ Unnat Bharat Abhiyan’.
- Through this mission higher education institutions work for development of rural India by indentifying challenges and evolving appropriate solutions for accelerating sustainable growth.
- It creates a cycle between the society and Academic Institutions by providing knowledge to upgrade the capabilities of both public and private sector in responding to the development needs of rural India.
- It also conducted baseline household survey. Gram Sabha are also organized through Gram Pradhan to collect feedback of the problems and on its basis comprehensive Village development plans are prepared to identify the major challenges and gaps in eradicating poverty and creating more jobs opportunities in rural environment to control migration for work to urban area.
- Feedback of various policies and flagship programmes of government is also conducted on ground.

Conclusion

- Thus, Education can be an indirect and long - term measure to reduce poverty and promote sustainability.
- Effective educational programs at primary, Secondary and Tertiary level will lead to human capital formation.
- This human capital will be trained, skilled and productive with knowledge moving the National economy towards the rise.

.....Conclusion

- Hence, Curriculum must be outcome based to bring maximum output.
- The ultimate effort should be to ensure that the individuals become capable of earning and sustaining above-poverty level income within few years.
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As very aptly stated in UNESCO's 2014 report

29

“Sustainable Development Begins with Education”, accessible quality education is essential to achieving all of the Goals, including poverty: by increasing income, offering better livelihoods, and reducing chronic poverty.

THANK YOU