

Report on SDG-4

Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All

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1. Background

1.1 SDG-4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All

Target 4.1: All girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Target 4.2: All girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

Target 4.3: Equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

Target 4.4: Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Target 4.5: Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Target 4.6: All youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Target 4.7: All learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

Target 4.b: Substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.

Target 4.c: Substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and Small Island developing States.

1.2 Local Context

- The formal education system is existing in the region but the experiential learning opportunities in the local context is not the part of curriculum.
 - In the formal schools, both government and private, the teaching method is conventional i.e. completion of text books syllabus, formal tests and exams to assess the memorized information of books, determination of pass-fail, percentage marks, grade etc.
 - Children qualifying a class (e.g. VII standard) does not possess the ability to recall and use the knowledge of that level (i.e. inability to retain the knowledge of formal study).
 - The capacity of relating the formal learning to the local context is also lacking, which is reflected in the issues of unawareness to the geography, sociology, history, economics, biodiversity, pollution, water & soil quality, changing weather & climatic conditions etc.
 - Despite the environmental studies being the part of the formal teaching subject the capacity to articulate the issues being faced, with the causes, roles and responsibilities is also lacking.
 - The government educational institutions are of four types - Balwari (for 3-6 yrs age group children), Primary (1-4 class), Higher Secondary (5-10 class), and college (11 class to P.G. level).
 - Locally most of the girl child attend school up to higher secondary level and most of them are married after acquiring 18 years' age.
 - In most of the families (within outreach of Ashankur) the parents are poor and less educated or illiterate hence they are unable to help their children get good quality education or even fair environment of study and learning. Most of them are also not economically sound for affording paid tuition to their children.
 - While organizing vocational training to women at Ashankur centre, it was known that despite they having passed school (up to higher classes) they lacked the basic knowledge of calculations, measurements, language reading and writing.
 - Many women of Ashankur's women group expressed need for help to their children in study and learning.
- Database of schools (number and distribution of schools, population of children having access to education, drop out children, provisions for specially able children, government provisions for training/orientation of teachers, teacher-student ratio, multigrade teaching, co-curricular activities etc etc ?

1.3 Intervention

- Based on the above Ashankur started remedial classes for children of primary classes at their own villages in 2010-2011.
- Currently there are 13 remedial classes running in 10 villages in three talukas.
- Children from 5th class and above are also allowed to attend remedial classes when their parents demand
- 261 children are enrolled (average 20 children in each class); Boys -118, Girls - 143
- 27 of the 261 children are assessed extremely poor in learning, they are specially focused.

- 13 teachers are appointed, having educational background from 10th class to Graduation and D.Ed.
- Remedial class teachers are given (1-2 days) training once a year and sometimes at other occasions of training/orientation.
- Teachers use alternative tools for teaching maths etc.
- Games, sports, plantation etc activities are also conducted.
- Learning capabilities in basic maths, English and Hindi alphabets, reading & writing of Marathi are assessed and remedial teaching is done to improve.
- Monthly tests to track the improvement in the learning capabilities.
- Annual assessment of G.K. and Maths
- Improvement in the children as a result of remedial classes is assessed on the basis of indicators -
 - Their school result
 - Mutual friendship and attitude of peers
 - Teachers feedback
 - Parents' feedback
 - Improvement in child's own fitness.
- High-performing children are awarded and low-performing children are given more focus afterwards for improvement
- 2-3 years back a one-day workshop for 9th & 10th class children was organized for career guidance
- In June 2023 a one-day workshop was organized by with the help of IELA on learning the methods of science. 113 children from two private schools, children from remedial classes and children of SHG women participated.
 - Discussion on local natural resources
 - Group work on natural resource mapping
 - Colour splitting experiment
 - Oxygen - candle experiment
 - Fish scale examination
 - Identification of animal species by foot prints
 - PoP cast making of footprints
 - Shikari-Shikar Game
- During last three months new activities of seed collection and nursery raising was done at Ashankur and distribution of the raised saplings was done with children. Seeds of 10 species were collected and used to raise nursery of around 500 plants. Around 160

saplings of Moringa were distributed to children in Bhokar, Khandala, Rajuri, Mandve, Devlali and Haregaon. * **This activity was planned for the first time by Ashankr team. Follow-up to be planned.**

2. Experience

- Training and orientation of remedial class teachers may be improved with inputs from different experts
- Drop out of children, shifting to paid tuition class.
- Quitting of teachers
- Closing of classes where teachers are found non-performing (even after giving alert) or where new teacher (after quitting of previous teacher) is not found.
- Remedial classes which are considered to have achieved are closed and another class is started - the same class may be continued or enlarged where previously attended children may be given opportunity to interact with new children

3. Process Done on 10 & 11 October 2023

- On 11th October 2023 a one-day workshop for children on environmental education was organized with the help of IELE in which 44 Girl students from St. Theresa school, Haregaon, 09 children of SHG women and 4 girls from Ashankur participated.

4. Way Forward (strategy for next three months)

- Baseline data preparation
- Planned activities for children
- Planned activities for teachers
- Involvement of children in seed bank and sapling raising activities
- Including exercises on biodiversity in remedial classes
- Development of kitchen gardening / medicinal plants gardening in schools

Annexure - 1 Village-wise list of Remedial Classes

S. No.	Remedial Class Village	Panchayat	Taluka
1.	Bhokar-1	Bhokar	Shri Rampur
2.	Bhokar-2		
3.	Bhokar Jagtap Basti		
4.	Haregaon	Haregaon	
5.	Khandala	Khandala	
6.	Sutgirni	Sutgirni	
7.	Nipani-1	Nipani	
8.	Nipani-2		
9.	Mandave	Mandave	
10.	Khokar	Khokar	
11.	Devlali	Nagar Palika Devlali	Rahuri
12.	Rajuri	Rajuri	Rahta
13.	Ghogargaon	Ghgargaon	Nevasa

Annexure-2 Reference documents / reports of Ashankur

- Annual report of remedial classes (June 2022 to April 2023)
- Report on 'Experience of Drumstick Tree, a Nature's Multivitamin' by Sr. Sabita CCR.