



Goal - 4 ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFE LONG LEARNING OPPORTUNITIES FOR ALL

By 2030,	
4.1	Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
4.2	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
4.3	Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
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
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
4.6	Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
4.7	Ensure that 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
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
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
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





Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

NATIONAL SCHEMES AND POLICIES

Nodal Ministry- **Ministry of Human Resource Development, Government of India**

Centrally Sponsored Schemes (CSS)	Related Interventions	Targets	Other Concerned Ministries/ Departments
1. Sarva Shiksha Abhiyan (Core) 2. National Programme Nutritional Support to Primary Education (MDM) (Core) 3. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) (Core) 4. Support for Educational Development including Teachers Training & Adult Education (Core) 5. Scheme for providing education to Madrasas, Minorities and Disabled (Core of the Core) 6. Rashtriya Uchhtar Shiksha Abhiyan (RUSA) (Core) 7. Umbrella scheme for Education of ST students (Core of the Core)	1. Padhe Bharat Badhe Bharat	Target 4.1	School Education & Literacy, Tribal Affairs
		Target 4.2	School Education & Literacy
		Target 4.3	Skill Development & Entrepreneurship, Higher Education, Tribal Affairs
		Target 4.4	Skill Development & Entrepreneurship, Tribal Affairs
		Target 4.5	School Education & Literacy, Skill Development & Entrepreneurship
		Target 4.6	School Education & Literacy
		Target 4.7	Skill Development & Entrepreneurship, Culture
		Target 4.a	School Education & Literacy, Women & Child Development Higher Education
		Target 4.b	School Education & Literacy, Higher Education, External Affairs, Tribal Affairs
		Target 4.c	School Education & Literacy, Higher Education, External Affairs

Source: - http://niti.gov.in/writereaddata/files/SDGsV2o-Mappingo8o616-DG_o.pdf



GAPS AND CHALLENGES

Despite the great attention to providing schools in accessible distances with basic infrastructure provisions, only about 10% of the elementary schools have basic facilities mandated by the government in terms of adequate class rooms, drinking water, toilet, mandated teacher: pupil ratio (RTE Forum 2015-16). The lack of a proper monitoring system is also evident and teacher absenteeism and non-teaching, teacher engagement in non-teaching and non-school activities are also prevalent. Despite various efforts, the government of India estimates that 60 lakh children in the elementary (1-8) levels are still out of school (SRI-IMRB) in 2014. The data on out of school children is highly problematic as there is no uniform definition of out of school children and estimates vary widely.

The Net Enrolment Ratio (NER) for primary education which is the proportion of children in the age group 6 to 10 years who are going to school had reached a commendable 99.89 percent in 2010-11 (GoI, 2014). However, retention rate is low. The survival rate of children who were enrolled in class one up to class five was 83.2% in 2009-10 and this fell to 76.8% by class eight (EdCIL, 2013). Subsequently there is another attrition of learners at the secondary level and the dropout rate reaches 71% at the class ten. Consequently the Gross Enrolment Ratio drops from 137% at the primary level where over age children also study in the lower classes to only 29% at the senior secondary level (GoI 2014). Thus, both in terms of quality and retention, the school education system is not performing well.

Despite the existence of the Integrated Child Development Scheme (ICDS) program for over four decades, there is limited reliable data on its coverage of children. Of the 158.7 million children in the 0-6 years, 75.7 million children (48%) are reported to be covered under the ICDS (MWCD 2011). A significant number may also be covered by the private and NGO sector too. The quality of services provided too is uneven (ECCE, 2012). The New ECCE policy seeks to overcome the existing deficiencies and anomalies and make quality ECCE available to all children with an appropriate National Curriculum Framework for ECCE, child friendly environment and methods. The ICDS in mission mode had estimated a budget of INR 28454 crore in 2015-16 for implementation of the scheme (MWCD, 2013). With 55% cut in the Ministry of Women and Child Development budget for 2015-16, the investment on ICDS is bound to fall short heavily, given that The ICDS accounts for 87.39% of the MWCD budget (Centre for Child Rights, 2016).

An important indicator with regard to education is the level of literacy among the youth aged 15-24 years. The national sample survey in 2007-08 on expenditure in education (NSSO, 2008) reveals that overall youth literacy was 86% with 80% for females and 91% for males. In rural areas youth literacy was 83% and in urban areas it was 93%. The literacy rates were lower among the SCs and STs.



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RECOMMENDATION

1. The Government expenditure on education must be increased to at least 10 per cent of the GDP given the backlog in providing quality education with adequate provisions at various levels.
2. A common school system that is totally funded by the Government has to be implemented to ensure equitable and inclusive school education of quality for all. This is extremely important because excluded sections like the SCs and STs and OBCs who do not have the wherewithal to send their children to private schools suffer as a consequence of the current moribund state of the Government school system.
3. The ICDS program must be revamped with good teaching and learning materials and kindergarten pedagogy so that pre-primary education is better provided along with the supplementary nutrition and immunization services that it is providing at present.
4. State role in regulating and monitoring private education at all levels including the 25% reservation in private unaided schools is important ensuring education to be a public good.
5. Collaborative mechanisms between the government and private educational institutions, higher education and industry and convergence between different ministries/ departments providing education are necessary.
6. Addressing discrimination in education at all levels and of all forms and promoting equity measures is fundamental to supporting education among children from marginalized sections and promote education in its true sense.
7. More resources need to be allocated for the protection of children, especially in the Integrated Child Protection Scheme and also for the reform of Juvenile homes.
8. Training for sustainable agriculture must become a viable vocational option in rural areas.
9. There must be a proper formal vocational training system that has links with the huge informal sector of the economy which employs the most people.



WADA NA TODO ABHIYAN

Holding the Government Accountable to its Promise to
End Poverty, Social Exclusion & Discrimination

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